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A Phenomenological Study of the Self-Efficacy of Veteran Traditionally Certified and Alternatively Certified Career and Technical Education Teachers

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Abstract

Self-efficacy is important to be a successful teacher. As a result of successful teacher demands, veteran traditionally certified and alternatively certified career and technical education (CTE) teachers must be aware of their perception of their self-efficacy. Bandura's (1977) foundational theory on self-efficacy was utilized as a conceptual framework to demonstrate the perception of veteran traditionally and alternatively certified CTE teachers. This phenomenological study enlisted 17 participants to investigate their perception of their self-efficacy of veteran traditionally certified and alternatively certified CTE teachers. This phenomenological study utilized interviews as qualitative instrumentation methods to answer the two research questions. Narratives and tables were used to depict the findings. The findings revealed that participants possess a range of descriptions that focused on self-efficacy. This study identified four themes that included classroom management, students' experiences, non-CTE administrators, and educators' support/relationship and effectiveness of planning. The range of descriptions that focused on self-efficacy was a by-product of certification, clarity of the importance of CTE to future careers, and mentor builds stronger self-efficacy. The study revealed the range of descriptions that focused on the self-efficacy of the veteran traditionally certified and alternatively certified CTE teacher.

Keywords: teacher, career and technical education (CTE), career and technical teacher, self-efficacy, traditionally certified CTE teacher, alternatively certified CTE teacher, traditional certification, alternative certification

Dedication

This study is dedicated to God and my family;

To my heavenly Father, thank you for hearing my prayers, and being my strength.

To my parents, Willie Albert and Isabella Smith, for their selfless acts of love and kindness during this lengthy process. The countless hours of keeping the girls, meals you prepared for us, and the prayers you prayed that kept my household running, I am so appreciative. Most of all, thank you for your confidence that I would complete this dissertation,

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To our girls – Faith, Grace, and Hope. Your names alone are what I needed to survive this dissertation process. I love you, my girls! Thank you for being such beautiful children. I am so proud of each of you for being such well-mannered, smart, and loving girls!

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beautiful girls' Faith, Grace, and Hope. I am truly blessed to share my life with such wonderful

people.

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Chapter 1: Introduction

Teachers are essential in the learning process; their ability to make learning enjoyable and lasting impression is an art to be adored. Teaching is "not an easy profession and is often vastly underestimated by many individuals" (Moffett & Davis, 2014, p. 17). A good teacher, however, is one who possesses passion and skills. Moffett and Davis (2014) defined:

> A good teacher, however, is not one that has only acquired a vast amount of knowledge, but one that is described as also having a variety of different characteristics and virtues, but none are as important as a good teacher being able to display certain unmistakable skills of the trade. (p. 17)

A good teacher leaves lasting impressions on the lives of their students. As I reflect upon the essential role teachers plays, I wonder about their preparation process. As times have changed, so has the certification preparation process to become a teacher. Teachers are entering the classrooms through the two main pathways, traditionally certified or alternatively certified route (Bowen et al., 2019). Each state certification requirement differs. For teachers interested in teaching career and technical education (CTE) classes, their certification requirements are slightly different than core academic teachers. The certification preparation process influences the teacher's self-efficacy (Salgado et al., 2018). The teacher's certification process is important when investigating the teacher's self-efficacy. This study discovered the self-efficacy of veteran traditionally certified and alternatively certified career and technical education teachers. The problem investigated by this study is the negative impact of the lack of support from administrators outside of CTE on the self-efficacy development of the career and technical education teachers.

Introduction to the Problem

The quality of teachers has been a concern for decades. *A Nation at Risk: The Imperative for Educational Reform* (1983) shared that many local, state and national school reform efforts viewed as "the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people" (p. 5). President George H. W. Bush's response to that report, along with many others, such as governors and other educational stakeholders, was to create The National Education Goals Report: Building a Nation of Learners (1991). The report classified three areas of concern for our schools: teacher quality, high standards, and accountability.

Under President Barack Obama's administration, Congress passed the Every Student Succeeds Act (ESSA). President Obama signed this act into law on December 10, 2015. Every Student Succeeds Act was created to replace the No Child Left Behind Act (NCLB) and was initially approved in 2002. The ESSA gave flexibility to individual states. Although the states are still required to report to the Federal Department of Education, all decisions are made at the state level as long as all federal requirements are met. According to the ESSA, the act officially took effect during the 2017–2018 school year, and the funding authorized until 2020–2021 school year (n.d.). One of the significant differences between NCLB and ESSA is the accountability piece has shifted from federal to the states. However, annual standardized testing is still the same as under the NCLB Act. There are more flexible opportunities for states than before.

Background, Context, History, and Conceptual Framework for the Problem

In 2002, the NCLB became law. This new law required a highly qualified teacher in every classroom. The motive behind this was to increase academic achievement by replacing non-certified provisional or emergency certified teachers. Under NCLB, new recruits are

encouraged to become fully certified teachers via an approved teaching program. In every effort to create quality teachers, questioning where these teachers would come from and how they could become fully certified. However, the ESSA removed the highly qualified piece and allowed each state to determine its own set of requirements for certification (National Education Association, 2016).

The Mississippi Department of Education (MDE; 2019) defines a highly qualified teacher as individuals meeting their required state criteria. For example, a new teacher is defined as someone employed for the first time in a Mississippi public school with no prior teaching experience (MDE, 2019). A highly qualified teacher is one who met their state-specific criteria, such as earned a bachelor's degree or higher in their content area. A teacher must complete one of two MDE requirements to earn his or her certification, degree or endorsement from an approved accreditation institution of higher learning. Alternatively, a teacher can receive a certificate from an approved alternative route in a certification program for Grades 4–6 (MDE, 2019). According to the Southern Association of Colleges and Schools (SACS; 2019), an accreditation institution is one that met and maintained higher levels of set standards. The individual could earn a degree from the accredited institution, attend college courses to earn continuous educational units (CEUs) or earn college courses, workshops, or professional development training to earn subject-specific endorsements. The teacher must also pass the designated Praxis Test. Educational Testing Services (ETS) offers the Praxis series testing. The Praxis tests are a series of American assessments, given to individuals interested in becoming certified in subject-specific areas (ETS, 2019). The Praxis test consists of reading, writing, mathematic skills, and subject-specific content (ETS, 2019). There are required scores for each

assessment. If the Praxis assessment required scores are not met, the individual must retest to reach the required score.

There were different prerequisites for a new Grade 7–12 teacher compared to their elementary counterparts. This requirement had been updated and is now reflected in the MDE 2019 edition. Grade 7–12 teachers must have earned an endorsement for every core academic subject taught. Those core subjects included English, reading, mathematics, science, foreign language, government, economics, arts, history, and geography (MDE, 2019).

The Mississippi Department of Education (2019) defined a veteran teacher as a teacher not new to the teaching profession. The teacher must hold a bachelor's degree or higher and pass the Praxis Subject Assessment (MDE, 2019). Veteran elementary teachers must hold a bachelor's degree, pass the Praxis Subject Assessment, and maintain at least a Class A license to become a certified educator. The secondary school 7–12 teacher must hold a bachelor's degree, license with an endorsement in every core academic subject taught. Additional options for secondary 7–12 experienced teachers include passing the Praxis Subject Assessment or pass the Praxis Subject Assessment or hold a master's degree in each core academic subject taught or become endorsed with a minimum of 21 college course hours with a "C" or higher for each core academic subject taught (MDE, 2019).

Tschannen-Moran and Woolfolk (2001) defined teacher efficacy as "judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (p. 783). Efficacy plays a critical role in learning and teaching. Teachers who demonstrate a range of descriptions of efficacy provide a well-managed and conducive learning environment (Kouvari, n.d.). Research shows that teachers displayed positive self-efficacy when he or she enjoys engaging in his or her work

(Chesnut & Burley, 2015; Skaalvik & Skaalvik, 2014). However, research also indicates that burnout attributes to negative self-efficacy (Chesnut & Burley, 2015). Teachers are affected by the positive and negative experiences that shape their self-efficacy. Positive factors that influence the teacher's joyful experience include job satisfaction, excellent classroom management skills, and professional development (Kouvari, n.d). A teacher's self-efficacy should develop healthily. However, burnout contributes negatively to the development of the teacher's self-efficacy. Burnout syndrome is defined as "a psychological state perceived as emotive breakdown and sense of depersonalization, featuring decreased effectiveness at work and a lower evaluation of one's performance" (Gastaldi et al., 2014, p. 17). Factors, whether positive or negative, have piqued my interest in pursuing my qualitative investigation.

Conceptual framework. Bandura (1977, 1986), known for his theory of self-efficacy, influenced the development of my conceptual framework. Self-efficacy is essential in developing a productive relationship with ones' career. It is crucial that teachers have substantial knowledge and awareness of their self-efficacy. According to Shuls and Trivitt (2015), there is a positive relationship that exists among teacher characteristics, teacher's licensure exam, and teacher effectiveness.

The perspective of self-efficacy varies from teacher to teacher. When a novice teacher is asked about the effectiveness of their teaching skills, their opinions differ from the perspective of a veteran teacher (Zee & Koomen, 2016). The novice teacher may think one must accomplish daily tasks such as creating and grading assignments before the day ends to be effective in the classroom. Unlike experienced teachers, novice teachers may use their students' passing or failing assessment scores as a determining factor of success in the classroom. Zee and Koomen (2016) stated that teachers with higher self-efficacy persisted longer and proved more

academically driven in the classroom. Teachers with higher self-efficacy continuously receive

feedback from their administrators, students, mentors, and even parents. Feedback is essential to

teachers' and the lack thereof may affect their quality and ability to teach the students. The

feedback can consist of strategies to improve specific teaching skills or discontinue ineffective

teaching habits. Also, feedback can encourage teachers to maintain existing skills that build their

confidence.

Statement of the Problem

According to Jacques and Potemski (2014), "state and federal education reforms in

evaluation and support for teachers have paid insufficient attention to CTE teachers' valuable

skills and specific professional learning needs" (p. 1). To CTE teachers, this is a significant

problem. The skills of CTE teachers have been undervalued; therefore, fewer resources have

been provided. When an individual knows their worth, but others devalue it, it can have an

impact on one's self-efficacy. The focus has solely been on core academic programs and the

teachers who instruct those core subjects. Career and Technical Education has lacked proper

recognition and support for years (Jacques & Potemski, 2014). Career and Technical Education

teachers produce career-readiness skills that can equip students for the future. Having a better

understanding of the perspective of those certified in career and technical education will help to

understand those who serve in our educational system.

According to Langley, Martin, and Kitchel (2014), teachers' "level of self-efficacy can be

influenced by where they work and live, in addition to the work itself" (p. 2). In most school

settings, there is the academic world which only focuses on math, science, English, and history,

but there is a learning arena that goes beyond just those core subjects. Career and Technical

Education opens up students' potential. Students are exposed to many career choices that they

have only heard of, and some that they did not know to exist. Career and Technical Education offers students the opportunity to learn, understand, and apply skills that can prepare them for their future. The reason CTE teachers are essential and should be the primary focus of this study is because of the limited research findings. Understanding how CTE teachers perceive their abilities and skills is a topic that needs to be further explored.

Purpose of the Study

The purpose of this phenomenological study was to investigate the perception of self-efficacy of veteran traditionally certified and alternatively certified career and technical education (CTE) teachers. When reviewing the scholarly literature, many studies did not focus on career and technical education. Research reflected more content from the college level, secondary level (Grades 7–12) academic core subject areas, or elementary (Grades K–6) level; however, there was a limited amount of research on CTE. Studies of teacher certification included materials on both core academic and career and technical education.

Self-efficacy is essential for teachers, but a low self-efficacy could hinder the growth and development of both the teacher and the students. The self-efficacy studies cited gave the views of preservice teachers, college students, and K–12 teachers. Preservice teachers are college students who are training to become a teacher (Birisci & Kul, 2019).

The self-efficacy studies, as related to CTE for traditionally certified and alternative route certified teachers, were limited in the applicable findings. There were also some international studies (Berkant & Baysal, 2018; Birisci & Kul, 2019; Mahler, Großschedl, & Harms, 2018; Zakeri, Rahmany & Labone, 2016) that discussed students using their CTE skills to be competitive globally. The areas where students' CTE skills were globally desired include technological, STEM, college-readiness, and workforce readiness (Center for Global Education,

2019). Career and Technical Education offers skills that will make students well diverse and marketable for global competition. There is a limited amount of research on the lived experiences of traditionally certified, and alternatively certified teachers. It is apparent, given the current literature, there is a need for qualitative research on veteran traditionally certified and alternatively certified teachers' perceptions of their self-efficacy in career and technical education.

Research Questions

The research questions for this phenomenological study are:

RQ1: How do veteran career and technical education teachers who are traditionally certified perceive their self-efficacy in the classroom?

RQ2: How do veteran career and technical education teachers who are alternatively certified perceive their self-efficacy in the classroom?

Rationale, Relevance, and Significance of the Study

Conducting this research broadens the perspective of CTE certified teachers left out of previous scholarly studies. This investigation was conducted by interviewing CTE teachers. This study allowed an opportunity for CTE teachers to share their experience, and the content might be used to aid in preparing future CTE teachers and could provide the necessary support in CTE.

In order to better prepare veteran career and technical education teachers, the perception of traditional and alternative route teacher's sense of self-efficacy was investigated. It is hoped that this study contributed new research on self-efficacy for traditionally and alternatively certified CTE teachers. After reviewing the literature on teacher efficacy, several studies regarding teacher efficacy and general teacher preparation were found (Berkant & Baysal, 2018; Birisci & Kul, 2019; Friedrich, 2014; Huber, Fruth, Avila-Johns, & Lopez-Ramirez, 2016;

Mahler et al., 2018; Petchauer, 2016; Skaalvik, & Skaalvik, 2014; Zakeri et al., 2016; Zee & Koomen, 2016;). According to Mahler et al. (2018), there is a broad consensus of the research concerning teacher self-efficacy and student performance. However, research is needed on the self-efficacy of CTE teachers.

The information presented in this study provided stakeholders (students, teachers, education administrators, or educational leaders) with content that could influence their decision-making process. The administrators, policymakers, and organizational leaders at the post-secondary levels could use the information shared from this study. The discovery of the veteran teacher's self-efficacy can give insight to future teachers. The valuable information can be used to assist those preparing for the teaching profession. The data from this study can be used to recruit and prepare future educators who meet state-mandated requirements. Researchers, policymakers, or educational practitioners seeking further strategies to produce more competent CTE teachers can use this study to open doors for others to develop success in the classroom. This research could help CTE preparation programs obtain awareness of teacher self-efficacy and teacher certification preparation strategies to prepare better future CTE educators. This certification process will also create a way for those who are not able to become certified through the completion of an approved certification program. The content shared from this study has the potential to strengthened the teacher's self-efficacy and his or her perception of their teaching skills. Once the individual shared their experience of the classroom, it could develop a sense of growth and accomplishment. Even if the experience was negative, the individual reflected on how they have grown since that event. Their outlook could alter their experience and offer an enhancement to their skills for future endeavors.

The results of this study demonstrated the need for more awareness of the perspective of traditionally certified and alternative route certified teachers' journey to becoming a CTE teacher. This study supported the discovery of other sources for recruiting diverse individuals from the industry to become CTE teachers (Jacques & Potemski, 2014). Also, the research findings might equip teacher trainers, with the essential skills and techniques to enhance the experience of individuals entering their traditionally certified and alternatively certified programs. If the content shared in this study enlightened teacher training programs about teacher self-efficacy among veteran CTE teachers, then the research can aid in expressing how positive self-efficacy can alleviate any uncertainty in the classroom.

Definition of Terms

The following description of terms are vital in providing a solid foundation for this study's targeted population and conceptual framework:

Alternative route certification. The certification process of an individual who did not complete a traditional education program, but met all the requirements to become a certified teacher (MDE, 2019).

Career and technical education. Career and Technical Education is an institution or educational program that prepares learners with skills for career preparation (Jacques & Potemski, 2014).

Self-efficacy. The belief an individual has about his/her abilities (Bandura, 1977).

Teacher self-efficacy. Teacher self-efficacy is described as the confidence of the teacher's abilities to bring about the desired outcomes of providing a productive learning experience (Mahler et al., 2018).

Traditional teacher certification. A teacher education program that an individual completes through a college or university (MDE, 2019).

Veteran teacher. A teacher who has learned and perfected the art of teaching. Most *veteran teachers* are known for their years of experience. *Veteran teachers* are classified as having more than 5 years of teaching experience (MDE, 2019).

Assumptions, Delimitation, and Limitation

With any study, there are assumptions, delimitations, and limitations. When the researcher was work with others, some obstacles arise. However, the need to persist is essential when aiming to accomplish a goal. Allowing for adequate time to reach out to potential participants before the ceasing of operation of the institution was a limitation.

Assumptions. During this research, the first assumption was that all participants were honest about his or her self-efficacy. Another assumption was that there was a diverse group of individuals who participated in this study. The researcher assumed that more females would participate than males. Another assumption was the lack of cultural diversity used in this study. For instance, the researcher assumed there would be more African Americans participants than any other race because of the rural school district and volunteers limited the access of participants. The researcher presumed that traditionally, certified veteran teachers were predominately teaching in the classrooms. The researcher believed that the majority of the participants would be those who completed the traditional certification route. Waddell and Vartuli (2015) shared the assumption that traditionally certified teachers are more equipped to teach than alternatively certified teachers. I assume that other educational organizations and policymakers agree with Waddell and Vartuli's (2015) perspective that traditionally certified teachers are more knowledgeable and better equipped to teach. However, according to the new

legislation, as long as requirements such as degrees and endorsements were met, alternatively certified teachers were equipped to teach (ESSA, n.d.). With alternative certification on the rise, those assumptions were challenged. According to Waddell and Vartuli (2015), "alternative routes to teaching that jump straight to practice, [are] often criticized for foregoing essential knowledge and theory" (p. 1).

Limitations. In qualitative studies, credibility and dependability are typical limitations. When investigating multiple individuals' lived experiences, may vary from others' experiences. With phenomenological studies, in general, there can be a challenge to replicate the natural setting. This challenge included recreating the accurate classroom setting and tone that created an emotional impact on his or her lived experience. However, with each participant sharing their perspective, this limitation was not as challenging as anticipated. Fletcher, Gordon, Azunda, and Zirkle (2016) expressed that inaccurate information, knowledge level, access, and desire for a more extended period of engagement are limitations that occur in most research studies. Several of Zirkle's (2016) limitations were observed in this study. This study used convenience sampling; therefore, the findings were suggested as a descriptive study and not being generalizable to a larger population. During the data collection phase of this study, the institution announced the ceasing of operation. Additional time to reach out to more participants to enlarge the population sample was a limitation not anticipated when this proposal was first initiated.

Delimitations. This study was delimited to veteran traditionally certified CTE teachers and veteran alternatively certified CTE teachers at three rural Mississippi school districts. This study only reflects the perspective of African-American and White CTE teachers; other cultures may share different perspectives. The results of this research may not produce transferable

results due to site-specific findings. The institution ceasing operation leads to deadlines moving up and limited time to access more potential participants.

Chapter 1 Summary

The purpose of this phenomenological study was to investigate the perception of self-efficacy of veteran traditionally certified and alternatively certified career and technical education (CTE) teachers. Teacher self-efficacy is essential to the growth and development of learners. Self-efficacy can aid in the development of the teacher's passion for his or her career as a veteran teacher. When the veteran teachers displayed a range of descriptions that focused on self-efficacy, the impact was felt by their students. The teachers' impact had a lasting effect on that student's life. Teacher certification has evolved due to the data presented to the educational sector. There are multiple ways an individual could become a certified teacher, and many school districts are open to allowing these choices for their teachers.

Chapter 2: Literature Review

Teaching requires much preparation and dedication for some; however, it might be a slight change in career plans for others. Either way, as an educator, I believe education can be one of the most rewarding career choices. In most events, we often look at the outcome of the learning experiences from the students' perspective or the results of assessments. However, rarely does one gain insight from the teachers' self-efficacy of his/her experience. This phenomenological study allowed teachers to share his/her lived experiences in the classroom. Also, I explored the teachers' self-efficacy; I wanted to look specifically at career and technical education (CTE). Career and Technical Education teachers have introduced many students to various career pathways to promote college and career readiness for the 21st century (Jacques & Potemski, 2014). Career and Technical Education is a growing component of the curriculum of both the secondary and post-secondary levels (Jacques & Potemski, 2014).

According to the Occupational Outlook Handbook (OOH; 2019), between 2016 and 2026, the expected growth rate for CTE teachers is -1%. This predicted growth is slower than the industrial average (Bureau of Labor Statistics, 2019). The Occupational Outlook Handbook (2019) average growth rate for all occupations is 7% (Bureau of Labor Statistics, 2019). Therefore, the Bureau of Labor Statistics (2019) presents a greater need for more educators to meet the growing demand for teachers. Typically, when a group of teens was asked about becoming a teacher, many might rapidly reply, "not me." The lack of desire to become a teacher is a direct reflection of the OOH's negative outlook. The passion for teaching has declined for many reasons, such as unattractive salaries (Luaces, Cearley, Ramaswamy, Chang, & Cupertino, 2018) and overwhelming stress (Curry, Webb, & Latham, 2016; Prilleltensky, Neff, & Bessell, 2016). Other issues that may deter the recruitment of future teachers are student behavioral

issues, changes in the curriculum, poor-performing school districts, and drastic changes in school culture. A rising concern that parents may have is the retention of quality teachers (Bowling & Ball, 2018). If the demand for teachers continues to decrease, school districts will then work to fill vacant positions with less-qualified individuals to meet the requirements of the district.

Veteran teachers are those who have 4 or more years of teaching experience in the classroom. Veteran teachers are closer to retirement, and many experience burnout (Bowling & Ball, 2018), which causes school districts to investigate diverse ways to replace those teachers. Some school districts have resolved this issue by relying on an alternative way to find more teachers. This non-traditional route allows non-teacher trainees to become educators. Many of these individuals come directly from other professions. Those individuals were given access to obtain teacher certifications and endorsements via another platform other than the traditional teacher education program. Prior to implementing an alternative route, a shortage of teachers existed (Gelfer, Krash, & O'Hara, 2015). Due to the need for an alternative route, the introduction of alternative certification began several decades ago and has steadily grown. Each state decides what standards are needed for alternative teachers. Criteria for traditionally certified teachers are satisfied while they complete educational courses at colleges or universities. However, others enter the classroom through an alternative route. In this review, the various ways individuals can become an educator in Mississippi will be shared.

Conceptual Framework

Bandura (1977, 1986) is best known for his theory of self-efficacy. Self-efficacy is essential in developing a productive relationship with one's career. It is crucial and necessary that teachers have a substantial awareness of their self-efficacy. Bandura's (1977) self-efficacy theory influences the way individuals performed. Confidence plays a considerable role in the

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development of one's self-efficacy. Bandura's (1977) theory of self-efficacy enlightens the understanding of how the perspective of ourselves limits our desires and abilities to perform. For example, the veteran teacher could feel overwhelmed in the classroom because of the constant changes in the curriculum and with technology. However, if he or she can think beyond their limitations (constant change) but believe confidently in his or her abilities to teach and learn new things, he or she will perform. The confidence level is critical when working on developing a positive self-efficacy. When challenges arise, regardless of the experience, one should willingly accept the challenges that life presents and eagerly tackle it head-on because of the confidence that he or she possesses.

Zee and Kooman (2016) reported that teacher self-efficacy (TSE) "beliefs, or teachers' self-referent judgments of capability, are relevant for a range of adjustment outcomes at different levels of classroom ecology" (p. 981). Teachers' understanding of their capability to teach and the effect their teaching has on students' plays a significant role in the development of the teacher's self-efficacy. Self-efficacy is what a teacher relies upon in the classroom. If the teacher has a less range of descriptions that focused on self-efficacy, it will reflect in his or her confidence in the classroom. However, when a teacher possesses a high level of self-efficacy, the teacher's performance is reflected. According to Zee and Kooman (2016), the teachers with "positive TSE beliefs have been demonstrated to result in improved psychological well-being in terms of higher levels of job satisfaction and commitment and lower levels of stress and burnout (p. 982).

