

# A TEACHER AND A MOTHER: EXPERIENCES OF THE TWO ROLES BY ENGLISH TEACHERS IN FINLAND

DIVINE PENESUMBU AND LIINA TAIPALE

BACHELOR'S THESIS

ENGLISH

DEPARTMENT OF COMMUNICATION AND LANGUAGE STUDIES

UNIVERSITY OF JYVÄSKYLÄ

SPRING 2024



JYVÄSKYLÄN YLIOPISTO

|   |   |
|---|---|
| Tiedekunta – Faculty<br>Humanistis-yhteiskuntatieteellinen tiedekunta   | Laitos – Department<br>Kieli- ja viestintätieteidenlaitos |
| Tekijät – Authors<br>Divine Penesumbu & Liina Taipale   |   |
| Työn nimi – Title<br>A Mother and A Teacher: Experiences of the two roles by English Teachers in Finland  |   |
| Oppiaine – Subject<br>Englanti  | Työnlaji – Level<br>Kandidaatin tutkielma                 |
| Aika – Month and year<br>Kesäkuu 2024   | Sivumäärä – Number of pages<br>31                         |
| <p>Abstract</p> <p>Tämän tutkimuksen tarkoituksena on selvittää äidin roolin ja opettajan roolin, erityisesti kielenopettajan roolin, yhtäläisyyksiä ja eroavaisuuksia, sekä sitä, miten kyseiset roolit tukevat toisiaan. Tutkimus on laadullinen haastattelututkimus, jossa haastateltiin viittä eri kouluissa ja työtehtävissä olevaa englannin kielen opettajaa. Haastattelut on litteroitu ja käännetty englanniksi tutkimusta varten. Analyysimetodina käytetty temaattista sisällönanalyysia.</p> <p>Opettajuuden ja äitiyden yhdistelmä on ollut Suomessa läsnä vuosisatojen ajan, mutta roolien vaikutuksia on tutkittu melko vähän Suomessa, joten päätimme tutkia aihetta. Hypotesimme mukaan ajattelimme, että opettajan on vaikea päästää irti roolistaan kotona ja toisaalta äidin rooli voi jäädä päälle hänen päästyään luokkaan. Ajattelimme kuitenkin roolien tukevan toisiaan samanlaisten piirteiden ja vahvuuksien vuoksi. Tutkimuksessa selvisi, että näiden kahden roolin yhdistäminen voi olla sekä työlästä että antoisaa. Molemmista rooleista on hyötyä toisilleen ja niitä ei oikeastaan voi erottaa toisistaan paitsi sellaisissa tapauksissa, kun opettajan täytyy olla koulussa ammattimainen eikä ilmaista tunteitaan koko skaalalla. Tämä tutkimus tuotti uutta tietoa siitä, miten opettajan, erityisesti englannin opettajan, ja äidin roolit erosivat, punoutuivat toisiinsa ja tukivat toisiaan.</p> |   |
| <p>Keywords<br/>Role, Teacher's role, Mother's role, English teacher role</p>   |   |

# Table of Contents

|  |    |
|--|----|
| 1. INTRODUCTION .....  | 4  |
| 2. THEORETICAL BACKGROUND .....  | 5  |
| 2.1 Role as a social construct.....  | 5  |
| 2.1.1 A mother’s role .....  | 6  |
| 2.1.2 A teacher’s institutional role .....   | 6  |
| 2.1.3 Combining the two roles.....   | 7  |
| 2.2 English teaching and English teacher’s profession in Finland .....                 | 8  |
| 3. METHODOLOGY .....   | 9  |
| 3.1 Data collection methods .....  | 9  |
| 3.2 Participants .....   | 10 |
| 3.3 Data analysis.....   | 11 |
| 3.4 Ethical considerations .....   | 12 |
| 4. RESULTS .....   | 13 |
| 4.1 Mother’s role and teacher’s role .....   | 13 |
| 4.2 Change of roles .....  | 15 |
| 4.3 How motherhood and teacherhood supported each other.....                           | 16 |
| 4.3.1 Development of a child .....   | 16 |
| 4.3.2 Understanding language development and language learning .....                   | 17 |
| 4.3.3 Understanding the challenges of families and communication with the parents..... | 17 |
| 4.3.4 Identification with the students through own children .....                      | 18 |
| 4.4 The challenges in combining the two roles.....                                     | 18 |
| 4.4.1 Workload and time management .....   | 19 |
| 4.4.2 The role of the educator at home and at school .....                             | 20 |
| 5. CONCLUSION .....  | 22 |
| 6. REFERENCES.....   | 25 |
| 7. Appendices .....  | 28 |
| Appendix 1: The interview questions in Finnish.....                                    | 28 |
| Appendix 2: Excerpts in Finnish .....  | 29 |
| Appendix 3: Research report .....  | 31 |

