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"Work is different than school"
PRE-SERVICE TEACHERS` BELIEFS, PRE-CONCEPTIONS AND CONCERNS ABOUT TEACHERS` WORK

ABSTRACT

This study aims to capture pre-service teachers' beliefs, pre-conceptions and concerns about teachers' work. In addition, it presents some explanations to teachers' attitude change during first in-service year and bring out pre-service teachers` opinion of good and bad teacher characteristics.

While working in an elementary school in Tallinn, I witnessed new teachers entering the teaching profession right after graduation. At first, their attitude was positive and they were full of motivation, but somehow, by the end of their first year, their attitude had changed. They were not so happy and enthusiastic anymore. Where was this change coming from? Is teacher education really preparing them for the real work at school? To start from the roots, I decided to conduct a study targeting pre-service teachers. I wanted to know how their personal beliefs, pre-conceptions and concerns compared with the primary school teachers study programs objectives and learning outcomes and see if there were any points in which the two over-lapped.

This is a qualitative research. I collected my research material from May to September 2015. I conducted semi-structured interviews with six pre-service primary school teachers of the Tallinn University teacher training program. Interview material was analysed by using thematic analysis method.

Keywords: teachers´ identity, beliefs, pre-service teachers, qualitative research

Contents

1 INTRODUCTION

In Estonia views towards the teaching profession and on the roles of teacher have changed dramatically over last twenty-five years, after the end of Soviet time (Uibu et al. 2017). For example, the teacher`s role has changed from transferring knowledge to facilitating learning process. Moreover, teacher`s roles and responsibilities have broadened. The "extended professional" is creative, and innovator – a team player who contributes to school development (Lamote & Engels, 2010). That gives great pressure to starting teachers. A teacher is expected to be a professional in the presentation of subject matter lessons, while at the same time, a he/she is expected to possess multiple competences.

Dundar (2014) found in his research that being successful in the field starts already from making the right career choice. This leads to the successful studies and to painless induction to work-field. The career choice motivation of prospective teachers is considered as a significant factor in the admission to, the progression in and graduation from a teacher education program as well as an essential premise for motivation and enthusiasm in the teaching profession (König & Rothland, 2012).

Researcher have found that professional identity is one of the key aspects of teachers` professional development. For example, Beijard et al. (2004) argues that the aspects of professional identity strongly determine the way teachers teach, their professional development and their attitude toward educational issues. Research made in the field shows that beliefs are also crucial factor influencing pre- and in-service teachers` professional development during studies and in working life (e.g. Paijares 1992; Osguthorpe, 2011). Further, the content of professional identity and beliefs concepts is opened more deeply.

1.1 Beliefs

Starting from the overall picture of beliefs nature. Beliefs have been explored by philosophers, social psychologists, anthropologists, sociologists, and researchers in the "derivative" fields of study such as education, organizational theory, business, and nursing. There is considerable agreement on the definition of beliefs as psychologically held understanding, premises, or proposition about the world that are felt to be true (Richardson, 2003, p. 2). We aren`t born with our beliefs. We get beliefs in two main ways: first, from all of our senses, especially by seeing, hearing, touching, and reading; and secondly, by inventing explanations for and deriving consequences from what we already believe. As small children, we infer the existence of objects and construct beliefs about them to explain our earliest sensations. As adults, we continue to pile beliefs upon beliefs to explain all the new things we observe, including what we hear and read (Nilsson, 2014, p. 22). Nilsson also states that one of the most important characteristic of beliefs, is that they are tentative and changeable. A person can change fundamental beliefs, such as beliefs about early childhood education, when new theoretical explanations appear. To sum up, a belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behaviour (Borg, 2001).

Teachers` beliefs

When talking about the nature of in-service and pre-service teachers` beliefs, research made on the field shows that beliefs are crucial factor influencing pre- and in-service teachers` professional development during studies and in working life. Richardson (2003, p. 1) argues that cognitive revolution (e.g. Johnson & Erneling, 1997) has greatly altered our way of thinking about teaching, and the methods of conducting teacher education and professional development. No longer do we focus entirely on classroom behaviours, skills, and activities. Instead, teacher education

has become highly cognitive in focus. Teacher in professional development programs and candidates in teacher education programs discuss the understandings they bring into their programs, and their beliefs are challenged through classroom reading, dialogue, and classroom experimentation. These changes in approach to teacher education and professional development accompany a very different vision of teaching in wish the teacher, as facilitator, helps pupils create meaning around the topic of interest. Pajares (1992) claims: few would argue that the beliefs teachers hold influence their perceptions and judgments, which, in turn, affect their behaviour in the classroom, or that understanding the belief structures of teachers and teacher candidates is essential to improving their professional preparation and teacher practices. Sanger and Osguthorpe (2011) bring out three main categories of pre-service teacher beliefs. (1) *Psychological beliefs* are those regarding the features of our moral psychology, or how we function and develop as moral beings. (2) *Moral beliefs* are those regarding the nature of morality, and what is of moral value and why. (3) *Educational beliefs* address the nature, scope, and ends of education, and the system of schooling used to pursue our educational ends.

Researchers have come to a conclusion that since beliefs can change in time, teacher educators` have an important role in pre-service teacher development into a professional teacher (e.g. Borg, 2001; Thomas, 2013). Wilson and Rozelle (2012) argue that while teacher educators may wish to influence novice teachers toward particular practices, and beliefs, only by understanding how one arrives at any belief or practice could such a task be accomplished. Thomson et al. (2012) states it is essential to promote changes in student teachers` beliefs, since their beliefs are often based on personal learning experiences and can be too optimistic in their opinion such beliefs do not promote effective teaching. Pre-service teachers should also have the opportunity to present and discuss their beliefs. The outcome being that the pre-service teacher has a better understanding of his/her self. Shavelson and Stern (1981) found that dialogue between pre-service teachers and their educators is crucial for devel-

opment of a professional teacher. Awareness and opportunities to reflect on congruence and disparities between one`s individual beliefs and teacher education content can support teacher candidates in making personal heuristic overt, aiding them in revising their thinking.

1.2 Teachers` pofessional identity

The concept of professional identity is defined various ways in the more general literature. It seems that the concept is also used in different ways in the domain of teaching and teacher education. In her work, Nuttman-Schwartz (2017) finds that professional identity combines the definition of a profession and the nature of identity with the processes involved in acquiring the identity, both by the individual and by member of social group. Most of the researchers agree on the fact, that professional identity is not a stable product, but rather a continually changing, active, and on-going process. While talking about teachers` professional identity, they also believe that is not only influenced by teachers` personal characteristics, learning history, prior experiences and beliefs, among other things, but also by professional context, colleagues, or teachers` knowledge, skills and educational attitudes (Pillen et al. 2013).

