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Teach First Norway - who joins and what are their initial motivations for teaching?

Abstract

Teacher motivation is a widely discussed topic in public debates and educational research literature. Prior research has found that teachers' professional motivation impacts students' motivation, teachers' professional satisfaction, teacher absenteeism and turnover, as well as the recruitment of new teachers. Recently, the introduction of alternative teacher education programmes has provided a faster way into the teaching profession. This study investigates specific characteristics of the professional motivations of candidates recruited to these programmes. The article reports both the motivations for teaching and reasons for attending the alternative teacher education programme Teach First Norway (TFN). For descriptive purposes a cluster analysis was performed based on survey data from one cohort (N=13) of TFN candidates. Three motivational profiles emerged: 'low altruistic motivation', 'high interest in teaching' and 'predominant altruistic motivation'. The profiles were further explored through qualitative interviews. The results show that the interplay between participants' motivations is complex and unique. The stereotypical image of a TFN candidate that uses the programme as a springboard into management positions in businesses becomes more nuanced as a result of these findings.

Keywords: *alternative teacher education, motivations to teach, careers, Teach First*

Sammendrag

Motivasjon for å undervise er et tema som er mye diskutert i offentlige debatter og i forskningslitteraturen. Grunnen til dette er at læreres profesjonelle motivasjon har vist seg å påvirke elevenes motivasjon, læreres tilfredshet i jobben, fravær og turnover i læreryrket, samt rekruttering av nye lærere. Alternative lærerutdanninger som tilbyr en raskere vei inn i læreryrket har i de senere årene blitt etablert, både i Norge og internasjonalt. Denne studien undersøker om den profesjonelle motivasjonen til kandidater som rekrutteres til disse programmene har spesielle kjennetegn. Artikkelen undersøker både motivasjon for undervisning og motivasjon for å delta i det alternative lederopplærings- og lærerutdanningsprogrammet Teach First Norway. Datamaterialet består av spørreskjemadata og intervjudata fra ett kull (N=13) Teach First Norway-kandidater. Basert på spørreskjemadata ble det utført en klyngeanalyse som fant tre motivasjonsprofiler: "Lav altruistisk motivasjon", "Interesse for undervisning" og "Høy altruistisk motivasjon". Ved hjelp av kvalitative intervjuer ble motivasjonsprofilene utdypet. Resultatene viser at samspillet mellom deltakernes ulike motivasjonsfaktorer er kompleks og unik. Det stereotype bildet av en Teach First Norway-kandidat som bruker programmet som et springbrett inn i lederstillinger i næringslivet nyanseres som følge av funnene.

Nøkkelord: *alternativ lærerutdanning, motivasjon for å undervise, karriere, Teach First Norway*

Introduction

Teacher motivation is a topic that is widely discussed in public debates and educational research literature for several reasons. First, researchers have found that teachers' professional motivation impacts students' motivation (Salmela-Aro, Kiuru, Pietikäinen, & Jokela, 2008). In addition, motivated teachers are more likely to support educational reforms (Jesus & Lens, 2005) and are often more satisfied with their jobs, resulting in lower levels of absenteeism and turnover (Jesus & Conboy, 2001). Also, motivation influences the recruitment of new teachers (Watt, Richardson, Klusman, Kunter, Beyer, Trautwein & Bautmert 2012).

Many countries now offer several ways to become a teacher. In addition to formal and established teacher education programmes, there has been a recent introduction of alternative teacher education programmes that provide a faster route into the profession. Alternative teacher education programmes, most of which are under the Teach for All (TFAll) umbrella, have been established worldwide (Cumsille & Fiszbein, 2015). TFAll programmes, which originate from the Teach for America (TFA) and Teach First UK (TFUK) programmes, aspire to reduce educational inequality by recruiting high-achieving graduates with no teacher education to teach in high-need schools for two years, and aim at improving their students' performance. Organisations participating in the TFAll network, which was established in 2007 by the founders of TFA and TFUK, share a common mission to improve education and to fight social inequity. Lately, the number of TFAll programmes has increased significantly, with new programmes being established in Europe (e.g., Sweden and Denmark), South America, the Asia-Pacific region, and the Middle East (Rice, Volkoff, & Dulfer, 2015). Currently, the network has 39 member countries (<http://teachforall.org/en>). In Norway, the Teach First Norway (TFN) programme is relatively new, being established in 2010 as a strategic partnership between educational authorities, a university, and representatives from a major Norwegian enterprise, Statoil. However, TFN is not currently a member of the TFAll network.

Like all TFAll programmes, the TFN programme is framed within the concept of a mission. In Norway, this mission is related to challenges in science education: "Teach First Norway's mission is to meet major challenges in education and the science subjects by developing skilled graduates to effective and inspirational teachers and leaders" (<http://www.teachfirstnorway.no/>). Moreover, the recruitment of candidates to the programme emphasises a focus on "making a difference" in addition to developing leadership skills and promoting high academic achievement.

Straubhaar and Friedrich (2015) considered research on TFAll programmes to be a young and highly limited field, as most of the research consists of evaluations and criticisms of only the TFA programme (Berliner & Boyd,

Grossman, Lankford, Loeb, & Wyckoff, 2008; Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005; Heilig & Jez, 2010; Labaree, 2010). In addition, a small number of studies have researched the TFUK programme (Hutchings, Maylor, Mendick, Menter, & Smart, 2006; Muijs, Chapman, Collins, & Armstrong, 2010).

One line of research has focused on the organisational model of TFA (Brewer, 2014; Labaree, 2010; Maier, 2012), and the model's efficiency in terms of improving students' learning outcomes and reducing educational inequality. The results of these studies are contradictory. Some studies reported positive results on student test scores (Decker, Mayer, & Glazerman, 2004), but others have found that the reverse is true (Brewer, 2014; Darling-Hammond et al., 2005; Heilig & Jez, 2010, 2014).

Another line of research has examined teacher retention and attrition in TFA (Donaldson & Johnson, 2011; Heineke & Cameron, 2013; Heineke, Mazza, & Tichnor-Wagner, 2014; Straubhaar & Gottfried, 2014). For example, Donaldson and Johnson (2011) conducted a longitudinal study with three cohorts of TFA teachers and found that 60.5% of the participants stayed in schools beyond their two-year commitment. However, only 14.8% remained in the classroom as teachers after five years (Donaldson & Johnson, 2011). Although low retention rates among beginning teachers is a common problem both in Norway and internationally (Tiplic, Brandmo, & Elstad, 2015), the retention of TFA teachers is considerably lower (Donaldson & Johnson, 2011).

Straubhaar and Gottfried (2014) conducted ethnographic interviews with 25 TFA teachers in Los Angeles, examining their personal attributes, characteristics and motives for joining TFA. They found that the personal characteristics embodied by the teachers were the same characteristics that TFA values (i.e., idealism, relentlessness, intelligence, organisation and commitment), and that all the teachers were motivated to join TFA to give back to society (Straubhaar & Gottfried, 2014). In a similar vein, Heineke et al. (2014) conducted a mixed-methods study consisting of survey data and qualitative interviews to examine retention and attrition among TFA candidates. The research questions guiding the analysis were related to what TFA members do after spending two years in the programme and what shapes candidates' professional decisions after teaching for two years. The results suggested that the two-year commitment provides candidates with a limited obligation to teach. In spite of historical, environmental and external factors, the candidates' decisions were based on a two-year construct, causing the researchers to conclude that the programme encourages attrition (Heineke et al., 2014). Muijs et al. (2010) found similar results in a study of TFUK.

