Department of Education: Why In-service Teachers Left Their Employment and Pursued Master's Studies at a Finnish University

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ABSTRACT

Kong, Lingwang. 2016. Why In-service Teachers Left Their Employment and Pursued Master's Studies at a Finnish University? Master's Thesis in Education. University of Jyväskylä. Department of Education.

The Abstract

This study investigates why in-service teachers left their jobs and went to a Finnish University to study on an International Master's Programme in Education. The purpose of this research is to enrich the studies in the field of teachers' professional development and the field of international students' study. Besides that, it aims to better understand the complicated reasons that teachers leave their jobs and choose a full-time degree to study.

The researcher used an online survey to collect data, in which the participants who are in the researched master degree programme. Following the survey, thematic analysis was used during the initial data processing. The notion of "push and pull" was then used for a more detailed analysis. In the "push and pull" analysis, the researcher used a matrix to show and reveal the complexities of the researched phenomenon.

The results show that there are many personal reasons for the researched phenomenon as well as complicated factors that influence in-service teachers to leave their jobs and go to Finland for a Master Degree of Education Programme. In-service teachers are not only in pursuit of professional development but also joining to this programme as results of "pushing" from their professional related and personal-related factors.

Keywords: in-service teachers, student teachers, international students, teachers' professional development, teachers' lives

1   INTRODUCTION

This study investigates why in-service teachers left their employment and pursued master's studies at a Finnish university. This Master Degree of Education and master programmes in Finland are introduced in following two paragraphs. After that, a call for more studies about international students is justified. Then, my stories of being an international student and my classmates' are told. In the end, the significance of this research is outlined.

1.1 Researched Master Programme

In terms of this researched master programme, it is an international program with the instructional language of English and students from a wide range of different countries from China to Britain. The programme "provides a diversified range of perspectives on Educational Sciences" and "prepares highly competent educators to raise the quality of education in the diversifying contexts of the globalised world (University of Jyväskylä, 2016)". In addition, it offers minor studies in four fields: "Early Childhood Education; Guidance and Counselling; Pedagogical Issues; Special Needs Education; Education or Adult Education; Educational Leadership" (University of Jyväskylä, 2016). The main target group for this programme appears to be teachers or somehow employed in education as the programme is based on the assumption that the candidates are "students who have acquired a Bachelor's degree in education or a related field (University of Jyväskylä, 2016)". In fact, most of students in this program were indeed teachers.

1.2 Master Programmes in Finland

Through the searched results (Studyinfo, 2016), it is shown that there are 404 English-medium master programmes in Finland (61 in Applied Sciences University and 343 in University). The Finnish government aims to attract more international students (Vuori, 2015; Schatz, 2015). Vuori (2015) explained that it is because Finland will need more young talents when many Finnish populations are in retiring ages. Schatz (2015) suggested that it helps Finnish government to achieve the aim of Education-based Economies for Finland. Within more perspective international students and varied English-medium Master programmes, however, there is little known about international students. Similarly, researchers (Kelo, Rogers, Lemmens, 2012) indicate that the student service is "lagging behind in the development of international student service". I believe that this is partially due to the fact that knowledge about international students is not enough. Moreover, higher education is now facing many challenges, which I will begin to discuss in the following section.

1.3 Challenges of Higher Education

Higher Education is facing unprecedented challenges. These challenges include: a) the need to accelerate knowledge-based talent and economic development of countries; b) the growth of students enrolled for post-secondary education outside their country of citizenship; c) cross-border academic programs, talent and institutions as a trade within a public/private discourse d) and the race for ''world class'' status (Abdullah, Aziz and Ibrahim ,2014, p26). These challenges mean that institutes of higher education have to cope with more and more international students. Those international students bring both opportunities and challenges.

From a different perspective, researchers (Altbach and Wit, 2015, p4-5) suggest that political and military tension, increased nationalist, religion, and

ideology also affect international higher education. In the midst of these challenges, Kashkan and Egorova (2015) argue that International Higher Education is now on an "integration" stage. It is facing two challenges: a "problem of quality of education with the enlargement of higher education"; "financial support for the growing scopes of higher education" (Kashkan and Egorova ,2015, p252). For institutions with international students, it is a further challenge for institutions to integrate culturally with general student population (Bianchi,2013, p396).

While higher education is facing these challenges discussed, researchers (Abdullah *et al.* 2014, p26; Kashkan and Egorova ,2015, p251) indicate that the number of international students will be increased from 4 million in 2010 to 7-8 million by 2020. Therefore, I argue that there is a very urgent need for understanding international students. As a part of them, Master degree students make up a significant part of those population. This research will help to understand students' decision for international study. After introducing those challenges of higher education, I will now move on to discuss international students.

1.4 International Students

International students are important in higher education, however, less consideration is given to international students when compared with domestic students (Bianchi,2013). Researchers argued that vast numbers of students travelled aboard for higher education (Knight 2013; Shields 2013; Oliveira and Soares, 2016) but few studies examine the process of students' decision process (Oliveira and Soares 2016;). Mazzarol and Soutar argued (2002, p84) that little researches had examined what made international students leave their source country and what attracts them to the destination country.

As an international master student myself, I also left my job as a teacher to study in a Finnish master program (Master of Education) and I found that

many other students in this program were teachers as well. I myself left my work as an English teacher to study further because I would like to develop myself professionally and I was tired of my job. I was curious about my classmates' reasons for leaving their teaching profession and enrolling into this international Master programme. I wanted to better understand those in-service teachers' decision to enter a full-time professional development. When I began to ask my classmates why did they left their job and came to this University for their master, their answers surprised me. In my informal chats with my student colleagues, it appeared that continual professional development was not the direct reason that they came to Finland, as many educators would think this might be the main reason. However, during my informal discussion with my student colleagues, 3 of 5 claimed that their workload is too much and they would like to leave the place they had worked. The same number of them mentioned that they were not satisfied with their leaders in their previous workplaces. Surprisingly, 2 of 5 among them shared that there were some unpleasant personal relationship issues which made them leave their jobs and their countries. Hence, I think my research is of significance for bringing a deeper understanding for international students.

1.5 Research Significance

The research of international students lacks quantity of research and variety of topics. In terms of numbers of research, scholars (Abdullah *et al.,* 2014; Kuzhabekova, Hendel, Chapman, 2015) found out that over past decades, international students related research is very rare in Europe (excluding UK and Netherlands). On the other hand, with regard to research topics, Abdullah *et al.* (2014) reviewed 497 "international student related research" journal articles and the majority of them are on students' in-campus, academic and social experience. I think there are already many known for those three themes

mentioned above, however, there is little known of stories before their study in destination country.

Moreover, Opfer and Pedder (2011, p378) proposed a complex thinking for teachers' learning. They claimed, in complex systems thinking, "even simplest decision can have multiple casual pathways." I think, as one of teachers' learning "decision", studying this master degree of education is one of the important aspects of teachers' learning decision. This kind of learning, as other forms of teachers' learning, might be more complex than we thought. Why did those in-service teachers leave their jobs and come to implement this full-time professional learning (the master programme)? What were factors that "pushed" (Mazzarol and Soutar ,2002) them to leave their work and come to Finland for this master degree? What were factors that "pull" (Mazzarol and Soutar ,2002; Oliveira and Soares ,2016) them come to this country and this degree program? What were main reasons for their decision of leaving their jobs and come to this program? The writer of this research hopes to investigate this "event" by answering questions above with more complex explanations. Furthermore, it is hoped that the researcher's closer social relationship with students can bring a different perspective into this research. Although international students are very often the "object" of researches, this study brings the student himself to become an "subject" of a research. Admittedly, this also comes with ethical challenges, which is also discussed in section 3.4 Ethical Solutions.

Those students who had been teachers might hope to have found this Master Degree of Education helpful for their later teaching or education-related professions. Is this the reason why they left their job and came to this Master degree program in Finland? Therefore, this research will gain more understanding into this field by investigating Master students who were teachers. Consequently, it helps to show a profile of those teachers who made the decision. Those profiles can help university degree programs, which are aimed at in-service teachers, to gain a better understanding of their target

students and, therefore, they can design or modify their program accordingly as well as provide insights into teacher development within full-time education context.

Even though that, Finland is not an "educational hub"-meaning that Finland is not a country that is trying to position "as centers for student recruitment, education and training, and in some cases research and innovation (Knight, 2013, p89)", however, the importance of international education and international students should never be neglected.

In fact, Researchers (Kelo *et al.*, 2012) indicate that the student service is "lagging behind in the development of international student service". I think this is partially due to the fact that knowledge about international students is not sufficient.

As those international students were mainly teachers. It is also worthwhile to notice that a situation was mentioned in Postholm's (2012) research review, which was that the further education research for teachers' professional development has not been strongly focused in last decade internationally.

Therefore, this research will not only help us to understand more about international students in Finland, even in Europe, but also will bring an insight from a different perspective for teachers' professional development, especially full-time continual teacher education. In order to be able to deeply understand the researched phenomenon, this research writer is going to look into the framework of studies on international higher education, teachers' lives, teachers' continual professional development, which will be reviewed in the following chapter.