Dang (2013) have argued that learning to teach is "learning to think like a teacher, leaning to know like a teacher, learning to feel like a teacher and learning to act as a teacher," it moves beyond leaning to "know, how to teach" to learning "to be someone who teaches". Teacher identity development is an important component of learning to teach. Hong (2010) considers teachers` professional identity as a key factor in teachers` motivation, effectiveness and retention. This is because the "self" is crucial in constructing the way we interact with the environment and make judgements in given context. She also states that understanding teachers` professional

identity is important for gaining insight into the essential aspects of teachers` professional lives such as their career decision making, motivation, job satisfaction, emotion, and commitment. In their research Beijaard et al. (2004) identified four features that are essential for teachers` professional identity: (1) Professional identity formation is an ongoing process, it is dynamic, not stable or fixed; (2) Professional identity implies both person and context; (3) A teachers` professional identity consists of sub-identities that more or less harmonize. The notion of sub-identities relates to teachers` different contexts and relationships; (4) Agency is an important element of professional identity, meaning that teachers have to be active in the processes of professional development. Based on that, teachers` professional identity is all the time in change, influenced by the surroundings and the role he/she is in at the present moment. Lastly, the teachers themselves have the main responsibility in development of own profession identity by being active and aware. Wiles (2013) argued that the development of a professional identity involves acquisition of a specialized knowledge base, understanding of social values, and as ability to integrate knowledge and values, and an ability to integrate knowledge and values with practice as essential components of professional identity.

When looking into problems, teachers can face in their professional identity development process. Beijard et al. (2012) found six profiles of professional identity tension of teachers. (1) Teachers struggling with views of significant other mainly experienced tensions around conflicting orientations regarding learning to teach. (2) Teachers with care-related tensions mainly experienced tensions around the desire and actual support they give their students. (3) Teachers with responsibility-related tensions were mainly concerned about the changing role from being a student to becoming a teacher. (4) Moderately tense teachers experienced tensions across whole three themes above. (5) Tension free teachers experienced any or very few professional identity tensions. (6) Troubled teachers experienced many tensions across three first themes. Other research conducted by Ruohotie-Lyhty (2012), in which she compared two newly qualified language teachers` identity narratives

during the first year at work, found two opposite ways of constructing professional identity. In the first case, the ease with which young teacher was passing in to professional life can be understood from the perspective of her initial teacher identity, which was well suited to the realities of the school and which enabled purposeful agency, continuing professional identity development and orientation from the outset. Contrary to her, another teacher faced a school reality that violently challenged her belief in herself as a subject teacher. In this case it should be mentioned, that both teachers had the same educational background from the same teacher training program. Based on the literature and recent research done on teacher professional identity (Beijard et al. 2004; Beijard et al. 2012; Ruohotie-Lyhty, 2012) I take the freedom to say that teachers` professional identity is a complex concept, influenced by many intrinsic and extrinsic factors. In order to develop their professional identity, and for successful development of professional identity, teachers` need, besides their own conscious engagement, help and support from their own university teachers, colleagues at workplace and peers.

1.3   The aim of the present study

The purpose of this study is to investigate pre-service teachers` beliefs, pre-conceptions and concerns about teachers work. The research questions were as follows:

1. What kind of concerns can be found in the relation of pre-service teachers' study programs' objectives and learning outcomes?
2. What makes a good and a bad teacher?
3. What can be the reason for teachers` attitude change during the first year of working as a teacher?

2 METHOD

2.1 Qualitative research

Qualitative researchers are concerned with understanding behaviour from the informants` own frame of references. External causes are of secondary importance. They tend to collect their data through sustained contacts with people in settings where subjects normally spend their time – classrooms, cafeterias, teachers` lounges dormitories, street corners (e.g. Bogdan, C.R, Biklen, S. K. 2007, p. 8). Denzin and Lincoln (2000) argue that qualitative researchers stress the socially constructed nature of reality, the intimate relationship between researcher and what is studied and the situational constraints that shape inquiry. Such researchers emphasize the value-laden nature of inquiry. They seek answers to questions that stress *how* social experience is created and given meaning. My purpose is to find connections between Tallinn University pre-service primary school teachers beliefs, pre-conceptions, and concerns about teachers work and primary school teachers study programs` curriculum objectives and learning outcomes. I found that the best way to investigate beliefs, pre-conceptions and concerns is to do that using qualitative research design.

2.2 Context

2.2.1 Tallinn University

Tallinn University is the largest university of humanities in Tallinn and the third biggest public university in Estonia. They have more than nine thousand students and over nine hundred employees, including over four hundred researchers and lecturers. Tallinn Universities five interdisciplinary focus fields are educational

innovation, digital and media culture, cultural competences, health and sustainable lifestyle and society and open governance. From the 1st of September 2015 each focus field is represented by a separate school, wherein the sixth school supports the rest with digital technologies and analytics. There are also two regional colleges, one in Rakvere and the other one in Haapsalu.

Pre-service primary-school teachers I targeted for my research were studying in Haapsalu college, which provides applied professional higher education programmes in four different fields and is situates in popular resort town on the western coast of Estonia. The college is also a successful education and competence centre that specializes in research for health promotion and rehabilitation that has ties to the region as well as the rest of Estonia and the wider world in many other unique research fields, such as safety in every-day traffic; connection points between modern design and traditional handicraft; many applications of educational technology and multimedia.

The primary-school teachers major has been thought in Tallinn since 1957 when first group of students started their studies in Tallinn Pedagogical Institute.

2.2.2 Klassiõpetaja õppekava

Tallinn University primary school teacher studies are full-time integrated BA and MA studies. The language of instruction is Estonian, but are also required to achieve learning outcomes in English as well. As a condition of admission, the student needs a Secondary School Leaving Certificate, a Certificate of Vocational Secondary Education or a corresponding qualification giving access to higher education. In order to graduate, the student shall complete the study programme in the given volume, which includes passing all compulsory courses and compiling and defending a Master theses. During the studies, students are required to pass at least one course which uses a foreign language as the language of instruction. Students

who have not graduated from upper secondary schools where Estonian is the language of instruction, or who have graduated from schools where Estonian is only partly the language of instruction, are required to have Estonian language proficiency at C1 level.

Study programme objectives are to create opportunities for the development of an ethical and active teacher; to form the readiness to develop pupils with different needs and personal characteristics; to support the formation of pedagogical-psychological, subject and subject didactical competence; to develop the readiness to cooperate with colleagues and parents and to develop the readiness for self-developmental and continuous learning.

Learning outcomes overlap in many cases with objectives of study program. *Objectives of study program*: to create opportunities for the development of an ethical and active teacher; to form the readiness to develop pupils with different needs and personal characteristics; to support the formation of pedagogical-psychological, subject and subject didactical competence; to develop the readiness to cooperate with colleagues and parents; to develop the readiness for self-development and continuous learning. *Learning outcomes* consists of*:* after graduating student understands knowledge in child development and learning; is able to use this knowledge in supporting pupils with different abilities and personal characteristics; can plan a study activity and analyse it pursuant to the established objectives; can manage, as a class teacher, a learning process in I and II school stage; can manage a learning process until the end of compulsory school in one selected subject (minor); can develop a motivating learning environment for pupils; is capable of cooperating with colleagues and parents and can design, analyse and reflect own professional development as a pedagogue. (Tallinna Ülikool, 2017).