The aim of the TFAII model is ambitious, based on the assumption that bringing the most motivated and qualified student teachers to educational settings allows for transformation of the educational system (Dee & Wyckoff, 2013). In order, however, to become this kind of inspiring teacher, one must be

motivated to teach. Despite the abovementioned explorations, research studies that have investigated TFAll teachers' motivations in depth are almost non-existent (Gottfried & Straubhaar, 2015; Heineke et al., 2014). So far, no studies have utilised established motivational frameworks to examine candidates' motivations to teach and to attend the programme. The present study investigates whether the career motivations of candidates recruited to these programmes have particular characteristics with regard to their motivation to both teach and join the TFAll programmes. In particular, the present study aims to investigate the following research questions:

- 1) What motivates the TFN candidates to become a teacher?
- 2) How can we understand the TFN candidates' motives for participating in the TFN programme?

To answer these questions, the study utilises motivational concepts from expectancy-value motivational theory (Eccles, 2009). Survey and interview data are collected from one cohort ($N = 13$) of Teach First Norway (TFN) candidates.

In what follows, I will first present an overview of previous research on motivations to teach as well as analytical concepts from the expectancy-value theory, which I will use to analyse data. Next, I will present my methodological approach. Finally, I will discuss the findings and present study limitations.

Theory

Motivations to Teach

Although little research exists on teachers' motivations to join TFAll programmes, more extensive studies have examined what motivates student teachers to become teachers in more long-established teacher education programmes (e.g., Brookhart & Freeman, 1992; Klassen, Al-Dhafri, Hannok, & Betts, 2011; Watt et al., 2012). Research on teachers' motivation to teach has suggested different reasons that people are attracted to the field. Altruistic values, such as a desire to work with children and shape future generations, intrinsic interests, such as a sense of pleasure derived from teaching, a desire for challenge or a need for self-development, and extrinsic reasons, such as salary, job security, working hours and vacation time, have emerged as influencing teachers' professional motivation (Kyriacou & Coulthard, 2000; Roness & Smith, 2010; Watt et al., 2012). Research findings about preservice teachers' reasons for becoming teachers has suggested that the most powerful motivators for teaching are altruistic reasons (Kyriacou & Coulthard, 2000; Pop & Turner, 2009).

Fokkens-B Bruinsma and Canrinus (2012) identified adaptive and maladaptive motivations for teaching, which affect student teachers' engagement and

commitment to their profession positively and negatively, respectively. They found various adaptive motivations, such as a desire to enhance social equity or work with children and adolescents (altruistic motivations). They also found maladaptive motivations, such as a desire to become a teacher because of social influence or the belief that teaching is a fall-back career (Fokkens-Bruinsma & Canrinus, 2012). In a study on the relationship between teaching motivation and teaching-related outcome variables, Jungert, Alm, and Thornberg (2014) uncovered a significant and strong negative relationship between altruistic motivation and drop out, mediated by academic engagement. The findings caused the researchers to conclude that, in order to obtain high retention rates in teacher education, student teachers need to have altruistic motivations because these are negatively related to dropping out of teacher education programmes (Jungert et al., 2014).

Until recently, research on teachers' motivations has been hindered by the lack of a unified theoretical and analytical framework for contrasting teachers' motivations across different samples and cultural contexts. For this reason, Watt and Richardson (2007) developed the Factors Influencing Teaching Choice framework and scale (FIT-Choice scale), which is based on expectancy-value theory (EVT, Eccles, 2009). Today, the FIT-Choice scale is internationally acknowledged. Since its introduction, it has been translated into and tested across multiple languages and contexts with satisfactory results (Watt et al., 2012), and it has been validated in a number of countries. A study by Nesje, Brandmo, and Berger (2016) investigated the usefulness of the FIT-Choice scale in a Norwegian context with a sample of 635 student teachers in university-based teacher education. The results from this study suggested that a positive self-perception of one's teaching abilities is a main source of motivation, along with a desire to shape the future of children and adolescents and an interest in teaching.

Expectancy-Value Theory

To address the research questions concerning the motivations of TFN candidates, the present study utilises EVT as a framework (Eccles et al., 1983; Eccles, 2009). Unlike general models of human motivation, EVT is designed for educational settings. It is thus considered as a suitable framework for the present study. EVT (Eccles et al., 1983; Eccles, 2009) suggests that students' choices and achievements are directly affected by expectations and values. Students' expectations for success depend upon their beliefs about the quality and strength of their abilities, or their beliefs about how well they will perform in future tasks (Eccles et al., 1983; Eccles, 2009). In the present study, expectations of success are defined as students' perceptions of their ability to teach and to complete an intensive educational programme.

In EVT, the valuation of tasks is defined as one's perception of how important it is to perform a task well, how useful the task will be in the future

and how valuable it appears (Eccles et al., 1983; Eccles, 2009). Additionally, in EVT, students' expectations of success relate strongly to their performance, whereas their values relate strongly to their intentions and choice of activities, such as educational programmes. In order to study the values of different activity choices, EVT suggests four value concepts: *interest–enjoyment value*, *utility value*, *attainment value*, and *relative cost*. EVT assumes that these sets of values are rooted in a number of factors, such as perceptions of the context, related experiences and socialisation.

Interest–enjoyment pertains to the performance of activities due to pleasure or interest in the activity. The interest-enjoyment value resembles intrinsic motivation (Ryan & Deci, 2000) and interest as described by Hidi and Renninger (2006). Of all the four value components, the interest–enjoyment value relates most directly to the activity itself and the joy a person feels while engaging in the activity. Eccles (2009) suggested that individuals are likely to develop competence in the activity of interest and thus that skill in this activity might be part of the person's identity. Thus, an activity that was initially valued on the basis of interest can over time be appreciated as an attainment value (see below).

Utility value refers to the potential for fulfilling a future goal that has some practical or adaptive importance to a person. It concerns how useful an educational choice is in reaching other goals, such as career goals, and it resembles other motivational theories' concept of extrinsic motivation (Ryan & Deci, 2000). Extrinsic motivation causes people to engage in activities to obtain separate outcomes. Hence, TFN might be perceived as useful for candidates who want to enhance their opportunities for leadership positions in businesses.

Attainment value concerns how well a subject or educational activity fits with a person's identity and whether a person can positively identify with individuals in that profession. Eccles (2009) turned to theories about self-concept and identity (see Markus & Wurf, 1987) to explain this aspect of attainment value. Attainment value is also defined in terms of the potential for meeting particular needs, such as achievement and acceptance. Fulfilment of these personal needs makes people feel satisfied and proud, and can motivate them to overcome challenges. Identity motivates individuals to act (Markus & Wurf, 1987), and people who are considering becoming teachers may be motivated by imagining possible selves that have completed teacher education and work as teachers. According to EVT, people place greater value on career options that are easily negotiated into their identities (Eccles, 2009).