According to Barni, Danioni, and Benevene (2019), "the main antecedents of self-efficacy may have important payoffs in working for teachers' well-being and school effectiveness and improvement" (p. 1). The learning environment for teachers and students is

critical when developing a high level of self-efficacy. Barni et al. (2019) stated that teachers with high levels of self-efficacy experience a greater level of job satisfaction. The teachers are eager to do their jobs because of the confidence they possess. Students are motivated to learn in an environment that is welcoming.

Review of Research Literature and Methodological Literature

Teacher certification varies from state to state. Certified teachers must adhere to different rules and regulations based on the state's requirements. A traditional certification program consists of individuals earning a bachelor's degree. These individuals are typically interested in being an educator and pursue this path directly through college. These students complete the necessary path to earning their teacher certifications upon completing the teacher's program while in college (Uriegas, Kupczynski, & Mundy, 2014).

The alternative route to teacher certification has become a nationwide option for schools. The Mississippi Department of Education (n.d.) reported that states are increasingly allowing more teachers the possibility of alternative teacher certification to fill vacancies in many districts (Bowen et al., 2019; Uriegas et al., 2014). In Mississippi, there is a critical needs program, which offers a loan-to-scholarship award to a college student as an incentive to teach in a critical needs school after graduation. A critical needs school can consist of one specific school in a district or the entire school district. The category that classified an individual school or the whole school district as critical need is when a particular percentage of the employees are eligible for retirement. For example, if a specific percentage of teachers not classified as highly-qualified or if the district lacked adequate licensed subject or program teachers, that district could be classified as a critical need. An answer to this problem for many schools was to offer scholarships to future teachers. For instance, such scholarship opportunities allowed college

students who were interested in becoming teachers to sign a contract with Mississippi. The prospective teacher, in turn, promised to work at a critical needs school or school district for a specific period. If these obligations are not met, the scholarship reverts to a loan that must be repaid. The Critical Needs Teacher Scholarship was a way to link newly trained educators to those areas.

The National Education Association (NEA; n.d.) stated:

What began in the early 1980s as a way to ward off projected shortages of teachers and replace emergency certification has rapidly evolved into an acceptable model for recruiting, training, and certifying those who already have to at least a bachelor's degree and want to become teachers (para. 1).

The NEA (n.d.) states there should be multiple pathways to entering the teaching profession. According to the National Center for Education Statistics (2019), 18% of public school teachers entered the classroom via the alternative route compared to the traditional certification program in the 2015–2016 school year. The National Center for Education Statistics (2019) shared a comparison of the ethical and racial breakdown of teachers from both the traditional sector versus the alternative sector. This comparison demonstrated that a higher percentage of their counterpart, alternative route teachers, are entering the classroom compared to the traditionally certified. For instance, as it relates to Black educators becoming certified, 13% were traditionally certified compared to 5% certified alternatively (NEA, n.d.). However, Hispanics are producing 15% of their educators via the alternative route, whereas only 8% are trained in the traditional setting (NEA, n.d.). National Education Association listed two or more races; 2 % take advantage of the alternative route compared to only 1% earning certification via the traditional route. The NEA (n.d.) also stated the statistics of the male educators entering the

education field -- 32% via the alternative route, compared to only 22% via the traditional route. Teaching has been known as a career field dominated by white females. Having access to alternative ways to allow others to become educators will shift the culture and broaden the diversity of our children's educators.

National Education Association (n.d.) listed the following features as necessary to essential alternative certification programs:

- Strong partnership between preparation programs and school districts

- Good participant screening and selection process

- Strong supervision and mentoring for participants during their teaching

- Solid curriculum that includes coursework in classroom basics and teaching methods

- Sufficient and relevant training and coursework prior to the assignment of participants to full-time teaching. (para. 5)

Career and technical education. Career and Technical Education offers college and career readiness to those that enter their door (Luaces et al., 2018). Career and Technical Education, formerly known as Vocational Center or Votech Center (Pierce & Hernandez, 2015), allows many students to develop, explore, and inquire about various careers (Gray, Lewis, & Ralph, 2018; Luaces et al., 2018). The programs offered by CTE have afforded a promising platform to students across the world (Luaces et al., 2018).

These programs have improved the educational preparation for more students who were once underrepresented in science, technology, engineering, and mathematics (STEM; Jacques & Potemski, 2014). STEM programs are being expanded to reach various grade levels, and both genders (Degol et al., 2018). Degol et al. (2018) further discussed that despite available opportunities, female students are less motivated to pursue STEM careers. According to Johnston

et al. (2016), CTE is responsible for preparing a large segment of high school students in the

world today. According to the Association for Career and Technical Education (2019), there are

7.4 million secondary students and 4 million post-secondary students interested in CTE

nationwide. Career centers offer excellent skills for students, and those students are involved in

advancing those skills to the next level as it relates to CTE.

The history of CTE dates back to 1879 (Association for Career & Technical, 2019b;

Hioki, Lester, & Martinez, 2015). According to the history of the Association for Career and

Technical Education (2019b), the vocational education age emerged in St. Louis, Missouri, with

the first manual training school. Research shows that CTE served 94% of public high school

students, both male and female, from many races and ethnicities (Association for Career &

Technical Education, 2019b). Over the last decade, CTE enrollment has increased graduation

rates (Association for Career & Technical Education, 2019a). This opportunity affords students

great exposure to a vast selection of 21st-century careers (Luaces et al., 2018).

It was once believed that non-college bound students should be the ones attending CTE

programs. However, times changed, and the curriculum requirement has immensely altered over

time. Currently, most CTE programs require a multiple-choice assessment for all learners to

complete at the end of the course. However, other CTE programs use performance-based

assessments as another way to measure the students' level of understanding (Mississippi State

University, 2018). According to Pierce and Hernandez (2015), CTE began to "develop more

rigorous programs that fostered integration between academics and CTE" (p. 214). Career and

Technical Education teachers must stay current with the latest teaching strategies by attending

Professional Development to earn continuing education units or CEUs to maintain an active

teaching license. The learned strategies must be relevant techniques on how to maintain

classroom management better, how to use technology as a helpful tool, and to have access to the latest software are essential for teachers. Career and Technical Education educators play a vital role in preparing American K–12 students to become career and college ready (Jacques & Potemski, 2014). Career and Technical Education instructors are equipped and knowledgeable to teach at the secondary level, post-secondary level, or both (Jacques & Potemski, 2014). It is vital that each CTE teacher continues to grow professionally to maximize their effectiveness in the classroom (Jacques & Potemski, 2014).

Students enrolled in CTE programs have graduation rates of more than 90%, whereas the graduation rate of non-enrolled CTE high school students is 80% (Association for Career & Technical Education, 2019a.). Having more students enrolled in CTE programs will assist in increasing the graduation rate for many school districts. Career and Technical Education students are exposed to industry and educational institutions that encourage them to continue to pursue the next level of their education and/or career. Career and Technical Education teachers may offer these CTE courses in one or more settings such as:

- A typical classroom in a middle or high school

- A typical classroom at a "feeder" or magnet school to which students travel from other local schools expressly to attend CTE classes

- A typical classroom in a career academy within a high school

- A technical high school

- A CTE center, where high school students travel from other schools to attend

- CTE classes and may study alongside adult students

- A community or technical college setting as part of an early college program for secondary students. (Jacques & Potemski, 2014, p. 4)

Traditional career and technical teacher certification. There are no set federal standards to earn teaching certification. However, the rules and expectations are similar, and each state's requirement differs. Typically, traditional CTE certification programs are approved by a university or college in a 4-year program of study (Uriegas et al., 2014). Those interested in majoring in a CTE certification field find the program of study varies for each CTE certification. For example, one CTE certification may require more hours of course learning, while another CTE certification may require more in-field training. Nonetheless, the core curriculum requirements are similar in many majors.

CTE teacher certificates. According to the Mississippi Department of Education's Guidelines for Mississippi Educator Licensure K–12 (Wright, 2019), the requirements to become a certified teacher in Mississippi can be met in various ways and could last for 3 to 5 years before renewal. Certification can be obtained via traditional teacher programs, alternative routes, or CTE specific. Via the traditional route, the individual must earn a bachelor's degree in education or become accepted to an accredited teacher preparation program, pass the Praxis assessment, and gain the appropriate endorsements based on the subject matter (MDE, 2019).

Although the first 2 years of study typically include general liberal arts classes, this allows the learners a chance to become well-balanced. The students must obtain candidacy into their specific education programs. For example, at Mississippi State University (2018), those students who majored in teacher education must become an accepted candidate into the college of education. There are four phases that each candidate must complete before graduation (Mississippi State University, 2018b). The first phase included students enrolled in the college of education. Phase two students admitted into the teacher education program. The third phase is admission to the teaching internship, also known as student teaching. The final phase is the exit

requirement for graduation and receiving their teacher's certification. Once accepted into the teacher education program, the content shifts to more teaching pedagogical, certification field-specific courses for the student, and then supervised field experiences. These experiences are typically school observations, and then student teaching (Mississippi State University, 2018). Many states usually require passed standardized exams before granting teacher certification (Uriegas et al., 2014). Teachers must also earn subject expertise endorsement in addition to obtaining their teacher licenses. The endorsement process fluctuates based on the subject matter and can last from a few days of professional development training to a semester of college courses.

There are several levels of certification that Mississippi (Wright, 2019) offers its teachers. A teacher who obtains a bachelor's degree is classified as a Class A licensed teacher. The Class A licensed teachers must renew their licenses every 5 years by earning 10 Continuing Education Units (CEUs), earning a specific number of hours in college courses, attending professional development training, or becoming National Board certified. The various degree levels include Class AA masters, Class AAA specialists, and AAAA doctoral degree accredited teachers. Based on the certification class, along with years of experience, one's salary can be determined.

Individuals who earn a career and technical education certification must take additional measures such as enrolling in CTE Vocational Instructor Programs (VIP) and passing Technology and Occupational Competency assessments to obtain their alternative CTE teacher certification. The instruction preparation program gives the teacher a chance to learn how to use, develop, and create a working online learning management system (LMS). In Mississippi, Canvas is the software used in the instructional preparation program. The technology assessment is used to assess the technical skills of the teacher. The occupational assessment piece used to

ensure the new classroom teacher understands the content of the curriculum. The teacher thoroughly examines the current curriculum and learns how to teach the curriculum effectively. These assessments have minimum required scores to be met before certification is awarded.

Arkansas, Mississippi, and Louisiana require their candidates to complete the Praxis Exam Series Assessments. The Praxis Exam Series consists of Praxis Core Academic Skills for Educator and Praxis Principles of Learning and Teaching. However, Mississippi candidates expected to complete the Content Area Subject Assessment. Georgia uses the Georgia Assessment for Certification of Educator (GACE). Also, each candidate must pass the Georgia Educator Ethics Exam as a part of the preservice certification (Georgia Department of Education, 2019). Florida's requirements are slightly different. Those candidates are expected to pass basic teaching knowledge and content area examination. The candidates, however, potentially might have additional assessments based on the type of certification (Florida Department of Education, 2019).

Most states do not require background checks; however, it might be expected at the respective school district. Consequently, each state, respectively, require that the institutions the candidates attend must be accredited. The southern region requires that the college/university institution is authorized, for example, by a prestigious organization like the Southern Association of Colleges and Schools (SACS; Mississippi State University, 2018). The SACS (2019) is a provincial accreditor that monitors, assesses, and authorizes learning institutions in the southern United States. The SACS' (2019) accreditation jurisdiction includes Virginia, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Alabama, Tennessee, and Texas (SACS, 2019).

Alternative career and technical teacher certification. Alternative route programs are not available nationwide. Currently, approximately 18% of all classes were taught by alternative route teachers (National Center for Education Statistics, 2019). Many researchers (Uriegas et al., 2014; Woods, 2016) report that while these program requirements vary, they share similar entry-level characteristics. Characteristics include, but are not limited to: having a bachelor's degree in non-education majors, earning a master's degree, requiring workshops, and offering professional development, mentorship, and training before and during the first year of teaching.

Alternative CTE certification is slightly different. The individual must already have a bachelor's degree or higher if he or she majored in a noneducational program. The individual must complete a 1 to 3-year alternative route program and must pass the Praxis I & II assessment. Then, he or she must verify 2 years of professional experience for the last 10 years in a related subject content area. Also, the individual must enroll in a CTE VIP online course and complete it by the designed timeframe (MDE, 2019).

Self-efficacy. Over time, Albert Bandura (1986, 1997) developed his theory of self-efficacy (Langley et al., 2014; Zimmerman, 1995). He presented four critical sources mastery experience, vicarious experiences, social persuasion, and physical and emotional state that influence the support of a well-built sense and explanation of self-efficacy (Bandura, 1977, 1986, 1997). Self-efficacy is our perception of our abilities (Bandura, 1986, 1997). Each experience causes a person to develop an opinion about themselves and their abilities (Bandura, 1986, 1997).

Mastery experiences. Mastery experiences are the most prominent sources of affirmation of self-efficacy beliefs. This experience is also known as performance accomplishment. Performance accomplishment allows past lived experiences to increase confidence for current

and future endeavors because of the achievement of those past experiences. Individuals who have accomplished a difficult task in their past will likely attempt another because of their mastery experience. Knowing one's ability will always energize inner confidence that will help when facing challenges (Pfitzner-Eden, 2016).

Therefore, self-efficacy is one of those experiences that influence physiological arousal to encounter similar lived experiences. When an individual becomes aware of his/her ability from past experiences, he or she is prone to reexperience the same or similar experience with full awareness of the efficacy he or she possesses (Tschannen-Moran et al., 1998). Bandura (1997) stated, "Enactive mastery experiences are the most influential source of efficacy information because they provide the most authentic evidence of whether one can muster whatever it takes to succeed" (p. 80). His statement fuels many to pursue and conquer life's challenges. An individual's self-efficacy becomes stronger from both failures and successes. If the experience is too secure, the individual may become discouraged when a failure occurs. However, when a person uses obstacles to motivate them to continue until success is accomplished, this will strengthen one's self-efficacy (Bandura, 1997). That same motivation used by educators' year-after-year, to develop and strengthen, therefore, reinforces their efficacy belief as a teacher.

Vicarious experiences. Although mastery experience is an essential source of efficacy, the vicarious experience is just as valuable. Individuals gain a perception of their ability based on their peers' or coworkers' abilities. For example, Teacher A, seeing Teacher B earn a degree, increases the desire for Teacher A to earn a degree. This perception of confidence was gained from the observation of someone else's performance of that same task. Therefore, vicariously living through the experience of others to gain the confidence to live the experience for one's

self. The success of the one being observed sets a foundation for another to judge or determine whether the teaching task is manageable and accomplishable (Tschannen-Moran et al., 1998).

Vicarious experiences apply to many, especially the alternatively certified teacher who has yet to determine their success in the classroom, because education may not have been the field they have been trained. However, having the ability to examine how a mentee has survived vicariously will increase the teaching self-efficacy of that teacher. "Seeing or visualizing people similar to oneself perform successfully typically raises efficacy beliefs in observers that they possess the capabilities to master comparable activities" (Bandura, 1997, p. 87). The vicarious experience aligns with many of the requirements of becoming a teacher. The preservice teachers may be allowed to observe and model veteran teachers as a pattern.

Huber et al. (2016) observed that new teachers expressed a lower level of efficacy than experienced career teachers. Experience and knowledge greatly influence one's self-efficacy levels. McKim and Velez (2015) reveal that components of teachers' self-efficacy could aid in predicting career commitment in early career teachers. These early predictions by McKim and Velez (2015) were based on the teachers' level of self-efficacy.

Social persuasion. Feedback or motivational talks can help develop self-efficacy. This experience is also known as verbal persuasion. Verbal persuasion can be something that, if properly used, can lead to an increase in one's self-efficacy. "If people are persuaded that they have what it takes to succeed, they exert more effort than if they harbor self-doubts and dwell on personal deficiencies when problems arise" (Bandura, 2004, p. 622). The importance of hearing that others believe in you develops an increase in one's self-efficacy. It is helpful to know that others' suggestions and values concerning one's success can impact one's confidence

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sufficiently. It is essential to understand that when someone speaks negatively about one's performance, it can have a lasting effect on self-efficacy.

Physiological and emotional state. Physiological and emotional state plays an essential factor in self-efficacy and, especially, teacher efficacy. Emotions are a double-edged sword, and depending on the individual, their emotional state could increase or decrease their self-efficacy. Most individuals perform at their best when they are calm, relaxed, and not in a stressful situation (Bandura, 1997). However, some individuals work their best in the most inconvenient situations. How the individual handles inconvenient situations depend on the individual's personal, physiological, and emotional well-being. Human motivation, prosperity, and accomplishments are the core foundation for developing positive self-efficacy (Bandura, 2008).

School culture interconnects between factors that can affect teachers' self-efficacy (Sieck, 2019). These factors include attitude/belief, confidence, cultural norms, and relationships. The attitude and confidence of those stakeholders in the educational system can affect the teachers' view of their self-efficacy. The school's cultural norm is "the standards we live by" (Sieck, 2019). The most influential groups that shape and develop cultural models include parents, friends, teachers, and the community (Sieck, 2019). These stakeholders' involvement can influence the self-efficacy of the teachers. As a classroom teacher, I can see the effect of school culture impacting the teacher's self-efficacy. The struggles of maintaining the balance of students, parents, and administrators, along with constant updates to the curriculum, committee participation, and professional development, can weigh heavily on an alternatively certified teacher's self-efficacy.

Although the veteran teacher may have grasped the concept of how to balance classroom life, having to deal with school culture can also affect the development of self-efficacy. The

cultural norm has changed since entering the classroom. The usage of cell phones and other mobile devices used in class has changed the culture of the school in both positive and negative ways. From the positive side, the students can have technology at their fingertips. Technology allows the students the chance to learn endlessly. The usage of the cell phone in the classroom has escalated unnecessary issues in the classroom. Students who abuse their privilege of having access to their cell phones during school hours can lead to some unwelcoming problems. For example, student "B" unknowingly records student "A" having a tantrum in class concerning his or her grades. The secretly recorded video could become a humiliating experience for student "A" if student "B" put the secret video on social media. Situations like that can, make the school culture compromised. This issue of poor judgment on how to use technology has impacted and changed the culture of schools. Such cultural changes in the schools, as previously mentioned, could affect both the veteran traditionally certified and the alternatively certified teacher's development of self-efficacy.

Review of Methodological Issues

Creswell (2013) offered five approaches to a qualitative research method: narrative research, phenomenology, grounded theory, ethnography, and case study. The characteristics of this study could have classified as a case study or a grounded theory. Still, those methods did not give the perspective that allows the researcher to discover the experience of the participants. However, the interest of the researcher is to investigate the lived experience of individual educators. Phenomenology is the study of individuals who encountered similar experiences. That data is then analyzed to develop significant statements, meaning units, and the description of the essence of these experiences (Creswell, 2013).

After reviewing several articles, I found that most research used mixed-method studies. The researcher used various methods to determine the need for their research. This included assessments (Berkant & Baysal, 2018), surveys (Langley et al., 2014; Mahler et al., 2018), interviews (Kouvari, n.d.; Yerli Usul & Yerli, 2017), questionnaires (Kuusinen, 2016; Yerli Usul & Yerli, 2017), observations (Pierce & Hernandez, 2015), sampling (Yerli Usul & Yerli, 2017), correlational studies (Birisci & Kul, 2019), quasi-experiments (Huber et al., 2016; Pierce & Hernandez, 2014), qualitative studies (Kuusinen, 2016; Pelchauer, 2016), and case studies. One study, in particular, used data from three education and psychology databases (Kuusinen, 2016). Kuusinen (2016) used PsycInfo, Eric ProQuest, and Web of Science databases to locate articles that could be useful. The key terms that the author used to narrow the search included "teacher(s)," "teaching," and "efficacy" (Kuusinen, 2016).

Limitations. Upon reviewing the content for the literature review, there were several studies concerning elementary and secondary teacher efficacy. However, there is a need to share the phenomenological experience of teachers from CTE that expressed both the traditional and alternative route viewpoints of teacher efficacy. The CTE content area lacks a sufficient quantity of information.

Berkant and Baysal (2018) viewed the relational survey model as a limitation for their study. Survey models are research models targeted to describe a current situation or a situation used in the past (Berkant & Baysal, 2018). Berkant and Baysal (2018) stated, "relational survey models are those that aim to identify the relationships among variables or to determine the existence and/or degree of changes between two or more variables" (p. 168).

Zakeri et al. (2016) shared the limitations of their study as it related to measurement. The first restriction is the way self-efficacy was measured. The authors noted that there are multiple

ways of measuring self-efficacy; however, in this study, it was expressed in general and did not represent a specific group. The next limitation was the time and place sample. The authors also noted a discrepancy with the appropriate definition of the term novice teacher.

Pierce and Hernandez (2014) conducted a quasi-experimental study testing contextual teaching and learning models for math and reading in nearly a dozen introductory CTE courses. The treated group consisted of 13 students enrolled in introductory CTE courses. The control group consisted of students in all other non-integrated sections of the 13 introductory CTE courses. After completing a 26-week intervention in the CTE programs, the students took the state reading and math assessments. The posttest scores of those in the treated group were more significant than those in the control group (Pierce & Hernandez, 2014).

According to Mahler et al. (2017), there were several limitations listed in their study, which included "the design and sample, applied instruments and conduction of the study" (p. 12). According to the authors, the design presented limitations. The authors stated that the cross-sectional design did not allow the ability to infer causality. Therefore, limited data were found in their study. In addition to the design serving as a limitation, the sample population was only of biology teachers. Mahler et al.'s (2017) study increased the concern of generalizability because of the limitation of their sample. The instruments utilized caused validity concerns in this study. Mahler et al. (2017) stated that the instrument was broad and not specific to any particular subject. The self-reports provided by the participating teachers made the researchers question accurate because of their responses. The study was used to measure the teacher education quality on motivational orientation and not on his or her professional knowledge. He or she may have interfered with the accuracy of the information presented. The authors used various motivational observations, such as motivation towards students or motivation towards coworkers as a cross-

sectional design. Still, they did not gain clarity on the effects on the performance of students. Also, time was a limitation given by the researchers. The validity of the data was impacted because the professional development was based on a few hours or a single day session compared to the recommendations in the literature of more extended periods such as a summer school section.

Synthesis of Research Findings

After reviewing numerous articles and websites, there was no single source that specifically addressed my topic. While researching articles for this study, some key terms used were "teacher certification," "CTE," and "self-efficacy" separately. A review of the literature demonstrated a significant need for additional research on the topic of the self-efficacy of veteran traditionally and alternatively certified CTE teachers.

Career and technical education. In searching appropriate content about teachers' self-efficacy in CTE, I learned that most of the literature references high school academics (Pierce & Hernandez, 2014), middle school level (Butler, 2016), early childhood education (Gelfer et al., 2015), or other organizations (Zakeri et al., 2016). There were a few articles that related to the post-secondary level (Davis, 2015; Tamir, 2014; Yerli Usul & Yerli, 2017), preservice teachers (Berkant & Baysal, 2018), and active teachers (Kuusinen, 2016). There were several articles relating to academic subjects such as mathematics and reading (Pierce & Hernandez, 2014), English (Butler, 2016), music (West & Frey-Clark, 2019), special education (Childre, 2014; Karge & McCabe, 2014; Mason-Williams, 2015) and technology (Birisci & Kul, 2019; Ernest, Clark & Bowers, 2016). There were a few that focused solely on CTE (Fletcher et al., 2016; Jacques & Potemski, 2014; Luaces et al., 2018). However, the dominant topic related to CTE referred to agricultural programs (Anderson, Velez, & Anderson, 2014; Korte & Simonsen,

2018; Krysher, Robinson & Edwards, 2015; Langley et al., 2014; Moore 2019). There are 16 CTE national career clusters, also known as tracks, aligned with diverse high-demand careers. The career clusters include manufacturing, logistics, hospitality, government, health science, business, finance, information technology, and STEM (Association for Career & Technical Education, 2019a). Mississippi organized its curriculum around 14 of those national career clusters (Advance CTE, 2019). Several studies showcased CTE or vocational training internationally (Berkant & Baysal, 2018; Birisci & Kul, 2019; Mahler et al., 2018; Zakeri et al., 2016). Therefore, international students enrolled in CTE programs are receiving the same training and skills.