2   LITERATURE REVIEW

The literature review begins by focusing on the research context- international higher education and then moves on to the topics of teachers' lives as well as teachers' continual professional development.

In an editorial of *Journal of Teacher Education* (Knight *et al.*, 2015, p303), it is argued that isolated workshops, conferences, have little impact on in-service teachers and that university coursework had minimal impact on pre-service teacher (Knight *et al.*, 2015, p303). In this research, the context for studying "teachers' lives" and teachers' continual professional development is international higher education, which is illustrated in Figure 1. This differs significantly from isolated in-service training or pre-service education that is discussed in the beginning of this paragraph. Experienced teachers that enter international higher education have moved away from their place of work, returning to full-time education yet with their practical teaching experience, commitment into continual professional development as well as their active agency in searching for international competence.

in-service teachers left their jobs and came to Finland for a master degree

teachers' lives

teachers' continual professional development

international higher education context
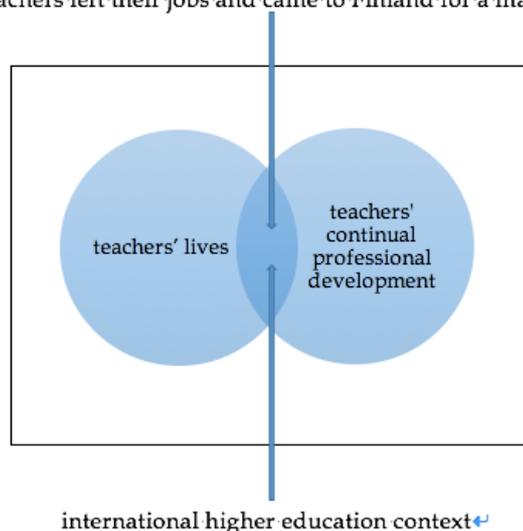
FIGURE 1: Illustration of Researched Area in Thesis:

I will start by looking at studies on the context of this research in more detail. After this, I will continue with the topic of teachers' lives and the social and

personal influences that play a role in their career decisions. Finally, I will discuss some perspectives of continual professional development.

2.1 Context of This Study: International Higher Education

As the context of this research is international education, this chapter explores the challenges of higher education, Europe international higher education as well as Finnish international higher education. Altbach and Knight (2007, p290) indicate that the past two decades witnessed the expanding of international activates in universities. This can be confirmed by the international programs that are provided the by writer's university, University of Jyvaskyla. This university also encourages academic mobility via varied channels such as a fund for international students, international internship, study exchanges as well as international employment. The "contemporary emphasis on free trade", for example the World Trade Organization, also "stimulates international academic mobility" (Altbach and Knight, 2007, p291).

Teichler indicates (2014, p395) that higher education is traditionally viewed as a "less bound by national barriers" and international experience extended through media reports, international travelling and trade. All those factors can be found in Finnish international higher education. For example, in Finland, international students can apply for temporary resident permits for study easily and those application cases are handled quickly compared to other type of resident permits.

2.2.1 History of International Education in the EU

As Finland is a member of the European Union, it is worthwhile to look at the history of internationalization of European Higher Education. Teichler (2014, p396) paraphrased four stages of internationalization of European Higher Education. The following diagram of FIGURE 2 illustrated those four stages.
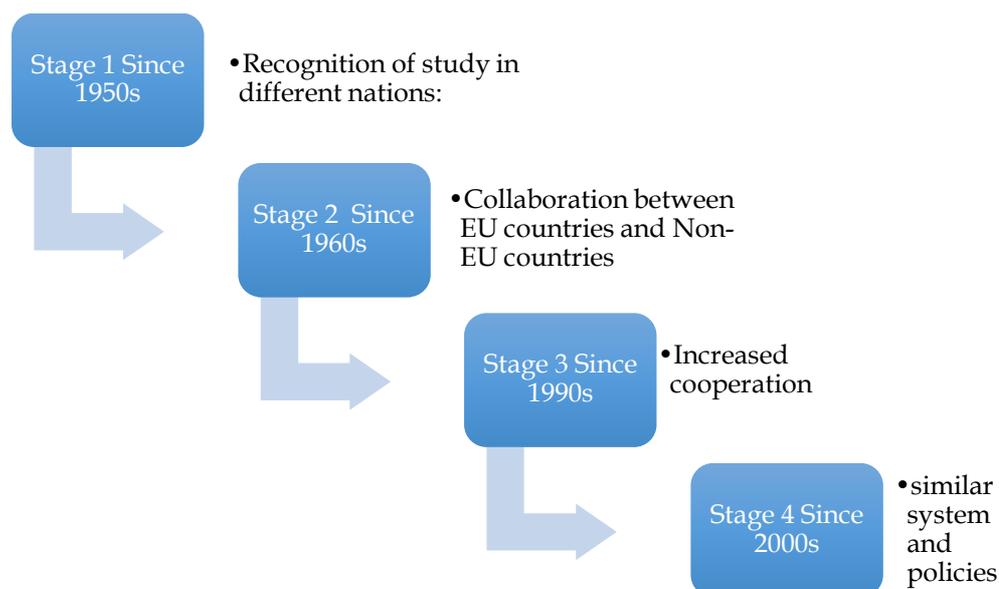
FIGURE 2 Four stages of internationalization of European Higher Education

Not until the 1970s, higher education research remained in a fragmented and parochial area (Fulton 1992: Teichler, 2014 p396). From the FIGURE 2, we can tell that the system and policies for internationalization of European Higher Education is similar. Therefore, this research topic gives a better understanding not only for international students in Finnish universities but also for international students in Europe. After reviewing the history of internationalization of European Higher Education, I will start reviewing the current international higher education in the connected section.

2.2.2 Current International Higher Education

Altbach and Knight (2007, p290) also argued that "international academic mobility similarly favours well-developed education systems and institutions, thereby compounding existing inequalities"

However, I argue that statement is not absolutely correct. There are many universities in European countries which provide free tuition to all international students or require students to pay a minimal tuition fee. Compared with courtiers like America, Australia, Britain and Canada, t university tuition fees in some EU countries is still relatively low. So there are

some countries devoted to dealing with the existing inequalities in global education. Admittedly, those Europeans countries who used to provide free higher education will start to collect tuition fees. For example, Finland plans to collect tuition fees starting in 2017. What are the reasons that some non-profit universities also promoted international higher education? For example, Finland. Altbach and Knight's research (2007, p292) may answer this questions and explained that there are two reasons:

> …they wish to enhance research and knowledge capacity and to
>
> increase cultural understanding. Many universities are located in countries where
>
> governments cut public funding and encouraged international ventures.

Additionally, there is an unquantifiable sum of international mobility impacts and this figure is large and growing rapidly. (Altbach and Knight, 2007, p293)

According to Altbach and Knight, (2007, p294), generally speaking most of the world's international students are self-funded and international higher education exists in almost every county. Altbach and Knight (2007, p294) also indicated that

> The "buying" countries are Asian and Latin American middle-income countries…the
>
> poorer nations of the developing world that lack capacity to meet growing demand.

Interestingly, there are also some new features in international higher education. There are increasing trends of distance learning and national collaboration in the higher education world, mainly in the Middle East, Asia Pacific, Africa, Europe, North America and Latin America (Altbach and Knight ,2007, p295-300). Meanwhile, surprisingly, there is a decrease of students' intake in higher education-marketed countries like Australia and the United states.

2.2.3 International Higher Education in Finland

After reviewing the international higher education in the EU and current higher education in the world, this section presents some of the recent higher education situation in Finland.

In Spring 2012, there were 12,999 international students in Finland (Välimaa *et al.*, 2013). Researchers (Lehtomäki, Moate and Posti-Ahokas, 2015) think highly of international program and they argue this kind of international study can prepare students better for an uncertain future as a global citizen. More importantly, those students in this international master degree of education program are very likely to continue their teaching profession after completing it. As future educators, they will provide international perspectives in their teaching-related profession after this program. So that their future students will also benefit from their teachers' international competence. Therefore, this might be worthwhile for those teachers to leave their country to pursue a master degree in a foreign country.

Other than those possible benefits, it is also worthwhile to notice that there are five consecutive but overlapping modes for Finnish international education: a) traditional individual-based mobility, b) internationalization based on bilateral institutional agreements, c) program -based internationalization (mainly in the framework of the European Union), d) internationalization based on institutional and disciplinary networks, and e) market-oriented internationalization (Hölttä 2007: Cai and Kivistö 2013, p56). According to this mode, the Finish University where I conduct my research upon is in the phase of "internationalization based on institutional and disciplinary networks" and those participants are still receiving education free of charge. After examination of the context of this research, it will be necessary to explain other elements, which are teachers' lives and teachers' professional development.

2.2 Teachers' Lives.

Since those international students who are included in this research were teachers, it is extremely important to have some background knowledge about teachers' lives. The researcher suggests that all of the following aspects are important for us to understand teachers, teaching profession as well as teachers' continual development. More importantly, teachers' lives are very much connected with teachers' decision making process, in which the decision of pursuing to an international master's program for a full-time study can be included. Interestingly, in the decision making process, there are "push and pull" factors (Mazzarol and Soutar ,2002; Oliveira and Soares ,2016). For example, some demands could "push" a teacher to study further; teachers' active willingness might "pull" them to pursue a continual professional development.