2.3 Participants

Participants of this study are six pre-service primary school teachers from Tallinn University Haapsalu College. At the time of interviewing, two of the interviewees had just graduated and had positions teaching primary school starting in two months. as a primary school teacher starting in two months. Two interviewees were working on their theses, all required course work had been completed. And lastly, the remaining two interviewees were starting their last year in primary school teachers` learning program. I chose Tallinn University primary school teachers` program students to be a target of my research because of my own personal experience seeing a change occur in young teachers` attitude during the first year of working as a teacher after completing their university studies.

2.4 Data analysis

2.4.1 Interviews

The data I have used in my study is comprised of semi-structured interviews with six pre-service teacher participants and the Tallinn university primary school teacher study program objectives and learning outcomes. Interviews were executed right before or on their last year of studies. Two interviews were conducted in face-to-face interviews while the remaining four were conducted via Skype. All interviews were audiotaped and later transcribed word for word. The entire length of the audio recordings was two-hundred and eight minutes. Individual interviews ranged from twenty-two minutes to fifty-two minutes. Each transcript ranged in length from eight to twenty pages, with an average twelve pages, written in Book Antiqua, font 12, with single-line spacing, total of eighty-seven pages.

Interviews focused on student teachers` beliefs, pre-conceptions and concerns about teacher work, the easy, hard, complicated sides that they expect from

their future work. In attrition to that, their ideas about what kind of "good" and "bad" teacher is and the reasons why new teachers` motivation and joy of working sometimes can disappear after first years of working (see appendix 1).

Interviewed data is analysed by using thematic analysis method (Braun & Clasrke, 2008). Thematic analysis is a method for identifying, analysing and reporting patterns within data. Analysis contains six phases (Table 1).

Table 1. Phases of thematic analysis by Braun and Clarke (2008)

Phase		Description of the process
1.	Familiarizing yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting town initial ideas.
2.	Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3.	Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4.	Reviewing themes:	Checking if the theme work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic "map" of the analysis
5.	Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6.	Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis

I read each transcription several times and made notations of any repeated phrases or ideas that appeared. After that I coded interesting features from data set and collated codes into potential themes, and checking if the theme work, in relation to the coded extracts and the entire data sets. A thematic "map" of the analysis was created by using Coggle, which is collaborative mind-mapping tool that helps you make sense of complex problems (Coggle). All themes and codes were also written on Post-it papers and double checked, and re-organized as needed.

After categorizing the results according to inductive reasoning, which by Patton (2014) means generating new concepts, explanations, results and/or theories from the specific data of a qualitative study, I compared the results with primary school teachers study programs` curriculum objectives (Table 1) and learning outcomes (Table 2) and theoretical literature. As a result, I created 4 core themes of pre-service teachers concerns. Results that were not possible to categorize based on curriculum objectives and learning outcomes were categorized by using theoretical literature and are also presented in this research.

2.4.2 Curriculum objectives and learning outcomes

Primary school teachers have been taught in Tallinn university for 55 years, during that time, the teacher curriculum has been actively developed. Psychology, pedagogy, cultural subjects, didactics, training and teacher professional ethics have important places in curriculum. (Tallinna Ülikool, 2017)

Table 2.

Study program objectives
1. To create opportunities for the development of an ethical and active teacher.
2. To form the readiness to develop pupils with different needs, and personal characteristics.
3. To support the formation of pedagogical-psychological, subject and subject didactical competence.
4. To develop the readiness to cooperate with colleagues and parents.
5. To develop the readiness for self-development and continuous learning.

Table 3.

Learning outcomes

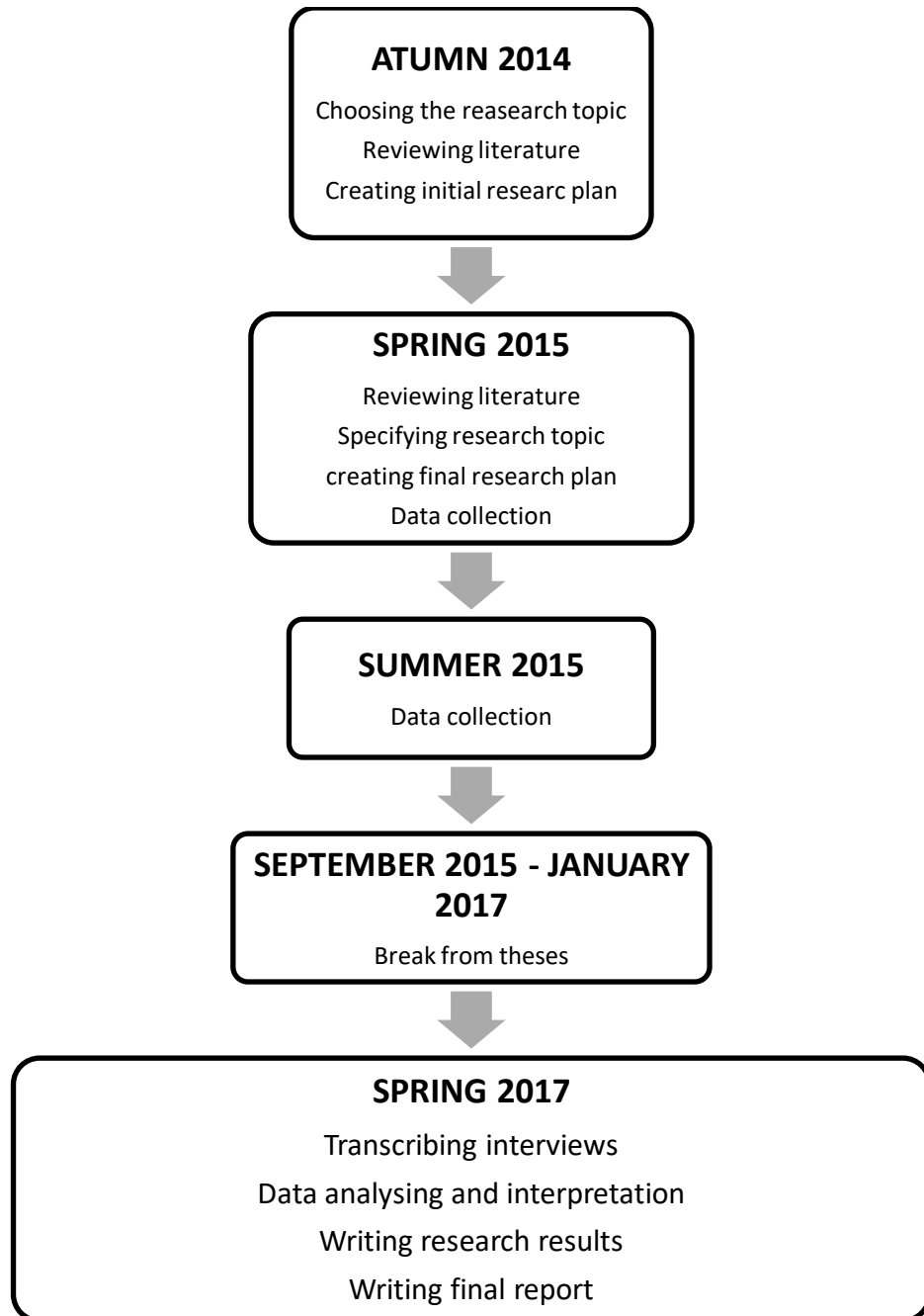|	
1.	**Understands knowledge in child development and learning, is able to use this knowledge in supporting pupils with different abilities and personal characteristics**
2.	**Can plan a study activity and analyse it pursuant to the established objectives.**
3.	**Can manage, as a class teacher, a learning process in the I and II school stage.**
4.	**Can manage a learning process until the end of compulsory school in one selected subject (minor).**
5.	**Can develop a motivating learning environment for pupils.**
6.	**Is capable of cooperating with colleagues and parents.**
7.	**Can design, analyse and reflect professional development as a pedagogue.**

