



# INCREASING THE ATTRACTIVENESS OF THE TEACHER JOB

A MULTIPLE CASE STUDY RESEARCH  
IN THE NETHERLANDS

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## **Abstract**

The goal of the study was testing the visions different parties, teachers, HRM professionals and headmasters, have over professional development and how this affects the attractiveness of the teacher job. There was analyzed whether or not consensus is present between these parties in two different schools. Presence of consensus was tested on basis of three variables, the motivational basis of professional development, the amount of control of the teacher upon professional development and the influence professional development have on the attractiveness of the teacher job. Furthermore, there was examined a possible relation between the found degree of consensus and the perceived attractiveness of the teacher job and a hypothesis was stated. On basis of a multiple case study research and with help of a guideline-based interview broadly consensus was found between the three parties. It is hypothesized that high consensus over professional development is related to perceived high attractiveness of the teacher job. Additionally, practical implications are formulated over the best implementation of professional development regarding the motivational basis and the amount of control of the teacher.

## Introduction

In the Netherlands there is a lack of teacher. This leads to bigger classes, less lectures and the higher risk of leaving school without degree. As a consequence for the society, quality of education could not be guaranteed (Waterreus, Gramberg, & Löhner, 2006).

Why is there a deficiency of teachers? One study from Huyge, Siongers, and Vangoidsenhoven (2009) suggested that the job as a teacher is experienced as less attractive by high-school graduates than formerly. Some reasons are difficulties to begin a job as a teacher, work pressure and complicate administration. Also the lack of possibilities of professional development is an aspect which does not satisfy high-school graduates.

The government of the Netherlands developed two different forms of instruments to solve the lack of teacher: qualitative and quantitative solutions. Quantitative solutions are the possibilities to increase the number of professionals through career changers, class-assistants and the obligation of students to help one year in education after graduation (“onderwijsdienstplicht”) (Wartenbergh-Cras, Vrieze, & VanKessel, 2002). Class-assistants and alumni are teaching staff without a full education and without long-term availability. Thus, this is no optimal solution, because quality and durability cannot be ensured. The use of career changers is also not without problems. There is a high danger of job loss identified, especially in the beginning of the occupational career. This is a reason for not changing the current job into the job as a teacher with low job safety (Huyge et al., 2009). Further, there is a difference in the feeling of being well prepared for the job. Teachers, who followed the original education, have a big advantage compared to their career changer colleagues. These have a less stable attachment with the profession of a teacher. As a consequence, teachers with a short duration of education often leave school after a short period of time (Aelterman & Engels, 2003). Because of the uncertain durability of these solutions, they should not be the basis of policy against the lack of teacher. Qualitative solutions are achievement-oriented rewards (“functiemix”), holiday settlements, conditions of employment, possibilities of professional development and more co-determination (OCW, 2009). The qualitative solutions can be externally and internally oriented. External reasons to choose the teacher career are holiday settlements, fee and conditions of employment. Internal reasons are the contents of the education and profession. It is worth mentioning that teacher choose their employment much more on basis of the internal than the external characteristics. (Huyge et al., 2009; Runhaar, Sanders, & van Rijn, 2009.). Though, also making the profession of teacher more attractive on basis of externally oriented solutions appears not to be the optimal solution.

More possibilities for professional development and more co-determination are internal qualitative motivations of teacher to receive a better education and to reach a higher position (Runhaar et al., 2009).

Wartenbergh-Cras et al. (2002) examined which information people, who are thinking about becoming a teacher, would like to possess. The prior need concerns information about required schoolings and the possibility of getting holiday for these (21 %). Less information is needed about manners at school and handling of children (15%), payment and labor conditions (11%), guidance at school (10%) and authorization and growth opportunities (5%). Thus, the option of schoolings seems crucial for the teachers. Recent studies claim that dissatisfaction of teachers is additionally caused by a lack of possibilities of professional development (Vermeulen & van der Aa, 2008; Vrieling & Hogeling, 2008). Additionally, recent discussions in the Netherlands seem to suggest that professional development have to be a central goal in the fight against the lack of teacher (OCW, 2007 ; van Veen, Meirink, & Zwart, 2009). One of the instruments, implemented by the Netherlands department of education, culture and science (OCW), is “integraal personeelsbeleid” (SBO, 2005). The goal is making professional development of teachers more active, systematic and geared to the goals of the organization (Fullan & Hargreaves, 1992). Through “integraal personeelsbeleid”, the job as a teacher should be made more attractive (Meesters, 2003). By a labor agreement (“CAO”), the implementation of “integraal personeelsbeleid” is compulsory for schools (Lubbermann & Klein, 2003).

One condition for the implementation of “integraal personeelsbeleid” is that there is interaction between differing forms of parties, in this case politicians (develop), headmaster and HRM professionals (carry out) and teachers (use). The effect is developing a similar meaning about “integraal personeelsbeleid” which has an effective realization of this as consequence (Kamphorst, 2006; Runhaar & Sanders, 2007). This agreement between parties in their view about the event-effect relationship is named by Kelley (1972) as “consensus”. Consensus is, next to “distinctiveness” and “consistency”, one of the conditions that teachers can interpret the setting of the HRM system clearly. This leads to a strong HRM system by which a school can perform better because the intended organizational climate is present (Bowen & Ostroff, 2004).

It is clear that professional development is important for making the teacher job more attractive and thereby minimizing the lack of teacher. It is also suggested that consensus is a condition that professional development can be implemented successfully. In this study, the

goal is to analyze whether or not consensus is present between the concerned parties. This leads to the research question:

*To which extent is consensus between the involved actors concerning to possibilities of professional development present?*

The influence of the well of not presence of consensus upon the perceived degree of attractiveness of consensus can also be examined. On the basis of the results, hypotheses for further research can be constructed.

In the following, the theory used in this study will be outlined. The phenomenon consensus between parties is highlighted first and professional development is introduced. Next the methods used in this article are described. Qualitative studies and the multiple case-study approach are introduced. Further, the participants, the materials and the data-analysis are explained. Finally, the conclusions and discussion is formulated. Thereby, the general conclusions, the limitations and suggestions for further studies and practical implications are summarized.