Mahler et al. (2018) conducted a study of 47 teachers in Germany. Their research consisted of teachers completing a questionnaire in their own homes with no time constraint. This technique allowed the participants to work at their own pace and not to feel pressured in sharing their responses. This procedure allowed the participants a chance to personally reflect on their personal experience and not to be influenced by others. Nevertheless, Mahler et al. (2018) pointed out that their participants completed teacher units of specific content on self-efficacy, subject-specific, enthusiasm in general, and enthusiasm for teaching the subject.

A bias mentality about CTE and the caliber of students it produces is expressed in Mahler et al. 's (2018) study. Mahler et al., Großschedl, and Harms (2018) stated, "in Germany, two different types of schools are distinguished: Academic track schools that qualify their students for an academic career and non-academic track schools that qualify their students for a vocational career" (p. 4). That statement insinuated that CTE programs are not considered equally as important as academic testing subjects. For example, in Mississippi, the subject area testing classes such as Algebra I, Biology, English II, and U.S. History classes for most districts

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are deemed more critical than a CTE class, which is considered an elective course (Barnum, 2017). This same bias behavior that many non-CTE educators and administrators demonstrate towards CTE includes overlooking and undervaluing what CTE offers. Their actions express their belief that CTE is insignificant and a lessor productive school program (Barnum, 2017). For example, only those non-college bound students typically enroll in CTE classes while the college-bound students are encouraged to reframe from participating in CTE programs. These behaviors occur in the public-school system (Pierce & Hernandez, 2014). Career and Technical Education was designed to allow students to be exposed to various careers while, at the same time, learning useful skills that could benefit them for a lifetime (Jacques & Potemski, 2014).

Teacher certification. Several authors expressed in their studies that there has been a high demand for teachers. After the researcher reviewed several scholarly articles and websites, all the content echoed, there was a need for teachers (Goe, 2014; Reese et al., 2018; Torres & Chu, 2016). Uriegas et al.'s (2014) findings supported the concept that alternative certification programs have many benefits (Fletcher et al., 2016; Jacques & Potemski, 2014; Luaces et al., 2018). These benefits include individuals with work expertise entering the classrooms. Alternative certification is not a new response to the lack of teachers, it has been around for years, and it has answered the call for more teachers in the classroom

Regardless of how the teacher is certified, professional development plays a crucial role in preparing the teacher to be successful and productive (Curry et al., 2016; Johnston et al., 2016; Koleva & Stoyanova-Warner, 2018; Mahler et al., 2018; Sysko, 2018). Teachers adequately trained and routinely engaged with others to develop their skills tend to perform better, and so do their students (Curry et al., 2016). The teacher's level of confidence and preparation is addressed and developed when the teacher attends professional development and other forms of training.

Sysko (2018) believed that the effectiveness of the teacher requires the continuation of professional development and growth.

The importance of preparing teachers should always be a top priority. Regardless of the teacher's certification type, students should have someone who can offer them an effective and practical learning experience. That practical learning experience must include students receiving quality education from a qualified instructor. According to Paige, Rees, Petrilli, and Gore (2004), "alternative programs tend to be created by a local partnership for the express purpose of preparing teachers to meet the needs of the local school districts(s)" (p. 2). Local school districts are aware of the difficulty of individuals preparing for and passing the teacher licensing assessments that hinders many from entering the classroom through the traditional platform (Lachuk & Koellner, 2015).

Self-efficacy. A positive self-efficacy should affect the development and improvement of one's personal and professional experience. I agree with Bandura's (2006) theory that "there is no all-purpose measure of perceived self-efficacy" (p. 307). An individual's view of their self-efficacy should continually develop and change as they have different experiences. Classroom management is an essential part of teacher self-efficacy (Yerli Usul & Yerli, 2017). When a teacher can maintain control in his or her classroom, it enhances that individual's belief in his or her ability as an effective teacher. It is visible, and "research shows that people who regard themselves as highly efficacious act, think, and feel differently from those who perceive themselves as inefficacious" (Bandura, 1986, p. 395). This concept solidifies the teacher's control of the classroom environment, and increased learning can take place. There are times when a person can receive the necessary feedback to gain confidence in their ability to perform.

When a lack of confidence expressed, then the individual doubts his or her readiness; all these factors must be considered when developing self-efficacy.

Critique of Previous Research

Hasselquist, Herndon, and Kitchel (2017) conducted a study that had several limitations. The survey was given only to agriculture teachers in Kentucky, Missouri, and Wisconsin. The sample did not represent an adequate population of novice teachers on a national scale. Also, Hasselquist et al. (2017) should have considered a larger sample of the novice teacher population. In contrast, their perspectives may have differed because it would have represented a more diverse group. The authors should have included more than agricultural teachers from three states to participate in the study. A diverse group of CTE teachers should have been allowed to complete the survey. I believe the author did not take complete advantage of the total access of the population. A larger population would allow the chance for the sample to represent an adequate population of novice teachers who reflects the national scale appropriately.

Kouvari (n.d.) shared the lack of systematic research on the effects that formal qualifications have on vocational training (VT) teacher effectiveness. The author's findings make it difficult to explore what is needed to produce a quality teacher. Where there is a lack of teacher training, research showed there is a lack of student learning (Kuusinen, 2016). A well-trained teacher is better prepared to produce well-trained learners. This essential piece of information changed the viewpoint of vocational training teacher effectiveness. Not being aware of the effectiveness of the VT teacher, resulted in negative responses to those teachers. I believe it is necessary to know what essential components are needed to produce a quality teacher. The authors fell to include that in their study, therefore, limiting the clarity on what a quality teacher characteristic included.

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Kuusinen (2016) also reported that more experienced teachers frequently rate themselves harsher despite their effectiveness in the classroom. This rating issue may be misleading in the results of the study. The expectation level of veteran teachers may differ from their novice teacher counterparts, and therefore view their experiences slightly different. The ratings may vary based on the perspective of the individual. Their scores may be biased based on their self-efficacy level.

Birisci and Kul (2019) used data from the preservice teacher's self-reported content. The authors note, "future studies may employ mixed research strategies that include interviews and observations to gather more data about technology integration self-efficacy of preservice teachers while integrating technology into their teaching practices" (Birisci & Kul, 2019, p. 86). The lack of diverse research strategies, such as interviews and observations, limits the researcher's data. If teachers were encouraged to utilize integrated technology into the teaching practice, teachers would have more technological and subject matter content to offer students. Limited data in any research study can cause the validity of the study to be weakened. Therefore, Birisci and Kul's (2019) research should have focused on using a different research strategy. The method that they used did not provide interviews and observations, which are vital to research. They relied on teacher self-reports to gather data. The authors believed that not using multiple means to collect data created limitations in their study (Birisci & Kul, 2019).

In Zakeri et al.'s (2016) study, the data analysis revealed that there is a significant relationship between the teacher's self-efficacy and his or her collective efficacy. I agree with the authors. Teachers develop confidence when others support them, and there is a togetherness among peers. On the contrary, it depends on the individual; every individual is not the same. Some independent individuals do not depend on a team-like environment to thrive. However,

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most individuals in the profession of teaching agree with the authors' perspective that collective efficacy is essential for most teachers. The author's view of the relationship between the teacher's self-efficacy and his or her collective efficacy are supporting factors that others have a direct effect on teacher's self-efficacy.

Collective efficacy is the togetherness of those who work in the same environment. For example, if the teachers are often developing communities within their schools, this can enhance the development of their self-efficacy. The authors reported that student engagement was a good predictor of teacher self-efficacy. Student engagement indicates the knowledge and confidence level of the students and not the teacher. Assuming that the engaged students suggested that the teacher is feeling secure in his or her ability could be an indicator of the growth of their teacher self-efficacy. However, when students shy away from being involved in the class setting, it may be a clear indicator of a low self-efficacy of the teachers. Some students lack motivation and the desire to perform; therefore, the author's perspective does not support every student's performance indicate the teacher's level of self-efficacy.

Zakeri et al.'s (2019) study included collective efficacy. Collective efficacy is essential in the work environment. The authors shared that there is a significant relationship between collective efficacy and teacher self-efficacy. The teachers and their work environment, as stated by the authors, are a reflection of the efficacy they have developed. On the contrary, an imbalance of collective efficacy should not affect the performance of students. If the working environment is hazardous for the teacher, the teacher's positive self-efficacy should drive them to offer their students the best learning experience regardless of the lack of collective efficacy their work environment produces. However, the authors stated when that teacher feels confident in their abilities and the togetherness of their work environment, there will be a positive

experience for their students. The teacher who lacks a healthy collective efficacy environment might experience a lowering of their self-efficacy. However, that is dependent on the teacher; some individuals possess a high self-efficacy regardless of the work environment.

Chapter 2 Summary

There are relevant policies in place that eliminated the shortage of teachers. Throughout this literature review, I identified what it takes to become a teacher. I specifically shared what the certification requirements are for Mississippi. Like many other states, there are alternative certification routes to entering the classroom. There is no one solution to the problem of teacher shortage. This literature review shares self-efficacy (Bandura, 1977; Pfitzner-Eden, 2016), the effects of teachers' self-efficacy (Zee & Kooman, 2016), and how CTE prepares students for careers (Johnston et al., 2016). By exploring the history of CTE, which dates back to 1879, CTE continues to offer skills and training that shapes the world and the future of students. Career and Technical Education gives students a chance to train and utilize their skills globally. Career and Technical Education exposed secondary and postsecondary students to 21st-century careers. There are 16 dynamic CTE career paths for students to explore. The application of learning CTE skills brings the concept to life. Career and Technical Education has given students access to an enormous array of careers and college readiness skills. Based on this review of literature, a unique conceptual framework by means of teacher certification, veteran teacher experiences, and career and technical education, expressed in a diverse range of perceptions, offers sufficient reason for pursuing an investigation on the influences of self-efficacy.

Chapter 3: Methodology

I investigated the perception of self-efficacy of veteran traditionally certified and alternatively certified career and technical education (CTE) teachers. Included in this chapter was the research methodology used to understand the perceptions of career and technical traditional and alternatively certified teachers' efficacy. The study allowed the teachers a chance to discuss their perspectives. The information was used to gain a better awareness of the teacher's self-efficacy from veteran traditionally certified and the alternatively certified teacher in career and technical education. The topics included in this chapter are the purpose of the study, research question(s), research design, research population, and sampling method.

Research Questions

RQ1. How do veteran career and technical education teachers who are traditionally certified perceive their self-efficacy in the classroom?

RQ2. How do veteran career and technical education teachers who are alternatively certified perceive their self-efficacy in the classroom?

These questions are essential to determine the lived experience of CTE classroom educators' self-efficacy. They are allowing the teachers to describe their experience allowed greater access to an understanding of the preparedness and effectiveness of his or her certification.

Purpose and Design of the Study

Creswell (2013) offers five approaches to qualitative research. The characteristics of a qualitative approach include a natural setting, researcher as a key instrument, multiple sources of data, and sharing the participants' meanings (Creswell, 2013). The qualitative research methods are narrative research, phenomenology, grounded theory, ethnography, and case study (Creswell,

2013). The best characteristic this study identified with was phenomenology. Using this research design, I was allowed to investigate the perception of each educator. Phenomenology is the study of individuals who encountered similar experiences. The collected data is then analyzed to develop significant statements, meaning units, and the description of the essence of these experiences (Creswell, 2013). The participants' perspective of their lived experiences investigated in this study during the interviews of the veteran traditionally certified and alternatively certified teachers. These educators taught a subject offered in career and technical education.

Purpose. The purpose of this phenomenological study was to investigate the perception of self-efficacy of veteran traditionally certified and alternatively certified career and technical education (CTE) teachers. The purpose of using this type of methodology is to ensure the lived experience discussed by the individual who experienced it first-hand. Individual interviews allowed the chance to explore the individual perspective in the study.

Design. Husserl (1931) is known for his foundational work in phenomenology. Moustakas (1994) is an expert on the topic of phenomenology research. Both of their contributions to phenomenology research has given a grander appreciation of the concept of perception and knowledge. Perception is the primary source of knowledge, and from the understanding of that knowledge, one can gain additional knowledge of the interactions between self and life's experience. A real-world phenomenon shared by the participants to describe their experience can shape and develop both perception and knowledge. The researcher explored the participants' valuable and highly informative responses to enhance perception and knowledge.

Therefore, investigating the perception of veteran CTE certified teachers' self-efficacy would serve as a valuable source of information in education. Through one-on-one interviewing

and the process of inquiring, I was able to discover the essence of the experience of the veteran CTE certified teachers' self-efficacy. Heidegger's (1977) interpretation of Husserl's theory of phenomenology explores the meaning of essence. Husserl's theory defines the exploration of interrelationships between the individual's experience and the phenomenon of the experience.

The motive for selecting phenomenology for my research compared to the methods suggested by the literature was to ensure the distinctive perspective of the teachers' self-efficacy between the veteran traditionally certified and alternatively certified experience. I did not desire to exhibit the correlation between students' performance and teacher's efficacy, nor did I want to statistically express how students of a traditional certified teacher performance differ from the students of an alternative route certified teacher in CTE or vice versa.

However, the intended outcome was to explore the perception of self-efficacy of the veteran teachers certified in the CTE classroom. The results from this study were added to the existing research on self-efficacy, particularly concerning teacher self-efficacy of veteran traditionally or alternatively certified CTE teachers. It will also advance the CTE teacher preparation practices among educators and educational organizations. Career and Technical Education was an underused resource, many schools, and individuals mainly focus solely on academics (Jacques & Potemski, 2014). However, our society offers more than just academics. Career and Technical Education provided the student with the chance to become well-rounded for their future careers.

The concepts of teacher self-efficacy were investigated through this phenomenological research study to understand directly from the traditional and alternative route certified teachers' experience. From those experiences, I discovered what influences and engagement perspective they have regarding their certification choices and teaching experiences in the career and

technical education environment. These influences directly affect teachers' positive and negative self-efficacy beliefs.

Vagle's (2018) phenomenological methodology presented an intriguing view of how phenomena relate to daily living. Vagle (2018) discussed that phenomena are how we find ourselves in relation to the world through our day-to-day life. When an individual connects with the people or even things around them, it causes a greater appreciation for the lived experience between those individuals or situations. For example, when we read a book about an experience that is concerning a lived situation, the shared experience makes the reader and the book connect. It is the same encounter that teachers have similar experiences when they can relate to the students' behavior of issues, constant changes in the curriculum, or the like. Valentine, Kopcha, and Vagle (2018) stated that "interconnectedness between people, things, and the world they live in is what phenomenologists call intentionality" (p. 462). Valentine et al. (2018) believed that "in phenomenology, intentionality is where meaning resides—it is at the heart of any phenomenological investigation" (p. 462). I think that truth is in that statement because when intentionality occurs, the essence of the experience is revealed.

Van Manen (2014), however, shared that "phenomenology attempts to explicate the meanings as we live them in our everyday existence our lifeworld" (p. 11). Van Manen's (2014) theory explains how we reflect and interpret our meaning to the lived experience. Therefore, when an individual encounter a particular situation, that phenomenon to whom the individual is defined in a way that can be reflected as a meaningful experience.

Explanation. After reviewing the relationship between philosophy and methodology in social sciences and educational research, I initially identified my research question to be quantitative. "Quantitative research is an approach for testing objective theories by examining

the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures" (Creswell, 2013, p. 32). However, that was not the perspective desired wanted to share the data. It was more important to investigate the self-efficacy through the CTE teachers experience via interviews lead by the researcher. The characteristics of a qualitative approach include natural setting, researcher as a key instrument, multiple sources of data, and sharing the participants' meanings. According to Creswell (2014), "the researcher keeps a focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to the research or that writers express in the literature" (pp. 234–235). The lived experiences, and teacher self-efficacy of the traditional and alternative route certified teacher was shared from his or her natural setting. Once the interviews were transcribed, and the responses were read and reviewed, I better understood the experiences and self-efficacy based on the way the teacher was certified. As the researcher and key instrument to this study, I interviewed teachers. In the process of collecting the teacher's data, I learned how the teacher became certified. Creswell expressed, "Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p. 23).

Research Population and Sampling Method

The research population consisted of veteran career and technical education teachers. The veteran teachers for this study consisted of teachers who have taught career and technical education for over 4 years. Those teachers classified as a traditionally certified teacher or an alternatively certified teacher. A traditionally certified teacher obtained their teacher licenses and certification through a teacher education program. However, the alternatively certified teachers must have received their certification through a different avenue. The convenience sampling

process consisted of selecting veteran traditionally certified teachers, and veteran alternatively certified teachers.

This study allowed veteran teachers to discuss their perception of their self-efficacy in the CTE classroom. The study enabled veteran traditionally certified and alternative route certified teachers represented in this research population. The teachers selected must have taught career and technical course/program(s). Many school districts offer their CTE programs/classes at a career and technical center. In Mississippi, CTE centers are typically a separate building from the high school. However, other schools offer their CTE programs/courses at their high school and middle school. Some schools have the students bused to the CTE center or the CTE center housed on the same premises as the high school.

Population. The population for this study was the career and technical education teachers certified through a traditional or alternative route. The veteran CTE educators were currently teaching in one of the CTE programs such as business, engineering, agriculture, family and consumer sciences, health occupations, marketing, STEM, or technology. They had obtained certification to teach through a teacher preparation program or the alternative route certification.

Sample. The convenience sample was all career and technical education teachers who completed teacher certification through a traditional or alternative CTE educator preparation program from three rural school districts in Mississippi. According to Etikan, Musa, and Alkassim (2016) "type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study" (p. 2). Therefore because of time and that this study was based on voluntary participation, convenience sampling was the better option; also, the target population met the criteria of this

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study. This phenomenological study emphasized conducting interviews of veteran traditionally certified, and veteran alternatively certified career and technical teachers. The sample was diverse and included both genders. Candidates for this phenomenological study were veteran teachers (4 years or more) who are currently teaching CTE programs.

Instrumentation

The primary tool for qualitative research is the researcher (Creswell, 2013). It is essential to remember the role of the researcher and to allow the participants to share their lived experiences. The researcher did not take on the role of the participant; nonetheless, it allowed facilitation to transpire. The prime data assembling instrument for this study was a predetermined interview questionnaire (see Appendix C). The reason for selecting this type of interview instrumentation was open-ended questions lead to more opportunities for the participant to elaborate and share freely. The interview questions consisted of 20 open-ended questions (see Appendix C). The participant descriptively answered questions to express and re-live the classroom experience. There were questions designed for veteran traditionally and alternatively certified teachers. Each participant was given several minutes to answer the questions—the questions designed to engage the participants to reflect freely upon his or her experience. The entire interview was not over a half-hour per participant. The researcher asked the interview questions and recorded them to have them transcribed. There were several demographics questions included in the interview instrument. The demographic portion of the interview asked the participants to state what they currently taught, program type (traditional or alternative certification), certification field, gender, number of years work experience outside of education, and number of years teaching experience (see Appendix E). A gift card was presented to research

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participants for each school district upon completion of the interview as a thank you for their time in this research study.

Data Collection

The data collection technique included the researcher interviewing the participants with the predetermined interview instrument. As a part of the phenomenological research study, the process included observing the self-efficacy of veteran traditionally certified and alternatively certified teachers in CTE. To ensuring accurate responses, the researcher reviewed the comments, offered feedback, and allowed revision periods. Through the discussions with the participants, the researcher discovered the meaning or essences of those lived experiences and then presented the findings for other educational organizations to utilize in designing programs or services for this target population.

Each interview session was recorded, field notes were taken for review, and Temi's online automation transcription services were utilized to transcribe the data. The files were then stored on a computer, as well as on a USB drive as a backup. The 30-minute, one-on-one interview provided a foundational context of experience from the participants' perspective. Open-ended questions started with *what* or *how* utilized in the interview process to prompt their emerging engagement perspectives, providing a better understanding for educational practitioners regarding self-efficacy for veteran CTE teacher certification experience. Field notes and participant observations throughout the interview process were documented for future analysis.

The transcripts were hand-delivered or emailed to each participant for examination and validation of the interview. The transcripts were sent and received via secure, personal emails. After reviewing the participants' comments, feedback, and revisions, I explored the emerging

themes, creating a phenomenological representation of the self-efficacy of the veteran CTE certified teachers' experience.

The interview data, the field notes, and reviewing of notes as well as the participants' written comments and validation authorizations, was utilized to articulate summary and recommendations for educational organizations, and future self-efficacy of veteran CTE certified teachers. The researcher included reliable areas of importance based on a direct contribution from the target population. Also, the validation from the participants allowed education practitioners to grasp and contemplate the necessary needs for developing and redesigning services, and institutional environments that encourage positive self-efficacy for CTE success for all types of certified teachers.

The data collection included:

1. Solicitation of traditionally certified veterans, and alternatively, certified veterans teachers participate in all the phases of the interview process (Creswell, 2013). Eligibility was determined via the initial interest form (see Appendix E). The preliminary email inquiry requested a reply to interested potential candidates. The reply email also served as the first consent to participate. When the participants replied via email or text message, that message represented their interest to be considered for participation in the research study.

2. Interested candidates were given a date and time to schedule the interview via phone, face-to-face, or online. The research waited until the candidate replied with the time and date. The researcher replied to all emails and text messages that agreed to participate. On the day of the interview, the research texted the candidates five minutes prior to placing the phone interview. At the beginning of each interview, the

researcher stated the purpose of the study, and their expectations as a participant, and provide verbal consent to participant and transcription service release as their commitment to start the participation phase of the research study (Creswell, 2013).

3. An email confirming the interview was sent to each of the participants with a "thank you" letter for participating and a full explanation of the research study (see Appendix D). The email had the date and time, and a "consent to participate, and transcription service release" form (see Appendix A) was emailed with instructions on how to send the consent form back, also a reminder of the arranged interview meeting details, including date, and time (Creswell, 2013).

4. An interview reminder phone call/text message and email were sent out to each of the participants on the day of their interview, confirming the meeting date, time, and location/phone number (see Appendix F).

5. I arrived at the interview space, 5 minutes early to set-up for the interview. The following interview material was utilized:

    a. Fully charged audio recording device, and an external power source for charging, as needed throughout the interview session

    b. Notepaper (for observation/field notes)

    c. An "interview questionnaire" with adequate space for writing notes.

6. Collection of the consent to participate and transcription service release form was emailed before the initial interview as final written confirmation of the participant's willingness to participate in this research study.

7. Notes were inscribed before, during, and immediately after each interview (Creswell, 2013).

8. Each participant was assigned a number to be used on documentation throughout the study (Creswell, 2013).

9. An online automated transcription service was utilized to transcribe the recordings. Each transcription was proofread for any errors (Creswell, 2013).

10. A copy of the transcribed interview session was sent to the participant within four weeks of the interview to provide candidate checking input, and the reading the transcription document for review; offering of comments, feedback, and revision regarding the data collected; and reflection of the information presented (Creswell, 2013).

Identification of Attributes

To guarantee the reliability of the study, the key attributes of this study were defined as the following passage.

CTE courses/program. *Career and Technical Education courses/programs* are classes that fall in 14 of the 16 tracks or career clusters for Mississippi established by the National Career Cluster Framework. These *CTE courses/programs* have developed its curriculum to align with state- and national-wide requirements. Career and Technical Education *courses/programs* affiliated with diverse high-demand careers in our society. Some of the career clusters include Health Science, Business, Finance, Information Technology, and STEM. Also, there are Manufacturing, Logistics, Hospitality, and Government included in the CTE career clusters (Applied Education Systems, 2019). However, Mississippi organized its curriculum around 14 of those national career clusters (Advance CTE, 2019). The *CTE Courses/Programs* provides learners with technical skills, knowledge, and training to succeed in their future career and encourages lifelong learning (Advance CTE, 2019). During the initial recruitment process, the

CTE course/programs were given a chance to participate in the study. The study only consisted of the current CTE course/program for middle and high school teachers.

CTE center. A *CTE Center* is where the CTE courses/programs taught. The *CTE Center* located on the same premise as the high school or college campus. When the location is not on the same premise, the students bused to the *CTE Center*. For this study, the CTE Center was established by the school district selected. Their school district designated those who participated in this study as the CTE Center.

