

## >> TEACHER TRAINEES' ATTITUDES TOWARDS WORK AND EDUCATION IN A PROFESSIONAL PERSPECTIVE

# Hard Working in Search for Knowledge?

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## Introduction

This paper will investigate teacher trainees' attitudes towards work and education. Positive attitudes towards work (hard work in particular), education and knowledge could be said to be essential to the professional ethos of teachers. This professional ethos of teachers might also be internalized among teacher trainees, especially among those with a high level of commitment towards the teaching profession (cf. Torgersen 1972, Rønning 1992, Lindseth 2001).

Therefore, in this paper the teacher trainees' attitudes towards work and education will be investigated in relation to their professional commitment. This paper has three research questions: (1.) What characterises the teacher trainees' attitudes towards work and education? (2.) What differences exists in attitudes towards work and education between the nursery school teacher trainees and the elementary school teacher trainees? (3.) Are teacher trainees with a high level of professional commitment also more positive to work and education?

Focusing on their attitudes towards work and education in relation to their professional commitment could be a fruitful approach to teacher trainees' behaviour as future professionals.

In Norway teacher training is conducted within the higher education system, i. e. at university colleges and universities. In order to become a nursery school teacher, the trainees must undergo three years of nursery school teacher training including placement periods. The elementary school teacher trainees must undergo four years of elementary school teacher training including placement periods in order to become elementary school teachers. Within the Norwegian higher education system the teacher trainees are regarded as students (like any other student). In fact, trainee is not used within the Norwegian higher education system. However, I will use trainee in this article referring to students undergoing teacher training within the Norwegian higher education system.

## Theoretical framework

### Teacher trainees' attitudes towards work and education

According to the broader social trends of individualism, especially among young people, it is easy to assume that also teacher trainees have many individualistic features that could be described as individualism: personal experiences often take priority over external authorities, and the pursuit of personal authenticity is often important. There is a strong urge for self-realisation, and individual choices are emphasized to a high degree (Repstad 2002).

Combined with the (assumed) individualism of today's youth there is also a general assumption that work is not so important to young people compared to older people, i. e. young people are lacking a work ethic (Furnham 1990). In this perspective, life for young people is primarily something other than work. An analysis of life-stories of Norwegians of all ages showed that, among young people, leisure activities and spending time with friends seem to be more important than work (Almås et al. 1995). It is therefore assumed that young people, more clearly than older people, will state that work is just for earning money and nothing else. In this perspective work is never a goal in itself for young people. However, one might assume that for these young people the importance of work will increase and change as they get older and start working (Furnham 1990).

One might also assume that the importance of work will increase and change among young people even before they enter working life. As young people embark upon various types of professional education they will probably also become socialised into the ethos of that specific profession, including its view on work. As professions want to stay on as existing professions they will stress the importance of the professions' activities, thus strengthening a positive view on work, including a work ethic of some sort (cf. Torgersen 1972, Rønning 1992, Lindseth 2001).

The trainees' views on the importance of education and

learning might also change during professional education. This is an especially significant point to make about teacher trainees as their professional working life indeed is concerned about education and learning. One might therefore assume that teacher trainees in some way or another express a positive attitude towards institutionalised education, learning and intellectual activity in general. Accordingly, teacher trainees are therefore assumed to have a school ethic of some sort (cf. Engesbak and Lindseth 1995, 1997).

The school ethic concept has been developed by the Norwegian sociologist Heidi Engesbak and Odd Helge Lindseth (1995). The school ethic stresses the dynamic and intrinsic aspects of institutional education and intellectual activity in general. Essential to the school ethic is the notion that these activities are important and valuable, that performing these activities is rewarding in itself. They are valuable activities, not only because these activities may give results like a degree, formal competence and other extrinsic rewards, but because they represent the best way to spend the time for the individual (Engesbak and Lindseth 1995).

It could be predicted that individuals with a high sense of school ethic will enjoy spending time attending institutional education and become involved in intellectual activity, instead of being lazy or passive consumers. They will also probably be seriously involved in their education and in their intellectual activity, and they will probably get a great deal of satisfaction by cultivating their education and intellectual activity as properly as possible (Engesbak and Lindseth 1995).