## **Theory**

### **Consensus between Parties**

When consensus is present, there will be made more accurate attributions about what consequences result out behaviors and responses. High agreement between message senders can help fostering consensus (Fiske & Taylor, 1991). There are two different ways how the agreement can be facilitated. First, if more individuals send comparable messages (Lado & Wilson, 1994) and second, through minimizing the disagreement between multiple decision makers. It is hard sending unambiguous and internally consistent messages towards the employees. As a result, it is very likely that different employees will perceive deviating event-consequence relationships (Bowen & Ostroff, 2004).

### **Professional Development**

Professional development means the way teachers grow during their career (Hall, 1976). It consists out of a lifelong learning and developing processes. This is important because their job consist out of a complex process with the aim of helping students learn. Crucial is that teachers themselves are professionals. Professional development contains out

of regular opportunities and experiences which have to be planned steadily with the goal to advance growth and development in the profession. The basis is constructivism, which means that teachers are seen as active learners. This includes not only teaching but also assessment, observation and reflection (State University, n.d.). Hereafter, two main characteristics of professional development are introduced more carefully. First, the motivational basis why teachers are staying busy with professional development and second, the amount of control which is present during the professional development. These two variables are important because they are the basis on which the consensus between the three concerned parties is analyzed.

**Motivational basis of professional development.** One differentiation of professional development is according to Patton and McMahon (2006) between “content-related professional development” and “process-related professional development”. Content-related professional development is correlated to intrinsic motivation and process-related professional development is related to extrinsic motivation (Patton & McMahon, 2006). Woolfolk (2008) defines motivation as internal condition which activates behavior, states the direction of behavior and maintains it. At extrinsic motivation, the interest is not within the task itself but in the related advantage. Intrinsic motivation, on the contrary, is the natural tendency to seek and master challenges while following personally interests and implementing skills. By intrinsic motivation there is no incentive or punishment needed, the activity itself is the reward (Woolfolk, 2008). Thus, content-related professional development is the desire to always improve the way of working. Contrary, process-related professional development concerns the desire to change position, always reaching a higher level of external career (Patton & McMahon, 2006). According to several authors (Hargreaves, 1998; Lyons, 2004; Wang, 2004), teachers are particularly intrinsic motivated towards work and their pupils. They are comparatively passionate with their job and love to work with children and adolescents. For remaining up to date in professional development, intrinsic motivation is one of the most important motivating forces (Choi & Tang, 2009).

**Amount of control the teacher has on professional development.** Professional development can also be differentiated by the amount of control the teacher has upon it. In formal learning, a pedagogic authority has the control of the learning environment. In contrast, professional development that is not controlled by anybody else but by the teacher self, is called informal learning (Smith & Gillespie, 2007; Kwakman, 1992). One study of

Timperley, Wilson, Barrar, and Fung (2007) suggested that a combination of informal and formal learning show the best results. For example, if the theory learned by a formal learning activity is followed by an informal learning activity within the class (Van Veen et al., 2009).

## **Method**

Before introducing the methods used in this study, it is important to notice that the study is linked to another study with the same timeframe and conditions. During the whole study, there was intensive cooperation. The design and implementation of both the pretest and the main study occurred in close collaboration. Also, the analysis of the pretest had taken place in teamwork. Giving feedback and exchange of ideas took part during the whole study, but particularly during the writing process. The goal of both studies is increasing the attractiveness of the teacher job. Where in this study the emphasis lies on professional development, the related study focuses on achievement-oriented rewards.

### **Qualitative Study**

If the goal of a study is the generation of hypotheses and theories on basis of observation within an organization, qualitative studies are the best choice (Spector, 2006). A main differentiation from quantitative studies is the moderate flexibility. This is an advantage, in the sense that respondents can mention everything important for them. Also the researcher can deepen into interesting attempts. In this study, one aim is the development of hypotheses. Therefore, it is crucial that as much information as possible is gathered for find out aspects, not thought of during the development of the study. A disadvantage of moderate flexibility is aggravated comparison between participants and studies. Thereby, qualitative studies are often criticized for their lack of reliability and validity. To increase the reliability, during the data-analysis, involvement of the researcher of the related study was secured. The precise procedure is explained in the data analysis section. According to Åkerlind (2005), this form of cooperation is called “dialogical reliability”. It is frequently used in qualitative analysis, especially with the usage of open questions where phenomenographic data is collected.

### **Case Study Approach**

The chosen procedure of this study is case study. Case studies are, according to Yin (2003), the preferred strategy if the investigator has little control over events and the focus lies on a contemporary phenomenon within some real-life context. Typical therefore are direct

observations of the events and the interviews with involved persons. Because of the specific properties of this study, the research form of case study is appropriate. Characteristic for a case study is choosing one specific social element for research (Lamnek, 1995).

As mentioned in the introduction, for the implementation of professional development, there have to be interaction between different actors. Inside the school, there are actors who carry out the ideas concerning professional development developed by the politicians (outside the school). These are the headmaster and the professionals. The teacher, who also is inside the school, is the user of professional development. These three actors, headmaster, HRM professional and teacher, are part of this study. Their roles are studied in two schools. Thus, a multiple-case studies design with two groups of each three cases is appropriate. The advantage of multiple-case studies designs against single case studies is its consideration as more robust because of the more compelling evidence. The selection of cases within the multiple-case design must be related to either literal replication, prediction of similar results, or theoretical replication, prediction of contrasting results (Yin, 2003). The intention of this study was the selection on basis of theoretical replication. Because of lack of choosing freely participants, there were two incidental very similar groups left, thus literal replication is fulfilled.

## **Participants**

**Pretest.** Twente School of Education conducts an assessment center (Ontwikkelassessment) with the goal of examining the desired professional development of teachers. The target group is teachers who want to develop for different reasons. The goal is the construction of a personal development plan.

The teachers, which, at the start of the recent study, have participated in the assessment center are the pretest sample (n=19). A questionnaire with 5 open questions and 18 statements, rated by a 5 point Likert scale, was sent by email. The participants were asked to fill in the questionnaire and reply it via email.