2.5 Research timeline

This specific research topic and resulting questions had been on my mind for quite a while. To be more precise, since personally witnessing new teachers struggle with these topics. During the autumn of 2014, I began reviewing literature while also creating an initial research plan. Work with supporting research and literature continued during the spring of 2015. In April I received permission from Tallinn University to take their primary school teacher programs` students as target of my research. Initially I contacted fifteen pre-service teachers. I received only eight answers. Of those eight, two candidates were not suitable for my research because of the advancement of their studies. The remain six pre-service teacher candidates were used for my research. The first interview was conducted on 20 May 2015 and the last interview was conducted on 10 September 2015.

On 14 September 2015, I gave birth to my sun. I was then away from my studies for two semesters.

I began working on my theses again in January 2017. Transcribing interview material, data analysing and interpretation took place from January to April 2017. From April to May 2017 I wrote the results section and final report on my research. I gained permission from my supervisors in May to submit my theses for evaluation.

Table 4. Research timeline

ATUMN 2014

Choosing the reasearch topic
Reviewing literature
Creating initial researc plan

SPRING 2015

Reviewing literature
Specifying research topic
creating final research plan
Data collection

SUMMER 2015

Data collection

SEPTEMBER 2015 - JANUARY 2017

Break from theses

SPRING 2017

Transcribing interviews
Data analysing and interpretation
Writing research results
Writing final report

2.6   Ethical issues

Ethics should, without a doubt, be at the heart of research from the early design stages right through to reporting and beyond. It is essence about how we treat study participants well. (Richie, Lewis, et. al. 2014) The three most frequent questions in the Western ethical guidelines formulated by the professional association deal with: codes and consent; confidentiality and trust. (Silverman. 2016). European Science Foundation (ESF) and All European Academies (ALLEA) released in 2011 The European Code of Conduct for Research Integrity. By that researchers, public and private research organisations, universities and funding organisations must observe and promote the principles of integrity in scientific and scholarly research. These principles include: honesty in communication; reliability in performing research; objectivity; impartiality and independence; openness and accessibility; duty of care; fairness in providing references and giving credit; and responsibility for the scientists and researchers for the future (ESF & ALLEA, 2011).
In this study, I have taken into consideration ethical issues in all phases of my research. Because of that, I made myself familiar with ethical codes and ethical theories by reading and doing research on available materials.

In the phase of interviewing I made sure that participants are aware that taking part of the research is voluntary and that they have the right to withdraw in any point they wanted to. They received clear information about the purpose of the study as well as how the data was going to be used. They all agreed to answer the question and understood that they had the right not to answer questions that they might be uncomfortable answering, or for reasons unknown to me, felt they did not want to answer. Participants were also informed that interviews were to be recorded and that none of the real names would be used in the final presentation of research.

3 RESULTS

"Children exhaust you, they are this kind of energy vampires, but at the same time when you go home, and think that your class was a success, and you have seen the results, it is impossible to compare that with anything bad or negative …" (D)

In this chapter I will present the results of my research. The interviewees reasons for choosing primary school teachers major in Tallinn University Haapsalu College; their beliefs, pre-conceptions and concerns; beliefs about a good and a bad teacher; ideas about the reasons, solution and prevention of teacher burnout and lastly, their emotions and expectations about entering to work-field.

3.1 Reasons for major choice

Every person, who considers entering to the field of education by choosing a teacher vocation, has their own reasons and motives. In their research, Löfström and Poom-Valickis have categorized factors influencing the choice of teacher education into extrinsic motives, and material reasons, such as job security; intrinsic motives, and professional reasons, such as love of a subject; and altruistic motives/reasons, such as feeling of responsibility for children. Extrinsic motivation is generally referred to as the motive that keeps individuals at a task by the application of external rewards. Intrinsic motivation, on the other hand, refers to as the motive that keeps individuals at a task through its own inherent qualities. (Ryan & Deci, 2000). The essence of altruistic motivation is self-sacrifice with no apparent personal reward (Du, Qian & Feng, 2014). I use the same three categories mentioned above for presenting results of participants` reasons for choosing primary school teachers` major in Tallinn University Haapsalu College.

Table 5. Reasons for choosing primary school teachers major in Tallinn University Haapsalu College.

Motive	Meaning	Frequency
Intrinsic	obvious choice	2
	Utilize oneself, independence; being a social person; interest; opportunity to develop academically; wish to understand own teachers	1
Extrinsic	Teachers in family (3); past professional experience (3); environment (3); location (3);	3
	interaction with children (2)	2
	Training, financial professors level; curriculum; always have work; work versatility;	1
Altruistic	To give something to others	

Extrinsic motives were mentioned most frequently, in total of 19 times. Three interviewees said that one of the reasons for choosing their major was that they had already somebody (mother, grandmother, uncle) working as a teacher.

… but, well since for real my grandmother, sister of my grandfather and even my mother have been teacher in the past, then I guess it reflects back to me. (B)

Past professional experience, the university location and environment were also mentioned by three interviewees. By past professional experience which appears to be an important factor influencing their choice, student teachers` mean the chance to try teachers work or working with children before making the decision about study field. As an example, interviewee F felt that after trying to give lesson that in front of the class she found out that this is the right place to be so based on that she decided to become a primary school teacher.

And then in twelfth grade we got an opportunity to give lessons in some extent, well on teachers` day and so, and I got also a chance to be student shadow, it happened that the student I followed was pre-service primary school teacher, and it felt good to stand in front

of the class, and I felt that I can engage myself that way, it just felt right for me and that`s the way I got to this field. (F)

By mentioning location, and environment, interviewees value closeness to home or to other family members, so you do not have to travel a lot to get home. One important factor was that they did not want to go to a big city because they have been growing up in a small place. They felt that entering to higher educations is enough big change already, so it would be more comfortable to do that in safe and secure environment.

Haapsalu was closer to my home, so I had options to go to Tallinn or to Haapsalu … and I still choose Happsalu, it is this kind of small place, and my grandmother also lives here, and then it is good to be closer to home. (B)

Training, financial professors level, curriculum, always having work, work versatility and, interaction with children were also mentioned under extrinsic motives for choosing primary school teachers major.

Under *intrinsic* motives, obvious major choice was mentioned twice. By obvious major choice interviewee meant that they could not imagine studying anything else, and there were no decision-making processes before entering to higher education.

