COLLABORATION IN PRACTICE

-

a study of language teacher collaboration

Master's Thesis

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JYVÄSKYLÄN YLIOPISTO

Tiivistelmä – Abstract

Tutkimuksen aiheen koimme tärkeäksi koska yhteistyö oli yksi niistä teeseistä joka nousi esille oman auskultointimme aikana Jyväskylän Yliopistossa ja asiaa ei ole tutkittu nimenomaan kielten opettajien näkökulmasta. Useimmat tutkimukset, niin Suomessa kuin ulkomailla, ovat selvittäneet yhteistyötä koulun tuloksien kannalta eikä niinkään opettajan näkökulmasta.

Tutkimuksemme kohteena oli kielten opettajien välinen yhteistyö ja tarkemmin yhteistyö opettajien työkyvyn näkökulmasta, emme tarkastelleet yhteistyötä koulun tuloksellisuuden näkökulmasta. Tutkimme yhteistyön esiintymistä ja ilmenemismuotoja, jonka lisäksi selvitimme kyselyyn vastanneiden opettajien näkemyksiä yhteistyöstä. Tavoitteenamme oli selvittää yhteistyön merkitystä opettajille sekä tapoja millä tavoin yhteistyötä esiintyy.

Tutkimus suoritettiin Jyväskylän yliopistossa 2009 – 2010 välisenä aikana, ja aineisto koostui 26 vastauksesta, jotka saapuivat kuudesta eri koulusta Seinäjoen ja Keravan alueelta. Aineisto kerättiin kyselylomakkeella, jossa oli 16 väittämää, johon vastattiin Likertin 1-5 asteikolla sekä kaksi avointa kysymystä, joihin vastaajat saivat eritellä näkemyksiään. Kaikki tutkimukseen osallistuneet ovat vieraiden kielten opettajia.

Tutkimuksemme mukaan yhteistyö koetaan tärkeänä, sitä esiintyy yleisesti ja yhteistyö saa useita eri muotoja. Yhteistyön eri muotoja olivat: työmäärän jakaminen kollegoiden kesken, tietojen välittäminen oppilaista, vertaistuki, uusien työtapojen välittäminen ja yhteinen suunnittelu. Suurin osa opettajista koki yhteistyön hyvin tärkeäksi osaksi omaa työtään.

Oma työmme antaa aihetta lisätutkimukselle, kuten yli ainerajojen ylittyvälle yhteistyön tutkimukselle tai vertailevalle tutkimukselle eri aineiden opettajien yhteistyötapojen välillä.

Asiasanat – Keywords Work community, teacher collaboration, teacher identity

Säilytyspaikka – Depository Kielten laitos

Muita tietoja – Additional information

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1 INTRODUCTION

Our research focuses on teacher collaboration and more specifically on the collaboration among second language teachers. We found teacher collaboration to be an important theme in the teacher auscultation training in the Jyväskylä University, however, this is an area of study that has not been vastly researched in Finland. Nevertheless, we feel that this is an important phenomenon to focus on in the post modern society where teachers are facing new challenges and education is a popular topic in public discussion.

Recent studies, conducted in the United States and Europe, have shown that teacher collaboration is an integral part of teacher induction and career retention as well. In addition, it is important to recognize the importance of how teachers cope with the increasing expectations that schools are facing.

We set out to study this phenomenon with the following research questions:

> 1. Does collegial collaboration exist?
> - If it does, in which forms does it appear?
> 2. How do the language teachers view this collaboration amongst colleagues?
> - Which factors contribute to or enable this collaboration?

From the basis of these research questions we conducted a survey study that included 26 respondents from six different schools located in Western Finland and Southern Finland. The questionnaire consisted of two sections where the respondents answered to 16 statements on the Likert 1-5 scale and subsequently to two open questions which provided the respondents the chance to voice their individual views.

The respondents expressed that collaboration with colleagues is important for them in various ways. Collaboration eased the work load of teachers as they were able to share work through collaborative practices and information concerning their students. Furthermore, collaboration enabled the teachers to implement new customs, and peer support the respondents received from their colleagues contributed to the well being in

the workplace. A noteworthy finding was that the respondents had few negative views about collaboration.

The following chapters will focus on the theoretical background of this study. Firstly, we will present the theme of teacher identity. Amongst others, it examines the aspects of teacher individuality and the generational change in a career of a teacher.

Secondly, we pursue to expand the theme of teacher identity to professional identity. These themes coincide in numerous areas, but we feel that a division of the terms is nevertheless suitable. This subchapter discusses the theme more depth by focusing on the motives behind the choice to become a teacher. Next, we will present the aspect of educational culture which, in addition, includes teaching culture and school culture.

Subsequently, the matter of work community is under observation. This particular subchapter presents the specific characteristics of a work community formed by teachers. We will also discuss the theory concerning collegial collaboration. It will depict the specific characteristics of collaboration between teachers. In addition, we will present the concept of micropolitics. This subchapter pursues to demonstrate how this concept is relevant to collegial collaboration amongst language teachers and thus, to this particular study.

Lastly, we present the findings from our survey and discuss them in relation to the topics presented in the theoretical framework of our study. This study ends in the conclusion where we reflect the whole research.

2 TEACHER IDENTITY

In this section we will discuss the notion of teacher identity and in particular we will concentrate on the individual nature of teacher's profession. The professional identities of teachers have been studied vastly in Finland as well as internationally and some of the best known are Andy Hargreaves and Michael Fullan, as well as Pasi Sahlberg in Finland. In addition, it is important to discuss the general change in teaching careers and the differences between teacher generations. We have divided these themes in chapters and we will now present them individually.

2.1 Teacher individuality

The profession of teaching is often described as solitary and lonely, which is controversial since, according to Sahlberg (1998), teachers usually engage in over 1,000 random social interactions during the course of one school day. Nonetheless, teachers do not engage in collegial evaluation of their work or commit to group analysis of their work (Luukkainen 2000). Institutionalized forms of collaboration between teachers have not been adopted by Finnish teachers, in contrast to the United States where collegial collaboration has been strongly supported and adapted (Smethem 2007, Honawar 2008). Institutionalized collaboration lacks the spontaneity of the informal and random collaboration that takes place in Finnish schools. We will refer to this notion when dealing with the nature of work for teachers in Finland.

Literature on the individual nature of teaching uses multiple terms that need to be clarified. The term *individuality* refers to the notion that one's actions are based on the inner self and guidelines created according to previous experience, as opposed to the notion of a collective inner self or soul (Sahlberg 1996). The term *isolation* consists of the individual excluding himself of the surrounding community. The term isolation encapsulates the idea that interaction between the isolated and the community is scarce and formal (Sahlberg 1996). The third term used is *privatism*, which enhances the sovereignty and independence of individuals from communities (Sahlberg 1996: 130). We can look for these phenomena in our responses and see how they are reflected in the views our respondents have on their work.

Sahlberg (1996) draws attention to Fullan and Hargreaves` (1991) perception that the presence of isolation and privatism can be detected in various ways. He lists competition, refusing critique and consuming mutual resources as signs of this type of school culture. Sahlberg states that collaboration is essential in forming a functional school; furthermore, the curriculum change in Finland that provided schools the right to make their own curricula and decide on individual strong points in their education programmes makes functional collaboration essential (Sahlberg 1996: 131). These changes challenge the traditional individual and secluded nature of teacher's occupation.

In this section we introduced the individual aspects of the teacher's occupation and presented the theories that Sahlberg (1996) had on the issue. In the international field of educational study, Andy Hargreaves (1995) has concentrated in this area of research and we will utilize his views in the following chapters. Next we will discuss the classifications Hargreaves has created on the teaching cultures.

2.2 Classification of teaching cultures

The aspect of teacher identity is related to the surrounding culture. Hence, we feel the topic of teacher culture requires further observation. Additionally, we broaden the theme by presenting the classification of teacher cultures that Hargreaves coined in 1992.

Luukkainen (2000: 89) states that the school organization consists of various elements, such as professionalism, bureaucracy and the obligatory nature of schooling from the students' viewpoint, since in Finland adolescents must attend school until the age of sixteen. Schools are part of the society, and in addition to their legal duties, schools have expectations from parents and the community in general. Furthermore, schools have to balance between expectations given from the outside and schools´ own organizational culture. In this sense teacher culture is an integral part of success in schools when teachers are the ones who implement new customs and do the actual ground work (Luukkainen 2000: 89).

Hargreaves 1992 (as quoted in Luukkainen 2000: 90), has coined four terms describing the different teaching cultures: individually centred culture, bordered culture, community centred culture and boarder crossing culture. This classification creates background for the teacher collaboration studied in our thesis.

The individually centred culture describes teachers as secluded and uncooperative. They view the classroom as their own territory where outsiders are not allowed, and if someone enters their territory it is in the intention to interfere or criticize. Hargreaves describes this as the most common of the existing teaching cultures (Luukkainen 2000: 90).

The bordered culture describes the teachers as partakers of social interaction with colleagues, in particular with colleagues teaching the same age group or subject. This has been reported to hinder the communication between different teacher groups. In addition, the bordered teaching culture harms the integration of different subjects in the curriculum as well as the integration of students with special needs. (Luukkainen 2000: 90)

In schools where the community centred culture persists, cooperation between different subjects and age groups exists to great extent and the teacher community is open. Teachers implement new strategies even when the positive outcome is not imminent and consequently, criticism is also allowed. In this type of teaching culture commitment, active partaking and exceeding of working hours is required of the teachers. According to Hargreaves (1992, as quoted in Luukkainen 2000:91), the community centred culture supports the professional development of teachers and encourages the teachers to implement new teaching techniques (Luukkainen 2000: 91).

The fourth teaching culture according to Hargreaves (1992, as quoted in Luukkainen 2000:91) is the border crossing culture. While this culture is similar to the previous one, it extends the interaction outside the school environment. In particular this means communication with the parents and guardians, but it can, however, also involve interaction with recreational teams, local business communities, churches et cetera. Teachers are required to be active in networking and making contacts. However, by doing so they are able to provide the learners with interesting and challenging learning experiences.

In this section we drew attention to teaching culture as a phenomenon and presented the classification created by Andy Hargreaves. This classification provides framework for our analysis of teacher collaboration. We will now move on to discuss the theme of professional identity and move more towards the practical aspects of teaching and the challenges involved with teaching.

3 PROFESSIONAL IDENTITY

A couple of decades ago, the professional identity of a teacher was notably individualistic. The shifts in theory as well as practice have evolved the view on

identity. The modern convention concerning teaching processes has shifted from traditional administration to required adaptive cooperation (Leino & Leino 1997: 14). Nevertheless, it has to be noted that, as most changes in the field of teaching, this shift is a subtle and gradual process, which will most certainly reach its full effect in the years to come. There are numerous teachers actively participating in working life who have been educated according to the earlier principles, to whom close collegial collaboration might feel as a loss of independence. This is somewhat in contrast to the conventions we were introduced during our pedagogical studies in the University of Jyväskylä.

3.1 The work of a teacher

Hargreaves (1995) states that teaching is fundamentally work, not in the sense of manual labour, but work despite the fact that teachers often glorify it as a profession or a career. People often have an image of schools and teaching that derives from their own experience, and that is often the reason why so many people are ready to discuss education and suggest improvements, whereas the area of e.g. economy or law is fairly limited to a smaller group of professionals rather than every layperson having an opinion of how to develop the area (Hargreaves 1995).

People, also the ones that choose teaching as a profession, assume that teaching consists mainly of the interactions in a classroom, giving advice, asking questions, maintaining order etc. By doing so, they neglect the fact that many aspects of working as a teacher consist of the work done outside classroom. These are tasks such as marking, parents' nights and staff meetings. These tasks have increased significantly over the recent years and they have become more complex and numerous. Parents' nights have extended to telephone calls, e-mails, regular consultations and extended report cards, also permission notes and the threat of litigation have increased the amount of paperwork teachers have to work with. Nevertheless, Hargreaves (1995) states that evidence has shown that proper attention to the matters outside classroom have a positive effect on the matters inside the classroom and on student results as well.

Hargreaves (1995) coins two terms describing this phenomenon; *professionalization* and *intensification*. Professionalization refers to teaching becoming more complex and involved with issues such as leadership roles, collaboration and providing consultancy

to others in their own area of expertise. Intensification describes the accumulated pressure and multiplication of innovations which make it hard to keep up to the pace. These are relevant issues when we are discussing the workload of a teacher and the tendency and direction of it, as well as how this relates to the workplace and how it affects the teachers.

3.2 Reasons for choosing the profession of a teacher

This section consists of the main themes that have been shown by research to have most influence on people who choose the profession of teaching. These are taken from a study conducted in Slovenia by Krecic and Grmek in 2005. These are relevant to our study in the sense that teaching as a profession is similar despite the different geological location. Teaching is a popular choice of profession in Finland as we can state from the consistently high number of applicants to the teacher training programmes, for example in the year 2009, 1,809 people applied for elementary school teacher programme and of these 1,809 applicants 80 were admitted (Jyväskylä University website).