The goal of the pretest was to test how the results of the assessment center were used by the participants. This is measured on basis of two instruments:

1. The statements measure if the assessment center contains the intended contents or if it must be corrected. This was the aim of the Twente School of Education. One example of a statement is: *“Did the participation on the assessment center support your personal development?”*



2. The open questions measure the intention of the participants to participate and if their goals were realized by the headmaster and the HRM professional. “*With what goal have you enquired the assessment center in those days?*” is an example of an open question.

The goal of the open questions was gaining a first over-all insight in the whether or not giving process of the school management (headmaster and HRM professional) on the outcomes of the assessment center. On basis of this, the participants for the main study were chosen. Optimally, this would be participants with differing answers to get a representative sample of the population.

13 participants have participated in the pretest. This was a response rate of 68.42%. The outcomes of the open questions of the pretest are summarized. By the closed questions, the mean score of every question is calculated. A summary of the pretest could be found in Appendix A.

**Participants.** For achieving the highest chance of finding participants who are willing to participate, all participants attended to the pretest were invited to take part. Unfortunately, only three participants were willing to take part at the main study. Because of the determined extent, referring to time and workload, of this study, it was not possible to find a second comparable sample than tested in the pretest. From these three participants, the HRM professional and the headmaster were asked to participate. From one participant, neither the HRM professional nor the headmaster, were willing to take part. This participant functioned as “test participant”, to examine whether all questions were clear and understandable and whether reliability was fulfilled.

Resulting, two teachers and of each the HRM professional and the headmaster are the research sample (N=6). Two of the six participants were female and four were male. The age of the participants ranged from 42 years to 58 years, which leads to a mean age of 52 years. For guaranteeing anonymity, the schools are coded A, B and C. The test school is school A. School B and school C differ concerning their size. School B has 350 pupils and 25 teachers and school C has nearly 1300 pupils and 150 teachers. Also the structure of the schools differs. School B has one head master and one HRM professional. Contrary, school C consists out of six different teams, which team leaders functions as HRM professional for 20 to 25 teacher. The team leader of the examined teacher was chosen as HRM professional for this study. Except for the differing size, the two schools have comparable properties. The location of the two schools is nearly the same, both located in the region Twente in the province of

Overijssel in East-Netherland. Also the school type is comparable. Both are secondary schools which offer basic education in preparation for VMBO graduation (pre-vocational secondary education) or graduation in VMBO. Additionally, both schools belong to the Twents Carmel College (TCC) which belongs to the Foundation (Stichting) “Carmelcollege”.

**Procedure.** The interviews with the participants took part in their schools, either in their own office or in the participant’s room. For better analyzing, all interviews were recorded upon two mp3-players. Beforehand the permission of the participants was gained. The interview was conducted in Dutch because this is the native language of the participants. Before the official interviewing took part, there was little room for talking. This and the implementation of the interview in familiar space were important for the participants to feel comfortable.

## **Material**

For gaining information about the research topic, a guideline-based interview was constructed. This interviewing method is preferred for qualitative studies where the goal is gathering concrete statements about a specific item (Flick, 1999). Significant is the basis of a guideline of open questions. The advantage is improved comparability of data and gaining structure for not forgetting important aspects of the study. A strict obedience of the questions is not necessary, the order can be changed freely and, if necessary, requesting and bringing back the participant towards the guideline is possible (Flick, 1999; Friebertshäuser, 1997).

There are eight guideline questions concerning the research question of the recent and the connected study. The interview was worked out together and contains specific questions of both studies and questions concerning both studies. Goal of the interview was getting an answer on the above mentioned research question. This was planned by examining whether consensus exists between the cases of one school on the basis of three variables:

1. motivational basis of professional development
2. amount of control the teacher has on professional development
3. influence of possibilities of professional development on attractiveness of the teacher job

The question connected to the three above mentioned variables are:

1. *“Does motivation (extrinsic or intrinsic) play a role in professional development?”*

2. *Do you think that you have learned the important details of your job only through courses or also through informal learning in every-day situations?"*
3. *"Do you think that professional development increases the attractiveness of the teacher job?"*

A fourth variable, attractiveness of the teacher job, is questioned through: *"Do you think that the job as a teacher is attractive enough?"* If there is consensus between the parties upon the previous three variables, it is expected that they give an affirmative answer on this question. The complete interview is added at Appendix B.

### **Data-Analysis**

After the implementation of the interviews, these were transcribed carefully. Then, two single interviews were studied precisely, while trying to understand the viewpoint of the participant and to deepen in their reasoning. After this, to fulfill dialogical reliability, the insights were compared with the opinions of the researcher of the connected study. With this gained objective viewpoint, the further four interviews were examined carefully. The results and some other interesting insights, which are not directly examined in this study but which can give inspiration for further studies, were listed in a table. The full table is added to Appendix C. Variables used in this study are marked (\*). The results of the table are explained in detail in the following results section.

### **Results**

As mentioned above, to reach consensus, it is important to fulfill two aspects. First, more individuals have to send comparable messages and second, multiple decision makers have to minimize disagreement among themselves. Thus, it is important to analyze whether the three cases of each group have the same opinion about which motivation is crucial for staying up to date with professional development, about whether formal or informal forms of professional development are more successful and which influence profession development has on the attractiveness of the teacher job. Further, it is particularly important to compare the opinions of the decision makers, in this case the HRM professional and the head master. Also, the relationship between the degree of consensus and the perception of how high the attractiveness of the teacher job is, are analyzed. Following, the results are summarized for each school and each of the four variables. Quotations out the original interviews are translated in English and are written down with cursive characters.

## School B

**Variable 1: motivational basis of professional development.** The first variable concerns the vision of the three participants over the motivation of staying active with professional development. As with attraction, the teacher and the HRM professional agree, but they differ in their reasoning. Both enforce the need of intrinsic motivation towards possibilities of professional development. For the teacher, *“the drive functions as motivation, but for many persons, the primary motivation is money”*. The HRM professional focuses on the desire of the teacher to work with and for pupils. For the headmaster, the combination of intrinsic and extrinsic motivation is important. *“I am convinced that most persons want to develop. Development has to be rewarded, because normally it is associated with effort. Thus, financial excitements are appropriate”*.