# 1. INTRODUCTION

The journey of becoming a language teacher, becoming an English teacher, and a mother has raised our interest. We wanted to explore this matter using role as the main concept of our study, because the two viewpoints that raised our interest in the study are stereotypically seen as roles: a mother and a teacher. These two roles mentioned are the essential parts of our study. Examining how the roles of a mother and a teacher support each other has been of great interest to us although not so much in the Finnish context. Outside Finland, there were even blogs and people spoke of the dual roles and their experiences. We are interested in exploring how being an English teacher possibly affects a teacher's motherhood, particularly at home. On the other hand, we are interested in researching how the role of a mother is experienced by the teacher in the classroom. We wondered if being a teacher automatically leads to taking on a teacher's role at home or if one can separate that role and simply be a mother. We also had the presumed opinion that motherhood could be a contribution to the teaching profession because of many similar characteristics. We chose to research this topic due to the scarcity of research on it, specifically in the Finnish context despite its importance. Finding sources or sites with these topics was difficult. Several sources discuss teacher identity, teacherhood, and becoming a teacher. Still, there's not too much information on the relationship between parenthood and teacherhood. It was rewarding to do the research, and we noticed the importance of the research of the research for the participating teachers. One participant's description of the discussion as 'therapeutic' was a testament to its relevance for the teachers' voices to be heard.

## 2. THEORETICAL BACKGROUND

In this section, we will present the key concepts and the context, which are role, motherhood, teacherhood in general, and being an English teacher in Finland. The concepts will be presented in the light of previous research.

### 2.1 Role as a social construct

The concept of role is one of the key concepts in our research and it can be defined as follows. “The concept of roles refers to the socially and culturally determined nature and commonly held expectations of an individual’s professional self” (O’Connor, 2008)

A role according to Oxford’s learner’s dictionary website is “the function or position that a person has or is expected to have in an organization, in society, or a relationship.” For example, a teacher in a classroom, a mother or a father as a parent at home are roles. According to Anglin et al. (2022), a role is typically a noun determined by a position (woman, man, manager) with behavioral suppositions describing role characteristics. The role’s behavioral suppositions serve as social standards or norms to rate or estimate the appropriateness of behavior which often leads to the conditioning of such behavior in the future. Roles can also have an influence on an individual’s self-concept and help shape an individual’s identity. An individual’s role usually affects how others perceive them. (Anglin et al, 2022) In this thesis we wanted to research how roles have influenced the English teacher’s experiences as mothers and language (English) teachers. Although this thesis focuses more on positional roles of teacher or mother, it is also important to consider the “social-type” roles such as “hero”, “vigilante” and “fool”, which reflect society’s principles and ethics. Even a teacher who holds the positional role of being a teacher could also hold the social-type role such as “hero” or “heroine” if it was to happen outside of their institutional role based on their behavior. The teacher’s and mother’s role are kind of also social-type roles with many stereotypes. In today’s world the teachers have many responsibilities and, in some cases, parents trust the teachers a lot.

### 2.1.1 A mother's role

Motherhood can be a delicate place to be in life for a woman, as you give birth to a child and your body and mind change, while renewing your whole life along with a lot of new responsibilities. According to Mercer (2004), the transition to motherhood is a major developmental event in a woman's life, orienting her to an unknown and new permanent norm. In Finland, according to statistics (Väestötilastot, 2024), there are 1,6 million mothers who either have biological or adopted children. A Finnish study (Raudasoja, 2022), conducted through questionnaires with 479 Finnish mothers shows the importance of a mother to her child. Participants' answers emphasized the tradition of house-making and stay-at-home motherhood in which mothers were seen as taking primary responsibility for childcare (Raudasoja, 2022). The study also discusses the landscape of contested ideologies of Finnish motherhood, which have taken place within the increasingly popular discourse of “modern familism”. Finnish mothers may therefore be competing in different discourses of motherhood in terms of cultural values concerning gender equality, independence and family values (Raudasoja, 2022). According to foreign studies, the mother's role in the home is also seen as important in the household (Miller, 2005). The role can be influenced by many factors such as the woman's own condition, previous life experiences, cultural beliefs, socio-economic status, community, and knowledge (Miller 2005; Mercer 2004). However, studies have shown a clear model towards maternal role that includes women's personal and individual experience of meeting the needs of their children (Miller, 2005).

### 2.1.2 A teacher's institutional role

“The teacher is believed to have many more roles and not teaching only” (Mölsä, 2017). In a nutshell a teacher is expected to be an authority that gives discipline and keeps the students somehow civilized. In the past, a teacher's role was more of an authority in the classroom. Teachers who were demanding and effective disciplinarians used to be highly respected and valued, and now the teacher's role has become more of a guide of learning for the students than someone who has authority. A teacher plays a crucial role in the lives and development of their students. The teacher may be the closest adult right after family or blood relatives in the school environment and some of the teacher – student friendships might last even outside the school.