Relative cost addresses the negative aspects of the chosen activities, such as educational or career choices. Relative cost refers to the emotional and other types of resources taken up by an activity that may prevent an individual from performing activities that are more central to one's personal or collective identities. In addition to addressing the opportunities that are deselected when

making one career choice over another, this construct includes having to withstand negative stereotypes associated with, for instance, a profession.

The value components just described will be used to analyse the TFN candidates' motivations that are presented in the findings section.

Methods

The dataset consisted of TFN participants' responses to the FIT-Choice questionnaire (Watt & Richardson, 2007), which measured their motivation to teach, and individual semi-structured interviews with the same participants. The data were collected after the participants had spent six weeks in the programme, thus providing insights into their initial motivations for teaching and joining the TFN programme and their early experiences with the programme. Although the sample size was small ($N = 13$), the use of this specific questionnaire was a considered choice: Bearing in mind Watt et al.'s (2012) claim that research on motivation to teach has been hindered by the lack of a shared conceptual framework, the present study utilised the FIT-Choice questionnaire since it has become a widely used and validated model to study motivations for teaching (Watt et al., 2012).

Research Site

The TFN programme was created in 2010 by the educational authorities of the municipality of Oslo, the University of Oslo and the energy company Statoil. Currently, 89 candidates covering 6 student cohorts have either completed or are enrolled in the programme. TFN recruits high-achieving graduates of science, engineering and mathematics programmes and places them in teaching positions in demanding schools for a period of two years. Candidates are selected carefully. Excellent academic performance is a requirement. Furthermore, the selection process consists of motivational interviews, various tests (e.g. personality and IQ tests) and assignments (ethical and cooperative), partly organized by Statoil. Marketing for the programme has heavily emphasised leadership development (www.teachfirstnorway.no). As a leadership development programme, TFN combines the development of practical teaching skills with management training, internship opportunities and mentoring (www.teachfirstnorway.no).

TFN is based on the TFUK model, and it sends its graduates to training courses in the UK. The candidates attend TFUK's six-week summer training course before teaching. Candidates are also provided with in-school mentoring by experienced teachers. In addition, TFN collaborates with the nation's largest teacher education programme to offer a formal one-year teacher education as part of the TFN programme. Candidates are also offered leadership training by Statoil. However, the Statoil leadership training courses provide no formal

qualifications. By requiring a two-year commitment and continuous professional development, TFN tries to ensure that around half of the candidates will remain teachers after completing their training (TFN Project Manager, personal communication, AprilN 2013).

Participants

The sample of TFN candidates ($N=13$) ranged in age from 24 to 31, with a mean age of 26.3 years. Only three candidates were females. The candidates represent the entire 2013–2015 cohort of TFN candidates. The sample was selected based on practical considerations, as it was part of a larger mixed-methods study aimed at identifying motivations and professional identity development of candidates in alternative teacher education. The candidates held master degrees in biology (3 candidates), chemistry (1), engineering (6), mathematics (1), nanoscience (1) and physics (1). One of the engineering candidates held a PhD degree. The findings section describes all 13 candidates in more detail. To retain anonymity, they are referred to with pseudonyms.

Data Sources

Survey Data

Data collection started when the candidates joined the TFN programme in the 2013 fall semester. In one 20-minute test session, the FIT-Choice scale (Watt & Richardson, 2007) was administered. The survey also contained questions concerning the candidates' backgrounds. The scale measures individuals' motivations for teaching, their perceptions about the teaching profession and their satisfaction with the choice of occupation (see Appendix 1). This study used only the part of the scale that measures motivations for teaching. Of the 13 motivational factors measured by the scale, 6 were applied in this study. Since the sample size was small, it was considered necessary to limit the number of factors in the analysis. Based on prior research that concluded that altruistic reasons are the most powerful motivations for teaching (Kyriacou & Coulthard, 2000; Pop & Turner, 2009), the factors measuring altruistic motivations were selected, in addition to the factors measuring individuals' self-perception of their teaching abilities and interest in teaching. Each factor was measured by multiple-item indicators, and possible responses ranged from 1 (not at all important) to 7 (extremely important). All motivation items were prefaced by "I chose to become a teacher because...". Table 1 gives an overview of factors used in this study, number of items, Cronbach's alpha coefficients, and example items for each factor.

Table 1.

Factors, Number of items, Alpha Coefficients and Example Items.

Scale/factor	# items	Cronbach's alpha	Example items
Ability	3	$\alpha = .80$	I have good teaching skills.
Interest	3	$\alpha = .82$	I am interested in teaching.
Shape future of adolescents	3	$\alpha = .87$	Teaching allows me to have an impact on adolescents.
Enhance social equity	3	$\alpha = .86$	Teaching will allow me to work against social disadvantages.
Make social contribution	3	$\alpha = .84$	Teachers make a worthwhile social contribution.
Work with adolescents	4	$\alpha = .88$	I want a job that involves working with adolescents.

Interview Data

Individual semi-structured interviews were conducted with all 13 candidates during the same week as the questionnaire was administered. The interviews lasted between 55 and 75 minutes, and they were audio-recorded and then transcribed. Participants provided informed consent prior to data collection. Based on an explorative approach (Kvale & Brinkmann, 2009), a semi-structured interview protocol was developed based on the EVT framework including the five key concepts of EVT (i.e., expectation of success, interest, utility, attainment and cost). The protocol was tested in two pilot interviews prior to data collection in the 2013 spring semester. The questions were formulated to allow respondents to reflect upon their experiences and perceptions about teaching and attending the TFN programme.

Analytic Approach

Analysis of the Survey Data

The purpose of the survey data analysis was twofold: first, to identify profiles of motivations to teach and, second, to enable strategic selection of informants for further qualitative analysis. Due to sample size limitations, the participants' responses on the FIT-Choice scale were treated individually as test scores, and a statistical analysis, which provides results at a sample level, was not performed. Instead, a norm-referenced measurement approach was applied involving inter-individual comparisons (Sattler, 2001). Z-scores were calculated based on the participants' responses on the FIT-Choice scale and the mean scores and

standard deviations of the norm group of 635 Norwegian student teachers. The z-scores thus provide information on how the participants' scores are positioned compared with the large norm group (see Table 2). The norm group and results are presented in detail elsewhere (Nesje et al., 2016).

Table 2.

Individual Z-scores Based on Mean (and Standard Deviation) From Norm Group.