Nevertheless, before looking deeper into those "push and pull" factors. It is fundamental to examine some insights of the elements of current teachers' lives and present situation. The elements and present situation that will be explained in following chapters are: challenging criteria and a "noisy" education system for a good teacher; teachers' commitment and resilience; influences on teachers and teachers' attrition.

2.2.1What Does It Mean to Be a Good Teacher?

Challenging criteria and a "noisy" education system build barriers for a teacher to be defined as a "good teacher."

Challenging Criteria

In Day and Gu's study (2010, p9-26), they claim the criteria for being a good teacher have changed very much from the last few centuries. Teachers' excellence is firmly associated with how strict that they accomplish the

provided syllabus and how well their pupils learn from that syllabus by standardized tests.

Teachers are those who have a commission to think that they have a "call to teach". (Day and Gu, 2010, p260). "They have a strong sense of vocation and a passion for teaching "(Day and Gu, 2010, p1) However, those changed criteria for good teachers and strict syllabus are not assisting accountabilities for teachers.

A Noisy Education System

Further more, Kennedy (2016, p2-3) mentioned that teachers live under a "noisy education system" that requires them to follow widespread public ideals, local districts as well as students. It seems that in order to be "a good teacher", a teacher has to meet ideals from those different parties. In a similar perspective, researchers (Roeser, Skinner, Beers and Jennings, 2012, p168) argued that "teachers' work lives are saturated with interactions with students, colleagues, administrators, and parents" and all those interactions are attentional and emotional demanding.

Therefore, as Kennedy suggested (2016, p2-3) that there is too much to focus on and teachers have to compromise their effectiveness with another. Therefore, I argue that this "noisy education system" partially caused the "trust-lost" to teachers. In consequence, teachers are entitled to or given very limited autonomy, even though that teachers who are doing their jobs with more autonomy are more successful (Day and Gu, 2010, p138-139). Additionally, their attentional and emotional demanding interaction with students, colleagues, administrators, and parents accelerates the stress for being teachers. Hence, all those bring barriers for teachers to be "good teachers".

Besides the challenging criteria for being good teachers, teachers' commitment and resilience are also important elements in the topic of teachers' lives. I will discuss them soon in the next section.

2.2.2 Teachers' Commitment and Resilience

Teachers' Commitment

Day and Gu (2010, p127-129) summarized from some researches' findings as well as a vivid example of a teacher that teachers' commitment is recognized as one vital element in students' achievement and progress. On the other hand, it is also related to (education) quality. In reality, it could be easily seen that many school leaders have neglected this aspect. The reason I infer this is that because they do not think this teachers' commitment is so important in this "good teacher criteria" challenged society.

However, this area of research has been paid with little attention, instead, most researches are about teacher recruitment and teacher education (Day and Gu, 2010, p127). Responding to this call, my research will understand teachers' commitment more.

Teachers' Resilience

To teach and to teach one's best over time, requires resilience.... it's both an intellectual and emotional demands for sustain their contributions to the quality of their students' learning and achievement. (Day and Gu, 2010, p156),

Teachers are taught with pedagogical skills. For example, in the UK and Finland, pre-service teachers learn how to plan lessons and delivery curriculum but not to learn to handle "increasingly complex classroom situations" (Lipponen and Kumpulainen, 2011). Edwards and D'arcy (2004) also called that teachers should be more than just delivering curriculum. Therefore, I argue that it is highly possible that resilience management are not

included but should be included in pre-service teachers' education. Even though researchers, such as Lipponen and Kumpulainen (2011) as well as Edwards and D'arcy, (2004) only mentioned those calls in the context of pre-service teacher education, it is hard to deny that this is essential in teachers' professional development, too.

Every teacher can teach in the classroom, however, if it is expected that students' learning and achievement are important, it should be of importance as well not only for teachers to teach but to teach one's best. After years of teaching, teachers who still are resilient can still teach to their best, consequently, students still can achieve better learning outcomes. However, major emphasis is drawn into teachers' intellectual parts through pre-service teacher education and professional teacher development. They are taught to be better teachers when they were student teachers. In this study, there are also numbers of teachers who choose to leave their job and pursuit a formal degree for their teacher education. However, pre-service teacher education mentioned above and possibly teachers' professional development show no portion for teachers' emotional demands in order to be resilient teachers. After explaining teachers' commitment and teachers' resilience, I will discuss influences on teachers.

2.2.3 Influences on Teachers

Leadership effects on teachers are profound. Through Day and Gu's research (2010, p141), the ideal professional development is that to provide both individual and organization opportunities to grow. This growth is from both internal and external factors which meets staff's cognitive, emotional and practical needs.

However, in many of the real cases of education sectors, development opportunities only intend to be provided with certain staff. Moreover, many schools relay on professionally development internally, therefore, they did not

seek opportunities externally. Furthermore, teachers' considerable practical needs of how to manage a class and lead a work-life balance life are frequently underestimated or even neglected.

Day and Gu (2010, p43-55) argued that understanding critical influences on a teacher are very important, which are four patterns that from practice settings, pupils, policy and personal. There is also a call to understand more about the naturel of teachers' critical influences. Choosing to have full-time education of master degree is one of the critical influences of teachers' lives in the practice setting patterns according to their definition (Day and Gu, Q. 2010, p52). By doing this research, it can be helpful in understanding of teachers' lives. Besides that, literature reviews of teachers' attrition and retention is also worthwhile of being paid attention to, which I will explain in the coming section.

2.2.4 Teachers' Attrition and Retention

Skaalvik and Skaalvik's study (2009, p1029) examines the relations between school context variables and teachers' feeling of belonging, emotional exhaustion, job satisfaction, and motivation to leave the teaching profession.". They (Skaalvik and Skaalvik, 2009, p1030) also summarized from several studies that teachers' attrition rate is high even in varied educational systems. Therefore, teachers' attrition is a very common situation that requires more researchers' attention on.

It is concluded that there are three themes of study among some researchers, which are "situated factors," "personal factors," and "professional factors." in the field of teacher attrition study. (Skaalvik and Skaalvik 2009, p1030).

Skaalvik and Skaalvik (2009, p1030) summarized from some studies in the UK that workload and supportive environment are related to teachers' attrition and retention correspondingly.

With combination of varied definitions, teachers' job satisfaction is conceptualized as "teachers' affective reactions to their work or to their teaching role (Skaalvik and Skaalvik 2009, p1031)."

From Skaalvik and Skaalvik's theoretical framework and results from a large-scaled Norwegian teacher research, researchers assumed that the feeling of belonging increases job satisfaction and, on the other hand, time pressure and discipline problems decrease job satisfaction (Skaalvik and Skaalvik 2009, p1035-1036).

An article from Boyd *et al.* (2011, p305) explored administrative reasons for teachers' retention in America with large data. It categorized researches about teachers' turn over into teachers' attrition and " (a) teachers' own characteristics (b) student body characteristics (c) school characteristics" in its literature review. The results showed that job dissatisfaction and lack of administrative support were main factors for teachers' attrition (Boyd et al , 2011, p326- P327).

From the above three types, researchers (Boyd *et al.*, 2011, p305-p307) concluded that teachers are more likely to quite their jobs if they have stronger qualification and graduated from competitive universities and less connected with teachers' inborn features such as gender, race or ethnicity; teacher attrition is positively related to students' performances and achievement; teachers' retention is higher if they are entitled to more autonomy, better leadership and staff, facilities as well as safety. The similar advantages of autonomy given to teachers are also mentioned in the previous section of this research from Day and Gu's study (2010, p138-139).

For the researched phenomenon: why in-service teachers left their jobs and came to a Master Degree of Education, even though by choosing this full-time degree study does not equal to teachers' attrition, many reasons behind the decision of leaving their jobs and implementing a full-time study might share many similar features. Therefore, by looking into the above study of teachers' attrition is of great importance for my researched phenomenon.

After that, I will now start looking into teachers' learning through teachers' continuing professional development, formal further education and on-the-job learning, time cost and results of teachers' professional development as well as factors influencing teachers' willingness for professional learning. After that, factors influencing students to choose a country to study is also explained.

2.3 Teachers' Continuing Professional Development

Teacher professional development is defined as teachers' learning: how they learn to learn and how they apply their knowledge in practice to support pupils' learning (Avalos 2011).

2.3.1Formal Further Education and On-the-job Learning

According to Parise and Spillane (2010), they suggest that from their research in America with math and English teachers, the formal professional development and on-job learning generate similar out-comes in terms of teachers' changes in instruction and students' outcomes. Therefore, there should be more attention allocated for on-job learning, as formal education requires higher funding. Similarly, Webster-wright (2009) indicates that there is no distinguished difference varied from formal courses learning and learning in the work places.