Krecic and Grmek (2005) draw attention to previous studies conducted on the reasons why students choose the profession of a teacher. Gruberman and Gronauers (1993, as quoted in Krecic and Grmek 2005) discussed two themes for choosing teaching, material and altruistic motives. Material reasons include job security, income and long holidays, whereas altruistic motives consist of reasons such as wish to work with children and desire to be useful. Krecic and Grmek (2005) also report of a study conducted by Calderhead and Shorrock (1997) where the researches stated that the future teachers expect an inner satisfaction from being a teacher and that was the main reason to become a teacher. Krecic and Grmek (2005) point out that the study concerning the reasons why students choose the profession of teaching has been ongoing for decades, and following reasons have been recurring; long holidays, long term secured employment, as well as, on the negative aspects relatively low wages and fewer chances for promotions. We feel that these motives are similar in Finland also, hence it appears that teaching and teachers have global similarities.

Krecic and Grmek (2005) stated that from their group of 237 university students who had chosen to study to become teachers, approximately 60 percent were sure that they

had chosen the right profession and only fewer than three percent were confident that they were in the wrong field. Krecic and Grmek (2005) listed their classifications for the reasons students chose the profession of teaching: self-realization reasons, altruistic reasons, material reasons, reasons arising from aspirations or stereotypes and alternative reasons. Self-realization reasons were reported to stem from professional growth and viewing the work influential. Altruistic reasons were reasons such as the want to work with children and professional satisfaction from the results of the occupation. Material reasons covered reasons such as financial security and long career and future opportunities. Reasons arising from aspirations or stereotypes consisted of viewing the work to be suitable for women, pressure from family or viewing the university degree as an important goal. Alternative reasons consisted of reasons such as random decisions or lack of choices (Krecic and Grmek 2005: 8).

We have now presented some of the reported reasons for choosing the teacher profession. These studies were conducted in other European countries, but we view them to be comparable to Finland since the occupation itself does not vary substantially.

3.3 Induction of new teachers

Previously, we have presented reasons for becoming a teacher, and in this part we will focus on how new teachers are being induced to their profession. The change from auscultation to the actual work in the schools is a major one. For example, a Swedish study that followed seven novice teachers and how they were supported during the beginning of their careers noticed that the first years are the most challenging for teachers. Lindgren (2005: 2) points out that the teacher training with vast amount of support is drastically different from the actual teaching work. Lindgren (2005) concentrated on the results of a mentoring program for novice teachers. Lindgren´s study examined how mentorship from experienced teachers affected the successful induction of new teachers.

According to Lindgren (2005: 3), mentorship programs for teachers began in the United States in the 1970´s and have become popular ever since. Lindgren draws attention to the positive aspects mentoring has both on the mentee as well as on the mentor. Mentors receive new customs from the novice teachers as well as distribute customs

acquired from many years of experience (Lindgren 2005: 4). Lindgren (2005: 4) emphasizes the importance of successful induction, as the reported rate of novice teacher attrition in the United States is approximately 50 percent according to Chubbuck et al (as quoted in Lindgren 2005). Lindgren (2005: 4) states that the same trend is visible in Sweden also and it has received increased attention in Sweden.

Altogether four interviews were conducted with all the participants. In general, the mentees wrote down incidents they had encountered and later they debriefed them with mentors. Furthermore, mentors provided mentees with practical advice beforehand. After one year of the program, Lindgren (2005: 8) reported the following development: an increased sense of safety, the possibility to change perspective, the capacity to ask for help, increased flexibility in teaching and increased capacity to identify teaching duties. Six out of the seven participants in Lindgren´s study reported positive outcomes on their professional development as well as on their personal development (Lindgren 2005: 10).

These findings are interesting from the viewpoint of our study since we will study what forms collaboration take place in those Finnish schools that are included in our research. The responses might reflect the finding that Lindgren (2005) made on the importance of collaboration.

3.4 Generational change in career retention

We will now move on to discuss the career retention by teachers. Additionally, we draw attention to the different teacher types that were classified by Smethem (2007).

Smethem (2007) investigated the retention of teaching careers, since the traditional linear career that dates back to the industrial era has evolved to a more fractional one that reflects the sudden changes in modern employment careers. We include this topic of generational change since Smethem (2007) proposes that collaboration between teachers promotes the retention of teaching careers and it might lead to longevity in schools. Therefore, it is an important implication in relation to our study.

Modern teachers construct their identity differently and they may perceive teaching as a stepping stone for their future careers as opposed to the traditional model where

teachers stay in one school for the duration of their working career (Smethem 2007). Smethem (2007) identifies three different classifications for teachers starting their career: the *classroom teacher*, the *portfolio teacher* and the *career teacher*. We will now discuss these typologies in more detail.

Classroom teachers reflect the traditional view of teachers; they are motivated and committed to the profession. However, classroom teachers differ from the other typologies as they do not expect career development and they do not seek out for promotions or increased responsibility (Smethem 2007).

Portfolio teachers actively seek for other employment opportunities and view teaching as a part of their portfolio. On the other hand, in the study portfolio teachers were highly committed to learners and saw this commitment as a core value for teaching (Smethem 2007).

Career teachers possess combined aspects all previous teacher types as they are described to be very committed to teaching and view it as a lifelong career. Furthermore, career teachers seek for promotions and career advancement. In this way, career differs from classroom teachers. However, they do not actively seek for employment opportunities outside the area of education as opposed to the portfolio teachers (Smethem 2007).

Smethem´s study provided interesting views on teacher types and how they construct their identity. One of the most important findings in Smethem´s study, in respect of our study, was the notion that collaboration among teachers has positive outcomes on career retention.

4 EDUCATIONAL CULTURE

The significance of *school culture* should be acknowledged when considering collegial collaboration. As Savonmäki (2007: 32) mentions collegial collaboration occurs within two broader contexts. These contexts are the professional identity of a teacher and the surrounding school culture. The view of Savonmäki (2007: 32, our interpretation) is illustrated in figure 1. While Savonmäki`s figure described the context of collaboration from the perspective of universities of applied sciences, we broadened the perspective

to reflect the education system in its entity. Savonmäki (2007) interviewed teachers from the universities of applied sciences. Thus his figure represents the field of higher education, whereas we have extended the terminology to be suitable for all levels of education. In this section we will discuss the phenomenon of school culture and how the concept of school culture affects the teachers. School cultures are comprised of complex organisations and they influence work on various levels. School cultures themselves develop from the social interactions of its individuals (Sahlberg 1996). It is relevant for our study to discuss this complex entity in more detail as it is one of the factors which influence the amount and quality of collaboration occurring in schools.
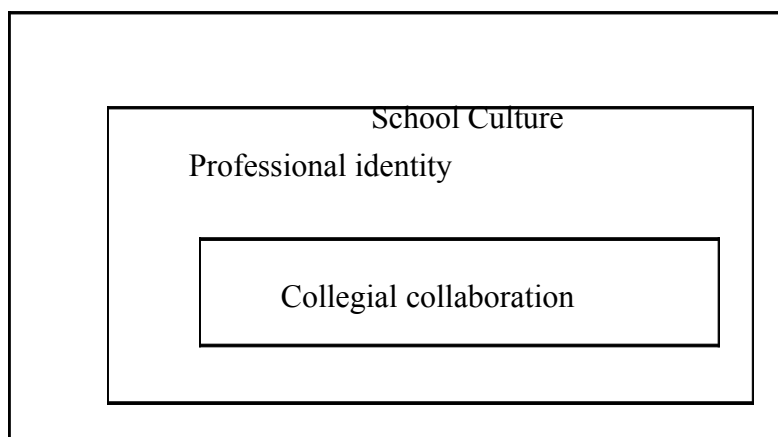
Figure 1. Our interpretation of Savonmäki's contexts of collaboration (2007).

4.1 Teaching Culture

Next we will define some of the key terms used in our study. *Culture*, *individualism* and *collegiality* are broad terms which can be interpreted in many ways and in order to comprehend them they need to be discussed in more detail.

Hargreaves (1995) points out that culture, in the line of teaching, encapsulates the customs of teaching that have been developed, sustained and preferred for a longer period of time. Teachers that have been working for years pass on their beliefs to younger teacher generations and that is the way teaching cultures have formed. As Hargreaves (1995) states, these cultures differ in many ways depending on the teaching level. As an example he gives the difference between kindergarten teachers and

adolescent teachers. Of these adolescents two teacher groups have to deal with problems that can be very different.

Although teachers are alone in the classroom physically, in the sense that there are no other adults present, nevertheless, teachers implement their teaching culture and constantly think of teaching customs they have accumulated over a period of time (Hargreaves 1995). What happens inside the classrooms is closely linked to the school environment outside the classroom.

4.2 Development of school culture

Culture in a singular school is a complex entity to examine. According to Huusko (1999: 33) it is a stable force which is maintained by the long-term staff of the particular school. In addition, Huusko (1999) claims that school culture in itself is an abstraction which is impossible to examine as such. According to him, the examination should occur through its multiple structures, mainly the atmosphere of a school. Even though school culture is stable, its dependence on the staff provides opportunities for it to develop. Huusko (1999: 33) recognizes the following developmental stages of school culture. At the first stage, the group is formed by uniting the members with a common culture and committing them to the group by the process of socialization. After the early stages, the group can accept new members and the culture shifts to the *follower stage*, in which the newcomers create their own counterculture. Thus, the solid nature of the culture is lost and the group is forced to rebuild its cultural values. Although this process creates tension within the members of the group, if executed properly it might improve the school culture. Hence, new staff members in a school always bring with them the potential for a change.

4.3 Requirements of the knowledge society

Our society has moved from exchanging raw goods and labour towards the exchange of knowledge. Hargreaves (2003: 16) argues that those knowledge societies, as well as the knowledge economies, perceive creativity and ingenuity as their core values. As a result schools should be able to produce students that meet these growing standards. Hargreaves (2003: 17) draws attention to the fact that teaching culture is undergoing a significant change, since the majority of the teachers that entered the schools in the

1960´s and 70´s are now being replaced by the new generation, hence lowering the average age of teachers. Sahlberg (1998: 16) emphasizes that the change must always stem from the will of teachers. Otherwise there will be no change. Sahlberg (1998: 16) points out that one of the biggest obstacles for change are the norms that have existed before, that is to say, school culture has a strong influence and it is considerably difficult to alter. From this viewpoint it is meaningful to study the interaction among teachers to see whether or not we are actually undergoing a change. Sahlberg (1998: 19) states we are lacking a common vision. In addition, Hargreaves (2003: 18) notes that cooperation is one the keys in producing a new educational culture.

4.4 Curriculum from the viewpoint of teacher collaboration

The curricula of high school teaching and the program for pedagogical studies in the University in Jyväskylä do not include any specific claims supporting teacher collaboration in either of the two. Only vague statements were found that promoted cooperation in schools and formation of support teams for students by combining different areas of school faculty. The following extracts are our translations of these particular statements.

> *In creating the curriculum we must look for solutions that promote the school workculture, encourage the flexible and effective use of resources and increase the interaction with the school and its surrounding community* (Oph.fi).

> *In education, cooperation, interaction and honesty are strongly promoted. Our goal is that a student learns to know his or her rights and duties and grows up to take responsibility for one´s choices and actions. During high school the student must receive experiences of the ways our future is built by shared decisions and work effort* (Oph.fi).

As seen from these excerpts the curriculum works at a macro-level and the target audience is mainly the student material. These citations were taken from the 2003 national high school curriculum and we must take into account that this curriculum draws the broad lines and individual schools usually write their own and more specific curricula. In these school specific curricula we might find points that touch on the topic of teacher collaboration, however, we decided to exclude the school specific curricula outside of our study because including of analysing the curricula of the six different schools would have expanded the study too much and of the institutional nature of the curricula.

The Jyväskylä University Department of Education's study program for the teacher's pedagogical studies does not include specific references to building a collaborative teaching culture. However, it is a fairly limited program with many specific details such as requirements or timetables. Hence, it does not include goals in the same way the national curriculum does.

Nevertheless, according to both of our experience from the study program, teacher collaboration was undeniably endorsed throughout the program. Furthermore, we feel that collaboration crossing subject lines was emphasized in the training more than collaboration of the same subject peers. We assume that the ultimate goal behind this was to promote a unified school where all teachers know each other and are able to cooperate on building a favourable school environment. Despite its noble aspirations, we felt that in the teacher training surrounding the collaboration remained somewhat superficial. The collaboration required outside pressure in order to take its forms, but this might be due to fact that overall time remained limited.

5 WORK COMMUNITY

In this section we move on to discuss the definitions of work community and the unique dynamics of the school as a work community. We will also examine the work environment of teachers to some extent.

5.1 Work community in schools

According to Huusko (1999: 13), school is a multifaceted organization which can be observed from numerous perspectives. These perspectives include school as a social institution, school as an organizational structure and school as a work community for individuals. Even though this particular study is primarily interested in the latter, we examine school from a broader perspective. Huusko (1999: 16) points out that, in general, an organization is seen as an open structure consisting of hierarchical levels and task-based units, which interact with the surrounding environment. This organizational view of a school suggests that it consists of multiple levels and can include numerous work communities.

In this study, the term work community refers to the work community of teachers. The term excludes students, as that entity is referred to as school community according to the division made by Hyrkäs & Kaukonen (2007: 13). Murto (1995: 16, own translation) claims that all work communities have some common elements, which include:

> 1. The members of the work community are familiar with each other and share the possibility for relatively regular interaction.
> 2. There is a joint cohesion and a joint understanding about who is part of the particular community
> 3. The members share a sufficient amount of social reality concerning its fundamental functions
> 4. It is possible to separate members according to their intensity of involvement to the community. Naturally, there can be multiple core groups inside the community.