If I now say honestly, I have been capable to create connection with children super-fast for whole of my life, I have been always surrounded by children and I cannot imagine myself doing something else, to be honest. (D)

Utilizing oneself, independence, being a social person, interest, opportunity to develop academically, and wish to understand own teachers were mentioned once.

One *altruistic* motive was mentioned by interviewee F:

"I was thinking that I need that kind of major, where I can give something out from myself, where I can give something from me to somebody else."

3.2 Pre-service teachers´ concerns

After categorizing the results according to inductive reasoning, which by Patton (2014, p. 541) means generating new concepts, explanations, results and/or theories from the specific data of a qualitative study, I compared the results to primary school teachers study programs` curriculum objectives, learning outcomes, and theoretical literature. As a result (Table 4), I created four core themes of pre-service teachers concerns: (1) Supporting pupils with different needs and personal characteristics; (2) Communication and cooperation; (3) Pedagogical-psychological, subject and subject-didactical competence; Planning study activity and analysing it pursuant to the established objectives and (4) Creating opportunities for the development of an ethical and active teacher. Themes are separated into sub-categories and the meanings under every category are shown in the table below.

Table 6. Pre-service teachers` concerns

	Theme	Category	Meaning
1.	Supporting pupils with different needs and personal character-istics (Ob2; oc1)	**Individualization and differentiation**	Noticing problems, finding time for everybody
		Children with different and special needs	Special needs children, special needs children in class room, complicated children, students with different back-ground, students` personal differences
2.	Communication and cooperation (Ob4; Oc 6)		Amount of communication
		Communication with students	Communication with students, com-munication with bilingual students
		Communication with colleagues	Communication with colleagues, col-leagues with old teaching system
		Communication with parents	Communication with parents; do not know what to expect from parents; afraid of parents with different back-ground and personality; parents do not want to cooperate; parents do not think that teacher is doing what is best for the child
3.	Pedagogical-psycho-logical, subject and subject-didactical com-petence (Ob3; Oc2,3,4)	**Study activities**	Curriculum frames; putting theory to practice
		Class-teacher tasks	Paperwork; class-teacher tasks
		Being a class teacher for first time	First class; no experience with first graders; New class
		Authority	Remain authority; maintain good rela-tionship with students
4.	Creating opportunities for the development of an ethical and active teacher (Ob1)		Personal responsibility at work

* Ob – study programs` objective; Oc – study programs` learning outcome; Number refers to sequence shown in table 2 and table 3.

Supporting pupils with different needs, and personal characteristics contains study program objective 2: to form the readiness to develop pupils with different needs and personal characteristics (Table 2) and learning outcome 1: understands knowledge in child development and learning, is able to use this knowledge in supporting pupils with different abilities and personal characteristics (Table 3). Theme is separated by the meanings interviewees were giving, about concerns connected to individualisation/differentiation (e.g. Frunza & Petre, 2014), and children with different/special needs (e.g. Ford, 2012).

… so let`s say that every, so called bad behaviour doesn`t mean that, that student has some … but still, there has to be some kind of background or reason, from where that behaviour comes. So, to recognise that, that what is the reason, does he/she wants just attention … or maybe he/she has some more serious problems, to capture that … I think, that is the most difficult task for a young teacher. (A)

Noticing problems and finding time to everybody in the classroom concerns pre-service teachers. In Estonia, the maximum number of student in a class at the primary school level is twenty-four. A school operator may establish a lower maximum number of students and the proposal of the school director and the consent of the board of trustees, a school operator may establish a higher maximum up to twenty-six students. If the number of students in two or more classes in a primary school is sixteen, a composite class may be formed (Unified standards established for schools). In 2015. Estonian average class size in first to sixth grade was seventeen students (EAG: OECD Indicators). Of course, that number varies in different municipalities, in rural areas it can be smaller than in cities because there are so many children living. If a young teacher starts working as class teacher, she/he may have up to twenty-six first grade students in classroom. For an unexperienced teacher, it can be a challenge.

Those children with special needs, so I don`t have any experience, I know how it should work in theory, but there is that problem that all methods are not working on everybody. So that is going to be difficult. (F)

Having children with special needs in a class-room seems to be a big concern for pre-service teachers. Often there is no possibility to have special education teacher in a classroom. In smaller municipalities with smaller schools there is sometimes one special- education teacher for two schools, so it is impossible to get help always when it is needed. In interviewees opinion, there could be more contact with children with special needs during their studies. In their opinion, studies give a good theoretical background about special needs children, but there is no chance to see or to try that knowledge in practice.

The second theme, **communication and cooperation** is combined from study program objective 4: to develop readiness to cooperate with colleagues and parents and learning outcome 6: is capable of cooperating with colleagues and parents. Under that I also added communication with students because that was also mentioned by interviewees.

… but just all that, that communication with parents for example, jes all of that transfering informtion. Jes I knew, that it is there, but that there is soo much … (F)

Interviewee F already have a work place as a class-teacher. Since interview was carried out in August, school year have not started jet. In Estonia school starts from 1. of September. She has been doing preparatory work and familiarized herself with school environment, colleagues, and students who are going to be in her class.

… that I have multilingual children. Communicating with them can be challenging. (F)

One of the interviewees is going to work in the school with multilingual children (e.g. Stavans & Hoffmann, 2015). Her concern is more language skills driven but also about teaching children with different background and culture (e.g. Ford 2012).

The main problem is that, you take it from childs perspective but parents like think that teacher is not taking that from childs perspective. (E)

One of the biggest concerns about communications is communication with parents. Interviewees feel that parents don`t have a realistic view about teachers work and they don`t think that teacher is doing what is best for the child. The problem seems to be that interviewees were afraid they were going to be under attack by the parents and didn`t know how effectibely communicate and cooperate with them. Lastly, there is the consern about communication with collegues.

And then that colleagues of course, I have heard so many stories, that because we have been taught those new teaching methods. And there is a lot of those old-school teachers in schools, so if you go to school they say that jee I was also doing those amateur performances there in front of the class a lot, but you`ll see you`ll get tired and also stop that then .. " (C)

Interviewees were afraid that they wouldn`t get needed support from more experienced colleagues and that older colleagues often don`t have faith in their teaching methods. In Estonia, the majority of current teachers completed their teacher training during the Soviet period, when the system of formal education was supposed to enhance and fortify the Soviet system by producing youth with an ideologically "correct" world view. An important feature of Soviet education was domination of the behaviourist theory of learning and teaching with an emphasis on memorizing knowledge "given" from outside; no attention was paid to individual differences or learners` active participation. (Toomela & Kikas 2012, p. 9).

The third theme, p**edagogical-psychological, subject and subject-didactical** competence is combined from study objective 3: to support the formation of pedagogical-psychological, subject and subject didactical competence and learning outcomes 2; 3 and 4: planning study activity and analysing it pursuant to the established objectives; managing as a class teacher, learning process in the I and II school stage and managing a learning process until the end of compulsory school in one selected subject.

".. and it is the same way in school, that in some way that curriculum puts you in some sense totally into frames, and especially that young child who is developing … all those study results and those what you need to achieve, of course all students do not achieve but that like that 75% of students are capable of that." (E)

The frames that teachers are put into considering planning study activities is seen as a one concern about teachers work. Also, putting demonstrable knowledge into practice. For example, if you are going to have some problem in your classroom that you have been going through theoretically during your studies, are you going to recognise the problem and remember the solution?