Differently, in terms of teachers' formal learning, Postholm (2012) combined several studies and argued that teachers achieve more in teaching practices and students' outcomes if the formal further learning can be based upon their teaching. At the same time, a view that a long-time duration should be also allocated for teachers' professional development is suggested as well.

According to Postholm (2012), the teachers' professional development is positively related to students' performances outcomes. Among factors that affect teachers' learning, Postholm (2012) concludes there are five dimensions

that affect teachers' learning, which are individual and organizational factors, teachers' corporation, school culture, co-operation between external resource persons and teachers as well as positive atmosphere and understanding.

Admittedly, considering the above debate, it is hard to accept that whether a formal further education, for example a master of education is superior to on-the-job learning or the other way around, though we could see that formal further education is an aspect of teachers' learning. In this study, the Master of Education is a formal further education in which students were mostly teachers. If those in-service teachers could achieve similar outcomes as on-the-job learning, such as, in terms of teachers' practice and students' outcomes as some researchers (Webster-wright ,2009; Parise and Spillane, 2010) argued above, why are there still many in-service teachers leaving their jobs to pursuit a formal further education instead of on-the-job learning? Therefore, I argue that what those teachers who made the decision (left their jobs and came to the Master Degree of Education) might want to achieve more than just improvement in their teaching practice and students' outcomes. Improvement in their teaching practice and students' outcomes are professional related outcomes. Do those teachers who make the decision hold personal related motivations as well? These personal related factors are very often neglected in previous research.

2.3.2 Time Cost and Results of Teachers' Professional Development

Time Cost

Studies (Timperley, Wilson, Barrar and Fung, 2007; Yoon, Duncan, Lee, Scarloss, and Shapley, 2007; Desimone, 2009; Bakkenes, Vermunt, Wubbels, 2010) show that the time cost that should be allocated for teachers' professional development are very much different. Timperley et al. (2007) claimed that the learning lasting a year or more could impact teachers' professional development in a positive way and learning in professional communities does

not necessarily lead to a change in teaching practices. The positive changes should be based on a time-framed and time-wisely approach. More precisely, according to a research by Yoon et al. (2007), it indicates that 30-100 hours of learning that spend regularly in a time-span of 6-12 month must be fulfilled at least. However, according to Bakkenes et al. (2010), even though teacher knowledge and convictions are reported frequently to improved over a period of a year's teacher professional development, the change may not happen as well in teachers' practice. It requires a longer period than what Desimone (2009) put forward.

Opfer and Pedder (2011, p384) also summarized from several studies that teachers "need time to develop, absorb, discuss and practice new knowledge" and they think that teachers' professional learning should be "sustained" and "intensive" in order to be effective. Therefore, this two-year's master program of education seems to be an opportunity for teachers to develop absorb, discuss and practice what they have learned. Additionally, this master degree of education also meets the suggestion of time intensity and duration.

Results of Teachers' Professional Development

Even though that teachers' professional development can "foster improvements in teaching is widely accepted" according to Kennedy (2016, p1), Opfer and Pedder (2011, p376) claimed from their research that teachers' professional development is disappointing and ineffective and they argued that part of this is because teachers' professional learning does not consider how teachers' professional lives and working conditions are embedded. By examination of why those in-service teachers left their jobs and came to this master program in Finland will help to understand more about teachers' professional lives and working conditions.

Similarly, this study's researcher argues that teachers' continual professional development could be beneficial for teaching practice and

students' learning outcome within a certain time allocated (Timeperlay el al. 2007, Yoon et al., 2007; Desimone 2009; Bakkenes et al., 2010) and a base on their teaching (Postholm, 2012) as mentioned in this literature review late.

However, many teachers' continual professional development fail to regard a teaching profession as a dynamic position. As for this education master program, many student teachers' (who were teachers before they came to this program) dynamics were not seen. As Opfer and Pedder (2011, p378) argued, teachers' learning "must be conceptualized as a complex system rather than as an event", which requires us to reconceptualise teachers' learning. Based on the previous parts, I will now begin discussing factors that influencing teachers' willingness for professional learning.

2.3 Factors Influencing Teachers' Willingness for Professional Learning

Opfer and Pedder (2011, p378) proposed a complex thinking for teachers' learning, Cameron, Mulholland and Branson (2013) responded to this call by researching on factors which influence teachers' willingness to access for professional learning. Studies indicates (Cameron et al., 2013, p380-388) that there are three main factors influence teachers' willingness for professional learning, which are "isolation, the costs of professional learning and the nexus between professional and personal needs". Full time professional learning is an important aspect of teachers' learning, for a better understanding of the researched phenomenon. The following paragraphs explain the three main factors just mentioned above.

Isolation

Researchers (Cameron et al., 2013, p381) argue that there are two types of isolation which are "geographic isolation" and "professional isolation". The geographic isolation is expected and it is about a "school's geographic location,

its size, and its learning culture (Cameron et al., 2013, p383)." The professional isolation describes that teachers strongly believe and practice more "collaborative work" with their colleges instead of attending professional learning. Even though there was limited research about this kind of collaborative work, they (Cameron et al., 2013, p382-383) still argue there are drawbacks from it.

Costs of Professional Learning

Besides those two types of isolation, they (Cameron et al., 2013, p383-384) summarized that "financial cost" and" emotional cost" were often mentioned during their interview of their conducted research: even though the financial cost can sometimes be covered by schools, teachers still stay in a dilemma of whether it is worthwhile to leave the classroom. This dilemma presents the emotional cost for teachers;   furthermore, they will suffer from emotional cost when the professional learning can be a conflict to their family responsibility.

Nexus Between Professional and Personal Needs

Researchers concluded (Cameron et al., 2013, p384-388) from their study that new teachers have more of a willingness to professional learning and teachers who already completed high education, for example, PhD holders might regard professional development less necessary. Besides that, personal turning points such as marriage and immigration can also influence teachers' willingness profoundly.

All those factors are relevant for my research. Firstly, teachers' leaving their job and pursuing to a master degree study is a form of professional learning. By looking into factors that influence teachers' willingness for professional learning , this can help to predict, understand, analyse and explain for my research. Secondly, their research finds and explains that "personal

factors" have impact on teachers' willingness to professional learning, which brings a new perspective into understanding teachers and teaching profession as a complex, dynamic post. Teachers are not only considered as in "professional" post but are also regarded as "people" with personal factors.

2.4 Factors Influencing Students to Choose a Country to Study

After examining those factors that influence teachers' decision for professional learning, I will now briefly illustrate the factors that influence students' decision on which country to study in. The reason for illustrating this is because those teachers who chose to study in this Master programme would also be in the dual role of students.

Oliveira and Soares (2016) summarized some "pull factors" which makes studying in the destination country more attractive: a) quality, b) academic reputation, c) the educational offer d) financial cost e) location f) employability rates g) significant individuals. However, even though Oliveira and Soares (2016) mentioned "pull and push" factors but they did not mention what are "push" factors for an international study decision. The study conducted by the writer himself might reveal some "push" factors, which could be possibly contribute to the field. After discussing the elements above, I will now start to present the context of this study.

3   IMPLEMENTATION OF THE STUDY

In this section, I will firstly present how I collected my data and my initial processing with those data. By doing that, I also illustrate my methodology in the following sections. After this, my ethical solutions are discussed at the end of the section.

3.1 Data collection

The researcher aimed to look for participants from the candidate's pool, which are students who are in an international master program of a Finnish university. There are many students who were teachers before they came for this master study. After investigation, there were 22 participants who were teachers that were willing to participate in this research. In the end, 21 out of 22 participants answered their online survey questionnaires.

Since this is a heterogeneous group with participants come from 14 different countries, the background of participants' culture varied a lot. Besides that, 15 of these participants are international English speakers, which means English in not their first language or mother tongue. Therefore, in order to assure the language understanding and cultural variation in my survey, I send my questionnaires to two of them and I asked these two participants to read my questionnaires and give possible feedback to make sure participants could understand those questions without too much language or cultural misunderstanding. Language usage in the questionnaires was slightly moderated after collecting feedbacks from these two participants. After that, this research writer created an online survey for participants to answer online. The following paragraph explains in more detail regarding the online survey.

3.1.1 Online Survey

Online survey's "popularity can be linked to the advantages that it offers over traditional (offline) methods, including cheap, flexible, rapid access to large, diverse, geographically disparate, and otherwise difficult to access samples, reduced social desirability and experimenter expectancy effects" (Roberts and Allen, 2015, p95). The researcher also used online surveys from *Google forms* to help him gather survey data. The survey questions can be found in Appendix 1. In this research, there are some obvious advantages in doing an online survey.

Firstly, this reduces the impact of conflicting schedules between the researcher and participants. Secondly, the researcher is a full time master student who has other courses to complete; therefore, this online survey could significantly accelerate the data gathering and it's processing. Participants will type their answers on their own through online surveys. Google forms automatically summarized some quantitative answers preliminarily. Besides that, it automatically inputs all the answers that gather from participants into an Excel form. Thirdly, for major participants (17 out of 21) are international English speakers-meaning that English is not their first language, this online form allows more time and opportunities for them to understand the survey questions better and convey their ideas in a more relaxing way.