In general, work communities in schools are unique and different from each other. Nevertheless, Huusko (1999: 17) identifies some shared dimensions, which are common to all work communities in a school environment. These dimensions include a mutual view of goals and tasks, communication, sense of community and direction. The realization of these dimensions defines the structure and the function of a work community to a great extent. In addition, a work community in schools can be observed as an organisation of specialists. Huusko (1999) identifies the similarities between a specialist organisation and teacher communities to be for example, the autonomy of strategic and operative measures. Namely, that autonomy refers to the independent planning, execution and evaluation of activities and its dependence on self-directing groups (Huusko 1999: 19). Hyrkäs & Kaukonen (2007: 14) emphasize that the main objective for teachers is to teach and bring up students, whereas the other employees in schools are mainly occupied with maintenance-like functions. Therefore it is important to acknowledge this as our study concentrates specifically on teachers.

5.2 Factors that influence teachers´ work communities

Kohonen and Kaikkonen (1998) identify important factors that influence the teachers' work community. We will briefly discuss each of these factors in the following sections. According to their studies these factors are: individual factors, work communal factors, working environmental factors, parents and caretakers, employer

and school board, unions, central government of education and finally, teacher educators and researchers (Kohonen & Kaikkonen 1998).

Teacher's individual values, personality, physical and mental wellbeing, previous work experience and social structures are the major factors that influence the work community. These factors have an impact on how teachers manage with change and how they are able to create a good learning environment for learners. These factors also influence the capability of taking care of oneself and thus maintaining work ability. The authors also draw attention to the ability of changing individual teaching customs which are viewed crucial for overall school success (Kohonen & Kaikkonen 1998).

Work community's own dynamics have an influence on teachers' everyday life. These factors include a sense of equality and the feeling of just treatment in the distribution of tasks. In addition, atmosphere and the quality of interaction in school are also significant. Kohonen and Kaikkonen (1998) point out that an independent and cooperative teacher who is committed to collaboration is able to create collaborative customs in the classrooms as well. Kohonen and Kaikkonen view that pedagogical changes require an attitude shift from isolation, which was discussed in section 2.1, to collaboration, in order to create collegial culture in schools (Kohonen and Kaikkonen 1998). This is an important finding from the viewpoint of our study, since we are seeking out the quantity and forms that collaboration takes in schools, more specifically among teachers of foreign languages. Next we will briefly present the rest of the factors mentioned in Kohonen and Kaikkonen (1998: 137).

Kohonen and Kaikkonen (1998) point out that several external factors affect teachers´ work environment, such as laws, educational boards and parents. Kohonen and Kaikkonen (1998) emphasize that schools can not be held responsible for difficulties involving parenting and thus schools and teachers can not be blamed for the problems of the surrounding society. Nevertheless, schools can facilitate these problems in cooperation with social authorities. The municipal school boards and their role as employers for teachers play an important role in everyday school life. The physical environment and maintenance are distributed through this organization. Furthermore, Kohonen and Kaikkonen (1998) point out that in order for collaboration to occur, between teachers as well as with parents, adequate facilities for such actions should be

provided, whereas the reality now is that faculty rooms are mainly for coffee table discussions.

Kohonen and Kaikkonen (1998) note the major influence that the unions and employer organizations. They negotiate the wages as well as working terms hence they provide essential framework for everyday teaching work. In addition, Kohonen and Kaikkonen (1998) emphasize the problem of having fractal weekly lessons. Whereas, they propose a system of overall working hours which would enable time for teacher collaboration and make it possible to work consistently towards a unified, quality teaching in the lines of the curriculum. In addition they raise an important issue concerning the recent trend of utilizing the principles of market economy to the field of education. They point out that competing for resources and viewing students as customers does not provide a good base for collaboration. Kohonen and Kaikkonen (1998) state that the National Board of Education is responsible for these constant changes in the field of education, thus creating instability as opposed to a stabile learning environment. A quotation from Fullan (2001: 21) describes this issue well:

> *The main problem is not the absence of innovation in schools, but rather the presence of too many disconnected, episodic, fragmented, superficially adorned projects.*

In addition to these particular facets it is important to discuss the importance of teacher training in universities. These institutions are essential as they influence the young teachers' thinking of the school procedures. Kohonen and Kaikkonen (1998) note that, in fact, teacher training departments have improved their methods and conducted research how to train teachers that are cooperative and active in self improvement. This we have found true in our own experience from the teacher training department in the University of Jyväskylä. It was evident in the way we were actively encouraged to cooperate with teachers of other subjects as well. Some of the courses in the teacher's pedagogical studies were conducted in mixed groups with future teachers representing all subjects and thus, we were introduced to a collaborative teaching culture. In addition we collaborated with teachers of foreign languages thus making groups that reflected the group of respondents in our study.

5.3 Constant change in teacher's work environment

It is important to acknowledge how various things have an effect on teaching, from the ventilation of air to sufficient lighting and adequate acoustics. These things have been noted for quite some time now, but there is a larger change in effect in the society that has transferred into teacher work communities. According Heikkilä-Laakso (1999), we are in the middle of a constant change with many altering factors and this is creating more stress on the workers. Heikkilä-Laakso (1999: 7-8) states that we have grown accustomed to a linear change that we were somewhat able to prepare ourselves for, but now the global changes, new scientifical theories and fast growth in many areas have sparked a conflict with the customs we were used to before. Rajakaltio (1999: 27) points out the growing expectations towards schools are partly due to the changing society. Efficiency is a word that can not be ignored in schools either. Schools, as well as other state funded organisations, are expected to be more efficient. In other words schools have to produce better results with less funding.

In this section we discussed the work community and more specifically we presented challenges that teachers face in their work. We will now broaden this theme by moving on to examining collegial collaboration. Additionally, the following chapter will present a practical example of successful collaboration efforts in one American school.

6 COLLEGIAL COLLABORATION

Collaboration amongst teachers has been studied to some extent (e.g. Creese 2005). Nevertheless, the focus has commonly been on specific forms of collaboration, for example concerning a specific teaching experiment, and not collaboration in general. We feel that a general view on collaboration would provide more insight on the everyday work of a teacher and the sensibility of it. Moreover, the collaboration amongst language teachers in specific has not been studied to a great extent. In addition, the focus of the previous studies has not been on teachers' own perception concerning the aspects of collegial collaboration. The studies of collegial collaboration have mainly focused on the results of the teaching. This is especially common of studies conducted in the USA, whereas we intend to study the effect on teachers and their well-being, because collaboration amongst colleagues seems to have a considerable effect on these aspects.

As mentioned earlier in the chapter concerning teachers' professional identity, there has been a significant degree of autonomy in the profession of a teacher. Nevertheless, the gradual shifts in a teacher's profession have brought several forms of cooperation into this particular professional environment. The occupation of a teacher involves a considerable amount of relations with other individuals. Hence, it is vital to make a distinction between the collegial collaboration, which is the focal point of this particular study and other forms of co-work. Savonmäki (2007: 31) draws a distinction between collegial collaboration of teachers and teamwork in other professions as in teachers' cooperation mutual communication is often more important than the objective of completing a task. In this chapter, we will focus on collegial collaboration in general, examine it in a pedagogical context and divide it according to its forms. These include team teaching, joint planning, peer coaching, mentor relationships, professional dialogue and collaborative action research (Huusko 1999: 36).

Although the importance of collegial collaboration amongst teachers has been emphasized in present day theories, it has not been implemented entirely into practice. For instance, in Finland obligatory collaboration is rare compared to the United States where studies have been conducted concerning this phenomenon (e.g. Honawar 2008). Huusko (1999) conducted a study concerning the work communities amongst grade teachers between 1st and 6th grade. One aspect of this study focused on the collaboration amongst teachers. Generally, the teachers found collaboration to be positive and motivating. The reason for this was said to be the voluntary nature of the collaboration. The results indicated that even though the teachers found collegial collaboration a positive matter, it seldom included all the teachers of the school. Instead, collaboration occurred with a work-partner, who commonly was a teacher working on a parallel grade. In addition, the teachers also provided information concerning the circumstances in which the collaboration takes place. The results indicated that collaboration was somewhat informal and occurred on breaks and whenever necessary. Nevertheless, some teachers mentioned to have planning meetings where collaboration was the main purpose. Almost none of the respondents in Huusko's (1999) research encountered collegial collaboration outside the school environment after workdays. Interestingly, the research also presented that teachers on lower grades were more aware that collegial collaboration was a significant factor of their job as a teacher and thus, were more organized with it than teachers on upper levels.

Savonmäki (2007) draws attention to the difference between informal and formal collaboration. Informal collaboration occurs in brief, and often random, encounters where teachers exchange some thoughts. Savonmäki (2007) remarks, that informal communication between teachers can take the form of joking, complaining or events outside the school environment. This creates an important way for the teachers to distance them from the role of an expert and the expectations on the teacher behaviour. In informal contexts teachers tend to share small "tips" that they have found useful and this type of exchange is sometimes viewed more effective than formal work to acquaint colleagues with professional matters (Savonmäki 2007).

Savonmäki (2007) states that formal collaboration takes the form of annual meetings and is often documented in minutes. This includes visionary work, strategising and planning of the curriculum. The teachers in Savonmäki´s research described formal meetings as manager lead, official and consisting of a different type of speech register. Savonmäki (2007) assesses that teachers are good at working in meetings, whereas in business life meetings are often characterized to be obstacles for actual work. He supports this view by giving the example of curriculum planning, where teachers are committed to collaborative planning and are accustomed to implying this knowledge to their individual lesson planning (Savonmäki 2007).

6.1 Example of Adlai E. Stevenson School in the US

Previously we have discussed the theories endorsing collaboration and now we will present a practical example of collaboration. This is an example of successful collaboration efforts and despite that the example is from an American school, and even though its form of collaboration is somewhat institutional in its nature, it offers a valid example of resourceful collaboration with positive results.

Honawar (2008) reports that the Adlai E. Stevenson High School in the United States has received the United States Department of Education Blue Ribbon award in four consecutive years, and this award has been only given to three schools nation-wide in the US. The significance of these results, for our study, is that these results stem from the professional collaboration of the teaching staff in the school (Honawar 2008). In this school teachers brainstorm together for new lesson plans and actively share

practices that have proven to be effective. Honawar (2008) reports that the teachers work in teams and they even have influence on the hiring new staff in their team. Moreover, the teachers avoid the isolation of the classrooms and meet other team members before and after teaching hours in open office areas. Another point of interest for our study is the following comment from a social studies teacher presented in the article:

> *Many of the best things we do don´t happen in the team meetings. The real collaboration happens outside (Honawar 2008).*

This comment resonates with Hargreaves' (1995) view that the outside pressure for collaboration might hinder the effects of it. Nevertheless, we believe that compulsory collaboration might lead to further collaboration in informal surroundings because of the increased amount of work related contacts and planning. In the article by Honawar (2008) the point that teachers do not want to be in isolation but want to include themselves in teaching teams emphasizes the need for collaboration between teachers. Furthermore, some of the teachers in Adlai E. Stevenson School extended their cooperation to other schools in the district. However, this might not work as well in the Finnish high schools that actually compete for student material since the students can freely apply to any high school of their liking. It would have been interesting to study how this model of working affects the teacher's career retention and well-being in their work community.

6.2 Emotional support

The workload of teachers has grown significantly over the course of years and how teachers cope with their profession has been studied vastly over the last thirty years. Compulsory school teachers have stated that their work related stress has increased due to the uncertainty of their goals in teaching, the increased workload and the lack of support from surrounding community (Keskinen 1999). On the other hand, high school teachers have reported increased work related stress because of the increased competition over students, school image and results (Keskinen 1999). In the light of these increasing expectations towards teachers it is meaningful to study what significance cooperation between language teachers has to emotional support.

In the previous sections we have examined teacher identity, professional identity and work communities, as well as, collegial collaboration in teaching. Lastly we examine the concept of micropolitics and how power relations influence groups. This chapter will conclude our theoretical framework for the study.

7 MICROPOLITICAL STUDY

This section will present the principles of a micropolitical study. Even though this particular study is not coherently micropolitical it has certain elements that have similarities with the field of micropolitical research. The concept of micropolitics is relevant to this particular study as collaboration in workplace surroundings can be observed on multiple levels, for example focusing on the distribution of power. The following paragraphs pursue to explain the concept of micropolitics in more detail.

Savonmäki (2007: 52) implies that both collaboration and conflicts among colleagues are related to the field of micropolitics. Hence, the relations in groups between individuals can be seen as forms of micropolitical relation. According to Hargreaves (1995: 98) in a micropolitical perspective the differences inside groups are emphasized rather than the similarities. Micropolitical study examines the usage of power in a certain group, its distribution and the factors that are associated with it. For example, Creese (2005: 85) argues that outside political pressures, e.g. different curricula, result in patterns of teaching methodology. She studied English as an additional language (EAL) lessons with multiple teachers, namely a subject teacher and a language teacher, in England and discovered a significant inequality between the amount and forms of usage of speech acts by the teachers. This supports the view of Hargreaves (1995: 98) that in micropolitical context collaboration is generally seen as being connected with administrative constraints and to be a result of organizational power.

The micropolitical perspective additionally focuses on the aspect of individual rights. In addition, collaboration amongst teachers can also be viewed from that particular aspect. As Hargreaves (1995) argues, there lays a risk concerning collaboration in schools, if the norms of collaboration evolve into administrative rules of collaboration. Despite the potential positive outcomes of teacher collaboration, there are still individuals, who prefer working in solitude. In addition, according to Hargreaves (1995), the micropolitical perspective promotes critical analysis of different collaboration forms.