It could also be predicted that the school ethic will be positively correlated with the work ethic. People that emphasize industriousness, individualistic striving for success, a positive attitude towards work in itself, and the stressing of the dynamic and intrinsic aspects of work, are assumed to have the same views on education and intellectual activity. They will also emphasize a positive attitude towards education and intellectual activity and view these activities as dynamic, important and valuable in their own right (Engesbak and Lindseth 1995). Empirical evidence for this connection has also been presented (Engesbak and Lindseth 1995, 1997).

### Professions and professional education

Profession refers to "occupations based on advanced, or complex, or esoteric, or arcane knowledge" (Macdonald 1995: 1). Three criteria for professions could be suggested: (1.) Those who wish to practice a specific profession have to undergo a specific, long-lasting, formal education, (2.) This formal education is largely oriented toward a specific occupation. (3.) Only persons with this specific formal education are permitted to perform the tasks of these occupations (Torgersen 1972).

The essential elements to the concept of profession are occupation, education and social acceptance. These elements are also linked to the strong motivation among professionals towards their own profession and to the professional power and occupational monopoly which the profession seeks to accomplish (Torgersen 1972, Rønning 1992). In these senses teacher trainees could be viewed upon as participating in professional education.

Viewing teaching as a profession is not agreed upon. Teaching has traditionally been viewed upon as a semi-profession, i. e. one which is based on the acquisition of technical skills. Other examples of such professions are the professions of nursing, pharmacy and social work (Carr-Saunders 1955 referred from Abott and Meerabeau 1998: 3). Following this distinction teaching is not a profession in the classic term of the word, but a semi-profession (cf. Rønning 1992). However, it would be fruitful to have a wide approach to the concept of professions by stressing that various occupations may be at different stages in the professionalisation process (cf. Carr-Saunders

1955 referred from Abott and Meerabeau 1998: 3, Hoyle 1980).

I have argued (Lindseth 2001) that teaching should be considered as a profession because it possesses many professional traits (cf. Torgersen 1972, Rønning 1992, Abott and Meerabeau 1998). There is for instance a unique link between occupation and education in the teaching profession. I have also argued (Lindseth 2001) that the teachers in fact view themselves as having a profession, they act like one, and the clients, the general public and the state treat them like one. There is also an ongoing professionalisation and professional development among teachers (cf. Hoyle and Megarry 1980, Bjessmo 1992, Hoyle and John 1995).

### Professions and professional commitment

Several researchers have distinguished the attitudes of the members of professions by measuring the degree of professionalism. This approach focuses on the professionalisation of the minds of the practitioners (Hall 1968). Professionalism reflects the manner in which the practitioners view their work and it refers to the commitment among members of an occupation or profession towards increased professional status and the strategies used to achieve this (Hall 1968, Hoyle 1980). Hall (1968) discusses five dimensions of professionalism:

1. The professional organisation is used as a major reference for the professional in his work.
2. The belief that the profession is indispensable and that the work it performs benefits both the public and the practitioner.
3. The belief that the person best qualified to judge the work of a professional is a fellow professional, and that such a practice is desirable and practical.
4. The professional is dedicated to his work and would probably want to do the work even if fewer extrinsic rewards were available.
5. The feeling of autonomy, that the practitioner ought to be able to make his own decisions without external pressures from clients, people who are not members of his profession, or from employers (Hall 1968).

Professionalism is therefore a multi-dimensional phenomenon, i.e. becoming and being a professional involves several different developments (cf. Hall 1968, Snizek 1972). It is important to stress that professional education tries to strengthen the commitment towards the profession among the trainees (cf. Jacobsen 2001). The development of professionalism among members of an occupation is often assumed as an important part of the formal education of professionals (Lindseth 2001). When entering a professional education, one gets training and practice in a specific occupation. Many professions have a strong professional culture and professional pride that for many professions are evident already during the professional education (Torgersen 1972, Rønning 1992).

Undergoing a professional education is to be socialized into professional values and these professional values deal first and foremost with professional autonomy. Professionals who have a high degree of professional autonomy demand freedom in their work, they want to decide what to do in their work based on the traditions of their profession. They do not want to be governed by their workplace or other forces. If there is a conflict of interest they are more loyal to their profession than their workplace (Jacobsen 2001).