OAJ - The Trade Union of Education in Finland, the labor market organization that protects the interests of professionals in the education, training, and research sector, discusses the various tasks of teachers in different grades. Nevertheless, the most important task of the teacher mentioned is to support and promote learning and competence development in children, adolescents, and adults. “Teachers support individuals’ growth as independent and responsible members of society who have the necessary knowledge and skills to navigate changing operating environments.” (OAJ - verkkolähde)

### 2.1.3 Combining the two roles

Some research has been done on the matter of combining the roles of a mother and a teacher, but it is scarce in the Finnish context. However, there are a few studies that included interviews in which the participants talked about their experiences. According to one study, the dual role of a mother and a teacher was seen as particularly beneficial (Claesson, 1989), in which the roles were mutually supportive. The study investigates documents from in-depth conversations about how 18 kindergartens through 3rd grade teachers who were also mothers of young children (teacher/mothers) perceived the effects of their dual role. The interviewees' responses were summarized as follows: “they believe that they are more effective teachers because they are mothers and that they are better mothers because they are also teachers.” (Claesson, 1989). The participating teachers cited many positive factors that motherhood brought to the classroom. Teachers felt that they were better able to see students as individuals whose lives continued at home and could not be controlled there. Many of the participants also said that they felt more compassion and sensitivity towards their students, when they know how sensitive their own children are, for example remembering many negative comments or gestures. In Claesson’s study one participant noticed how things affected her daughter at school, which made her to consider her speech in the classroom. Mother teachers also explained that they could now understand their student’s needs because, as mothers, they could see their own children’s needs. One teacher also quoted: “I am more patient and take it much less personal now.” According to this research, the participants also noted that the same things parents value show up in the classroom: “if it is reading, taking time with the children, or just providing necessities. Possibly the teacher/ mother sees both sides of the coin” (Claesson,

1989). According to the findings, it can be said that the two roles go well together. However, the study of Claesson (1989) also explains the difficulty of learning to reorder the priorities while combining the roles, as Claesson (1989) points out: “their job and housework had previously occupied most of their time; now the new baby and family activities were seen as more important”.

## 2.2 English teaching and English teacher’s profession in Finland

Although the National Core Curriculum for basic education (EDUFI, 2014) in Finland, embodies the teacher’s educational and teaching objectives (Ruohotie-Lyhty et al. 2018), the teacher’s role remains to a great extent autonomous. This is a distinctive phenomenon in Finland’s educational system. (Raiker, Mäensivu & Nikkola, 2017) The curriculum provides guidelines for teacher’s work, including those teaching a foreign language (FL) such as English, which is the most often studied foreign language. (Ruohotie-Lyhty et al., 2018) Working autonomously in Finland means that the teacher holds a Master’s degree that includes both subject and pedagogical studies. Pedagogical studies include a number of educational courses highlighting dialogical and reflective learning, as well as school-based practice periods. (Ruohotie-Lyhty et al., 2018) Future English teachers have to study five basic studies of the subject studies and then five specialization studies, and then one has to choose two optional foreign language studies in order to graduate. The National Core Curriculum for Basic Education (EDUFI, 2014) allows for reasonable autonomy in the matter of making professional choices and performing teacher’s role. It is presupposed that these choices will align with the needs and preferences of individual professionals. The curriculum does not make any specific statement of teaching or teachers, as its central focus is on learning and the students. Regarding the role of teachers, the National Core Curriculum for basic education (EDUFI, 2014) states that the teachers are responsible for their pupils, for the pupils’ activity, learning and wellbeing. They are also responsible for guiding, supporting, observing, and discerning the possible difficulties as well as appreciating the pupils and treating them without prejudice. (Raiker, Mäensivu & Nikkola, 2017)



### 3. METHODOLOGY

In this section we present the research questions of our study, the participants involved, the methods of data collection and analysis, and the data and reflect on the research in the light of research ethics. The objective of this research was to research the impact of a mother's role and a language teacher's role on each other and how these roles support each other. The more specific research questions are as follows.

#### **Research questions**

1. How does a mother's role affect the practices and the role of the English teacher?
2. In which ways does the (language) teacher profession affect motherhood?