Even though the norm of collegial collaboration has positive implications, it cannot be generalized to be the most productive or useful procedure in every situation.

According to Hargreaves (1995: 98), time is a significant factor as a micropolitical attribute. It is apparent that if measured in time most of teachers' work consists of work in the classroom. Hence, the organization of fixed peer collaboration sessions is a matter of time management.

8 DATA AND METHODS

So far, we have observed the grounding theories behind this particular study. Next, we shall observe our study from a more practical perspective and present the methods we used to collect and analyze the data. In addition, we shall examine the basis of our data. The latter part of this chapter observes the matters of validity and reliability of this study. Our study has aspects of a quantitative study, as well as, aspects of a qualitative study and next we will move on to view these methods in more detail.

8.1 Data collection

In our study we implement the technique of using questionnaires to gather data. In this section we will present our method, reasons for choosing this particular one and our participants. This section will end in a discussion about using questionnaires as a method of study.

There are several reasons to support our decision to use questionnaires as a method to gather information. In order to acquire a larger number of participants we chose questionnaires over the use of interviews, since it is easier to deploy questionnaires to several schools rather than organising personal meetings with participants. Interviews would be very time consuming and they would require arrangements for equipment, space and time. In addition, we feel that the participants have more freedom and time to contemplate on their answers when answering a questionnaire rather than having to face questions abruptly in an interview. The questionnaire was in Finnish which was the mother tongue of the participants. This choice was made in order to remove all of the possible restrictions of expression for the answering process of the participants.

We also feel that the multiple choice questions open up the topic of discussion and they might bring additional information to the attention of the participants. Furthermore, the topic is quite sensitive in nature and we consider privacy to be of essence when answering to the study. Thus, the possibility to answer the questionnaire individually and in private whenever suitable for the respondent is significant to provide reliable and sufficiently extensive research data. Since the topic is quite specific it would be hard to analyse, for instance, portfolios or biographies as the topic of collaboration might be neglected because it does not receive so much attention.

Our method applies quantitative as well as qualitative aspects. The quantitative aspects consist of the statements using a five-level Likert scale for answering. The options for the Likert scale are as follows (our translation):

1 = Strongly disagree

2 = Disagree to some extent

3 = Cannot say

4 = Agree to some extent

5 = Strongly agree

From these statements we were able to gather statistical data and provide tables for results. The statements were created by us and they did not originate from any previous questionnaires, however, the background of these statements is in earlier studies and their findings. These particular statements were created to draw attention to the following themes which include the perceptions concerning the work of a teacher, the quantity and nature of the collaboration amongst language teachers, coping with the work load, views on teacher training and additionally, future perspectives. The qualitative side in our study is the section of the questionnaire with open questions where we gave the participants the freedom to discuss their experiences and opinions. Similar to the first section of our questionnaire, the latter questions were also composed by us. They aimed to gather somewhat direct information on our research questions. The first set of statements provided views that the participants might consider when answering the open questions. Given that the topic of our research is quite broad we find it beneficial to provide some perspectives, raised from the theoretical framework, to guide the answering process of the participants. This ensured that we received answers in relation to the research questions, in addition to other themes the respondents reported to be important.

In this section we will describe the structure of the questionnaire in more detail. In addition to collecting the research data, the questionnaire is developed to provide sufficient background information of the participants. The questionnaire itself consists of 16 statements, which the participants were asked to answer by using the five-level Likert scale mentioned earlier. In addition, the questionnaire had two open questions. The open questions were as follows (our translation):

> 1. How does the collaboration amongst language teachers become apparent at your workplace? In which ways do the teachers collaborate?
>
> 2. What disadvantages/benefits do you see collaboration between language teachers to have in your opinion?

8.2 The participants

The research data was collected from six schools. The locations of these schools were in Southern and Western Finland. All of the schools were either junior high schools or high schools. The decision to gather research data from particularly junior high schools and high schools was made because only a fractional amount of subject teachers are working on lower levels in Finland. These particular schools were chosen for this research because all of them had a language teacher, who was previously familiar to us, working there. These teachers became the contact persons for the study. Initially, these particular teachers were contacted via email, to ensure the possibility to distribute the questionnaires. The questionnaires were sent to the contact teachers in schools and were supposed to be distributed inside the target schools to all foreign language teachers, regardless of the language they teach. The overall amount of questionnaires sent to the contact teachers was 62.

All in all, there were 26 participants who answered and returned the questionnaire. Thus, the response percentage for the questionnaires was approximately 42%, which can be considered somewhat high, taking into account the lack of contact with the conductors and participants of this particular research. All the respondents were female. In addition, there were other significant similarities in the participants' background as all but one of them were from considerably large schools, with over 400 students, which was the highest option in the scale of the background question investigating this aspect. Unfortunately, not all of the participants answered every question. Hence, some questions which collected the background data were not answered by every participant.

The age of the participants was divided into sections which were 18-25, 25-35, 35-45, 45-55, 55-65. The following Table 1 illustrates the age distribution of the participants.

Table 1. The age distribution of the participants
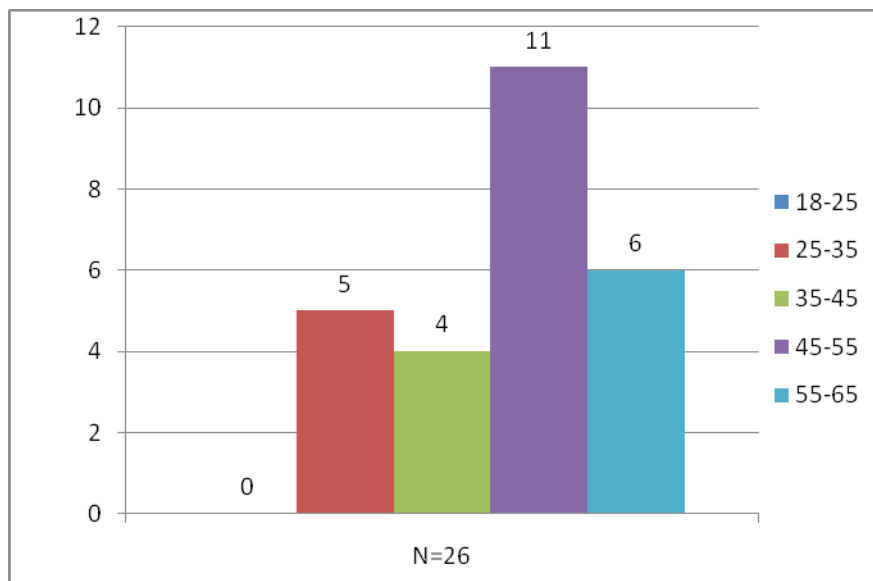
As Table 1 illustrates, the majority of the participants were middle-aged. This correlates also to the work experience the participants had as a teacher. The average work experience for the participants (N=24) was 19.69 years. In addition, the average year of graduation of the participants (N=25) was 1990. Hence, mostly the participants represented a considerably experienced group of foreign language teachers. The questionnaire also investigated the nature of employment of these particular foreign language teachers. According to the responses there were 20 teachers with a permanent position, four of the teachers had a fixed-term position and one was a substitute teacher. Furthermore, the questionnaire gathered information concerning the languages each teacher taught in their work. Most of the respondents had more than one language to teach. The variety of the languages taught is demonstrated in the following Table 2.

Table 2. The amount of teachers according to languages
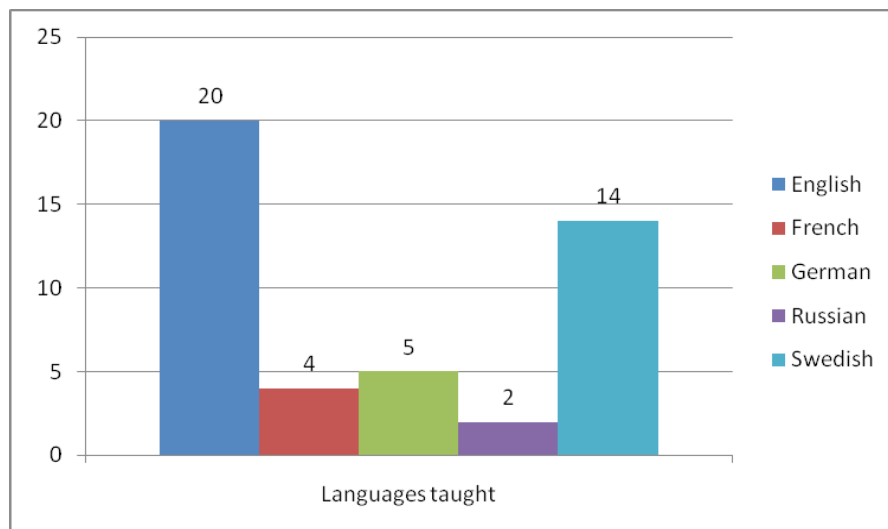
8.3 Qualitative approach

According to Hirsjärvi et al. (1997), we need detailed information and a comprehensive view about the phenomena we research. For that reason, qualitative methods are used in studies. Often qualitative studies complete the quantitative aspects of a study and this is also the case with our thesis. In this section we will present an overview on the qualitative method as applied in our study.

Hirsjärvi et al. (1997) state that qualitative studies are diverse and there exist various ways of implementing qualitative study methods such as descriptive studies, discourse analyses, anthropologies and others. It is important to understand that underneath the term of qualitative study lay many different ways of undertaking a research. Our study can be viewed as having qualitative aspects for several reasons. Firstly, according to Hirsjärvi et al. (1997), methods where the participants' own interpretations can be voiced are typically listed as qualitative, and that is in accordance with our method. Secondly, we intend to use inductive analysis in our study, and according to Hirsjärvi et al. (1997), that is also viewed as a method of qualitative research. Thirdly, we could state that the participants of our study were not randomly chosen, as the target group was narrowed down to language teachers in particular. This method of choosing the target group is viewed to be typical for qualitative methods (Hirsjärvi et al 1997). In this particular study one of the aspects under observation is the teachers' own perceptions concerning collegial collaboration. Hence, we feel that an entirely

quantitative approach would not provide enough room for the teachers' own voice. In that respect additional qualitative methods are required.

8.4 Quantitative study

The word quantitative is easily associated with large amounts of information and analysing it. While it holds some truth, it is more than that. Hirsjärvi et al. (1997: 131) describe the essential themes concerning quantitative analysis. They state that quantitative studies draw conclusions from previous ones, they provide previous theories and among other things, they present data in tables and charts and in a way that they can be statistically presented. Furthermore, the gathering of data requires that the data is suitable for quantitative and numeral estimation (Hirsjärvi et al 1997, 131). In this respect our data can be defined as quantitative and it meets the standards that are required for a quantitative analysis. Our research benefits from quantitative methods as it pursues to draw focus on specific aspects of collegial collaboration. In addition, the quantitative approach enables as to include a greater amount of participants in our research than qualitative approach would have.

8.5 Statistically descriptive analysis

Statistically descriptive analysis is a particular form of quantitative analysis that is used in this research to examine the numeric data provided by the first part of the questionnaire. Statistically descriptive analysis examines for example, the variation and correlation of the data. In addition, statistically descriptive analysis is often supported by graphs and tables.

The variability of the numeric results is presented in this thesis by using the standard deviation. Standard deviation illustrates how much variation there is in the data from the average scores of the answers. If there is no variation from the average score, the standard deviation gets the value 0. In addition to the variation, we are interested in the correlation between the scores of specific statements. Correlation between two variables is often presented by the Pearson's correlation coefficient. According to Johnson (2008: 61-63), the correlation coefficient varies between -1 and 1, where 1 is the greatest possible increasing linear correlation and -1 the decreasing linear correlation. 0 means that there is not any distinct correlation between the variables. In

detail, correlation compares the standard deviations of the variables in a scaled magnitude (Johnson, 2008: 62). The correlation is used in this particular thesis to portrait the possible connections between different aspects of collegial collaboration.

8.6 Reliability

When conducting a survey study we must take into account two important factors which are reliability and validity of the survey. In this section we will concentrate on the aspect of reliability in our study. We will then move on to validity in the antecedent section and furthermore discuss their relationship in our study.

Carmines and Zeller (1983), point out that random and non-random errors have to be considered when measuring something. In our study we measured various aspects concerning teacher's collaboration. In this respect, as we were measuring abstract things such as feelings, it is making it harder to presume what is random and what is non-random fluctuation. We could determine this more accurately by conducting the same questionnaire again with the same participants and then view possible differences in their answers. Conducting this questionnaire again with same participants is not possible during our limited time frame, and it would have to be conducted at a short timeframe from the first since general change in people's lives and customs might alter their responses. However, we view these answers to be reliable since they were answered in privacy and without a time limit which gave the participants time to consider their actual views on the questions. The participants had time view their answers before sending their answer via post. In this regard we view their answers to reliable in that they reflect the participant's views at that time with the respect of the experience accumulated by that time. We presume that in the case of conducting the same survey with the same questionnaire quickly after the first one it would produce relatively the same result as the first.