CTE courses/programs housed in middle school or high school. As previously stated, most CTE courses/programs were taught at a CTE Center. However, some schools or school districts have a few *CTE courses/programs housed in the middle school or high school*. The students do not have to travel to the CTE center to take the CTE class when housed at the middle school or high school. Those instructors may be immersed in the academic environment but are consider CTE staff. The school district determined the CTE courses/programs housed in middle school or high school. In this study, there were several CTE courses/programs housed in middle and high school. During the recruitment phase of the study, it was determined if the participant's class was classified as a CTE course/program because it was housed at the middle or high school.

Veteran teacher. A *veteran teacher* is someone who has learned and perfected the art of teaching. Most *veteran teachers* are known for their years of experience--v*eteran teachers* classified as having more than 5 years of teaching experience. However, a skilled *veteran teacher* has learned how to master their skills, insight, and techniques for teaching that the novice teacher has yet to perfect, develop, and learn. In the study, it was determined during the

recruitment phase if the teacher was classified as a veteran teacher. For this study, a veteran teacher is defined as someone who has taught for 4 years or more.

Certified teacher. A *certified teacher* is someone who has to meet all of the requirements of the state or school district to become a certified teacher. Each state varies on what is required for a teacher to become certified. The teacher must complete a variety of tasks such as assessments, training, or degrees to become eligible to teach. For this study, the certified teacher status revealed during the interview process. The teachers were asked several questions related to how they became certified. This study interviewed both traditionally certified and alternatively certified teachers.

Self-efficacy. *Self-efficacy* is one's perception of one's abilities. Teachers should have a healthy self-efficacy of their ability in the classroom. This study allowed participants to explore their range of descriptions that focused on their self-efficacy. This discovery was the interview process—the interview questions designed to allow the participants to share their perspectives on their self-efficacy.

All the attributes were explored during this study. Several of the attributes were discovered during the interview recruitment phase. The participants were knowledgeable about their CTE experience, as expressed during their interviews. The veteran teachers shared insightful content about their CTE program. This study included participants from middle school, high school, and CTE centers. The participants shared their certification process as either traditionally certified or alternatively certified veteran CTE teachers. The participants expressed a range of descriptions that focused on their self-efficacy during the interview. Several interview questions allowed the participants to reflect on a range of descriptions that focused on their self-efficacy as veteran certified CTE teachers.

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Data Analysis Procedures

As the researcher, a key duty is to gather narratives, descriptions, and interpretations from the participants' lived experience and properly dissect the data that described the process of events that the participants may recall from their lived phenomenon. Once the data was collected, interpretation of the perspectives included properly coding the data to gain an understanding of the meaning or essence of the description. According to Creswell (2013), data analysis in qualitative research consists of the researcher preparing and organizing the data. Then the researcher reduced the data into themes that can be explained in figures, tables, or a discussion (Creswell, 2013).

Therefore, as the researcher, my role was to examine the transcripts to identify emerging narrative elements from each of the participant's interview responses then present the themes. The process to complete included the following data spiral techniques:

1. Data organization through the coding software NVivo 12.

2. Read transcripts several times (Creswell, 2013), made margin notes, and formed initial order through memoing to find key categories or themes (6 or less), each with multiple forms of supporting evidence.

3. Described, classified, and interpreted the data into codes and themes. I have developed a detailed description of what I saw "within the context of the setting of the person, place, event' (Creswell, 2013, p. 184). Aggregated the text into categories of information and assigned a label to the code. I developed a shortlist of codes (10–12 codes) with matching text segments and then created 2–3 categories or themes. I described any of my own experiences through epoché or bracketing, as well as the

essence of the lived experience or phenomenon provided by the participants. Also, I

organized the transcriptions with the following activities:

a. Memo and data storage and organization

b. Text, passage, or segment location related to themes or codes

c. Code and theme development

d. Code labeling comparisons

e. Abstract conceptualization (as needed)

4. I used NVivo 12 to classified the data into codes and themes from the transcripts that

highlighted the "individual experiences and the context of those experiences"

(Creswell, 2013, p. 186) within the lived experience or phenomenon for traditionally

or alternatively certified career and technical teachers participants through the

development of significant declarations.

5. I interpreted the data by "making sense of the data, the 'lessons learned,' as described

by Lincoln and Guba" (Creswell, 2013, p. 187)—developed a phenomenological

description of what happened and a structural description of the experience; and

evolved the essence through abstraction of the codes and themes to the more

significant meaning of the data.

6. As the researcher, I had the participants to check the data analysis process to gain

feedback on the individual summaries and provided validation of research data and

offered an opportunity for comments, feedback, revisions or further discussion.

7. I presented narration of the essence of the experience through a visualization of the

data, utilizing a figure format with colored text segments to support the theme.

As the data spiral technique developed, I observed for breakthrough experiences (Moustakas, 1994) that may not have been consciously discovered by the participants; however, they emerged as the process unfolded. According to Moustakas (1994), a breakthrough experience is "the excitement of discovery, heightened awareness of consciousness, a sense of certainty and strength, and feeling deeply and powerfully connected to life" (p. 139). I searched for crisis experiences, too. Crises experiences come "as a result of crises which may have happened suddenly or developed over time . . . [usually] accompanied by significant emotional or physical distress, sometimes painful feelings of being sad, angry or frustrated, shocked, lost, hopeless, powerless, lonely, or deeply questioning" (Moustakas, 1994, p. 139).

Limitations of the Research Design

The timing was a limitation. The collection phase of this study was during the second semester of the academic school year. It was not during the state testing time; however, students and teachers prepare for state assessments throughout the entire school year. I was initially concerned with meetings, scheduling, and location because some of the teachers have planning periods during different times, and their schools may be in various locations. However, I addressed this concern by using technology such as telephoning, emailing, and texting. I anticipated other concerns as they related to context findings, ethical issues, and potential recommendations presented in the following sections.

Many qualitative researchers such as Moustakas (1994) and van Manen (1990) have developed sound methodological structures with the ability to establish credibility and trustworthiness within the phenomenological research methods. Although various quantitative studies based on multiple topics related to teacher certifications or career and technical education samples, the majority of reviewed quantitative studies utilized limited breakout data on teacher

certification (Curry et al., 2016; Uriegas et al., 2014; & Zhang & Zeller, 2016). Fletcher et al. (2016) reported that inaccurate information, knowledge level, access, and desire for a more extended period of engagement were all methodological limitations in their study. Also, a majority of the reviewed studies, which utilized qualitative methods were small samples of alternative route certification with little to no voice of the actual participants in the study (Curry et al., 2016; Fletcher et al., 2016; Haj-Broussard et al., 2016). Curry, Webb, and Latham (2016) expressed that much of the data presented was based on the perception and self-report of novice teachers--therefore lacking the view of the veteran teacher. The authors viewed time, the lack of administrative support, and no triangulation of data as additional limitations for their studies.

Validation

A qualitative methodology approach was utilized for this study. The qualitative methodology approach ensured credibility and dependability in the research. Therefore, to guarantee validity in this phenomenological research study, credibility, trustworthiness, dependability, and reliability were verified through peer review, debriefing for the external check, and member checking (Creswell, 2013). The external check was the transcriber and proofreader's assistance in the study. The veteran certified CTE participants played a critical role in established credible data through feedback shared in the interview; additionally, these participants conducted a member check of the transcription for accuracy.

Credibility and dependability. The instrument for data gathering was the interview protocol (see Appendix B). Within the interview, questions involving self-efficacy about classroom management, work experience, and teacher preparation offered a foundation for understanding the self-efficacy of certified CTE teachers' experience. The next sections of questions shifted to explore the teachers' perspective of their educational journey. In addition,

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patterns that two or more veteran certified CTE teachers experienced was explored further to explain the essence or meaning of these perceptions. Lastly, the final questions focused on veteran CTE teachers' experience. The information can be shared with administration, faculty, or staff desiring to support CTE teachers successfully. This research study established credibility and dependability through the use of detailed field notes, audio recordings, and transcripts for each veteran CTE teacher participant's interview. As the researcher, I observed the participants' enjoyment of reflecting over each question. Several participants had to reflect longer than others, for example, over their first years of teaching. Their perspective of being a novice teacher and the need for growth was expressed in their responses. These actions allowed the data communicated to the researcher to be accessible, available for review and revision, and shared with any interested party.

Through the development of the interview protocol, as well as the transcription of each interview, the researcher identified themes through the coding process and thematic analysis. The researcher defined key meanings from the data of the veteran certified CTE teachers' experience in conjunction with member checking to allow participants to verify the data gathered. The researcher utilized the themes to express the veteran certified CTE teachers' compatible CTE experience.

Peer review and debriefing for external checks. This process included an outsider to view the content and provide an unbiased response to the content. The individual kept the content confidential. The individual reads the content for clarity and grammar. The individual shared insight that the researcher took for granted or assumptions that hindered the trustworthiness of the study (Cohen, & Crabtree, 2006).

Member checking. To ensure the validity of this research study, member checking was used. Each participant was asked to check the transcripts for accuracy. The transcripts were securely distributed in person or via individual email. The participants were ensured their perspective was adequately expressed. In addition, the researcher made notes of the suggested changes.

Expected Findings

The research study discovered an advanced understanding of the positive self-efficacy that affect veteran teachers with traditional certification and alternative certification. Results of the literature review established a need to extend work conducted by Davis (2015), and West and Frey-Clark (2019), as it relates to teacher self-efficacy and the teacher's certification route, as well as giving voice to career and technical teachers. As previously mentioned, this qualitative research study analyzed the self-efficacy of CTE veteran traditionally certified and alternatively certified teachers explicitly from the and veteran perspective, adding to the limited voice of the CTE teachers in the literature to date.

The participants expressed how much their teacher certification preparation influenced the development of their self-efficacy. The teachers' perspective of how their certification affects their self-efficacy in the classroom brought clarity to the study. When sharing their lived experience, the participant gave a greater understanding and clarity for their experience in the CTE classroom.

Ethical Issues

Ethical considerations, including the researcher's position, participants, and risks to participants, was discussed in the following sections:

Conflict of interest assessment. One goal of a phenomenological study was to give participants a voice by collecting and sharing their lived experiences of a particular phenomenon. As a teacher knowing the reality of the classroom was not all represented in theoretical and experimental research, many administrators and teachers have conflicting perceptions of the phenomena. This study completed as a requirement of a doctoral degree, and the topic is one that benefited the participants and the researchers alike. Gave a voice to CTE traditionally certified and alternatively certified lived experiences using veteran teachers' perspective. The descriptive nature of the study also provided rich detail that can aid administrators, certification institutions, teachers, CTE teachers, and policymakers to make informed decisions in light of less detailed research.

Researcher's position. The research site was selected because multiple CTE teachers were available both in the academic setting and the traditional career center. Literature suggested the researcher's role be defined before the interviewing process begins. As a graduate school student, my position was less intimidating to the participants in the study. Adopting the role of the graduate student maintained the trust between the researcher and the participants and encouraged the honest portrayal of their perceptions and shared experience. Also, as a veteran traditionally certified CTE teacher, I felt I related to many of the participants' perspectives as CTE teachers.

Study consent. The initial process to begin collecting data included gaining the Institutional Research Board (IRB) approval. The IRB process took several weeks prior to collecting data. The IRB process included multiple forms detailing the proposal to be completed. One particular form was a site approval letter that had to be obtained from each school district,

gaining access to conduct research on their premise. Once approved by the institution's IRB committee, a letter of approval was given to share with all participants in this study.

To ensure avoidance of any conflicts of interest and protect the integrity of the study, informed consent was collected from each participant. Participants were given the purpose of the research in both verbal and written formats entailing the study, including the research intention and methodological procedures. Communication was sent via the initial contact portion of the research candidate stage through the eligible candidate email process in written format to potential candidates. Also, a written confirmation through email sent to each candidate regarding the teachers and their interview session; and in printed format, in-person at the start of each interview session with the signed copy of the content to participate form completed. Participants were informed and provided the opportunity to offer their consent two times before initiation of the interview; during the initial phone call soliciting when the initial agreement to the participant was obtained, and on the written consent form submitted to the researcher before the interview session. It was made clear that participation was strictly voluntary; participants may decline to participate in the study and may withdraw from the study at any point throughout the process.

Confidentiality. Participants' confidentiality was essential in this qualitative study, and special care was taken to assure participants of the level of respect and privacy and data integrity throughout the research study as well as afterward. Audio recordings and field notes were compiled solely by the researcher. However, the audio recordings were destroyed immediately after transcriptions. The entry of data, coding, and storage was completed on a personal computer that had password security, and when not in use, printed data and the computer are kept locked. The files will be destroyed 3 years after the publication of this research study. Participant numbers and pseudonyms were assigned to each participant to preserve identity and

data confidentiality. They were used during data analysis of the individual transcribing sessions, as well as the development of personal and composite summaries.

Role of the researcher. In qualitative research, I was the primary instrument of data collection (Creswell, 2013), engaging directly with participants and sharing the burden of presenting their lived experienced in a way that represents the essence and meanings of the phenomenon. Data gathered in this phenomenological research design was gathered verbally through private interview sessions, completed forms, and email correspondence. Also, I utilized Temi, an online automation transcription service, to assist with transcript development. All stages of the research process included a decision heavily influenced by the researcher. Therefore, an interactive role in gathering the CTE teachers' perceptions and experiences was played by the researcher. Coding of the CTE teachers' interview responses, the transformation of the data into phrases and statements of meaning into the essence of the phenomenon, and then identifying understanding and contemplation ideas for educational organizations, future CTE teachers, certification process, and policymaker was presented.

Researcher bias. From a personal perspective, my educational experiences as a CTE student gave me such a passion for learning and obtained skills that prepared me for my life's career. This learning experience has provided me with a unique perspective. Throughout my educational journey, I have had the chance to view both sides of the spectrum. As a learner who gains essential skills in my CTE class, I enjoyed the knowledge that was shared and the opportunities to tour and visit future endeavors such as college campuses and industries. Because of those experiences, I desired to pursue that same path by majoring in education. Throughout my learning experiences, I continue as a community college CTE student, and my certification and degree for my undergraduate studies were CTE immersed. As a current CTE teacher, I get

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the chance to impart that same passion in my students because of the opportunities CTE program offers. However, my lived experience may be limited, and therefore investigating others added more balance data to this study.

From a professional perspective, I have always worked with teachers who entered the classroom with prior professional expertise. This diversity that he or she brings to the classroom makes the CTE learning experience unique. Having alternative route teachers in the classroom offers an advantage to our CTE learners. However, not every experience is quite the same, and therefore, this study will share the perspectives of the educator and their lived experience. Traditionally certified CTE teachers were also allowed to discuss their CTE experience. The candidates in this study were veteran teachers; therefore, the spectrum of skills was investigated in this study.

These personal and professional biases served me well in my interactive role of gathering CTE teachers' perceptions and experiences and then transforming the gathered data into phenomenon understating for educational organizations, future CTE teachers, certification guidelines, and policymakers. My holistic perspective of multiple levels of education, a lived experience of being an outsider, and an understanding of CTE structures, methods, and services provided perspective from which to analyze CTE teacher perspective and lived experiences with the CTE system and their persistence and completion efforts.

Ethical issues. Ethical issues related to interpretation errors or researcher bias was protected against in several ways. During the initial contacts, the researcher was cautious not to provide specific desired outcomes but rather explain the general process of conducting a qualitative research study. By explaining the process, the participants were open vessels of information and to share their perspectives of the lived phenomenon, discovered the truth for

themselves, and then participated in the validation of the shared data and meaning development process. Also, personal or professional biases were not shared with the research participants. However, continuous self-monitoring of desiring to overshare was employed to maintain research quality and ethics. Lastly, constant communication regarding confidentiality in the study's design, and reassurance that no negative repercussions were involved in the process as it relates to their participation in the research or their need to withdraw from the study at any time, for any reason.

Chapter 3 Summary

This chapter presented the methods section for this phenomenological research study. A full description of this research study has included research setting, design, and the process for gathering and analyzing the research data and ethical issues that should be considered when conducting the research. The section mentioned above presented a reliable, effective, and ethical research study that explored the data and results of CTE veteran traditionally and alternatively certified teachers in this phenomenological study sought to understand their perspective of the lived experience in the CTE classroom.

Chapter 4: Data Analysis and Results

This chapter summarizes and presents the findings of this research study. The chapter is organized as follows: research questions, study design, description of the sample, a summary of findings, and presentation of data and results. I sought to investigate the self-efficacy of veteran traditionally and alternatively certified career and technical education teachers. The two research questions were developed as a result of my initial literary research and personal experience as a traditionally certified veteran CTE teacher. The conceptual framework in Chapter 2 stated that self-efficacy is knowing one's essential productive career abilities. It is crucial and necessary that teachers have substantial knowledge and awareness of their self-efficacy. Bandura's (1977) theory of self-efficacy clarifies the kind of perspective many individuals limit their endeavors or completes their performance. After reviewing the phenomenological method, I conducted interviews with 17 CTE teachers who were veterans traditionally and alternatively certified teachers. Creswell (2007) stated, "When researchers conduct qualitative research, they are embracing the idea of multiple realities" (p. 16). I intended to allow the participant voices to be heard regarding their self-efficacy and certification training as CTE teachers. This chapter includes the CTE teachers' views.

Creswell (2014) stated that the researcher is a key instrument in the study. While I am currently a veteran traditionally certified CTE teacher in rural Mississippi, my role as the researcher during my study was that of an observer and not a participant. I conducted the study in this manner to maintain credibility. Also, I had a non-vested interest as a researcher. It was my purpose to reveal the voice of veteran traditionally and alternatively certified CTE teachers, not my own voice. Throughout this chapter, I weaved the narrative perspective of veteran

traditionally and alternatively certified CTE teachers. The results portion of this chapter

discusses the three key findings of this study.

Description of the Sample

Of the four school districts I solicited to participate, only three out of the four were able

to respond with the site permission letter promptly. Of the 27 invitations to participate extended,

the first 17 responded participants' data is used in this study. One instructor, in particular, had

recently resigned from her CTE teaching position before I started collecting data; therefore, her

information is not included in this study. Veteran traditionally and alternative certified CTE

teachers were solicited for this study to investigate the self-efficacy of CTE teachers adequately.

Previous researchers (Chesnut & Burley, 2015; Kouvari, n.d.; Tschannen-Moran & Woolfolk,

2001; Zee & Koomen, 2016) each studied self-efficacy, but CTE teacher's self-efficacy had not

been extensively studied; thus, CTE teachers were determined as an important kind of teacher to

study.

According to Jacques and Potemski (2014), the state and federal reforms paid insufficient

attention to CTE teachers. The CTE teachers met the criteria that are discussed in Chapter 2 to

share their experience as a CTE teacher. As a result of my initial research on the self-efficacy of

CTE teachers, I studied 17 CTE veteran traditionally and alternatively CTE teachers. The

sampling intended for a 50/50 ratio; however, this study included 7 out of the 17 traditionally

certified and 10 out of the 17 alternatively certified teachers. The initial meeting with the CTE

directors and their certified staff was to present my proposal to all the certified CTE teachers to

gain potential volunteers to participate in the study. I emphasized that this was voluntary, and we

would work out a schedule to complete the interview. To meet participation criteria, the veteran

teachers had to have 4 or more years of teaching experience. The traditionally certified teachers

earned their teacher's licenses via a university or college. The alternatively certified teachers had a prior degree and took additional classes and certification to become a CTE teacher.

The participants included CTE teachers from middle school and high school. Some teachers were housed at their middle school or high school, while others were located separately at a career center. One district was on the same campus as the high school. The other two districts had to bus their students to their career and technical center. However, the largest career and technical center have students transported in from the three high schools in their district. The 17 CTE teachers who agreed to participate in the study ranged from 4 years of experience to 34 years of experience. Table 1 summarizes the participants' gender, years of teaching CTE programs, certification type, and category of teaching.

Table 1

Veteran Teachers Demographics

Pseudonym	Gender	Approximate Experience	Certification type
Participant 1	Female	12–15	Traditional
Participant 2	Female	16–18	Traditional
Participant 3	Female	8–11	Traditional
Participant 4	Female	4–7	Alternative
Participant 5	Female	8–11	Alternative
Participant 6	Female	4–7	Traditional
Participant 7	Male	19–24	Alternative
Participant 8	Male	19–24	Alternative
Participant 9	Male	4–7	Alternative
Participant 10	Female	4–7	Alternative
Participant 11	Female	12–15	Alternative
Participant 12	Female	12–15	Alternative
Participant 13	Male	12–15	Alternative
Participant 14	Female	4–7	Alternative
Participant 15	Male	28–31	Traditional
Participant 16	Female	16–18	Traditional
Participant 17	Female	32–35	Traditional

Veteran teachers were defined as having 4 or more years of teaching experience. Of the

17 participants involved in the study, the majority of the teachers were alternatively certified,

unlike the assumption stated in Chapter 3, that the majority of the participants would be

traditionally certified teachers. The purpose of differentiating certification type was to investigate their experiences as veteran certified CTE teachers. The findings are discussed in the next section. The 17 participants were able to voice their viewpoints. All of the participants were eager to provide their responses to the interview questions. The interest levels of the participants were very supportive and encouraging.

Research Methodology and Analysis

Creswell (2007) stated that when researchers conduct qualitative research, they are exposed to multiple versions of reality, as qualitative studies help to understand the participant's perspective. Creswell's (2014) recommendations for collecting data via interviews are resourceful. This qualitative study allowed the researcher to gather the participants' data first-hand. The researcher implemented a phenomenological research design, which allowed participants to share their experiences. This design allowed the researcher to obtain the narrative experiences of 17 participants.

Group meeting. After introducing myself at an advisory meeting with four of the CTE directors, I informed them that I would be interested in asking their CTE teachers to volunteer to participate in my dissertation research. I emailed each director to gain site permission access and requested the date and time to attend a meeting with their staff. The initial group meetings at three of the four prospective rural CTE centers were scheduled, and the site permission forms were received. However, the fourth CTE school district initially thought they would have to have the proposal presented before their school board to receive a site permission letter. Therefore, because of time, I was not able to access their teachers for this study.

Interview. Interviews were implemented to provide first-hand accounts of the CTE teachers' perspective. This methodology provided the most successful results. I was able to

gather meaningful information from the interviews. The researcher observed that the participants felt honored to participate as a CTE teacher in rural Mississippi. In chapters 1 and 3, I stated that when investigating multiple individuals' lived experience, there will be many variations of their knowledge, but this was not the case. Most of the participants had many shared experiences. All participants shared disappointing aspects of their accounts without hesitation. The interview results were discussed in detail during the findings section of this chapter. I will discuss the specific data from all the interviews conducted in the presentation of the data section in this chapter.

Coding and thematic analysis. The following were the coding and thematic analysis initially identifying, and there was no deviation from the Chapter 3 protocol, nor problems that occurred in the analysis for this research study:

1. Describe, classify, and interpret the data into codes and themes.

2. Classifying the data into codes and themes from the transcripts that highlight the "individual experiences and the context of those experiences" (Creswell, 2013, p. 186) within the lived experience or phenomenon for the veteran traditionally certified and alternatively certified participants through the development of significant statements.

3. Interpreting the data by "making sense of the data, the 'lessons learned,' as described by Lincoln and Guba" (Creswell, 2013, p. 187)–developed a phenomenological description of what happened and a structural description of how it was experienced; and developed the essence through abstraction of the codes and themes to the broader meaning of the data.

4. Member checking of the data analysis process to obtain feedback on the individual summaries and providing validation of research data or to offer an opportunity for revisions or further discussion.

5. I am presenting narration of the essence of the experience through a visualization of the data, utilizing a table or figure format with text, not numbers.

Each of the 17 participants' interview transcripts was uploaded to the NVivo 12 software color-coded the data to provide separation of ideas. This allowed for the development of individual, distinct impressions of the codes, and 15 of the 17 transcripts were member checked. Then I converted the categories and themes into a composite summary that was analyzed for veteran traditionally and alternatively certified CTE teacher experiences as a whole group–the essence of the phenomenon.