Noticeably, low response and high levels of questions left unanswered are some of the challenges from online surveying according to Roberts and Allen (2015, p96). In order to enhance the response and reduce the items left blank, there were efforts that were implemented, which is to be illustrated as below.

3.1.2 Enhancing Response Rates:

There are efforts done in order to enhance response rates for the survey. For the first year target participants, I invited one first year student to ask who is willing to take part in my survey and get e-mail addresses from her. For the second year target students, who are my same year classmates I asked them individually and noted down their e-mails addresses. For the third year target students, I discussed with them in a Facebook message individually about my target participants and required for their email address (Some students did not finish their study in two years as the international Master degree program suggests and they are allowed to finish their studies in four years at most). For each individual who is willing to participate in the online survey, I send consent form along with an online survey link was sent to them one by one. I

think this helps with my response rate among my target participants from my participant's pool. Besides the possible situation of low response rates, I also managed to reduce the items of non-response, which I will start to explain in the next paragraph.

3.1.3 Reduce the Items of Non-response:

As "missing data are encountered regularly by researchers in education research." (Cheema, 2014, p487), I intend to reduce missing data by increasing responded items. Two efforts had been done for this. Firstly, the survey was designed in a way that reduces participant's duties to type answers. They can tick instead of typing for some closed-ended question. The number of questions is controlled in a way that it is very likely that participants could finish the survey in about 20-30 minutes and they would be able to answer them. As Cheema (2014, p487) argued that "other reasons for missing data include the inapplicability of a certain question to the respondent or the inability of the respondent to answer a question." After examining the online survey, I will now move to the participants' background information.

3.2 Participants' Background Information

In Table 1, there is a description about the participants' background information of their average age, gender, teaching subject, countries, average years of teaching experience as well as their students' levels. The background information can provide a chance to know those participants.

TABLE 1 Participants' background information

Average age	31 years' old
Gender	17 females, 4 males

Nationalities:	Singapore, Israel, Republic of China(Taiwan), the USA (2 participants), the UK, Canada, People's Republic of China (3 participants), South Korea (3 participants), Austria, Belarus, Serbia, India, England, Myanmar, Vietnam, Greece
Teaching subject	12 English Subject teachers[1] and others[2]
Average teaching experience	6.5 years
Students' levels [3]	Secondary 14
	Post secondary 7
	Primary 6
	Kindergarten 4

1: 1 of English subject teachers also taught other three subject.

2: Other subjects include: Physics, Project Work, Visual Art, Science and technology, Chinese language, Kindergarten Subjects, History, English, Civics/Government, Geography, Math and Science.

3:12 teachers only taught students in one general level in Secondary, Post secondary, Primary or Kindergarten. 5 teacher taught students in two different levels and 3 teachers taught students in three different levels. 1 teacher did not answer this question.

From this Table 1, there are some major features which can be seen. A majority (17 out of 21) of the participants are female. Most of them (12 out of 21) are from Asian countries and most of them (12 out of 21) were English subject teachers. Their students' levels were mostly (14 out of 21) in Secondary education sectors. The participating teachers had an average teaching experience of 6.5 years with an average age of 31. After showing the background profiles of the participants, now I will start introducing the research methods that I used for my research.

3.3 Research Methods

The researcher used thematic analysis during the initial process for the data and five themes were detected through this process. Within the five themes, two "super-themes" can be deducted from the analysis. For a more profound understanding for the researched phenomenon, the researcher approached the "push and pull" factors analysis (Mazzarol and Soutar ,2002) and "push and pull" factors analysis in a matrix. I will explain why I used thematic analysis and explain in more detail in the following chapters. In conclusions I will then illustrate more regarding the "push and pull" factor analysis and its usage in a matrix.

3.3.1Why Thematic Analysis

Braun and Clarke (2006, p78, p97) claimed that a thematic analysis is a "foundational method for qualitative analysis" and is also a very flexible qualitative method and that " it produces an insightful analysis. In their research it provides a very practical approach for a researcher to analyse their data using a thematic analysis. According to Braun and Clarke (2006, p79) a "thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data."

Aronson (1995) claims that thematic analysis "focuses on identifiable themes and patterns of living and/or behaviour". Aronson (1995) also indicates that thematic analysis is one way to "analyse informants' talk about their experiences" and it could "emerge themes become the categories for analysis" (Youth and Muir-Cochrane,2006).

In this way, thematic analysis is suitable for my research because I investigate the researched phenomenon in order to detect some possible patterns from participants' experience. Therefore, this thesis followed the thematic analysis approach suggested by many researchers (Aronson, 1995;

Braun and Clarke, 2006; Youth and Muir-Cochrane, 2006). For a better understanding of thematic analysis, there are some key terms which need to be looked upon.

3.3.2 Key Terms in Thematic Analysis

There are some key terms defined in thematic analysis and it is used in this research. "Data corpus refers to all data collected for a particular research project" (Braun and Clarke 2006, p79). In my research project, I designed an online survey questionnaire. I collected some monographic information and also asked some closed-ended and opened-ended questions. All the answers I collected from this survey are the data corpus in my research.

"Data set refers to all the data from the corpuses that are being used for a particular analysis. "(Braun and Clarke 2006, p79) There were 21 participants' answers in my research. When I analysed my data corpus, I first read them in a holistic approach. I read their answers many times before I started to decide what data set I will choose. Some explanation of details was deleted and main chunks of answers were kept. For example, Participant 13 wrote "after working 5 years at middle school, I realized that I needed to improve myself as a professional in education so that I could provide better education to my students. The remaining chunk is "I needed to improve myself as a professional in education". Those remaining chunks are my data set, which will be used for core analysis.

After that, I read the data set many times and then I started to connect them with the literature I read to determine whether there are any certain types of themed reasons as to why those in-service teachers left their jobs and came to this master study.

"Data extract refers to an individual coded chunk of data, which has been identified within, and extracted from, a data item (Braun and Clarke 2006, p79)." According to the theory I read, there is some data extract that can be coded in

certain types. After repeated analysis for the data, I found out there are several themes

"A theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set (Braun and Clarke 2006, p82)." This helps to classify my data extract.

3.3.3 Theory-driven Thematic Analysis

Theoretical thematic analysis would tend to be driven by the researcher's theoretical or analytic interest in the area (Braun and Clarke 2006, p84)." As Braun and Clarke (2006, p88-89) also pointed out that for "theory-driven" thematic analysis, researcher approaches the data with specific questions, which researchers wish to code around. Meanwhile "a theoretical approach requires engagement with the literature prior to analysis. " (Braun and Clarke 2006, p86)

Therefore, I read some literature before I performed the coding process. There are four themed researches that I have read: which are teachers' professional development, teachers' lives, job satisfaction, international higher education.

"Researcher judgment is necessary to determine what a theme is (Braun and Clarke 2006, p82)." Generally, I determine what a theme is according to the theory that I have read. There are some themes that I detected which are connected from the data I collected and the research I read. From research, there are five themes that I can conclude. Within that, there are also two themes that I could not find in the literature that I have read at first. They are family matters and personal interest. The list of the themes is shown as below.

TABLE 2: Five Themes Detected

1.Continual professional development

   This theme is related to participants who want to develop them professionally in education.
For example, Participant 12: *I decided (left job because) that I was lack of some knowledge.*

2.Job satisfaction issues

   This theme means that participants were not satisfied with their previous employment for

the reasons such as leaders, working environment, salary and so on.

For example, Participant 21: *I did not satisfy with my company's working environment and my boss*

in my company.

3.National Policy

   This theme is about national policy that encourages, restrict, allows or pushes participants

such as work permit or long maternity leave.

For example, Participant 16: *I was in a program where I could work only for 2 years. I needed*

educational qualification to work longer

4.Personal interest

    This theme deals with participants' personal likes or dislikes.

For example, Participant 12: *I left my job to study a field I am more interested in and one I would*

like to pursue as my future career.

5. Family matters
   This theme defines that participants' family matters such as care for their children and
divorce.
For example, Participant 17: *I am currently going through a divorce … feel like this master's degree*

may open more doors ….

One of the steps in a thematic analysis is "to identify all data that relate to the

already classified patterns (Aronson, 1995). Therefore, after identifying themes

above, I try to make sure that all data can be included. Then, I manage to gather

those themes as "super-themes" in order to see a possible pattern, which is suggested by Aronson (1995).

The "super-themes" for those five detected themes are "professional reasons" and "personal reasons". "Professional reasons" are factors that are more associated with their teaching profession, for example, how national policy in education supports (or restrict) those teachers to leave their jobs and came to this Finnish International Master degree programme; "personal reasons" are causes that are more attendant with personal life such as personal interests and their families for such a decision.

3.3.4 "Push and Pull" Factors

Apart from the perspectives of "professional" and "personal" reasons mentioned above, in a research of studying factors influencing international student destination choice by Mazzarol and Soutar (2002, p82), "push and pull" factors were utilized to understand international students' destination choice. For this research, the similar concept could also be used for understanding the complexity of the researched phenomenon. In their research (Mazzarol and Soutar ,2002, p82), "push" factors operate with source country and initiate at students' decision to undertake an international study and "pull" factors operate within a host country to make that country relatively attractive to international students.