Candidate	Factors					
	Ability	Interest	Make contribution	Enhance equity	Shape future	Work with adolescents
1	-1.85	0.13	-0.74	0.91	0.13	-1.13
2	-0.49	1.08	-0.34	-0.66	-0.75	-1.60
3	-0.83	-1.75	-0.88	-0.66	-1.41	-1.13
4	-1.85	0.13	-1.15	-1.57	-1.19	-1.13
5	0.86	1.08	1.27	1.14	-1.24	0.98
6	-0.15	1.08	-1.69	0.01	-0.75	-0.89
7	-1.17	-0.81	-1.14	0.24	0.13	-1.13
8	-1.51	-0.81	-3.03	-1.11	-2.08	-1.84
9	-0.83	0.60	0.48	0.69	0.35	0.73
10	-0.15	-0.81	-0.34	0.46	0.13	-0.45
11	0.19	0.13	0.20	0.46	-0.30	0.02
12	0.19	-0.33	-2.22	-1.57	-1.19	-1.60
13	-0.15	-1.75	-0.88	-1.79	-2.30	-2.44
Mean						
norm	5.48	5.86	5.42	4.65	5.60	4.94
sample	(0.98)	(1.06)	(1.24)	(1.48)	(1.13)	(1.42)

The z-scores were then registered in SPSS and utilised as a basis for an agglomerative hierarchical cluster analysis using Ward's method to identify different types of TFN candidates. The purpose of the cluster analysis was to identify a classification scheme for grouping individuals into clusters of similar individuals that are unlike individuals in other clusters (Aldenderfer & Blashfield, 1984). While k-means cluster analysis is suitable for large samples, hierarchical cluster analysis is recommended for small samples (Bacher, 2002). There is no generally accepted view regarding sample size in cluster analysis. In situations where the analysis shows distinct clusters, smaller samples can be accepted. In the present study, the cluster analysis shows three distinct profiles, which strengthens the validity of the analysis (Bacher, 2002).

As this study has a descriptive and exploratory purpose, the Ward hierarchical method is applicable because it can minimise within-cluster differences. Cluster analysis is sensitive to outliers because they can distort the representativeness of the derived clusters (Field, 2013). However, the data contained no outliers. Scaling variables are important in cluster analysis because, if the variables are measured according to different scales, the results can be misleading (Field,

2013). The z-scores that were calculated to compare candidates with the means for the norm sample are scaled and thus considered as suitable for cluster analysis. The decision to create a certain number of clusters was based on the cluster dendrogram (see Figure 1) and substantive interpretability.

Figure 1. Clusters of motivational profiles among the participants.

Analysis of the Qualitative Interviews

The interview data were analysed by using a theoretical thematic analytical approach (Braun & Clarke, 2006; Silverman, 2013). The analysis was inductive and directly based on the formulations and explanations given by the candidates, i.e. data-driven (Braun & Clarke, 2006; Gibbs, 2007). All 13 interviews were coded, organised into categories and analysed for common themes. Two types of coding were used (Holton, 2007) including factual coding (salient categories) and selective coding (theoretical propositions). NVivo 10 was utilised for organising data and codes. Table 3 shows categories and codes from the qualitative analysis, which looked for recurring patterns or themes in the interviews and compared and contrasted interviewees' opinions and statements (Kvale & Brinkmann, 2012; Silverman, 2013). The patterns were then compared against the profiles of the questionnaire responses. Finally, a thematic analysis was conducted across all interview participants and across the three profiles, to look for general themes across the data. The thematic analysis was based on the selective codes derived from EVT. In particular, the codes were interest, usefulness, importance and negative aspects, corresponding with the subjective task value components of the EVT (Eccles et al., 1983; Eccles, 2009).

Table 3.

Categories and Codes from Qualitative Interviews.

Selective codes	Factual codes		
	Profile 1	Profile 2	Profile 3
1. Interest	1.1 Developing leadership skills 1.2 Link to the business sector	1.1 Enjoyment for subject matter 1.2 Likes the role as a teacher 1.3 TFN good reputation as teacher education (TED)	1.1 Enjoyment for teaching 1.2 TFN a different approach to TED 1.3 Link to the business sector
2. Usefulness	2.1 TFN building competence 2.2 Springboard to other work areas 2.3 Temporary teaching commitment	2.1 Teaching allows for mobility 2.2 Teaching allows for pursuing other interests 2.3 Permanent or temporary teaching commitment	2.1 TFN a time limited commitment 2.2 Teaching as a fall-back career
3. Importance	3.1 Selectivity important 3.2 TFN personally challenging 3.3 Developing competence	3.1 Being with pupils is fun and exiting 3.2 Views teaching as a meaningful profession	3.1 Wanting to contribute to society 3.2. Being empathic, seeing other people 3.3. Views teaching as a meaningful profession
4. Negative aspects	4.1 First weeks of teaching very demanding	4.1 First weeks of teaching very demanding 4.2 Teaching is time-consuming	4.1 Lack of academic challenge 4.2 Teaching is time-consuming 4.3 Lack of time for reflection

Findings

Survey Data

In comparison with the norm group of 635 student teachers, several interesting findings emerged. In the norm group, all six motivational factors were rated relatively high (see Table 2), performed on a Likert scale with 1 as the lowest and 7 as the highest score. For the norm group, an interest in teaching was rated as the most important motivational factor (5.86), followed by the desire to shape the future of adolescents (5.60), a positive self-perception of own teaching abilities (5.48), the desire to make a social contribution (5.42), the desire to work with adolescents (4.94) and lastly the desire to enhance social equity (4.65). The cluster analysis showed how the TFN candidates were grouped based on their scores on the questionnaire compared with the average of the norm group.

Examining the dendrogram from the Ward algorithm (see Figure 1) made it clear that three motivational profiles was an appropriate amount. The following profiles were identified: Profile 1 contained four candidates (3, 8, 12 and 13) whose scores for altruistic factors ranged from low to extremely low, i.e. between 2 and 3 standard deviations below the norm group average. Candidates in this group also had low scores for interest in teaching. This group was labelled “Low altruistic motivation”. Profile 2 contained the five candidates (1, 2, 4, 6 and 7) with the highest scores for the interest in teaching factor, i.e. scores on the mean or 1 standard deviation above the mean of the norm group. Based on this the group was labelled “High interest in teaching”. Interestingly, candidates in this group rated their abilities to teach from medium to low. However, they scored moderately on altruism factors. Profile 3 contained four candidates (5, 9, 10 and 11) with the highest ratings on altruism factors, i.e. on the mean or slightly above the mean of the norm group (with one exception for candidate 5, see table 2). This group was labelled “Altruistic motivation predominant”. Three of the four candidates in Profile 3 also rated their interest in teaching high by giving either the same scores as the mean of the norm group or one standard deviation above. The combination of high altruistic motivation and high interest in teaching suggests that candidates in this profile have adaptive teaching motivation (Fokkens-Bruinsma & Canrinus, 2012). For all three profiles, the scores that were situated on the mean or above the mean of the norm group indicated strong motivations. The dendrogram suggests that there are greater disparities between Profile 3 and Profiles 1 and 2. Profiles 1 and 2 share several traits. However they also differ in many respects.

After forming the clusters, I examined individual interviewees’ narratives. These narratives provided insights into candidates’ motivations for teaching and for attending the TFN programme.

The Interview Data—Narratives

Low Altruistic Motivation: “Aiming for Leadership” (Profile 1)

This profile consisted of four male TFN candidates ranging in age from 26 to 28 years old. Two of the candidates a master’s degree in science subjects, while the two other candidates held a master’s degree in engineering. One of the four candidates in Profile 1 had one year of teaching experience from upper secondary school prior to the TFN programme, while the other three candidates had experiences only as coaches and tutors. The participants’ motivational profiles are characterised by low altruism scores.