8.7 Validity

Carmines and Zeller (1983) draw attention to different varieties of constructing validity when discussing a survey. According to Carmines and Zeller (1983), the most commonly used way in education is the Content Validity. Content validity considers

how much the empirical measurement is en lieu with the domain of the field; Carmine and Zeller (1983) illustrate this by an example about constructing a test in mathematics: "a test in arithmetical operations would not be content valid if the test problems focused only on addition, thus neglecting subtraction, multiplication and division" (Carmines and Zeller 1983: 20)

In this respect our study seeks content validity by utilizing a range of statements that link to the collaboration among teachers and its outcomes. Furthermore, the open questions that we provided aimed to give the participants freedom to elaborate on the topic as well as on their questions answered in the first section. Additionally, our study seeks further validity since we implemented *triangulation* by using several methods to analyze the data, in addition to, using both of our efforts in gathering the data and setting up the research (Fink 2008: 200).

In this section we discussed the validity of our survey and preceding this section we discussed the reliability of our survey. We emphasized that the participants had time to answer and think on their opinions before answering us, we used a range of questions to cover the topic and answer our research questions and in this respect we view our survey to be reliable and content valid.

8.8 Downsides to using questionnaires

In this section we will discuss some of the downsides of using questionnaires as a method of study. It is relevant to understand the negative aspects of the chosen method in order to understand the data better.

Hirsjärvi et al. (1997) have listed possible disadvantages of using questionnaires and we will present points that are relevant concerning our thesis. When using a questionnaire the researchers are not able to analyze how seriously the participants have taken the questions. In addition, it is hard to interpret possible misunderstandings that might arise to the participants when answering the questions (Hirsjärvi et al. 1997: 184). However, the participants in our study can be assumed to have taken the questions seriously due to the personal nature of the questions and the fact that they have considered it worthwhile to participate in general. Possible misunderstandings can be avoided, to some extent, in our study by the use of open questions. Hirsjärvi et al. (1997) state that

one possible threat in using questionnaires is the loss of participants, that is to say, that the take is inadequate for the results to be generalized.

In this section we presented the methods we used to implement our study, as well as, introduced the participants and discussed the reliability and validity of this study. In the following part we move on to discuss the results of the study.

9 RESULTS

The content of the following section is dedicated to the raw data which provides results for the present study. It will include data for both the quantitative and qualitative aspects of our research. Firstly, the focus will be on the answers the participants gave by using the numeric scale. Subsequently, the answers for the open questions will be presented.

9.1 Numeric scale

As mentioned earlier the data collected from the first 16 statements were answered on the five-level Likert scale. The layout of the results in this section follows the organization of the original questionnaire. It will mostly concentrate on the average scores calculated from the answers of all the participants. Any individual divergence in the answers will be observed in more detail in the following sections. All of the statements referred to in this section are our own translations from the original questionnaire which was conducted in Finnish.

Table 3 illustrates the average scores for the answers provided by using the five-level Likert scale. As mentioned already in the five-level scale one represented the opinion *strongly disagree* (our translation) and five *strongly agree* (our translation).

Table 3. The average scores for the closed questions

Statement	Average score	Standard deviation
1. I feel lonely at work.	1.46	0.58
2. I require more support from my colleagues.	1.92	1.13
3. I require more support from my superiors.	2.46	1.42
4. My educations was adequately preparing for my work.	3.31	1.19
5. My work is too demanding.	2.46	1.07
6. My work community is supportive.	3.69	0.88
7. I discuss work related matters with my colleagues.	4.38	0.90
8. Collaboration amongst language teachers is common.	4.04	1.00
9. I get support from my colleagues for disciplinary measures.	3.81	0.98
10. The collaboration amongst language teacher is constructive in my opinion.	4.54	0.71
11. I feel that the support from my co-workers has a significant effect on me managing to work.	4.54	0.58
12. I have adopted new work methods/conventions from my colleagues.	3.73	0.78
13. I feel that my work community is competitive.	2.50	1.24
14. I keep in touch with my colleagues on my spare time.	3.23	1.21
15. In my opinion in service training is necessary.	4.54	0.58
16. I see my self working as a teacher in five years.	3.69	1.64

The first theme under observation is the nature of the work of a teacher. The statements, which are included in this category, are 1, 2, 3, 6 and 13. They examined the need of support and the nature of the work community of the participants. As table 3 indicates, adequate supportive resources are available in the work of a teacher. For example, Statement 1 of the questionnaire *I feel lonely at work* gathered a considerably unanimous stance from the participants. The standard deviation of the scores was only 0.58 and the average score was 1.46. This supports the view presented by Leino &

Leino (1997:14) that the nature of a teacher's profession has shifted from individualistic to co-operative.

The second theme to be taken into account is the nature and amount of collaboration taking place amongst language teachers. Statements that investigated this aspect included 7-10, 12 and 14. Overall, collaboration amongst language teachers appears to be common and seen as exceedingly positive by the participants. For example, statement 10 *The collaboration amongst language teachers is constructive in my opinion* gathered both one of the highest average scores (4.54) and lowest standard deviations (0.70) of the entire questionnaire. When asked about the forms of implementation of the collegial collaboration both disciplinary measures and adopting new work methods were proven somewhat common with notably high average scores of the responses. However, work related conversations appeared to be the most popular form of collaboration with the average score of 4.38.

Statements 5 and 11 investigated the theme of coping with the workload. These statements provided considerably different results. The average score for statement 5 *My work is too demanding* (2.46) was fairly neutral, whereas the corresponding average (4.54) for statement 11 *I feel that the support from my colleagues has a significant effect on me coping with the work load* was amongst the highest in the entire questionnaire.

The final two thematic entities discussed by the numeric part of this particular study were language teacher training and future perceptions concerning teaching. Former of these was investigated by statements 4 and 15. The need for in service training stood explicitly out from the results with the average score (4.54) being amongst the highest and the low standard deviation of 0.58 implicating unanimity. Statement 16 on the other hand examined the future career perceptions of the participants. The slightly positive average score (3.69) suggested that teachers generally are content with the aspects of their profession.

9.2 Recurring themes from the first open question

In this section we will present the findings from the first open question. Following themes are brought up from the data and they are present in at least two or more

responses. These themes are presented in a random order and they will be analyzed in the following discussion section. The first open question was:

in which ways does the collaboration between language teachers appear at your workplace?

Themes that recurred were joint materials, international matters, and information concerning individual students, agreeing on disciplinary matters and expressing the negative aspect of physical distance. We will now present these themes one at a time and then move on to presenting the themes from the second open question.

Joint materials were a recurring theme that many of the teachers reported in their answers. They shared tests and materials that had proven to be useful; they also exchanged hints concerning teaching practises. In this sense the collaboration was reciprocical as novice teachers can share current knowledge from teacher training, whereas the experienced teachers can pass on customs that have proven to be useful. Following translations are our own:

> *Example 2.*
> *"Joint themes, joint remedial teaching, test exercises are distributed around. If somebody makes a handout, it is given to others" (res 3)*

> *Example 3.*
> *"Shared tests by mutual principles and other shared materials. Own tests are not withhold for your use only, they are given for circulation." (res 13)*

> *Example 4.*
> *"We go to training together. We hold meetings regularly. If we find some good exercises, we offer them also to others" (res 10)*

Next recurring theme was international matters and this concerned collaboration on acquiring visitors and planning international theme days. These involved especially teachers of the same language. This form of collaboration creates authenticity for foreign language teaching when students are able to have real world contacts with native speakers. The following examples represent these views.

> Example 5.
> "*International projects: student exchange with a Swedish school*" *(res 13)*

Example 6.
"We have meetings together and discuss different matters e.g. joint tests, obtaining materials, taking part on courses, foreign visitors" (res 6)

Example 7.
"In different projects, e.g. international projects" (res 7)

A common theme was sharing information on students. This meant distributing knowledge on performance as well as disciplinary matters. Disciplinary matters included decisions on different seating orders that have worked well or sending students to other classrooms. Teachers also exchanged information on students if there had been a change in their results, teachers responded to collaborate on the reasons behind these changes.

Example 8.
"Discussion concerning the students especially with the homeroom teacher, also over subject lines ie to other teachers as well as disregarding the taught subject. Comparing progress and planning tests." (res 4)

Example 9.
"*We also discuss about the success of the students and make joint efforts to direct the weaker student to remedial teaching.*" (res 8)

Example 11.
"When the language teachers used to be in the same break room, lesson incidents could be discussed immediately. Ideas concerning disciplinary, teaching topic related and lesson planning were all shared there." (res 20)

One theme that rose from the responses was the one on the physical distance. This meant that different buildings hindered collaboration and this was due to poor school planning. Example 12 reflected this view. Teachers also responded to collaborate in the form of pedagogical discussions with their colleagues as we can see from example 14.

Example 12.
"*We discussed together about which matters should be taken up in the teachers meetings and school board for example, concerning the school development. Now after few years of experience of being in separate buildings, you notice, how important it is to be physically in the same place as other language teachers"* (res 20*)*

Example 12.

"Joint projects, language teacher training, distribution of additional teaching material etc. All in all good, functional collaboration." (res 26)

Example 14.

"In my opinion, pedagogical discussions are the most rewarding form of collaboration." (res 22)

This section presented recurring themes from the first open question and we will present the findings in more detail in the discussion section of this thesis. We will move on to presenting the recurring themes from the second open question.

9.3 Recurring themes from the second open question

In this section we will present the findings from the second open question and establish recurring themes that were evident in two or more of the responses. The second question was:

"What pros and cons do you see in the collaboration between teachers"?

Recurring themes were: sharing of the work load, peer support, innovation of new customs, decrease of unnecessary competition and sharing important information concerning students. Furthermore, the responses showed that teachers found uneven distribution of shared tasks and the lack of commitment to agreed customs as negative sides of the collaboration. Next we will present these themes individually and then move on to discuss the findings.

Common feature, on the positive outcomes, of the collaboration was sharing of the work load in the form of tests and exercises. Respondents mentioned sharing of tests also provided equal grading and thus equality for students. Respondents emphasized that this provided leniency towards those who were overburdened and teachers who had the time and energy could do joint tasks as we can see from the examples 15, 16 and 17.

Example 15.
"One does not need to do everything, but work is shared depending who has time and energy to do it"

Example 16.
"With collaboration your own work load decreases. For example, in producing teaching material and composing tests the advantage is significant."

Example 17.
"A shared test makes the work load easier and ensures equal evaluation"

Important aspect of collaboration, which was mentioned in the responses, was peer support. This included emotional support as well as hints towards good practises. Some of the respondents see examples 18 and 20, also emphasized the importance of receiving mentoring from the more experienced colleagues. Collaboration is mentioned to be a source for new ideas as well from the younger teacher generation.

Example 18.

"It is nice that in problematic situations you can ask your colleagues for opinions and think about the solution together and not trying to solve it alone. I have gotten a lot of help from my colleagues' advice. Especially, during the first years of my career, as the teacher training, at least in my opinion, did not offer prepare me enough for example, to grade tests."

Example 20.

"Early in my career I might have relied on a more experienced colleague and asked for advice. Later on I have gotten new ideas from younger colleagues"

Collaboration decreased unnecessary competition between teachers and was reported to be an integral part of following student development because teachers shared information on specific students.

Example 21.

"In problematic cases e.g. learning disorders, the advice from other language teachers can be applied in a considerably straight-forward fashion"

Example 23.

"In addition, it is a good thing for the students, as we discuss which methods of teaching provide the best results."

In addition to the positive aspects of collaboration there were negative views. These views included uneven distribution of tasks and lack of commitment to agreed customs or fear of arranged collaboration.

Example 24.

"Disadvantages would certainly arise if a higher demand was made for example, for an obligatory collaboration hour"

Example 25.
"Though, sometimes the work tends to accumulate to one person in stead of even division of labour."

In the above section we have presented the recurring themes from the open questions of our questionnaire. These themes included positive, as well as negative aspects, of collaboration from the language teachers' viewpoint.

We have now presented the results from the questionnaire and in the following sections we will move to discuss them in further detail before concluding our study.

10 DISCUSSION

This chapter focuses on the analysis of the results presented in the previous chapter. We aim to draw connections between the results and the theoretical framework of this particular study. As in the chapter reporting our findings, the discussion section is organized in a similar manner. Firstly, we will concentrate on the aspects which arose from the structured part of the survey. The qualitative analysis occurs subsequently and takes into consideration the answers written by the participants. Finally, we will also take a micropolitical perspective on the results in their entity.

10.1 Statistically descriptive analysis of the numeric data

The first section of the questionnaire consisted of 16 statements. This section focuses on this first part of the questionnaire, which was answered by the participants by using the five-level Likert scale. The aim here is to interpret the numeric data presented earlier. In the first segment of the analysis, the main themes of the statements are observed through the average scores and the standard deviations of the participants' answers. As mentioned before, these themes include the perceptions concerning the work of a teacher, the quantity and nature of the collaboration amongst language teachers, coping with the work load, views on teacher training and finally, future perspectives. In addition, this particular chapter examines the correlations between

certain variables in the data. Correlations are indicated by using the Pearson's correlation coefficient mentioned earlier (see chapter 8.5).

When observing the results concerning the first theme, which was the nature of the work of a teacher, it became apparent that the participants did not feel excessively lonely at work. Hence, it appears that language teachers feel that collaborative support is available at work if needed. Additionally, this notion is further supported by the data collected from statement 2 *I require more support from my colleagues*, which resulted in a considerably similar average score of 1.92. Nevertheless, there was slightly more variation in the answers as the standard deviation was 1.13. This variation might be the result of ambiguous statement setup, as the statement itself does not implicate the amount of collaboration taking place. Instead, it maps individual preferences. A similar effect might be the reason why the answers to the third statement *I require more support from my superiors* resulted in the second largest standard deviation of the questionnaire (1.42). Generally, the nature of work communities of language teachers appears to be supportive according to the results. For example, none of the participants gave the lowest possible grade to statement 6 *My work community is supportive*. Nevertheless, the work conditions of teachers do vary. This aspect becomes evident through the results of statement 13 *I feel that my work community is competitive* which indicated that some competitive aspects are apparent in schools amongst language teachers. The average score of the answers remained close to the neutral *cannot say* and the answers resulted in a considerably high standard deviation of 1.24. Hence, it is apparent that not all language teachers enjoy similar work conditions.