An empirical analysis among Norwegian professional and non-professional students (Jacobsen 2001) found that the professional students had a higher degree of professional values than the non-professional students. However, this study questions the assumption that students get socialized into

professional values when undergoing professional training. Rather, the Norwegian study suggests that people choose to start professional training because they have professional values. These professional values are internalised before starting the professional training. Instead of being socialized into professional values during a professional education, one chooses professional training because one has professional values already in place (Jacobsen 2001).

## The data

Data that will be analyzed in this paper have been collected among a sample of Norwegian teacher trainees by using a standardized questionnaire. The data was collected in August/September 2004 among all the first-year trainees of the nursery school teacher education and elementary school teacher education at Hedmark University College at Hamar, Norway.

**Table 1 Sample of teacher education trainees compared by registered trainees at the start of the semester (percentages) (N sample = 146, N registered = 168)**

	Percentages (sample)	N (sample)	Percentages (registered)	N (registered)	Response rate
Nursery school teacher education	38	56	36	60	93
Elementary school teacher education	62	90	64	108	83
All	100	146	100	168	87

An overview of the sample is found in table 1. The sample size was 146 trainees, 56 trainees at the nursery school teacher education and 90 trainees at the elementary school teacher education. The response rate was 87% for the sample as a whole, 93% for the nursery school teacher trainees and 83% for the elementary school teacher trainees. This response rate proved to be so high that further analysis of the sample was possible.

**Table 2 Age of teacher education trainees by type of teacher education (mean) (N = 142)**

	Mean	N
Nursery school teacher education	22,2	54
Elementary school teacher education	24,0	88
All	23,3	142

Age distribution and percentage of men in the sample are found in table 2 and 3 respectively. The mean age is somewhat lower among the nursery school teacher trainees than among the elementary school teacher trainees. The percentage of men is generally low in the sample, especially among the nursery school teacher trainees compared to the elementary school teacher trainees.

**Table 3 Males by type of teacher education (percentages) (N = 146)**

	Percentages	N
Nursery school teacher education	9	5
Elementary school teacher education	31	28
All	23	33

More information on the questionnaire and the operationalisations used in this paper can be obtained from the author.

## Analysis

### The teacher trainees' work and educational values

The scope of this paper is to investigate the teacher trainee's attitudes towards work and education. In the questionnaire six questions were asked concerning these topics. Three questions were aimed at measuring different attitudes towards work, and three other questions were aimed at measuring different attitudes towards education.

**Table 4 Assertions about work and education by type of teacher education and by type of teacher profession chosen (percentages) (N = 146)**

	Nursery school teacher education	Elementary school teacher education	Nursery school teacher profession	Elementary school teacher profession	Other ***
1. A job is just a way of earning money, nothing more than that (Disagree) *	91	90	88	93	87
2. I would enjoy having a job even if I did not need the money (Agree) **	80	76	79	83	65
3. Work is one of the most important activities for a person (Agree) **	69	64	74	68	52
4. Education is just a way of getting oneself a better job, nothing more than that (Disagree) *	73	81	72	81	81
5. I would enjoy learning more, even if I did not need it for a specific purpose (Agree) **	63	69	63	72	58
6. To acquire knowledge for oneself is one of the most important activities for a person (Agree) **	79	82	84	83	71

Notes:

Original scale: 1. Strongly disagree, 2. Disagree, 3. Neither/nor, 4. Agree, 5. Strongly agree

\* Disagree = 1. Strongly disagree + 2. Disagree.

\*\* Agree = 4. Agree + 5. Strongly agree.

\*\*\* Other =

3. Another profession within the school/education sector

4. Another profession outside the school/education sector

5. I haven't chosen my profession yet.

6. I don't know what profession to choose.

9. Missing value.

Table 4 gives a summary of how the teacher trainees answered these six questions. Firstly, when looking at the questions aimed at measuring different attitudes towards work, we see that around 90 % of both the nursery school teacher trainees and the elementary school teacher trainees object to the view that work is just about receiving extrinsic rewards. The idea that working is just a mean to get a salary has little support among the teacher trainees. This holds true also for the trainees that have chosen the two teacher professions as professions. This distinction is significant as around 1/5 of the trainees state that they have not chosen either one of the two teacher professions mentioned (Lindseth 2004). However, we see that trainees that have not chosen any of the teacher professions mentioned do not differ from the trainees that have chosen the two teacher professions as professions.