In this research, "push and pull" factors are modified. "Push" factors operate as reasons that keep them away from their workplaces with personal or professional reasons. "Pull" factors are personal or professional reasons that put them towards this master degree program in Finland. In this sense, there could be four patterns, which are "professional push", "professional pull", "personal push" and "personal pull".

3.3.5 "Push and Pull "Analysis Within a Matrix

For the purpose of understanding the researched phenomenon: what factors influenced in-service teachers to leave their jobs and come to Finland for a master degree of education, the researcher used a matrix to analyze the data by "push and pull" factor for a more sophisticated exploration and it is hoped that this brings an understanding in depth of the researched phenomenon.
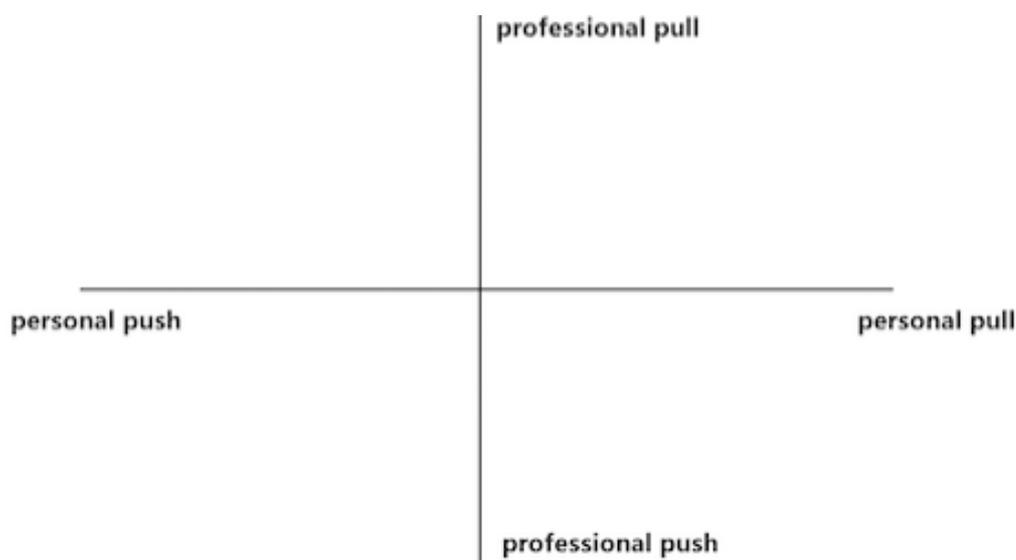
FIGURE 3 Matrix Analysis

The researcher placed participants into a matrix according to the answers those participants provided from the survey (questions can be found in Appendix 1). In the matrix as of the FIGURE 3 Matrix Analysis above, the closer a participant number in distance with "professional pull", "professional push", "personal pull "or "personal push", the stronger influence that "professional pull", "professional push", "personal pull "or "personal push" affects a participant's decision for leaving their job and coming for a master degree programme in a Finnish university. The meaning of the "professional pull", "professional push", "personal pull "or "personal push" could be understood through the above paragraphs and they can also be explained by TABLE 3 below.

TABLE 3: 4 Categorizations with "push and pull" factors

Types of Categories	Explanation
Personal push	Personal reasons that keep them away from their workplaces
Personal pull	Personal reasons that make them towards this master degree program
Professional push	Professional reasons that keep them away from their workplaces
Professional pull	Professional reasons that make them toward to this master degree program

After presenting and discussing about this research's methodology, I will now look at the ethical issues that may occur and its corresponding solutions.

3.4 Ethical Solutions

Researchers (Roberts and Allen, 2015, p95-P96) argue that who conducted a research in higher education setting noticed and addressed that not enough attention is paid to ethical issues in the field of educational research in terms of utilizing popular online surveys. Roberts and Allen (2015, p105) conclude "online surveys can provide ethically defensible methods of conducting educational research." This paper researcher acknowledged this point of view and took some consideration of related ethical issues in his online survey. The researcher provides ethical solutions through the survey request, dual role and confidential data.

Survey Request

The researcher only collects very few identifiable information which is required for research purpose, which follows the ethical concerns about online survey for educational research discussed by Roberts and Allen (2015, p100). Also, when the researcher sends a survey e-mail to a participant, he always tells the participants about his research and participants' rights first. In order not to publicise a participant's email address, the researcher always sends survey mail on a one-to-one basis.

Even some participants may forget to fill in the survey in a given period, the researcher would only send 1 e-mail for notice. This can protect in case a participant was not able to fill in the survey in case of busy schedule or hold a wish not to do so.

Dual Role

Roberts and Allen (2015, p97) also discussed the overlapping roles of being the teacher and the researcher.This role conflicts is not adequately discussed in education research field, even though the dual rule does not inherently cause unethical issues

In this research, there is also a dual role existing which is that the researcher is also a classmate with some of the participants. Therefore, issues of peer researching should also be considered. The researcher did not use his social relationship with participants to "force" unwilling participants. Furthermore, he does not reveal identifiable information.

Confidential Data

The data collected is stored in a safe place. Only the researcher himself holds the identifiable information. Both the thesis readers and his thesis tutors does not have access to the names or highly identifiable information of each participant.

4. RESULTS

In order to investigate what factors influence in-service teachers to leave their jobs and come to Finland for a master degree of education, the following results show specific reasons and provides an understanding in breadth of the researched phenomenon. After that, results from a matrix shows further

findings by "push and pull" factors and it is hoped that this brings an understanding in depth of the researched phenomenon. I will now begin with specific reasons.

4.1 Specific Reasons:

There are many reasons were found as to why in-service teachers left their jobs and came to Finland for this master degree. There are job satisfaction issues, continual professional development, national policy, family matters and personal interest. For a broader categorization; job satisfaction issues, continual professional development and national policy are classified into "professional reasons" and family matters, personal interest are defined as "personal reasons".

"Professional reasons" are factors that are more associated with their teaching profession. For example, how national policy in education supports (or restrict) teachers. "Personal reasons" are causes that are more attendant with personal life such as personal interest and their families. In TABLE 4, the third column shows the numbers of participants mentioned to the corresponding reasons. A participant might only provide 1 reason among those categorizes but he or she could also mention all of those reasons.

TABLE 4: Reasons Mentioned by Participants

Categorised Reasons	Specific Reasons	Numbers of participants mentioned
Professional Reasons	Continual professional development	11 participants
	Job satisfaction issues	7 participants
	National policy	3 participants
Professional reasons	Personal interest	8 participants
	Family matters	4 participants

Each specific reason indicated in TABLE 4 is explained in the following sections from most popular to the least, according to the number of responses for each reason. In each explanation, there will be some paraphrasing and short discussion. Then, it is followed by examples of two participants. The following paragraphs start with the most popular reason; continual professional development.

4.1.1 Continual Professional Development

Unsurprisingly, as many people assume, teachers left their jobs to continue their professional development. 11 out of 21 participants in this study also confirmed this assumption. Lacking of the desired continual professional development opportunity is the most frequent reasons that in-service teachers left their jobs and came to Finland for a Master degree. Here are some examples of participant's response in the survey.

Participant 12 wrote in the survey that:

> *I decided (left job because) that I was lack of some knowledge.*

Participant 6 wrote in the survey that:

> *I chose to continue my studies because I felt that my teacher training was insufficient and that my university was disconnected from educational research.*

This means that those two participants were motivated by developing their expertise and this could also indicate that their home university or workplace can not provide their anticipated education such as pre-service teacher education and/or continual professional development at work.

4.1.2 Personal Interest

There are also some personal interest reasons for participants to leave their jobs and come to this Master study. The number of participants who mentioned this reasons make it become the second most important one among the reasons that in-service teachers left their jobs and came to Finland for the master degree. Here are some examples of participant's response in the survey.

Participant 2 wrote in the survey that:

> *I left my job to study a field I am more interested in and one I would like to pursue as my future career.*

Participant 8 wrote in the survey that:

> *… get a chance to experience the different education style.*

This suggests that participants' personal interest impacts on their decision very much as well.

4.1.3 Job Satisfaction Issues

There are also some job dissatisfaction reasons for participants to leave their jobs and came to this Master study. They claimed that either they are not satisfied with their leaders or they had felt that their job was too tiring for them. Here are some examples of participant's response in the survey.

Participant 21 wrote in the survey that:

> *I did not satisfy with my company's working environment and my boss in my company.*

Participant 1 wrote in the survey that:

> *I needed a break from the hectic teaching work…*

Quotes from those two participants would indicate that teachers might have obvious job dissatisfaction when they worked before their decision of coming to Finland to the Master degree of education.

4.1.4 Family Matters

There are also some family matters for participants to leave their jobs to pursue this masters program. This could be a pursuit to create a better condition for their family members, for example, for their children or spouse. Also, it could be the outcome of an ending of a relationship and the participants hope that the program can be an opportunity for them to lead a different life. Even though this reason is only mentioned by 4 participants, I think this would be more frequent in fact. Because when it comes to family maters, it is a very private topic and many participants might refuse to reveal, especially for those who had some unpleasant relationship and hope this program can be an opportunity for them to lead a different life. Here are some examples of participant's response in the survey.