#### 3.1 Data collection methods

This research is qualitative, and we have conducted semi-structured interviews as our data collection method. Interviews in general are one-on-one conversations between the researcher and the participant. They provide a personal and in-depth exploration of participants' thoughts, feelings, and experiences (Gertler, 2023). Because interviews can be structured according to how much flexibility and control the researcher wants to retain, we took the option of semi-structured interviews, which include a series of thematic, pre-planned questions that provide a framework for the interview. This method allows the researcher to have the flexibility to ask follow-up questions and elaborate on participants' answers, while allowing the interviewees to open up on a desired level (Gertler, 2023). In the interview we still had a clear list of issues that needed to be addressed and questions to be asked. The content we expected was the participants' own experiences towards this subject. The data was collected in February 2024 through four semi-structured interviews conducted online using Microsoft Teams, in addition to one which was conducted live. All of the interviews were conducted together, with both

researchers taking turns in posing the questions. Fortunately, the interviews were recorded, eliminating the need to take notes or transcribe the participants' responses at the same time when listening to the participants. That being so, we were both able to concentrate in the interviews. At no point did it appear to be an issue for the participants that there were two interviewers. None of the participants complained or gave any signals of uneasiness. The interview questions were determined based on their relevance to the research questions, concepts and contexts. For security reasons the conversations were not recorded by the platform's (Teams) system, but a recorder provided by the University was used instead. To transfer the data from the recorder to a personal laptop, the drive provided by the University was installed to ensure a safe transfer. The participants will remain anonymous throughout the thesis-making process. Access to the data is restricted to us only. Any identifying information about participants, such as their names, hometown or school where they work as teachers will not be included. Research permissions were sent via email to the participants before conducting the interviews. This explained the objectives of the research, reasons for conducting the research and how to protect the participant's privacy. In this research, the dataset is composed of five interviews with five English language teachers. The interviews were conducted in Finnish and each one of them was transcribed verbatim in Finnish, and later translated into English with help of a tool called Deep L translator. Each interview lasted approximately one hour to complete, except for one that took approximately 20 minutes to complete.

## 3.2 Participants

Our participants for this study are (alleged) female Finnish English teachers, who are also mothers. In this study, we decided to choose mothers as the focus of our study due to our own gender identification as women. We also came across a study where men were generally seen as more able to successfully integrate their different roles, while women tend to struggle to do so (Kanter, 1977), so we wondered what it is like for a woman to combine the roles of teacher and mother, whether there were advantages and disadvantages. However, teaching is a female-dominated field and research suggests that female gender roles may explain why women have

a stronger desire than men to work in socio-emotional fields such as teaching (Eddleston, 2006).

There was a total of five female English teachers to be interviewed from all over Finland from different backgrounds, such as professional experience and language profiles. What they had in common was that they were all mothers and English teachers. In the chart 1 is a list of participants and their backgrounds.

|  |
|--|
| P1: 14 years' professional experience as an English teacher for grades 3-9 (also Finnish and French). Child born in graduate year.   |
| P2: 35 years' professional experience as an English teacher in a private school (Also Swedish and German). 4 years as a teacher before becoming a mother.                  |
| P3: 24 years' professional experience as an English teacher in Middle School. 10 years as a teacher before becoming a mother.  |
| P4: 3 years' professional experience as an English teacher in High School. Previously worked as an English translator. Children were born at the time of her previous job. |
| P5: 21 years' professional experience as an English teacher in university. 13 years as a teacher before becoming a mother.   |

Chart 1. Participant background.

### 3.3 Data analysis

This research uses a narrative data analysis method because it examines personal stories, focusing on their content and themes (Holstein, 2012). As motherhood is approached as a relevant large part of life with its life-changing factors, the interviewees naturally tell stories about their lives over a long period of time. We expected to hear stories and experiences that did not necessarily relate to the participants' current life situation, but to the past and what they

had learnt from it, how they felt the experienced two roles could be combined. As we began to analyse our data, we noticed the same kinds of patterns and themes in the interviewees' responses, which we then found easy to thematize. As Holstein (2012, p. 255) outlines the challenges of narrative data analysis, one of being the rejection of the natural science model of research while focusing on the narratives, we had to remember to also emphasize the information already studied. Narratives are usually told for a purpose, "to make something inside the story world" (Holstein, 2012, pp. 101). This fits with our topic and the purpose of the study, which is to explore how mothers experience the dual role in their lives. During the interviews, we noted the 'urge' of the interviewees to be heard and to share their experiences.

### 3.4 Ethical considerations

According to research, sensitive topics are usually the ones that can be seen as morally charged or socially tense (Kainulainen, 2021). Examining motherhood can be sensitive in many ways, and hypothetically difficult things may come up in conversations. However, it cannot be generalized, as for some the experience of those busy months as being a mother and pursuing a job that requires lots of work hours could have been a great one. As Kainulainen states, "sensitivity" can also be an opening definition but also an exclusive definition because some groups of people could be labelled, forgetting their diversity (Kainulainen, 2021). However, in the ethical examination of the topic, we are taking the perspective of sensitive research, according to which the researcher must weigh the ways of the interview strategy. We considered carefully in which ways we asked the questions and in which order (Kainulainen, 2021). We also did preparatory reading of the topic, and we understood that many may have difficult experiences related to motherhood. Well prepared consideration can be helpful in making the interviewee feel safe and to open up about sensitive topics. At the same time, we questioned our preconceived notions about the subject and took a subjective position in the interview (Kainulainen, 2021). Each interviewee had a voluntary participation in the study, and it was shown that the privacy of the interviewees was taken care of (Kainulainen, 2021). We made sure that the participants were aware of the research image in advance by sending a data protection form. Although some of the participants were acquaintances to us, their relationship to us did not affect the interview in any way. We think that there were no issues with building trust and being open which was a very positive thing. Both sides were able to maintain a

