

# **Habitus Towards Professionalization Among Dutch Primary School Teachers.**

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## **Abstract**

For this research on professionalization activities, twenty Dutch primary school teachers were interviewed through semi-structured interviews. These interviews were analysed using ATLAS.ti. in order to construct the overall professionalization habitus of the respondents and differences in their habitus with regard to choice conditions (voluntary versus mandatory professionalization), teaching experience (starting, mid-career, senior) and school position (management versus exclusively teaching) were researched. This research has shown that teachers of this sample had an overall positive habitus towards professionalization activities. Both positive and negative feelings teachers experienced were often paired with positive outcomes for the teachers, the pupils and the school. Outcomes for the school and the pupils were experienced more when teachers were involved in non-voluntary professionalization activities. Personal outcomes predominate when teachers engaged in voluntary professionalization activities. When teaching experience is taken into account, senior teachers showed to be different to teachers at the start of their career towards learning activities. Starting teachers were more focused on personal gains and losses whereas senior teachers seemed to be more aware of both positive and negative outcomes for all parties concerned. When school position is taken into account this research showed that teachers in management positions were mainly focused on the outcomes for school where non-voluntary settings are concerned whereas teachers without management positions had a boarder focus on outcomes for all parties concerned. For voluntary settings, all teachers, regardless of their position focused on personal outcomes. The Dutch government has targeted professional development of teachers as a means to improve the quality of education. This research shows that teachers have a positive habitus towards professionalization, but differences in habitus between different groups of teachers should be taken into account when professionalization activities are initiated.

*Keywords:* Habitus, professionalization, professional development, primary school teachers, choice conditions, teaching experience, school position.

**Habitus Towards Professionalization Among Dutch Primary School Teachers.**

Countries that perform on a high level of education are characterized by the great importance they attach to continuous professional development. In the run-up to 'Inclusive Education' [Passend Onderwijs], in which children with special needs have to integrate more and more into regular primary schools, the Dutch Ministry of Education focuses on the professional development of teachers in primary education. Extra funding for targeted training and teacher-scholarships [Lerarenbeurs] makes this possible. In the Netherlands, teachers seem keen to learn (Ministerie van Onderwijs Cultuur en Wetenschappen [OCW], 2012). And these teachers of primary, secondary and vocational education spend on average, less than one day per month on professional development. Many teachers do not find this sufficient and half of the teachers have stated their wish to intensify their investment in professional development. (Ministerie van OCW, 2012).

Glastra (2013) also concluded that teachers seem willing to invest in meaningful professional development. However, his conclusion is that this willingness among teachers is not used to its potential. Glastra researched professional development of primary education teachers. His study focused on changes in the work of teachers in primary education, the themes and processes of professionalization, and the learning of teachers. For 'change perceptions', the conclusion is that these are mainly focused on educational policies and didactic or organizational changes. The learning activities are mainly focused on the upcoming 'Inclusive Education', behavioural and learning difficulties of pupils, teaching didactics and performance-oriented learning. It is concluded that these learning activities are mostly fragmented and executed for short periods. Glastra also stated that for a minority of teachers, their habitus, in which education of pupils in classroom situations is seen as the core aspect of their work and professional development only as an instrumental activity, is changing under the pressure of government interventions and parents (Glastra, 2013).

Glastra found that teachers are very critical of imposed learning activities whereby their professional judgment capacities, the differences with their class room situations, their knowledge and teaching capacities, are neglected. Another finding is that formal learning activities could be effective, if they are directly applicable and deployed flexibly, in daily classroom practice. A key conclusion of his research is that if the professional development of teachers is to be enhanced, room for independent professional judgment should be given. Glastra also states that the schools' formal learning activities in a broad spectrum, should be offered only as an exception, since they often miss this connection to the daily classroom practices. Furthermore, teachers seem strongly inclined to learn and draw lessons from the learning activities they have experienced, even if these learning activities are seen as less useful in daily classroom practice. However, it is difficult to make statements on the strength of these relationships (Glastra, 2013).

The sense of personal autonomy of teachers, the extent in which a teacher experiences his or herself as the origin of choosing an action scheme, also plays an important role in the outline of the Unified Model of Task-specific Motivation, presented by De Brabander and Martens (2014). This

outline of the Unified Model of Task-specific Motivation describes aspects that might play a role in whether or not to proceed into an action such as professional development. It is an integrated model of different motivational and behavioural theories, which makes it possible to accommodate both counteractive and reinforcing effects of cognitive and affective valence, to interact into a valence expectation of an action. However, the Unified Model of Task-specific Motivation is a rough outline and provides the principal factors that impact the motivated choice towards performance of a specific activity. Thus more research is needed (De Brabander & Martens, 2014).

Day and Gu (2007) researched the conditions for teachers' professional learning and development. They found six phases in the professional life of Primary and secondary school teachers in the United Kingdom. These phases were based on the years of teaching experience. The research shows that teachers acquire more and more out of class responsibilities in some phases, but also lose these responsibilities in later phases. Also some teachers gradually grow during these phases into management positions. The professional development of teachers is found to be related to these phases and positions (Day & Gu, 2007).

The current research is a continuation of the study done by Glastra and makes use of the Unified Model of Task-specific Motivation, presented by De Brabander and Martens (2014) and tries to answer the following research question:

*How do differences in choice conditions, teaching experience and school position impact the habitus towards professionalization among Dutch primary school teachers?*

In the following sections, key conceptions of this study will be explicated.

### **Professional Development**

This current study is concerned with professional development among primary teachers. Professional Development can be defined as development of knowledge at several different levels. It is not only focused on the individual, but also on the team of teachers, the organization and on the profession itself (Vermeulen, Klaijnsen & Martens, 2011). Kwakman (2003) drew some important conclusions on professional learning. Kwakman distinguished three types of professional learning, namely collaborative learning activities (such as discussions with colleagues), individual activities (e.g. reading course literature) and instructional activities (e.g. work related to preparing lessons, etc.). Postholm (2012) concluded that there should be a connection between the courses teachers participate in and development processes in the schools. The best place for teachers to learn is the school environment the teachers work in (Postholm, 2012). In 2013 Imants, Wubbels and Vermunt concluded that the perception of teachers towards reform and innovation depends strongly on how teachers perceive their working-environment as a learning-enriched environment. Teachers can have a different perception of workplace conditions, which can lead to different interpretations of their workplace as a learning environment and towards school development (Imants, Wubbels & Vermunt, 2013).

In their review, Vermunt and Endendijk (2011) found in some of the studies, that three underlying learning patterns could be identified. The first is an immediate performance directed pattern. This is a pattern used by most teachers, where they want to improve their immediate performance in the classroom as soon as possible. The second pattern is a meaning directed pattern. These teachers want to understand underlying principles of teaching and extending their theory of practice. The last pattern is an undirected pattern where teachers experience problems with educational innovation, are not able to change their classroom practices or understand how to teach in different ways. This latter pattern is sometimes combined with teachers avoiding learning. Vermunt and Endendijk also concluded, that it is uncommon that teachers regulate their own learning process. Student teachers learn passively, whereas experienced teachers hardly show professional development at all (Vermunt & Endendijk, 2011).

Van Eekelen, Vermunt and Boshuizen (2006) researched the 'willingness to learn'. The results of their research showed that several behaviours are noticed. Moreover, three manifestations of 'willingness of the teacher to learn' are found; namely teachers who do not understand the usefulness of learning, teachers who are wondering how to learn and teachers who are eager to learn (Van Eekelen, Vermunt & Boshuizen, 2006). In 2003 Kwakman concluded, as a result of her research among teachers in secondary education, that there are large differences in frequency of participation in professional development. There appear to be several factors that predict participation in professional development. The only factor in any form of professionalization that affects participation is how meaningful professional development activities are perceived by teachers. Other factors, such as working environment and task, appear to have little or no effect (Kwakman, 2003).

### **Teaching experience, changing school positions, choice conditions and professional development in school.**

Day and Gu (2007) researched the conditions for teachers' professional learning and development. Their research involved 300 teachers in 100 primary and secondary schools in the United Kingdom. Day and Gu (2007) found that in the teachers' work and lives, six professional life phases could be determined: 0–3, 4–7, 8–15, 16–23, 24–30 and 31+ years of teaching.

The first phase, is a phase in which teachers build their identity and classroom experience. Two subgroups are identified: those with a developing sense of efficacy and those with a reducing sense of efficacy. Where professional learning activities are related to classroom competence and building teaching identity, this has a positive impact on motivation and self-confidence. Crucial to learning how to behave and how to be professional however, is the influence of management, colleagues and school cultures.

When being a professional for 4-7 years, teachers have entered the second professional life phase: developing the professional identity. Changes in responsibilities and position play a significant role in motivation, with commitment and a sense of effectiveness. However, these

additional responsibilities lead to complaints about heavy workloads, which resulted in reduced teaching effectiveness. Day and Gu (2007) found three sub-groups. The first group are those who are sustaining a strong sense of identity, self-efficacy and effectiveness. The second group could be identified as those who are coping/ managing identity, efficacy and effectiveness. And the third group are those whose identity, efficacy and effectiveness are at risk. In this phase therefore, developing the professional identity through enhancing role effectiveness is becoming more important.

The third Professional life phase, 8–15 years of experience, is focused on defining work-life balance. Perceived heavy workloads and tensions in managing both their increased professional responsibilities and personal lives have become a major part in the professional life of teachers. Two sub-groups are found by Day and Gu (2007); those who continue to be engaged and those who lose motivation and have a sense of detachment. For teachers in the first sub-group, the professional learning opportunities needs to be focused on enhancing their role effectiveness as a manager, or on refining their knowledge repertoires for teaching and learning as classroom teachers. This depends on their position in the school. For the second sub-group, improving the self-efficacy through professional and personal support and improving care within and outside the workplace, is found to be of value. More than in any other phase, getting the right professional development activities for these two sub-groups is found to be crucial for these teachers since this influences final commitment and effectiveness trajectories (Day and Gu, 2007).

In the fourth phase, with 16–23 years teaching experience, teachers are found to have a more defined sense of professional identity, with 91% having ‘out of the classroom’ responsibilities. Again, three sub-groups are identified based on their commitment, motivation and effectiveness: those teachers that are likely to continue growing in commitment, motivation and effectiveness, secondly those who maintain these three and are likely to cope with their work-life tensions and thirdly those who show a decrease in motivation, commitment and effectiveness because of heavy workloads, poor management of competing tensions and career stagnation. When professional learning activities are focused on enhancing the teachers’ role effectiveness, they are seen as most valuable.

Adjusting to the constant challenge to their professional identity is the main theme of the fifth professional life phase (24-30 years of teaching experience). These challenges concern pupils’ behaviour, career stagnation, personal events and resentment towards a continuing flow of new educational initiatives. These challenges have a negative impact on the morale, professional identity and effectiveness and Day and Gu (2007) identified two sub-groups by how they were able to sustain their motivation and commitment or were holding on, but losing these. 58% of the teachers in this phase have ‘out of the classroom’ responsibilities. For them, it is important that the learning activities are focused on strengthening the management effectiveness. For others who have

difficulties adjusting to the ongoing challenges, in-school support given on mediating these challenges is significant in the motivation, commitment and teaching at their best.

The sixth Professional life phase with 31 years or more of experience, involves sustaining commitment. High levels of motivation and commitment are present in the larger sub-group in this phase. The professional relationships with pupils and their progress are for these teachers the main source of job satisfaction. For the second sub-group however, declining health and a lack of in-school support lead to increased feelings of fatigue and disillusionment. This leads teachers to decisions to leave the teaching profession early. For teachers in this phase of their career, professional learning needs to be focused upon school leadership and school culture. These are of crucial importance for the professional care and wellbeing of teachers in their final phase of their professional career (Day & Gu, 2007).

‘Choice conditions’ towards learning activities play an important role in the motivation of teachers. Glastra (2013) stated that most teachers regard teaching as the core of their profession. With the exception of informal workplace learning, teachers see formal learning activities as an additional task and not as belonging to the core of their profession. Teachers are very critical towards formal learning strategies. Learning activities are found useful by teachers, when the results are perceived to be directly applicable, fitting to their own educational needs or those of their pupils, are well organized, give new insights, skills or knowledge and also when the activities are substantively sound.

The majority of teachers prefer self-chosen learning activities above imposed learning activities, since they promise to fit in better with their personal needs, skills and daily classroom practice. Learning activities that are imposed by managements or school boards often are policy-driven and do not take differences between teachers’ knowledge, skills and classroom practice into consideration. Teachers experience mandatory learning activities as not being effective and have doubts about the authority of external experts. Next to this teachers doubt the legitimacy and the practicability of educational policies. Mandatory school-wide learning activities are therefore rejected by most of the teachers. (Glastra, 2013).

Choice however, can also lead to higher feelings of disappointment and regret. According to Schwartz (2004), the possibility to make choices has an important positive effect on wellbeing. With respect to this research, the possibility to choose between different professionalization activities might result in improving the wellbeing of the teacher. However, if the number of choices increases (e.g. more professionalization activities to choose from), expectations may also increase. The chance that these increased expectations towards a learning activity will not be met, also increases. According to Schwartz, the negative effects of choice therefore will increase when choice options increases (Schwartz, 2004).

**Field, Capital and Habitus**

'Habitus' is a central concept in this study. Together with 'Field' and 'Capital' it constitutes the core of the Social Field Theory of Bourdieu (1992a, 1992b, 1994). A field can be seen as a network of relations and structures in which a player interacts with other players in that field (Nolan, 2012). For example, in education, these players are teachers, pupils, parents, school management, the school boards, the Ministry of Education, etcetera. These players play the education game, in which each player has his own hierarchical position, influence and interests, which they use to reach their own goals. (Glastra & Vedder, 2009). However, a field is held together by its own specific practices. These practices also set its members apart. Educationalists for example can be identified by their profession but the profession itself also shapes their practices. The practices in themselves are logical for the members of the field. This logic gives meaning to the actions and words of the players of the field (Hardy & Melville, 2013). The game itself can have different meanings for its players.

'Inclusive Education' can be seen as an opportunity for parents to send their child with some special needs to a school with 'normal' children. For teachers 'Inclusive Education' might mean, having to manage and educate special needs children in a class of 30 pupils, each with their own needs. For school managements it might mean an opportunity to set their school apart from other schools by specializing in a certain special needs field. And for political agents 'Inclusive Education' may be seen as a way to cut costs in facilitating special needs education.

The concept capital refers to social, political and material resources that are imbedded in the field. These resources can be divided in three ways: economic capital as in the form of money or property. Secondly, cultural capital such as long-lasting dispositions, knowledge, certificates, competencies or cultural objects (art, books, etcetera). And thirdly, in the form of social capital. This refers to social contacts or associations that make it possible for an individual to distinguish himself from others. By using these capitals, an individual is able to have more or less influence on the field of which he or she is a member. The positions of the members of a field are based on the capital they possess (Hardy & Melville, 2013; Husu, 2013). In the field of education for example, these players are not only the teachers and pupils, but also the parents of the pupils, the school management, the school board, the Ministry of Education, The Parent-Teacher Association (MR), The Dutch Inspectorate of Education, etcetera. All have their own position in this field with their own goals and their own capital, socially, economically, and culturally.

Dominant players in a field develop a dominant logic, which is reflected in the habitus and decisions made by the players in that field. The players in a field strategically decide when and how they want to use their capital in order to reproduce or enlarge this capital and reduce risks. Players in a field are encapsulated in this field and develop a feeling for the game and the field, which makes it possible to anticipate future developments. When making decisions, players use the field-rationality; the rationality which is influenced by the dominant players of the field. And this field-rationality, which influences decisions, does not have to be rational to an outsider of the field. Decisions made

by the players on basis of this field-rationality, might even go against their own interests (Glastra & Vedder, 2009).

Everyday decisions and actions are made and undertaken within a particular field. The decisions made, or actions taken by an individual, are formed by attitudes, beliefs, conceptions, etcetera, which are formed throughout an individual's life. This internalized system of dispositions is referred to, as the habitus (Nolan, 2012). The habitus is formed by social interactions with individuals and traditions within a field. And because of these social interactions, the habitus of an individual with his capital, also forms the field. Hence, habitus is not fixed (Hardy, 2012; Hardy & Melville, 2013). So, habitus is durable, but not permanent.

When field relationships change, the habitus may also change. Educational policies intervene in the daily teaching practices in class and teachers are held more and more accountable for their performance. Teachers have to adjust to these changes and the professional autonomy of teachers in their classroom lessens (Glastra, 2013). These changes can lead to different perceptions towards workplace conditions among teachers within the same school. And these different perceptions, as Imants et al. (2013) stated, can lead to different opinions toward their workplace as a learning environment and towards school development (Imants, et al, 2013). In his study, Glastra (2013) finds indications that the habitus of a minority of teachers may be changing under the influence of governmental interventions and the changed influence of parents. However, it is not clear in which direction these changes take place (Glastra, 2013)

But also, having more capital, having a better hierarchical position in the field, might change the habitus of an individual. For example, if a teacher changes position from teacher to vice-principal, the economic, social and cultural capital of this individual will change. The individual will not only have responsibility for his or her own classroom pupils, but also a shared responsibility for the school population and staff, together with gaining more knowledge of other factors involved in education and having more contact with other managers, etcetera. The field of the individual, although still being in the educational profession, has changed and the habitus of this individual will most probably also change. So the field and the habitus of the individuals and of the group are able to produce capital (economically, culturally and socially) but these capitals are also productive of the habitus and the field (Hardy, 2012).

Habitus is also found to be internalized and can function throughout an individuals' life on a subconscious level. However, habitus is expressed in actions such as a ways of talking, behaviour, etcetera. Players in a field notice each other's behaviour and expressions. These players experience the expressions of the habitus of another player as being from the same social origin or not. Individuals in the same field often have experienced a similar social trajectory and their habitus was formed in more or less similar social conditions. In a way, one might say they have a group habitus (Van de Peer, 2008).



**Unified Model of Task-specific Motivation**

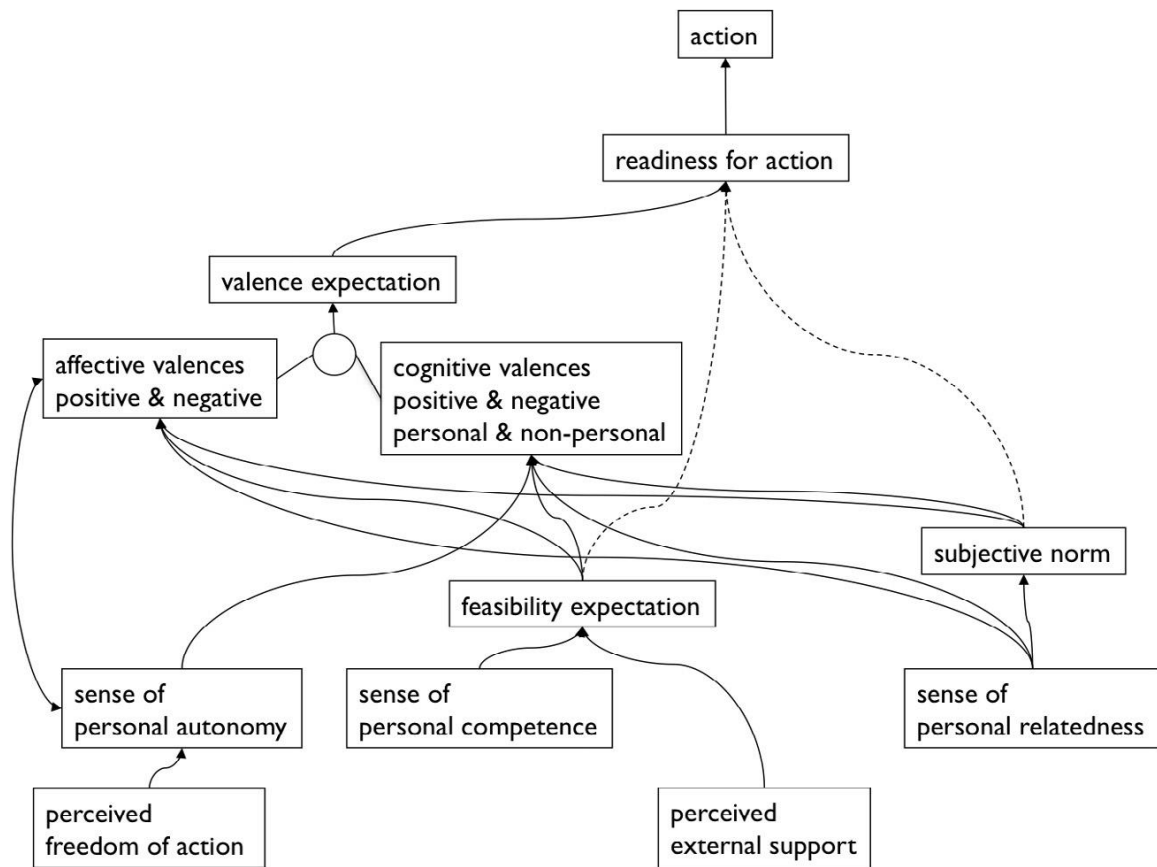
De Brabander and Martens (2014) developed a model that describes the aspects, which are of influence on the choice to enter or not to enter into a specific action. This model is an integration of various motivation theories such as Self-Determination Theory (Ryan & Deci, 2000), the Flow Theory (Csikszentmihalyi, 1990), the Person-Object Theory of Interest (Krapp, 2002) and several expectation-value theories such as the Social Learning Theory (Bandura, 1986; 1997).