**Variable 2: amount of control of the teacher upon professional development.** The view of the three participants concerning formal or informal possibilities of professional development is the third tested variable. According to this variable, all three cases have the same view, namely that a combination of both has the best effect. Exactly how informal and formal possibilities of development are combined differs. The teacher states that *“first of all, teaching is based on intuition and then the thought comes up: actually, I would like to know more about this”*. The HRM professional states that the personal style matters. The focus lies on the importance of informal learning, thus getting aware of processes (*“We learn from each other, always. During external courses you hear a lot of things but quickly you are in everyday occurrence again. What then will be remembered over long time is the question.”*). A further idea of him is that *“the persons keep something from the group, the external courses, but this depends on which level the person thinks.”* A combination of education with research is crucial for the headmaster (*“During education there must be implemented research. This is valuable because there is an obligation to link the contents learned with the actual work.”*). The headmaster focuses on the fact that mostly professional development occurs in everyday situations but *“it is important to force the teacher towards a critical view about this routine because otherwise there is the risk to get lost in routine”*.

**Variable 3: influence of professional development on the attractiveness of the teacher job.** Further, it will be examined what the three participants of school B think about the influence of possibilities of professional development on the attractiveness of the teacher job. All three participants state that professional development is important for the

attractiveness of the teacher job but with differing priorities. The teacher suggests that professional development is important to fulfill oneself and that the importance differs for every person (*“There are also persons which are satisfied with their actual situation and which do not need professional development.”*). The HRM professional sees professional development more as a condition that must be fulfilled (*“I think that professional development must be there.”*). The headmaster focuses on the fact that *“for graduates it is very important to have a perspective where they have the chance to develop further”*.

**Variable 4: attractiveness of the teacher job.** Overall, the three participants think that the job as a teacher is either attractive enough or attractive. Attraction is in all cases linked to a premise. An intrinsic motivation is required for the teacher and the HRM professional. The teacher states that *“for persons who like to work with children, the teacher job is attractive”*. Additionally, the HRM professional thinks that the teacher job is becoming more attractive. Recently more possibilities to develop and the fact that work is more often based on the personal circumstances of the teacher emerged. The premise of the headmaster is that *“the job as a teacher is attractive itself, but it is very important that persons get the space to develop”*.

**Conclusion.** After all, referred to the first three variables, the three parties send comparable messages. Noticeable is the high degree of accordance between the teacher and the HRM professional on all three variables. Still, the multiple decision makers could enhance their agreement, because it is only mediate. The headmaster has in all three variables a slightly differing opinion. There can be concluded that there is a relative high consensus present in this school. Also, the three parties state uniformly that the teacher job is attractive.

## **School C**

**Variable 1: motivational basis of professional development.** Whether the motivation to develop is of intrinsically or extrinsically nature is the first tested variable. Mostly the three participants state an intrinsic motivation. Only the teacher says that *“also extrinsic motivation in terms of money play a role, because harder work must be rewarded”*. The teacher also states that *“having the drive is a requirement”*. The HRM professional and the headmaster have different motives why the motivation to develop is intrinsic. *“Liking it to gather other tasks than teaching is the intrinsic motivation to develop”* according to the HRM professional. In contrast, the headmaster states that the wish to deliver good work is the

intrinsic motivation to develop. Thus, the reason why intrinsic motivation is the basis for professional development differs between the three actors.

**Variable 2: amount of control of the teacher upon professional development.** The next tested variable is whether formal or informal learning is the better way to develop. Hereby the three participants agree that a combination is most appropriate. The extent to which the three cases think a combination is most suited differs. The need to link theory and practice is experienced as important from the teacher. *“If you are not aware of your actions and you do not have a theoretical basis for your behavior than you cannot link it to practical situations.”* The HRM professional and the headmaster both think that it begins with schooling and that than a linkage with the workplace and feedback is needed.

**Variable 3: influence of professional development on the attractiveness of the teacher job.** The influence possibilities of professional development have upon the attractiveness of the teacher job is answered by all three cases differently. All three parties do not state that possibilities of professional development by itself increase the attractiveness of the teacher job. The teacher states that *“the influence possibilities of professional development have on the attractiveness of the teacher job depend on the need from the teacher”*. *“If I get offered courses where I do not realize the relevance it is getting burdensome. But if I get courses which I ask for, it is very interesting.”* The HRM professional rather has a similar view than the headmaster from school B. This is, the perspective of professional development is important by the choice of a job (*“If a graduate has the choice out of different job offers, it is likely to be motivating for the choice to have a chance to develop.”*). Striking is that the HRM professional also states that *“professional development is important because you also expect it from your students”*. Thus, the reason is not the importance for the teacher himself. The headmaster focuses more on the importance of money (*“Salary is important, but we do not have influence on it.”*).

**Variable 4: attractiveness of the teacher job.** The last tested variable is the attractiveness of the teacher job. All three participants agree that the profession of a teacher is attractive, but they differ in the extent. The teacher thinks that *“it is attractive but it depends on the persons current conditions”*. Also, the teacher suggests that *“the job stays attractive if the teacher has the drive, thus intrinsic motivation, and is able to take the needed space”*. The HRM professional, in contrast, points out that *“the teacher job is attractive, in ratio to its*

*possibilities*". According to the headmaster, "*the job as a teacher becomes more attractive because of a heighten focus on the person of the teacher self, possibilities of professional development and better payment*".

**Conclusion.** All in all, the three parties send by the first three variables mediate comparable messages. The first variable is even answered by the three parties completely differently. Also the argumentation of the three parties on the second variable is not consistent. On the third variable, the multiple decision makers gain relative high agreement in comparison to the teacher. The answer on this variable of the teacher varies obviously. Because of the only mediate comparability of the sent messages and the mediate agreement between the multiple decision makers, the consensus is perceived as mediate. The parties state that the teacher job is attractive. But they link it with requirements. Either it depends on the condition of the teacher or it is seen in ration to its possibilities. Also it is seen as becoming more attractive. It seems that the participants are not fully convinced about the attractiveness of the teacher job but they yet answer the question positively.