professional demeanour and focus on the interview itself. At no point was the situation awkward or uncomfortable for any of us, according to us and the participants but instead the atmosphere appeared pleasant. As previously stated in chapter 3.3, all research activities were conducted in collaboration with the consent of both parties involved. Furthermore, we did not discuss our research concerns with any external parties.

## 4. RESULTS

In this chapter we will present our research findings. Section 4.1 discusses the teachers' experiences of the roles of a mother and a teacher, including their own descriptions of these roles and how the merging and changing roles have affected them. Chapter 4.2 discusses the experience of transitioning from work to home. Chapter 4.3 discusses how according to the participants the roles of mother and teacher are mutually supportive and chapter 4.4 introduces the possible challenges experienced by the participants in relation to the dual role.

### 4.1 Mother's role and teacher's role

Although all the participants shared the roles of mother and English teacher, each had their own unique path to achieving both roles and all of them had unique stories to tell about how they became both English educators and mothers. Some had children, while already on duty, while some became English teachers long after becoming mothers. Despite their unique paths, the teachers shared many similarities in how they viewed these roles.

(1) P1: "it's like quite personal role, a breeder's role" "I feel that I teacher through my personality so of course it's similar at home and at school"

(2) P3: "...of course, what distinguishes me in particular is that here I don't show emotions on the full scale, but here I am a long-faced breeder..."

In excerpts 1 and 2 participants spoke on how they listen and support young children and students. For them that was one of the most valuable things they can offer to their students.

(3) P2: *“I’m always the kind of person that if I see that they have a concern, I have that time and I stay there and listen to them. If the young person says that they don’t want to talk, I always ask if there is anyone they can talk to. Such care is also part of the work.”*

In excerpt 3, the participant discussed the importance of taking into consideration the distress of students and encouraging them to speak if they needed a listener, emphasizing the need for young people to voice their issues to someone they trust. This theme is further explored in the following excerpt (4), in which another participant observed that the roles of a mother and teacher both involve the act of listening.

(4) P3: *“but somehow, in both places, I have a very strong role of listener and supporter, that’s the most valuable thing I can offer in both places”*

In excerpt 5 the same participant also adds the fact of understanding the youth and their problems, as she herself has her own children going through the same kind of things.

(5) P3 *“My daughter has difficulties that she’s going through in her life, and I feel that there are quite similar young people at school”*

In both roles the teachers are facing people, who are in need of their presence and support. One cannot separate this particular aspect from the roles. As evidenced by excerpt 6, the most unifying factor in both roles is meeting people.

(6) P3: *“ what unites them is meeting people...”*

One of the frequently mentioned commonalities between the roles mentioned by the participants was the breeder’s role in both roles. According to most of the participants the role of a breeder cannot be separated from that of a mother and a teacher. There is almost no distinction between them when viewed from a breeder’s perspective, meaning that if both the roles were to be seen from the breeder role perspective, the roles would be so similar as some of the participants mentioned. As excerpt 7 shows:

(7) P1: *“I get to know the students very well that they perhaps become more than just students because they pass in your thoughts even long after they have left school, thinking how they’re doing here at school and how they’re overall doing, and that is perhaps how it is same as the role of a mother, just so as a breeder’s role”*

In excerpt 8 the participant had a very specific work and life - situation. She is an English teacher, but she also teaches Finnish and other languages. The interesting thing is that she also teaches her own children so it might also be a big factor on why she might feel so much more attached to the students because she cannot fully separate the two roles.

(8) P5: *“Both roles are constantly present, making it difficult to completely detach from either one. There’s no clear transition between them.”*

## 4.2 Change of roles

The experience of transitioning from work to home was also studied and the participants discussed their experiences. A lot of different opinions were shared on this issue. Participant 1 experienced that she felt unable to separate herself from the two roles as she had to be with children at both home and school. This was exhausting because as she said, “the work of raising children was endless”. Participant 2, however, explained that she never felt that the changes of roles were exhausting, as one could stop for a moment, gather their thoughts and return to teaching. The difference between the two participants was that one (P1) was employed at a school where she was responsible for teaching her own children, whereas the other had no experience of encountering her own children at school and was therefore able to maintain a clear separation between her home and work life.

