

THE PERCEIVED INFLUENCE OF THE STARR TEACHER PROGRAM ON  
PROFESSIONAL GROWTH OF PROGRAM PARTICIPANTS  
AND SUBSEQUENT CAREER ROLES

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ABSTRACT

The purpose of the study was to analyze the impact of the STARR program on the former STARR participants' personal empowerment, professional growth and the influence on subsequent career roles. Both quantitative and qualitative analyses were used. A survey was conducted, with survey data to determine (a) if any relationships existed between selected demographic variables of teachers who have participated in the STARR program and the participants' current self-perceived empowerment and (b) if differences existed in the self-perceptions about empowerment for three time intervals.

The study found correlational relationships between selected demographic variables of the former STARR teachers and the self-perceived current SPES factors of empowerment. The responding STARR participants all perceived a significant positive change for each of the SPES factors for the time interval "prior to STARR" and "immediately after STARR." For all significant differences, the perceptions at the later time interval were rated higher than the earlier time intervals except for the factor of "self-efficacy" for the time interval of "immediately after STARR" to "current." All respondents clearly implied that the STARR program had a profound impact on their professional skills and confidence. The STARR program opened doors to new careers and leadership opportunities for many of the former STARR participants.