The second theme the numeric part of our study investigated was the nature and amount of collaboration. The results provided by the statements investigating this theme (statements 7-10, 12 and 14) indicated that collaboration amongst language teachers is common, multi-faceted and seen as positive by the participants. For example, according to the results work related conversations were exceedingly common. Even though the nature and depth of a conversation in the end determine its significance to teachers, it is undoubtedly positive that such conversations are taking place in schools. Overall, the informal collaboration between colleagues mentioned already by Savonmäki (2007) appears to be considerably common. To broaden the perspective of collegial collaboration further, the questionnaire also investigated the collegial connections outside the work surroundings with statement 14 *I keep in touch with my colleagues on*

my spare time. The answers to this statement were slightly surprising as the average score (3.23) rose above the neutral score. Hence, it seems that language teachers do socialize with each other outside work. This is contrary to the findings of Huusko (1999) that suggested that this form of informal collaboration is notably exceptional. Apparently, the standard deviation for this statement was considerably high as social connections outside work are affected to a great extent by individual preferences.

Next, the focus will be on the participants' perceptions on coping with the work load. As mentioned earlier, statements 5 and 11 investigated this particular matter. The tentative and fairly neutral scores provided by the participants for statement 5 were probably the consequence of the rather bold statement *My work is too demanding*. Although none of the participants gave the highest grade, which would have implicated that her work would in fact be too demanding, the standard deviation (1.07) was significant. In this respect, the view presented by Keskinen (1999) that increased competition over results has resulted in work related stress amongst teachers is not entirely supported by our data. Nevertheless, it becomes evident that some of the participants felt the demands of the work of a teacher as a substantial burden. Taking that into account, it is relieving to observe the high average score for statement 11 *I feel that the support from my co-workers has a significant effect on me coping with the work load.* The answers for this particular statement provided the highest average score and the lowest standard deviation. Hence, it is apparent that peer support is remarkably significant to language teachers.

Language teacher training was another theme which was discussed in the questionnaire. The statements provided perspectives to both the past and the present. Statement 4 claimed that *My education was adequately preparing for my work*. As the statement allowed a significant individual perspective to emerge, it was not surprising that the standard deviation (1.19) was relatively high. The slightly positive average score (3.31) implicated that teacher training has, to some extent, provided language teachers with sufficient abilities to cope in the work environment. Nevertheless, with a less experienced sampling, as the recollection of the early phases of the career is more recent, the average score might have been notably lower. Even though the sampling of this particular study was considerably experienced, the need for in service training was still relatively apparent with the average score for statement 15 *In my opinion in service training is necessary* being the highest (4.54). In addition, the participants were also

unanimous with the standard deviation (0.58) being the lowest of the questionnaire. This might indicate that during the working years a teacher often witnesses the change in different aspects. These aspects might be for example, in teaching equipment, methods or the subject itself. Hence, the participants of this particular study with long careers were aware of the shortcomings and areas which require updating. This need for constant development is interesting, as the general perception often appears to perceive teachers with lengthy careers as reluctant for change. Moreover, the result is surprising when compared to some of the other findings of this particular study. Namely, that the work was not excessively demanding and the original teacher training was considered to be adequate. Instead the motives for further in-service training seem to lie behind the phenomenon of constant change.

The final thematic perspective, which was included in the numeric part of the questionnaire, was the aspects of future as a language teacher. The purpose of statement 16 was to investigate whether the participants saw themselves still as language teachers after the next five years. The statement setup was somewhat non-specific, as it did not recognize the possibility of retirement by the respondents. Nevertheless, the average score (3.69) remained positive, which indicates that the demands of the profession are not perceived as too excessive and language teachers do enjoy their work at least to some extent.

In addition to the analysis of singular questions, we feel that some aspects of this particular study can be revealed only by observing the correlations between two statements. Firstly, the focus will be on the demands that language teachers face at work. According to Keskinen (1999), one of the reasons for work related stress is increased competition amongst teachers. When observing the correlation between statements 13 *I feel that my work community is competitive* and 5 *My work is too demanding* this particular view does not gain support. The correlation between the answers of the two statements was approximately -0.3. Hence, the competition amongst work communities would not directly increase work-related stress. Moreover, this correlation would indicate the opposite to the theory suggested by Keskinen (1999). Nevertheless, this might not be the case as it is possible that the respondents have not considered statement 5 from such a broad perspective. Although the competitiveness amongst teachers did not provide distinct correlation results when compared to the respondents' notions concerning demands encountered at work, the effect of the

amount of collaboration appears to be more apparent. The correlation between statements 8 *Collaboration amongst language teachers is common* and 5 was 0.3, which suggests that subtle connection can be found between the variables. On the other hand, the lack of collegial support does not seem to have a significant effect on the experience of excessive demands at work. The correlation between statement 2 *I require more support from my colleagues* and statement 5 was only -0.1.

Even though, according to our data, the competitive nature of a work community did not seem to have a direct effect on the work related stress, another aspect of the nature of teacher collaboration seemed to provide more notable results. Namely, the supportiveness of the work community seems to be such a factor, as statement 6 *My work community is supportive* and statement 11 *I feel that the support from co-workers has a significant effect on me managing to work* resulted in a correlation of 0.57. It is evident that the participants perceived that the quality of the collegial support is considerably significant.

In this chapter we have thus far analyzed the results of the numeric section of the questionnaire. We have observed the different themes, which included amongst others the nature and amount of collaboration and views on teacher training. We will now go on to focus on the second part of our questionnaire and discuss its findings and introduce our results from the study. We sought out to find if collegial collaboration takes place in schools, and if it does, in what form. In addition we sought answers to the question of what the teachers possibly receive from collaboration with their colleagues. We narrowed our study to include only foreign language teachers.

10.2 The different forms of collaboration

In this part we will draw attention to the themes that we brought up from the first open question, which was:

"*In which ways does the collaboration between language teachers appear at your workplace?*"

In the earlier chapter we presented the responses and the following themes were found to recur: the use of joint materials and organizing international affairs as well as foreign visitors. In addition teachers reported to collaborate in disciplinary matters and one of

the respondents expressed the negative effect, which different school buildings, have on collaboration efforts. We will divide these findings in subchapters according to following themes; shared practical work load, joint planning and disciplining, organizing events, sharing student information and negative feedback.

10.2.1 Sharing of the work load

The most common form of collaboration in schools, according to our data, was the use of joint materials. The respondents reported to distribute handouts to each other as well as using the same tests. Respondents expressed that shared tests decreased work load and ensured equal grading for students.

According to our data the main reason for the use of joint materials was to decrease the individual work load and the stress caused by it. Furthermore, teachers also reported to collaborate on the teaching aid related work. Hargreaves (1995), points out that the interaction outside classroom, and preparations involved with this outside classroom work, is growing. In this respect our respondents have found ways to share this work load to concentrate on actual everyday teaching. Hargreaves (1995), also points out that a part of this development is sharing expertise, which is referred to as professionalization, and this particular development was evident in our responses.

10.2.2 Joint planning and disciplining

Joint planning in the matters outside classroom activities were also a common reason for collaboration, this included topics such as choosing the tests for matriculation examination preliminaries, deciding on book orders, course content planning and deciding on evaluation criteria. As well as planning larger issues concerning the courses, teachers also distributed information on disciplining and which customs they had used to implement these disciplining acts. This suggests that the teachers seek support from each other when faced with conflicts in schools. Hyrkäs and Kaukonen (2006), found out that social support was essential in the beginning of a teachers career to cope in the profession, but it remained an important aspect during the entire teaching career. Our results seem to support this notion, since many of the respondents reached out to their colleagues in disciplinary issues and sought support. In addition the teachers

reported to share knowledge from in-service training and support the inducing of these newly learned customs

10.2.3 Organizing events

Some of our respondents expressed that collaboration takes place when the teachers were constructing theme days and themes over the course of the school year. Furthermore teachers collaborated on acquiring native visitors to their classes, in these cases teachers joined forces to create opportunities for the students to meet native speakers. As well as acquiring visitors the teachers also responded to occasionally arrange student exchange between schools, in this case a Swedish school. Organizing events is in line with the previous theme of sharing work load, in this case teachers avoid unnecessary effort when teachers create joint events.

In our teacher training one of the most endorsed customs was the use of authentic materials and providing the students with real world situations and contacts with native speakers. It seems that teachers collaborate on establishing these encounters and opportunities.

10.2.4 Sharing student information

In our first open question sharing information on individual students' progress was a often reported theme. Teachers reported to share opinions if one of them suspected a learning difficulty, in addition to school success, teachers also shared knowledge on disciplinary issues concerning a student and ways to resolve too. One of the respondents viewed this form of collaboration to be very important in making the work easier. Respondents also sought to receive support from colleagues through sharing knowledge about students; in this respect this form of collaboration also decreased the psychological workload of teachers. One of the respondents reported that it was very relieving to find out that individual students did not misbehave only in her / his presence.

We assume that this form of collaboration will increase in order for teachers to manage in their workplaces. Luukkainen (2000) pointed out that the expectations towards school results are increasing and our individualistic culture has created customs where

parents are increasingly interested in grading and school accomplishments. We think that this type of collaboration on student information will become significant since teachers can seek support on their views from other teachers similar encounters.

10.2.5 Negative feedback

In the first open question some negative aspects were brought up despite our question which did not inquire it. We will discuss these findings in the following section. The respondents reported that physical distance limits the collaboration greatly, in addition, respondents drew attention to the fact that the work itself is very lonely in respect of collegial collaboration. Teachers also pointed out that some of them do not need collaboration thus they did not seek to engage in one.

We expected somewhat more responses which would express the lack of collaboration or lack of need for collaboration, than we received. This suggests that collaboration among language teachers is a fairly common phenomenon, furthermore the collaboration does not seem to require outside obligations to occur. One of the respondents expressed that obligatory collaboration would actually diminish the motivation for collaboration and the results it produces. We will further discuss this aspect in chapter nine where we take the viewpoint of micropolitics into consideration.

We discussed the findings from the first open question in this section and now we will move on to discuss the findings from the second open question. This helps us to form a comprehensive view on the way the respondents viewed the collaboration which occurs in their school community, in addition, the second question inquired the negative sides of collaboration thus expanding the study.

10.3 The advantage and disadvantage of collaboration

In this part we will discuss the findings from our second open question in the questionnaire which was:

What pros and cons do you see in the collaboration between teachers?

Some of the themes in the second question intertwine with the ones presented in the previous section concerning the responses to the first open question, however, we feel that this further emphasizes the importance of these themes to our respondents and in that sense are relevant to discuss further.

As presented in the findings section of this thesis, recurring themes from the second open question were: sharing of the work load, peer support and enduring at work, inducing new customs and student benefit. Furthermore the responses showed that teachers found uneven distribution of shared tasks and the lack of commitment to agreed customs as possible negative aspects of the collaboration.

10.3.1 Sharing of the work load

As we found out from the first open question, decreasing work load by sharing materials and dividing work is a common form of collaboration. This arose from the second open question as well. Teachers have found this form of collaboration beneficial for many reasons; it gives teachers more time concentrate on things they see worthwhile, saves energy and it enhances work motivation. This form of collaboration has many forms as we can see from the analysis of the first open question. In the second open question the sharing took following form; teachers reported to share tests, cover each other's classes if needed and shared materials that had proven to be useful in teaching.

These responses suggest that this form of collaboration helps teachers to cope with the requirements of the knowledge society. Hargreaves (2003:125) pointed out that teaching has become increasingly complex and thus this form of collaboration seems to provide tools to manage with teaching. This was one of the themes that were evident in both of the questions where teachers were able to freely express their views on collaboration, thus increasing the importance of work load sharing.

10.3.2 Peer support and coping in the work

The most frequent theme from the second open question was receiving peer support and thus coping in the workplace. Respondents emphasized that peer support was vital in problematic situations. In problematic situations peer support reduced stress and was

reported to give confidence. Respondent 11 pointed out that it was important to hear that other teachers had had similar experiences, furthermore, it was relieving to hear that if particular students were misbehaving in class they were misbehaving in other teachers classes as well. Respondent 15 noted the importance of peer support in the beginning of one's teaching career, in addition respondent 15 pointed out that later on in the career she acquired new ideas and customs from collaboration with younger colleagues. Respondent 17 that help and support from colleagues is the key in coping in the workplace, but one has to have the courage to ask for help. Respondent 21 identified the importance of peer support in parent-school relations, especially if there are conflicts.

This form of collaboration seems to vitalize the teachers average day and we suggest that peer support is the most important form of collaboration if we consider collaboration from the viewpoint of career retention. This is in line with the findings that Smethem (2007) made, even though she hypothesized that peer support increases career retention, we propose that it is a related finding to our finding and in that sense creates validity for our findings. In addition, as Lindgren (2005) points out that peer support is an integral part of teacher induction, we can draw similar conclusions from our study, since our respondents were relatively committed to teaching considering their career lengths.