(9) P1: *“yes, especially at that point when all the children were quite young and I was working, so it felt like the work of raising children was endless. At that point, I was like, ‘Should I try another job?’, but now that again, when the children are no longer so young, they don't need a lot of care anymore, it's different now “*

*(10) P2: "I see a couple hundred kids a day, but I've never thought about it like that. (Exhausting). But sometimes it's been that I can't stand the noise in the school corridor or somewhere then I just go away. Not even when my children were small would it have felt exhausting "*

### 4.3 How motherhood and teacherhood supported each other

The participants shared a lot about their experiences on how the two roles of being a mother and a teacher support each other. Many of the answers confirmed that indeed these two roles supported each other and the support that they gave each other were very much important and valued because the support was almost unwavering.

#### 4.3.1 Development of a child

Participant 3 stated that she could excel as a teacher even if she never had become a mother. She acknowledged that becoming a mother gave her a new perspective on child development, and she found it easier to relate to her students as children who once were small as her own children. Furthermore, participant 2 in excerpt 12 identified a similar understanding of child development and the importance of relating to students. She (participant 2 in excerpt 12) additionally highlighted the relevance of this understanding in adolescence. The experience of motherhood has significantly influenced the development of their pedagogical practice and enhanced her ability to empathise with students.

*(11) P3: "I feel that I am a better teacher, I could be a good teacher without it (being a mother),  
...but somehow through that I know how a human grows"*

*(12) P2: "Well, of course. I kind of learned by following the development of my own child, that I understand even more in a way the laws that are in the child's development and then again later in adolescence."*



### 4.3.2 Understanding language development and language learning

One of the key areas of interest in our research is language learning. One of the participants (excerpt 13, participant 1) has observed that through her own children, she has been able to gain insights into language acquisition during the early stages of childhood. As she posits, one can gain significant insights about their own pedagogical approach by observing the spontaneous linguistic acquisition of a child. This process offers invaluable insights about the child's cognitive development and the nature of language acquisition.

*(13) P1: "With your own children you see the development of the language, how it develops and compare your own understanding as a language teacher and how the child learns the language and how it comes naturally. You can learn a lot about your own teaching from it, how that learning naturally takes place."*

### 4.3.3 Understanding the challenges of families and communication with the parents

Family life can sometimes be unpredictable, and this can show up in a child's behaviour at school. Understanding the different situations that families can be in was one of the supporting factors that came with being a mother. Because the participants had experienced family life themselves, they reported gaining much more empathy for the students' parents and the many conflicts that arose. Furthermore, participant 1 expressed how she found her home situations useful in knowing what kind of challenges the child might have in terms of behaviour or learning difficulties. She (participant 1 in excerpt 15) also added that this can facilitate the communication between the teacher and the parent if there is understanding. This could potentially deepen their relationship and therefore lower the bar for contact.

*(14) P1: "I feel that it is very beneficial to understand the everyday life of the family and what it can be like, also what kind of challenges the child may have in terms of behavior or coping of learning, so those home situations have been a lot of help"*

*(15) P1: "I feel that it is easy for me to identify with parents, that communication and communication are easy when you are able to take those everyday situations into account."*

#### 4.3.4 Identification with the students through own children

Living with one's own children can be a good way of getting a better idea of what one's child is interested in and what interests can emerge at different ages. As excerpt 16 shows, participant 4 used the expression "staying on time" in relation to youth culture, as she had teenagers when she was a teacher in high school. Through her own children, she has developed a greater understanding of the things that interest young people, which has helped her in her role as a teacher. If the mother has experienced the interests of her growing child, it can be concluded that it helps to know better the interests of the students and to include them in teaching.

*(16) P4: "I would say that it's because I've stayed better in this youth culture, what's going on there, they're more familiar, ... I think it has helped me stay on time."*

#### 4.4 The challenges in combining the two roles

While the role of mother was a positive factor for the role of teacher in this research, according to the participants there were some significant disadvantages combining the two roles. Although any job combined with parenthood can be stressful, participants viewed teaching as a job that required a lot of time, and often the work could be transferred to the home, which required extra careful planning of time. The work was also seen as emotionally draining at times and the combination of teaching and parenting was seen as an overwhelming way of living. Participants noted that when they didn't have children of their own, they were able to invest in work in a different capacity, but now it is simply one of the priorities in their daily

lives. When children were born the priority changed to caring for the child. Claesson's (1989) study supports this result, as the interviewees of this study had to reorder the priorities in their lives from job and housework to giving more time to the child and family activities.