Two frequently mentioned concern were paperwork and class teacher tasks. Interviewees feel that they should have better picture and understanding about the class-teacher work which going to take place outside the regular classes. There is no training about the tasks that class-teacher needs to do on the side of teaching. For example, communication with parents, creating personal study plans for pupils, planning meetings with parents about child development etc.

… or let`s say that everything that considering that overall thing, that what class-teacher should do, with that we have not been facing at all." (A)

Concern about being a class teacher for first time was mentioned several times. It contains worries about how to remain control in the class. For interviewees, first few weeks are crucial for the class-teacher, that is the time when you should be able to establish the relationship with pupils, if you let things get out of control, it is hard to get back on track

… but especially maybe one thing, how I feel, that I am little bit afraid and what I saw in that last training I had, is that first class, that first week at school, that I am a little bit afraid of that real first class of first graders. (B)

One concern, connected with being a class-teacher for a first time, is gaining authority, both from students and parents.

… one of the hardest things is definitely that not to let pupils and parents sit to your head. Determine yourself that much that you are not authoritarian but you still have authority. (D)

When teacher has gained authority, he/she cannot sit back and enjoy. In interviewees opinion, good relationships with pupils and authority are things you need to work for all the time, for fear that it is going to disappear, and in some cases, it is impossible to regain it.

3.3 Beliefs about a good and a bad teacher

Participants mentioned in total nineteen different qualities that a good teacher should possess. For distinguishing different good teachers` characteristics I used three criteria created by Läänemets et al (2012), firstly teacher as a person, secondly teacher as a skilled professional and thirdly teacher as an ethical person and professional. It was also mentioned that there is no such thing as a perfect teacher, a

good teacher should know his/her weaknesses and find the best ways to compensate them.

Table 7. Beliefs about a good teacher characteristics

Theme	Category	Meaning
Characteristics of a good teacher	**Teacher as a person**	Motherly, interesting personality, energetic, kind, patient, positive attitude, down to earth, creative, stable, self-confident
	Teacher as a skilled professional	Demanding, skilled, self-analysing, creating positive environment, adaptable, authoritative, strict
	Teacher as an ethical person and professional	Understanding, good example for children

Teacher as a person is motherly, with interesting personality, energetic, kind, patient, with positive attitude, down to earth, creative, stable and self-confident.

… for sure, I think that teacher should be that kind of warm, kind of motherly, especially with small children, so they could feel that they have support. (B)

Characteristics of being motherly, patient and with positive attitude, were mentioned most frequently.

Teacher as a skilled professional category contains meanings demanding, skilled, self-analysing, creating positive environment, adaptable, authoritative, strict.

… teacher should be capable … to create and maintain that kind of positive environment in the classroom with her self being, that if you are closed and even then children are also like that …" (A)

Under **ethical person and professional** theme, it was mentioned that a good teacher should be understanding and a good example for children. Characteristics of a bad teacher are organised by using same three criteria created by Läänemets et al (2012) as the characteristics of a good teacher.

Table 8. Beliefs about bad teacher characteristics

Theme	Category	Meaning
Characteristics of a bad teacher	**Teacher as a person**	Scary, nervous
	Teacher as a skilled professional	Uncommunicative; not noticing when it`s time to quit; not liking your work; not listening; lets` students just sit
	Teacher as an ethical person and professional	No distance with students, humiliating, not understanding

By interviewees a bad teacher is scary and nervous, the kind of teacher whose lessons you are afraid to go to or to whom you go to with negative emotions.

… can`t be that kind of teacher into whose lesson you are afraid to go … because I have that kind of experience… (B)

From a professional point of view, the bad teacher doesn't like his/her work, also does not want to quit.

Looking from a methodical side, bad teacher is the one who lets` children just sit for 45 minutes for example." (F)

The bad teacher was also mentioned to be uncommunicative and that kind who do not listen students, but also those who get too familiar with students.

Maybe really a bad teacher is the one who doesn´t keep distance with children. There has been this kind of cases where teacher was drinking with students for example." (F)

3.4 Why teachers` get tired

I asked pre-service teachers opinion about my experience that I had while working in an elementary school in Tallinn where I saw young teachers coming to work after graduation. At first their attitude was positive and they were full of motivation, somehow already in the end of first year, their attitude had changed. They were not so happy and enthusiastic anymore. Interviewees opinions and ideas about the reasons, solutions and prevention are presented in Table 9. Based on the meanings I categorized the reasons of the behaviour change into two subcategories: professional and personal reasons. Preventions/solutions are also divided to: offered by employee and persons own responsibility (Table 9).

Table 9. Change in teacher behaviour

Theme	Category	Subcategory	Meaning
Change in teachers` behaviour	**Reasons**	**Professional**	Unpleasant colleagues; unrealistic view about work; doing too much too fast; workload; tiring routine
		Personal	No personal life; low resilience
	Prevention/Solutions	**Offered by employee**	Coach needed; given mentor; cooperation with other colleagues; having special needs teacher in classroom
		Own responsibility	Own responsibility (asking help when needed); don`t get tired; prepare yourself for work; take time for yourself; need a hobby; cooperation with other colleagues

In pre-service teachers` opinion, professional reasons for a change in young teachers` behaviour can be unpleasant colleagues. New teacher can be made to feel

unwelcome or unappreciated by veteran teachers. Some feel that veteran teachers are far too critical of their teaching and classroom interactions with students, which gives the impression to new teachers that they can`t ever so anything right or enough. One reason was that young teacher haven't been creating a realistic view about work before entering to work-field.

I think the reason could be that, in the beginning you are going to work in school with great power and motivation, but maybe in some moment you fall into routine, you get tired, you just don`t have power anymore. (D)

It came out that being too enthusiastic and doing too much too fast can be a problem also because it can lead to getting tired and exhausted. Having a private life is seen as an important factor for success.

But yes you certainly have to take time for yourself, it does not come by itself. (C)

Interviewee C said that you need to take time for yourself. It is not coming by itself. It is good to have hobbies or establishing routines in which the teacher can wind-down, such as running in the evening.

That if you live whole year only that school life, that thinking at home that you have lessons again tomorrow and have to prepare … then that shine disappears pretty fast, can`t live only that work life." (C)

Interviewees also gave their ideas about how that kind of negative change in teachers` behaviour could be prevented or how to help the one who is having problems already. When young teacher is coming to work, school could offer him/her a mentor or a coach, it would make induction period less painful.

Cooperation need to be, in pretty many schools there is a special education teacher I think. That I can cooperate always with someone more experienced … (E)

Cooperation with other colleagues and working support structures are also important tools for helping a young teacher. These are giving opportunities for sharing experiences and asking for help if needed.

A big part of staying happy, motivated and enthusiastic is in young teachers own hands. He/she should be ready to ask help when it is needed. Before entering the work-field, young teacher should prepare themselves by consulting with an education professional who has already been working in the field.