Phenomenological approach. Phenomenology is investigating the essence of the experience, typically studies from education, philosophy, and psychology (Creswell, 2013). The primary concentration in phenomenology is the study of individuals who share related experiences, and then analyzing data for significant statements, meaning units, and the description of the essence of those experiences. The interview questions were predominantly about the CTE experience in the classroom while investigating the level of self-efficacy from the primary target population. In essence, veteran traditionally certified and alternatively certified CTE teachers. Participants discussed their certifications prior to becoming a CTE teacher, followed by how important CTE was, and the positive and negative aspects of teaching CTE. Each interview concluded with the interviewees expressing their perspective of their abilities as a CTE certified teacher.

Summary of the Findings

The findings of CTE teachers' self-efficacy are organized in the following order: (a) narrative data, (b) emergent findings, and (c) research questions. Chapters 1 and 2 identified the rationale of this study as exploring the perception of self-efficacy of veteran traditionally certified and alternatively certified CTE teachers. Thus, this study intended to investigate the self-efficacy of the veteran traditionally and alternatively certified CTE teachers. The CTE teachers expressed a range of descriptions that focused on self-efficacy.

Prior to teaching CTE. There were several teachers from the career and technical centers that had prior professions before deciding to become a CTE teacher. There were only two participants who had been a teacher their entire career. Although having successful professional careers as a police officer, secretary, registered nurse, and even serving our country with a military background, those participants felt changing their profession to become a CTE teacher gave them a new passion and excitement. Most of the participants felt as they needed to make a difference in pursuing this new career path. Several of my participants were already certified teachers in English, Early Childhood Development, and after feeling their contributions was not enough decided to become alternatively certified to teach CTE programs. I talked to several of my participants that took their CTE skills, which they love, and is very passionate about utilized them as extra income by developing a personal business. Several participants were already certified teachers and decided to become alternatively certified to teach CTE programs.

In Table 2, the educational background of the CTE teachers participated in is coded for this study. I used the NVivo 12 software to generate the reoccurring phrases as it related to educational backgrounds. Most participants were alternatively certified and had prior work experiences. Several participants already in education became certified in CTE.

Table 2

Educational Background of CTE Teacher

Educational Background	NVivo 12 Codes
Prior Profession	12
Existing Teacher	9
Persuaded	4
Other	2
Total	27

Codes and themes. In the following sections, there were four themes and 21 codes that

emerged from the 17 participant interviews. The discussions concerned each participant's CTE

experience; this included educational background, skills from former career, CTE objectives and

curriculum, CTE as a student, mentors, classroom management, rapport with parents, the

importance of CTE, certification program preparing them for CTE, working with other teachers,

lesson plans, and their certification process. The responses categorized into the following four

themes:

Theme 1: Classroom management. The majority of the veteran traditionally certified

and alternatively certified participants effectively use functional to excellent classroom

management. The participants describe their experiences on how to develop and handle the

classroom over the years effectively. The participants believe they are the ones to set the tone

regardless of the changing behavior or culture of their students. Participants 8 stated:

Students are totally different from managing today's kids versus the kids of yesterday. I

don't know where it's going, but it's going there in a hurry. So, something is going to

have to change with the classroom management to keep these kids on task. To keep them

from veering away with all this technology that they have available in their front pocket. So, classroom management is really important, but I think the teaching industry is going to really have to take a real good look at how classroom management has changed.

This theme highlighted the need to maintain functional to excellent classroom management even when the behavior of students varies. The teacher is the tone-setter of the classroom, and as capable tone-setters, students should adhere to their environment's tone.

Theme 2: Students' experiences. The majority of the veteran traditionally certified and alternatively certified CTE participants commented that when students return to say thank you, have a light bulb moment, and find successful careers are among their top three positive experiences as a CTE teacher. The participants shared brief encounters of those experiences, and the happiness they felt will always hold near and dear to their hearts as a CTE teacher. The students' experience theme brought forth a positive perspective of the CTE teaching experience for the participants.

Table 3 shows the positive perspectives of veteran CTE teachers. The positive perspectives of the CTE teachers, for example, included the students and thanked yous. Many of the participants stated that making a difference in the student's life was why they enjoy teaching. The participants shared when former students return to say thank you was a positive perspective of teaching CTE. The NVivo 12 coding software was used to generate the content in the table.

Table 3

Positive Perspective of CTE Teachers

Positive Perspective	NVivo 12 Codes
Students	17
Thank Yous	7
Career Related Field	4
Total	30

Theme 3: Non-CTE administrators and educator's support/relationship. The majority of the participants wanted to understand the lack of support and the underdeveloped relationship between non-CTE administrators and educators. The participants shared they lack communication and a strong relationship with non-CTE teachers. Participant 16 stated, her CTE program needed more non-CTE administrative support because she felt there was a "lack of administrative support." Participant 16 is a middle school CTE teacher under a non-CTE middle school administrator; however, her Technology Foundation curriculum is a CTE pathway course. Her building level administrator does not offer the necessary financial funding to support the needed equipment and textbooks for her CTE classroom. Participant 14 stated that non-CTE administrators and educators show, "lack of support/praise/recognition." Participant 11 stated his desire to have a better relationship with non-CTE administrators and educators as "wishing to have a [supportive] relationship with the other colleagues in the same district." Participant 9 stated, "I think that CTE, you know, needs to be weighted more or as an equal to the academics [core subjects] when it comes to how they look at [school ratings for the] school district. This theme of non-CTE administrators and educators' relationship and support is something desired yet missing from the experience of the veteran certified CTE participants.

In Table 4, the negative perspective of CTE teachers was discovered. The NVivo 12 software generated the reoccurrences of these phrases throughout the interview transcripts. The most negative reoccurrence phrase was the lack of non-CTE administrative support/relationship. The participants desired a better support relation from the Non-CTE administrative. The participants shared that students' apathy was another negative aspect of teaching. The pay was a concern that was also viewed as unfavorable, especially among those participants who had work in other professions prior to teaching CTE.

Table 4

Negative Perspective of CTE Teachers

Negative Perspective	NVivo 12 Codes
Non-CTE Administrative Support Relationship	16
Student Apathy	9
Unnecessary Paperwork	5
Pay	4
Total	34

Theme 4: Effectiveness of planning. The majority of the participants spoke about the importance of using lesson plans to be prepared, stay on task, and stay focused on accomplishing the objectives found in their curriculum. Several participants did not think it was necessary to have extensive detailed and lesson plans; however, they should be used as a guide to ensure learning is being productive and to stay on task. Participant 1 stated, "I need a plan. I need to know what I'm doing every day." However, another participant shared their perspective of using lesson plans as a guide to stay on task. Participant 7 stated, "they help you plan out your day

planning out your week, and then when you can stay on task." This theme of the effectiveness of lesson plans is something that most participants rely on and use to accomplish the learning for their students.

In Table 5, the participants discussed the effectiveness of lesson plans for CTE teachers. The NVivo 12 coding software-generated that most participants used the lesson plans to stay on task. It was also revealed that the participants felt they were necessary for the most part. However, the coding software generated a few felt that lesson plans were unnecessary because their curriculum was detailed enough to follow without creating additional lesson plans.

Table 5

Effectiveness of Lesson Plans for CTE Teachers

Lesson Plans	NVivo 12 Codes
Stay on Task	16
Necessary	12
Unnecessary	3
Total	31

This section was designed to demonstrate participant voice and experiences of the CTE teachers' certification. There were many similarities and trends within the participants' interviews. The requirements to participate in this study were reasonably open; I was able to capture unique experiences that I may not have received if I made strict criteria. I sought to investigate the self-efficacy of veteran traditionally certified and alternative certified CTE teachers. The next section will reveal the results of these findings.

Finding 1: Effective certification training support self-efficacy. The first finding emerged from the unfiltered data from the interviews. For example, one interview question that

the participants answered was, "Describe how your teacher certification program prepared you for your career and technical classroom?" All the participants gave their perspectives on the topic. Several of the participants identified their certification training was a key factor. The participants who attended certification training stated high self-efficacy remarks about their training. Most alternatively certified teachers attend training courses via a large state university. Different alternative certification required different [state university] training. Some participants had to participate in a week, month, or summer-long face-to-face training; besides, having to participate in online training. For example, Participant 9 stated,

> During that process, we had, uh, several regional meetings that we had to attend with other, uh, teachers across the state. And basically, the [state university] set up a program just like almost like what we teach in the classroom. And they guided, they use guided practices in order of uh, help us learn an understanding of how to teach, students in this generation, at first you have to understand who you teach, how to teach and what to teach.

Participant 5 stated she had to pass the IC3 certification test, as well as become C.O.O.L certified. According to the educational institution, C.O.O.L. stands for Certificate of Online Learning. The teachers have to create an online classroom along with other specific online requirements. Participant 11 referred to her certification program as "VIP," which stands for Vocational Instructional Program. Participant 11 stated that it was a 3-year program, and she had to attend professional development with other candidates completing the alternative route to teacher a CTE course.

Finding 2: Importance of CTE to future careers. One question in particular, "Do you believe CTE is important? Why and why not?" led to Finding 2. The 17 participant interviews

revealed the data for this finding. Participants are very much aware that they are preparing students for the future. Participant 8 stated, "CTE is really what makes the world what it is, without CTE, then nothing else will exist. If you want to build something or fix something, that's CTE." Having the concept that CTE programs are essential and the key to the future of our society, supports positive self-efficacy for CTE teachers. The skills the participants are teaching to their students can effectively change the trajectory of the students' potential career plans. The participants know the importance of exposing students to various CTE careers could cause them to develop a passion for an unexplored career. Participant 6 reflected on the notion that CTE prepares students for "the workforce and/or college." Participants being aware of what they do is essential to our society, our students, and our future workforce and will enhance one's perspective of his or her self-efficacy.

Finding 3: Mentor built stronger self-efficacy. Another question in particular, "What was your experience with having a mentor?" lead to Finding 3. Eleven out of the 17 interviews revealed the data for this finding. The participants who had a mentor, actively admitted the mentor impacted the development of their self-efficacy (National Education Association, n.d.). Participant 9 firmly stated that his mentor was key to his success as an alternatively certified teacher. Participant 2 shared, "I had four mentors that were assigned to me whenever I started teaching . . . we had mentors that would help to make sure that we were successful. And so one of their jobs was to make sure that we had great classroom training." Participant 11 shared she was assigned a building level mentor and a mentor from her certification training VIP program as she refers to it. Participant 11 shared that having both mentors gave her the confidence she needs as a non-education major.

Mentors aid in the development of the teacher's self-efficacy by providing essential guidance and support to the teacher. Those participants who use the techniques and instructions given by their mentors are still utilized in the participant's classrooms. Several of the participants have used those skills from their mentor to mentor others. Participant 1 shared her experience of being a mentor. She felt confident in her teacher's self-efficacy to help develop someone else's.

Presentation of Data and Results

Seventeen veteran CTE teachers were interviewed using a 20-question interview instrument (see Appendix C). All of the participants' interviews were conducted face-to-face or via telephone. Each participant seemed excited to participate and knowledgeable about their content area. Of the 20 questions I asked veteran traditionally and alternatively certified participants, I categorized questions based on (a) their experience as a CTE teacher, (b) the importance of CTE, and (c) self-efficacy. This section will also present the narrative form from the interview script.

In every effort to present the participants' voices effectively, this section offers unfiltered data transcribed from the interview in narrative form, organized into a section for each participant. This section allows the readers to view the participants' voices as per the purpose of this study. After the review of the unfiltered data, the results and findings representing the participant voices are summarized.

Analysis of Findings for RQ1

RQ1. How do veteran career and technical education teachers who are traditionally certified perceive their self-efficacy in the classroom?

The following seven participants answered the first research question. They were the traditionally certified teachers who participated in this study. Their perspectives were voiced in

this section. Their perspective on CTE experience, the importance of CTE, classroom

management, mentors, positive and negative perspectives about CTE are shared.

Reporting of Themes & Supporting Quotes

  CTE experience. Regarding her CTE experience, Participant 1 stated the following:

  I've honestly, I've had a great teaching experience. I can't ever imagine myself doing

  anything else, and that's what I tell my students. When you're career planning, I want

  you to think about something that you can see yourself doing for the rest of your life. Not

  dreading getting out of bed in the morning and dreading to go there. I want you to see

  yourself something that you enjoy each and every day. I said, you know, I might, I might

  be tired and don't want to get out of there, but I don't dread coming here every day.

  Importance of CTE. Participant 1 described her personal view on the importance of

CTE:

  Oh, my goodness. Well, I mean there, there is a need for every, every class because we

  expose students to just everything. I mean, you know, a student might not find their love

  for poetry unless they're in an English class. So there's a need for all of our classes. But

  definitely the career, fields of study because I mean, they, they need to know their parents

  aren't, teaching them as much about getting out on their own. If I did, when we were

  growing up, I don't think there's just not, you know, my mom was making sure I was

  getting a checkbook and knowing how to keep up with that checkbook, but these kids are

  like, what I just use, my mom debit card and then guidance. But I think that they need

  help. I think that it helps that we can, we can do that as a school and expose them to these

  different things. So, they have more; I didn't know what I wanted to do as a high school

  student. I didn't have a clue. And so, I'm thankful to be able to have that opportunity then

to go into the different pathways that they think they might want to go into to get the exposure of it as a high school student and not go so blindly into college. But that's okay. If they go blindly into college together, it's beneficial. So either way, yes, most of them like college or not college and career. I mean you could go to work if you want to do and then there are still options to go back and go to college if you've changed your mind.

Classroom management. As Participant 1 reflected about her classroom management experiences, these are the thoughts she shared:

You know, we monitor the phone that's the biggest issue these days, but other than the phone, I just tried to show my students respect that I want them to have that same respect for me. And, um, we usually, I usually do not have too many discipline problems. Now my classes are smaller at this point. Um, them being, juniors and seniors, you know, as teachers, of, the Tech Discovery, the STEM class, you had a classroom full of freshmen usually, and that was a little different, but still, that was the time before cell phones too. So it was, it was really good. It was a good experience. I didn't have much trouble I was going to say they were all like, you know, you may have a couple of students. I had a couple of issues that just had, you know, things that weren't controllable. But, um, for the most part, I have relatively good students and always have. And um, I think it just, you know, that respect and think that that helps that they students, um, that they have, if you have respect for them that helps them have respect for you.

Mentors. Participant 1 had a positive experience with being mentored as well as being a mentor; here is what she stated:

All right. I had a great mentor as a CTE teacher. She was a veteran teacher who had been here for years, and she's still here, and I still go to her if I ever have any problems or

questions. And, being the teacher that came in under me and I'm her mentor teacher, we both kind of mentor each other, actually not can sometimes she'll come to me, but it's probably usually made more go into her asking her how she would handle stuff. We have great people who have mentored as this great. I think it's definitely beneficial to have that mentorship program in the schools. For sure!

Positive perspective about teaching CTE. Participant 1 stated the following concerning her top three positive or exciting perspective of being a CTE teacher:

I love, when are planning, talking about career pathways or, or when our teacher unit and a student, um, just have that moment where they explained Mrs. X, I know what I want to do for the rest of my life. Now. I think that's, that's probably not top, even if they don't do it, I'm just thankful for that moment where they can their futures laid in front of them, and they think. I do. This is important. There's a reason she's teaching us this, and that's probably what's my top moment. Other times, you know, I have the students when they tell me that, thank you, Mrs. X, because this information will definitely benefit me in the future, and I can, this is stuff we will use for the future. That would probably be number two. Number three, just, what are some, I mean, you know, it's a family. Sometimes I tell my students that I give them the best of me, and sometimes my actual family gets what's left than me when I get home. Because, yeah, I have to put on that smiley face every morning for my students and be happy that I'm here no matter what else which I am. I mean, you know, and so I tell them that that's, that's it. So it's just been, it's just, I can't, I don't have too much to complain about at all.

Negative perspective about teaching CTE. Participant 1 stated her top three negative or less exciting parts of being a CTE teacher would be:

What is so hard trying to help those kids who? Um, you want to help so bad, so bad.

Trying to help point them in the right direction or not go down the same path that their

parents made or older siblings. That's the hardest. That's the hardest cause you know that

they have potential, but they're just, they're stuck. Um, that's real. That's really hard. So

they, um, dealing with students who have problems at home and they bring it to school

and they, you know, might lash out or something that, that's pretty rough. I can

remember one girl, I kicked a desk, and I'm my room for something that one time. Um,

that was, that was tough, um, to have to see her because, you know, it's circumstantial

and, and just, it's the problems at home coming out at school where they can just have

somebody to take know. I was pretty tough. Um, uh, I don't know about a third one. I'm

trying to think really quickly off the top of my head.

CTE experience. Participant 2 expressed her perception of her CTE experience as

follows:

Very rewarding because the kids are shocked that we do hands-on in the high school, but

most of them say, Oh, this reminds me when I was, I was in elementary in merit or gifted

when we got to do a lot of cool things like flying drones or building a robot or a program.

And instead of them just hand, you know, do paperwork, they get to see it in action. And

that is the most rewarding one. I said, you know what? I think that will change my career

too. You know, robotic engineering or I'm going to be in aerospace engineering, and it's

just exposure to kids that always say the same thing. I'm a lawyer, doctor, or teacher

when they realize, wow, I can do this and still make an amazing amount of money, and

it's fun.

Importance of CTE. Participant 2's initial classroom experience was not CTE; however, her new philosophy about the importance of CTE is stated as follows:

Absolutely. 100%. I definitely believe in it. And in today's society, we're growing up not with our grandparents anymore or our parents that used to teach us all that stuff, like sewing, cooking and uh, social skills and now we're losing that. And so we need every child, every child to learn how to sew, how to cook, how to eat properly, manners. If we can put CTC required for every student, that every child will be successful because then they have a way out instead of sitting behind the desk and just doing paperwork.

Classroom management. Participant 2 expressed her great foundation for classroom management on her exposure to diverse best practices.

Well, I was actually trained really well whenever I was in [state name], the classroom management. And so one of their jobs was to make sure that we had great classroom training and we've got trained by Dr. Wong, the one that says, give me five. And he was amazing. And so I took that, and I never had any problems. My classrooms have always been really good. I've rarely write anybody up. They have to be really bad. I guess I'm known for the one that has the least amount of referrals.

Mentors. Participant 2 shared both of her experiences with mentorship from her teaching experience. The first experience was from her as a college professor and the second at her current position in the high school classroom. She shares her perspective of mentorship as the following:

I had four mentors that were assigned to me whenever I started teaching at Western Kentucky University. And my, I guess it was my fifth classroom we had mentors that would help to make sure that we were successful. . . . No, Well, actually I take that back,

I did, not technically a real mentor, but it was a colleague that said, you know what, I'm

going to show you how to do all this stuff. But they never were assigned to us. Like in

Kentucky, we were assigned mentors, like they wanted to make sure you are not going to

fail in any way, but when it came to Mississippi, there was no assignment of a mentor.

You just had to keep asking somebody, till somebody decided to help you.

Positive perspective about teaching CTE. Participant 2 shared her positive or exciting

perspective about teaching a CTE Course. She stated the following:

The first one would be robotics. I absolutely love robotics. I think it's important for these

kids, even though it's, it's something that they would never do if they weren't exposed to

it. So that's my, one of my favorites. And the other two would be, I guess, um, teaching

drones, which I love and design. I love 3D printing. I love the design of that. Because it's

fun, it's something that they can see in this tangible, I see it right away. So that's cool.

That's 'aha' moment is teaching 3D and then actually printing the 3D.

Negative perspective about teaching CTE. Participant 2 was sincere in the negative

perspective about teaching. She went in a direction that I was not expecting her to go as she

reflected on the negative or less exciting perspective of teaching. She stated the following:

Being forced to teach something because you're great at it. For example, um, let, I

volunteer outside. I was voluntold to teach ACT prep because my scores were good.

Well, that's not my passion or my heart at all, but I did it, you know, they told me I

would only have to do it one year and that was it but because my kids did so well. They

forced me to teach ACT prep after that. And I've been teaching it ever since. They won't

let me not have it. So the worst part is when you do a good job, I feel like they kind of

say instead of rewards you, they punish you for being good. So they give you more, um,

roles, more stuff on your plate, I guess you can say things that the other teachers that are bad, they'll don't do any of that. And that's not fair. I don't think that you should be punished for doing a great job.

Yeah, I think yeah, whenever we were teaching, whenever I was teaching at one particular school, all they cared about was test score. It didn't matter if whatever was to be sacrificed, and that experience was actually here in Mississippi, but it was a terrible, terrible life I was at, and all they would think about was, we don't care what the kids learn, things that were important. They just cared that if it was on the test or not. And that was it.

They take away anything that was fun or hands-on because they only want to do was teach the test, which brings me to my next least, and we are not an industry. We should not, I'm not, I don't believe in the incentive award at all because this cause the teachers to cheat. Oh wow. If you think about it, no, only the business industry produces a product that's the same, but we are human. We should not expect the kids to be compared to apples and oranges. You can't expect one class to be compared to next year even though you might be the best teacher in the whole wide world. If you compare the next year to another group of kids that maybe had a terrible home life and your scores go way down, even though that teacher was great, you're punishing her because not the product that she made, but because the kids were different. But, I don't believe in being in the incentives at all. But then what will happen is you'll get like Atlanta, Georgia, where they cheated so bad cause I didn't want their scores to be reflected and for the school to look bad. They all wanted money, and greed is the root of all evil, but now you're going to start getting cheaters, and I don't care what anybody says. When we start

throwing money in, and it starts to change everything and every, every, you can look in every society. That's why I don't believe it. That's why we should all be paid the exact same because we're all equal, no matter what. Equal just based on years of experience, just like everybody else, that when we start doing incentive, it changes everything. So I have, um, I have a thorn with that because I see it is already happening here in Mississippi we're an A school. But guess who gets those and finish at first before they changed the law last year. It's sad.

Participant 3. It was challenging to draw out more of a conversational response from Participant 3. She answered the questions straightforward. I believe she may have been pressed for time, but I am glad she was able to have her voice heard.

CTE experience. Participant 3 shared her CTE experience as "My experience has been rewarding. I have been engaging students with lots of hands-on experience, guest speakers, field trips, and some lectures".

Importance of CTE. Participant 3 perspective on the importance of CTE was, "Yes, It's very important because students learn skills that they can use now and later."

Classroom management. Participant 3 shared the following about classroom management: "I quickly learned that classroom management is imperative to effective teaching. It's difficult to teach without effective classroom management".

Mentors. Participant 3 stated that "Mentorship is great and helpful when implemented correctly. My first mentor taught me a lot about things happening in school behind the scenes".

Positive perspective about teaching CTE. Several participants have agreed on some of the same positive perspectives about teaching CTE courses. Participant 3 stated, "One, seeing

that moment when a student gets it. Two, collaborating with other teachers to give the best lesson possible and three seeing students learn and grow as individuals".

Negative perspective about teaching CTE. Participant 3 stated the following as her three less exciting or negative perspectives about teaching. Most responses were about teaching in general and not so much a CTE class. "One, irate parents. Two, working "unpaid" sports events. Three, lack of administrative support."

The lack of support affects the teachers' self-efficacy. Each self-efficacy reflects a potential range of descriptions that focused on self-efficacy individuals may vary on their description of self-efficacy due to the lack of administrative support. The support and appreciation a teacher receives from his or her administrator can impact the teacher's self-efficacy tremendously. When a teacher is valued for what they contribute to the school culture, it encourages them to perform with confidence.

CTE experience. Participant 6 describes her CTE experience as "It is very rewarding and challenging. We really enjoy the hands-on experiences, exploration, and real-life applications."

Importance of CTE. Thus far, all of the participants have similar perspectives on the importance of CTE. Participant 6 stated, **"**Yes, because it prepares students for the workforce and/or college."

Classroom management. Participant 6 stated the following concerning her classroom management experience. "I have acquired effective skills to work with a diverse group of students through workshops, seminars, classroom management classes, peer observation and feedback, and trial and error."

Mentors. Participant 6 expressed her experience with a mentor. She said it was a **"**very positive experience with positive feedback and successful needed skills for the classroom."