#### 4.4.1 Workload and time management

Many of the participants realized when they became mothers how important it was to plan their time carefully so that they could manage their daily lives and spend enough time with their children. Work was usually tried to be done at the workplace rather than brought home. This required careful planning of time, which led them to use their jumping lessons to correct tests or plan lessons. As in excerpt 17 shows:

*(17) P1: "Well, yes, I work really hard here at work, especially during my jumping lessons, I do as much planning work and evaluation work as possible, and then of course I also try to keep my days short enough so that my first grader's days don't get too long, I'll take the rest home and finish it in the evening"*

However, the work was often left at home as well. Participant 3 in excerpt 18 describes how long the working days were and on top of that, she had to continue to work at home.

*(18) P3: "I could hang out here late sometimes at school, then go home in peace, then pick up something to eat, then take a nap, then at night I did some work and then in the morning I was tired again"*

The problem was particularly acute in the case of a young child, who is unable to cope on his/hers own and is in much greater need of his/her mother's presence than an older child. The work had to be done at work, as it was not possible to work at home when a small child was awake. As participant 2 in excerpt 19, with a young child explained:

*(19) P2: "In terms of time management, you had to think very carefully when you had a very young child and, in the end, there were two of them because they were born every two years. In a way you can't correct the tests when they are awake, as a subject teacher there is a lot of correcting of tests."*

Participant 3 also said in excerpt 20 that becoming a mother and combining the teaching profession was very exhausting compared to the workload of everyday life before having a child. She also had several children in a short space of time, which left her exhausted.

*(20) P3: "It was quite a test to be able to cope with what the workload has been before, how much can be done in order to survive this job. I was really, really tired when the children were born and in a very quick time frame"*

Overall, while the teacher's job was seen as challenging in terms of workload, the respondents felt that it became even more difficult with children. However, strict time management helped the mother-teachers to cope with the new way of life and separate work from home.

#### 4.4.2 The role of the educator at home and at school

Though the educational aspect was seen as a supportive factor in combining the two roles, the educational aspect of the teaching profession was also seen to be exhausting in the daily lives of many of the participants as the same educational role continued to happen at home. One of the questions we asked our interviewees was how they felt about being around children all the time on a day-to-day basis and whether it was too much of a challenge for them. Claesson's (1989) study results showed that working with children all day long was seen as emotionally draining by the interviewees. However, we received a variety of responses from different life-situations.

Participant 2 in excerpt 21 felt that the children gave them a lot back and that the job did not usually exhaust her emotionally.

*Interviewer: "Has working with children at home and at work been exhausting in any way?"*

*(21) P2: "I never thought so. And if you think about it as a subject teacher, I also meet two hundred children a day. But I've never thought about it that way. But sometimes it*

*has happened that I can't stand this noise in a school corridor or somewhere, but it just goes away and doesn't bother me anymore. But no, I don't think the children at school take my energy away, I get a lot from them, but still, even though I've been doing it for almost 40 years, there's always something funny in the classroom which gives me joy."*

Although interviewee 2 in excerpt 21 had been a teacher for almost 40 years, she had not found it exhausting to work with children and raise her own children at the same time. Later we discussed with participant 3 the fact that if one knows that being a teacher is the right field and gets to use one's gifts for it, it can affect the ability to cope and be motivated in the career. If the field is not right for one's skills and strengths, any person would be exhausted in such a situation. Respondent 2 in excerpt 22, on the other hand, recounted the experience of her husband, who is also a teacher, who found the work sometimes exhausting when his class was the same age as his own children. The fact that he needed a moment to himself after work to recharge his batteries before spending time with his family was an indication of his exhaustion after work.

*(22) P2: "My husband is a primary school teacher, so when he had first grade and his own children were young, when he came home from work, he would go into the bedroom for a while and close the door, he would be there for half an hour, maybe listening to the radio, and then he would open the door and come in with his own children, it must have been quite hard for him, the first graders or the second graders".*

Participant 1 in excerpts 23 and 24 felt the exhaustion of combining the roles of mother and teacher due to continuous educational and raising aspects. This too, was seen more prominent when her own children were young, and it became easier as they grew up. Because one has to help someone at work and at home all day, she described the working day as continuing at home.

*(23) P1: "especially at that point when all the children were quite young and I was working, so it felt like the work of raising children was endless. At that point, I was*

*like, 'Should I try another job?', but now that again, when the children are no longer so young, they don't need a lot of care anymore, it's different now “*

*(24) P1: "it's more tiring when you're someone's help full-time, the workday doesn't end like that, you start running the everyday at home, breeding at home and doing homework and cooking so yes, of course it takes more patience then"*

Overall, the participants all had different experiences of emotional exhaustion from teaching at work and at home due to their different backgrounds, such as when they started their careers and the age of their children. However, most of them suffered from exhaustion at some point due to the constant raising and caring aspects, especially when the children were young. According to Claesson's (1989) study, it was important for the participants to find time for themselves, which contributed to their ability to work in both roles.