On the other hand, we see that a large majority of both the nursery school teacher trainees and the elementary school teacher trainees emphasise the view that work is something more than receiving extrinsic rewards. Around 80 % of both

teacher trainees groups would enjoy having a job even if they did not need the money, and round 60% of both teacher trainees groups view work as one of the most important activities for a person. This holds true also for the trainees that have chosen the two teacher professions as professions. However, we see the percentages that agree to these to statements among the trainees that have not chosen any of the teacher professions mentioned is somewhat lower than among the trainees that have chosen the two teacher professions as professions. However, for this group of trainees too a majority emphasise the view that work is something more than receiving extrinsic rewards.

To summarize, it could be said that both the nursery school teacher trainees and the elementary school teacher trainees emphasise that work is important first and foremost because it results in intrinsic rewards: Work is important as an activity in itself and not just because it is a way of earning money (or receiving other extrinsic rewards). This holds true both for the trainees who have chosen the two teacher professions as professions and for the trainees that have not chosen any of the teacher professions mentioned.

Secondly, when looking at the questions aimed at measuring different attitudes towards education, we see that around 70 % of the nursery school teacher trainees and about 80% of the elementary school teacher trainees object to the view that education is just a means to an end. The idea that education is just a means to getting oneself a better job has little support among the trainees. This holds true also for the trainees that have chosen the two teacher professions as professions. Around 70 % of the trainees that have chosen to be nursery school teachers and about 80% of the trainees that have chosen to be elementary school teachers object to this view on education. This tendency also holds true for the trainees that have not chosen any of the teacher professions mentioned as around 80 % of this group of trainees object to this view on education.

On the other hand, we see that a majority of both the nursery school teacher trainees and the elementary school teacher trainees emphasise the view that education is something more than a means to an end. Around 60 % of the nursery school teacher trainees and about 70% of the elementary school teacher trainees state that they would enjoy learning more, even if they did not need it for a specific purpose, and around 70 % of both groups view acquiring knowledge for its own sake as one of the most important activities for a person. This pattern also holds true for the trainees who have chosen the two teacher professions as professions. However, we see the percentages that agree to these to statements among the trainees who have not chosen any of the teacher professions mentioned is somewhat lower than the trainees who have chosen the two teacher professions as professions. However, also for this group of trainees a majority emphasise the view that education is something more than getting oneself a better job, i.e. receiving the extrinsic rewards of education.

To summarize, it could be said that both the nursery school teacher trainees and the elementary school teacher trainees emphasise first and foremost that education and learning are important because they result in intrinsic rewards: Education and learning are important as activities in themselves and not just because they are a means to getting oneself a better job (or receiving other extrinsic rewards). This holds true both for the trainees who have chosen the two teacher professions as professions and for the trainees who have not chosen any of the teacher professions mentioned.

### Differences in the teacher trainee trainees' work and educational values

The analysis above showed that there are few and small differences in work and educational values between the groups of trainees. When viewing the distribution between the groups of trainees on the six questions which were aimed at measuring different attitudes towards work and education there was a relatively clear pattern.

- Work values index items:
1. A job is just a way of earning money, nothing more than that (**Reversed item**)
  2. I would enjoy having a job even if I did not need the money
  3. Work is one of the most important activities for a person
- Educational values index items:
4. Education is just a way of getting one self a better job, nothing more than that (**Reversed item**)
  5. I would enjoy learning more, even if I did not need it for a specific purpose
  6. To acquire knowledge for one self is one of the most important activities for a person
- Question asked in questionnaire (all questions):  
 "Below is a list of some assertions about work and education. Please indicate how much you agree with the assertions. Please mark off only one box per line."
- Measurement in questionnaire (all questions):  
 1. Strongly disagree, 2. Disagree, 3. Neither/not, 4. Agree, 5. Strongly agree
- Index scale (both indexes):  
 Range 3 - 15  
 3. = Lowest  
 15. = Highest

Figure 1 Operationalisations of the work values and educational values indexes.

In order to create somewhat more composite and compact measures of work and educational values two indexes were created. See figure 1 for an overview of the operationalisations of the two indexes. One index was created to measure work values and one index was created to measure educational values. The indexes were created on the basis of the six questions analysed above.