In this model, affective valence is seen as emotional experiences one expects when being involved in an activity. The value a person gives to the expected outcomes of an activity is seen as cognitive valence. In the model of De Brabander and Martens, affective and cognitive valence are seen as two independent variables and neither as opposites, nor as equals. Sense of autonomy, expected feasibility and subjective norm are of influence on both affective and cognitive valence.

De Brabander and Martens (2013a, 2013b) used their model to examine which personal and contextual aspects regarding enjoyment and value of the expected outcomes, are important in relation to the professional development of teachers. They did this for three different types of professionalization activities; participation in professionalization courses, secondly professionalization through the use of literature and thirdly professionalization using reflection and interaction with colleagues. The research shows that the estimated feasibility is established on the basis of an assessment of personal competence and external support with the estimation of personal capacities making the largest contribution. Experienced decision space also has a substantial influence on the expected feasibility.

The outline of a Unified Model of Task-specific Motivation, presented by De Brabander and Martens (De Brabander & Martens, 2014) is a slightly adjusted model, used for their research mentioned above. In this model (Figure 1), 'Cognitive Valence' can be divided into personal and non-personal valence. The value of expected outcome of an action can be seen as the 'Personal Cognitive Valence' when this outcome benefits the person undertaking the action. In the context of professional learning activities, these outcomes can be seen as knowledge, but also skills, a change in responsibilities, a change of hierarchical position, etcetera. When it benefits others, for example pupils or the school as an organization, it is categorized as 'Non-personal Cognitive Valence'. An example of non-personal cognitive valence for students could be gaining insight into the development or level of pupils so that the pupils receive more and better differentiated instruction.

Furthermore, the valences can be both positive and negative. Newly added skills for example, can be seen as 'Positive Cognitive Valence'. An added time investment or a lack of new knowledge or insights is an example of a negative cognitive valence. Positive valences can lead to approach motivation; negative valences can give rise to avoidance motivation.



**Figure 1: Outline of the Unified Model of Task-specific Motivation as presented by De Brabander and Martens (2014)**

Affective Valence does not have a contextual aspect; this construct refers to the value of the positive or negative feelings a person expects, when considering an action. The norm of others, one feels related to considering an action, is identified as the ‘Subjective Norm’ in this model. The feeling one has, that he or she is the origin in choosing and performing an action, is represented as ‘Sense of Personal Autonomy’. ‘Feasibility Expectation’ pertains both to the feelings a person has about their personal capability for undertaking an action successfully and their feelings with regard to the support provided by the organization in order to make their action a success (De Brabander & Martens, 2014).

De Brabander and Martens state that the interaction between affective and cognitive valences results in a valence expectation. It is assumed that this valence expectation has the biggest influence on the readiness for action. Feasibility expectation and subjective norm would, according to the theory of planned behaviour, also directly influence the readiness for action. However, De Brabander and Martens suggest that the effects of feasibility expectation and subjective norm are mediated through affective and cognitive valence. However, more tests are needed to prove this point. Hence, these direct paths are incorporated in their model (De Brabander & Martens, 2014).

### **Field, Capital, Habitus and the Unified Model of Task-specific Motivation**

For this research, the Social Field Theory of Bourdieu (1992a, 1992b, 1994) with its concepts 'Field' 'Habitus' and 'Capital' is combined with the Unified Model of Task-specific Motivation (De Brabander & Martens, 2014). Both models describe aspects that are of influence when making a decision, for undertaking an activity. Habitus is a more stable pattern of internalized dispositions that are of influence on decisions being taken. The Unified Model of Task-specific Motivation however, is task-specific and describes factors that are of influence when making a decision for a certain action, such as professionalization, in the (near) future. Therefore, the model describes these factors for only a certain moment in time. When one or more factors change, the outcome may be different.

For this research, the Unified Model of Task-specific Motivation will be used to search for habitus patterns towards professionalization. A certain overlap can be seen between these two theories. For example, field can be seen as the school environment of the teacher, with colleagues, management, pupils, parents, etcetera. Each player has his/her own hierarchical position in this field with their own capital (e.g. economic, cultural and social). Habitus, seen as an internalized system of dispositions towards the field and the game (of education), which are formed throughout an individual's life, finds an expression in the cognitive valence and affective valence in the Unified Model of Task-specific Motivation.

In a field, players with less capital play the game according to the rules set by those players with more capital. A difference therefore between teachers in management positions and teachers in exclusively teaching positions might be expected for cognitive and affective valence. Cultural capital can be formed through teaching experience. A teacher with only a few years of teaching experience might have less social and cultural capital than teachers who are at the end of their professional career. Differences between cognitive and affective valences might therefore be visible. The Unified Model of Task-specific Motivation might give some insight into why players make decisions towards professionalization activities and give some insight into overlap or differences between different groups of teachers or settings.

The current research is a continuation of the studies by Glastra (2013) and De Brabander & Martens (2014) and tries to answer the following research question:

*How do differences in choice conditions, teaching experience and school position impact the habitus towards professionalization among Dutch primary school teachers.*

The theory mentioned above, gives some ideas that there will be differences between different groups and settings. To answer the research question, several steps in qualitative research, as outlined by Bryman (2008) will be taken. Transcripts of interviews will be coded and compared for the different groups and settings. Next to a quantitative comparison of the codes assigned to interviews, a more qualitative analysis will be carried out in order to trace the specific meanings

through which the respondents constructed the affective and cognitive valences and how these meanings are connected with each other.

To answer the research question, three sub research questions are formed.

1. *'Is there a difference in habitus of Dutch primary school teachers towards professionalization in voluntary and non-voluntary settings?'*

It is expected that there is a difference in both affective and cognitive valence between both settings. In the case of voluntary settings, the positive affective and cognitive valence will be mentioned by more teachers than negative affective and cognitive valences. These professionalization activities are chosen by teachers and according to the research of Glastra (2013), teachers prefer these activities since they have a better connection with their needs. Teachers are very critical towards non-voluntary professionalization. For non-voluntary settings negative affective and cognitive valence is therefore expected to be mentioned by more teachers than for positive affective and cognitive valence.

A difference in references towards cognitive valence is also expected. Non-voluntary professionalization activities are often policy-driven. It is expected that references to these non-voluntary activities will be more focused on the school as an organization whereas in voluntary settings the references will be more focused on consequences for the teachers themselves.

2. *'Is there a difference in habitus of Dutch primary school teachers towards professionalization with regard to teaching experience?'*

Here, the focus is on finding differences between groups of teachers with regard to the years of teaching experience. According to the Social Field Theory of Bourdieu (1992a, 1992b, 1994), cultural and social capital is changing over time. This sub question will be used to find whether these changes are reflected in the habitus of teachers towards professionalization activities.

Six professional life phases in the teachers' work and lives can be determined (Day & Gu, 2007). These phases are based on teaching experience and show changes in motivation, commitment, teaching effectiveness, school position and professional development. For this research, professional life phases are combined into three new phases. The first phase, 0-7 years of teaching experience, is focused on finding one's professional identity as a teacher. In this phase, the subjective norm, e.g. colleagues and their opinions play a significant role. Professional learning activities which are related to classroom competence and building the teaching identity are positive for motivation and self-confidence.

The second phase is 8-23 years of teaching experience; in this phase, teachers have more or less a developed professional identity, but changes in personal lives (such as marriage, children) and work-related responsibilities make it an ongoing struggle to find a work-life balance. In this phase, complaints about perceived workloads are often mentioned and enhancing the role effectiveness is becoming more important.

The last phase, used for this research, is 24 years and more of teaching experience. This phase is focused on the challenges towards maintaining the professional identity (changing behaviour of pupils, ongoing educational changes) and personal life issues (health).

Since differences are found between these three groups in professional life and professional learning activities, it is expected that there is a difference in both affective and cognitive valence between the three groups. However, these differences will not be manifest in the numbers of positive or negative references to the valence of professional development between different experience groups. The literature cited suggests that experience groups will differ foremost in specific themes that they need to address according to the specific phase in their professional careers. It is expected that these differences are more prominent in the references teachers make towards the cognitive valences. Qualitative analysis will explore the specific meanings by which the three experience groups construct their positive and negative cognitive valences.

3. *'Is there a difference in habitus of Dutch primary school professionals towards professionalization with regard to school position?'*

This question is focused on finding differences between groups of teachers with regard to their hierarchical position in the field. In the Social Field Theory of Bourdieu (1992a, 1992b, 1994), hierarchical position in a field plays an important role in the habitus of the players. It is expected that there is therefore a difference between regular classroom teachers and teachers in management school positions (vice-principals).

For voluntary settings no differences in cognitive valences are expected between the two groups, since for both groups the sense of personal autonomy may well be more or less equal. However, due to their orientation on school interests, a difference for non-voluntary settings is expected for teachers in management positions. Positive cognitive valence for school is expected to be mentioned by relatively more teachers in management positions than teachers in exclusively teaching positions. Negative cognitive valence for school is expected to be mentioned by relatively more teachers in solely teaching positions than teachers in management positions. Due to the difference in orientation on the school interests, it is also expected that a difference in meanings towards the non-personal cognitive valences is visible between the two groups. Qualitative analysis will be carried out in order to explore the specific meanings by which the two experience groups construct their positive and negative cognitive valence.

Finally, a difference in affective valence is expected. Since teachers are very critical of imposed learning activities, negative affective valence is expected to be mentioned by relatively more teachers in exclusively teaching positions than teachers in management positions. Also, since school managements impose most non-voluntary learning activities, positive affective valence is expected to be mentioned by more teachers in management positions, than by teachers in exclusively teaching positions.

## Method

### Sample

For this research, a convenience sample of 20 Primary school teachers was used. The professional network of the researchers was used to invite teachers to participate in this research. When participants were willing to participate, meetings were arranged. Of the 20 teachers who participated, two were also vice-principal, but still teaching a class. One participant was vice principal and teacher of a class until two years ago. This participant has left the teaching profession itself, but is still working in the educational field as an overall co-ordinator between primary and secondary schools in the region of The Hague. Two teachers were in a middle-management position (section-coordinator). One teacher only had experience with non-voluntary professional development. However, data collected for this participant was included. Of these teachers, 18 were female and 2 were male. The average teaching experience was 15.48 years ( $SD = 13.38$ ) and 50% worked full-time. Seven teachers had up to 7 years of teaching experience, seven teachers had 8 to 23 years of teaching experience and six teachers had over 24 years of teaching experience.

### Design and measurements

For this research, quantitative and qualitative data were collected. The qualitative data were collected through semi-structured interviews. The interview questions were based on the model of De Brabander and Martens (2013a, 2013b, 2014). The main focus in these interview questions were the cognitive and affective valence, subjective norm and expected feasibility. The interview format entailed open questions, which could be used for more in-depth questions. These questions also had a fixed order. The interview format consisted of six general background questions (age, years of teaching experience, sexes, part-time or full-time, etcetera); the next two questions on how a learning activity was initiated. One of these questions was: 'Of the afore mentioned learning activities, can you tell how these were initiated?'. This formed the basis for the next eight questions on a non-voluntary learning activity. An example of these questions is; 'What were the outcomes of this learning activity?'.

After this first part of the interview the respondents were asked to fill in the questionnaire. The second part of the interview continued with the same last eight questions but now with regard to a voluntary learning activity. At the end of the interview, the respondents were asked whether they had seen changes in their profession and whether they had anything to add to what they had just said about their professional development as teachers.

The interviews were transcribed verbatim and analysed in ATLAS.ti . Codes were attached to fragments and these codes were used first as quantitative data as a heuristic tool for finding patterns. Analyses were done to find which codes were mentioned, how many teachers mentioned these codes, which codes co-occurred with other codes and how many teachers mentioned these co-occurrences. Quantitative data were used to examine whether there are differences for cognitive and affective valence for voluntary and non-voluntary settings. Also differences for school position and

teaching experience were researched. The qualitative data was then used to give insight into how these differences were expressed, what caused them or why differences were not found. The interviews were conducted in Dutch. The quotes used in this research were translated from Dutch into English. Efforts were made to keep as closely to the original quotes as possible, but some freedom has been taken, to translate these quotes into correct English.

The questionnaire used for quantitative analyses was an adjusted version of the questionnaire used for the research of De Brabander and Martens (2013a, 2013b). For these questions a 7-points scale was used. Questions used for this research were:

During the preparation and execution of this activity I have....  
 very often              seldom or never  
 experienced positive feelings.

During the preparation and execution of this activity I have....  
 seldom or never              very often  
 experienced negative feelings.

When looking at the positive consequences, this activity was ...  
 for me personally            
 not, or barely profitable              very profitable  
 for the student  
 for the school

In my estimation were, negative things that were associated with this activity, were overall ...  
 for me personally            
 very consequential              negligible  
 for the student  
 for the school

These quantitative data were used to calculate means, standard deviations and correlations. These outcomes were compared with the outcomes of the interviews. However, since the sample is too small, the main focus of this research will be on the interviews.

**Procedure**

The researchers went to the workplaces of most of the participants. The interviews and the completion of the questionnaires lasted about 45 minutes and the interviews were recorded. Audio files were transcribed verbatim into Word files. The first three interviews were conducted by both researchers. After the second interview, these interviews were evaluated with the supervisors and slight adjustments in the interview questions were made. Subsequent interviews were conducted by one of the two researchers.

## Data analyses

The transcripts of the interviews were analysed with ATLAS.ti 7.6. The codes used, were based on the model of De Brabander and Martens (2013a, 2013b, 2014) and a distinction between voluntary and non-voluntary professionalization activities was made in these codes. Since the qualitative questionnaire was two sided, with one side positive and one side more negative, this was also added to the main codes used. For this research the codes Positive Affective Valence Non-voluntary (pavN), Negative Affective Valence Non-voluntary (navN), Positive Cognitive Valence Personal Non-voluntary (pcvpN), Positive Cognitive Valence Student Non-voluntary (pcvstN), Positive Cognitive Valence School Non-voluntary (pcvsN), Negative Cognitive Valence personal Non-voluntary (navN), Negative Cognitive Valence Student Non-voluntary (ncvstN), Negative Cognitive Valence School Non-voluntary (ncvsN), Positive Affective Valence Voluntary (pavV), Negative Affective Valence Voluntary (navV), Positive Cognitive Valence Personal Voluntary (pcvpV), Positive Cognitive Valence Student Voluntary (pcvstV), Positive Cognitive Valence School Voluntary (pcvsV), Negative Cognitive Valence Personal Voluntary (ncvpV), Negative Cognitive Valence Student Voluntary (ncvstV) and Negative Cognitive Valence School Voluntary (ncvsV) were used.

The researchers got together on regular basis and discussed the codes attached to the fragments. When all transcripts were coded, code-primary documents tables and co-occurrence tables were produced. A code-primary documents table showed for each respondent which codes were attached to text fragments, and how often these codes were attached. The co-occurrence tables showed which codes co-occurred with any of the other codes and how often these co-occurrences were found. Each code-primary documents table and co-occurrence table documented not only the number of fragments, but also the number of respondents mentioning these codes and co-occurrence.

Text fragments under primary codes were used to develop secondary codes: examples of positive cognitive valence of professionalization, exchange of experiences with colleagues, getting practical tools, a good connection between theory and daily classroom practice, etcetera. These secondary codes were used to find underlying reasons for affective and cognitive valences.

In order to compare used codes and co-occurrences for different groups, ATLAS.ti offers the possibility to make families. With these families, interviews can be grouped. For example, all transcripts for teachers with 0-7 years of experience can be placed into one family group. In order to compare for years of experience, families for 0-7 years, 8-23 years and 24 or more years of teaching experience were made. Families for teachers in management positions and teachers in exclusively teaching positions were also made. These families were used to generate co-occurrence tables for each family, which then were used to compare the different families.

Once a quantitative comparison was completed between the different families, a matrix, which was divided by co-occurrences for primary codes and families, was made. The fragment



references with secondary codes were placed in this matrix, in order to compare given secondary codes between the families and see if qualitative difference could be found.

SPSS was used to analyse the quantitative questionnaires. Before analysis in SPSS was carried out, the data was inspected to prevent that incorrect or incomplete data would lead to false analysis and conclusions. One teacher only experienced non-voluntary professionalization activities. For this teacher, data for voluntary settings are therefore missing. No other data was missing. Frequency tables, histograms and descriptive statistics of the variables were analysed to find peaked and skewed distributions. However, for most of the variables, the distributions are skewed (Table 1).

Boxplots were made to find outliers. When these are extreme, they might distort the means and influence the analysis that is used to test the hypothesis. When outliers were found, the 5% trimmed mean was taken into consideration. The maximum difference between the mean and the 5% trimmed mean was .19 for Negative Cognitive Valence Student Voluntary.

Table 1:  
*Descriptive Statistics*

	N	Mean	SD	Skewness		Kurtosis	
				Statistic	Std. Error	Statistic	Std. Error
pavN	20	5.50	.827	.620	.512	-.260	.992
navN	20	2.50	1.235	.930	.512	-.152	.992
pcvpN	20	5.80	1.056	-1.346	.512	1.752	.992
pcvstN	20	5.85	1.309	-.946	.512	-.418	.992
pcvsN	20	5.95	.999	-.948	.512	.200	.992
ncvpN	20	2.45	1.317	1.042	.512	1.238	.992
ncvstN	20	1.40	.821	2.259	.512	4.901	.992
ncvsN	20	2.20	1.281	1.587	.512	2.965	.992
pavV	19	5.84	1.751	.776	.524	-.385	1.014
navV	19	2.89	1.792	.694	.524	-.793	1.014
pcvpV	19	5.37	2.140	-1.071	.524	-.277	1.014
pcvstV	19	5.00	1.856	-.874	.524	-.263	1.014
pcvsV	19	5.26	1.939	-.977	.524	-.117	1.014
ncvpV	19	3.00	1.915	.955	.524	-.283	1.014
ncvstV	19	1.79	1.316	2.232	.524	5.353	1.014
ncvsV	19	2.42	1.924	1.416	.524	.986	1.014
Valid N (listwise)	19						

### Results

In order to find an overall habitus towards professionalization activities, and to compare groups to find differences in habitus, this research focused on the affective valence and cognitive valence that teachers express towards learning activities. In this section, the data for the different settings and families will be presented and emerging patterns or differences between these families

will be explored. First the data will be explored to find which codes were mentioned most and how many teachers mentioned these codes. The more teachers mention a code, the more important the code might be. Next co-occurrences between the codes will be looked into. Also here, the more teachers show a co-occurrence, the more important this co-occurrence might be. These numbers of teachers for codes and co-occurrences will be used to draw the semantic networks for all of the respondents and for each family so that differences between the families may appear. Finally the qualitative data will be used to illustrate the differences found and explore them further.

### **Habitus of Dutch primary school teachers towards professionalization**

In order to describe the habitus of Dutch primary school teachers towards professionalization, an overall characterisation of the codes used by respondents will be presented. The codes attached to the transcripts for both non-voluntary and voluntary settings (e.g. positive affective valence voluntary or positive affective valence non-voluntary) were combined into one code (positive affective valence) in order to find an overall characterisation. Twenty respondents were interviewed on learning activities for voluntary settings and nineteen of them also for non-voluntary settings.

When teachers talked about their learning activities, both positive and negative personal cognitive outcomes were mentioned most. Positive outcomes were mentioned by 95% of the teachers and negative outcomes by 85% of the teachers. When teachers talked about the outcomes for school, larger differences between positive and negative outcomes could be seen. Positive outcomes were experienced by 72% of the teachers, but negative outcomes were mentioned only by 36% of the teachers. Also for the outcomes for the pupils, these differences between positive and negative outcomes could be seen. Whereas 59% of the teachers mentioned positive outcomes, only 15% of the teachers mentioned negative outcomes for the pupils. Although the differences are small, more teachers experienced positive feelings (92%) than negative feelings (87%) toward learning activities.

Almost all teachers mentioned both positive and negative personal cognitive valence. These personal outcomes therefore were considered to be of very great importance for the teachers. When teachers talked about *negative personal outcomes*, about one third of the references made towards these negative outcomes, concerned the theoretical or practical nature of lessons learned. The gap between theory and daily classroom practice was mentioned most. Additionally, teachers found learning activities theoretically superficial or rather failing in practical usefulness.

I quite often think, that learning activities are sometimes rather theoretical and sometimes too little applied to practice. And of course it also depends on the person who is presenting, but I think quite often we have questions as to how to do this in daily practice.... They do not always have a good answer to that.