From a broader viewpoint, considering the society overall, there has been an increased pressure in Finland, during the recent years, for inventing alternative ways to lengthen working careers. Most of the political parties have drawn attention to the workplace well being and emphasizing its importance. Considering these expectations teacher collaboration is a way to meet them and many of our respondents expressed the need of collaboration for coping in the workplace. This is in line with the study which Rasku (2002) conducted where she drew attention to the importance of random encounters among teachers where the teachers discussion might have nothing to do with the workplace, but the effect these encounters were reported to be important in coping in the school environment.

10.3.3 Implementing new customs

A very important form of collaboration, among language teachers, was implementing new customs. Respondents distributed knowledge and educational tips to each other when they encountered such, in addition, agreeing to joint customs was reported to be an important aspect of collegial collaboration among language teachers. Respondent 6 stated that she utilizes ideas from other teachers to invigorate her lessons and respondent 9 pointed out that since teaching is considerably lonely work, exchanging opinions with colleagues is both enlightening and it provides new aspects in one's teaching. Respondent 25 notes that the quality of education the students receive is elevated since teachers discuss teaching customs that have proven to the most resourceful. We think that respondent 26 summarizes this topic nicely:

> Example 26
> *"Everyone can work the way most suitable for them and still utilize the thoughts, work methods, tests etc of others if he or she feels like it. In our school collaboration works nicely. Help is also available when needed".* (Res 26)

Despite the independent nature of teacher's occupation, our study suggests that collaboration is a useful and effective way of implementing new customs and varying teaching.

10.3.4 Students benefit from collaboration

An important aspect of collaboration between teachers is that students benefit from it. According to the responses in our study, equity, transparency and early intervention to problems are the positive outcomes that students receive from teacher collaboration. In the section where we discussed the findings from the first open question, we drew attention to sharing information about students and this theme was evident in the second open question as well. Respondent 8 for example, acknowledged the importance of receiving information of possible difficulties concerning a specific student, in order to prepare her teaching accordingly.

Equity and transparency were emphasized in the responses. The respondents described that students receive equal grading and evaluation since teachers collaborate on sharing tests as well as deciding on their grading. One of the outcomes of these joint customs is,

as respondent 12 pointed out, that common policies ensure that students are not able to choose courses on the grounds of which teacher's course is the easiest to pass. In addition, since teachers collaborate on grading policies as well, it makes the evaluation transparent.

10.3.5 Negative views on collaboration

We also asked about the cons of collaboration. When we set out to conduct this study, we hypothesized that these negative outcomes might consist of competition or teachers viewing that a colleague is questioning of intervening in their work. For the most parts we were wrong in our hypothesis, less than half of the respondents could come up with a negative view, and of these negative views three were interpretative as neutral wishes, such as respondent 8 "you could have a lot more collaboration".

Nevertheless, there were few negative aspects reported. These involved power relations in the work community, lack of commitment to agreed customs, uneven distribution of tasks and lack of reciprocity. Power relations were expressed in respondent 7´s answer where she stated that some teachers have a larger effect on decisions whenever joint decisions are made. Respondent 24 pointed out that uneven distribution of tasks is a problem occasionally.

Considering our research questions it was interesting to find out that our respondents had fairly few negative things to say about collaboration. This suggests that there is not as much competition in the school community as we hypothesized when we began our research, but the negative feedback we received proves that collaboration has its downsides too. Sahlberg (1996: 93) states that the work community consists of individuals that have different ways of operating, therefore, individuality and collaboration must exist simultaneously in schools. In addition, Sahlberg (1996) points out that individuality might be an important part of new innovations in schools. As a result it is probable that we would receive negative views in the responses, as we did. Furthermore Sahlberg (1996) argued that, according to Fullan (1991), competition along with acquiring mutual resources and refusing critique are signs of *isolationism* and *privatism* in schools. According to our research these malign signs are not present in our target group.

10.4 Micropolitical perspective on the findings

As mentioned already in this thesis (see chapter 7) collaboration amongst teachers can be observed from a micropolitical perspective. Savonmäki (2007: 7) discussed that power and influence are constantly an apparent element of collaboration. This section examines the findings of the present study from the micropolitical perspective. Even though this particular research was not entirely micropolitical, it contains some aspects which need to be observed from this perspective. In this respect, both sections of the questionnaire provided observable content.

According to Savonmäki (2007: 32) the professional identity of a teacher is a broader context which affects collegial collaboration. This became evident in our data as the third statement *I require more support from my superiors* resulted in the second largest standard deviation of the questionnaire with 1.42. On the other hand, the increased involvement of superiors might be seen as a threat to the autonomous role of a teacher, which also could be the cause of variation in the results. The average score of 2.46 suggests that the need for an additional involvement from the superiors is not experienced considerably great amongst language teachers. This might implicate that the teachers themselves appreciate the high degree of autonomy in the profession of a teacher. These findings promote the broadened perspective of collegial collaboration by Savonmäki (2007: 176), who argues that from a micropolitical perspective collegial collaboration is affected by tensions between administrative power and professional autonomy. Even though these tensions might not be entirely acknowledged by the teachers, one of the participants discussed this particular matter in her answer for our questionnaires second part.

> Example 27.
> *"I have never felt collaboration to be harmful as it has always been voluntary and informal. Disadvantages would certainly arise if a higher demand was made for example, for an obligatory collaboration hour."*

This statement supports directly the findings of Huusko (1999) which indicated that teachers found collaboration positive and motivating, because of the voluntary nature of it. Without a doubt, the aspect of power is apparent in the collegial collaboration of second language teachers. The second part of our questionnaire provided information on how this aspect is implemented in the everyday practices of our participants. Firstly,

the participants seemed to collaborate in order to unify and hence, reinforce their shared policies when dealing with common matters. This common promotion of important matters becomes evident through the following examples.

Example 28

"The matters of our own subject group are promoted together e.g. in teacher meetings and when decision making on lesson division and material orders takes place."

Example 29

"We discussed together about which matters should be taken up in the teachers meetings and board of directors, for example, concerning the school development."

Thus, it seems that a single unified voice representing the entire subject group provides more power and credibility, within the school. Although the usage of power can result in positive effects, it is also possible that power can be used for different purposes amongst a group of language teachers. Example 30 provides a different outlook concerning this matter.

Example 30

"It is always great if collaboration works well. Nevertheless, there are always some teachers who are in a "better position" than others. Some teachers have a larger effect on decisions than others."

This particular example proves that some teachers have more power than others amongst colleagues, which provides them with more influence. This affects the teachers' perceptions concerning the functionality of collaboration in work surroundings. We have now analysed the research data. This particular analysis was made from numerous perspectives, which included the quantitative, qualitative and the micropolitical approach. After providing the in depth analysis of the data we will pursue to combine the different analysis and present them as coherent conclusions.

11 CONCLUSION

This section of our thesis will summarize the results of our study and conclude it. Firstly, we will reflect on the findings from the viewpoint of our research questions and discuss the overall research process. Secondly, we will present ideas for further research.

Many of the pioneering studies in the field of teacher collaboration have presented broad findings that promote collaboration, such as Hargreaves and Fullan (1991) in US and Sahlberg (1996) in Finland. Even though our research was specifically aimed to study collaboration that takes place among language teachers, our sample group provided answers that are in line with previous findings presented in this field of study. Our findings support the implications made by Lindgren (2005) and Smethem (2007) about the quantity, nature and purpose of teacher collaboration.

Our study showed that teacher collaboration is a frequent phenomenon among second language teachers and the actual collaboration takes various forms. The first research question we set out when we begun was: does collegial collaboration exist and what forms does it take if it exists? The findings from our research showed that collaboration is very common among second language teachers and it serves various purposes such as sharing work load, implementing new customs and peer support. Moreover, the teachers voiced very few negative opinions concerning collaboration and we view that this suggests the lack of power disputes among language teachers and that the relations are supportive of each other. This finding suggests that the schools in our study possess the elements of a functional school in accordance with Sahlberg´s and Fullan´s notions concerning collaborative practises and their influence on school culture.

The second research question we set out was: how do the teachers view collaboration and what factors enable collaboration? The respondents viewed collaboration to be an important, furthermore, majority of the responses we viewed as negative were expressions for more collaboration. This emphasizes the positive nature of collaboration and the lack of unnecessary competition among second language teachers. Furthermore, the respondents stated that collaboration has benefits for students as well, since teachers are able to vary teaching as they receive new customs from colleagues and share information concerning students enabling them to intervene in arising problems and increase the their knowledge about the students.

Further research on the topic matter could be conducted by expanding the survey over subject boundaries thus including all teachers not just language teachers. This could present knowledge whether or not collaborative practises are more common on specific teacher groups. In addition, one could concentrate on the forums where collaboration

occurs and find out if schools are exceeding to the level of border crossing culture as Hargreaves describes the phenomenon where collaboration expands outside school as well. Additionally, a teacher training focused approach might provide interesting perspectives on how collegial collaboration is promoted during the training process of subject teachers.

Furthermore, some of the statements in the questionnaire could be altered to rule out ambiguity of the answers and clarify the results. We feel that this research could be further improved by implementing other methods, such as observing or utilizing journals. Journals could provide the participants with more possibilities to elaborate on the topic, on the other hand, observing could produce the most authentic material since the researcher could view the collaboration practises as they happen in the everyday school life.

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13 APPENDICES

Appendix 1. Responses to the first open question

Respondent 1. Thoughts concerning students are exchanged to some extent. The annual distribution of courses which are taught.

Respondent 2. Shared material and tests. Joint planning and discussion.

Respondent 3. Joint themes, joint remedial teaching, test exercises are distributed around. If somebody makes a handout, it is given to others. Disciplinary measures eg. the possibility to send a student to a colleague's class.

Respondent 4. Teaching each others lessons when needed. Planning the themes etc. for the school year. Discussion concerning the students especially with the homeroom teacher, also over subject lines i.e. to other teachers as well as disregarding the taught subject. Comparing progress and planning tests. Sharing materials, experiences and new ideas.

Respondent 5. Because of my long career as a teacher, I do not have a need for collaboration. During the early years in my career at a class frame experiment school collaboration was very common, with reports on test scores and joint tests etc.. Nowadays collaboration varies amongst teachers. I share tests to other teachers.

Respondent 6. We have meetings together and discuss different matters e.g. joint tests, obtaining materials, taking part on courses, foreign visitors. We share materials and have had shared remedial teaching lessons.

Respondent 7. In different projects, e.g. international projects. In different joint decisions for example, purchasing magazines, distribution of the language laboratory lessons and training. General improvement of the teaching for the students.

Respondent 8. We provide each other tips, how to handle a certain thing. If somebody has for example, been in training he or she shares information to others. In addition, we might give handouts to other teachers. We discuss about the language laboratory schedule together and agree which matriculation examination listening comprehension test will be used on each course as practise. We also discuss about the success of the students and make joint efforts to direct the weaker student to remedial teaching. We do not share complete tests as different teachers might teach different things.

Respondent 9. In international matters, in teaching contexts and constructing theme days.

Respondent 10. We go to training together. We hold meetings regularly. If we find some good exercises, we offer them also to others. We also discuss about student's learning difficulties if we suspect any.

Respondent 11. We might discuss work matter sometimes, e.g. about the impossibility of teaching Swedish and the means to get the students to do school work. Sometimes

we might provide hints to each other about teaching matters e.g. about a nice exercise or text. Otherwise, the collaboration is almost non-existent.

Respondent 12. We have a theme week in our school every spring. When students choose one course and attend it the whole week. These courses are taught by two teachers or a group of teachers. Occurring problems can be discussed with colleagues. In principle, joint tests could be held, but often teachers choose different texts and favour different types of exercises. As the teacher work rooms are far apart of each other the collaboration is limited. We have meetings with the language teachers and we discuss matters. For example, which matriculation examination listening comprehension tasks will be used on which course. We share teaching material and also material from in-service training.

Respondent 13. Shared tests by mutual principles and other shared materials. Own tests are not withhold for your use only, they are given for circulation. International projects: student exchange with a Swedish school. Book orders and obtaining other materials.

Respondent 14. The combining of test schedules. Staff meetings by subject group approximately every other month.

Respondent 15. We have shared tests. We discuss which texts should be used on the course, which ones should be left out. We talk about the principles of evaluation and grading tests. We select materials together and share our own material with each other.

Respondent 16. We have shared tests, we discuss about their evaluation and scoring together (if necessary). We also share materials with one of my colleagues to some extent. Sometimes we have moved a disturbing student to another classroom to calm down. We also discuss about upcoming grades, especially if a grade needs to be rounded up or down.

Respondent 17. Collaboration occurs in planning of the matter which need to be covered, preparing tests, choosing test dates, producing teaching material and to some extent, also in evaluation. The matters of our own subject group are promoted together e.g. in teacher meetings and when decision making on lesson division and material orders takes place. We also take part in training and book exhibitions together.

Respondent 18. The criteria for evaluation are agreed together. Test dates are agreed on by subject groups, each teacher in his or her turn makes the test for the entire grade.

Respondent 19. Discussion about practices during the in lessons. Shared tests. If somebody is sick, we try to manage his or her lessons. Distribution of material to every one. We also discuss about grades and hold national tests. Nevertheless, teacher's work is considerably lonely work in the class with a group.