Positive perspective about teaching CTE. Participant 6 listed the following:

1. Student feedback (When they return as adults and remind me of various ways I assisted them)

2. Teaching children of former students

3. Continuously learning from students and peers

Negative perspective about teaching CTE. Participant 6 listed the following:

1. Student apathy

2. Lack of parental involvement in academics

3. Focus on testing

CTE experience. Participant 15 stated his CTE experience as follows:

My CTE experience has been filled with many adventurous moments seeing students leave my programs and becoming teachers, pharmacists, air traffic controllers, chief executive officers, engineers, professors, administrators, entrepreneurs, military officers, along with others' successes.

Importance of CTE. Participant 15 shared his perspective on the importance of CTE. He stated the following:

Yes, very important because it gives students the opportunity to explore areas of their interest before honing in on a career choice, which in return will better prepare them to make wiser choices as it relates to their career choice.

Classroom management. Participants 9 and 15 both believe their military background aided in their experience with classroom management. Participant 15 stated the following:

Classroom management has never been an issue with me primarily because of my military leadership, and because of the methodology of adopted, keep students' busy

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learning and discipline will not be an issue. This has worked because I have been blessed

to be teaching something I love; therefore, the synergy in the class is positive.

Mentors. Participant 15 reflected his experience with his mentor as "My mentors made a

great impact on my outlook on life. They exemplified that good work ethics will ensure your

success".

Positive perspective about teaching CTE. Participant 15 expressed the top three

positive or exciting perspectives about teaching. He shared the following:

First, the opportunity to be able to take a student who has a low expectations and turn

them into positive energy where they are actually excited about school. Second, the

opportunity to take students out of their normal environment and expose them to the real

world of work by visiting colleges and various types of industries. Third, the joy I feel

when a student return to tell me how I impacted their lives and their career choices.

Negative perspective about teaching CTE. Participant 15 expressed the top three

negative or less exciting perspectives about teaching. He shared the following:

First, not having the resources to allow students to maximize their educational options.

Secondly, having to force students to take advantage of the educational opportunities.

Lastly, when students return to me to say, 'I wish I had listened when you were telling

me to take advantage of what is offered to me. It's better to have and not need than to

need and not have."

CTE experience. Participant 16 stated her CTE experience as "I love teaching this

course. I think of this course as we (students and I) are learning from each other".

Importance of CTE. Participant 16 expressed, "I believe it is important. Students are

technology savvy but lack some skills that can help elevate them to higher-paying jobs".

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Classroom management. As Participant 16 reflected over her classroom experience, she stated, "I really don't have too many discipline problems. I set rules and expectations and never deviate from them".

Mentors. Participant 16 stated, "I really didn't have a mentor. I just got in the classroom and followed procedures as best as possible".

Positive perspective about teaching CTE. Participant 16 stated her three top positive or exciting perspectives were "1. Teaching the students something new about the technology they don't know. 2. Sharing ideas/class discussion. 3. Light bulb moment with student".

Negative perspective about teaching CTE. Participants 16 stated her three top negative or less exciting perspectives were "1. Lack of student motivation. 2. Student behavior. 3. Administrative support"

CTE Experience. Participant 17 shared, "I have enjoyed teaching CTE. My students have come back to visit, called to inform me of how they utilize the information learned and written to me to thank me for teaching them".

Importance of CTE. Participant 17 shared the following:

CTE is very important. It validates what is taught in the classroom as isolated courses/information. Students get to see how information learned in their chosen career path work together in accomplishing tasks in culinary arts, welding, automotive mechanics, and more. They put into practice what they have read about or perhaps performed an experiment or two on in a lab.

Classroom management. Participant 17 shared the following:

We have had many professional development sessions on classroom management. I am organized, prepared when my students come in, and ready to get started. Being prepared

helps a great deal with classroom management. I have first-period prep, and everything is ready to go second through the fourth block. I post my rules, provide class-wide warnings when I see a problem brewing, and individual warnings when needed. If I feel that a student needs or could benefit from counseling, I will email the counselor, inform him of my observations, and ask him to call the student for a consultation. I also keep parents in the loop via [update] emails, texts, or phone calls. This service is provided by the school and is one method of documenting every contact, word-for-word.

Mentors. Participant 17 shared the following concerning her experience with a mentor. She stated, "I did not have a mentor when I began teaching. I utilized the supplemental materials and asked questions of friends at professional development meetings".

Negative perspective about teaching CTE. Participant 17 shared the following:

1. My room flooded several times. I had carpet in my room. It had to be shampooed and dried using big fans!

2. Once my principal did not support me when it was evident that the student was in the wrong. I had evidence, and the counselor was there to verify.

3. Purposeful misbehaving by a group of students, the past few years, I have experienced somewhat bullying behavior from students. They plan to misbehave and encourage others to join them. They purposely throw things, have sudden outbursts which others imitate, refuse to work, or refuse to give up cell phones when I ask for them. My principal has truly backed me when these things happen. Their parents have been helpful also. Two or three have been sent to an alternative school.

Analysis of Findings for RQ2

RQ2: How do veteran career and technical education teachers who are alternatively certified perceive their self-efficacy in the classroom?

The following are the responses that supported the second research question. The 10 alternatively certified CTE teachers voiced their perspectives. It was discovered that these CTE teachers showed a range of descriptions that focused on self-efficacy. These teachers investigated on their on CTE experience, the importance of CTE, classroom management, mentors, positive and negative perspectives about CTE are shared.

Reporting of Themes and Supportive Quotes

CTE experience. Participant 4 shared her CTE experience she stated that "I am the 'overflow' teacher—I teach both seventh and eighth grade. I have had a good experience teaching CTE. It forces me to continue to learn new things—as technology is ever-changing."

Importance of CTE. Participant 4 expressed, "CTE is extremely important. I think that it better prepares students for the world that we are now living in—technology-driven."

Classroom management. Participant 4 began looking over her teaching career and stated, **"**Have learned throughout the years as I was teaching. I have been fortunate to have very supportive principals".

Mentors. Participant 4 reflected on her teaching experience with a mentor, and she finally concluded: "I don't remember having one."

Positive perspective about teaching CTE. Participant 4 stated her positive or exciting things about teaching included "having the best coworkers/administrators that I could ask for. And the students—and the really teachable moments."

Negative perspective about teaching CTE. Several participants responded similarly to the negative perspective about teaching CTE. Participant 4 stated, "Student apathy, low pay scale, and I guess some of the nonsense work that must be done for central office people."

CTE experience. Participant 5 describes her CTE experience as **"**The world of computers changes on a daily basis, and the students are always eager to learn in the changing world. So, teaching CTE in today's world is what I like to call "never boring."

Importance of CTE. Participant 5 stated her philosophy about the importance of CTE as "I do believe CTE is very important & will be visible in many aspects of our future."

Classroom management. Participant 5 stated the following:

In my graduate work, I had many classes on classroom management & I believe one of the most important parts of this is to get to know your students, let them know that you genuinely care about their well-being & learning, that you truly believe they can succeed, and that you are in this together.

Mentors. Participant 5 shared the importance of a mentor by stating the following "It was great to have someone to lean on and ask questions when I didn't know where things were or what I needed to be doing."

Positive perspective about teaching CTE. Participant 5 shared a similar positive perspective as most of the participants. She stated the following:

Seeing a child's "lightbulb" go off when they FINALLY get what you've been trying to teach them for days. Seeing a child who has been in a traumatic experience (moved from place to place, abusive home life, etc.) finally settle in and trust someone, find a friend and start doing well in school and seeing some success. Seeing a child, that really hates

school, find a career choice in CTE that sparks their interest enough that they are willing

actually to stay in school.

Negative perspective about teaching CTE. Participant 5 stated the following:

Seeing children having to raise themselves. Seeing children that give their absolute BEST

and still can't seem to be successful because their parents won't allow them to get the

help they need. Schools that don't have enough money to fund good CTE programs.

CTE experience. Participant 7 describes his CTE experience as following:

Challenging, but it's rewarding because you get a chance to see where you make a

difference in someone's life might not have known what they wanted to do or knew what

was out there for them to do. And they get the chance to see the different opportunities

and helps change their lives and give them a better insight into what they might want to

do, and they can see the importance of CTE and pass it on to other children.

Importance of CTE. Participant 7 expressed his perspective on the importance of CTE

as following:

Oh yes, it is very important, especially in my field. Like I tell them all the time, every

product has metal. I don't care if it is in the Nursing field or the Cooking field, metal

plays a role in everything, whether it the chairs you are sitting in there is metal in it. If it

is a home product that comes out of a can that is metal, so that's one of the things that

motivate me about it to pass on to the kids. Metal is in everything, automobile, houses,

whatever it is, metalwork is involved. So it is important to get a skill, whatever goes on

has to come out a career tech field Welding, Doctors, it's hands-on that will show you

and teach you to have a better understanding when you get on your own.

Classroom management. Participant 7 shared the following:

Technology actually had hurt the classroom because when they had to use books they had to read, they had to go through the process. Now with Technology with these phones and computers now they just have to type of the questions, so they are finished with their work now so now you have to try to keep them back on task and nothing for them to do. Because technology has made is so easy, so now they have idle time. Whereas when we had books and paper, they didn't really have idle time. Because they had to read and research to try to find the answer and had to stay focus. But now they have more time idle time, which is making discipline in the classroom a lot more difficult because you can't keep them busy. And we have taken the books out and given them this technology that's actually hindering them and messing with classroom management and discipline; you can't really gauge it; you just type a question in, and the answer is there.

Mentors. Participant 7 was reflecting over his mentor experience that was several years ago. He stated the following:

Yes, I had a one-minute mentor. He took me to the room and said, this is your room; you control it. That was our mentor. There was no one to hold your hand and guide you or tell you what to do. But it was a whole lot easier then kids were disciplined and would listen to what you say. So, the reason I think they have mentors now, to help those new teachers coming in to show them what they will experience so they will actually see and guide them along. This day and age, kids will test you, and if you don't have somebody to show you and tell you what to expect. Then you will throw up your hand up quickly.

Positive perspective about teaching CTE. Participant 7 was very expressive about his positive perspective about teaching and stated the following:

One is seeing them being able to do something successfully in life that they set out to do. Seeing the students participate in Competition and the fact that they come back to say thank you and those that didn't listen saying they wish they had of. You see them talking to the other students; they are willing to come back to explain to the other students about how they messed up and how to try to help you help them so they won't mess up.

Negative perspective about teaching CTE. Participant 7 was very expressive about his negative perspective about teaching and stated the following:

One will be not having the supplies or materials needed to actually teach the kids what they really need to know and being able to help them so when they do get out into the real world or into their trade. The next one be when you go to the industry, you don't have anybody out there to help support you or help motivate your student, especially in the area you are teaching in you can't get any help or support from business and industry. Like those students that don't want it and you can see it's going to be a benefit for them and they are fighting it and resisting it until it's too late and they want to come back.

CTE experience. Participant 8 shared his CTE experience as "one-of-a-kind, it's good to teach somebody something, and they can go on and make a living out of it. Or to make that person a better person, so I like the experience I wish everybody could experience it."

Importance of CTE. Like most CTE teachers, Participant 8 shared his perspective on the importance of CTE. Participant 8 stated, "It's very important, CTE is really what makes the world what it is, without CTE then nothing else will exist. If you want to build something or fix something, that's CTE".

Classroom management. Participant 8 stated the following:

A lot of experience, the students today are much different from when I started 20

something years ago, so it's totally different from managing today's kids versus the kids

of yesterday. I don't know where it's going, but it's going there in a hurry. So, something

is going to have to change with this classroom management to keep these kids on task. To

keep them from veering away with all this technology that they have available in their

front pocket. So management is really important, but I think the teaching industry is

going really have to take a real good look at how classroom management has changed.

Mentors. Participant 8 shared the following:

I did not have a mentor. I had to hit the ground running with what I knew. I actually

started before I actually did the training. So I had to kind of had to feel my way through.

Now, after I had the training, I could go back and then apply what I had learned in

training to help me, and it did, but I didn't have a mentor.

Positive perspective about teaching CTE. Participant 8 quickly expressed his positive

perspective as follows:

Seeing a kid really learning something. Seeing a kid able to actually execute, maybe in a

competition setting that's way up there and being there sometimes when kids come back

later to say thanks for teaching me that. Those are the things that really just touching.

Negative perspective about teaching CTE. Participant 8 showed much emotion as he

expressed those negative or less exciting experiences as a teacher. He stated the following:

The only negative thing I am going to share is having students, and you have to beg them

actually to utilize this opportunity to learn something. To me, that's very depressing that

you don't care enough to actually what to learn something for you now, not for me, don't

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learn it for me. To learn it so you will have the experience and to me that a hard pill to

swallow. I learned that one probably my second year that everyone doesn't want it.

CTE experience. Participant 9 was a straightforward individual to interview. His

perspective was refreshing, and he was open and honest. He shared the following:

It has, it is, there was a very rewarding from the perspective of, you know, I have really

had the opportunity to, you know, really you know mentor, to a lot of children, and see

them grow and how they prosper. It really, yeah. You know, and that was what, that's the

takeaway. To see a kid, go from nothing to all of a sudden now, he is a productive

student. You know, when he ages, he will probably be a very productive citizen. When he

gets out in the world of focus, you know, having that opportunity to mold students and to

shape them, you know, in this challenging generation challenging time and I think that's

what makes it rewarding for me to be able to see that transition that they don't do and

meet the challenges that they say that.

Importance of CTE. Participant 9 stated the following:

Well, CTE probably right now, in my opinion, is probably the most agile way for

students to be prepared for the career world academics; you do need academics. It does

play a role, but I think CTE as you see it as it stands right now, I think CTE is going to be

the ultimate, you know, way to go for a student, they really won't get out in the world

and get, you know, and, and being better prepared, I think CTE is the way to go.

Classroom management. Aware of Participant 9 former career, I found it intriguing to

learn his experience with classroom management. Participant 9 stated the following:

My experience with classroom management that uh, was minimal at first because in law

enforcement uh, we don't do a whole lot, you know basic police Academy in training

courses that you go through and about the only time you have to deal with classroom management but being a disciplined person and being in law enforcement is a very strict and discipline uh, profession and having the military background, time management, I feel that probably the most important attribute resource that a teacher needs to take advantage of. If you do time management, right? And you get the best out of the time allocated for the classroom and instruction. Not only do the students reap the benefits, but in the long run, the teacher reaps the benefit because they will be recognized according to that because the product that they produce, everybody will be able to see this. They are doing; they are putting out the best quality product. They're providing the best quality instruction for the time allotted of so I think it's a Win-Win for everybody if it is managed appropriately.

Mentors. Participant 9 was very grateful for his mentor experience. He stated the following:

Man, I had one of the best mentors because she really set me up says, uh, for success. Her name was Teacher X; she actually Uh, my neighboring teacher in the same building that I work in, but she has 14 years of experience in the classroom and teaching experience, and boy. You could definitely tell that I benefited from having her knowledge and skill set. And I think it was very invaluable and therefore quite re-busted to have. So that helped me shape how I was going through my, uh, instruction very early on instead of trying to struggle and having to fight very hard and not really have any content on to what was going on but having a mentor that was seasoned that. Always been there, done that. It really helped me.

Positive perspective about teaching CTE. Participate 9 shared the following:

I think one is, I think the first one is probably be seeing students' transition into their

career field with ease, and I've been there 4 years and had students to come back to me

and say everything that you taught, what they experience out in the profession. So I think

then through the transition into the career field with ease would be my top success, then

number two, we're probably the mentorship that I receive, uh, from the senior staff and

it's not just Mrs. X but actually our director. Man, we probably got the best director. I

wish I could put in for an award. But she has just been an inadvertent part of our success

there. So I would just say the senior mentorship staff and number three, um, just uh, you

know, being a part of teaching the next generation will probably highlight, I know these

are not typical comments for highlights but seeing these students progress and do well, is

a highlight for me.

Negative perspective about teaching CTE. Participant 9 shared his negative or less

exciting perspective. He stated the following:

Probably the negative is that I don't think we put enough emphasis on, I see a lot of

students struggle with basic stuff IE knowing how to write in cursive, certain

mathematics skills that they should know that. I just think that not having students

prepared once they get to us is probably the biggest negative that I can think of. So can

you word that, I didn't really know how to express that one?

Second, negative or problem is terrible teacher pay. I probably think that would be

number one, but I'm there for the students, not myself.

Number three, I would say, uh, uh, I think CTE needs to be given more weight when it

comes to, uh, and boy if the director, heard me say that she would kill me, but I think that

CTC, you know, I have a whole needs to be weighted more or this is equal to the

academics when it comes to how they look at the school district. The reason why I say

that is I often question why they consider the academic only by, and you know, and then

they give the school district an F, but then you go and turn around and look at their

students and how they rank at CTE and they are at the top of the state. So I think CTE

needs to have a little bit more weight if that makes sense. The overall rating of the school.

Because it is definitely not being reflected, you know, I'd give you the perfect example.

X High School was an F school district last year, and we were a D, but X High CTE

center scored in the top five overall in CPAS testing and, Y County High School scored

in the top ten, but we were a D rate. So you know, you kind of like, huh really if you

assess a school you suppose to assess everything and CTE is not even included in that,

uh, you know how they do their assessment (school rating). That makes sense.

CTE experience. Participant 10 expressed her CTE experience as follows:

It may; it has been challenging, especially the first year, because coming from one career

field to the next and kind of difficult to bridge over. I have the support system, my

director, and all of the other instructors there; most of us are trying to start at the center at

the same time. But still, some of the other instructors were more experienced because

they've worked somewhere else before. So it was their first time working there, but they

were already teachers. So I had some excellent support system, so I was able to get in,

they were able to kind of show me, you know, things that need to be done and just went

from there. I would say now that I'm doing pretty good on my own from time to time, I

do have to ask for assistance and guidance. But that's everywhere you go, and things

change, you get new challenges. So, of course, the challenges as far. So, of course, you

have to just, you know, keep up with the current trends and current changes.

Importance of CTE. Participant 10 experienced the importance of CTE as following:

Yes, I believe that it is very important as I stated earlier, you have a lot of children that

aren't I'm not going to say aren't cut out for college. Still, you have a lot of them that by

saying 12 years already, and they don't really want to go and go to college for another

two years or four years and a lot of CTE courses. I mean, you can leave CTE and um,

have a little experience, and you can go right into a vocational course at a community

college, or you can um, go into vocational courses or university. You can graduate from

some courses in one year. So it may take two years. So a lot of them would instead take

that option rather than going to school for another 4 or 5, 6, 8 years, just depending on

what they're going for.

Classroom management. Participant 10 has had a great experience with classroom

management. She shared the following:

I mean it's been, I really hadn't had much of a problem with it. Um, because going

through the training courses, they prepared you for classroom management. So, um, I'm

able to, go in, and so I have, um, the largest class I have, I think, um, I have 17 one class,

and that's a lot for a small vocation is doing as, you know, such as ours.

Mentors. Participant 10 shared her experience with her mentor as following:

Well, I had a mentor. Um, it wasn't really much of an experience, but even though I was

assigned a mentor, all of the staff there were very helpful and supportive. So it wasn't

like I just went to that one person all the time. They all were there just to help out

whenever I needed something.

Positive perspective about teaching CTE. Participant 10 shared the following:

One thing, um, in my program, each, um, CTE program has a student organization. And

so when I top things is that since I've been there each year, I've had students to compete

for our student organization, which is HOSA and um, we've had students to make it to

the national level in competition, even had, um, students who went on the national level.

So that's the one great thing because it gets them out, helps them socialize, they can

interact with, um, other students from all over the world. And so it's just a good

experience for them. Another thing is seeing the students that I've taught come back to

me and tell me how much of a difference that program has made to them and The next

one, I mean being able to make a difference basically seeing the difference, I'm making

Negative perspective about teaching CTE. Participant 10 stated, "I can't say I didn't

have any negative, to be honest. I really can't. I don't see any negatives that I can think of."

CTE Experience. Participant 11 response to her CTE experience as the following:

My CTE teaching experience has been awesome. Um, I've learned a lot; it's totally

different from regular education. I think location has a lot to do with it being off-campus

from the high schools we are more low key; it's only a few of us on campus director is

more accessible than the high school principal. And just to be able to give my students

what they need and give them the individual attention that they made may need to go out

and to do field experiences. And that's really what it's all about. To make sure that the

students obtain the skills that they need to go out into that field someday because they

don't see it, it's not modeled then they may not have an interested in it even though they

may have a content area, but if they don't do the field experience part so, CTE is, it's

great. I love it. And this is where I would like to be. I'll retire from the Educational realm.

Importance of CTE. Participant 11 shared why CTE is important. She stated the following:

Yes. I believe that CTE is important because it helped me equip the students for all of the jobs that are going on today. Um, every student may not be college material, it may not be military material, but I know that every student can obtain a skill. They can get a trade that they like, and CTE is so broad. They don't have to just focus on one area. They can choose whether they want to do something in manufacturing, they want to do it in the Education field, the health field, in the agriculture field, it's just so broad and out of all of those different areas. I think that the sooner we'll definitely find something that they will be interested in, that will take less time to pursue certifications and degrees than attending a college or university where they would make the same pay. Um, probably receive the same training just in, a less amount of time. So yes, I think that CTE is very important to equip our kids for, especially with the manufacturing industry, there's going on.

Classroom management. Participant 11 shared her experience with classroom management as the following:

Classroom management is one of the major things that we have to get out there. Still, I cannot recall having any major problems with classroom management because I addressed it the first few weeks of school in my syllabus that I send out to the parents, which some of them probably read it, some of them probably don't. But I go over with my students, and I go over and open house. That's my main thing. I get discipline out of the way before we even talk about the curriculum. To see if you're even interested in the class because if you can't abide by the rules that are set forth in this class, and it doesn't matter if you're interested or not, you're not going to work. So we tend to get discipline

out of the way, and once we get this one out of the way, you know, I still have some problems.

You just have to redirect problems where they are. You don't wait until two and three weeks later, you know, just keep notating, and notating you can give this sooner as warnings, but with a warning, there needs to be some type of consequences with the warning. So just, you know, let them know that this is a training secular and guess what we're here for. We're not here for anything else. And like I said, once you get discipline out of the way and if the children are interested then, you won't have too many problems with the discipline because they'll be focusing on trying to get what you have to offer and you have to make it interesting to them as well. If you can't bear attention, then you're going to have discipline problems.

Mentors. Participants 11 shared the following:

Yes, I had a mentor at the building level at the school. I was at, as well, a State mentor in the [college major] program under [local university] in the preparation program. And I keep saying [local university] I guess I need to tell you what that is instructor preparation. That's an alternate route program that I went under to obtain my standard license for Mississippi. And I have mentors on both levels. Those mentors were very, very beneficial to me because they had so many resources of things that I had never seen or never heard of. And even though in the beginning I didn't know what in the world I was going to do with all that. But within the last 13 years, I promise I'll probably have used every resource that they offered me back then, and now I just kind of go back and pull and still use those things today. So yeah, my mentors were, they were awesome.

Positive perspective about teaching CTE. Participant 11 shared her positive perspective on the following:

Okay. First, I would say the relationship that I established with my students, and I don't know if every other teacher is like this, but whenever I have a student, they're always my students. It doesn't matter how old they are, even when they have children, I will still introduce them to people, as my students and the relationship that I bond with most of them. And also the ones who you know, who approve my discipline and who approved my teaching and who were actually satisfied and just happy that, they even came into my life the same way I feel about them. So just having that relationship with them. The relationship is ongoing, the relationship, they are genuine. And just know that I impacted their lives in some way.

The other two? Well, the next one would be the relationship. Well, I guess I've spoken about the students' relationships. I won't use a relationship again. Um, would be the education and the training that I have received. I will be able to use that, no matter where I go. I plan to stay in the field of education, but just in case I'm not in that field, I'll still be able to use the technical training that I received. Um, all the different instructor preparation. It has taught me a lot about the process of CTE as far as knowing that anything is possible; you can do it. You know, you just have to have patience, you have to have a strong will. And it just kind of motivates me to, to know that I know I can accomplish anything because first of all, I'm a teacher and then I'm a career technical

teacher who's changing the world.

Negative perspective about teaching CTE.

Participant 11 shared his negative perspective as:

Um, less exciting one would be when I have a student who did not succeed in my class,

not succeed as far as not passing the class. And I haven't had many, but some haven't

passed the class. Now that I teach a subject area with the Mississippi CPAS where we are

tested, knowing the students who did not score, where I knew they could score or where

they wanted to score, that's just; it was kind of heartbreaking—just knowing that they

didn't meet the goals that I set out for them, nor the goals that they set out by themselves.