Another theme mentioned often by teachers, concerned the time investment in the learning activities. Having to come back to school outside official working hours, the negative influence of long-term

courses on professional or private life and the necessity to invest more time in order to realize the full potential of the course were mentioned most. One teacher stated:

... it is the workload...because you really want to do well. You want to benefit as much as possible, and the result is that you have to find and study all those materials. What am I supposed to give to which pupils? And do I give this material to this pupil, yes or no? And how to use it in class, because the rest of the class is doing something different? And where to keep this pupil who is doing something different? These are also aspects that add to it and consequently there is more workload...

Negative comments towards the organization of the course or the quality of the course leaders were also made, but on a smaller scale. These statements varied widely, but quality of the course leader often involved his or her lack of back-ground knowledge or inspiration. Talking about a course on dealing with a combination group, one teacher said;

And the other part was how the learning activity was carried out... well that was disappointing. I just didn't get from it, what I wanted. I feel like I had to sit for one and a half hours doing nothing.

More teachers spoke about *positive* than negative *personal outcomes* of the learning activities. Over one third of these references involved gaining insights into their own capacities, their teaching qualities and the development of their pupils.

*And did you gain something yourself?* Well, I am quite shocked how... how important ... no not shocked. I am aware of how important it is ... what you don't do too well as a teacher. .... It makes one realize that it really matters when you address your class in an enthusiastic way and give a good explanation.

Next to gaining insights, theoretical aspects or practical lessons that the teachers learned during their professionalization activities also contributed to the personal gains teachers spoke about. Most mentioned was getting practical tools or teaching skills that could be used in daily classroom practice, but gaining more theoretical background knowledge was also frequently mentioned. When talking about getting more practical tools one teacher said: "I was very enthusiastic to go there and ..... many things I use in daily practice, I learned there". Although it was mentioned only a few times, other references concerned being with other teachers and realizing they experienced the same problems or teachers becoming more efficient and effective due to the learning activities.

About one third of the teachers spoke about *negative outcomes for the school*. The main theme was the time investment needed for the learning activities. Observed increased workloads for other teachers, or extra time investment for the implementation of new policies were mentioned most.

... Sometimes when a change is introduced, you think, wow... that will never succeed. Because coming from Education, the Inspectorate of Education, it is always a very big step. You cannot get there straightaway. Within your school, you will always have to see, how to get there. And that's always a struggle. For example, we need to implement group plans. The Inspectorate of Education wants this done within a year. Well that just does not work. You just need a little while in education, to implement this...

Most of the other negative outcomes for the school involved the realization that the learning activity showed that the quality of the education of the school was not up to standard, implementation or continuity throughout the school was lacking.

*Positive outcomes for school* were mentioned by twice as many teachers as for negative outcomes for school. Gaining insights into the consequences of the learning activity for the school was considered a positive outcome by the teachers. Another positive outcome for school mentioned by teachers, was the possibility to share ideas with the team and develop a new vision for the school or set new goals. One teacher spoke on positive outcomes: "I think the value of such training is also, that we all take the time together to zoom in on something and you ... just put the focus on it". Developing a greater curricular continuity throughout the school due to the learning activities and long-term goals such as expected improvement of Cito-test scores, were also referred to by teachers. Distinguishing the school from other schools due to the learning activity was also mentioned as a positive outcome for the school.

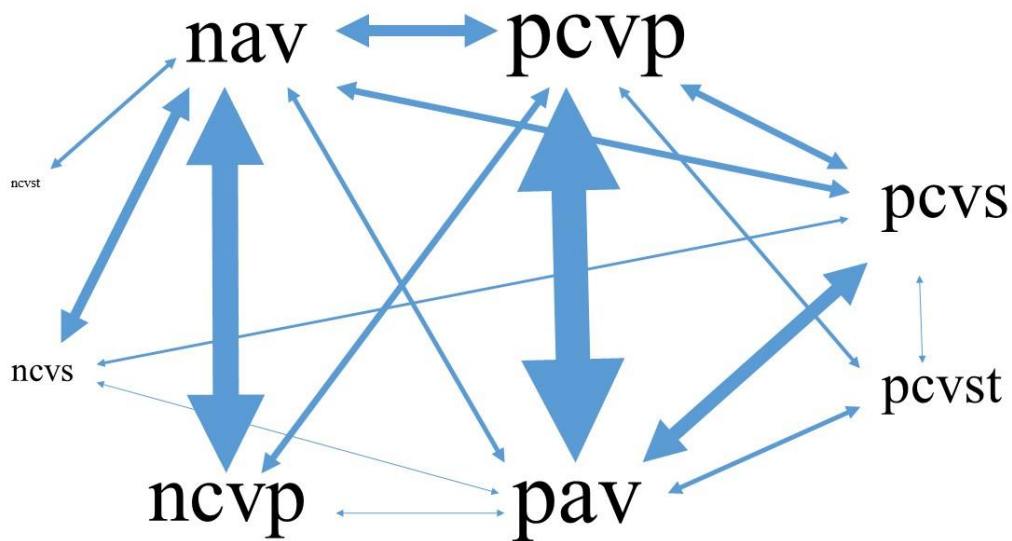
*Do you think it has produced something for the school?* Yeah I definitely think that we are now becoming more known as a school that really pays attention to this (highly gifted children, M.G.) ... so positive publicity actually ...

Several teachers also mentioned that the personally learned skills could be used for the benefit of the school as a whole.

*Negative outcomes for the pupils* were only experienced by a few teachers. These teachers mentioned different themes and a more overall theme was not found. However, almost two thirds of the teachers made *positive comments towards the outcomes for the pupils*. Gaining more insight into their pupils development, so that more adaptive education could be given, was a theme mentioned most by the teachers. When talking about group plans and reading skills, one teacher stated: "... a better focus towards the child. What does the child need? And also... that people are more aware of why they are doing it". Secondly a more positive motivation of the pupils towards the lessons and their schoolwork, due to the learning activities of the teachers, was mentioned.

The number of teachers mentioning a code and the number of teachers showing a co-occurrence between codes were used to draw a semantic network used by teachers in speaking about their learning activities (Figure 2). This semantic network shows a clear dominance for personal cognitive outcomes in combination with the feelings teachers express. This semantic

network shows that most of the positive feelings were combined with positive personal outcomes.



**Figure 2: Semantic network.** The size of the code represents the number of teachers mentioning a code and the size of the arrow represents the number teachers mentioning the co-occurrences.

Positive outcomes for school and for the pupils were mentioned by fewer teachers in combination with positive feelings. Positive feelings in combination with negative personal outcomes or negative outcomes for school or the pupils were hardly mentioned. On the other hand, negative feelings were mentioned more often in combination with positive personal outcomes or positive outcomes for the school. Even if teachers experienced negative feelings, they still recognized the positive outcomes of the learning activity. It could therefore be said that feelings were expressed more with positive outcomes than with negative outcomes.

At one point I thought that course leader himself was sometimes too active... That he was hyper. At that moment, I think... well.... Sometimes I had enough of it. But not the activities he taught so to say... those were interesting in themselves.

In conclusion it could be said that personal outcomes were of more importance than the outcomes for school and the pupils. The majority of the feelings teachers experienced, were connected with the personal outcomes they saw. Moreover, more teachers mentioned positive affective and cognitive valences than negative affective and cognitive valences. Teachers therefore might be more focussed on the positive side of learning activities and they seemed to experience more positive outcomes than negative. This is in line with the research of Glastra where teachers

seem to be strongly inclined to learn and draw lessons from the learning activities they experienced, even if these learning activities were seen as less useful in daily classroom practice (Glastra, 2013).

### **A difference in habitus of Dutch primary school teachers towards professionalization in voluntary as compared to non-voluntary settings; sub-question 1**

For both settings, positive and negative feelings towards the professionalization activities and both positive and negative personal outcomes were mentioned most. However, only very small quantitative differences between both settings were found. Outcomes for the pupils showed about 20% difference in proportions of teachers, between both settings.

The largest quantitative differences between both settings were found for both positive and negative consequences for school. For non-voluntary settings, 55% of the teachers mentioned negative outcomes and 90% of the teachers mentioned positive outcomes, whereas for voluntary settings negative outcomes were mentioned by only 16% of the teachers and positive outcomes by 53% of the teachers. For both settings, positive outcomes were mentioned more than negative outcomes for school. However, for non-voluntary settings the outcomes for school were more extreme than for voluntary settings, since more teachers mentioned positive outcomes and more teachers mentioned negative outcomes for non-voluntary settings. Outcomes for the school were the only codes that show substantial quantitative differences for both settings.

Qualitative analyses showed differences in themes for negative personal outcomes and positive outcomes for school between the two settings. For *negative personal cognitive valence*, qualitative analysis showed a difference between both settings. For both settings, the gap between theory and daily practice and not gaining theoretical knowledge or practical tools was mentioned almost to the same degree. However, far more references towards time investments and the quality of the course leader were made for voluntary settings than for non-voluntary settings. One teacher speaking about a voluntary professionalization activity stated:

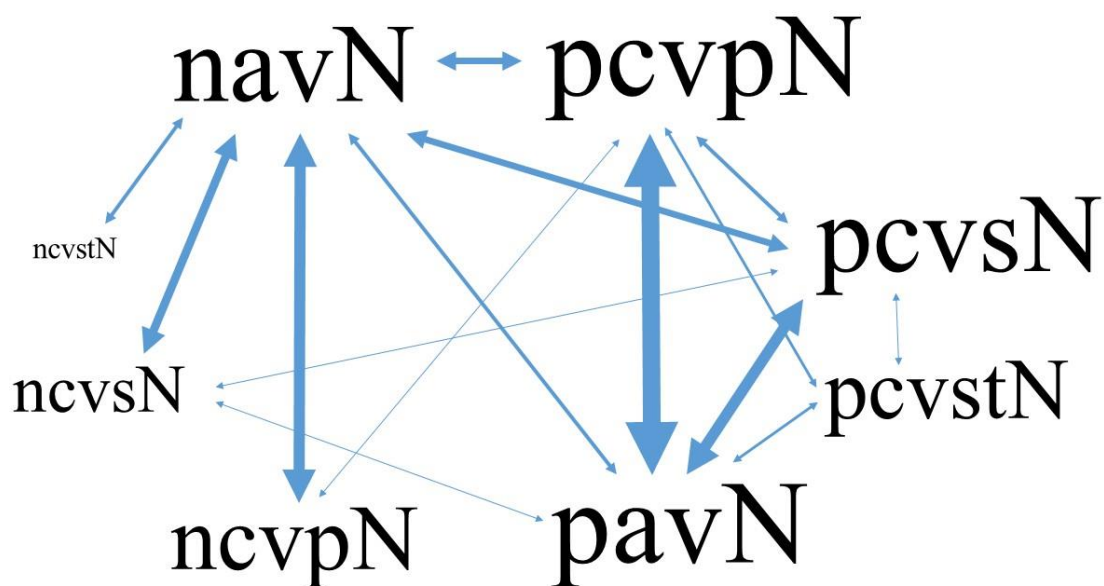
Well...concerning time, it took at least ten hours a week of homework, so to speak. But next to that, you also have your class and all that comes with that. And it was also intensive, since exercises had to be done all the time, which you were not used to.

Another qualitative difference was found for *positive cognitive valence school*. Gaining insight at the team level into school results or educational policies, developing curricular continuity and uniformity in teaching practices throughout the school, long-term goals or distinguishing the school from other schools were themes referred to in non-voluntary settings. For voluntary settings however, most references were made to personally gained knowledge, skills and tools that could be used, to benefit the school. So for voluntary settings, the gains for school were indirect consequences of learning activities. One teacher stated when talking about a mathematics coordinator course:

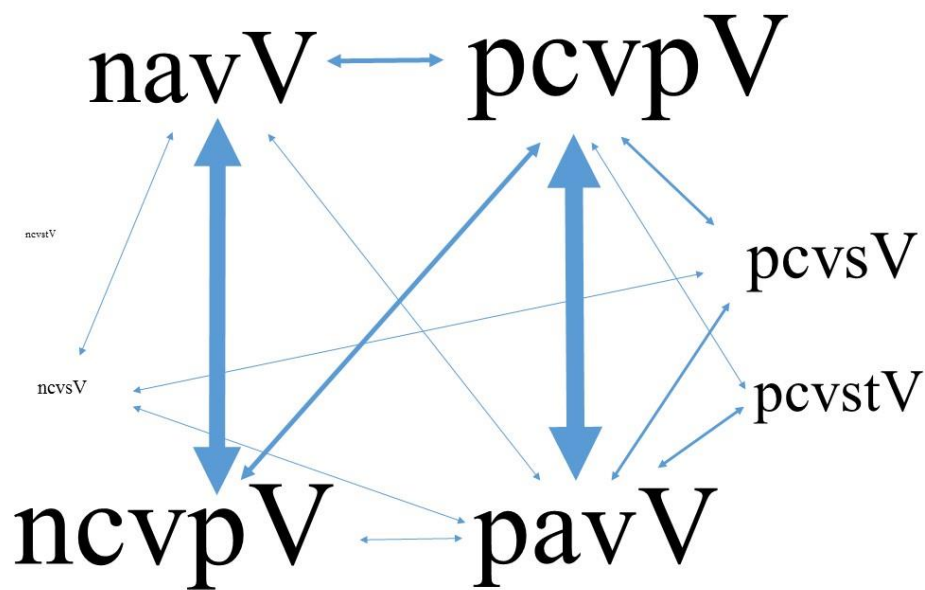
And I think that the expertise that I just gained... will have effect for all groups at a later stage. Later, when we all make an analysis of the mistakes made, I can compare them with the teaching method. See if it is correct, try to convince teachers to do this or that... Without this course I wouldn't be able to do that.

Other outcomes did not show large qualitative differences between the two settings and are therefore not discussed.

Co-occurrences for both settings were analysed and used to draw the semantic networks as presented below (figure 3 and 4). Voluntary settings were more related to the personal outcomes and the feelings teachers had towards these personal outcomes. Non-personal outcomes were not only mentioned by fewer teachers for voluntary settings than for non-voluntary settings, but the feelings teachers had towards the learning activity were also less often coupled with the non-personal outcomes. For voluntary settings, the positive or negative feelings were mainly combined with the positive or negative personal outcomes. For non-voluntary settings, far more teachers mentioned co-occurrences between affective valences with cognitive valences, than for voluntary settings. However, a smaller proportion of the teachers mentioned affective valences in co-occurrence with personal cognitive valences for non-voluntary settings, than for voluntary settings. Personal outcomes were therefore of more importance for voluntary settings than for non-voluntary settings.



**Figure 3: Semantic network for non-voluntary settings.** The size of the code represents the number of teachers who mentioned a code and the size of the arrow represents the number of teachers mentioning the co-occurrences.



**Figure 4: Semantic network for voluntary settings.** The size of the code represents the number of teachers who mentioned a code and the size of the arrow represents the number of teachers mentioning the co-occurrences.

The networks show that the positive and negative outcomes for the school made the difference between the two settings. These outcomes for school also showed differences in the combination with feelings teachers had towards the learning activity. For non-voluntary settings, teachers not only experienced more outcomes for the school (and the pupils), but their feelings were also more connected with these outcomes for school. For voluntary settings only a few teachers mentioned co-occurrences for affective valences and outcomes for school, whereas co-occurrences for affective valences and outcomes for school were mentioned by far more teachers for non-voluntary settings. Positive feelings were often experienced seen in combination with positive outcomes for school in non-voluntary settings, but also negative feelings were often experienced in combination with both negative and positive outcomes for school. Teachers not only had negative feelings when the outcomes for school were experienced negatively, but although teachers experienced negative feelings, they still recognized positive outcomes for school. Therefore, the outcomes for school could be considered of importance for non-voluntary settings.

In conclusion it could be said that for non-voluntary settings the affective and cognitive valences were more polarised. More teachers mentioned positive and negative feelings and outcomes with regard to the learning activities than for voluntary settings. Also, in non-voluntary settings, affective valences were more ambivalent than for voluntary settings. Negative feelings, in combination with positive outcomes, were mentioned by far more teachers in non-voluntary settings



than in voluntary settings. Voluntary settings were more focused on personal outcomes, whereas non-personal outcomes were of more importance in non-voluntary settings.

Qualitative analyses showed that for negative feelings combined with negative personal outcomes, a difference in themes was found. For both settings, aspects of time management and the gap between theory and daily teaching practice was mentioned. However, not getting enough theoretical background information or not enough practical help was mentioned more for voluntary settings as compared to non-voluntary settings. Also, complaints about organizational aspects of the course, such as the uncertainty of what was expected of the teachers, changes in the programme during the course or the quality of the course leader, were mentioned far more for voluntary settings. The quality of the course leader was mentioned often as a reason for negative feelings. One respondent stated:

It made me fear for another course that I'm going to do. I will do this subject again, because I obviously was not able to get what I expected. But I fear... imagine that I'm going back to do a course, will I be able to learn what I want to.... Since the person who taught this course ... teaches many courses in this region.

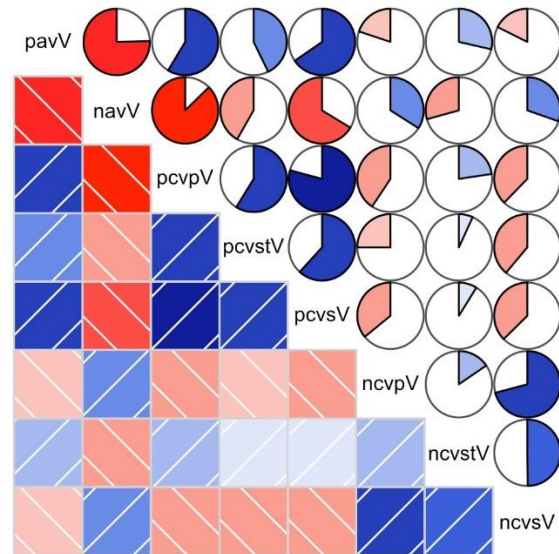
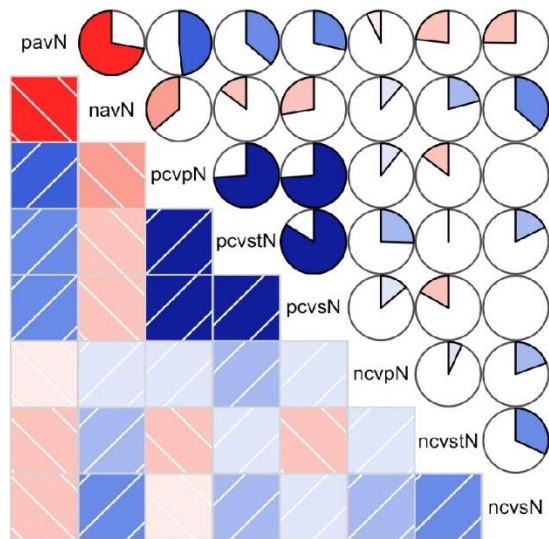
A qualitative difference between the two settings was also found for positive personal outcomes in combination with positive feelings. Positive feelings, in combination with the practical tools the teachers acquired and with gaining more insight, was mentioned for both settings. However, for non-voluntary settings gaining insights was mentioned more often with positive feelings and these insights were more focused on theoretical background concerning the development of children and school. For voluntary settings however, insights gained were more focused on the personal skills and newly acquired responsibilities. Also more teachers mentioned being together with colleagues and sharing knowledge and experiences for voluntary settings than for non-voluntary settings.

...Yeah that's nice .... Then... indeed a kind of bonus that you meet other people. *What makes it a bonus?* Well, because you ... you talk then.... It's quite a soloist profession actually, being in your classroom all day. So you can have a nice talk... how to do this and how to do that.

Other co-occurrences did not show (large) differences between the themes teachers mentioned and are therefore not discussed.

### **Quantitative analyses of the questionnaire**

All participants filled out the questionnaire. This questionnaire was used for both voluntary and non-voluntary settings. In SPSS correlations between the variables were calculated and correlation diagrams were made (figure 5 and 6). These outcomes were compared with the outcomes of the interviews.



**Figure 5: correlations for non-voluntary settings**    **Figure 6: correlations for voluntary settings**

The interviews showed that for voluntary settings personal outcomes and feeling teachers had towards the learning activity more co-occurrences were found than for non-voluntary settings. These findings were also seen in the questionnaire data, where the correlations between the positive and negative feelings and the positive and negative outcomes were stronger than for non-voluntary settings.

Where in the interviews for non-voluntary settings teachers were more focused on the outcomes for school (and their pupils), than for voluntary settings, the questionnaire showed that the correlations for positive and negative non-personal outcomes were also stronger with positive and negative feelings for voluntary settings than for non-voluntary settings. Here the questionnaire data did not support the outcomes of the interviews.

In the interviews, teachers expressed more positive outcomes in co-occurrence with positive feelings than negative outcomes in co-occurrence with negative feelings for both settings. The correlations in the questionnaire data supported this finding. In the interviews, teachers also experienced positive outcomes in co-occurrence with negative feelings in non-voluntary as opposed to voluntary settings. In the questionnaire data, correlations between negative feelings and positive outcomes for teachers, school and their pupils were negative in both settings. The correlations for non-voluntary settings however, were less strong than those for voluntary settings suggesting that when negative feelings experienced for non-voluntary settings increased, positive outcomes might not decline proportionally. This might support the findings in the interviews.