The participants in this profile represent a TFN candidate who is not primarily motivated to teach, but who is attracted to the programme for other reasons. One of the candidates from Profile 1, Adrian, stated:

I don't actually think I am going to become a teacher. I am not driven by strong motivations for the teaching profession. I've chosen the programme for more selfish reasons. I have an attractive science education. I would really like to become a manager in an industrial context. So, I will probably be searching for a new job in about a year. It is important for me to have a job that involves personal challenges. And I can always turn back to teaching.

What initially attracted these candidates to TFN were the programme's possibilities to provide opportunities in the field of engineering and the business industry. Three of the four candidates in Profile 1 expressed a desire to do something more in life than 'just' teaching. Moreover, these participants emphasised the usefulness of being qualified as both an engineer or a biologist and a teacher. Interestingly, although the participants had no plans of becoming teachers, two of the participants had planned to attend an established teacher education programme in order to obtain better and more flexible opportunities in the labour market. When they learned of TFN, they recognised that this programme was better suited to their needs.

Although they may have had no plans of becoming a teacher, the flexibility that a teaching qualification provides was highly appreciated by candidates in Profile 1. One of the key reasons for attending the programme for this group of participants was an interest in developing leadership skills. Adrian conveyed this strong identification with leadership positions:

Since I started studying, I have been very much aware that I will build leadership skills. And Teach First seems like a different way of doing it. For me it was a "kill two birds with one stone" situation. So when I go out and apply for jobs in about a year, I am going to apply for jobs that can take my leadership career one step further. I will not go into a typical engineering job like several of my friends are doing now. For me, it is not the professional competence that is important. I want the leadership competence.

Adrian and the other candidates in Profile 1 emphasised the importance of being professionally challenged. All candidates expressed great faith in their own overall abilities and capacity, and they were strongly motivated to face challenges in their work life. Peter, another Profile 1 candidate, stated:

A job that challenges me is important. Getting the challenges I fancy. That's why I chose TFN. They said that TFN is not suitable for everyone. You need to have a high working capacity. You need to be skilled to manage the programme.

These participants' decisions to attend the TFN programme seemed to be based on a mix of intrinsic (interest in leadership development) and extrinsic (the Statoil involvement) motivational factors. The leadership development aspects of the programme and Statoil's involvement were highlighted as key reasons for attending. A common perception among the candidates in this profile was that the two-year teaching commitment provided by TFN functions as a provisional

time in which they can plan their future careers while obtaining advantages in the job market through gaining competence as teachers and leaders. The usefulness of the programme was thus an important motivator. Additionally, the participants in this profile perceived the teaching profession as a fall-back option, and thus the limited teaching commitment made it easier to attend the programme.

High Interest in Teaching: “Planning to Be a Teacher” (Profile 2)

This profile consisted of five TFN candidates, three female and two male, who ranged in age from 24 to 26. Four of them had already considered, or even applied for, traditional teacher education when TFN became an option. Two of the candidates had some teaching experience before starting the programme. As the questionnaire data suggested, this group of participants showed high interest in teaching.

Among participants in Profile 2, the motivation for teaching was primarily related to an interest in the subject matter being taught. In the interview, one of the participants from Profile 2, Sarah, stated:

The actual teaching situation is interesting. Perhaps it has something to do with the power and influence, what the pupils learn and how they learn. Not to say I am forcing my own opinions on them. But I like being able to tell them things. If we read things in the newspaper, for example, and then being able to explain about natural science, tell them why what the journalist writes is wrong, as is often the case, and to make them aware that everything is natural science! Disseminating this knowledge and observing how the pupils respond is very fun.

The enjoyment related to the role as a teacher was underlined by several candidates, such as Jenny, who stated:

Being in the classroom makes me wake up. I get a little excited. In my old job, I often felt I didn't contribute anything. I didn't see the results of the job I did. That is hardly rewarding. But in the classroom, it is different. I get a lot in return from the students. And that is motivating.

The participants' initial motivation for attending TFN was also based on a need for professional challenges, which they believed TFN could offer them. For the participants in this profile, Statoil's involvement was an advantage, but not a decisive reason for attending the programme. The only candidate who had never considered following an established teacher education programme, Jenny, explained:

I've never seen the teaching profession as something appealing, and I was really determined not to become a teacher. I've never seen myself as a person who helps others. I've looked at myself as someone who is alone.

However, after a few weeks in the programme, Jenny said that the teaching experience had exposed her to new career options. At the time of the interview, she had limited teaching experience, but talked about teaching positively, frequently using words such as “fun” and “excited”. The Profile 2 candidates also underlined that they always looked forward to being in the classroom.

For the candidates in this profile, altruistic motivations were not predominant. Instead, they highlighted their interest in the subject matter and the enjoyment of teaching as important motivations. Teaching science subjects to the pupils is important for these candidates.

Altruistic Motivation Predominant: “Teaching as a Fall-Back Career” (Profile 3)

Profile 3 consisted of four male candidates ranging in age from 26 to 30 years old. Three of the candidates had experience teaching in lower and upper secondary school, while the remaining candidate had experience teaching university students. According to the scale measures, the candidates showed an interest in teaching and altruism was of primary importance to them. The candidates in this profile were very positive about the teaching profession, as one might expect from the survey data. One of the candidates from Profile 3, Theodor, stated:

Working as a teacher is a fantastic job, and a very meaningful job. An important thing for me is that teaching never gets boring. I am less focused on the pay check than my fellow students were. People often ask me why I want to work as a teacher. But I need to have a working life where I get immediate feedback on what I do. I turned down an offer to do a PhD, because of that.

The candidates in Profile 3 were characterised by relatively high scores on altruistic motivation, since the scores were on the average or slightly above the average of the norm group. Since research has shown that altruistic motivation is an important motivation for teachers (Pop & Turner, 2009), it is of interest that the candidates in this profile scored higher than the norm group consisting of student teachers in established teacher training programmes. The altruistic motivation was emphasised in the interviews. Theodor stated the following:

I think I have the abilities of a good teacher. A good teacher is one who is interested in youth, and who is interested in getting young people to perform their best and wish them well. One has to be interested in pursuing social inclusion. One must have a desire to achieve something together with others. One thing that I find really cool about the Teach First programme is that we have to work in a multicultural school. Get to meet people from all over the world, see if we can work towards the same goal. You have to find some pleasure in helping others if you are working as a teacher. One must be altruistic, quite simply.

However, two of the participants in Profile 3 viewed teaching as not being academically challenging. Theodor also highlighted that the academic knowledge he possessed gradually decreased while working as a teacher:

What I like least of all by working as a teacher is that I become more academically languid for each year that passes. You acquire a lot of different expertise, but the academic or subject knowledge is simply worn down.