## **Conclusions and Discussion**

This study was conducted with the goal of highlighting the extent to which consensus is present in the two concerned schools. Because of the recent lack of teachers, the teacher job has to be made more attractive. It seems likely that the effect of consensus can be measured well in the school situation. The three variables according to which consensus was measured are the motivational basis of professional development, the amount of control the teacher has on professional development and the influence of professional development on the attractiveness of the teacher job. This led to the following research question: "*To which extent is consensus between the involved actors concerning to possibilities of professional development present?*" Further, attractiveness of the teacher job is the variable on which the influence of consensus of the three previous variables is tested. This will be used for the construction of hypotheses.

## **General Findings**

First the general opinions the participants had over the different answers are summarized. The motivational basis of professional development is according to all six participants to a high degree of intrinsic nature. The basis for the intrinsic motivation is the

drive to develop, the wish to work with pupils, the wish to fulfill other tasks than teaching or the wish to deliver good work. Having the drive is mostly related to an extrinsic exciter, money. All participants state that a combination out formal and informal professional development is best. The extent can depend on the personal style. Further there is suggested that learned topics can best be connected directly with work. The link of theory and practice can be in both directions. Of, first teaching is intuition and then the question rises whether this is good. This has as consequence formal learning. Of, first there are schoolings and then a linkage is made to the workplace. The influence of possibilities of professional development on attractiveness of the teacher job is answered in different ways. Important is the perspective of professional development by the choice of the job. Also, professional development is needed to fulfill oneself. Further, it has to be a condition, but it also depends on the personal impact for the teacher. Also, there was the point of view that money is important by possibilities of professional development. The attraction of the teacher job is according to all participants high. One participant rates it to the possibilities the teacher job has and one state that it is becoming more attractive.

Further, the present consensus in each school and the influence of consensus upon the perceived degree of attractiveness of consensus will be briefly examined. In both analyzed schools, different degrees of consensus were found by the first three variables. School B scored high on comparability between the messages send by the individuals. The agreement between the multiple decision makers was mediate. In contrast, the parties of school C sent mediate comparable messages, but the agreement of the multiple decision makers was relative high, thus somewhat higher than in school B. A little higher consensus between the parties in school B, than in school C, was concluded. Highly promoting answers on question four were expected if high consensus is present. For school B, the expected view of high attractiveness of the teacher job was found. Also school C scored as expected on the fourth variable. The participants rated the attractiveness of the teacher job little less positively then the participants of school B. These findings let hypothesize that the high consensus in a case increase the perceived attractiveness of the teacher job.

### **Limitations and Suggestions for Further Research**

There are some limitations of the present study. First, there is a very small number of cases which have been studied and on which the above mentioned hypothesis is build. The two cases also have a high similarity. They both belong to the same foundation and are similar concerning the type of school. Also, they are both located in the same area of the



Netherlands. Further, the age of the participants is comparable. The consequence is that the results can hardly be interpreted as representative for all schools and teacher in the Netherlands. For drawing universal conclusions, the sample is far too small. The study can better be used as a pre study for the formulation of hypotheses. Also, the outcomes of the study can be used as an inspirational source for further research. Because of the restricted extend, referring to time and workload, of this study, it was not possible to examine more cases. This limitation is especially critical for the corroboration of the hypothesis about the effect of consensus on attractiveness. There must be further studies, as above mentioned, to fulfill representativeness.

A second limitation is the use of the pretest as a choosing criterion for the main study. As mentioned above, the target group of the pretest were teacher who wanted to examine their possibilities to develop. It can be concluded that the two participating teacher of this study are interested in professional development. Also they are likely to have a positive viewpoint on the influence of professional development on the attractiveness of the teacher job. Typically, the participation of the teacher on the “ontwikkelassessment” are provided or even recommended by the headmaster and the HRM professional. Thus, probably also the two participating headmaster and the two participating HRM professionals are confident about the need of professional development. Further, a high rate of cooperation can be expected in the participating schools. Otherwise, it is unlikely that headmaster, HRM professional and teacher decide to let the teacher follow the “ontwikkelassessment”. This has especially high consequences for the testing of whether consensus is present, because all tested variables concern professional development.

As stated above, further research of this topic is necessary with a larger and more representative sample. Therefore, schools of differing types, geographical locations, organizational structures and sizes should be included. Also a varying age and length of service of the participants is interesting. For increasing the attractiveness of the teacher job, it may also be important to study the expectations of high-school graduates or students concerning professional development. Also there are three factors which were noticed during this study because the participants mentioned these often. First, achievement-oriented rewards were sometimes mentioned as a chance to develop and not only as a reward system. A study about achievement-oriented rewards as a part of professional development is reasonable. Further, the size of a school and the number of teacher working there can have an influence on the possibility to send comparable messages and to agree among each other. It is likely that the more persons involved increase the difficulty to reach agreement and send comparable

messages. Also, the amount of control or commitment within a school could have influence on consensus.

### **Practical Implications**

Finally, some practical implications are given. All in all, it can be concluded that professional development has a positive influence on the attractiveness of the teacher job. The positive influence is related to some specific requirements. First of all, teachers have to be intrinsically motivated towards professional development. If a teacher does not want to participate in professional development, external factors do not have much effect. But, if intrinsic motivation is present, extrinsic factors, in form of money, seem to excite the motivation. Thus, ensuring that the teacher has the drive to take part at professional development and offering money as an incentive seem to have the biggest success. The form of professional development, thus either formal or informal, seems to be most liked in combination. The link of theory with work seems crucial for successful implementation of professional development. Also, by the determining of the specific ration of formal and informal professional development, the individual personality, situation and interests are important. Also, the effect of consensus seems to be positive. For reaching consensus, the comparable message sending of more individuals and agreement between multiple decision makers appear to be important. Thus, it seems to be important that messages are sent as identical as possible. Particularly the decision makers must be aware that every message sent is important and should be adapted to the messages of the other decision makers. These implications must be viewed as first evidence on what seems to be important to teachers, HRM professionals and headmasters. It is based on a small sample of participants and has to be reviewed and tested through further research.