For non-voluntary settings, negative personal outcomes had a positive correlation with positive outcomes for the teachers themselves, for the school and for their pupils. However, in the interviews, co-occurrences between negative personal outcomes and positive outcomes for school and the pupils were not found. Also (positive) correlations found between negative outcomes for the

pupils with positive outcomes for teachers, school and the pupils in voluntary settings, were not found in the interviews since no co-occurrences were found.

In conclusion it could be said that the only outcomes making a quantitative difference between the two settings, were the positive and negative outcomes for school. For both settings, teachers were most focused on the personal outcomes, but for non-voluntary settings, the outcomes for school were of more importance than for voluntary settings.

Qualitative analyses showed only differences between the two settings for negative personal outcomes and positive outcomes for the school. Teachers experienced a larger time investment for voluntary settings than for non-voluntary settings. Also, the quality of the course leader was awarded greater significance for voluntary settings than for non-voluntary settings. For the other codes, no difference in themes was found.

When co-occurrences are taken into account, again the outcomes for school made the difference between the two settings. For both settings, personal outcomes and the feelings towards the learning activities were often combined with each other. However, where for voluntary settings, non-personal outcomes were hardly mentioned with the feelings teachers had, non-voluntary settings showed that the feelings teachers had, were more often coupled with negative and positive outcomes for school. Negative feelings were also seen in combination with positive outcomes for school, showing that teachers still experienced positive outcomes even if their feelings were negative.

Qualitative analysis of the co-occurrences only showed two combinations with differences in themes between the two settings. A difference between the two settings was seen for negative feelings in combination with negative personal outcomes. For voluntary settings, teachers did not get the theoretical background or the practical tips they wanted. Also, complaints with regard to the quality of the course leader or other organizational problem regarding the learning activity were made more for voluntary settings than for non-voluntary settings. Positive feelings in combination with positive personal outcomes also showed a difference between the two settings. Where in non-voluntary settings, positive feelings in combination with gaining insight was mainly focused on theoretical backgrounds concerning the development of children and school, in voluntary settings gaining insights focused more strongly on the personal skills and newly acquired responsibilities of the teachers.

The questionnaire supported some of the co-occurrences found in the interviews, where teachers were more focused on positive feelings and outcomes, and personal outcomes were of more importance for voluntary settings and for non-voluntary settings. Correlations also suggest that more than for voluntary settings, teachers experienced negative feelings but also saw positive outcomes for themselves, the school and their pupils.

**A difference in habitus of Dutch primary school teachers for professionalization with regard to teaching experience; sub-question 2**

When teaching experience is taken into consideration, only two codes showed a large difference between groups; negative affective valence in voluntary settings and negative cognitive valence for school in non-voluntary settings. All experienced teachers, with 8 - 23 years of teaching experience, mentioned negative feelings with regard to voluntary learning activities. However, only 60% of the senior teachers, with 24 or more years of teaching experience, mentioned these feelings. The group of senior teachers was also different to the group of starting teachers, with 0-7 years of experience, where negative outcomes for the school for non-voluntary settings were concerned. Of the senior teachers, 83% mentioned these negative outcomes in contrast to only 29% of the starting teachers.

It was expected that differences between the groups would not manifest themselves in the percentages of respondents showing positive or negative valences in both settings but would be more prominent in the kind of references teachers made towards the cognitive valences. Qualitative analyses showed a difference for *negative personal outcomes in voluntary settings*. All groups made statements concerning time investment and the gap between theory and daily teaching practice. However, organizational aspects of the course and the quality of the course leader were mentioned more by starting teachers than the other two groups.

*And how come, you had more difficulties with this aspect?* Well, I always want to know what the underlying theory is. And someone who is able to tell me what the underlying theory is and not eh... not someone who is not capable of making you understand what the origin is.

Another qualitative difference was found for positive personal outcomes in voluntary settings. Most of the references made by starting and experienced teachers concerned practical skills learned or getting practical tools for use in class, whereas this was hardly mentioned by senior teachers. On the other hand, senior teachers made far more references to gaining insight into the child development or to personal skills. When asked about positive aspects of a learning activity one of these teachers answered: "Yes, only positive. You just think more and more about the development of children and how to deal with this".

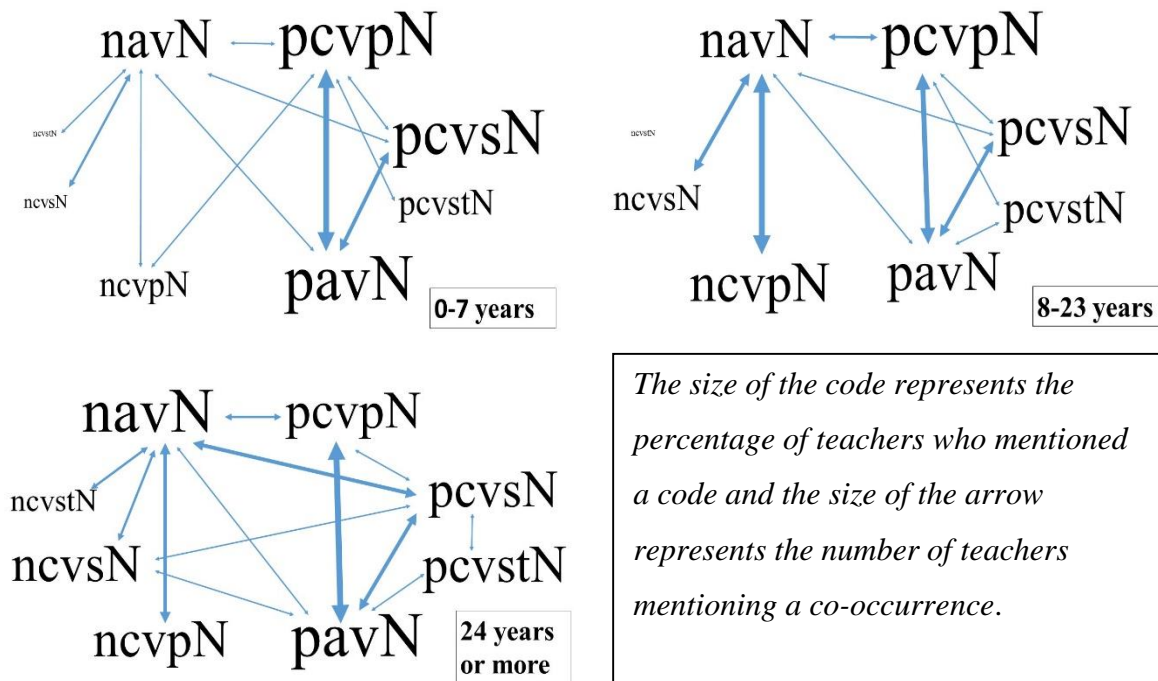
A large quantitative difference of 54% was found between senior teachers and starting teachers with regard to *negative outcomes for school in non-voluntary settings*. Qualitative analysis also showed a difference between senior teachers and the other two groups. Senior teachers had more outspoken themes when talking about their non-voluntary learning activities, such as a fragmented implementation of the lessons learned, a lack of curricular continuity and time investment. References towards time investment were mostly general references, noticing other teachers experiencing heavy workloads. One of the senior teachers stated: "*Has it been a hindrance or....* Well, it hasn't been that hindering, but it has been a bit of a hindrance since some other people

did not have time any more”. Only two starting teachers made references towards negative outcomes for school and experienced teachers made remarks without a common concern or theme.

For non-voluntary settings, negative outcomes for pupils showed a small quantitative and qualitative difference between senior teachers and the other two groups. Only one starting teacher and only one experienced teacher referred to negative outcomes for the pupils. However, all references made by three senior teachers concerned the theoretical knowledge and practical tools learned, not being applicable with regard to their pupils. When talking about co-operative learning and the co-operative activities learned, one teacher referred to these theoretical learned activities and the differences the teacher experienced with regard to the daily teaching practice:

*Ok, and what is the cause of this? Because, in my perspective, there is too little structure, too little taking the differences between the children into account. So... yes... I am giving exercises that I think are not interesting for him (the pupil, M.G.) and it (the activity, M.G.) might be too difficult for other children also.*

Other qualitative differences were not found between the three groups. Semantic networks for all three groups were produced for both settings (Figure 7 and 8) and will be discussed for differences between the three groups.

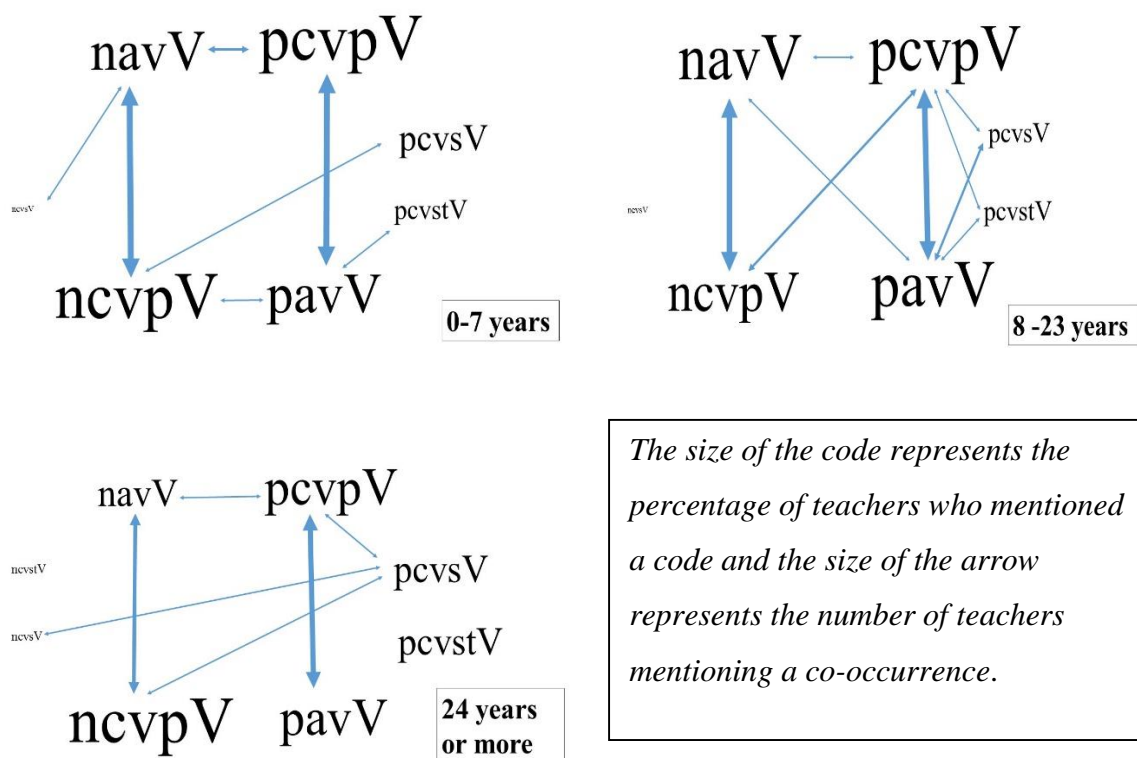


**Figure 7: Semantic network for non-voluntary settings.** Teachers with 0-7 years, 8-23 years and 24 or more years of teaching experience.

The networks show that more than the other groups, senior teachers made references to negative (and positive) outcomes for school and for the pupils in non-voluntary settings. Also,

feelings of senior teachers were more ambivalent than the other two groups in non-voluntary settings. More than for the other groups, negative feelings were mentioned in combination with positive outcomes, but also positive feelings were mentioned in combination with negative outcomes for school. Non-personal outcomes were not only mentioned more often by senior teachers, but they were also more combined with other valences. It could be concluded that senior teachers, more than the other groups, were focused on the non-personal outcomes in non-voluntary learning activities. Senior teachers noticed positive outcomes for the pupils and negative outcomes for the pupils and the school, more than teachers in earlier stages of their professional life.

The semantic networks for non-voluntary settings show a career dependent change in the outcomes teachers experience. Starting teachers seemed to be focused on positive personal and non-personal outcomes. Experienced teachers were focused on positive personal and non-personal outcomes also, but noticed more negative personal outcomes and outcomes for the school. Senior teachers had a larger focus on both positive and negative personal and non-personal outcomes.



**Figure 8: Semantic network for voluntary settings.** Teachers with 0-7 years, 8-23 years and 24 or more years of teaching experience.

The networks for voluntary learning activities show that for all groups, non-personal outcomes were seen as less important for teachers in voluntary settings than in non-voluntary settings. All three groups showed that for voluntary learning activities, personal gains were seen as the main focus of the learning activity. Also, the feelings expressed by teachers towards the learning activity were coupled with the personal outcomes more often, than with outcomes for pupils and

school. Feelings towards personal outcomes were, for all three groups, more polarised for voluntary settings than for non-voluntary settings. For senior teachers this polarisation however, was less than for the other two groups.

For voluntary settings, the network for experienced teachers shows that positive non-personal outcomes were combined with positive feelings and positive personal outcomes, more than for the other two groups. It could be concluded that the network for the experienced teachers seems to be least affected by the setting difference.

Although quantitative differences for positive affective valence and positive personal cognitive valence for non-voluntary settings were not found, qualitative differences could be seen between starting teachers and senior teachers. More starting teachers made statements about positive feelings in combination with practical aspects, such as getting practical tips to use in daily classroom practice than senior teachers. Gaining more insight and sharing thoughts and experiences were mentioned by more senior teachers than starting teachers. An example of a statement on practical tips is;

Uhm... very clear examples were given of how to do this or that... Or; "You can do it this way". Or like..."Choose anything that fits you". And with that information you could literally start the next day. That was just very nice.

Qualitative differences were also found for negative feelings in combination with negative personal outcomes for voluntary settings. All three groups mentioned time management aspects, the lack of theoretical and practical aspects learned and the mismatch between theory and daily classroom practice in combination with negative feelings. However, starting teachers made additional references to organization of the course itself and the quality of the course leader, being uninspiring and lacking theoretical knowledge. One starting teacher stated:

However, at X, workshops were given by different people. And there were a few... I can't remember who.... That's a course leader who doesn't inspire. For me that is quite important. And when someone just takes a text.... I would not say reading it aloud... but just tells what is written, I start thinking .... "Hello, I can..... read it myself".

**A difference in habitus of Dutch primary school professionals for professionalization with regard to school position; sub-question 3**

When management positions are taken into consideration, only two codes showed a difference of about 50% between teachers in management positions and teachers in exclusively teaching positions. *Negative outcomes for school for non-voluntary settings* were mentioned by all three teachers in management positions whereas only 47% of the seventeen teachers in exclusively teaching positions referred to this valence. Also *positive outcomes for school for voluntary settings* showed a difference of 48% between the two groups. Only one of the three teachers in management

positions made references towards these positive outcomes in contrast to 81% of the teachers in exclusively teaching positions.

Qualitative analyses showed a difference between the two groups when talking about *negative outcomes for school for non-voluntary settings*. Teachers in management positions made several references towards problems concerning implementing the theory and practical lessons learned in the learning activity. These learning activities, which were focused on reading comprehension and 'Performance driven teaching' [Opbrengstgericht leren], were all imposed by their school boards. The theoretical and practical lessons learned, needed to be combined with and sometimes contradicted already existing school policies. Imposed learning activities sometimes also conflicted with activities that the schools were already undertaking. Organizational problems, team members not making the connection between the theory learned and their daily practice and team members experiencing heavy workloads, were also mentioned.

... So, we weren't very happy at the start. And of course it is imposed by the school board. And you think, we are already doing something. Well, in the end it more or less fitted into what we were doing. But of course, on top of all the policies we already had, new policies were added. And that is aggravating. Because you couldn't change it.

Teachers in exclusively teaching positions mainly mentioned perceived workloads and the realization that (major) changes were needed, in order to improve the school. Also, references were made to a fragmented implementation of the theoretical and practical lessons learned or a lack of curricular continuity.

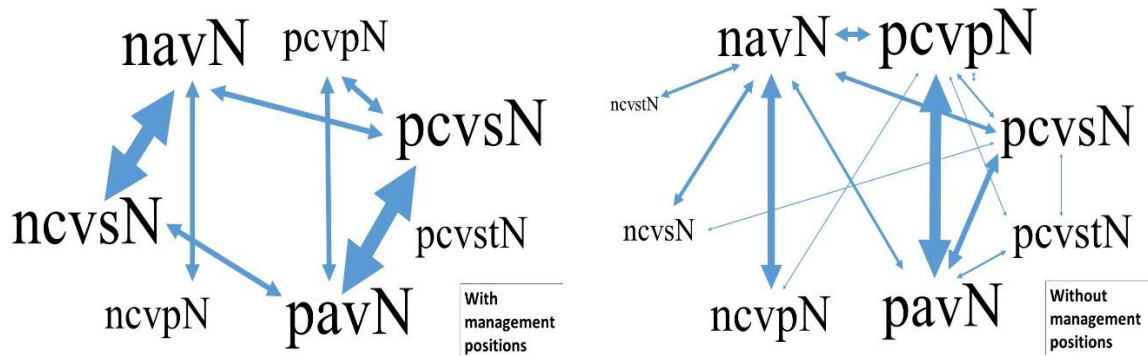
Action-oriented learning should be done according to a certain pattern. But in my school, and I think it happens in more schools, in the end everyone does it the way he likes. And that is eh.... not the way it should be done of course.

Qualitative differences were also found for *positive personal cognitive valence for non-voluntary settings*. Teachers in management positions made references concerning how to deal with resistance within the team, gaining insight into the theory and why and how this theory should be implemented in class, and being more efficient. Teachers in exclusively teaching positions also mentioned efficiency, but also stressed gaining insight into the development of the pupils and acquiring personal skills, getting practical tools and theoretical knowledge, and being able to implement theory in daily practice. In contrast to teachers in management positions, being able to improve the motivation of the pupils was mentioned only by teachers in exclusively teaching positions.

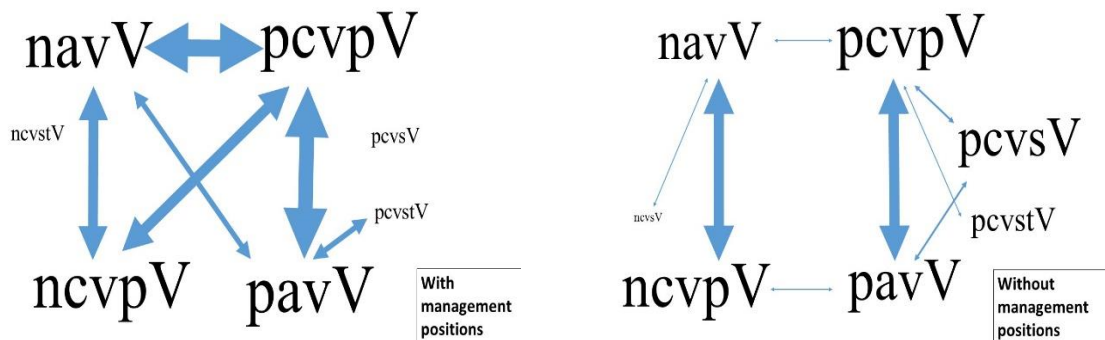
The networks (Figure 9 and 10) show a clear difference in non-voluntary settings for teachers in management positions. Outcomes for school were not only mentioned by more teachers in management positions, the combination between these outcomes and the feelings teachers had, was mentioned by a higher proportion of teachers in management positions than by teachers in



exclusively teaching positions. More than for teachers in exclusively teaching positions, feelings of teachers in management positions towards the learning activity, were coupled with the outcomes for the school. The feelings of teachers in exclusively teaching positions were combined with personal outcomes, more than for teachers in management positions.



**Figure 9: Semantic network for teachers in management positions and teachers in exclusively teaching positions for non-voluntary settings.** The size of code represents the percentage of teachers mentioning a code and the size of the arrow represents the percentage of teachers mentioning a co-occurrence.



**Figure 10: Semantic network for teachers in management positions and teachers in exclusively teaching positions for voluntary settings.** The size of code represents the percentage of teachers mentioning a code and the size of the arrow represents the percentage of teachers mentioning a co-occurrence.

When teachers in management positions talked about their learning activities a major shift can be seen between the two settings. The same number of teachers in management positions expressed positive and negative feelings in either setting. For non-voluntary settings, all teachers in management positions experienced these feelings in combination with positive or negative outcomes

for school and feelings were experienced less in combination with personal outcomes. However, for voluntary settings, outcomes for school showed no combination with feelings at all. Positive personal outcomes on the other hand, were mentioned by all teachers in management positions together with both positive and negative feelings. It could be concluded that for non-voluntary settings, feelings of teachers in management positions were mainly coupled with the outcomes for school whereas for voluntary settings, the focus lied on the personal outcomes.