During the interview, two candidates revealed that they perceived the TFN programme as emotionally stressful. They emphasised that the workload was heavy and being responsible for a class of ethnically diverse students was emotionally demanding. However, although the programme was challenging, they expressed that they appreciated the experience, which caused them to contribute more. Simon stated:

The premise for TFN is that you will be overworked and you are placed at a school that has difficulties with student behaviour, and that has a complicated composition of student. It is demanding, it is difficult. But I also think that the start is motivating, if one has such a focus.

Although they indicated adaptive motivations for teaching on the questionnaire and expressed very positive perceptions about teaching in the interview, the candidates in this profile interestingly talked about teaching as a fall-back career opportunity, among several other interests. They perceived teaching as a short-term commitment. Like the Profile 1 candidates, they viewed the time in TFN as a provisional period allowing them to plan their future and learn about the teaching profession. However, their motivational profiles were quite different from the candidates in Profile 1.

None of the candidates were determined about the teaching profession as a long career. The candidates in Profile 2 would not exclude this, but emphasised they would stay in the teaching profession as long as they enjoyed it.

To sum up, the interview findings supported the three profiles from the cluster analysis. The overall findings illustrated that the participants showed a combination of different interests in attending the programme. Several participants were intrinsically motivated to teach and expressed that they would continue teaching after the programme or might teach again a few years after finishing the programme. A minority of participants were intrinsically motivated by the leadership training.

Thematic Analysis - Motivations for Attending the TFN Programme

In the following sections, I use the EVT values (i.e., interest-enjoyment, utility, attainment and cost) as a lens to describe what was established in the profiles that emerged from the cluster analysis and was elaborated in the interviews.

Interest

The study participants expressed different interests in attending the programme. Several were intrinsically motivated to teach (the “high interest in teaching” group), while participants frequently mentioned an interest in the subject matter as motivation. The “high interest in teaching” group considered continuing teaching after the programme or revealed they might teach again a few years after finishing the programme. The “altruistic motivation predominant” profile also expressed an enjoyment and interest in teaching and disseminating knowledge. They expressed an interest in the TFN programme because it offered a different approach to teacher education. Specifically, candidates mentioned the following factors as interesting: the combination of teacher education and the development of leadership skills, the extensive mentoring of programme candidates, and the programme’s association with the business sector. Candidates in the “low altruistic motivation” group were not primarily interested in teaching, but emphasised the leadership training in the programme. The link to the business sector was very interesting for this group of participants.

Usefulness

Another theme that emerged in the interviews was the programme’s usefulness, especially as an opportunity. The “low altruistic motivation” group highlighted the career opportunities the programme provided. The programme offered competencies that participants saw as a springboard into positions in the business industry. The candidates thus viewed the programme as a means of achieving other goals than teaching. The interviews revealed that many candidates in all three profiles appreciated the short time commitment of TFN. The “low altruistic motivation” group were quite determined that they joined the programme for other reasons than teaching, while candidates in the other two group used the programme to test whether the teaching profession was suitable for them.

Importance

Attainment value is closely linked to participants’ ability to positively identify with individuals associated with the teaching profession. The teaching profession has low status, and identities connected with teaching and teachers are unattractive to many people. Some of the participants’ initial reasons to attend the programme were based on the leadership aspect. The participants had to shift from a non-teacher role to a teacher role. As individuals, they were not only undertaking a new learning project but they were also exploring a new identity. This was expressed frequently throughout the interviews, as many participants discussed the topic of identity. Identity issues were connected to general reasons for attending the TFN programme and becoming a teacher. The participants explored images of future possible selves in teaching or in

leadership positions. For a group of participants, teaching was not a part of their identity; they saw themselves pursuing other career paths.

The participants' self-perceptions played a key role in their decision to attend the programme. The TFN programme is marketed as highly challenging. Most candidates noted that the marketing of the programme as highly challenging was one of their initial reasons for applying to the programme, because being challenged was personally important to them. The candidates underlined that it was motivating to be involved in something new and different.

Negative Aspects

Choices often result in one missing opportunities, discovering other important goals or making other choices. For example, some participants revealed that choosing teaching as a career path was associated with emotional costs. Emotional stress and difficulty in succeeding in the classroom might lead some participants to change career trajectories. Implications of these results include the need for the schools in which participants teach, the teacher education institution and the TFN organisation to effectively support the candidates in this programme in a way that helps them navigate these emotionally charged states (Kelchtermans, 2005).

Discussion

The present study aimed to explore TFN candidates' motivations for teaching and attending the TFN programme, thus representing the first examination of TFN teacher motivation and recruitment in Norway. The study utilised questionnaire data and qualitative interviews with 13 TFN teachers to investigate their motivations for teaching and joining the programme. In doing so, this study was intended to investigate whether the career motivations of this highly selected subgroup of the teacher population in Norway had particular characteristics. Based on the questionnaire data, three motivational profiles emerged: "low altruistic motivation", "high interest in teaching" and "altruistic motivation predominant". The profiles were elaborated by participants' interviews. The study's findings show that the TFN candidates' motivations for teaching and reasons for joining the programme are complex and unique to the profiles. From the perspective of the 2013–2015 cohort, TFN has recruited candidates with different views on the teaching profession. The involvement of the business industry in the TFN partnership attracted a minority of participants, who consider their participation in TFN as a part of their overall building of competence, and not primarily based on motivations to teach ("low altruistic motivation"). The majority of candidates displayed more adaptive motivations to teach, underlining that their TFN participation were based on an interest and enjoyment in teaching ("high interest in teaching") and that they were

committed to give back to society and help coming generations (“altruistic motivation predominant”).

Motivations to Teach

Considering that the TFN programme recruits a particular group of students, it is interesting that the findings of this study tend to be consistent with other studies showing the importance of altruistic and intrinsic motivation as job motives for teachers (Fokkens-Bruinsma & Canrinus, 2012; Jungert et al., 2014; Kyriacou & Coulthard, 2000). A majority of participants in this study expressed adaptive motivations for teaching, such as altruism and a teaching interest. Several of the participants had already considered teacher education and the teaching profession as a career opportunity before TFN. The teacher education part of the programme, not the leadership development part, was perceived as most important for this group. A minority of participants reported less interest in teaching and placed considerably less emphasis on altruistic motivations, thus expressing maladaptive teaching motivations as specified by Fokkens-Bruinsma & Canrinus (2012). Maladaptive motivations which are associated with a loss of commitment to and engagement in teaching are important indications of a misfit between the individual and the choice of profession. Insight into the TFN candidates' motivations is thus important for the TFN partnership in order to be able to facilitate and support the candidates' experiences during the programme. The FIT-choice framework utilised in this study to investigate the motivations to teach has provided an opportunity to gain understanding of the complex picture of TFN-candidates motivations, comparing and contrasting teacher motivation of the TFN candidates and traditional student teachers. The stereotypical notion of TFN-candidates who use the programme as a springboard into leadership positions in the business industry becomes more nuanced as a result of these findings.