3.5 Entering to work-field

Emotions and expectations that pre-service teachers have are categorised by the meanings into two categorires: emotional meanings and professional meanings. Professional meanongs are seperated into two subcategories: theoretical knowledge and training as you can see in the table below.

Table 10. Emotions, expectations connected to entering work-field

Theme	Category	Subcategory	Meaning
Entering to work field	**Emotional**		Feeling confident; positive emotion; feeling excited
	Professional	**Theoretical knowledge**	Wish to use learned theoretical knowledge; need theoretical knowledge but can`t get stuck to it; good theoretical base
		Training	Good preparation from studies if you want; good training; good training place; work is different than school

Under emotional meanings interviewees mentioned feeling confident and excited, also having positive emotions about starting work.

"I think that is that kind of excitement, at the moment, it is that moment when you really don`t know what to expect, I can think that have to do this and that but at the same… I don't know … what kind of that real situation is." (A)

Pre-service teachers mentioned getting a good theoretical base from studies, they also wished to use learned theoretical material. It was also mentioned, that you need theoretical knowledge, but can`t get stuck to it.

"thinking, while reading a book or an article and find something … Ahhh! That I would like to dry … " (F)

In the interviewees opinion, studies give a good base for starting to work but person has own responsibility to take, what is offered by university. Training level and opportunities during the studies were highly valued.

…that I have nothing to be afraid of anymore, all what I have been getting in those five years, and for real have been doing those trainings and teaching, all of that I have been practicing and those methods and knowledge, so there is nothing to be afraid of. (F)

4 DISCUSSION

Choosing to do research on current topic was driven from my experience of working in a small elementary school in Tallinn, where I saw new primary school teachers, coming to work after graduation. Their attitude towards their work changed during the first year from being positive and highly motivated towards more negative. Based on that I raised four research questions: What are the main concerns of pre-service teachers about teachers work? Do pre-teachers concerns meet their study programs objectives and learning outcomes? What makes a good and a bad teacher? What can be the reason for teachers` attitude change during the first year of working as a teacher?

4.1 Why become a teacher?

Dundar (2014) argues that guiding individuals as they make their career choice has great importance; students should be helped to choose a profession that best suits their abilities, so that they can avoid or successfully handle stressors that will inevitably arise during pre-service years. This research showed that there are three types of reasons for making a primary school teacher major choice: intrinsic, extrinsic and altruistic (e.g. Ryan & Deci, 2000; Du, Qian & Feng, 2014). From extrinsic motives, having a family member working as a teacher, is a great motivator for becoming a teacher. In that case person already have a picture about teachers work, not only from the side of a student, but he/she also sees what is teacher doing, after class is over and students are going away. It also gives a bigger chance to really choose a profession that suits the best for him/ her (Dünar, 2014). The location and environment of a university are two determining aspects in decision making process. Interviewees were choosing rather familiar, and close to home or/and family

location for starting their bath in higher education. From intrinsic reasons, feeling that teacher education was the only obvious way to go, was the most important. It means that there was no decision-making process before choosing the major.

4.2   Concerns in comparison with curriculum goals

Pre-service teachers` concerns are meeting curriculum objectives 1-4: To create opportunities for the development of and ethical and active teacher; To form the readiness to develop pupils with different needs and personal characteristics; To support the formation of pedagogical-psychological, subject and subject didactical competence and to develop the readiness to cooperate with colleagues and parents (Table 2) (Tallinna Ülikool, 2017). Concerns are also linked to learning outcomes 1-4 and to 6: understands knowledge in child development and learning, is able to use this knowledge in supporting pupils with different abilities and personal characteristics; can plan a study activity and analyse it pursuant to the established objectives; can manage, as a class teacher, a learning process in the I and II school stage; can manage a learning process until the end of compulsory school in one selected subject (minor) and is capable of cooperating with colleagues and parents (Table 3) (Tallinna Ülikool, 2017).

Academically, culturally, and linguistically heterogeneous classrooms pose significant challenges for teachers (Markova, 2015). In their research about the pre-service teachers` satisfaction with their studies, Savoliita and Tolvanen (2017) found that the majority of participants felt that they had not gained enough knowledge and experience in the field of special education or diversity in the classroom.   In my research, pre-service teachers are showing great concern about having children with special needs in a classroom. In addition, teaching complicated children and students with different cultural background is seen as a possible challenge. In participants experience, it is not always possible to have special education teacher

in classroom for assistance, so teachers need to manage the students and classroom themselves. In smaller municipalities with smaller schools, there is sometimes only one special-education teacher for two schools. In interviewees opinion studies could concentrate more to special education, and it would be good to have more training in real life. Noticing problems and finding time for everybody are also something that pre-service teachers are concerned about.

One of the biggest concerns is communication, especially communication with parents. Kraft and Rogers (2015) have argued that teacher-parent communication has strong impact to students` performance, also to parent-student interaction. They also found that teacher-to-parent communication substantially increase the probability students passed their courses and earned credit toward graduation. Savoliita and Tolvanen (2017) found that pre-service teachers typically have insufficient time to become absorbed in the problems of individual students or to engage in cooperation with families or other actors in the school. Results of the present study shows that pre-service teachers are afraid that they are going to be under attack by parents who don`t believe that teacher is doing what is best for the child, but sees things only from own perspective. They also feel that there can be problem with making parents to listen, and earn their respect. The second concern for pre-service teachers is communication with older colleagues. They are afraid that since majority of current teachers completed their training during the time when Estonia was part of Soviet Union. Pre-service teachers are stuck to behaviourist theory of teaching and learning (Toomela & Kikas 2012, p. 9). It would appear that experienced pedagogues do not have working knowledge or experience with new teaching methodologies. Therefore, they are suspicious about those and the new teachers who bring them in to the classroom. This causes a communication and support shut down between new teachers and older teachers.

Kulikova (2012) argues that a class teacher is the primary organizer of educational work in schools. The teacher mediates the society and the developing personalities of school-children in their learning about the cultural foundation of

humankind; manages relations between all elements of the educational process; creates optimal psychological climate in classrooms; coordinates joint efforts of teachers, family and society; organizes daily life of children, and is an important role-model in individual development of a child study results show that being a class-teacher for very first time is a concern for interviewees. The most worrisome part of new teachers is how to create a good working relationship with the students while at the same time remaining in control of the entire classroom. Paperwork, and class-teacher tasks are also things interviewees are concerned about. They think that they should have better understanding about class-teachers work, especially about the portions taking place outside the subject lessons.

4.3 A good and a bad teacher

All ideas are difficult to describe. However, a good teacher has been somebody to be desired to educate any new generation in all times (Läänemets et al. 2012). It was mentioned by pre-service teachers that there is no such thing as a perfect teacher, the best teacher is the one who has balance between personal and professional life, knows their weaknesses and is capable to compensate those. Interviewees mentioned nineteen different good teacher characteristics. I organized those into three categories: (1) teacher as a person; (2) teacher as a skilled professional and (3) teacher as an ethical person and professional. Teacher as a person is firstly seen as motherly, patient and with positive attitude. Teacher as a skilled professional is demanding, skilled, capable for self-analyses, capable to create positive environment adaptable, authoritative and strict. Teacher as an ethical person/professional is understanding and a good example for children.