For teachers in exclusively teaching positions, the network for non-voluntary settings is more ambiguous than for voluntary settings. For both settings, positive feelings were mentioned by about three-quarter of these teachers coupled with positive personal outcomes. Interestingly, the number of teachers in exclusively teaching positions increased from 47% to 69%, when they talked about negative feelings in combination with negative personal outcomes for voluntary learning activities. For non-voluntary settings, more teachers in exclusively teaching positions spoke about non-personal outcomes together with feelings and other personal and non-personal outcomes than for voluntary settings. It could be concluded that when teachers in exclusively teaching positions talked about non-voluntary settings, the feelings and the personal and non-personal outcomes were more combined with each other, whereas for voluntary settings, feelings were more combined with personal outcomes than with non-personal outcomes.

When the two groups are compared, teachers in management positions showed a greater focus on the outcomes for school in combination with their feelings. Personal outcomes were also important but predominantly in voluntary settings. Positive feelings in combination with positive outcomes were more or less the same as negative feelings in combination with negative outcomes. For teachers in exclusively teaching positions the combinations were more ambivalent and they experienced more positive outcomes than negative outcomes. Also negative feelings were more often combined with positive outcomes. When the two groups are compared for voluntary settings, both showed a greater focus on the personal outcomes. Teachers in exclusively teaching positions experienced negative feelings more in combination with negative personal outcomes and positive feelings more in combination with positive personal outcomes. Teachers in management positions however, experienced more positive personal outcomes and these were coupled with both positive and negative feelings more often.

Next to quantitative differences, qualitative differences were also found for the combination of positive feelings and positive outcomes for school in non-voluntary settings. Both teachers in management positions and teachers in exclusively teaching positions mentioned that undertaking a learning activity with the whole staff was good for creating a broad-based support for the learning activity itself. Furthermore, teachers in exclusively teaching positions mentioned practical tools for the school as a whole. These references towards practical tools for the school were not made by teachers in management positions. One teacher in an exclusively teaching position spoke about a learning activity on reading comprehension:

We knew how those lessons were constructed. You don't need to tell us how to do that anymore. But we had misinterpreted the part about that reading strategy.... And then those people of 'Nieuwsbegrip' told us we used the strategies in the wrong way. And they gave us some advice how to do it.

A quantitative difference between the two groups for positive affective valence in combination with positive personal cognitive valence for voluntary settings was not found. Qualitative analysis however, showed a small difference in the themes mentioned. Statements for both groups referred to the practical activities done and practical tools acquired, exchange of ideas and experiences and the motivating impact of the course in itself. However, remarks on gaining more insight and personal development were only made by teachers in exclusively teaching positions.

### Conclusion

This research was focused on the habitus of teachers towards professional learning activities. First, the overall habitus towards professional learning activities was studied. Subsequently, the habitus of teachers towards professional learning activities was researched when choice conditions, teaching experience and school position were taken into account.

With regard to the overall habitus of teachers towards professionalization activities, it could be concluded that when teachers talked about their professional learning activities, personal outcomes were mentioned by far more teachers than non-personal outcomes such as outcomes for school or for the pupils. Personal outcomes seemed to provide the most important framework or criteria for the evaluation of learning activities. An explanation might be that teachers saw themselves as the most important filter for the realisation of the consequences of their learning for the pupils and school. Furthermore, teachers seemed to be more focused on the positive side of their learning activities. When talking about personal outcomes, more teachers mentioned the positive outcomes and feelings of their learning activity than negative outcomes and feelings.

When talking about positive *personal gains* teachers referred to the practical tools or teaching skills that could be used in daily classroom practice. Gaining more theoretical background knowledge, gaining more insight into their own capacities and teaching qualities and gaining insight into the development of their pupils, were also mentioned frequently as a positive outcome.

However, teachers were also critical of the theoretical or practical nature of lessons learned. Negative outcomes concerned the gap between theory and daily classroom practice and learning activities being theoretically superficial or rather failing in practical usefulness. Other negative outcomes concerned the time investment in the learning activity, its influence on professional or private life, and the need felt to invest more time in order to realize the full potential of the course. Also, the organization of the professional learning activity or the quality of the course leader were criticized.

Teachers saw more *gains* than losses *for the pupils and the school* resulting from their professional learning activities. Gains were defined in terms of insights into the development of pupils, and in terms of increased motivation on the part of pupils. Pupils rarely faced negative consequences of professionalization activities in the eyes of the respondents. Positive outcomes for the school were also experienced by the teachers, such as developing a new vision or goal for the school and more curricular continuity throughout the school as a whole. Teachers also mentioned that personal outcomes, such as becoming a qualified mathematics-coordinator, would benefit the school too.

The overall semantic network shows that teachers connected their positive or negative feelings with their personal gains or losses, where positive valences and connections were stronger than their negative antipodes. Remarkably, the networks also show a strong connection between negative feelings towards the learning activity and, positive personal and school outcomes. This suggests that teachers still recognized the positive outcomes, even when their feelings towards the activities were negative. This is in line with the research of Glastra (2013), where he found that teachers are still able to draw lessons from their learning activities even if they find them less useful.

In conclusion it could be said that this research suggests that the teachers in this sample had an overall positive habitus towards learning activities, both in terms of their feelings towards the learning activities and in terms of the consequences of their participation in them for themselves, for the school and for the pupils. Feelings towards a learning activity were mainly connected with personal outcomes. If personal outcomes were positive, positive feelings were expressed. Negative feelings were expressed mainly in combination with negative outcomes. However, even when teachers had negative feelings with regard to some learning activities, they were still able to point out positive personal and non-personal outcomes. Although the majority of teachers experienced benefits for school and pupils, gain for the school and the pupils was not the main focus of the teachers. Teachers valued these non-personal gains less than the personal gains or losses.

The first sub-question concerned the *differences in habitus of teachers towards professional learning activities in different choice conditions*. The largest quantitative differences between both settings were found for both positive and negative consequences for school, where for non-voluntary settings the outcomes for school were more extremely polarized than for voluntary settings. More teachers mentioned both positive and negative outcomes for non-voluntary settings than for voluntary settings. Outcomes for the school were the only codes that showed substantial quantitative differences between settings. Qualitative analyses showed differences in themes for only two codes. References to time investment and the quality of the course leader which were made more in voluntary settings, made the difference for negative personal outcomes. Positive outcomes for the school showed to be a direct result of non-voluntary learning activities, but an indirect result of voluntary learning activities.

The semantic networks showed that the feelings and outcomes were more polarized in non-voluntary settings and the feelings expressed by teachers in non-voluntary settings were more ambivalent. Negative feelings were experienced with positive outcomes by more teachers in non-voluntary settings than in voluntary settings.

The questionnaire supported some of the co-occurrences found in the interviews, where teachers were more focused on positive feelings and outcomes, and personal outcomes were of more importance for both voluntary settings and non-voluntary settings. Correlations also suggested that more teachers experienced negative feelings in non-voluntary settings than for voluntary settings, but also see positive outcomes for themselves, the school and their pupils.

The habitus of the teachers towards professionalization activities was hardly affected by differences in choice setting. However, the (positive and negative) cognitive outcomes for the pupils and the school found in the overall habitus were mainly a reflection of the experiences teachers had in non-voluntary settings, given that these experiences were hardly mentioned for voluntary settings. The co-occurrences found for negative feelings in combination with positive outcomes for the school only occurred in non-voluntary settings.

The results of this research did not support all the expectations. It was expected that for voluntary settings, positive affective and cognitive valences would be mentioned by more teachers than negative affective and cognitive valences. This research supported this expectation. However, for non-voluntary settings it was expected that negative affective and cognitive valences would be mentioned by more teachers than positive affective and cognitive valences. This research showed that also for non-voluntary settings, positive affective and cognitive valence take precedence over negative affective and cognitive valences. These findings do not corroborate the findings of Glastra (2013) where he found that most of the teachers reject mandatory school-wide learning activities, since they experience mandatory learning activities as not being effective, have doubts about the authority of external experts and doubt the legitimacy and the practicability of education policies that inform many of such learning activities.

An explanation for the finding in this research might be that the teachers in this sample spoke for the main part, about more practical learning activities such as improving reading comprehension, writing group plans for 'Performance driven teaching' [Opbrengstgericht leren], co-operative learning, etcetera. Possibly, teachers in this research mentioned more positive feelings and outcomes for school and pupils as a result of their overall positive habitus towards professionalization and lower expectations with regard of personal outcomes in non-voluntary professionalization. When positive personal outcomes did result from non-voluntary professionalization activities, these might have been experienced as unexpected bonus. A second explanation may be that central values differ between the study of Glastra and this research as a consequence of the small sample sizes involved.

The overall positive habitus of the teachers in this sample was hardly affected by the choice setting. Interestingly, negative personal outcomes were mentioned by more teachers for voluntary settings than for non-voluntary settings. This difference was mainly attributed to the time investment experienced in the voluntary learning activities and the quality of the course leader.

An explanation might be that non-voluntary learning activities were more often than not organized during special study days on which pupils are free. This might be experienced as less burdensome than voluntary learning activities. These usually need to be attended after school hours, when teachers normally prepare lessons, grade schoolwork or attend to their administration. Another explanation might be that, although teachers see formal learning activities as an additional task of their profession (Glastra, 2013), non-voluntary learning activities were more than voluntary learning activities, experienced as 'part of the job'. Time investment needed for non-voluntary learning activities might therefore be more according to the expectancies of the teachers, than for voluntary learning activities. More research is needed in order to be more conclusive.

An explanation with regard to the quality of the course leader might be the following; non-voluntary learning activities are mainly imposed by school-managements and are often policy-driven (Glastra, 2013). When the learning activity had been organized in collaboration with the school management and the specific school situation had been taken into consideration, course leaders might be able to tailor more to the needs of the school. However, this explanation does not match with the findings of Glastra (2013) where he found that imposed learning activities are often policy-driven and these learning activities do not take differences between teachers' knowledge, skills and classroom practice into consideration. More research is needed.

Another explanation of the findings that voluntary settings showed more negative personal outcomes, could be that expectations of teachers towards voluntary learning activities might be higher than learning activities imposed on them by the management. According to Glastra (2013), the majority of teachers prefer self-chosen learning activities above imposed learning activities, since they promise to have a better fit with their personal needs, skills and daily classroom practice. This preference for self-chosen activities with their promise for a better fit, might also lead to higher expectations. These higher expectations may lead to a greater chance of disappointment, for instance with regard to the quality of the course leader or the course organization. Secondly, De Brabander and Martens (2014) conclude that sense of personal competence and sense of personal autonomy are related to the affective and cognitive valences. The sense of personal competence and sense of personal autonomy may differ between voluntary settings and non-voluntary settings. The valence expectations for voluntary settings might be higher than for non-voluntary settings and the disappointment of the teachers might be higher if the outcomes do not live up to the expectations. Schwartz (2004) concludes that if more options are available (e.g. the choice a teacher can make for voluntary learning activities) the expectations are higher and regret of the choice will be higher if the

outcomes are not up to expectation. When no choice options are given, disappointment might be experienced, but not regret. More research is needed to investigate this explanation.

A difference in references towards cognitive valence for both settings was also expected. It was expected that references to non-voluntary activities would be more focused on the school as an organization whereas in voluntary settings the references would be more focused on consequences for the teachers themselves. This research supported this expectation and showed that more teachers made references towards non-personal cognitive valences for non-voluntary settings than for voluntary settings. Qualitative analysis also showed that gain for school and pupils in voluntary settings were mainly seen as an indirect result of personal gain (skills and theories learned) that were of benefit for the whole school, whereas for non-voluntary settings these positive outcomes for school (e.g. more curricular continuity, uniformity in teaching practices, better school test results) were often the results of the team as a whole gaining insights.

In conclusion it could be said that this research suggests, that the habitus towards professional activities with regard to choice conditions showed that the main difference was found in non-personal outcomes. The habitus of teachers in non-voluntary settings seemed to be, more than for voluntary settings, focused on the outcomes for school and pupils and more teachers saw positive outcomes than negative outcomes. Also, even when experiencing negative feelings, teachers seemed to be more aware of the positive outcomes for school and pupils in non-voluntary settings than in voluntary settings.

The habitus of teachers towards non-voluntary learning activities showed a more polarised image with regard to the feelings teachers had than for voluntary settings. More teachers experienced both positive and negative feelings towards non-voluntary learning activities. Also in non-voluntary settings, valences were more ambivalent than for voluntary settings. Negative feelings in combination with positive outcomes were mentioned by far more teachers in non-voluntary settings than in voluntary settings.

The second sub-question concerned the *differences in habitus of Dutch Primary school teachers towards professionalization with regard to teaching experience*. When teaching experience is taken into account, it was expected that there would be a difference in both affective and cognitive valence between the three groups, but these differences would not manifest themselves in the numbers of positive or negative references. This research supported these expectations; larger quantitative differences between groups were only found for two codes; negative affective valence for voluntary settings and negative cognitive valence for school in non-voluntary settings. Senior teachers experienced less negative feelings in voluntary settings as compared to experienced teachers. Senior teachers also noticed more negative outcomes for the pupils in non-voluntary settings as compared to starting teachers and experienced teachers.

A career dependent change in the outcomes teachers experience was found for non-voluntary settings. Positive personal and non-personal outcomes were found to be the focus of starting

teachers. These positive outcomes were also found for experienced teachers, but in addition negative personal outcomes and negative outcomes for the school were also noticed by these group of teachers. Senior teachers were found to be more positive but also more critical towards all personal and non-personal outcomes.

It could be concluded that senior teachers were, more than the other groups, focused on the positive and negative non-personal outcomes in non-voluntary learning activities. This focus on non-personal outcomes is in line with Day and Gu (2007), where they found that for senior teachers adjusting to the constant challenge of their professional identity (e.g. pupils behaviour and the continuing flow of new educational initiatives) has a negative impact on the morale, professional identity and effectiveness, and the relationship with the pupils and school culture are motivating factors (Day and Gu, 2007). Interestingly, this focus on the negative outcomes for the pupils and school was not found for voluntary settings.

All three experience groups mentioned the combination of the personal outcomes with the feelings they had towards the learning activity more often than the combination of feelings with the outcomes for pupils and school in voluntary settings. However, the semantic network for experienced teachers shows that positive non-personal outcomes were, more than for the other two groups, coupled with positive feelings and positive personal outcomes. It could be concluded that for experienced teachers, the type of setting seemed to have the least impact according to the semantic network.

It was expected that the differences between the groups would be more prominent in the references teachers made towards the cognitive valences. Qualitative analysis showed differences for positive personal outcomes for voluntary settings and negative outcomes for school in non-voluntary settings. For both codes, senior teachers were found to be different from the other two groups. In terms of positive outcomes, they were more focused on the development of their pupils and gaining insight into personal skills. On the negative side, they frequently mentioned the lack of curricular continuity, and heavy workloads for other teachers. The other experience groups did not show a common concern or theme. This is in line with the findings of Day and Gu (2007), that teachers in their final stage of their professional life were more focused on the professional relationship with their pupils and continued to update their own teaching skills and background knowledge. Senior teachers also showed resentment at the constant changing and enforced educational policies and the negative feelings towards the deteriorating conduct of the pupils (Day & Gu, 2007).

Qualitative differences were also found for co-occurrences between positive feelings and positive personal outcomes in non-voluntary learning activities. Statements about the practical nature of the lessons learned decreased when teachers were more experienced. The number of references to gaining insights and sharing thoughts and experiences with other teachers however increased when teachers belonged to a more experienced group. A difference in statements was also seen for co-occurrences between negative personal outcomes and negative feelings for non-voluntary learning



activities. Contrary to the other two groups, starting teachers made additional references to the organizational aspects of the course and quality of the course leader in combination with negative feelings. Other themes mentioned were seen for all three groups.

It could be concluded that teachers who are at the start of their professional careers seemed, more than in other groups, to be focused on enhancing their personal competence and knowledge, whereas teachers at the end of their careers, more than the other groups, were focused on the outcomes for school and pupils. This suggests that for the habitus towards professionalization, there is a career dependent difference in what teachers need. This is in line with the research of Day and Gu (2007) where they found that professional development was related to change during professional life (Day and Gu, 2007) and the changes in habitus through interaction, changes in the field and capital (Hardy, 2012; Hardy & Melville, 2013). This implies that the school management should take these differences between the teachers into account when organising a mandatory learning activity. Since several remarks were made by teachers with respect to the quality of the course leader, this too should be the focus of school supporting (educational) organizations.

Senior teachers mentioned both positive and negative outcomes for the school and the pupils for both settings, with the exception of positive outcomes for school in non-voluntary settings, more than in the other two groups. When the networks were compared to the overall habitus of the teachers, the focus towards the personal outcomes and feelings was seen for all three experience-groups for both settings. Positive non-personal outcomes were also found for all three groups in both settings. When negative non-personal outcomes were compared with the overall habitus, the semantic networks showed that with the exception of senior teachers, these negative non-personal outcomes were negligible. Furthermore, only senior teachers mentioned combinations between negative non-personal outcomes and positive non-personal outcomes. This would suggest that senior teachers attributed most to the (negative) non-personal outcomes and combinations with these negative non-personal outcomes in the overall habitus.

In conclusion it could be said that this research suggests that the biggest difference in habitus could be seen between starting teachers and senior teachers. Starting teachers had an overall positive habitus towards non-voluntary learning activities. They mentioned mainly positive personal outcomes and positive outcomes for school. The feelings these teachers experienced were often combined with these positive outcomes. Starting teachers were less focused on the negative outcomes of a non-voluntary learning activity. When negative outcomes were mentioned, these were mainly personal outcomes. Negative outcomes for the school and the pupils were hardly mentioned. Negative feelings were experienced less and these were less often combined with personal and non-personal outcomes also.

Senior teachers were more aware of the positive and negative outcomes for all parties concerned; the teachers themselves, the school and the pupils. Positive outcomes for the pupils and

negative outcomes for the school and the pupils were experienced more by senior teachers than the other two experience groups.

When starting teachers spoke about voluntary professionalization activities, their core focus lied with both positive and negative personal outcomes. Positive outcomes for the school and the pupils were mentioned half as much as the positive personal outcomes. Negative non-personal outcomes were hardly noticed. The positive and negative feelings starting teachers had towards the learning activity, were mainly combined with the personal outcomes also.

Although senior teachers also had a greater focus on personal outcomes for voluntary settings, they noticed both positive and negative outcomes for the school and the pupils more than the other experience groups. Just like in non-voluntary settings, senior teachers seemed to be more aware of the positive and negative outcomes for all parties concerned than the other experience groups.

The third sub-question was focused on *differences in habitus of Dutch Primary school teachers in different school positions*. It was expected that for voluntary settings, no differences would be found for personal outcomes, but that differences between the two groups would manifest themselves in non-voluntary settings.

Quantitative analysis showed only two codes with a difference of about 50% between teachers in management positions and teachers in exclusively teaching positions. Both differences concerned the outcomes for school, where teachers in management positions mentioned positive outcomes in voluntary settings and negative outcomes in non-voluntary settings more than teachers in exclusively teaching positions did. A qualitative difference was found for positive personal outcomes in non-voluntary settings, where only teachers in exclusively teaching positions mentioned being able to motivate their pupils more. Another qualitative difference was found for negative outcomes for school in non-voluntary settings. Teachers in management positions made several references towards problems concerning the execution of the learning activity and the implementation of the new educational policies emerging from these learning activities and teachers in exclusively teaching positions mainly mentioned problems concerning the implementation of the lessons learned in the schools' curriculum and daily classroom practice. It could be concluded that for non-voluntary settings, teachers in management positions were mainly focused on the positive and negative outcomes for the school in contrast to teachers with exclusively teaching positions. The expectation that teachers in management positions would be focused on positive and teachers in exclusively teaching positions on negative outcomes for school therefore was not supported by this research.

A difference in affective valence was also expected. More teachers in exclusively teaching positions were expected to have negative feelings towards imposed learning activities and more teachers in management positions were expected to have positive feelings. Not all expectations were supported by this research. Although the differences between the two groups were small, both

positive and negative feelings were mentioned more by teachers with management positions than teachers with exclusively teaching positions. But a difference in the combinations of the feelings with the outcomes was found between both groups.

This research suggests that there is a difference in habitus between teachers in management positions and teachers in exclusively teaching positions. For non-voluntary settings, teachers in management positions were more focused on the outcomes for the school than the other group. The semantic networks also showed that the outcomes for school and the feelings teachers in management positions had, were often combined. Qualitative analysis showed that a difference could be seen for negative outcomes in particular. Teachers in management positions were more focused than the other group on the problems concerning the realization of the learning activity itself. For voluntary settings no quantitative and qualitative differences were found. Due to the difference in size of both groups, it is difficult to make statements about the influence of the school position in the overall habitus of teachers.

### **Directions for further research**

The professional network of one of the researchers was used to find participants and a majority of the twenty participants were personally known to one of the researchers. This could result in bias in some of the answers teachers gave. Although the researchers tried to address a broad set of activities, teachers sometimes spoke about the same kind of non-voluntary learning activities. Some of the non-voluntary professionalization activities regarding technical reading skills or reading comprehension and writing group plans, were a 'hot item' in the educational field and several schools were involved in professionalization activities regarding these themes. The experiences of these teachers with regard to the feelings and the outcomes, might be reinforced due to an overlap of the activities. Furthermore, extreme outcomes might be due to the small sample also. Caution is therefore required in generalising the outcomes of this research. For future research with a larger sample however, the results of this research can be of use when hypotheses are formed.