Motivations to Join the TFN Programme

This study has shown that TFN has recruited candidates who joined the programme with a somewhat restricted view on the teaching profession. In line with previous research on motivation to attend TFN programmes, participants saw the two-year teaching commitment as an interim period in which they could plan their future careers (Heineke et al., 2014; Straubhaar & Gottfried, 2014). This is not surprising given the recruitment rhetoric from the TFN organisation. The transitional nature of the programme attracts some candidates because it allows for non-committal knowledge of the teaching profession as well as developing leadership skills and teaching qualifications that are attractive for working life in general.

The candidates emphasised that they were motivated by the framing of the TFN programme as a highly demanding programme, reserved exclusively for high performers. The selectivity conveyed by the TFN organisation is thus a

powerful motivator. By utilizing EVT as an analytical lens, the present study has displayed the importance of *challenges* to this particular group of students. A frequently recurring theme among the participants was the need for challenges, both professionally and personally, thus expressing identities as highly competent and high-achieving. The findings revealed that the TFN candidates' views on career choices and teaching as a career were mainly related to the values they attached to various career options, illustrating that career choices are value-based decisions (Eccles, 2009). The reasons for participating in the programme were mainly related to three value aspects, termed by Eccles (2009) as interest, utility and attainment values. Particularly interesting was how the candidates related their choice of joining the programme to identity issues and their own self-perception, i.e. the importance of being challenged (attainment value) and the usefulness of the programme qualifications in other work areas (utility value).

This study has shown that the EVT provides a suitable framework for understanding career choices by exploring the different values attached to participating in alternative teacher education. Thus, the current study shows that the EVT is applicable to decisions that depend more on the value component rather than the expectancy component of the EVT-model. EVT is basically positioned into an achievement motivation framework (see Eccles, 2009). However, as suggested by Brophy (2009) the theory is applicable to decisions that have broad implications, and not just to decisions about behaviour in specific situations. The model is thus applicable to decisions where the expectancy aspects of the decision are irrelevant (p. 150). Brophy (2009) mentions two categories of decision situations where success/failure expectancies are functionally irrelevant: (a) where the activities or actions under consideration do not involve performance that will be evaluated for level of success, (b) when performance demands are involved, but the decision maker is certain that the requirements can be met easily (p 150). The expectancy aspects of the decisions to attend the TFN seemed to be irrelevant to the candidates, illustrated by the fact that the issue was rarely highlighted in the (qualitative) data. Expectations of success/failure seem to be of less relevance for these candidates because they are fairly confident that they can master the challenges facing them as teachers and in the programme as a whole.

Practical Implications

The findings of this study do not only show the importance of values within the EVT, they also have important practical implications. In a report to the government authorities in Norway, the Productivity Commission (Ministry of Finance, 2015) recommended the TFN programme as a recruitment strategy to attract talented science graduates to teach in schools in order to raise the level of science and productivity in Norway.

However, in light of the present findings, the TFN programme, as well as both teacher educators and policy-makers, need to take into consideration that the different types of candidates beginning in the TFN programme have varied levels of motivation and planned career trajectories. Considering the retention of TFN candidates in schools, this implies that during the TFN period the candidates should be supported in their efforts developing a professional identity as a teacher. TFN might be a fast and efficient teacher recruitment strategy in a short-term perspective. However, at present, knowledge is limited about whether TFN candidates will remain in teaching. Savickas et al. (2009) stated that today's young employees have learned a new way to relate to work. While earlier employment patterns were based on long-term perspectives, making a lifelong career choice is no longer the norm. Instead of a single occupational choice, managing career trajectories has become a continuing responsibility for many people (Savickas et al., 2009). For TFN candidates, their different motivational profiles, career plans and goals will lead to different trajectories of professional identity, development and choice.

Further Research and Conclusion

In addition to this study's practical implications, the study's findings provide a useful basis for further research, for instance by investigating more specifically TFN teachers' professional life after the two year TFN commitment. Such research could bring forward insights into the differing characteristics of TFN teachers who decide to leave the teaching profession after the two years and those who decide to work as teachers for a longer period time. Furthermore, future research could focus on how the experiences during the TFN programme begin to shape professional identities. However, this study has some limitations that future research should take into consideration. First, this study used data from TFN candidates with regard to their teacher motivations and their reason for joining the TFN programme. Future research could collect data from other actors in the school environment, such as the school leadership or administrators. Including the perspective of the school leadership and administration could provide a more comprehensive understanding of the role and position of TFN in schools. Second, the sample of participants included only current TFN candidates. The study was thus able to explore only the issues that were important in participants' initial career motivations. This was purposeful, as it allowed for the examination of the circumstances that were perceived as important in participants' decisions to attend the programme. Although many possibilities for further research exists, through this study we have gained unique knowledge of TFN candidates' motivations for teaching and for joining the TFN programme, thus contributing to the research field of motivation as well as the research field of teacher education. The findings have shown that

TFN candidates' motivations to teach both differ from and are similar to motivations of student teachers in established teacher education programmes. More specifically, this study has shown that the candidates' motivations can be understood in terms of three motivational profiles. One group of candidates joined the programme because of the leadership training and Statoil involvement in the TFN organisational model. This group of candidates saw the two-year teaching commitment as an interim period in which they could build their leadership competencies and plan their future careers. However, the majority of candidates joined the programme because of an interest in teaching and for altruistic reasons like a desire to give back to society. This group of candidates considered teaching a possible career opportunity, either in a short-term perspective or a longer-term perspective. This finding aligns closely with the TFN mission of recruiting not only teachers for the long run, but also candidates with a short-term commitment to teaching.

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Appendix 1

Translated scales and items for the Factor influencing teaching choice scale

Factor	Item#	Original English	Norwegian
MOTIVATOR		<i>I chose to become a teacher because.....</i> 1 (not at all important) – 7 (extremely important)	<i>Jeg valgte å bli lærer fordi.....</i> 1 (ikke viktig i det hele tatt) – 7 (svært viktig)
<i>Self-perception</i>			
Perceived teaching ability	Ability01 (B5) Ability02 (B19) Ability03 (B43)	I have the abilities of a good teacher I have good teaching skills Teaching is a career suited to my abilities	Jeg har egenskapene til en god lærer Jeg er god til å undervise Å være lærer er et yrke som passer mine evner
<i>Intrinsic value</i>			
	Intrcarval01 (B1) Intrcarval02 (B7) Intrcarval03 (B12)	I am interested in teaching I have always wanted to be a teacher I like teaching	Jeg er interessert i å undervise Jeg har alltid ønsket å bli lærer Jeg liker å undervise
<i>Personal utility value</i>			
Job security	Jobsecu01 (B14) Jobsecu02 (B27) Jobsecu03 (B38)	Teaching will offer a steady career path Teaching will provide a reliable income Teaching will be a secure job	Læreryrket tilbyr en stabil karrierevei Læreryrket vil gi en sikker inntekt Læreryrket vil være en sikker jobb
Job transferability	Jobtransf01 (B8) Jobtransf02 (B22) Jobtransf03 (B45)	Teaching will be a useful job for me to have when traveling A teaching qualification is recognized everywhere A teaching job will allow me to choose where I wish to live	Læreryrket vil være en nyttig jobb for meg hvis jeg ønsker å flytte Lærertidanning anerkjennes overalt En jobb som lærer vil gi meg mulighet til å velge hvor jeg ønsker å bo
Time for family	Timefam01 (B2) Timefam02 (B16) Timefam03 (B29)	Part-time teaching could allow more family time Teaching hours will fit with the responsibilities of having a family School holidays will fit in with family commitments	Å jobbe deltid som lærer kan gi mer tid til familien Å jobbe som lærer lar seg kombinere med familieforpliktelser Skoleferiene passer godt med familieforpliktelser
Bludging	Bludging01 (B4) Bludging02 (B18)	As a teacher I will have lengthy holidays As a teacher I will have a short working day	Som lærer vil jeg ha lange ferier Som lærer vil jeg ha korte arbeidsdager
<i>Social utility value</i>			
Shape future of children and adolescents	Shapefuture01 Shapefuture02 Shapefuture03	Teaching will allow me to shape child and adolescent values Teaching will allow me to influence the next generation Teaching will allow me to have an impact on children and adolescents	Å være lærer gir meg mulighet til å forme barn og unges verdier Å være lærer gir meg mulighet til å ha innflytelse på den oppvoksende generasjonen Å være lærer gir meg mulighet til å ha en betydning for barn og ungdom
Enhance social equity	Enhanceeq01 (B36)	Teaching will allow me to raise the ambitions of under-privileged youth	Å være lærer gir meg mulighet til å heve ambisjonene til barn og unge med sosiale og økonomiske vansker