On the other hand, a bad teacher is one who is seen as nervous or scary in their actions and presentations. Bad teachers are seen as teachers who do not know or understand when it is time to retire from or leave teaching. In pre-service teachers

mind, a person should already know whether or not becoming a teacher is thte correct career choice for them. If that realization is coming later she/he should find strength to quit and start again somewhere else. Pre-service teachers feel that bad teachers may also get too familiar with their students and this can lead to problems, such as teachers who drink alcohol with students in a social setting, or with whom they conduct meet-ups outside the confines of the school day and off of school property.

4.4   Don`t forget to be in charge

As related to teachers` ability to provide support to their students, in order to maximize their ability to provide support to students, they too must have their own needs recognized and met to function in a supportive capacity (Guess & Bowling, 2014). When talking about the reasons why young teachers` behaviour and attitude change, during the first years working as a teacher, into more negative, several professional and personal reasons came out. In interviewees opinion, new teachers need to feel appreciated, respected and wanted the working environment. When colleagues are unpleasant, it is not possible. Having realistic view about your work before starting, is crucial for successful start as a teacher. If the amount, and nature of your work comes as a surprise, it can lead to teacher burnout (e.g. Pietarinen et al. 2013). An individuals` personal responsibility plays a large part in preventing that from happening. Consulting with people who are already working in the field of education about their day-to-day routine, work expected outside the classroom instruction and the amount of time required to complete the required work, aids individual with a more realistic idea of what is coming. In addition, getting tips from somebody more experienced helps to prevent doing too much too fast, which was also one reason for behaviour change that interviewees brought out. Young teachers shouldn't be afraid to ask help from colleagues and school administration. It is

important to have balanced relationships between personal and professional life by having hobbies or by not taking work home. Bickmore and Bickmore (2010) define effective induction as a systematic process embedded in a healthy school climate that meets new teachers` personal and professional needs. School as employer has a big part to play in young teacher successful induction. Coach or a mentor and working support structures gives young teacher needed support in everyday working life (e.g Ruohotie-Lyhty, 2012).

4.5 From pre-service to in-service

All pre-service teachers I conducted interviews with had positive emotions regarding to work. Feeling confident varied with excitement. From a professional point of view, they mentioned wanting to put gained theoretical knowledge into practice, and in attrition, they felt that their studies had given them a good theoretical and practical base on which to build their career as a teacher. It was also mentioned during the interviews that no one, during teacher instruction, was placing the knowledge into their heads. Each pre-service teacher needed to place that knowledge there themselves.

4.6 Limitations

Basing on Denzin and Lincoln (2000) I understand that research is an interactive process shaped by my personal history, biography, gender, social class, race and ethnicity, and by those of the people in the settings. Thensin and Lincoln also argue that there are no objective observations, only observations socially situated in the worlds of – and between – the observer and the observed. Subjects, or individuals, are seldom able to give full explanation of their actions or intentions; all they can offer are accounts, or stories, about what they did and why. No single method can

grasp all of the subtle variations in ongoing human experience. For those reasons findings of this study could be limited. Considering the fact, that interviews were conducted with six female pre-service primary school teachers in Tallinn University, results cannot be generalized to wider population.

5 CONCLUSION

As a conclusion, I would like to say that pre-service primary school teachers from Tallinn University Haapsalu College feel that in overall picture, they are well prepared for their work as a teacher.

As an answer to first research question: "What kind of concerns can be found in the relation of pre-service teachers' study programs' objectives and learning outcomes?" Results show that there are four main concerns pre-service teachers have about working as a teacher and all concerns have meeting points with their study programs objectives and learning outcomes. The four main concerns are following. Firstly, concern about having children with special needs in a classroom. Interviewees felt that they didn`t have enough practical experience for working with children with special/different needs and different cultural backgrounds. Their second concern is how to notice possible problems/special needs and how to find time for every student in the classroom. The third substantial concern was communication, especially communication with parents. Interviewees were afraid that they are going to be under attack by parents and won`t have enough skills and capability to defend themselves and earn respect from. There appeared also be concerns about communicating with colleagues and children. And lastly, interviewees felt that they have gained a good theoretical practical background planning and giving lessons however, paperwork amount and class-teacher tasks are something interviewees have great concern about. That is work that takes place outside the subject lessons, for example communication with parents, creating personal study plans for pupils, planning meetings with parents about child development etc.

To answer the second research question: "What makes a good and a bad teacher?" results showed that in pre-service teachers` opinion, being a good teacher

is something every teacher is reaching for. In their view, a good teacher is the one who is in balance and capable to notice and compensate ones` weaknesses. As a person, a good teacher should possess maternal attitude, an interesting personality, energy, kindness, patience, a positive attitude, be down to earth, creative, stable and self-confident. And as a professional, a good teacher must be demanding, skilled, self-analysing, capable of creating a positive learning environment, adaptable as well as authoritative and strict. And lastly, a good teacher must be an ethical person who can set a good example for the students they are teaching. On the other hand a bad teacher is scary and nervous person, not liking ones` work and not noticing when it is time to quit, uncommunicative, not listening and lets students just to sit. Bad teacher also is not understanding student or getting too familiar with them.

Lastly, as an answer to research question: What can be the reason for teachers` attitude change during the first year of working as a teacher? It was discovered that the reasons can be both professional and personal. Professional reasons would be unpleasant colleagues and working environment, the nature of work and whether you are realistically prepared for that. In interviewees opinion, the most important aspect for successful start on work field is being in charge of your personal and professional life, while also having support from colleagues, employer, and peers is highly valued.

In the overall picture presented to me by the interviewees, they have predominantly positive emotions towards starting their work as primary school teachers.

6 FOR FURTHER RESEARCH

This study gives a good base for several further research options. Firstly, it could be a beginning of longitudinal study. Conducting new interviews with the same interviewees for searching any changes in their attitude compared to the moment when first interviews were conducted, could give interesting results. Of course, there is a chance then to compare the results about other concepts studied in present research. Secondly, a comparative study with other group of pre-service teachers could be conducted. Also, a deeper analysis of the primary school teacher study program could be conducted. A deeper understanding could be gained into how the learning outcomes and the objectives that pre-service teachers had concerns about are created.

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Appendix

1. Interview guide

1. Introduction (ice braking): introducing myself and research idea, introductory questions:

   - Where are you from?

   - How far are you with your studies?

   - From where did the idea of study to be a primary school teacher came from?

   - How did you find out about primary school teacher program?

   - Why did you choose Tallinn University?

2. The main questions/issues

   - How do you feel about your major choice?

   - What would you say about your` studies?

   - What kind of emotions are coming up when you think about going to work?

   - In your opinion what kind of challenges teacher can face when starting to work?

   - What makes a teacher good/bad?

   - What do you think what wold be the reason for young teachers losing their enthusiasm and positive attitude in the first years of working?

   - What kind of person I should be if I want to become a teacher?

3. Closing up. Asking about how did they feel during the interview? Would they like to add something? Are they ready for further cooperation if needed?