It's kind of heartbreaking. And then you have used those same students. If they come

back to you the next year, you have to kind of use them as models of where you don't

want to be, you know, with your data.

So that was this always kind of difficult for me to get over. Um, the next one would be

having a relationship with the other colleague in the same district like with CTE. I've

always gotten along with the people at my building level because we all have one

common goal in mind, but to have a good working relationship with the people who

serve, the same students that I do at the high school level, just not having that same

support. And I've been to two schools, and it has happened at both. Like I don't know if

regular Ed(cation) teachers and principals really understand the importance of CTE like

CTE just as important as you know, them passing the ACT or it would be in all their

subject area classes. So, the relationships that I did not get a chance to establish or

negative relationships on that the CTE /high school relationship level. That's just this

always kind of heartening because it seems like we don't have the students' best interest

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in mind. It's all about what I want. We know this is my school, this is what I'm going to do and what we do not want to do and we're not going to collaborate with CTE or CTE is not going to collaborate with high school. That has probably been the worst thing, just knowing that some of us are not in it for the betterment of the kids.

CTE experience. Participant 12 shared her CTE experience as "My CTE teaching experience has been great. I have seen myself grow and become more convinced in my areas of study.

Importance of CTE. Participant 12 stated the following as her perspective on the importance of CTE. She stated, "Yes, I believe that CTE is important today than years ago. It prepares students for the workplace".

Classroom management. Participant 12 expressed her classroom management as "My experiences with classroom management are preparing, showing respect, and setting classroom rules that will help students to be successful".

Mentors. Participant 12 shared her experience with mentoring. She shared the following: I am a mentor for all students. I believed that students watch and observe adults just like we observe them. Therefore, as a teacher, I much have a loving spirit, care attitude, and, most of all, show love.

Positive perspective about teaching CTE. Participant 12 mentioned the following:

The three exciting/positive things about my teaching experience are:

1. Positive attitude toward learning and all students

2. Loving what I do, Educating children

3. The opportunities to engage and share real-life experiences with the students.

Negative perspective about teaching CTE. Participant 12 mentioned the following:

The top three least exciting/negative things about my teaching experience who be:

1. So many changes in administration in five years.

2. The state test scores.

3. The students lack motivation for learning.

It was challenging to draw out information from Participant 13; his responses were short. It was apparent he had something to do or somewhere else to go. However, I gathered the following responses from him.

CTE experience. Not sure if he understood the question; however, Participant 13 stated, "Years of experience as a STEM teacher."

Importance of CTE. Participate 13 expressed the importance of CTE as being the key to the future. He stated, "It's important because the future is with CTE."

Classroom management. Participant 13 stated his experience with classroom management as "Great. No referrals. I handle my students myself".

Mentors. Participant 13 stated his experience with his mentor. He stated, "I got along great with my mentor."

Positive perspective about teaching CTE. Participant 13 stated the following as his top three positive or exciting things about teaching in general. He stated, "1. Learning 2. Growing 3. Student Engagement."

Negative perspective about teaching CTE. Participant 13 stated the following as his top three negative or less exciting things about teaching in general. He stated, "1. Attitudes 2. Laziness 3. Excuses"

CTE experience. Participant 14 stated the following:

My experience has been great. I really enjoy teaching these life-skill classes and the

classes that show students that aren't college-bound that there are other options out there!

I wish I had better facilities like others in my district do, but I love these classes and this

content.

Importance of CTE. Participant 14 shared the importance of CTE as "I think it is very

important because these students do not get this knowledge or these experiences in any other

classroom."

Classroom management. Participant 14 shared a perspective about classroom

management that she found to be effective and useful. She stated, "It is different for each class.

What works with one class doesn't necessarily work for others. So you need to have lots of ideas

ready to go and be able to pull them out quickly if you see something isn't working".

Mentors. Participant 14 reflected on her experience with her mentor. She stated, "My

mentor was amazing. She always made time for me, helped me with lesson plans, shared

resources, ideas, and material- she really, really helped me get to where I am today".

Positive perspective about teaching CTE. Participant 14 expressed "making a

difference, forming lasting and positive relationships with students, seeing the 'lightbulb'

moment with students when they understand a concept or what you are trying to explain."

Negative perspective about teaching CTE. Participant 14 shared the following:

Lack of support/praise/recognition, never feeling like you are doing or being enough by

societal or "higher up" standards, entitled students and parents, not having the same level

of facilities across the board, paperwork unnecessary meetings, being questioned about

your choices, I could go on, but I will stop here.

Chapter 4 Summary

This chapter discussed the data collected from the phenomenological study. This chapter began by reviewing the research questions and study design, then summarizing the findings. Narratives of the veteran traditionally certified and alternatively certified CTE teachers' perspectives regarding their self-efficacy were outlined in this chapter. I investigated 17 veteran traditionally certified and alternatively certified CTE teachers with 4 to 35 years of experience. Five of the 17 participants were male veteran certified CTE teachers, and there was 12 female veteran certified CTE teachers in the study. I utilized a qualitative method to answer the research questions through individual interviews. The interviews were the most beneficial research method because the participants were able to express their perspectives on their self-efficacy. All participants expressed that they enjoyed teaching their CTE class.

Several alternative route CTE teachers were thankful to have switched from the elementary level to teaching a CTE program. Several of the participants verbalized the lack of support among non-CTE teachers and administrators in their district. Several of the participants implied that others do not value what it is that CTE offers to the students or their school district. The participants' perspectives about the lack of support is a concern to the CTE teachers. Lack of financial funding for new equipment and being underpaid were among the top negative experiences about being a CTE teacher.

The data collected expressed a range of descriptions that focused on self-efficacy was visible among the veteran traditionally and alternatively certified CTE teachers. These levels of self-efficacy aid the veteran certified CTE teachers to accomplish their many tasks effectively in the classrooms. These findings provide answers to the research questions posed in Chapter 1. Chapter 5 will discuss the results pertaining to the literature reviewed and theory. While

Bandura's (1977) foundational research on self-efficacy was published decades before the present study, it is still cited to support self-efficacy, and this study supports this theory.

Chapter 5: Discussion and Conclusion

In this study, I sought to discover the self-efficacy of veteran traditionally certified and alternatively certified CTE teachers. The participants' interviews revealed that they have a range of descriptions that focused on self-efficacy. Veteran traditionally certified and alternatively certified CTE teachers lived experience presented for review in Chapter 4. The four themes highlighted included (a) classroom management, (b) students' experience (c) non-CTE administrators and educators' support/relationship, and (d) effectiveness of lesson plan. In order to develop a range of descriptions that focused on self-efficacy in CTE teachers, educational practitioners must understand the experiences veteran certified CTE teachers have encountered and then develop strategies that work to enhance the CTE experience.

While this data supported the research questions, it still allows for further discussion and extensive research. The purpose of this chapter is to summarize the results, discuss the implications of the results about the literature, and discuss the implications of the results of on practice, policy, and theory. This chapter also concludes the research study and gives recommendations for further research. I intend to state the necessary implications and conclusions that could support another researcher's interest in studying the self-efficacy of veteran traditionally certified and alternatively certified CTE teachers.

Summary of the Results

Two research questions were developed to obtain specific information regarding the self-efficacy of veteran traditionally certified and alternatively certified CTE teachers. It was essential to study veteran CTE teachers because there were few studies conducted that pertained to them. Most of the research in this study pertained to academic teachers' self-efficacy. The lack

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of research demonstrated a need for the research, consequently posing a need for further research.

The concepts of self-efficacy of veteran certified CTE teachers explored through this phenomenological research study, in order to understand directly from the veteran traditionally certified or alternatively certified CTE teacher perspectives they have regarding their CTE experience. The focus of inquiry was based on their certification process, mentors, and the importance of CTE perspectives that strengthens or weakens the self-efficacy of the participants' CTE teaching experience.

Research theories. I utilized the self-efficacy theory as a lens to research veteran certified CTE teachers. Bandura's (1977) self-efficacy theory discussed one's ability several decades ago, explaining our perception of our abilities. Most recently, Tschannen-Moran et al. (1998) and Pfitzner-Eden (2016) also utilized the self-efficacy theory as a conceptual framework to demonstrate the effects of self-efficacy. The literature review investigated the specific manner in which previous researchers expressed the importance of teacher's self-efficacy. I researched the levels of self-efficacy that veteran traditionally certified and alternatively certified CTE teachers possess.

The research methodology consisted of qualitative interviews of 17 veteran certified CTE teachers to assess their experiences. The data yielded several findings. First and foremost, the veteran traditionally certified and alternatively certified CTE teachers are aware of their self-efficacy as a CTE teacher. Each participant shared how they had developed their self-efficacy. I anticipated that each CTE teacher would be able to express factors that aid in the positive development of their self-efficacy. While these findings appear simple and straightforward, there

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are many implications. The remainder of this chapter will discuss the implications of these findings.

Discussion of the Results

Per my literature review, it was evident that teachers are aware of his or her teaching ability. Zee and Kooman (2016) reported when a teacher understands their capability to teach plays a significant role in the development of the teacher's self-efficacy. I found examples that support Zee and Kooman's (2016) statement. Participants discussed that most of their self-efficacy was developed with their CTE certification training, mentorship, and knowing the importance of what they do.

As a result of my initial research, I was not anticipating the range of descriptions that focused on self-efficacy. I recommend additional suggestions for further support. On the contrary, veteran CTE certified teachers have developed a range of descriptions that focused on self-efficacy. It was clear through the interviews that the CTE teachers' value what they do and enjoy exposing students to potential careers in CTE related fields. Therefore, through the discovery of their perspective of their experience, it was clear to determine participant self-efficacy. For example, Participant 11 stated the following:

> My ability to teach the curriculum is state-of-the-art because when I first got my curriculum for this class about 4 years ago, it was all new to me. I had to sit down and go through that curriculum with a fine-tooth comb so that I would know the content area to teach my students.

Her statement expressed her description of her self-efficacy. The confidence displayed in this statement reflects she believes strongly in her ability as a CTE teacher.

Participant 11 had several curriculum changes during her years in the classroom. Therefore, she knew she would need to become prepared to be effective.

Although most CTE teachers were able to describe their self-efficacy precisely; however, Participant 17 shared his description as follows:

Yes, and no, because as I said earlier, technology, new equipment coming out, when you can't go to the training because your district says you can't go because we don't have money to send you. You are behind, like our competition coming up, like when we come to State the type of welding units, they are going to be using we don't have. So, I can't teach a student how to do something or use something if I don't have to teach them because technology is changing every day.

The participants' responses to their self-efficacy ranged between Participants 1 and 17 perspectives. As each participant described their experience, it was apparent that different factors influenced the development of their self-efficacy. For example, some of the participants included having sufficient resources contributed to the development of their self-efficacy. In contrast, other participants stated the lack of resources and support were essential factors that impact the development of their self-efficacy.

Most of the veteran certified CTE teachers interviewed received direct support from their building level principals and directors. The support is positive because it demonstrates a relationship between the administrator and the veteran, traditionally certified and alternatively certified CTE teachers. They could develop a range of descriptions that focused on self-efficacy. However, I did find that several of the participants did not have a positive perspective on the relationship with non-CTE Administrators. While it is a work in progress, the veteran certified

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CTE teachers are open to educating the non-CTE administrators; it raises a concern about the need to encourage them to develop a more positive perspective of CTE programs. CTE programs are only a small percentage of the overall school district rating score; this reason alone, concerned several participants about the low perception of CTE programs from non-CTE administrators. The lack of communication was another concern participant viewed as an issue from non-CTE administrators. The lack of communication was another issue participant viewed as a concern from non-CTE administrators and educators.

Although CTE programs receive a large percentage of their federal funds by the Carl Perkins Act (MDE, 2020), each school district is responsible for the remaining percentage from their local and state budgets. The programs have received the necessary monetary support for the CTE program from non-CTE administrators. It was interesting to note that some districts offered their CTE programs more financial support than other school districts. I did not find that too alarming because some of the school districts were larger than others.

The veteran traditionally certified and alternatively certified CTE teachers viewed the perception of non-CTE administrators as one that needed to be changed. The veteran certified CTE teachers, knew the importance of their program and the lasting effects it could have on students. If more non-CTE administrators would collectively collaborate with CTE administrators and teachers, this issue could potentially be resolved, and the students would have more options to prepare them for their career and future.

CTE teachers possessed a range of descriptions that focused on self-efficacy as it relates to their trust in their CTE certification training. Regardless of whether the CTE teachers were certified traditionally or alternatively, their self-efficacy was visible. According to Lyne (2013),

mentors are expected to help develop a close connection with their mentees. Mentors were more than admired; they offered the participants competent advice and practical teaching tools.

It was interesting to note that 12 out of the 17 participants attended a CTE program as a student. Participants 8 and 9 shared they took two "vo-tech" classes while in high school. They took the 2-year programs staring their freshmen year. Participant 8 shared that his passion for CTE developed then. Participant 1 stated she developed her love for CTE as a student and decided to major in teaching so she could teach the course she took in high school. However, those 4 participants who did not attend CTE courses as a student wished they would have taken advantage of that opportunity. They, however, are some of the best recruiters for their CTE classes because they now understand the impact CTE could have on your future.

This study consists of participants who taught CTE class at the middle school, high school, or at the career center. The CTE classes that are taught at the middle level and the high school are introductory levels. All the classes at middle school and the high school prepare students to continue the skills in the 2-year program offered at the career center. The objectives and curriculums are connected to aid the students in continuing learning skills related to CTE. The grade-level CTE courses designed to allow students to continue to the next grade-level CTE course in consecutive order. The students are to choose a pathway and continue to the end of that pathway, which is the 2-year CTE course. It was interesting to note that the middle school students prepare their students to continue taking the freshman and sophomore level CTE classes. The students could end up completing their pathway of choice in the 2-year program offered at the career center.

The participants were very knowledgeable concerning their CTE curriculums. Participant 1 expressed that she wanted to teach them a little bit of a lot. Her subject was an exploratory

course. Her class allowed the students to learn as much as they can about career planning. The students' exposure to how to get a job, keep a job, and other job-related tips are versatile for all students even if they could not continue in the CTE field. Participant 10 teaches a 2-year Health Science program. She stated that her year one curriculum builds on to her year two curriculum. Most of the participants enjoy the hands-on component of their curriculum. Several participants stated that most students enjoy the change of pace. The students enjoy the hands-on experience from the CTE class. For example, Participant 2 expressed the excitement the students feel when learning about robotics and how to use the drones in her STEM class. She expressed that teaching the students about robotics and how to use the drones are her most exciting part of her CTE teaching experience.

The participants expressed their rapport with other teachers was great. Most participants stated that their CTE staff were close like family. Participant 11 explained our staff celebrated successes away from the job, such as birthdays, accomplishments, and family additions. We stick together, expressed Participant 10, and jump in to help when needed. Participant 1 stated that her rapport with her teachers includes supporting cross-curriculum activities and functions. She gave this example; they had a guest speaker, and they invited the students from other classes to attend. Also, she stated that she helps with the website and yearbook, so she is viewed as a team player with other teachers. Participant 17 stated, "I have the best work family-EVER!" She shared that they are my refuge and comfort her when she was sick and lost her loved ones. Participant 17 also shared that she and her staff have a donation fund to give each other when one becomes a new parent, bereaved, hospitalized, or retires.

Throughout the interviewing process with these participants, it was apparent that they were confident in teaching their CTE curriculum. Participant 11 stated her ability to teach her

curriculum is "state-of-the-art." Her rationale is that she has thoroughly reviewed her curriculum that year because it was recently updated. She wanted to be prepared and up to speed on the newness of her curriculum. All updated curriculums located online are convenient to access when needed. Participant 11 knew she could contact her curriculum specialist if she needed assistance or additional resources. Participant 3 stated she was very capable and enthusiastic about teaching her curriculum. Her CTE course is family and consumer science. This course prepares the students for life and family regardless of the student's career choice. Participant 6 believes she possesses the needed training, tools, and desire to be successful in teaching to be sufficient in learning.

Discussion of the Results in Relation to the Literature

In this section, I will present how the results connected to the literature. I will review the essential sections of the literature review. After the brief review, I will discuss the connotations of the research findings as it pertains to the literature section.

Self-efficacy theory. I utilized the self-efficacy theory as a significant argument for veteran traditionally certified and alternatively certified CTE teachers. Bandura (1977) originally discussed self-efficacy 40 years ago, stating that self-efficacy is the belief an individual has about his or her abilities. This "belief" that Bandura discussed is key to the research exploration of the self-efficacy of the veteran traditionally certified and alternatively certified CTE teachers.

This research study investigates the self-efficacy of the veteran traditionally certified and alternatively certified CTE teachers. The findings of this study demonstrate that veteran traditionally certified and alternatively certified CTE teachers have a range of descriptions that focused on self-efficacy. The range of descriptions that focused on self-efficacy was a key finding that was an anticipated outcome. These findings included their perspectives on their

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certification training, their view on the importance of CTE to future careers, and how mentoring affected the development of their self-efficacy.

I was confident that Bandura's (1977) self-efficacy theory was the best approach to following because of the years it has been applicable and utilized. Therefore, Bandura's (1977) self-efficacy theory proved to be worthwhile for discussing the self-efficacy of veteran traditionally certified and alternatively certified CTE teachers. After further research, I realized that key researchers like Skaalvik and Skaalvik (2014) and Zee and Kooman (2016) referenced Bandura's (1977) theory in their research. It also proved to be worthwhile for discussing individuals' self-efficacy. The self-efficacy theory provides multiple examples of how self-efficacy is developed and formed for individuals. Future researchers could utilize Bandura's (1977) self-efficacy theory when discussing an individual's self-efficacy, but it is important to include current literature.

Conceptual framework. Self-efficacy theory was used as a means to develop the conceptual framework for the study. The conceptual framework demonstrated that veteran traditionally certified and alternatively certified CTE teachers must have an awareness of their teaching abilities, knowledge, and able to apply their skills effectively in their CTE classrooms. Knowledge and application are foundational; however, I researched and discovered the self-efficacy of veteran certified CTE teachers aligned that to the research questions. The veteran certified CTE teachers must receive sufficient certification training, mentorship, and understand the importance of their abilities to prepare CTE students for college and the workforce. The framework is a foundation of self-efficacy. The conceptual framework supported my exploration of other researchers' perspectives on self-efficacy theory and the implication for veteran traditionally certified and alternatively certified CTE teachers (Bandura, 1977). The findings of

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the participant interviews demonstrated that veteran traditionally certified and alternatively certified CTE teachers have a keen awareness of their self-efficacy in the CTE classroom. The self-efficacy theory and conceptual framework informed my study, and the findings validate the study.

The participants in this study demonstrated higher levels of job satisfaction and commitment (Zee & Kooman, 2016), expressed the impact of their certification training (Uriegas et al., 2014) and most participants were alternatively certified (Bowen et al., 2019; Uriegas et al., 2014). The participants expressed their passion for preparing their CTE students for college and career readiness (Jacques & Potemski, 2014; Luaces et al., 2018). Several participants shared how their CTE class allowed them to expose students to various CTE careers (Gray et al., 2018). Several participants agreed with Jacques and Potemski's (2014) perspective that CTE exposes students to various careers, as well as helps them gain useful skills that will benefit them throughout a lifetime.

Several participants shared their concerns about their CTE assessment (Mississippi State University, 2018b). Participant 11 stated that in his first few years, his students did not successfully pass their CTE assessment, but the last school term they were successful. Participant 11 also stated the rigor (Pierce & Hernandez, 2015) that CTE programs offered to the student's often demonstrated proficient and advance CTE assessment scoring. Therefore, in his opinion, CTE should be weighted more in the overall school district rating.

The participants were equipped and knowledgeable (Jacques & Potemski, 2014) about their content areas. They shared objectives and curriculum content about their taught CTE subject. Participant 1 stated that she enjoyed attending workshops, conferences, and professional development (Curry et al., 2016; Johnston et al., 2016; Koleva & Stoyanova-Warner, 2018;

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Sysko, 2018) activities, they kept her up-to-date and fresh in her CTE program. Jacques and Potemski (2014) expressed the importance of CTE teachers continuing to grow professionally to maximize their effectiveness in the classroom.

Jacques and Potemski (2014) stated that "feeder" classrooms send students from one school to attend the CTE class. In this study, 41% of the participants (seven out of 17) were considered "feeder" classroom. Participant 2 shared that her program was considered a "linker class" as it links the high school with the career center. She also expressed that career centers located on the same campus as the high school expose more students to the career pathways when designed as "feeders." The students are exposed to the variety of CTE programs that the career center offers, which could potentially earn them a 2-year entry-level course certification.

The alternative certified CTE teachers expressed their certification preparation training at a large state university preparation program. Several participants shared that the instruction preparation program made them ready for the classroom. Participants 7 and 8 both stated they were highly encouraged to teach. However, after the confidence that was expressed by their potential CTE director, they vicariously gave teaching a chance (Tschannen-Moran et al., 1998). Those participants allowed Bandura's (1997) mastery experience and vicarious experience to aid in their decisions to become a CTE teacher. The participants knew they possessed excellent technical skills they have developed over the years (Tschannen-Moran et al., 1998). However, their concern was how to teach what they knew to someone else. However, the participants (7 and 8) discovered the art of teaching over time and have worked as CTE educators for over 20 years. I agree with Bandura's statement (2004) "if people are persuaded that they have what it takes to succeed, they exert more effort" (p. 622). Each participant has demonstrated the self-efficacy to succeed in the classroom.

This study included veteran teachers who had from 4 to 34 years of teaching experience. McKim and Velez (2015) shared teachers' self-efficacy could determine career commitment. As veteran teachers, most of the teachers have demonstrated their self-efficacy through their years of commitment to their teaching career (Chesnut & Burley, 2015). Several participants stated that education is all they know. Participants 2, 5, 12, 14, and 17's only careers had been as an educator. However, some had taught at various levels of education. Participant 2 has taught at the elementary, middle, and high school levels. She stated every teacher should be an elementary teacher. However, her passion is at the high school level. Participant 5 has taught all her years at the middle school. Participant 12 taught at early childhood facilities, middle school, and high school. Participant 14 is similar to Participant 5; however, she has taught only at the high school level. Participant 17 has worked at the postsecondary level; however, her passion was discovered in the high school classroom where she has taught for over 30 years. I must agree with McKim and Velez (2015) that self-efficacy and career commitment influence was discovered in this study.

Throughout the interviews, it was discovered that the participants utilize motivation and accomplishments (Bandura, 2008) to develop a range of descriptions that focused on self-efficacy. One of the interview questions asked about the three top positive and most exciting things about teaching CTE, and 85% of the responses were related to motivation. It was either the students were motivated to be successful, or the teachers were motivated to teach. Participant 1 excitedly shared how her students are her motivation. She shared how she gives her all to help motivate her students by keeping her class exciting. Participant 2 stated, "loved to engage students." Participant 2 also stated, "I love to inspire kids, I do not know why I have that gift, but I do." Several participants expressed the joy of students having the light bulb moment, which

motivated the participant to give more. Participant 7 stated when former students return to say thank you; it motivates them to offer their current students the same learning opportunity. Participants 7 and 8 stated it is encouraging to hear that students utilized their CTE skills in their professions or pursued a career after the CTE program they were introduced to in the participants' class. Participant 8 shared the excitement of having students compete in their student organization. The students are competing at various district, state, and national levels. Participant 8 shared having students to compete at the national level gives true motivation to both the student and me. It is also a recruitment tool to motivate others to take CTE classes to join and compete in the student organization.

Most of the participants have been teaching for many years; their concern expressed mainly at the changes in school culture norms (Sieck, 2019) over the years. According to Sieck (2019), the most influential groups who shape and develop cultural models include parents, friends, teachers, and society. Participants 7 and 8 shared over their 20 years of experience the students have changed. The learning focus has changed from textbooks to learning from technology devices. Their concern was valid; however, their perception of their CTE class was more application than methods. Another participant stated her concern about the students' uncontrollable cell phone usage in the classroom. Postsecondary schools, like colleges, may have experience students having cellular devices in the classrooms. However, this is a different experience for the secondary school level, in rural Mississippi school districts. Students are not aware of when and how to effectively use their cell phones in school. The participant was referring more to a classroom management concern; however, cell phones at school are now a part of the new school culture norm.