		Teaching will allow me to benefit the socially disadvantaged	Å være lærer gir meg mulighet til å hjelpe og støtte de som har sosiale og økonomiske vansker
	Enhanceeq02(B49)	Teaching will allow me to work against social disadvantage	Å være lærer gjør det mulig for meg å jobbe mot sosial urettferdighet
Make social contribution	Socicontr01(B6)	Teaching allows me to provide a service to society	Å undervise gir meg mulighet til å yte en tjeneste til samfunnet
	Socicontr02(B20)	Teacher make a worthwhile contribution	Lærere gir et viktig samfunnsbidrag
	Socicontr03(B31)	Teaching enables me to give back to society	Å være lærer gir meg mulighet til å gi noe tilbake til samfunnet
Work with children and adolescents	Workwithadol01(B13)	I want a job that involves working with children/adolescents	Jeg vil ha en jobb der jeg kan arbeide med barn og ungdom
	Workwithadol02(B26)	I want to work in a child/adolescent-centered environment	Jeg vil jobbe i et barn- og ungdomsfokusert miljø
	Workwithadol03(B37)	I like working with children/adolescents	Jeg liker å jobbe med barn og ungdom
	Workwithadol04(B10)	I want to help children and adolescents learn	Jeg vil hjelpe barn/ungdom å lære
Fallback career			
	Fallback01(B11)	I was unsure of what career I wanted	Jeg var usikker på mine karrierevalg
	Fallback02(B48)	I chose teaching as a last-resort career	Læreryrket var mitt sistevalg med hensyn til karriere
	Fallback03(B35)	I was not accepted into my first-choice career	Jeg fikk ikke den jobben jeg egentlig ønsket meg
Antecedent socialisation			
Prior teaching and learning experiences	Priortlx01 (B17)	I have had inspirational teachers	Jeg har hatt inspirerende lærere
	Priortlx02 (B30)	I have had good teachers as role-models	Jeg har hatt gode lærere som rollemodeller
	Priortlx03 (B39)	I have had positive learning experiences	Jeg har hatt positive læringserfaringer
Social influences	Socinfl01 (B3)	My friends think I should become a teacher	Vennene mine synes jeg burde bli lærer
	Socinfl02 (B24)	My family think I should become a teacher	Familien min synes jeg burde bli lærer
	Socinfl03 (B40)	People I have worked with think I should become a teacher	Mennesker jeg har jobbet med synes jeg burde bli lærer
Social dissuasion	Socdiss01(D2)	Were you encouraged to pursue careers other than teaching?	Har du blitt oppmuntret til å følge andre karriereveier enn læreryrket?
	Socdiss02(D4)	Did others tell you teaching was not a good career choice?	Har andre fortalt deg at læreryrket ikke er et godt karrierevalg?
	Socdiss03(D6)	Did others influence you to consider careers other than teaching?	Har andre påvirket deg til å vurdere andre karrierer enn læreryrket?

Factor	Item#	Original English	Norwegian
PERCEPTIONS		For each question below please rate the extent to which YOU agree it is true about teaching. 1 (not at all) – 7 (extremely)	Vennligst kryss av hvor enig eller uenig DU er i følgende spørsmål om undervisning 1 (absolutt ikke enig) – 7 (svært enig)
<i>Task demand</i>			
Expert career	Expertcar01(C6) Expertcar02(C10) Expertcar03 (14) Expertcar04(C15)	Do you think teaching is a highly skilled occupation? Do you think teaching requires high levels of expert knowledge? Do you think teachers need high levels of technical knowledge? Do you think teachers need highly specialized knowledge?	Mener du at læreryrket er et høyt kvalifisert yrke? Tror du at læreryrket krever høy grad av ekspertkunnskap? Mener du at undervisning krever høy grad av (undervisnings-)metodisk kunnskap? Mener du at lærere trenger høy grad av spesialisert kunnskap?
High demand	Highdemand01(C2) Highdemand02(C7) Highdemand03(C11)	Do you think teachers have a heavy workload? Do you think teaching is emotionally demanding? Do you think teaching is hard work?	Mener du at lærere har stor arbeidsbelastning? Mener du at undervisning er følelsesmessig krevende? Mener du at undervisning er hardt arbeid?
<i>Task return</i>			
Social status	Socstatus01(C4) Socstatus02(C8) Socstatus01C12	Do you believe teachers are perceived as professionals? Do you believe teaching is perceived as a high status occupation? Do you believe teaching is a well-respected career?	Mener du at lærere oppfattes som profesjonelle fagfolk? Mener du at læreryrket oppfattes som et høystatusyrke? Mener du at læreryrket er en høyt respektert karriere?
Teacher morale	Morale01(C5) Morale02(C9) Morale03(C13)	Do you think teachers have high morale? Do you think teachers feels valued by society? Do you think teachers feel their occupation has high social status?	Mener du at lærere har høy arbeidsmoral? Tror du at lærere føler seg verdsatt av samfunnet? Tror du de fleste lærere føler at læreryrket har høy sosial status?
Salary	Salary01(C1) Salary02(C3)	Do you think teaching is well paid? Do you think teachers earn a good salary?	Mener du at læreryrket er godt betalt? Mener du at lærere tjener godt?
<i>Satisfaction with choice</i>			
	Satchoice01(B52) Satchoice02(D1) Satchoice03(D3) Satchoice04(D5)	Teaching is a fulfilling career How carefully have you thought about becoming a teacher? How satisfied are you with your choice of becoming a teacher? How happy are you with your decision of becoming a teacher?	Å være lærer er et tilfredsstillende yrke Hvor nøye har du tenkt igjennom det å bli lærer? Hvor tilfreds er du med ditt valg om å bli lærer? Hvor glad er du for ditt valg om å bli lærer?