A factor analysis was done with the three variables measuring work values. The result of the factor analyses was that only one dimension was extracted with one item correlating negatively with the other two items (item 1). The work values index was constructed on the basis of these three variables as shown in figure 1. The index has a theoretical value range from 3 to 15 where 3 equal lowest and 15 highest score. The index measures the degree to which respondents have intrinsic attitudes towards work (and thus not extrinsic attitudes towards work).

A factor analysis was also done with the three variables measuring educational values. The result of the factor analyses was also in this case that only one dimension was extracted with one item correlating negatively with the other two items (item 4). The educational values index was constructed on the basis of these three variables as shown in figure 1. This index also has a theoretical value range from 3 to 15 where 3 equal lowest and 15 highest score. The index measures the degree to which respondents have intrinsic attitudes toward education and learning (and thus not extrinsic attitudes towards education and learning).

Table 5 Work values and educational values by type of teacher education and by type of teacher profession chosen (means) (N = 146).

	Nursery school teacher education	Elementary school teacher education	Nursery school teacher profession	Elementary school teacher profession	Other ***
Work values (Range 3 - 15)	12.2	11.8	12.2	12.1	11.2
Educational values (Range 3 - 15)	11.6	11.9	11.6	12.0	11.6

After constructing the work values and educational values indexes an analysis of means was conducted to investigate differences in work and educational values between the groups of trainees. A summary of this analysis is shown in table 5.

The overall finding is that the level of intrinsic work values and intrinsic educational values is quite high in all trainee groups. On a theoretical value range between 3 and 15 the means are around 12 in every group of trainees and on both indexes. The differences between trainee groups are small or non-existent and nothing to emphasize further. This means that the holding of intrinsic work values and intrinsic educational values is quite high among both nursery school teacher trainees and elementary school teacher trainees. This holds true both for the trainees that have chosen the two teacher professions as professions and for the trainees that have not chosen any of the teacher professions mentioned.

The high mean level of both intrinsic work values and intrinsic educational values in all groups of trainees must be discussed somewhat further as mean values may indeed cover up for extreme values, both high and low. Furthermore, the level of both intrinsic work values and intrinsic educational values may be dependent on other factors than type of professional education.

**The connection between professional commitment, work values and educational values**

One way of analysing the variation in both intrinsic work values and intrinsic educational values is to investigate the connection between these values and possible dependent variables (other than type of professional education). We have chosen to investigate if there is some connection between various dimensions of professional commitment on the one hand, and intrinsic work values and intrinsic educational values on the other.

In order to investigate various dimensions of professional commitment three indexes were created: Professional loyalty (see figure 2), professional standard and professional obedience (see figure 3).

Professional loyalty index items:

1. If I could get a completely different profession which pays the same amount of money I would probably choose that profession instead (Reversed item)
2. I definitively want a professional career within this profession
3. I would not have chosen this profession once more if I had to choose all over again (Reversed item)
4. If I had all the money I needed without having to work, I would probably have chosen this profession any way

Question asked in questionnaire (all questions):

"If you have chosen a profession, how do you view your future profession? Please mark off only one box per line."

Measurement in questionnaire (all questions):

1. Strongly disagree, 2. Disagree, 3. Neither/nor, 4. Agree, 5. Strongly agree

Index scale:

- Range 4 - 20
- 4. = Lowest
- 20. = Highest

**Figure 2 Operationalisation of the professional loyalty index.**

A factor analysis was done with the four variables measuring professional loyalty. The result of the factor analyses was that only one dimension was extracted with two items correlating negatively with the other two items (items 1 and 3). The professional loyalty index was constructed on the basis of these four variables as shown in figure 2. The index has a theoretical value range from 4 to 20 where 4 equal lowest and 20 highest score. The index measures the degree to which respondents are loyal and committed to their profession.

Professional standard index items:

1. I will work so that I personally can guarantee that the professional standard is being met
2. I will work so that I practice what I have learned during my own education

Professional obedience index items:

3. I will do what society expects from me in my profession, even if what is expected of me is contradictory to what I really think is right
4. I will do what the management at my workplace decides, even if I disagree

Question asked in questionnaire (all questions):

"If you have chosen a profession, how do you view your future profession? Please mark off only one box per line."