Parental involvement is not a new school cultural norm; however, several participants stated there was a significant lack of active parental participation in their schools. I, however, must note that a few participants stated that they did not have any parental involvement issues. However, those participants were among the minority in this study that had actual active parental involvement consistently. One participant explicitly pointed out that parents were involved in their child's life, but they do not attend parent conferences, maybe due to the timing of the event.

Classroom management was something the participants stated as essential to being useful in the CTE classroom. Yerli Usul and Uerli (2017) reported that classroom management is an essential part of teacher self-efficacy. Each participant expressed that classroom management was something they had to develop over time. Several participants expressed that student behavior has changed over the years. However, they have learned how to maintain their CTE classrooms efficiently.

One area this study addressed was the gap in research regarding CTE teachers. As stated previously in the literature review, teachers' self-efficacy research referenced high school academics (Hernandez, 2014), middle school (Butler, 2016), early childhood education (Gelfer et al., 2015) and postsecondary (Davis, 2015; Tamir, 2014; Yerli Usul & Yerli, 2017). There is still a need for research to include CTE teachers. The participants in this study gave insight into the perspective of veteran traditionally certified and alternatively certified CTE teachers. The research presented supports researchers who valued the perspective of CTE teachers (Fletcher et al., 2016; Jacques & Potemski, 2014; Luaces et al., 2018).

Most literature shared from researchers in Chapter 2 included the perspective of the agricultural programs (Anderson et al., 2014; Korte & Simonsen, 2018; Krysher et al., 2015; Langley et al., 2014; Moore, 2019). This study included the perspective of participants in various

CTE clusters such as manufacturing, government, health science, business, and STEM (Association for Career & Technical Education, 2019). This study included the perspective of several career clusters, not just one CTE program. After critiquing Hasselquist et al.'s (2017) study, I did not want to have the same instance of only discovering one CTE program's perspective; therefore, this study involved diverse types of CTE courses.

This study also deviates from the trend in existing literature in the sense that self-efficacy of veteran traditionally certified and alternatively certified CTE teachers were viewed through a phenomenological lens. Much of the existing research measures the outcome of the students (Zee & Kooman, 2016) or the motivation levels of the teacher (Kouvari, n.d). However, this study shared their lived experienced. Some studies focused primarily on enthusiasm and student performance (Mahler et al., 2018); teacher effectiveness (Kouvari, n.d.); teacher well-being (Zee & Koomen, 2016); self-efficacy and enthusiasm (Mahler, Großschedl, & Harms, 2017); technology integration (Birisci & Kul, 2018); licensure exam (Petchauer, 2016) and interventions for anti-bullying practices (Gregus et al., 2017). However, some gaps still exist in the literature.

Limitations

I stated limitations in chapters one and three. I used the limitations of the study to plan for the participant selection process, interviews, and other data collection. All of these limitations were consistent—the following two original limitations revolved around the study population and not the qualitative study itself.

1. The timing was a limitation. At the very beginning of my data collection process, the announcement of our university would cease to operate at the end of the semester. As the investigator, I worked diligently to ensure all data was collected and analyzed timely. Many of the participants were preparing for their state-wide assessments.

2. An initial concern was how to arrange the interviews effectively. My concern was how I would with a limited amount of time, organized the meeting, scheduling, and location of participants in the study. I initially planned to have all interviews face-to-face. However, this was an issue not only for the researcher but for the participants. The majority of the interviews took place over the telephone and not face-to-face.

The imitation was not a major problem. Most of the veteran traditionally and alternatively certified CTE teachers work diligently to organize their schedules. Some seemed as if they were too busy to complete the interview adequately. Those participants kept their answers direct and brief. It was good to go into the study with this potential limitation in mind because it made me take notice of participants' dedication to this study.

In addition to the original limitations, other additional limitations were discovered. First, a single qualitative research study does not account for all factors associated with self-efficacy. The study was limited to the voluntary responses of full-time veteran traditionally certified and alternatively certified CTE teachers in the United States. Although a phenomenological research design was appropriate for this study, it could be a case study or mixed-method research study linking test scores and the participants' CTE experience, as well as, teacher grade card or evaluation. Therefore, there was no way to discover and re-live years of lived experience in this study. In this study, convenience sampling was utilized to gather the 17 participants. Quota sampling, ensuring representation from various types of schools (rural, urban, suburban, public, or private) could be conducted in future studies to guarantee an accurate representation of all types of CTE programs and teachers. Although the interview was only about 30 minutes in length, some participants may have been unwilling to spend the time required. Allowing for a more flexible schedule and time will alleviate this concern.

Implications of the Results for Policy, Practice, and Theory

The findings reveal that the self-efficacy of veteran traditionally certified and alternatively certified CTE teachers are positive. These findings demonstrate several implications of policy, practice, and theory. In this section, I discussed the implications of my findings based on Bandura's (1977) self-efficacy theory.

The findings were that the veteran traditional certified and alternatively certified CTE teachers in rural Mississippi have self-efficacy. However, it was clear that the self-efficacy descriptions from each participant varied. It is essential for veteran traditionally certified and alternatively certified CTE teachers in rural Mississippi to have a positive self-efficacy. Bandura's (1997) research on self-efficacy originated four critical sources of influence that supported a strong sense of self-efficacy that was visible in this study. They were (a) mastery experience, (b) vicarious experience, (c) social persuasion, and (d) physiological and emotional state.

Mastery experience is an essential source of self-efficacy. Mastery experience, for example, for each participant, relied on this critical source of influence as a CTE teacher. Mastery experience allowed the participants to reflect on their past experiences to determine if they were capable of teaching. Alternatively, certified CTE teachers must believe in their abilities. For some had no or limited prior teaching training, most alternatively certified CTE teachers responded they had on-the-job-training with the help of a mentor. I must also note that a few participants did report they did not experience having a mentor. Mastery experience was also used for those participants who work in the educational field but decided to become certified to teach a CTE class. For example, the teachers knew that they were capable of teaching elementary students. However, they relied on their past experience of teaching to motivate them to teach

high school CTE students. One of the participants was a retired policeman, and he had several degrees related to his profession. He was encouraged to bring his expertise to the classroom to teach the law and public safety course at his community career center.

Vicarious experience is a source of influence that creates confidence in oneself because of the capability of peers and co-workers. Mentoring is an excellent example of vicarious experience. The participants developed their self-efficacy from the support of their mentor. A mentor is typically someone who has skills that others want to learn from or emulate. The mentee gained confidence in their skills by adhering to the effective teaching strategies and by observing their mentor. The mentee is aware of various skills that can be obtained. The mentee works to develop their skills and abilities because of the skills their mentor has. One participant shared that he retired from one career and entered the classroom with a limited understanding of teaching. He mentioned his mentor highly as the one that helped him to become the teacher he is today. The participant also stated that he admired how she maintained her classroom; therefore, vicariously learning how to follow and develop similar practices. I agree with Bandura's (1997) statement that "seeing or visualizing people similar to oneself perform successfully typically raises efficacy beliefs in observers that they possess the capabilities to master comparable activities" (p. 87).

Social persuasion is allowing others to convince an individual that they can do something. Social persuasion was very visible throughout this study. The art of social persuasion was visible among several participants in this study. For example, Participants 7 and 8 both stated that they were persuaded to be teachers. They were experts in their fields. Participant 7 was a certified welder, and Participant 8 was a certified carpenter. Both participants had worked for years in their trade. The local career center director persuaded them to bring their expertise to

the classroom to prepare future welders and carpenters. Teachers use social persuasion often in the classroom. Teachers believe in their student's capabilities by boosting them up with confidence in how to complete a task, how to successfully pass assessments, and how to pursue their dream career. Participant 17, however, experienced the negative side of social persuasion. One of the interview questions asked if the participant attends CTE class as a student. Participant 17 stated her high school guidance counselor persuaded her not to take a CTE course. The stigma that college-bound individuals steer away from CTE programs has existed for years. Because of that influential person's opinion about taking a CTE class, this participant missed out on a great experience as a student. However, she is now an advocate for CTE classes.

Physiological and emotional state is an essential source of influencing self-efficacy. Learning to deal with your emotions and mental well-being is essential as an educator. Teachers must create an environment that he or she can thrive in and not fail. The emotional state of an individual can affect their confidence. The participants in this study seemed to have a balance in their physiological and emotional state. The participants seemed to have a passion for what they do. Being in rural Mississippi, the participants seemed to be accustomed to their school culture. The participants shared several motivational experiences that I believe have attributed to their range of descriptions that focused on self-efficacy. The physiological and emotional state thrives on human motivation, prosperity, and accomplishments (Bandura, 2008). Several participants earned advanced graduate degrees. This additional learning may have been stressful for the participants; however, having additional knowledge has positively affected their abilities to teach their CTE course.

The first finding is practical certification training supports self-efficacy. The traditionally certified CTE teachers had a more in-depth learning experience before entering the classroom.

Those teachers had to endure rigorous classroom methods and principles. The traditionally certified teachers had to observe the classroom to learn the essence and art of teaching. The traditionally certified teacher process allows a specific period of time for student teaching. Their entire teacher training process applies learned concepts to the practical teaching-like experience. Then the traditionally certified teachers entered their classroom with massive learning strategies, methodologies, and principles taught by the university's education department. Their certification training has built their self-efficacy through this series of the process.

Unlike the alternative certified CTE teacher's experience, most of them education was an afterthought. One participant had a degree in sociology and a minor in criminal justice. She had a graduate degree in counseling psychology. She was approached by the local superintendent to consider teaching and obtain an emergency teaching license (Paige et al., 2004). She accepted the superintendent's offer and entered the classroom via the alternative route. Most participants attended training online and several face-to-face workshops throughout their first few years of teaching. Several participants spoke highly of the CTE training they received via their preparation program. She stated that the resources she gained enabled her to be successful in the classroom. Several participants took a similar preparation training specified for their area of study.

The second finding was the importance of CTE to future careers. The participants were aware of how vital CTE skills are to their area. Manufacturing is prevalent in rural Mississippi, and if they prepare their students with skills that can potentially prepare them for a successful career. The participants were excited to know they are making a difference in that student's life. Participants who work in the career and technical center shared that their students take industry tours. The participants are aware of what jobs, careers, skills, and industry expectations exist.

This is added to the CTE teaching know the importance of CTE because of the opportunities at hand.

The final finding was mentors built stronger self-efficacy. An effective mentor can leave a positive impression on their mentee. As a classroom teacher, someone with similar experiences can impart helpful teaching strategies, classroom management tips, and resources that can aid in the teaching process. Although this study consisted of all veteran teachers, mentoring should be an ongoing process. Participant 1 stated that her mentor was a veteran teacher that she still goes to for advice on problems or questions. The roles may change from being mentored to be the mentor. Participant 1 also stated that she now mentors' new teachers who come after her— mentoring, if effectively done, can have a cycle reaction.

Recommendation for Further Research

The findings demonstrated that veteran traditionally certified and alternatively certified CTE teachers possess a range of descriptions that focused on self-efficacy. These findings are significant for rural Mississippi CTE teachers. However, I only studied veteran CTE teacher experiences. If another researcher wants to add the novice traditionally certified and alternatively certified CTE teacher perspective to their research, then the research would have a more diverse perspective to present.

Subsequent research should continue to focus on CTE teacher self-efficacy. With such a limited amount of qualitative research on CTE, CTE teachers, CTE teacher self-efficacy, CTE traditionally certified teacher self-efficacy, and CTE alternatively certified teacher self-efficacy, this topic can be explored in many more ways. The ability to interview more veteran traditionally certified and alternatively certified CTE teacher participants from more rural school districts in

Mississippi would have been ideal. Still, due to time constraints, it was not feasible. Another researcher could include both rural, urban, and suburban school districts across the United States.

In addition, a mixed-method study would add value to the research, with a survey questionnaire that asked key questions such as the last 3 years of assessment scores. The new study could utilize surveys instead of interviews. The surveys could use Likert styled questions given strictly online using an online survey assessment like Survey Monkey. The data could include assessment, teacher grade card/evaluation, and attendance would have provided a more in-depth interpretation of the findings and possibly influenced the results in a more meaningful way.

Additional research could incorporate a quasi-experimental design. As Creswell (2014) suggested, allow the researcher to create comparison groups and determine causality between variables. The variables could be traditional certification versus alternative certification or novice CTE teachers versus veteran CTE teachers. Also, future studies should be conducted at various times throughout the year, particularly at the beginning, middle, and end of the year to see if the CTE teacher self-efficacy varies.

Conclusion

The primary interest of the study is an understanding of the phenomenon of veteran traditionally certified and alternatively certified CTE teacher experiences. The main idea and concepts were introduced in Chapter 1. In Chapter 2, the literature surrounding this study was presented. The methodology and plan sections were found in Chapter 3, along with the data collection. The process of data gathering, the participant's narratives, and analysis are presented in Chapter 4. Finally, the recommendations for future research were presented in Chapter 5.

The goal of this research study was to highlight the needs for more understanding regarding CTE teachers, traditionally certified and alternatively certified in particular, and their perspectives of their self-efficacy. The results of this research yielded a great sense of meaning regarding the CTE teacher's perception of their self-efficacy. In addition, this research study can inform policy and practice at the participating rural Mississippi school districts as a result of the study. Attributes were understood, and influences, as well as the self-efficacy perspectives, were identified regarding veteran traditionally certified and alternatively certified CTE teachers.

The four themes highlighted from this study were (a) classroom management (b) students' experience (c) non-CTE administrators and educators' support/relationship and (d) effectiveness of lesson plans—these specific themes aided in the development of the teacher's self-efficacy. Classroom management is essential to a great learning environment, and if the teachers are not in control of their classroom, it might reflect their varied descriptions of self-efficacy. However, this was not discovered by the participants in this study. These individuals effectively maintain a learning environment to reflect their range of descriptions that focused on self-efficacy. Students enjoying their learning experience can influence the development of the CTE teacher's self-efficacy. Participants stated there is a need to develop a healthier relationship and gain better support from non-CTE administrators and educators. Communication is one key that will aid in that relationship. When non-CTE administrators and educators are not aware of the value that CTE brings to the table, there will always be a lack of value, efficient relationship, and adequate support for CTE teachers. Being prepared was another influential factor for developing a healthy self-efficacy. Lesson plans are the vehicle CTE teachers utilize to prepare in the CTE classroom. Along with lesson plans, knowing the CTE curriculum and objectives will assist in preparing efficiently for the CTE classroom.

As a veteran certified CTE teacher in rural Mississippi, I intended to explore the self-efficacy of my peers in the CTE classroom. I first established familiarity with previous literature regarding traditional certification, alternative certification, career and technical education, self-efficacy, and qualitative research. Bandura's (1977) theory was utilized as foundational literature regarding self-efficacy as a conceptual framework to demonstrate the perception of the self-efficacy of CTE teachers. While there is limited research on the investigation of the self-efficacy of veteran traditionally certified and alternatively certified CTE teachers, I was able to use the research of veteran traditionally certified and alternatively certified general education teachers and their perspective of their self-efficacy to inform my study. I implemented a qualitative phenomenological study that included participant interviews of 17 veteran traditionally certified and alternatively certified CTE teachers in rural Mississippi school districts. The participants were aware of the self-efficacy as CTE teachers. It was evident that the participant relied on the certification training, support from their mentors, and the importance of CTE as key influences that developed their self-efficacy.

I also found that veteran traditionally certified and alternatively certified CTE teachers felt that in order to increase their value to teaching, they need to develop a better relationship with non-CTE administrators and educators. While I met the objective of my study, I realized further data could be investigated in relation to exploring the novice traditionally certified and alternatively certified CTE teachers' perspective of self-efficacy.

Now that the research has been completed. The findings have been stated; I need to refer back to the initial idea that sparked this research. When I began my journey as a traditionally certified CTE teacher, I wondered about the alternative certification process. I wondered if teachers' perspectives about their teaching abilities would be similar regardless of the

certification process. There were several alternatively certified teachers in our career center. Each alternative certified teacher perspective was different. The veteran teachers had confidence that many of the novice teachers lack. I, too, agree with the finding of this study that the certification process has increased my ability to teach my CTE course. The mentor relationship is needed. Mentors support a stronger sense of self-efficacy for the mentee. The participants shared their heartbreaking feeling when non-CTE administrators and educators do not understand nor value what it is that CTE offers to students. As a CTE teacher, I have learned through this study to allow these participant experiences to encourage me. I will teach confidently through the vicarious experience of those participants. Now that I have accomplished this, it is my hope that this study explored the perspective of veteran traditionally certified and alternatively certified CTE teachers' self-efficacy.

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Appendix A: Consent Form for Research Participation

Study Title: A Phenomenological Study of the Self-Efficacy of Veteran Traditionally Certified and Alternatively Certified Career and Technical Education Teachers

Principal Investigator: Khristy A. Franklin

IRB Study Number: [redacted]

I am a teacher at [redacted]. I plan to conduct a research study and invite you to participate. Included in this form is essential information about the reason for this research, the role you will play should you consent to participate in this research, and how I plan to use your information in this research.

Why are you doing this study?

You are asked to participate in a research study about your self-efficacy of veteran traditionally and alternatively certified in career and technical education teacher. You will be asked to provide your personal opinion about what you experienced in your classroom. There are no right or wrong answers, only your views and perceptions about your self-efficacy.

What will I do if I choose to be in this study?

You will be asked to:

- Participate in a one-on-one interview toward the end of the semester to answer questions about your self-efficacy as a veteran traditionally or alternatively certified career and technical education teacher.

- Review and comment on the transcribed interviews to clarify and verify that your meaning was recorded correctly.

Study Time: The research study will occur during _____. Interview times will be coordinated through availability during your planning period or after hour.

Study Location: The research study interviews will occur on [redacted], Building _____, Room

_____. The focus group session will take place in your assigned classroom during the appointed

time.

Video Recording: I would like to make an audio recording of both the one-on-one interview and

the focus group session to ensure accurate transcription of the information you provide. I will

keep these tapes in a locked drawer in my office at the [redacted],[redacted]. Due to the amount

of information, and audio-recording is necessary.

Appendix B: Interview Protocol

Topic: Self-Efficacy of Veteran Traditionally and Alternatively Certified Career and Technical Education Teacher

Date and Time of Interview: February 1–29, 2020

Place of Interview: [redacted]

Interviewer/Principal Investigator: Khristy A. Franklin

Interviewee:

Brief description of the overall research study: The purpose of this study investigates the self-efficacy of veteran traditionally and alternatively certified career and technical education teachers. By placing the teacher's self-efficacy and certification at the center of the investigation, the teachers are allowed to reflect on their lived experiences.

Appendix C: Interview Instrument

Career & Technical Education Questions:

1. What are your educational and career backgrounds?

2. Why did you choose to become a CTE teacher?

3. Describe your teacher certification process?

4. What skills do you possess from your former career that have benefited you as a teacher?

5. How many careers and technical program(s) have/had you taught? Are you located at a career and technical center or housed at a high school?

6. What is the program(s) you have taught? What are some objectives or content included in your curriculum?

7. Describe your CTE teaching experience?

8. As a student, did you attend any CTE classes? If so, what course did you complete?

9. Do you believe CTE is important? Why or why not?

Teacher Self-Efficacy Questions:

10. Describe how your teacher certification program prepared you for your career and technical classroom?

11. What is your experience with classroom management?

12. What is your perspective on lesson plans? Are they useful and necessary?

13. What was your experience with having a mentor?

14. Describe your first 3 years' experience of teaching.

15. What are your top three exciting/positive things about your teaching experience?

16. What are your top three least exciting or negative things about your teaching

experience?

17. How would you describe your ability to teach your curriculum?

18. Describe your rapport with your student's parents.

19. Describe your rapport with other teachers. Have you developed any professional

relationships with others in your building?

20. Do you feel you are as equipped and prepared to teach like other teachers? Why or

why not.

Appendix D: Thank You Email

My name is Khristy A. Franklin. I am a teacher in [redacted]. I am a doctoral candidate at Concordia University–Portland. I want to take the time to thank you for volunteering to participate as a veteran [traditionally certified or alternatively certified] teacher.

Your participation will be a valuable contribution to this study. By telling us about your experience, you have helped us identify ways to improve it for others in the future.

Study Time: The research study will occur during _____. Interview times will be coordinated through availability during your planning period or after hour.

Study Location: The research study interviews will occur on the [redacted], Building _____, Room _____. The focus group session will take place in your assigned classroom during the appointed time.

Video Recording: I would like to make an audio recording of both the one-on-one interview and the focus group session to ensure accurate transcription of the information you provide. I will keep these tapes in a locked drawer in my office at [redacted]. Due to the amount of information, an audio-recording is necessary.

Kind regards

Khristy A. Franklin

Appendix E: Initial Interest Form

Khristy A. Franklin

Concordia University–Portland

"A Phenomenological Study of the Self-Efficacy of Veteran Traditionally Certified and Alternatively Certified Career and Technical Education Teachers"

Email: [redacted]

Name: _____

Subject: _____Date:_____

School: _____

Email: _____

_____ Yes, I would love to volunteer

_____No, I would NOT like to participate this time

_____ Novice (3 years or less teaching)   How many years _____

_____ Veteran (4 years or more teaching) How many years _____

_____ Traditionally Certified   University Attended: _____

_____ Alternatively Certified

I would prefer:

_____ Face-to-Face Interview

_____Online Interview (Skype or WebEx)

_____Over the phone Interview

Phone number: _____

Best time to complete the interview outside of school/work hours:

Sunday   Monday   Tuesday   Wednesday   Thursday   Friday   Saturday

8:00 am – 12 noon   1:00 pm – 3:00 pm   4:00 pm – 6:00 pm   7:00pm – 9:00pm

Appendix F: Sample Confirming Interview Email

Hello, Participant!

My name is Khristy A. Franklin. Currently, I am working on my dissertation at Concordia University–Portland. I spoke with you at a staff meeting at your career center. I want to thank you again for volunteering to participate in completing the teacher's interview. According to your form, **{SPECIFIC DATE OF THE WEEK}** from **{SPECIFIC TIME OF THE DAY}** works best for you. So, will you be available to complete the phone interview on _____

<u>MONDAY, FEBRUARY 17, 2020 at 5 pm</u>

<u>{EXAMPLE}</u>

If not, please reply to the date and time you will be available.

I have a Consent Form that I would need for you to sign and send back to me. You could:

      1) Sign, scan and email it back to me [redacted]

      2) Sign and fax it to [redacted] (ATTN: Khristy A. Franklin)

      3) Sign and mail it to Khristy A. Franklin [redacted]

Please let me know which method you would send your signed Consent Form.

I also attached my approved Concordia University IRB letter for your viewing.

Again, thank you for your time and participation!

Appendix H: Statement of Original Work

The Concordia University Doctorate of Education Program is a collaborative community of scholar-practitioners who seek to transform society by pursuing ethically-informed, rigorously- researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

Statement of academic integrity.

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work nor will I provide unauthorized assistance to others.

Explanations:

What does "fraudulent" mean?

"Fraudulent" work is any material submitted for evaluation that is falsely or improperly presented as one's own. This includes, but is not limited to, texts, graphics, and other multi-media files appropriated from any source, including another individual who is intentionally presented as all or part of a candidate's final work without full and complete documentation.

What is "unauthorized" assistance?

"Unauthorized assistance" refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:

- Use of unauthorized notes or another's work during an online test
- Use of unauthorized notes or personal assistance in an online exam setting
- Inappropriate collaboration in preparation and/or completion of a project
- Unauthorized solicitation of professional resources for the completion of the work.

Statement of Original Work (continued)

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University–Portland Academic Integrity Policy during the development and writing of this dissertation.

2. Where information and/or materials from outside sources have been used in the production of this dissertation, all information and/or materials from outside sources have been properly referenced, and all permissions required for the use of the information and/or materials have been obtained, in accordance with research standards outlined in the *Publication Manual of The American Psychological Association.*

Khristy A. Franklin
_____
Digital Signature

Khristy A. Franklin
_____
Name (Typed)

May 20, 2020
_____
Date

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