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## Appendix A

### Summary of the Pretest (in Dutch)

Het doel van het vooronderzoek was vast te stellen hoe het de respondenten van het ontwikkelingsassessment (OA) van de Twente School of Education na het doorlopen van deze is vergaan. Om dit doel te bereiken hebben we vijf open vragen en 18 gesloten vragen gesteld. Deze hebben vooral betrekking op het wel dan niet vervolg geven aan de uitkomsten uit het OA, en de rol welke het HRM van een school aan de verwerking heeft bijgedragen. Respondenten zijn benaderd aan de hand van hun email adressen. Het aantal vragenlijsten dat verstuurd was is negentien, hiervan hebben we er 13 terug gekregen. Dit is een response ratio van 68.42 %. Een van de 19 personen heeft alleen maar de meerkeuzevragen en niet de open vragen beantwoord.

In antwoord op de eerste vraag ‘Met welk doel heeft u destijds het OA aangevraagd?’ werd door de meeste respondenten aangegeven dat zij in aanmerking wilden komen voor een andere functieschaal (negen keer). Een respondent gaf aan oriëntatie op andere ontwikkelingspaden te willen verkrijgen (‘Ik wilde wat anders gaan doen. Het liefst binnen het onderwijs maar ik wist niet zo goed wat.’). Verder wou een respondent zijn collega's en zijn school met zijn opgedane ervaring verder helpen (‘Omdat ik meende dat ik met mijn opgedane ervaring andere collega's en de school kon helpen met het verder ontwikkelen van bepaalde activiteiten aangaande zelfstandiger en geïnspireerder leren leren.’). Bovendien was het doel van een respondent eerder door de school gevormd. Deze wou namelijk kijken of de respondent een bepaald lesniveau kon bereiken (‘Mijn school heeft het assesment aangevraagd om te kijken of ik het niveau van een opleiding wiskunde aan zou kunnen.’).

De meeste respondenten gaven op de tweede vraag ‘Heeft u dat doel kunnen bereiken? Hoezo dan of hoezo juist niet?’ een positief antwoord. Negen van de positieve antwoorden waren gerelateerd aan het verkrijgen van een nieuwe functieschaal. Of zij hebben deze direct verkregen, of zij zijn op weg daarna toe, bijvoorbeeld door het volgen van een studie (bijvoorbeeld: ‘Ja, ik studeer nu.’; ‘Ja, ben aangenomen in een LD functie en heb er ook vertrouwen in dat ik dit kan.’). Een van de positieve reacties is in verband met het verkrijgen van inzicht van de sterke en de zwakke kanten (‘Na het OA wist ik in ieder geval wat mijn sterke en zwakke kanten waren.’). Een respondent reageerde neutraal (‘Dat is nog niet uitgekristalliseerd, omdat ik van locatie ben gewisseld.’). Verder had nog een respondent een

negatieve reactie, namelijk dat de ongunstige uitslagen gebruikt worden zijn om hem naar de vroegere functieschaal terug te brengen ('Teamleider heeft de voor mij ongunstige uitslagen gebruikt om de LC terug te brengen naar de LB met bijbehorende salarisschaal. Ze heeft het helaas niet gebruikt om me te helpen met mijn 'tekortkomingen'.').

De antwoorden op de derde vraag 'Welke factoren speelden volgens u mee in het wel/niet bereiken van uw doel?' waren heel divers. Negen respondenten gaven aan hun doel wel te hebben bereikt, drie van hun door zich op de eigen mogelijkheden, persoonlijke ontwikkeling en interesses te concentreren (bijvoorbeeld: 'Door het OA wordt je teruggeworpen op jezelf en je eigen (on)mogelijkheden. Dit heeft mij geholpen richting te geven aan de verdere invulling van mijn loopbaan. '; 'Voor mij was wel belangrijk dat mijn ontwikkelpunten ook echt punten zijn waaraan ik zelf wil werken op dit moment.'). Twee van hun door het opvolgen van de afspraken en uitkomsten uit het OA, twee van hun door hun kennisniveau over de opleiding, de werkzaamheden en hun persoonlijke vaardigheden, en een van hun door zijn jarenlange inzet naast lesgevende taken als personeelslid en zijn keuze om een coachopleiding te gaan volgen. Twee van de respondenten konden hun doel niet bereiken. Een van hun door de al eerder genoemde locatiewisseling een de tweede door een verkeerde inschatting van zijn teamleiding ('Verkeerde inschatting van de teamleider van mijn capaciteiten door gebrek aan vertrouwen en verkeerde waardering van mijn assessmentrapport. De voornamelijk positieve aspecten zijn niet verwerkt in het eindoordeel (alleen benoemd). Ik ben tijdelijk gestopt met mijn project.'). De twee resterende respondenten hadden geen mening over de meespelende factoren van het wel of niet bereiken van hun doel.

Op de vierde vraag: 'Hebben uw schoolleiding en/of de HR afdeling de uitkomsten uit het OA benut, en zo ja, op welke manier?' waren er vier verschillende antwoorden. De eerste antwoord van zes respondenten was positief. Maar de manieren waarop de uitkomsten benut werden zijn heel divers. De visies van de proefpersonen werden ondersteund en hun kwaliteiten benut. Verder werden scholingen en studies aangeboden (bijvoorbeeld: 'Ik denk het wel, omdat mijn visie ondersteund wordt en er af en toe scholing is voor het team wat in deze zelfde lijn past. '; 'Ja, door mij te faciliteren om de studie te volgen.'). Een ander antwoord was dat de uitkomsten van het OA te kennis genomen zijn (bijvoorbeeld: 'De schoolleiding heeft er kennis van genomen.'). Twee keer gaven de respondenten aan dat zij niet weten of de uitkomsten uit het OA benut zijn worden. Een respondent gaf aan dat de uitkomsten volgens hem niet benut zijn worden (bijvoorbeeld: 'Volgens mij niet. Van onze

groep die het assessment op die dag deed waren de uitslagen bizar slecht. Hieruit is afgeleid dat het assessment niet goed voor ons afgestemd was.’). Bovendien gaf een respondent aan, zoals al eerder genoemd, dat de uitkomsten van het OA tegen hem gebruikt was (‘Door teamleider tegen mij gebruikt worden.’).

