Difficultatem facit doctrina: A study about profession development of teachers

The aim of this study is to analyze the development of competence and the work contents of vocational teachers in three vocational education areas: home economics field, social field and care field. The majority of teachers and students in these fields are women.

The theory of this study is based on neoweberian profession theory. This theory includes two dimensions: the monopoly and the autonomy of the vocation. The goal of the vocation is to achieve monopoly, when the practicing of the vocation is not possible without competence. The goal of the vocation is also to achieve autonomy, because the competence having have a wide command to their work. The neoweberian theory emphasis also the means to achieve monopoly.

This study analyzes, how the profession development goes on and what is the terminal of the development. This study examines also, how the development of vocational education and the development of society have been connected to the profession development of teachers.

Furthermore, this study also examines, how the government has promoted the profession development and how the teachers self have influenced on their profession development.

This study is by character history of sociology. The research period is 1879-1990. Research material consists of laws and degrees, which have defined the position and the work of teachers and the preparation documents of these statutes.

Teachers have not reached the profession position at the end of the research period. The monopoly position of teachers has increased but the autonomy position has decreased during the research period.

There has been many reasons, which have set limits to the profession development of teachers. We can search reasons from the role of teachers' work, from the last birth of vocational education and from the development of society. The government advanced the progress to reach the monopoly position but not the autonomy position. Also teachers' own activity to advance their profession development has been minimal.

The content of the work of vocational teachers makes it impossible to achieve profession position defined at neoweberian way. At the end of the research period we have come to the situation, that the profession must define in a new way.

Avainsanat: vocation - professionalism, vocational education - teachers, sociology of work - professions

Säilytyspaikka: Where deposited

Muita tietoja: Additional information