For this research, teachers were questioned on learning activities they had undertaken. Time has passed and feelings and impressions teachers had towards the outcomes of these activities might have changed overtime. Future research should be focused on the most recent learning activity in order to lessen the influence of time on the outcomes and feelings experienced.

Teachers were asked about the expectations they had with regard to professionalization activities. This research shows that such expectations are an important part of the framework for evaluating feelings and outcomes with regard to learning activities (Schwartz, 2004). However, in the interview, the reconstruction of these expectations met with difficulties. Often teachers expressed not having had expectations or could not reproduce them. Future research should therefore focus more on the expectations teachers have towards learning activities.

**Implications**

De Brabander and Martens (2014) make a distinction in affective and cognitive valences and these valences can be positive and negative. These valences act independently from each other. This research shows this difference in affective and cognitive valences, and shows also that positive outcomes are not only combined with positive feelings, or negative outcomes only with negative feelings. The findings of this research corroborate the Unified Model of Task-specific Motivation and show the independence of the affective and personal and non-personal cognitive valences.

The Unified Model of Task-specific Motivation describes which factors might be of importance when considering an action. This research shows that when teachers talk about the outcomes of a learning activity, more themes are mentioned. The feelings the teachers experience are coupled with these different outcomes also. This research corroborates the Unified Model of Task-specific Motivation and shows that teachers experience (several) independent valences; personal and non-personal outcomes and feelings and each valence has a positive or negative value also.

Although the majority of teachers experienced benefits for school and pupils, gain for the school and the pupils was not the main focus of the teachers. Teachers valued these non-personal gains less than personal gains or losses. However, where the government is mainly focused on the outcomes for the school and especially for the pupils, this is not the primary focus of the teachers. If the Dutch Government wants to implement its change agenda for primary education, this focus on personal outcomes should not be ignored.

This research suggest that, if the Dutch government wants to improve the teaching skills of the teachers in order to be more capable of teaching special needs children, (non-voluntary) school wide learning activities are preferred. However, these learning activities should be tailored to the school situation and of practical use.

This research has shown that teachers in this sample had an overall positive habitus towards professionalization activities. Differences were found for choice conditions. Personal outcomes were the main focus for voluntary settings, whereas non-personal outcomes come more into focus in non-voluntary settings. Also a career dependent difference in what teachers need from professionalization activities was found. School position also showed a difference for non-voluntary settings, where teachers with management positions had a greater focus on both positive and negative outcomes for the school. The Dutch government has targeted professional development of teachers as a means to improve the quality of education. This research shows that teachers have a positive habitus towards professionalization. When professionalization activities are initiated however, differences in habitus between different groups of teachers should be taken into account.

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Attachment 1

Results

In order to find an overall habitus towards professionalization activities, and to compare groups to find differences in habitus, this research focused on the affective valence and cognitive valence teachers expressed towards learning activities. In this section, the data for the different settings and families will be presented and emerging patterns or differences between these families will be explored. First the data will be explored to find which codes are mentioned most and how many teachers mention these codes. The more teachers mentioned a code, the more important the code might be. Next co-occurrences between the codes will be looked into. Also here, the more teachers show a co-occurrence, the more important this co-occurrence might be. These numbers of teachers for codes and co-occurrences will be used to draw the semantic networks for all of the respondents and for each family so that differences between the families may appear. Finally the qualitative data will be used to illustrate the differences found and explore them further.

First an overall characterisation of the codes used by respondents will be presented. The codes attached to the transcripts for both non-voluntary and voluntary settings (e.g. positive affective valence voluntary or positive affective valence non-voluntary) were combined into one code (positive affective valence) in order to find an overall characterisation. Twenty respondents were interviewed on learning activities for voluntary settings and nineteen of them also for non-voluntary settings. Therefore a maximum of thirty-nine can be scored for a code. Table 1 shows the percentages of the thirty-nine teachers who mentioned a code.

Table 1:

*Percentage of respondents mentioning a code and number of times a code is mentioned*

	negative				positive			
	nav	ncvst	ncvp	ncvs	pav	pcvst	pcvp	pcvs
Percentage of teachers mentioning the code (N = 39)	87% (34)*	15% (6)	85% (33)	36% (14)	92% (36)	59% (23)	95% (37)	72% (28)
Number of times code is mentioned	129	8	101	33	149	38	145	71

\* between brackets = the number of respondents mentioning a code

The difference between the negative and positive affective valence and the difference between positive and negative personal cognitive valence is only small. Larger differences can be seen between positive and negative cognitive valence for school and for the pupils. Teachers experienced more benefits for the pupils and school as a result of their learning activity than negative outcomes. Teachers also seemed to be more focussed on the outcomes for the school than for their pupils.

**Personal cognitive valence.** Out of the 101 times that *negative personal cognitive valence* was mentioned, about one quarter of the references concerned time investment. Having to come back to school outside official working hours, the negative influence of long-term courses on professional or private life and the necessity felt to invest more time in order to realize the full potential of the course were mentioned most. About one third of the quotations assigned to negative personal cognitive valence referred to the theoretical or practical nature of lessons learned. The gap between theory and daily classroom practice was mentioned most. Additionally, teachers found learning activities theoretically superficial or rather failing in practical usefulness. References towards the organization of the course or the quality of the course leaders attributed to about 15 % of the quotations. These statements varied a lot, but the quality of the course leader often involved his or her lack of back-ground knowledge or lack of inspiration.

Almost all teachers made a total of 145 references about *positive personal cognitive valence*. Over one third of these references involved gaining insights. These concerned insights into their own capacities, their teaching qualities and the development of their pupils. About one third of the quotations found for positive personal gain, referred to theoretical aspects or practical lessons learned. Most mentioned was getting practical tools or teaching skills that could be used in daily classroom practice, but also gaining more theoretical background knowledge was often mentioned. Although mentioned only about seven times, other references concerned being with other teachers and realizing they experienced the same problems or teachers becoming more efficient and effective due to the learning activities.

**Cognitive valence for school.** *Negative outcomes for the school* were mentioned by 36% of the teachers. A quarter of the references made by the teachers involved time investment. Among them, increased workloads for other teachers, or extra time investment for the implementation of new policies were mentioned most. Most of the other negative outcomes for the school involved the realization that the learning activity showed that the quality of the education of the school was not up to standards, implementation was lacking or continuity throughout the school was missing.

*Positive cognitive valence* for school was mentioned by 72% of the teachers. The teachers considered gaining insight into the consequences of the learning activity for the school a positive outcome. Another positive outcome for school mentioned by teachers, was the possibility to share ideas with the team and develop a new vision or set new goals for the school. Several teachers mentioned developing a greater curricular continuity throughout the school due to the learning activities, but also personally learned skills that could be used for the benefit of the school as a whole. References were also made to long-term goals such as expected improvement of Cito-test scores, or profiling the school.

**Cognitive valence for students.** Only six teachers spoke about experienced *negative outcomes for the pupils*. There were differences in the themes that lead to these negative cognitive valences and a more overall theme was not found. Almost two thirds of the teachers



made *positive comments towards the outcomes for the pupils*. Gaining more insight into their pupils so that more adaptive education could be given, was mentioned most. Second, a more positive motivation of the pupils due to the learning activities of the teachers was mentioned.

After the quantitative and qualitative analysis of the codes, co-occurrences were investigated (Table 2). Two co-occurrences were mentioned most. The combination of negative affective valence and negative personal cognitive valence was mentioned by 21 teachers. The combination of positive affective valence and positive personal cognitive valence was mentioned by 28 teachers. What teachers gain or lose from a learning activity seems closely connected to their positive or negative feelings about that learning activity. The outcomes for the school were mainly mentioned in combination with positive and negative affective valences. However, these combinations were mentioned less often than the combinations between personal cognitive valences and affective valences mentioned above.

Table 2:

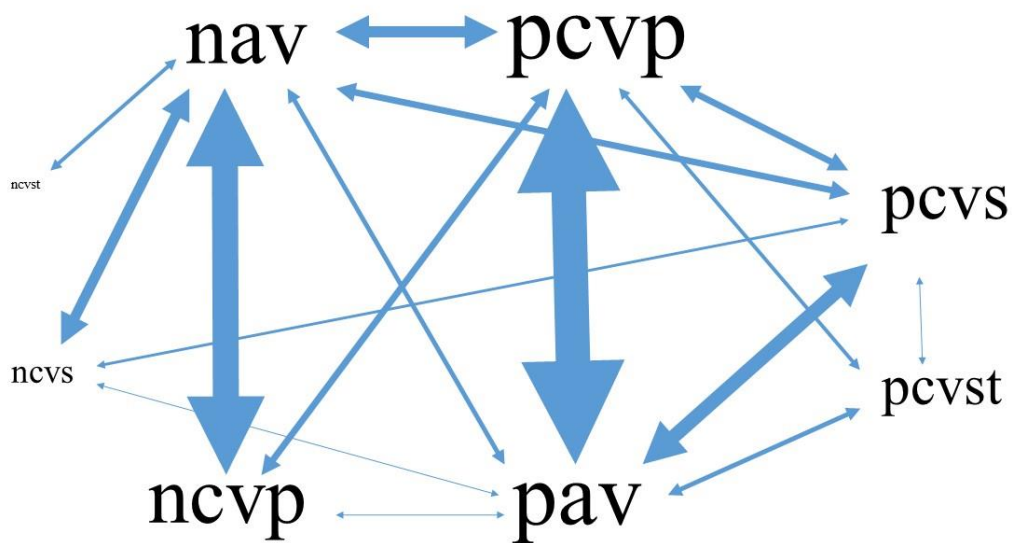
*Number of respondents mentioning (N=39)*

	ncvst	ncvp	ncvs	pav	pcvst	pcvp	pcvs
nav	3 (4)	21 (55)	8 (10)	4 (6)	0	9 (10)	5 (5)
ncvst		0	0	0	0	0	0
ncvp			0	1(1)	0	5 (5)	0
ncvs				1(1)	0	0	2 (2)
pav					4 (4)	28 (51)	11(19)
pcvst						3 (4)	1 (3)
pcvp							5 (5)

\* between brackets = the amount of times a co-occurrence was mentioned

Whereas positive feelings in combination with negative outcomes for the teachers or the school were hardly mentioned, more teachers mentioned negative feelings in combination with positive personal cognitive valence or positive cognitive valence for the school. Teachers seemed to be strongly inclined to learn and draw lessons from the learning activities they experienced, even if they experienced negative feelings. This is in line with the research of Glastra (2013). On the other hand, positive feelings in combination with negative outcomes were only mentioned once for personal outcomes and once for outcomes for school.

The number of teachers mentioning a code and the number of teachers showing a co-occurrence were used to draw a semantic network used by teachers in speaking about their learning activities (Figure 1).



**Figure 1: Semantic network.** The size of the code represents the number of teachers mentioning a code and the size of the arrow represents the number teachers mentioning the co-occurrences.

The network shows a clear dominance of personal cognitive valence in combination with affective valences. Both personal cognitive valence and affective valence were mentioned by more teachers in a positive than a negative sense. Furthermore the co-occurrence between affective valence and personal cognitive valence was mentioned by more teachers in a positive than in a negative sense.

Positive cognitive valence for school was mentioned by more teachers than negative cognitive valence for school and both cognitive valences for students. Also this network shows that positive cognitive valence for school had more co-occurrences than the codes mentioned earlier.

The network also shows that negative affective valence in co-occurrence with positive personal cognitive valence was mentioned by nine teachers. Although teachers had negative feelings towards the activity, they still recognized the positive outcomes of the activity.

**A difference in habitus of Dutch primary school teachers for professionalization in voluntary as compared to non-voluntary settings; sub-question 1**

To answer the first sub-question, patterns in the codes were researched for the different settings. Next qualitative analysis will be carried out to investigate whether there are differences in the references teachers made. A semantic network for both settings will be presented and differences between the two settings looked into.

Codes mentioned by a large majority of teachers are navN, pavN, pcvpN, pcvsN, navV, ncvpV, pavV and pcvpV (Table 3). These codes therefore can be seen as most important. For both positive and negative affective valence, more teachers mentioned these for non-voluntary settings,

than for voluntary settings, although the differences with voluntary settings are small. Both positive and negative non-personal outcomes were mentioned by more teachers for non-voluntary settings than for voluntary settings. It could be concluded that except for negative personal cognitive valence for voluntary settings, all other valences were experienced by more teachers for non-voluntary settings than for voluntary settings. Although teachers seemed to be more focused on the personal outcomes in voluntary settings they focus on non-personal outcomes in non-voluntary settings.

Table 3:

*Percentage of respondents mentioning a code.*

code	% respondents mentioning the code (N=20)		code	% respondents mentioning the code (N=19)		Difference non-voluntary-voluntary
navN	90%	(70)	navV	84%	(59)	6%
ncvstN	25%	(6)	ncvstV	5%	(2)	20%
ncvpN	75%	(39)	ncvpV	95%	(60)	20%
ncvsN	55%	(30)	ncvsV	16%	(3)	39%
pavN	95%	(82)	pavV	89%	(67)	6%
pcvstN	70%	(28)	pcvstV	47%	(10)	23%
pcvpN	95%	(75)	pcvpV	95%	(70)	0%
pcvsN	90%	(52)	pcvsV	53%	(19)	47%

\* between brackets = the number of times a code was mentioned

Both affective valences and positive personal cognitive valence showed no large differences between both settings. Negative personal cognitive valence and negative cognitive valence for students showed a difference, but these differences between both settings were relatively small (three or four teachers). The largest differences between the codes for voluntary settings and non-voluntary settings could be seen for negative and positive cognitive valence for school. Also positive outcomes for the pupils showed a slightly larger difference between both settings.

In conclusion, differences between both settings were most apparent for positive and negative outcomes for school. For non-voluntary settings both positive and negative outcomes for school and positive outcomes for the pupils were mentioned by more teachers than for voluntary settings. And for both settings, positive outcomes for school and pupils were mentioned more than negative outcomes.

**Personal cognitive valence.** Although a quantitative difference for *negative personal cognitive valence* was not large, qualitative analysis showed a difference between both settings. For both settings, the gap between theory and daily practice and not gaining theoretical knowledge or practical tools was mentioned in almost the same number. However, far more references towards time investments and the quality of the course leader were made for voluntary settings than for non-voluntary settings. *Positive personal cognitive valence* was mentioned by 95% of the teachers for

both settings. A qualitative analysis however showed slight differences in these personal gains between both settings. In voluntary settings, gains from learning was predominantly in theoretical knowledge and practical tools, and less so in insights into pupil development and personal teacher development, while in non-voluntary settings it was the other way round.

**Cognitive valence for school.** Large quantitative differences between both settings could be seen for negative and positive cognitive valence for school. *Negative cognitive valence for school* was mentioned by 55% of the teachers for non-voluntary settings, whereas only 16% of the teachers mentioned these for voluntary settings. Many teachers mentioned missing curricular continuity throughout the school and a proper implementation. However, an extended amount of pressure or workloads and extra time investment to implement new policies was mentioned most for non-voluntary settings. For voluntary settings only three teachers made references concerning theoretical and practical lessons learned and time investment. Qualitative differences between both settings were not apparent.

*Positive cognitive valence for school* was mentioned by 90% of the teachers for non-voluntary settings and by 53% for voluntary settings. Gaining insight at the team level into school results or educational policies, developing curricular continuity and uniformity in teaching practices throughout the school, long-term goals or distinguishing the school from other schools were themes referred to in non-voluntary settings. For voluntary settings however, most references were made to personally gained knowledge, skills and tools that could be used, to benefit the school. So for voluntary settings, the gains for school were indirect consequences of learning activities.

**Cognitive valence for students.** Quantitative and qualitative analysis for *negative cognitive valence for pupils* showed no large differences. *For positive cognitive valence for pupils*, a quantitative difference was found, but qualitative analysis showed only small differences.

After the quantitative and qualitative analysis of the codes, the number of co-occurrences for both settings was analysed (table 4 and 5).

Table 4:

*Number of teachers mentioning a co-occurrence for non-voluntary settings (N=20)*

	ncvstN	ncvpN	ncvsN	pavN	pcvstN	pcvpN	pcvsN
navN	3 (4)	9 (21)	7 (9)	3 (5)	0	5 (5)	5 (5)
ncvstN		0	0	0	0	0	0
ncvpN			0	0	0	1(1)	0
ncvsN				1(1)	0	0	1(1)
pavN					2 (2)	14 (24)	9 (16)
pcvstN						2 (3)	1(3)
pcvpN							3 (3)

\* between brackets = the number of times a co-occurrence was mentioned

Table 5:

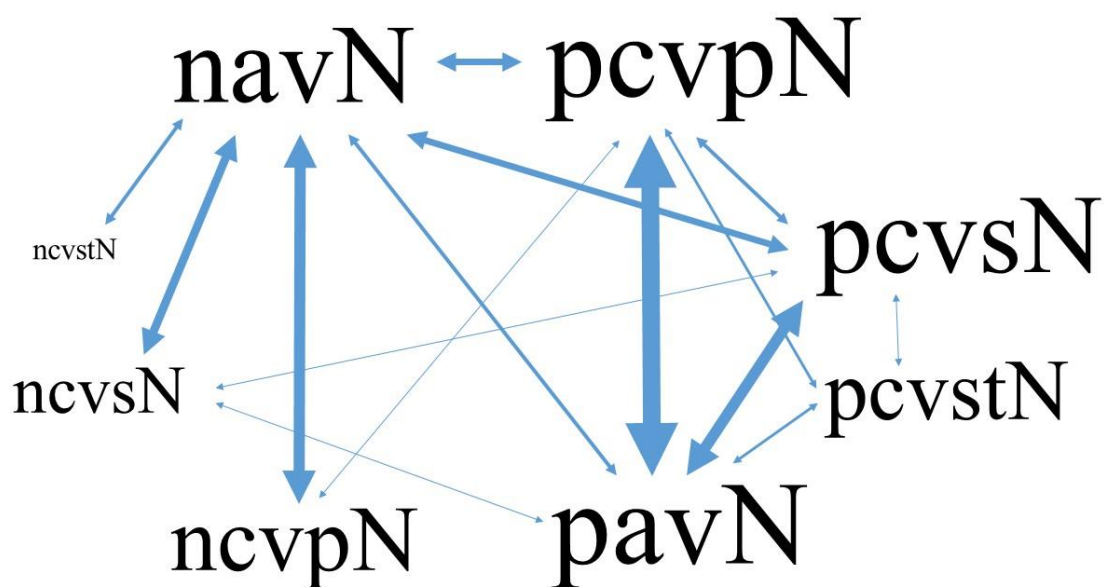
Number of teachers mentioning a co-occurrence for voluntary settings (N=19)

	ncvstV	ncvpV	ncvsV	pavV	pcvstV	pcvpV	pcvsV
navV	0	13 (34)	1 (1)	1 (1)	0	4 (5)	0
ncvstV		0	0	0	0	0	0
ncvpV			0	1 (1)	0	4 (4)	0
ncvsV				0	0	0	1 (1)
pavV					2 (2)	14 (27)	2 (3)
pcvstV						1 (1)	0
pcvpV							2 (2)

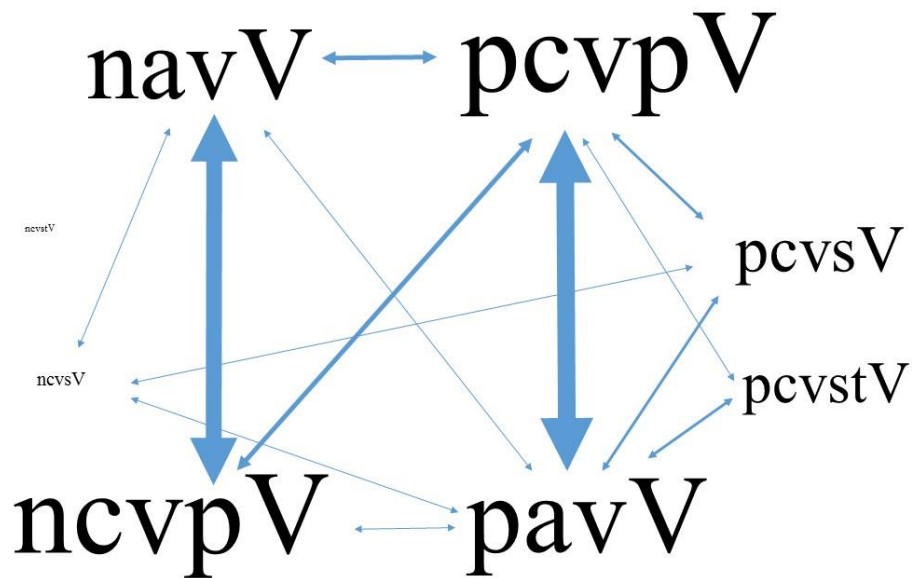
\* between brackets = the number of times a co-occurrence was mentioned

A difference in outcomes for school in combination with negative feelings could be seen between both settings. For non-voluntary settings the combination of negative feelings and both positive and negative outcomes for school was mentioned by more teachers than for voluntary settings. Furthermore positive outcomes for school in combination with positive feelings were mentioned by more teachers for non-voluntary settings than for voluntary settings. Positive feelings in combination with positive personal outcomes were mentioned by the same number of teachers for both settings.