Op de vijfde vraag ‘Was het achteraf gezien de moeite waard om aan het OA deel te nemen? Hoezo dan of hoezo juist niet?’ antwoorden de meeste respondenten bevestigend. Er zijn verschillende motieven voor deze antwoord. Het OA heeft de respondenten en hun werkgever inzicht in hun mogelijkheden en hun persoonlijkheid gegeven (bijvoorbeeld: ‘Ja, het was de moeite waard want ik weet nu wat ik zeker wel en zeker niet moet doen en waar ik nog aan moet werken’). Verder heeft het OA verwachtingen bevestigd (‘Het OA heeft niet veel nieuws of verrassends gebracht, veel meer een bevestiging van verwachtingen. Desalniettemin is het erg plezierig om op deze wijze eens flink stil te staan bij hoe men in het werk staat.’). Bovendien wordt er aangegeven dat zo een OA vaker had moeten worden doorlopen daarmee de respondenten geïnspireerd en up to date blijven werken. Een ander visie van respondenten was dat het grotendeels wel de moeite waard was om aan het OA deel te nemen, maar er ook nadelen waren. Het was een forse tijdsinvestering, vooral het portfolio (bijvoorbeeld: ‘Ja, het maken van een portfolio. Nee, grote tijdsinvestering.’). Ook waren toetsen deels niet functioneel voor de doelgroep. Verder was het een goede mogelijkheid eens serieus over het werk en ideeën te spreken, maar de weerslag was niet zorgvuldig.

De drie voor ons verder onderzoek gekozen leraren hebben het volgende op de vijf open vragen geantwoord (deels door (...) geanonimiseerd):

	Leraar School A	Leraar School B	Leraar School C
Vraag 1 Met welk doel heeft u destijds het OA aangevraagd?	Binnen de beschrijving van de functiemix van (...) mijn school pasten mijn werkzaamheden binnen de LC-schaal. Dit wilde ik middels het OA aantonen.	Nieuwe functie LD	Verkrijgen van een andere functie in de schoolorganisatie.
Vraag 2 Heeft u dat doel kunnen bereiken? Hoezo dan of hoezo juist niet?	Middels het OA heb ik mijn doel bereikt. Hoewel mijn leidinggevende pas in december 2010 officieel groen licht heeft gegeven, omdat hij zeker wilde weten dat de procedure goed gevolgd was. Uiteraard gaat het in werking met terugwerkende kracht.	Ja het assesment was een onderdeel van de procedure.	Ja, door het assesment heb ik groen licht gekregen om die functie te vervullen.



Vraag 3 Welke factoren speelden volgens u mee in het wel/niet bereiken van uw doel?	* De werkzaamheden die ik verricht. * Mijn kennis van zaken. * Mijn opleidingen. * De manier hoe ik mijzelf heb gepresenteerd.	Voor mij was wel belangrijk dat mijn ontwikkelpunten ook echt punten zijn waaraan ik zelf wil werken op dit moment.	Kennisniveau en persoonlijke vaardigheden en eventueel een uit het assessment komend ontwikkel traject.
Vraag 4 Hebben uw schoolleiding en/of de HR afdeling de uitkomsten uit het OA benut, en zo ja, op welke manier?	Steeds vaker sturen ze ook andere locaties naar mij toe omtrent informatie rond (...) problematiek.	Was een onderdeel van de procedure.	Is wel de bedoeling, maar nog niet gebeurd.
Vraag 5 Was het achteraf gezien de moeite waard om aan het OA deel te nemen? Hoezo dan of hoezo juist niet?	Deelname aan het OA was absoluut de moeite waard. Ten eerste heb ik mijn doel bereikt. Ten tweede vond ik het leerzaam dat er objectief naar je werkzaamheden wordt gekeken. Mijn leerpunt om abstracter te formuleren pak ik serieus op en ik zie vooruitgang. Ook de tip om columns in het (...) te schrijven vond ik een leuke tip. Het gaf toch aan dat ik met een speciale doelgroep werk en daar ook iets over kan vertellen waar een ander van kan leren.	Ja het gaf bevestiging en inzicht.	De moeite waard, omdat het enerzijds mijn werkgever inzicht geeft in mijn vaardigheden, en het anderzijds mijzelf een beeld geeft (naast hetgeen ik al wel wist) over mijn sterke en zwakke punten.

Op de meerkeuzevragen, welke het formaat van een Likert Scale hadden met scores van een tot vijf (1 = sterk oneens, 2 = oneens, 3 = neutraal, 4 = eens, 5 = sterk eens), hebben in totaal 13 personen geantwoord. Op sommige vragen zijn maar 12 antwoorden verkregen. Wij hebben voor elk vraag het gemiddelde uitgerekend en achter de betreffende vraag in de onderstaande tabel afgebeeld:

	Vraag:	Gemiddelde score
1	De deelname aan het OA ondersteunt mijn persoonlijke ontwikkeling.	3,2
2	In het OA zijn mijn relaties met mensen sprekend getypeerd.	3,5
3	In het OA is mijn manier om te denken sprekend getypeerd.	3,4
4	In het OA zijn mijn toenmalige gevoelens en emoties sprekend getypeerd worden.	3,4
5	Ik vertrouw op de uitkomsten van het OA.	3,8
6	Ik voelde me op mijn gemak in de contacten met de assessoren van het ACT.	4,5

7	Het OA van het ACT heeft mij met mijn loopbaanontwikkeling geholpen.	3,3
8	Het portfolio is een waardevol instrument in het assessment.	3,9
9	De persoonlijkheidsvragenlijst is een waardevol instrument in het assessment.	3,8
10	De capaciteitentest is een waardevol instrument in het assessment.	2,9
11	Het interview is een waardevol instrument in het assessment.	4,5
12	Ik vond het moeilijk om alle vragen van het OA eerlijk te beantwoorden.	1,6
13	Ik zou het OA van het ACT aan andere mensen adviseren.	3,5
14	Het assessmentrapport is een goede weergave van mijn professionele kwaliteiten.	3,5
15	Het OA heeft mij geholpen een duidelijk beeld van de nieuw te vervullen functie binnen de school te verkrijgen.	3,1
16	Met het scholingsadvies kan ik mijn professionele ontwikkeling verder invullen.	3,6
17	Ik heb het assessmentrapport met mijn schoolleiding besproken t.a.v. mijn verdere ontwikkeling.	3,2
18	In overleg met de schoolleiding heb ik een begin gemaakt met de Scholingsactiviteiten.	3,0

Opvallend zijn de antwoorden op de vragen zes, elf en twaalf. De proefpersonen voelden zich boven het gemiddelde op hun gemak in de contacten met de assessoren van het ACT en vonden vooral het interview een waardevol instrument van het OA. Bovendien waren zij met de stelling: 'Ik vond het moeilijk om alle vragen van het OA eerlijk te beantwoorden' duidelijk niet eens. De rest van de vragen werd neutraal tot bevestigend beantwoord.