Participant 9 wrote in the survey that:

> *I need some time for the wellbeing of… family.*
>
> *…my X (a number) kids accompanied with us for the study in Finland. They also could experience Finnish education during our stay in Finland. I thought it will give them a wonderful educational opportunity in language and emotional development.*

Participant 17 wrote in the survey that:

> *I am currently going through a divorce from my x (a nationality) husband and feel like this master's degree may open more doors internationally on the work front than my current work in kindergarten would.*

Family affairs is an absolute private topic. Even though there were only four participants who mentioned it, I suggest that the real number of participants that held this factor could be more than four.

4.1.5 National Policy

There are also some policy reasons for participants to leave their jobs and came to this master study. This could be a national policy which might allow, restrict, or postpone them from practicing their teaching profession. This also can be the national policy on assessing teachers' job as well as students' performance. Here are some examples of participant's response in the survey.

Participant 16 wrote in the survey that:

> *I was in a program where I could work only for 2 years. I needed educational qualification to work longer*

Participant 4 wrote in the survey that:

> *Teaching in the x (a country) (where)I was teaching in was becoming increasingly based on standardized forms of assessment for the students, and for myself as a teacher.*

As discussed in the literature review (see section 2.1.1), the current situation and changing criteria bring challenges to teachers. The example of Participant 16 and Participant 4 are vivid instances for this situation.

4.2 "Push and Pull" Factors

For the purpose of understanding what factors influenced in-service teachers to leave their jobs and come to Finland for a master degree of education, the following results illustrate categorized types and brings an in depth understanding for the researched phenomenon. In this thesis, the writer used

two approaches in this "push and pull" factors analysis. One approach examines how frequent each "push and pull" factors are mentioned. Another approach is where participants are placed in a matrix, which is the used to analyse data.

4.2.1 "Push and Pull" Factors by Frequency

In the following table, it shows that how frequent each type is mentioned by participants. A participant might only mention 1 type among those 4 types but he or she could also mention 2,3 or all those 4 types.

TABLE 5 Types of reasons that are mentioned

Types of Categories	Number of Participants Mentioned
Personal push	9 participants
Personal pull	7 participants:
Professional push	8 participants:
Professional pull	6 participants:

From Table 5, the researcher argues that the reasons are for participants to leave their job and come to Finland are relatively complicated. Both personal reasons and professional reasons make them leave them jobs as "push" factors and come towards, as "pull" factors, this program.

In order to build a better understanding for the 4 types of "push and pull "factors that mentioned in Table 5, the following paragraphs explain this further with some examples.

4.2.2 Examples of "Push and Pull" Factors

An example of a "personal push" was when Participant 17 was "pushed" to this master programme due to personal reason. As she was undergoing a divorce participant 17 hoped this programme would provide better

professional opportunities. Participant 3 claims that he or she wants "more freedom for myself". The need for more personal freedom "pushed" the participant to leave his or her job and come for this master programme.

In "personal pull", for example, Participant 7 indicated that "maybe I need to try to get a job in Finland because of my family." This means that "finding a job in Finland for his for her family "pulls" the participant to this programme. Another example is that Participant 18 left her job and came to Finland for this programme because of her marriage to a Fin. She wrote "(Because I) worked in X country as a language lecturer for X number of years. (Then) married to a Finn, started a family and settled in Finland." So her marriage to a Fin "pulls" her to leave her job and come to this master programme.

Some examples of "professional push" factor are as follows. Participant 20 wrote: "I did not satisfy with my company's working environment and my boss in my company (a language institution). This made me feel bored and then I thought that I need to do something new for myself." In this case, it is more like a push factor from the participant profession to "push" the participant to leave and come to Finland for this master programme. Another example is that participant 10 indicated that (I want to) take Early Childhood Education as a major (in master degree) which was not possible in X country. The impossibility of taking Early Childhood Education as a major "pushed" the participant to leave his or her job and came to Finland for the master degree with the the possibility of taking Early Childhood Education as a major (it is called a minor study in this master programme which has been mentioned in the introduction (see section 1.1).

Some examples of "professional pull" factors are as follows. Participant 9 claimed that: "I tried to investigate the effect of English education in Finland behind their good command of English." In this case, the success of English language education in Finland "pulled" the participant to come to Finland for this master programme. Participant 20 states that: "I want to study Master in

Finland because Finland has a very good education." Therefore, the good reputation of education in Finland "pulled" the participant to come to Finland for this master programme.

4.3 Push and Pull Analysis in a Matrix

As we can see, there are many reasons for participants (who were in-service teachers) to leave their job and come to a Finnish university for a master programme. In general, there are professional and personal reasons for this decision. The professional reasons, as mentioned in the previous section, are job satisfaction issues, continual professional development and national policy. In terms of personal reason, there are family matters and personal interest. Via another perspective, the "pull and push" factors for in-service teachers to leave their job and come to a Finnish university for a master programme were also explained with their frequency in previous paragraphs.

However, the real scenario for in-service teachers to leave their job and come to a Finnish university for a master programme is more dynamic and complex. Very often, there are mixed reasons influencing participants to do so. In order to analyse participants' dynamics and complexity, a matrix is used for an analysis as a different insight for the researched phenomenon.

4.3.1 Matrix Explanation

The numbers of participants are placed according to their provided data. "Professional pull" refers to professional reasons that influence them towards this master degree program. "Professional push" means professional factors that affect them away from their workplaces. "Personal pull" deals with personal elements that make them towards this master degree program. "Personal push" represents power that keep them away from their workplaces. (Examples of those factors can be found in previous section (Please refer to

section 4.2.2 Examples of "Push and Pull" Factors.) Some explanation about how participants were placed in the matrix is laid out in more detail in the former chapter (Please refer to 3.3.5 "Push and Pull" Analysis Within a Matrix)

4.3.1 Results of "Push and Pull "Analysis in a Matrix

After carefully reading participants' responses, the participants' numbers are placed as shown in Figure 4. Some participants are mainly influenced by one factor. For example, participant 21, the participant only mentioned a factor which appears to be "personal pull". Some participants are affected by two factors; for instance, participant 2 was affected by both a "professional pull" and a "personal push". For participant 2, the "personal push" factor is much stronger than the "professional pull" factors, so its placement is closer to "personal push" and further from "professional pull". Even for the same factor, some participants may be affected more than the others. For example, participant 14 and 20 are both affected by "personal push", but participant 14 is affected stronger than participant 20. Therefore, participant 14's location is closer to "personal push".
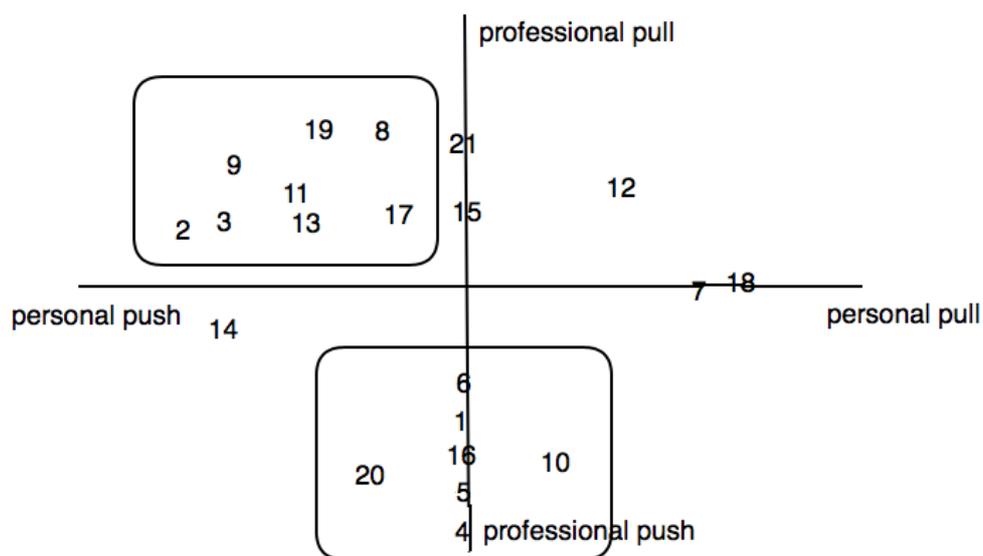
FIGURE 4: Participants in Matrix

After the participants were placed in the matrix, there are two clusters that can be seen as the results. There are 8 participants in one cluster and 7 participants in another. Participants in a cluster share some common features and the following paragraphs provide insights with more details.

"Cluster" One in Matrix

In the "Cluster "One, eight (8) participants (participant 2, 3, 8, 9, 11, 13, 17, 19) appear to share common features suggesting that they are both affected by "professional pull" factor and "personal push" factor. Which is to say, on a large or small scale, there are professional reasons that incline them forward to study in Finland for a master degree of education. On the other hand, there are, more or less, has personal reasons that push them leave their source country and come to Finland for the study. Here are some examples of participants.