Semantic networks for the codes were made for both non-voluntary and voluntary settings (Figure 2 and 3). The networks were made using the number of teachers mentioning a primary code and the number of teachers mentioning co-occurrences between these primary codes.



**Figure 2: Semantic network for non-voluntary settings.** The size of the code represents the number of teachers who mentioned a code and the size of the arrow represents the number of teachers mentioning the co-occurrence.



**Figure 3: Semantic network for voluntary settings.** The size of the code represents the number of teachers who mentioned a code and the size of the arrow represents the number of teachers mentioning the co-occurrence.

Voluntary settings were more related to the personal outcomes and the feelings teachers had towards these personal outcomes. For voluntary settings the positive or negative feelings were mainly coupled with the positive or negative personal outcomes. For voluntary settings, 38 teachers mentioned a co-occurrences for affective valences with cognitive valences. For non-voluntary settings, 58 teachers mentioned co-occurrences for affective valences with cognitive valences. Of the 38 teachers mentioning a co-occurrence for voluntary settings, 32 of these teachers mentioned a co-occurrence related to personal outcomes. Of the 58 teachers mentioning co-occurrences for non-voluntary settings, 28 teachers mentioned co-occurrences that were related to personal outcomes. Non-personal outcomes were not only mentioned by fewer teachers for voluntary settings, but feelings teachers had towards the learning activity were also mentioned less often in combination with non-personal outcomes. Personal outcomes were therefore of more importance for voluntary settings than for non-voluntary settings.

The networks show that the positive and negative outcomes for the school made the difference between the two settings. These outcomes for school also showed differences in the combination with feelings teachers had towards the learning activity. For non-voluntary settings, teachers not only experienced more outcomes for the school (and the pupils), but their feelings were also more connected with these outcomes for school. For voluntary settings only 3 teachers mentioned co-occurrences for affective valences and outcomes for school, whereas 22 teachers

mentioned these co-occurrences for non-voluntary settings. Positive feelings are often seen in combination with positive outcomes for school in non-voluntary settings, but also negative feelings were experienced with both negative and positive outcomes for school. Teachers not only had negative feelings when the outcomes for school were experienced negatively, but although teachers experienced negative feelings, they still recognized positive outcomes for school. Therefore, the outcomes for school could be considered of importance for non-voluntary settings.

The data presented above will be illustrated in the following section. Here, the qualitative data is inspected and the secondary codes are compared for voluntary and non-voluntary settings.

A difference was seen in the combination of negative affective valence and negative personal cognitive valence between the two types of settings. For both settings, aspects of time management and the gap between theory and daily teaching practice was mentioned. However, not getting enough theoretical background information or not enough practical help was mentioned more for voluntary settings as compared to non-voluntary settings.

Organizational aspects of the course were also mentioned far more for voluntary settings. Of these organizational aspects, the quality of the course leader was often mentioned as a reason for negative feelings. A 'click' with the course leader was lacking, or the course leader didn't inspire the teachers. Complaints about the practical organization of the course were also more in evidence in voluntary than in non-voluntary settings. Uncertainty of what was expected of the teachers, a teacher having to work together with another teacher with a completely different work setting on a group assignment and changes in the programme were mentioned. One teacher also referred to maintaining the level of the course, since teachers who had not completed important parts of the course, still got their certificate.

Whereas negative cognitive valence for school had only one co-occurrence with negative affective valence for voluntary settings, seven teachers mentioned nine of these co-occurrences for non-voluntary settings. A mismatch with the school situation and a fragmented implementation of the trajectory in the school were mentioned most. Moreover negative feelings with positive cognitive valence for school only occurred for non-voluntary settings. The positive part in this was the realization of the usefulness of the theory learned, but other factors such as resistance among other staff members, organizational problems and time investment caused negative feelings towards the learning activity in itself.

For both voluntary and non-voluntary settings, about one third of the co-occurrences of positive affective valence with positive personal cognitive valence can be contributed to the practical tools the teachers acquired. Gains in insight was mentioned for both settings. However, for non-voluntary settings, gaining insights was mentioned more often and these insights are more focused on theoretical background concerning the development of children and school. For voluntary settings, gained insights were more focused on the personal skills and newly acquired

responsibilities. Four teachers in voluntary settings and two teachers in non-voluntary settings also mentioned being together with colleagues and sharing knowledge and experiences.

Co-occurrences for positive affective valence and positive cognitive valence for school were mainly found for non-voluntary settings. Almost all of these 16 co-occurrences referred to gaining insights, sharing thoughts and experiences and achieving more uniformity and curricular continuity throughout the school. Two out of the three co-occurrences for voluntary settings also referred to sharing thoughts and building a bond.

**Quantitative analyses of the questionnaire**

All participants filled out the questionnaire. This questionnaire was used for both voluntary and non-voluntary settings. In SPSS correlations between the variables were calculated (Table 6 and 7) and diagrams made (figure 4 and 5). These outcomes were compared with the outcomes of the interviews.

Table 6:  
*Correlations for non-voluntary settings*

		navN	pcvpN	pcvstN	pcvsN	ncvpN	ncvstN	ncvsN
pavN	Pearson	-.721**	.482*	.365	.287	-.072	-.233	-.248
	Correlation							
	Sig. (2-tailed)	.000	.031	.114	.220	.761	.324	.291
	N	20	20	20	20	20	20	20
navN	Pearson		-.363	-.146	-.277	.113	.208	.366
	Correlation							
	Sig. (2-tailed)		.116	.538	.237	.635	.380	.113
	N		20	20	20	20	20	20
pcvpN	Pearson			.739**	.738**	.106	-.146	-.008
	Correlation							
	Sig. (2-tailed)			.000	.000	.657	.540	.974
	N			20	20	20	20	20
pcvstN	Pearson				.840**	.255	.010	.176
	Correlation							
	Sig. (2-tailed)				.000	.278	.967	.459
	N				20	20	20	20
pcvsN	Pearson					.138	-.167	.008
	Correlation							
	Sig. (2-tailed)					.562	.482	.973
	N					20	20	20
ncvpN	Pearson						.068	.193
	Correlation							
	Sig. (2-tailed)						.775	.414
	N						20	20
ncvstN	Pearson							.320
	Correlation							
	Sig. (2-tailed)							.169
	N							20

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).



Table 7:

*Correlations for voluntary settings*

		navV	pcvpV	pcvstV	pcvsV	ncvpV	ncvstV	ncvsV
pavV	Pearson	-.754**	.586**	.428	.654**	-.199	.286	-.176
	Correlation							
	Sig. (2-tailed)	.000	.008	.068	.002	.414	.236	.470
	N	19	19	19	19	19	19	19
navV	Pearson		-.873**	-.418	-.663**	.340	-.293	.304
	Correlation							
	Sig. (2-tailed)		.000	.075	.002	.154	.224	.206
	N		19	19	19	19	19	19
pcvpV	Pearson			.588**	.792**	-.407	.226	-.377
	Correlation							
	Sig. (2-tailed)			.008	.000	.084	.351	.111
	N			19	19	19	19	19
pcvstV	Pearson				.617**	-.250	.068	-.389
	Correlation							
	Sig. (2-tailed)				.005	.302	.781	.100
	N				19	19	19	19
pcvsV	Pearson					-.359	.088	-.374
	Correlation							
	Sig. (2-tailed)					.131	.719	.115
	N					19	19	19
ncvpV	Pearson						.154	.709**
	Correlation							
	Sig. (2-tailed)						.528	.001
	N						19	19
ncvstV	Pearson							.498*
	Correlation							
	Sig. (2-tailed)							.030
	N							19

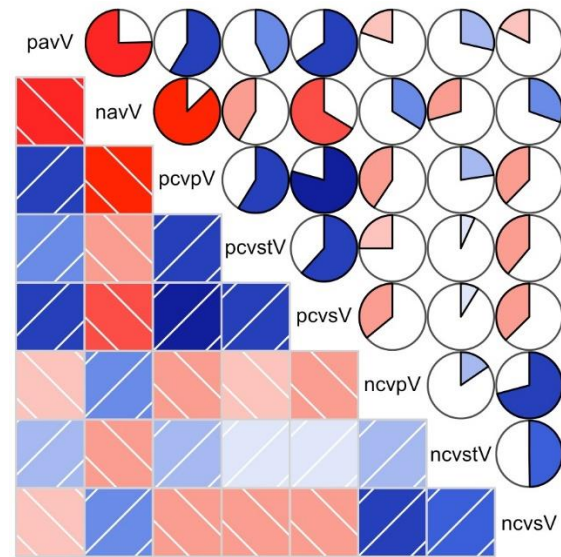
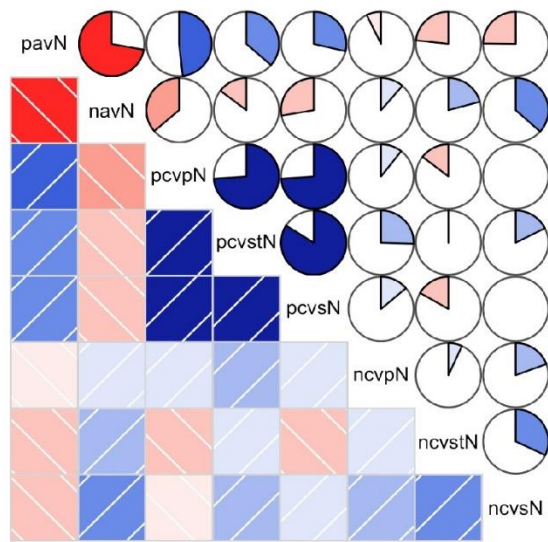
\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

The interviews showed that personal outcomes and feelings teachers had towards the learning activity were more often combined in voluntary settings than for non-voluntary settings. These findings were also seen in the answers to the questionnaire. For voluntary settings the correlations between the positive and negative feelings and the positive and negative outcomes were stronger than for non-voluntary settings. The questionnaire showed that also here, teachers were much more focused on their personal gains in combination with their feelings, than for non-personal gains.

However, positive and negative non-personal outcomes were also more strongly correlated with positive and negative feelings for voluntary settings than for non-voluntary settings. These correlations were even significant for positive outcomes for school in voluntary settings. This

contradicts the outcomes seen in the interviews, where teachers were more focused on the outcomes for school (and their pupils) for non-voluntary settings, than for voluntary settings.



**Figure 5: correlations for non-voluntary settings**    **Figure 6: correlations for voluntary settings**

In the interviews, teachers expressed more positive outcomes in co-occurrence with positive feelings than negative outcomes in co-occurrence with negative feelings for both settings. For voluntary settings, the correlations found between positive feelings and positive outcomes for teachers, school and pupils were stronger than for negative outcomes in correlation with negative outcomes. Also for non-voluntary settings, positive outcomes had a stronger correlation with positive feelings, than negative outcomes with negative feelings. These outcomes were in line with the outcomes of the interviews.

Correlations between negative feelings and positive outcomes for teachers, school and their pupils were negative in both settings. When more negative feelings were experienced, less positive outcomes were experienced. However, the correlations for non-voluntary settings were less strong than for voluntary settings. This might suggest that even if more negative feelings were experienced, experiences towards positive outcomes might not decline proportionally. This was also found in the interviews, where for non-voluntary settings, teachers still experienced positive outcomes in co-occurrence with negative feelings.

For non-voluntary settings negative personal outcomes had a positive correlation with positive outcomes for the teachers themselves, for the school and for their pupils. When teachers experienced more negative personal outcomes, they also experienced more positive personal outcomes, more positive outcomes for school and more positive outcomes for their pupils. These correlations were not found for voluntary settings. But also in the interviews, co-occurrences were not found between negative personal outcomes and positive outcomes for school and the pupils.

For voluntary settings, negative outcomes for the pupils had a positive correlation with positive outcomes for teachers, school and the pupils. In the interviews however, co-occurrences between negative outcomes for pupils and any of the positive valences were not found.

**A difference in habitus of Dutch primary school teachers for professionalization with regard to teaching experience; sub-question 2**

To answer this question, data for teachers with 0-7 years of teaching experience (starting teachers), teachers with 8-23 of teaching experience (experienced teachers) and teachers with 24 or more years of teaching experience (senior teachers) were explored to find how many teachers mentioned which codes. Next, co-occurrences between the codes were analysed and semantic networks for each family will be presented. Finally, the qualitative data will be used to illustrate the differences found.

When teaching experience is taken into consideration, three more or less equal sized groups were found. To make comparison between these groups easier, percentages were used to compare which codes were mentioned by the teachers (Table 8).

Table 8:

*Percentage of teachers mentioning a code and number of times a code is mentioned*

	% of respondents mentioning a code		
	0-7 years (N=7)	8-23 years (N=7)	24 and over (N = 6, voluntary N=5)
navN	86%	86%	100%
ncvstN	14%	14%	50%
ncvpN	57%	86%	83%
ncvsN	29%	57%	83%
pavN	100%	86%	100%
pcvstN	57%	71%	83%
pcvpN	100%	100%	83%
pcvsN	100%	86%	83%
navV	86%	100%	60%
ncvstV	0%	0%	20%
ncvpV	100%	86%	100%
ncvsV	14%	14%	20%
pavV	86%	100%	80%
pcvstV	43%	43%	60%
pcvpV	100%	100%	80%
pcvsV	57%	43%	60%
total			

Only two codes showed a large difference between groups; negative affective valence for voluntary settings and negative cognitive valence for school in non-voluntary settings. Negative

affective valence for voluntary settings showed a difference of 40% between senior teachers and experienced teachers. Fewer senior teachers mentioned this code than in the other two groups. This would suggest that these teachers experienced less negative feelings towards voluntary professionalization activities in voluntary settings.

The group of senior teachers was also different to the group of starting teachers where negative outcomes for the school for non-voluntary settings were concerned. More senior teachers mentioned these negative outcomes than starting teachers. Senior teachers also showed a smaller difference of 36%, to the other two groups with regard to negative outcomes for pupils in non-voluntary settings.

Other codes showed differences up to 26%. However, since the groups were small, these percentages reflected differences between the groups of only one or two respondents. In conclusion it could be said that except for negative affective valence for voluntary settings and negative cognitive valence for school in non-voluntary settings, no large quantitative differences were found between the three groups.

It was expected that differences would not be manifest in the percentages of respondents showing positive or negative valences in voluntary and non-voluntary settings. It was expected that differences would be more prominent in the references teachers make towards the cognitive valences. Qualitative analysis of the data will be presented hereafter.

**Personal cognitive valence.** With regard to *negative personal cognitive valence* in voluntary settings qualitative analysis showed that all groups made statements concerning time investment and the gap between theory and daily teaching practice. However, organizational aspects of the course and the quality of the course leader were mentioned more by starting teachers than the other two groups.

For non-voluntary settings, fewer teachers from the first group made references towards negative personal cognitive valence than from the other two groups. Qualitative analysis showed no large differences in themes mentioned by the three groups. Time investment, the gap between theory and daily practice and other theoretical or practical aspects were referred to most.

Positive personal cognitive valence for non-voluntary settings showed only a small qualitative difference. More references were made towards this code by starting teachers. Qualitative analysis showed that these teachers made a little more references towards practical skills learned, getting practical tools or being able to implement theoretical knowledge into daily practice.

For voluntary settings qualitative analysis showed a difference for positive personal cognitive valence between senior teachers and the two other groups. Whereas for the first two groups most references made by these teachers concerned practical skills learned or getting practical tools for the use in class, this was hardly mentioned by the teachers with 24 or more years of teaching

experience. On the other hand, senior teachers made far more references towards gaining insight in the development of the child or personal skills.

**Cognitive valence for school.** *Negative cognitive valence for school* was hardly mentioned by the respondents for voluntary settings. Negative cognitive valence for school for non-voluntary settings however, showed a large difference in percentages between starting teachers and senior teachers. Qualitative analysis showed that the difference between senior teachers and the other two groups was even more obvious. For starting teachers, one teacher made references towards noticing that the rest of the team was not gaining insights and team members did not make the connection between theory and daily practice. Only one other teacher made references towards this code regarding the realization that the reading comprehension method was not up to standard and their search for a proper method. Also the fact that teachers of lower groups had to attend professionalization activities but could not apply lessons learned in their daily classroom practice was mentioned. Of the group of senior teachers, four teachers made references towards fragmented implementation of the lessons learned and missing curricular continuity throughout the school. Three teachers with 24 or more years of experience also made references towards the time investment for the professionalization activities. Most of these references were general references of these teachers noticing other teachers experiencing workloads. The group of experienced teachers made remarks without a common concern or theme, unlike the other two groups.

*Positive cognitive valence for school* for both voluntary and non-voluntary settings showed no big differences between the groups. Qualitative analyses for both settings did not show a specific theme being mentioned more by one of the groups.

**Cognitive valence for students.** *Negative cognitive valence for pupils* in voluntary settings, was not mentioned by two groups and only one senior teacher mentioned this. For non-voluntary settings, negative cognitive valence for students showed a small quantitative and qualitative difference between senior teachers and the other two groups. Only one starting teacher made a reference concerning the motivation of the pupils. Also only one experienced teacher referred to not being able to teach what was learned due to the school organization. However, all references made by three senior teachers concerned the gap between theory and daily practice.

*Positive cognitive valence for pupils* was mentioned by more teachers for non-voluntary settings than for voluntary settings. Qualitative differences between the groups were not clear, due to the small number of references.

When co-occurrences were calculated (Table 9 and 10), in all three groups the majority of the teachers mentioned the combination of positive affective valence and positive personal cognitive valence for both non-voluntary and voluntary settings. The combination negative affective valence and negative personal cognitive valence was also mentioned by the majority of teachers for voluntary settings. However, for this combination differences between the groups could be seen for

non-voluntary settings. Only one teacher with 0-7 years of experience mentioned this combination, whereas in the other two groups this was mentioned by respectively five and three teachers.

Table 9:

*Number of teachers mentioning a co-occurrence for Non-voluntary settings*

	0-7 years of experience (N=7)							8-23 years of experience (N=7)							24 or more years of experience (N=6)						
	ncvst	ncvp	ncvs	pav	pcvst	pcvp	pcvs	ncvst	ncvp	ncvs	pav	pcvst	pcvp	pcvs	ncvst	ncvp	ncvs	pav	pcvst	pcvp	pcvs
nav	1	1	2	1	0	1	1	0	5	3	1	0	2	1	2	3	2	1	0	2	3
ncvst		0	0	0	0	0	0		0	0	0	0	0		0	0	0	0	0	0	0
ncvp			0	0	0	1	0			0	0	0	0				0	0	0	0	0
ncvs				0	0	0	0				0	0	0					1	0	0	1
pav					0	5	3					1	4	3					1	5	3
pcvst						1	0						1	0						0	1
pcvp							1							1							1

Table 10 :

*Number of teachers mentioning a co-occurrence for voluntary settings*

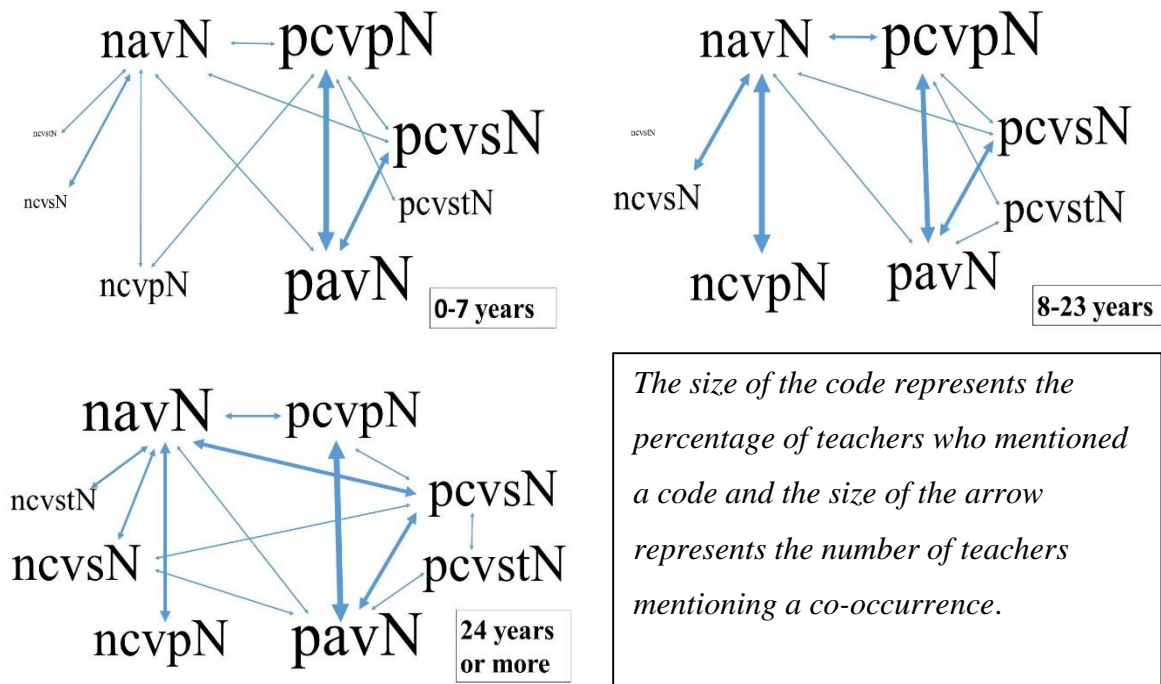
	0-7 years of experience (N=7)							8-23 years of experience (N=7)							24 or more years of experience (N=5)						
	ncvst	ncvp	ncvs	pav	pcvst	pcvp	pcvs	ncvst	ncvp	ncvs	pav	pcvst	pcvp	pcvs	ncvst	ncvp	ncvs	pav	pcvst	pcvp	pcvs
nav	0	5	1	0	0	2	0	0	5	0	1	0	1	0	0	3	0	0	0	1	0
ncvst		0	0	0	0	0	0		0	0	0	0	0		0	0	0	0	0	0	0
ncvp			0	1	0	1	0			0	0	0	2	0			0	0	0	1	0
ncvs				0	0	0	0				0	0	0					0	0	0	1
pav					1	5	0					1	5	2					0	4	0
pcvst						0	0						1	0						0	0
pcvp							0							1							1

Negative affective valence in combination with positive cognitive valence for school was found only for non-voluntary settings. This co-occurrence was mentioned by one teacher from the first, one teacher from the second and three teachers from the third group.