## Appendix B

### Guideline-Based Interview

(The (1) stands for a question of the recent study and a (2) for a question of the related study)

Research question recent study (1):

*To which extent is consensus between the involved actors concerning to possibilities of professional development present?*

Research question related study (2):

*In how far does a consensus among human resources management, headmasters and teachers at school exist on job satisfaction of teachers in matters of the functiemix and other possible factors?*

Guideline-based interview:

- Do you think that the job as a teacher is attractive enough? (1+2)
  - Why?
  - What can be changed?
- Does motivation (extrinsic or intrinsic) play a role in professional development? (1)
  - Process-related professional development: desire to change position, always reaching a higher level of external career
  - Content-related professional development: desire to always improve the way of working
- On which professional development possibilities have you self took part? (1)
  - What was the effect?
  - Do you think that you have learned the important details of your job only through courses or also through informal learning in every-day situations?
  - Or was even the combination crucial?
- Do you think that professional development increases the attractiveness of the teacher job?(1)
- In how far can, according to you, HRM at a school contribute to the job satisfaction of teachers?(2)
- In which role do you see the HRM at school? (2)

- What do you think about the recently introduced “functiemix”? (positive or negative for the educational system?) (2)

- How do teachers, headmaster and HRM have to increase attraction of the teachers’ job?  
(1+2)

- Do they share a vision or does it differs in an important way?

## Appendix C

**Table with Results of the Main Study**

(Variables are marked with (\*) are analyzed in the results section)

Variable	Teacher School B	HRM Professional School B	Headmaster School B	Teacher School C	HRM Professional School C	Headmaster School C
<i>1: Motivational basis of professional development (intrinsic/extrinsic) (*)</i>	<b>Intrinsic motivated</b> towards possibilities of pro. development (likes development and has drive to fulfill)	<b>Intrinsic motivated</b> towards possibilities of prof. development (teachers want to work with pupils/for pupils)	<b>Intrinsic &amp; extrinsic motivated</b> towards possibilities of prof. development (teachers want to develop but motivation must be excited) <b>Extrinsic motivation</b> (Money) needed as <b>reward for development</b> → Not everybody needs this! But helps by everybody.	<b>Intrinsic</b> (need drive) & <b>Extrinsic</b> (money) (staying satisfied) <b>motivated</b> towards possibilities of prof. development	<b>Intrinsic motivated</b> towards possibilities of prof. development (like to have other tasks than teaching)	<b>Intrinsic motivated</b> towards possibilities of prof. development (want to deliver good work)
<i>2: Amount of control of the teacher on professional development (formal/informal) (*)</i>	<b>Combination.</b> Beginning: intuition, than: do I act well? (formal)	<b>Combination.</b> Depends on personal style. Focus on importance of informal possibilities High level: focus on formal possibilities	<b>Combination.</b> Education combined with research → connect learned topics & work. Mostly learning in everyday situation. Important: forced to critical view towards routine (formal possibilities of development)	<b>Combination.</b> Need to link theory towards practice (Meta cognition)	<b>Combination.</b> Beginning with schooling, than linkage with workplace and feedback. Formal important: hard to break routine.	<b>Combination:</b> First schooling, than situation in school where you remember learned strategies.
<i>Integration of formal and informal professional development</i>		<b>Conversation</b> with teachers (what form do they want?), <b>learning from other schools, coupling of teachers</b> in own school.	<b>Practical apprenticeship</b> with research within school	<b>Support and facilitation.</b>	Applying of theory and giving <b>feedback</b> in everyday situations.	
<i>3: Influence of professional development on attractiveness of the teacher job (*)</i>	Prof. development: important to <b>fulfill oneself.</b> For <b>every person the importance differs.</b> <b>Important for pupils.</b>	Prof. development <b>must be there!</b> <b>Important for whole school</b> (teacher/pupil).	<b>Perspective of career development is important</b> (particularly by choice of job after apprenticeship) <b>Importance for pupils: Indirect.</b> Getting aware of learning processes and variation.	<b>Depends on importance for teacher.</b>	Perspective of career development is <b>motivating</b> (by choice of job) Prof. development important (also expect it from your pupils) <b>Important for pupils.</b>	<b>Money</b> is very important, but no control over. Work of teachers must be based on <b>specific situation/ phase of life.</b> Image of education has to improve.
<i>Improvement of attraction.</i>	Listening to <b>needs of teachers</b>	Listening to <b>needs of teachers</b> Offer <b>possibilities of development</b>	<b>Higher educational level</b> and <b>possibilities of development</b> <b>Appreciation</b>	Focus on <b>human aspect</b> instead of money	Staying more <b>up to date with improvements</b> (ICT, working conditions...) Always possible (limited by restriction)	<b>More money</b> for education → smaller classes

<p>4: Attraction of the teacher job. (*)</p>	<p><b>Attractive enough</b> if the teacher is intrinsic motivated (because: loves to work with children))</p>	<p><b>Attractive enough</b> if the teacher is intrinsic motivated (interesting, born for being teacher) development recent years (possibilities to develop &amp; work based on circumstances of teacher) = becoming more attractive</p>	<p><b>Attractive</b> (teachers get chances to develop (prof. development)) Image of the education system= less attractive</p>	<p><b>Attractive enough</b> (choose teacher job because of: personal motives, impact parenting, expectations society, inspiration, attraction) but it depends on conditions of teacher Stays attractive if teacher has intrinsic motivation &amp; is able to develop</p>	<p>In ratio to the possibilities teacher job, it's <b>attractive</b> (many possibilities, work with children, appropriate payment) Teachers want more attractiveness (compare it to other jobs with different conditions)</p>	<p><b>Becomes more attractive</b> (introduction "covenant leerkracht" with focus on: teacher self, possibilities of development, better payment)</p>
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