Participant 2

Professional pull:

I left my job to study a field I am more interested in and one I would like to pursue as my future career.

Personal push:

I do not intend on returning to the country.

Participant 19

Professional pull:

I need to learn more and became professional on theory.

Personal push:

And also want to change a(n) environment to live.

Therefore, it could be concluded that there are noticing numbers of participants chose to leave their jobs and come to Finland for a master degree of education are because of professional reasons which "pulled" them towards for the

programme and personal reasons which "pushed" them away from their own countries.

"Cluster" Two in Matrix

In "Cluster" Two seven (7) participants (participant 1, 4, 5, 6, 10, 16, 20) appear to share the same characteristic suggesting that they are both strongly affected by a "professional push" factor. Four of them have "professional push" factor solely within varied scales. Two of them have relative strong "professional push" along with "personal push" factors or "personal pull" factors. This shows that there are six participants that are strongly affected by "professional push" factors, which are professional related factors that make them leave their source country for the coming of a master programme in a Finnish university. Here are some examples of participants.

Participant 5

(In my workplace) I often felt not given the importance and dedication that it should be.

Participant 6

I chose to continue my studies because I felt that my teacher training was insufficient.

In such case, it indicates that there are a considerable number of participants who chose to leave their jobs and come to Finland for a master degree of education is because of professional reasons which "pushed" them away from their workplaces

4.3.2 Conclusion of "Push and Pull "Analysis in a Matrix

In conclusion with this push and pull analysis matrix, it is shown that there are complicated factors that influence in-service teachers to leave their jobs and come to Finland for a master's degree of education programme. Moreover, the

result is of significance, because it indicates that an in-service teachers' such decision above is not only in pursuit of professional development but also a result of a "push" from their professional related and personal-related factors.

5.DISCUSSION

This research investigated why in-service teachers (from several countries) left their countries to pursue a master's degree of education programme in a university in Finland. Research results show that there are complex reasons for such a decision ranging from personal and professional factors. Both of the factors can "pull" them from their country of origin to Finland for the programme and "push" them away from. Two patterns were found among those factors which influence most participants. One pattern shows professional reasons, which "pulled" them towards the programme and personal reasons which "pushed" them away from their own countries. Another pattern indicates professional reasons, which "pushed" them away from their workplaces.

Noticeably, the research results might not be as expected due to "Finnish education's reputation". Besides the results of this research, the research differs from many researches in that it did not look at how students feel in studying in this university, but why they came, which is a novel approach. Furthermore, research has been focused on pre-service teacher education and in-service teachers' professional development but not for full-time teacher education for teachers with experience. Therefore, I suggest there could be some suggestions for teacher education of pre-service education, in-service-education etcetera.

5.1 Suggestions for Teacher Education

5.1.1Teachers' Well-being

Day and Gu (2010, p25) claim that a "teachers' sense of welling-being is deeply connected with how they define themselves as professionals, and how they see their professionalism being defined by others ", which are important implications for my research.

Both professional and personal related factors could influence teachers' well being. According to the research results, both those professional and personal related factors could cause teachers to leave their jobs. Thus, it could show some implications for the curriculum designer of this program to have some teachers' well-being courses. For education leaders, it is important for them to understand the importance of continual professional development opportunities and the right amount of workload for the participants, if they want to be the "finder" and "keeper" (Day and Gu, 2010) of their teachers. For teachers themselves, they could have a deeper understanding of why they chose to study a full-time degree and how they will cope with teachers' well-being issues when they come back to teaching, if they do so.

According to Tampere University of Applied Sciences (2016) and possibly other programmes of teacher qualification in Finland, teachers' well-being is at the core development of teacher qualification program. Many of the students in this education master program will also continue their teaching profession, according to my research. Their well-being management should also be developed during this education program. Even though this master degree program does not lead to a formal teacher qualification, this does not excuse the neglect of their well-being management in their teaching profession. They came to this master program mainly with professional and personal "push" factors and their work welling-being and life well being as the factors "pushing"

them which should of course be considered. Based on that, I will now introduce "professional dispositions".

5.1.2 Professional Dispositions

Roeser *et al.* (2012, p167) summarized:

from teachers' educators and teachers' professional development program specialists that

three three key domains of professional knowledge and skills necessary for improving

teachers' classroom teaching:

(a) subject-matter or content knowledge

(b) pedagogical knowledge concerning how and when to teach the subject matter

(c) developmental knowledge concerning how and when to teach content to students of

different ages

Notably, after that, Roeser et al. (2012) quoted from Dottin (2009) with a fourth domain of skills as "professional disposition" (Roeser et al. 2012, p167). This is about how to behave intelligently when dealing with some problems that do not have any immediate solutions. In their article (Roeser et al. 2012), they describe "professional disposition" as "habits of mind". Research about beginning teachers' tension with professional identity in Norway (Pillen Beijaard, Brok, 2013) reported that stress and helplessness is a symptom of beginning teachers, which partially reinforces the need of this "professional disposition" in teacher education. They (Roeser et al. 2012, p168) suggest by including mindfulness training, in a teacher professional development program, it can "facilitate emotion regulation, stress reduction, and healthy social interactions."

This professional disposition could help to reduce the impact which could be caused by professional and personal "push" that makes teachers pull away from their workplace. As research results show, those two factors influence teachers largely to leave their jobs for full-time study. (For more research results, please see section 4)

However, neither teacher education or professional program (Jennings and Greenberg, 2009), prepare teachers to obtain this professional dispositions skill. Therefore, teacher-related degree programs should add such professional dispositions skill learning in their program. Besides that, for a more specific context in Finland, Finnish universities should also update their marketing approach accordingly, which I will discuss next.

5.1.3 Updated Marketing Approach.

More recently, in Finland, Vuori (2015) suggested that after the tuition fee is introduced in Finnish universities, there should be a different marketing approach to attract international students. With the results of this research, it could be an opportunity for the international program coordinator to adjust their marketing approach for international students in relevant programs. This could help to attract more applicants to the related international master programmes. Now, I will move on to discuss the suggestion for further research.

5.2 Suggestions for Further Research

5.2.1 Informal Learning

This research explores why in-service teachers left their jobs and came to a Finnish University for master degree of education. The master degree of education is one a kind of "formal learning". Regarding to this formal learning, researchers (Kyndt, Gijbels, Grosemans and Donche, 2016) argued that there are already a lot know to it, however, research for informal learning of teachers' every day professional development are very rare. However, informed learning is very frequent in the workplace and it can be done even without specific support. Further research can investigate how informal learning can

help teachers develop professionally and why in-service teachers do not choose formal learning such as a degree study.

5.2.2 After Introduction of Tuition Fee

As mentioned, financial cost influences teachers' willingness to pursue professional learning (Cameron *et al.*, p383-384). From 2017 onwards, students from outside the European Union will have to pay tuition. This will make the internationalization of a Finnish university be in the "market-oriented internationalization" (Hölttä 2007: Cai and Kivistö, 2013, p56) phase, as university is not a public service but a good to sell. (Cai and Kivistö , 2013). Then, I wonder how will the "pull" factors, which makes Finland more attractive for them, change. As mentioned in the previous section, financial cost is one of factor that influences teachers' willingness for professional learning (please see section 2.3).

5.2.3 International Comparative Higher Education

Researchers (Weiler, 2008; Kosmützk and Krücken, 2014) argued that studies on international comparative higher education is rare. Regarding my research, a further study could be done among nations. Researchers could make a survey with similar participants in other countries' international education related programs. Will there be similar results? How different will the results be among different nations?

5.3 Generalizability and Limitations

Even though this research is done in a Finnish university, it could provide suggestions for similar programmes, such as master programmes that provide degree of education with students who were teachers with some experience, in Finland or even universities in other countries as well. In addition, this research investigates why in-service teachers left their jobs and

came to a Finnish University for master degree of education, however, it could also provide useful indications to why teachers left their jobs for other reasons as well.

Admittedly, there are some limitations of this research. First, this research involves many private elements that not every participant could reveal their full situation. Second, teachers with different levels of experience might show significantly different results, however, due to the complexities and shortage of numbers of participants, this aspect was not researched. Overall, this research indeed brings new perspectives for international students in this researched programme and other similar situations.

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APPENDICES

Appendix 1

Survey questions:

(Your answers will be stored confidentially and will be used only for the research. Others will not identify your personal information. By filling this survey, you agree that your collected data will be used for research purpose. Your answers are very important in understanding international teachers' development.)

What is your age?

What is your gender?

Which country do you come from?

What is your subject(s) of teaching?

How many years of teaching experiences do you have?

Which age group of students do you teach generally?

Did you leave your job (temporally or permanently) in order to study this degree program?

Why? Please specify your reasons. (e.g. professional reasons, personal reason and/or others)

Do you intend to go back to the place you had worked?

Why? Please specify your reasons.

Do you intend to continue your teaching profession after this program?

Why? Please specify your reasons.

What is your anticipation for this degree program?

What is your experience in this degree program? (e.g. Did it meet your anticipation?)

Are you willing to participate an interview in the near future when you are free?