For voluntary settings, no large differences between the groups is found with regard to the co-occurrences.

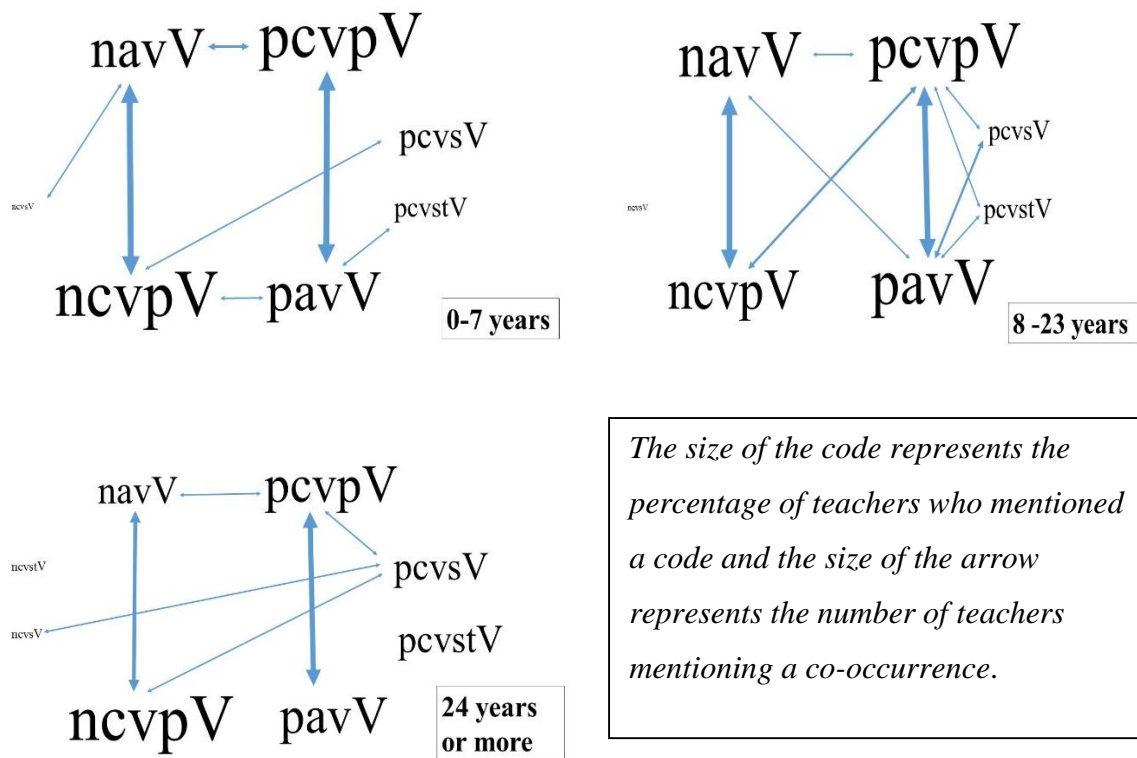
Semantic networks for all three groups were produced for both non-voluntary and voluntary settings (Figure 6 and 7). For non-voluntary settings, the semantic network for senior teachers is more complex than for the other groups. The networks also show that more than the other groups, senior teachers made references to experienced negative (and positive) outcomes for school and for

the pupils. These cognitive valences for pupils and school were also mentioned in co-occurrence with other codes by senior teachers more than by the other two groups. Senior teachers, more than those in the other groups, were more focused on the non-personal outcomes. Also, the feelings these teachers expressed towards the learning activity, were more often combined with these non-personal outcomes than in the other two groups.



**Figure 6: Semantic network for non-voluntary settings.** Teachers with 0-7 years, 8-23 years and 24 or more years of teaching experience.

For voluntary settings, co-occurrences between negative affective valence and negative personal cognitive valence, and co-occurrences between positive affective valence and positive personal cognitive valence, were mentioned by the largest number of teachers in all three groups. Different to non-voluntary settings, non-personal outcomes were mentioned by fewer teachers in all three groups and also co-occurrences between non-personal valences and other codes were mentioned by fewer teachers in all three groups. The personal outcomes were coupled more with the feelings expressed by teachers towards the learning activity, than outcomes for pupils and school.



**Figure 7: Semantic network for voluntary settings.** Teachers with 0-7 years, 8-23 years and 24 or more years of teaching experience.

The networks also show that for all groups, non-personal outcomes were seen as less important for teachers in voluntary settings than in non-voluntary settings. All three groups showed that for voluntary learning activities, personal gains were seen as the main focus of the learning activity.

The network for the experienced teachers seems to be least affected by the different setting, whereas the networks for the other two groups seem to undergo a major shift. Co-occurrences between affective valence and personal cognitive valence were mentioned by the greater number of teachers from these two groups, whereas experienced teachers still made references to other co-occurrences.

The data presented above will be illustrated hereafter. Here the qualitative data is compared for the three experience groups. Although the number of co-occurrences for positive affective valence and positive personal cognitive valence for non-voluntary settings were more or less the same for the three groups, differences between the statements could be seen between starting teachers and senior teachers. More starting teachers made statements about positive feelings in combination with practical aspects, such as getting practical tips to use in daily classroom practice, than senior teachers. On the other hand, more statements about positive feelings in combination with



gaining more insight and sharing thoughts and experiences were made by senior teachers than by starting teachers.

All three groups mentioned time management aspects, the lack of theoretical and practical aspects learned and the mismatch between theory and daily classroom practice as negative cognitive valence personal for voluntary settings in co-occurrence with negative affective valence. These were more or less evenly spread throughout the three groups. However, starting teachers also made more references about the quality of the course leader, as being uninspiring and lacking theoretical knowledge, on top of this. References were also made about the organization of the course itself.

**A difference in habitus of Dutch primary school professionals for professionalization with regard to school position; sub-question 3**

When management positions are taken into consideration, two groups might be discerned. Three teachers held management positions and were both teachers and vice-principals. Their management position is their primary responsibility and teaching was only a minor part of their duties in the school. The other group of seventeen teachers did not have a management position, although two teachers were also coordinators for the lower primary school section (groups 1-4). However teaching was their main responsibility. Percentages were used to compare which codes were mentioned by the teachers (Table 11) in order to make a comparison between both groups. Since the group of teachers in management positions was very small, only differences of about 50% or more were considered to be relevant.

Table 11:

*Percentage of teachers mentioning a code.*

In management positions (N=3)			Exclusively teaching positions (N = 17, Voluntary N=16)		
navN	100%	(9)	navN	88%	(61)
ncvstN	0%		ncvstN	29%	(6)
ncvpN	67%	(3)	ncvpN	76%	(36)
ncvsN	100%	(12)	ncvsN	47%	(18)
pavN	100%	(12)	pavN	94%	(70)
pcvstN	67%	(3)	pcvstN	71%	(25)
pcvpN	67%	(10)	pcvpN	100%	(65)
pcvsN	100%	(11)	pcvsN	88%	(41)
navV	100%	(10)	navV	81%	(49)
ncvstV	33%	(2)	ncvstV	0%	
ncvpV	100%	(7)	ncvpV	94%	(55)
ncvsV	0%		ncvsV	19%	(3)
pavV	100%	(9)	pavV	88%	(58)
pcvstV	33%	(2)	pcvstV	50%	(8)
pcvpV	100%	(13)	pcvpV	94%	(57)
pcvsV	33%	(3)	pcvsV	81%	(16)

\* between brackets = the number of times a co-occurrence was mentioned

When the percentages were compared, two codes became visible, illustrating a difference between the two groups. Both codes referred to the outcomes for the school. For this reason the results for cognitive valence for school will be presented first. The qualitative analyses of the other codes will be presented after those for school.

**Cognitive valence for school.** *Negative cognitive valence for school* for non-voluntary settings showed a large quantitative difference between the two groups. All three teachers in management positions made a total of twelve references to this code, whereas not even half of the other group made a total of eighteen references to this code. Teachers in management positions made several references towards problems concerning implementing the theory and practical lessons learned in the learning activity. The learning activities they referred to were all imposed by their school boards and were focused on reading comprehension and 'Performance driven teaching' [Opbrengstgericht leren]. These new imposed learning activities and the theoretical and practical lessons learned from them, needed to be combined with existing school policies. These sometimes contradicted the existing policies or even clashed with learning activities that the schools were already undertaking. Organizational problems, team members not making the connection between the learned theory and their daily practice and team members experiencing workloads were mentioned. Teachers in exclusively teaching positions mainly mentioned perceived workloads and the realization that (major) changes were needed, in order to improve the school. References were also made with regard to a fragmented implementation of the learned theoretical and practical lessons or missing curricular continuity. For voluntary settings, none of the teachers in management positions made references to this code.

The other code with a large quantitative difference between the two groups was *positive cognitive valence for school* for voluntary settings. Only one teacher in a management position made a total of three references towards this code. These references concerned getting the materials which were needed to implement the learned theory and the teacher (with a management position) being an expert for other teachers, who are experiencing learning difficulties with the children in their class. Teachers in exclusively teaching positions also made several references concerning having more background knowledge and insights into the development of children and learning difficulties, which could be used to improve the whole school. Qualitative differences were therefore not apparent. Also for non-voluntary settings, qualitative analysis did not show large differences between the two groups.

**Personal cognitive valence.** For *negative personal cognitive valence* in non-voluntary settings, only three references were made by teachers in management positions. A qualitative analysis showed that all three references concerned the time investment. Teachers in exclusively teaching positions made more varied statements. However, the number of references is too small to draw conclusions. For voluntary settings, no qualitative differences are found.

*For positive personal cognitive valence* for non-voluntary settings, teachers in management positions mainly made references concerning gaining insight into the theory and why and how this theory should be implemented in classroom, how to deal with resistance within the team and being more efficient. Efficiency was also mentioned by teachers in exclusively teaching positions. Gaining insight into the development of the pupils and personal skills was mentioned most. Acquiring practical tools and theoretical knowledge, and being able to implement theory in daily practice was mentioned often by teachers in exclusively teaching positions. In contrast to teachers in management positions, being able to improve the motivation of the pupils was mentioned only by teachers in exclusively teaching positions. For voluntary settings, qualitative analysis did not show large differences between the groups.

**Cognitive valence for the students.** The number of references made for both positive and negative cognitive valence for the students with regard to the different settings, was too small to do qualitative analyses.

In order to compare the groups, percentages of the co-occurrences for all codes were calculated (Table 12 and 13).

Table 12:

*Percentage of teachers mentioning a co-occurrence for non-voluntary settings*

	In management positions (N=3)						Without management positions (N=17)							
	ncvst	ncvp	ncvs	pav	pcvst	pcvp	pcvs	ncvst	ncvp	ncvs	pav	pcvst	pcvp	pcvs
nav	0	33%	100%	0	0	0	33%	18%	47%	24%	18%	0	29%	24%
ncvst		0	0	0	0	0	0		0	0	0	0	0	0
ncvp			0	0	0	0	0			0	0	0	6%	0
ncvs				33%	0	0	0				0	0	0	6%
pav					0	33%	100%					12%	76%	35%
pcvst						33%	0						6%	6%
pcvp							33%							12%

Only two co-occurrences showed a difference of more than 50% between the two groups. For all three teachers in management positions co-occurrences were found for negative affective valence and negative cognitive valence for school for non-voluntary settings. This same co-occurrence was found for only 24% of the second group. Positive cognitive valence for school for non-voluntary settings in co-occurrence with positive affective valence was also found by all three teachers in management positions. For the second group this was found for 35% of these teachers.

Table 13:

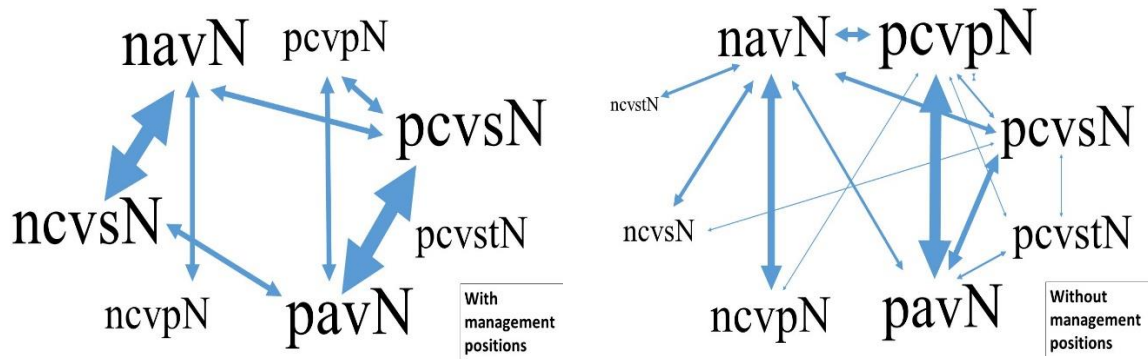
*Percentage of teachers mentioning a co-occurrence for voluntary settings*

	In management positions (N=3)							Exclusively teaching positions (N=16)						
	ncvl	ncvp	ncvs	pav	pcvl	pcvp	pcvs	ncvl	ncvp	ncvs	pav	pcvl	pcvp	pcvs
nav	0	67%	0	33%	0	100%	0	0	69%	6%	0	0	6%	0
ncvl		0	0	0	0	0	0		0	0	0	0	0	0
ncvp			0	0	0	67%	0			0	6%	0	13%	0
ncvs				0	0	0	0				0	0	0	6%
pav					33%	100%	0					6%	69%	13%
pcvl						0	0						6%	0
pcvp							0							13%

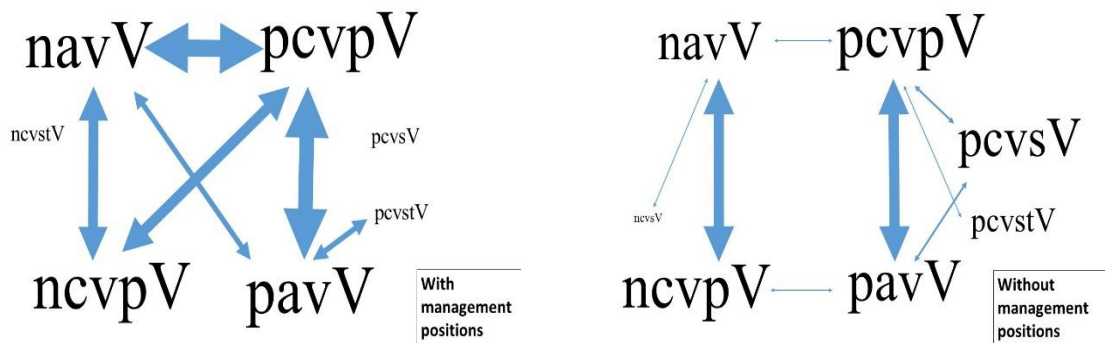
For voluntary settings, the co-occurrence between positive personal cognitive valence and negative personal cognitive valence was found for two of the three teachers in management positions. This same co-occurrence was found for only two of the sixteen teachers in exclusively teaching positions. Positive personal cognitive valence in co-occurrence with negative affective valence was found for all three teachers in management positions. However, this combination was found for only one teacher in an exclusively teaching position.

The networks (Figure 8 and 9) show a clear difference for non-voluntary settings for teachers in management positions. For this group, the network shows that the co-occurrence between affective valence and cognitive valence for school was mentioned by a higher proportion of teachers in management positions than by teachers in exclusively teaching positions. The percentage of teachers mentioning the co-occurrences affective valence with cognitive valence for school was even bigger than those for personal cognitive valence. Feelings of teachers in management positions towards the learning activity were being influenced more by the outcomes for the school than for teachers in exclusively teaching positions.

The networks for teachers in management positions also show that for the different settings, a big shift in co-occurrences is visible from cognitive valence for school towards personal cognitive valence. Co-occurrences with cognitive valence for school were not even found for voluntary settings.



**Figure 8: Semantic network for teachers in management positions and teachers in exclusively teaching positions for non-voluntary settings.** The size of code represents the percentage of teachers mentioning a code and the size of the arrow represents the percentage of teachers mentioning co-occurrences.



**Figure 9: Semantic network for teachers in management positions and teachers in exclusively teaching positions for voluntary settings.** The size of code represents the percentage of teachers mentioning a code and the size of the arrow represents the percentage of teachers mentioning co-occurrences.

For teachers in exclusively teaching positions, the co-occurrences between negative affective valence and negative personal cognitive valence and the co-occurrences between positive affective valence and positive personal cognitive valence were mentioned by the largest percentages of teachers for both settings. Most of the co-occurrences between affective valences and non-personal cognitive valences found for non-voluntary settings, were not found for voluntary settings.

The combination of negative affective valence with positive personal cognitive valence was found in both settings for teachers in exclusively teaching positions. For teachers in management positions, this co-occurrence was not found for non-voluntary settings, but was mentioned by all three teachers for voluntary settings.

The following is an illustration of the data as mentioned above and will give some insight into the co-occurrences found.

Although the quantitative analyses did not show differences between the groups in number of teachers mentioning the co-occurrence between negative affective valence and negative personal cognitive valence for non-voluntary settings, a large difference in the number of references to this co-occurrence was found. Teachers in exclusively teaching positions spoke more about this combination of negative affective valence and negative personal cognitive valence. Since the teacher in a management position made only one reference, differences in themes could not be found.

A quantitative difference was found for negative affective valence in co-occurrence with negative cognitive valence for school. For all three teachers in management positions co-occurrences were found. Four teachers in exclusively teaching positions mentioned co-occurrences for negative affective valence and negative cognitive valence for school. All teachers in management positions mentioned these co-occurrences, but the number of co-occurrences mentioned was small for both teachers in management positions and teachers in exclusively teaching positions (respectively 4 and 5 co-occurrences). Qualitative analysis showed only a very small difference in themes.

The quantitative analyses also did not show differences for the co-occurrence between positive affective valence and positive personal cognitive valence for non-voluntary settings. Qualitative analyses did not find differences between the two groups, although teachers in exclusively teaching positions brought up this subject much more than teachers in management positions.

Quantitative differences were found in the number of respondents for co-occurrences between positive affective valence and positive cognitive valence for school for non-voluntary settings. Co-occurrences were found for all three teachers in management positions. All three mentioned that doing a learning activity with the whole staff was good for creating a broad-based support for the learning activity itself. One teacher in a management position also remarked that sharing experiences with all teachers was nice and important and that the team as a whole gained more insight. These kinds of remarks were also made by seven teachers in exclusively teaching positions. Furthermore, teachers in exclusively teaching positions mentioned practical tools for the school as a whole. These references towards practical tools for the school were not made by teachers in management positions.

Quantitative differences were not found for the combination negative affective valence and negative personal cognitive valence for voluntary settings. Qualitative analyses did not find differences in themes. However, this subject was brought up much more by teachers in exclusively teaching positions than by teachers in management positions.

A quantitative difference was found for the combination negative affective valence and positive personal cognitive valence for voluntary settings. Qualitative analyses however did not find differences in themes, but this subject was brought up much more by teachers in management positions than by teachers in exclusively teaching positions.

A quantitative difference between the two groups for positive affective valence in combination with positive personal cognitive valence for voluntary settings was not found. Qualitative analysis however showed a small difference in the themes mentioned. Statements for both groups referred to practical activities carried out and practical tools acquired, exchange of ideas and experiences and the motivating impact of the course in itself. However, remarks about gaining more insight and personal development were only made by teachers in exclusively teaching positions.

A quantitative difference was found for negative affective valence combined with positive personal cognitive valence for voluntary settings. For all three teachers in management positions co-occurrences were found, whereas only one co-occurrence was found for one teacher in an exclusively teaching position. Differences in themes between both groups were therefore not found.