Measurement in questionnaire (all questions):

1. Strongly disagree, 2. Disagree, 3. Neither/nor, 4. Agree, 5. Strongly agree

Index scale (both indexes):

- Range 2 - 10
- 2. = Lowest
- 10. = Highest

**Figure 3 Operationalisations of the professional standard and professional obedience indexes.**

A factor analysis was also done with the six variables intended to measuring professionalism. The result of the factor analyses was that two dimensions were extracted with two items in each dimension. Therefore two indexes were constructed.

The professional standard index was constructed on the basis of two variables (item 1 and 2) as shown in figure 3. The index has a theoretical value range from 2 to 10 where 2 equal lowest and 10 highest score. The index measures the degree to which respondents want to work according to the professional standard and according to what they have learned during their professional education.

The professional obedience index was constructed on the basis of two variables (item 3 and 4) as shown in figure 3. The index has a theoretical value range from 2 to 10 where 2 equal lowest and 10 highest score. The index measures the degree to which respondents are willing to comply with the demands of society and to their management's decisions, even if they might not find it right, or even if they disagree.

After constructing the professional loyalty, professional standard and professional obedience indexes an analysis of means was conducted to investigate differences in professional commitment between the groups of trainees. A summary of this analysis is shown in table 6.

**Table 6 Professional loyalty, professional standard and professional obedience by type of teacher education and by type of teacher profession chosen (means) (N = 146)**

	Nursery school teacher education	Elementary school teacher education	Nursery school teacher profession	Elementary school teacher profession	Other
Professional loyalty (Range 4 - 20)	16.3	15.6	16.6	16.2	14.4
Professional standard (Range 2 - 10)	8.6	8.5	8.6	8.6	8.2
Professional obedience (Range 2 - 10)	6.7	6.4	6.8	6.5	6.1

The overall finding is that the level professional commitment is quite high in all groups of trainees and on all three measures of professional commitment. The differences between the groups of trainees are small or non-existent and will not be emphasized further.

When investigating professional loyalty we see that on a theoretical value range between 4 and 20 the means are around 16 in every group of trainees, except among the trainees that have not chosen any of the teacher professions mentioned. In this group of trainees the level of professional loyalty is somewhat lower than among the trainees that have chosen the two teacher professions as professions. This is quite natural, as many of these trainees have not chosen a profession at all, i. e. they are attending formal teacher training without

being sure that they want to work as teachers when they enter working life, thus not having a profession to be loyal to.

When investigating professional standard we see that on a theoretical value range between 2 and 10 the means are around 8 in every group of trainees. When investigating professional obedience we see that on a theoretical value range between 2 and 10 the means are around 6 in every group of trainees.

This means that the teacher trainees are loyal and committed to their chosen profession, they wish to work according to professional standards and what they learned during professional education, and they wish to comply with the demands of society and their management’s decisions. This holds true both for the trainees that have chosen the two teacher professions as professions and for the trainees that have not chosen any of the teacher professions mentioned. However, the degree of professional loyalty is understandably somewhat lower among this last group.

These three dimensions of professional commitment measure three different aspects of professional commitment. It is important to stress that these three dimensions might not be correlated with each other. This might mean that trainees with for instance a high level of professional loyalty might not score high on the other two measures of professional commitment.

**Table 7 Correlations between the professional loyalty, professional standard, professional obedience, work values and educational values indexes. (Pearson’s R correlations) (N = 146)**

	Professional loyalty	Professional standard	Professional obedience	Work values	Educational values
Professional loyalty	1	.28*	.04	.37*	.26*
Professional standard	.28*	1	.19	.29*	.37*
Professional obedience	.04	.19	1	.06	-.11
Work values	.37*	.29*	.06	1	.45*
Educational values	.26*	.37*	-.11	.45*	1

Notes:  
\* Correlation is significant at the 0.01 level (2-tailed). These correlations are marked **bold**.

In order to investigate the correlations between the three dimensions of professional commitment a correlation analysis was conducted. The intrinsic work values and intrinsic educational values indexes were also included in the analysis. This was done to investigate the connection between the three dimensions of professional commitment on the one hand, and intrinsic work values and intrinsic educational values on the other. A summary of this analysis is presented in table 7.