Respondent 20. When the language teachers used to be in the same break room, lesson incidents could be discussed immediately. Ideas concerning disciplinary, teaching topic related and lesson planning were all shared there. We also worked considerably adaptively with test, sometimes even using shared tests or parts of them. We discussed together about which matters should be taken up in the teachers meetings and board of directors for example, concerning the school development. Now after few years of experience of being in separate buildings, you notice, how important it is to be physically in the same place as other language teachers. Even though, teachers of other

subjects also provide support. Many of the collaboration practices have become more difficult and composing ideas decreases because of the distance.

Respondent 21. Ideas are exchanged for example, on the optional execution of exercises. Shared tests, joint theme days, in the beginning of the semester a joint agreement about groups which are going to be taught. Helping in everyday problematic situations e.g. a difficult student -> a new seating order or taking the matter further.

Respondent 22. The teachers of the same subject might collaborate or do tests in turns. I enjoy talking and listening about lesson-related matters with my colleagues. Teachers as persons usually are independent and determined. Hence, many of them do matters mostly according to their own perceptions. In the situations collaboration might be an inferior option. In my opinion, pedagogical discussions are the most rewarding form of collaboration.

Respondent 23. Tests, additional material and disciplinary measures.

Respondent 24. We compose tests together. We decide together which listening comprehensions and matriculate exam exercises will be used on which course. We make the course descriptions together. We share the templates and all of the students' results for the matriculation exam. We have made joint decisions concerning the contents, implementation and evaluation of the courses. We make sure that everyone receives the information. We decide the schedule for examinations in autumn and the practice listening comprehensions for the matriculation exam in autumn and spring together. We all are present when we are evaluating the oral exam. No decision is made without everyone discussing the matter and agreeing on it.

Respondent 25. Where I work the teachers collaborate to a great extent. For example, in course planning, composing tests and other matters related to teaching. This is also a result from our decade lasting work history. We help each other also in organizing tests whenever needed.

Respondent 26. Joint tests, handouts. Sharing opinions and experiences. Joint projects, language teacher training, distribution of additional teaching material etc. All in all good, functional collaboration.

Appendix 2. Responses to the second open question

Respondent 1. It would be important to get support. I could not imagine any cons.

Respondent 2. Only positive aspects, helps to cope in the workplace.

Respondent 3. Everything is positive, except if groups do not share the same pace, it is difficult to have joint tests.

Respondent 4. Nothing negative, the more languages you know the easier it is to compare the languages with each other.

Respondent 5. There are no disadvantages, because collaboration is not meant to be a burden. There are just no advantages in it for me, because I do not need it. I do not know how it could be needed. I like my job and know how to do it and its enough.

Respondent 6. Only benefits. Other teachers often provide good tips to invigorate your lessons. In addition, the exchange of materials is a good thing.

Respondent 7. It is always great if collaboration works well. Nevertheless, there are always some teachers who are in a "better position" than others. Some teachers have a larger effect on decisions than others.

Respondent 8. I see only good things in it: One might gain something new to one's teaching. It also beneficial as you can intervene students problems earlier as you get information in advance about the success of student you unfamiliar to you. You could have a lot more collaboration!

Respondent 9. Teacher's work is independent and considerably lonely work, so exchanging opinions with colleagues is always enlightening and provides new aspects.

Respondent 10. An advantage is that the students get similar teaching despite of the teacher, because materials are shared. During hard times we also get support from each other, as we are used to collaborate. I can not mention any disadvantages.

Respondent 11. There are no disadvantages. I hope there would be more collaboration. You would get new ideas and inspiration. An advantage about the discussion is that you notice that the attitudes of the students are similar despite the teacher.

Respondent 12. I can not come up with any disadvantages. The advantages include: the work becomes easier. There should be even more collaboration, it would be only an advantage for the students. For example, all of the English teachers in our classless high school should share a common policy concerning failed performances, so a student would not think that a course of a certain teacher is easier to pass. Hence, everyone would benefit from collaboration.

Respondent 13. No disadvantages - on the contrary, everybody's work becomes easier.

Respondent 14. A disadvantage: not everyone follows the common agreed practices
An advantage: Through collaboration you sometimes get new ideas on how to make the same things in a different way.

Respondent 15. Early in my career I might have relied on a more experienced colleague and asked for advice. Later on I have gotten new ideas from younger colleagues. Joint tests decrease the work load (we do them in turns).

Respondent 16. I do not see any disadvantages, only advantages. The shared tests decrease the work amount of a single teacher significantly. It is nice that in problematic situations you can ask your colleagues for opinions and think about the solution together and not trying to solve it alone. I have gotten a lot of help from my colleagues' advice. Especially, during the first years of my career, as the teacher training, at least in my opinion, did not offer prepare me enough for example, to grade tests.

Respondent 17. With collaboration your own work load decreases. For example, in producing teaching material and composing tests the advantage is significant. You also learn a lot from your colleagues through collaboration, when ideas are exchanged. Collaboration is also a key to wellbeing at work, help and support is available, if you just dare to ask it. Actually, I do not see any disadvantages in the collaboration between language teachers. Though, sometimes the work tend to accumulate to one person in stead of even division of labour.

Respondent 18. A shared test makes the work load easier and ensures equal evaluation. A disadvantage is that you must proceed with the same pace as other groups.

Respondent 19. Shared tests make the hectic test period easier. We use and apply similar requirements, which form "the language policy". In problematic cases e.g. learning disorders, the advice from other language teachers can be applied in a considerably straight-forward fashion.

Respondent 20. I have never felt collaboration to be harmful as it has always been voluntary and informal. Disadvantages would certainly arise if a higher demand was made for example, for an obligatory collaboration hour. The advantages I would mention to be support, joy, coming up with new ideas – it is obvious that motions are better being carried out after the matters have been discussed with the persons in the same situation.

Respondent 21. No disadvantages. It is useful to compare experiences about teaching the same thing to a different group. For example, how many lessons are spent to teach a single grammar item. It is useful to get hints on different teaching and learning methods about a similar thing. It is important to get support from colleagues when necessary. For example, conflict situations between student-parents-school. A subject group has more importance in a discussion with the entire teaching staff than a single teacher.

Respondent 22. See the previous answer.

Respondent 23. Makes the job easier. You hear about your students from other teachers.

Respondent 24.
The pros:
Every teacher has approximately similar policies
Transparency
Decreases the unnecessary competition between colleagues

One does not need to do everything, but work is shared depending who has time and energy to do it

Cons:
We do not share teaching materials
We have three English teachers, from which one does a significant amount of the work. For example, joint book orders etc. But does not talk about her own teaching methods or share any information about herself. She is open to receive tips, but reciprocity does not work in this relationship. Nevertheless, this is only a small minus in our collaboration.

Respondent 25. In my opinion there are no disadvantages in collaboration amongst language teachers, if the teachers are willing to do it. On the contrary, it brings language teachers closer to each other and helps in multiple ways, as matters are planned and implemented together. It also increases wellbeing at work. In addition, it is a good thing for the students, as we discuss which methods of teaching provide the best results.

Respondent 26. It is hard to find any disadvantages. Everyone can work the way most suitable for them and still utilize the thoughts, work methods, tests etc of others if he or she feels like it. In our school collaboration works nicely. Help is also available when needed

Appendix 3. The questionnaire

Kyselylomake

Sukupuoli: Nainen / Mies   Ikä:
18-25
25-35
35-45
45-55
55-65

Työsuhteen muoto:
Vakituinen / Määrä-aikainen / Sijaisuus   Koulun oppilasmäärä:
                                                                                            alle 100
                                                                                            100-200
                                                                                            200-300
                                                                                            300-400
                                                                                            yli 400

Opetettava kieli/kielet:

                                                                                  Työkokemus: ___v

Vastausasteikko:

1 = Täysin eri mieltä

2 = Jokseenkin eri mieltä

3 = En osaa sanoa

4 = Jokseenkin samaa mieltä

5 = Täysin samaa mieltä

Vastaa ympyröimällä mielipidettäsi vastaava numero kysymyksen perästä.

1)

Koen olevani yksinäinen työssäni.   1   2   3   4   5

2)

Kaipaan enemmän tukea kollegoiltani.   1   2   3   4   5

3)

Kaipaan enemmän tukea esimiehiltäni.   1   2   3   4   5

4)

Koulutukseni on riittävän valmistava työhöni.   1   2   3   4   5

5)

Työni on liian vaativaa. 1 2 3 4 5

6)

Työyhteisöni on kannustava. 1 2 3 4 5

7)

Keskustelen työasioista kollegoideni kanssa. 1 2 3 4 5

8)

Yhteistyö kieltenopettajien keskuudessa on yleistä. 1 2 3 4 5

9)
Saan tukea kollegoiltani kurinpidollisiin toimiin. 1 2 3 4 5

10)
Kieltenopettajien välinen yhteistyö on mielestäni rakentavaa. 1 2 3 4 5

11)
Koen työtovereideni tuella olevan merkittävä vaikutus työssä 1 2 3 4 5
jaksamiseeni.

12)
Olen omaksunut kollegoiltani uusia työtapoja / käytänteitä. 1 2 3 4 5

13)
Koen työyhteisöni olevan kilpailuhenkinen. 1 2 3 4 5

14)
Olen yhteydessä kollegoihini vapaa-ajallani 1 2 3 4 5

15)
Täydennyskoulutus on mielestäni tarpeellista 1 2 3 4 5

16)
Näen itseni työskentelemässä opettajana viiden vuoden päästä 1 2 3 4 5

Avoimet kysymykset. Vastaa seuraaviin kysymyksiin kirjallisesti.

Millä tavoin kieltenopettajien välinen yhteistyö ilmenee työpaikallasi? Millaisissa asioissa opettajat tekevät yhteistyötä?

Mitä haittaa / hyötyä näet kieltenopettajien välisessä yhteistyössä omalta kannaltasi?

Vastaaja	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	Keskiarvo
Sukupuoli	nainen	nainen	nainen	nainen	nainen	nainen	nainen	nainen	nainen	nainen	nainen	nainen	nainen	nainen	nainen	nainen	nainen	nainen	nainen	nainen	nainen	nainen	nainen	nainen	nainen	nainen	
Työsuhde	vak.	vak.		määr.	vak.	vak.	määr.	vak.	vak.	määr.	vak.	vak.	vak.	vak.	vak.	vak.	määr.	sij.	vak.	vak.	vak.	vak.	vak.	vak.	vak.	vak.	
Ikä (1-5)	45-55	35-45	45-55	55-65	45-55	35-45	25-35	45-55	55-65	35-45	45-55	55-65	55-65	25-35	45-55	25-35	25-35	25-35	45-55	45-55	45-55	55-65	35-45	45-55	55-65	45-55	
Työkokemus		12,5	22	28	11	6	22	30	19	26	32	29	5	20	4	3	4	16	29	21	39	10	24	36	24		
Valmistunut		1997	1987	1973	1981	1996	2002	1989	1980	2006	1985	1974	1977	2005	1988	2005	2008	2008	1990	1982	1989	1973	2000	1989	1973	1987	
Oppilasmäärä	>400			>400	>400	>400	>400	>400	>400	>400	>400	>400	>400	>400	>400	>400		>400	>400	>400	>400	>400	>400	>400	200-300	>400	
Vastaukset																											
1	2	2	1	1	1	1	2	2	2	1	1	3	1	1	1	1	2	2	2	1	2	2	1	1	1	1	**1,46**
2	2	2	1	2	1	1	4	4	2	1	4	3	1	3	1	2	3	2	4	1	1	1	1	1	1	1	**1,92**
3	4	5	1	2	1	1	5	4	3	1	5	3	1	1	3	2	4	2	2	1	4	1	2	1	2	3	**2,46**
4	5	2	2	5	2	3	4	4	3	2	5	4	5	2	4	2	4	2	2	4	3	4	2	5	2	4	**3,31**
5	1	3	3	1	2	3	1	2	3	2	1	4	1	2	2	4	3	2	4	4	2	3	4	1	3	3	**2,46**
6	2	4	5	3	2	4	3	4	4	5	4	3	5	4	3	4	4	4	2	4	3	3	5	4	4	4	**3,69**
7	2	4	5	4	3	4	5	5	4	5	2	4	5	4	5	5	5	5	4	5	5	4	5	5	5	5	**4,38**
8	2	4	5	5	3	4	3	5	4	5	2	3	5	2	4	4	5	4	4	5	4	4	5	4	5	5	**4,04**
9	2	4	5	4	2	5	5	4	4	4	2	4	5	4	3	4	4	2	4	4	5	4	5	4	3	3	**3,81**
10	2	5	5	4	4	4	5	5	4	5	4	4	5	4	4	5	5	5	5	5	5	5	5	4	5	5	**4,54**
11	4	5	5	3	4	5	4	5	4	5	5	4	5	5	4	5	5	4	4	5	5	5	4	5	5	5	**4,54**
12	2	4	4	2	3	4	4	4	3	4	4	4	4	4	4	4	5	4	4	4	4	4	5	2	3	4	**3,73**
13	4	3	1	4	5	1	4	5	2	3	2	4	1	2	1	2	2	3	2	2	3	1	1	2	3	2	**2,50**
14	1	2	5	3	5	4	4	2	4	4	4	3	3	5	3	2	4	4	2	2	3	4	1	3	5	2	**3,23**
15	4	5	4	4	4	4	5	5	5	5	5	5	5	4	4	3	4	5	5	5	4	5	5	5	5	4	**4,54**
16	3	5	4	1	3	5	5	5	1	5	5	1	1	5	4	4	5	5	3	5	5	1	5	5	1	4	**3,69**