Firstly, when investigating the correlations between the three dimensions of professional commitment, we find that professional loyalty correlates positively with professional standard, but there is no correlation with professional obedience. Professional standard correlates positively with professional obedience, but the correlation is not significant and will therefore not be emphasized further in the following discussion.

This means that teacher trainees who are loyal and committed to their chosen profession also wish to work according to professional standards and what they learned during professional education, but they do not necessarily wish to comply with the demands of society and their management’s decisions.

Vice versa, teacher trainees who wish to comply with the demands of society and their management’s decisions do not necessarily emphasise being loyal and committed to their chosen profession, and they do not necessarily emphasise working according to professional standards and what they

learned during professional education.

Secondly, when investigating the connection between the three dimensions of professional commitment on the one hand, and intrinsic work values and intrinsic educational values on the other, we found an equally clear pattern. The intrinsic work values and intrinsic educational values indexes were positively correlated with each other. The correlation in this case was quite high with a Pearson’s R value as high as 0.45. This means that teacher trainees who value the intrinsic aspects of work also value the intrinsic aspects of education and learning, and vice versa.

Both intrinsic work values and intrinsic educational values are positively correlated with professional loyalty and professional standard, while no significant correlations exists with professional obedience. This means that teacher trainees who stress the intrinsic aspects of work and education are loyal and committed to their chosen profession and also want to work according to professional standards and what they learned during professional education. However, they do not necessarily want to comply with the demands of society and their management’s decisions.

### Summary of findings.

Our empirical investigation can be summarized as follows:

1. All groups of teacher trainees emphasises first and foremost that work is important because it results in intrinsic rewards: Work is important as an activity in itself and not just because it is a way of earning money (or receiving other extrinsic rewards).
2. All groups of teacher trainees emphasises first and foremost that education and learning are important because they results in intrinsic rewards: Education and learning are important as activities in itself and not just because they are means to getting oneself a better job (or receiving other extrinsic rewards).
3. The level of intrinsic work values and intrinsic educational values were quite high in all groups of trainees. The differences between the groups of trainees were small or non-existent and nothing to emphasize further.
4. The level of professional commitment was quite high in all groups of trainees and on all three measures of professional commitment (professional loyalty, professional standard and professional obedience). The differences between the groups of trainees were small or non-existent and nothing to emphasize further.
5. Teacher trainees who are loyal and committed to their chosen profession also want to work according to professional standards and what they learned during their professional education, but they do not necessarily want to comply with the demands of society and their management’s decisions.
6. Teacher trainees who value the intrinsic aspects of work also value the intrinsic aspects of education and learning, and vice versa.
7. Teacher trainees that stress the intrinsic aspects of work and education are loyal and committed to their chosen profession and also wish to work according to professional standards and what they learned during their professional education. However, they do not necessarily

want to comply with the demands of society and their management's decisions.

## Conclusions

Our main findings are that the level of both intrinsic work values and intrinsic educational values are quite high in all groups of trainees, and that both intrinsic work values and intrinsic educational values were positively correlated with professional loyalty and professional standard, while no significant correlations with professional obedience were found. It should also be added that the differences between the groups of trainees on intrinsic work values and intrinsic educational values were small or non-existent and nothing to emphasize further. This means that the variation in work values and educational values are not associated with the trainees' choice of education or profession within teacher education.

These findings show that professional education attracts teacher trainees who are positive to the extrinsic dimensions of both work and education. For these trainees both work and education are more than just a means to an end, they are important and valuable activities in their own right.

These findings also show that professional education strengthens the teacher trainees' valuation of the extrinsic dimensions of both work and education. Trainees who value the ethos of professions, i. e. professional loyalty and professional standard, also stress the importance of the extrinsic dimensions of both work and education and they do so to a higher degree than teacher trainees who do not. Accordingly, trainees who value ideals that are not considered as part of the ethos of professions, i. e. professional obedience, do not necessarily stress the importance of the extrinsic dimensions of both work and education to a higher degree than trainees who do not.

Our research seems to indicate that there are various dimensions of professional commitment which may have various implications on values and (probably) also actions. Our research seems also to indicate that professional education, for the most part, attracts trainees with certain professional, work and educational values already in place (cf. Jacobsen 2001). These values will be developed and strengthened further during teacher education and future professional development.

## References

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