## 5. CONCLUSION

The aim of the present study was to analyse the experiences of Finnish mothers and English teachers on the roles of teacher and mother. As a result, through in-depth interviews with five different participants, we found a variety of different aspects to the topic. The main findings from the interview data consisted of the participants' thoughts on how teachers found the role of mother particularly useful and supportive of the role of teacher. This has also been confirmed in previous studies, as in Claesson's (1989) study the teachers/mothers who participated in the research thought that the two roles complemented each other and that the "role interaction was mainly beneficial" (Claesson's, 1989). However, to take notice of the participants' backgrounds, we discovered that the absence of the mother's role does not diminish the teacher's knowledge and skills in their profession, but rather is beneficial as an addition. The ability to listen and be present with children, to comprehend children's development and difficulties by observing one's own children, understanding of family situations, the ability to see students as individuals and to really get to know them were strong qualities that the role of mother brought to the classroom. Previous studies also show these kinds of effects on the dual

role. For example, in Claesson's (1989) study were found that the participants perceived students as more multifaceted individuals, which influenced their relationship with them and their awareness of their needs. A teacher without children may well have these traits and still be a particularly good teacher, but the participants felt that motherhood gave them a deeper understanding of these issues. As the research included participants who were English teachers, having a better understanding of human language development helped them a lot. There were also aspects of combining the roles which, according to some participants, exhausted them emotionally. It was important for them to manage their time carefully, for example, not bringing the work home. For many, working with children brought energy and sheer positivity, while for others the people-oriented work and the 24/7 role of educator brought exhaustion. The exhaustion appeared particularly to those who still had children the same age as their students but the ones who already had adult children did not discuss the exhaustion that much but rather discussed the current situation of their jobs. The exhaustion could be prevented by taking some time off from the students. This would allow one to escape from the disruption that they experienced. The teachers can easily take breaks between lessons when students are taking theirs. This is an opportune moment to enjoy a cup of coffee and take a brief respite from their duties.

Although the research was successful in answering the research questions, there is always room for improvement. Although earlier studies in the Finnish context were scarce on the matter of combining the two roles, there were still something to be found and used for our research. It was a bit easier to find content from international pages like from the United States, but we scarcely found content from Finland. Even though not many of the studies fitted our research very well, it was still a great starting point. We found studies on how the two roles were researched in the point of view of identity and these studies focused more on the school environment and not home or how these two roles affected each other. To make sure our findings are as reliable as possible in the Finnish context, we really need more research on this subject. It cannot be said definitively whether all language teachers who are also mothers experience their dual roles as mothers and teachers in the same way as the participants in this research that we have conducted, due to the small number of participants in this study and the one-sided data-collection method. While interviewing is an effective research method, particularly for this type of qualitative research, it could be complemented by adding other research approaches. For example, creating a survey with a larger number of participants could enhance the possibility of the research findings to be more generalized. However, the teachers

may not be as eager to write about their experiences if they are surveyed. The qualitative method of interviewing allows for a more refined understanding of this topic. Nonetheless, the limitation of this approach is the reason why this study cannot quite be generalized.

A further area for research could be to consider similar concepts and contexts from (alleged) male perspective. The objective would be to gain insight into the experiences of dual roles as an English teacher and a father in relation to these of the mothers in this current research. It would be of a great interest to compare and see whether we would find commonalities, or a lot of differences.

An alternative extension of the research could be to find complete strangers from other schools and do the same research with the context that is now available from this current research. That would enable a comparison to be made between the new participants and these participants in this study. This would provide a broader of the issues under discussion and ensure that the results of this current study do not represent the full range of the experiences.



## 6. REFERENCES

- Anglin, A. H., Kincaid, P. A., Short, J. C., & Allen, D. G. (2022). Role Theory Perspectives: Past, Present, and Future Applications of Role Theories in Management Research. <https://doi.org/10.1177/01492063221081442>, 48(6), 1469–1502.
- Badan, K., (2020). Honing, Loving, and Nurturing: A Study of Mothers' Role in Family. Research Gate. <http://dx.doi.org/10.21274/martabat.2020.4.2.251-266>
- Claesson, M. A., & Brice, R. A. (1989). Teacher/Mothers: Effects of a Dual Role. *American Educational Research Journal*, 26(1), 1–23. <https://doi.org/10.3102/00028312026001001>
- Eddleston, K., (2006). Explaining Sex Differences in Managerial Career Satisfier Preferences: The Role of Gender Self-Schema *Journal of Applied Psychology*. American Psychological Association. 91(2), 437–445. <http://dx.doi.org/10.1037/0021-9010.91.2.437>
- Galili, I. (2020). Professional Challenges to Women as Educators and as Mothers. *Journal of the Motherhood Initiative for Research and Community Involvement*, 11(1). <https://jarm.journals.yorku.ca/index.php/jarm/article/view/40599>
- Gertler, M. (2023). *How to Research Qualitatively: Tips For Scientific Working*. Bookrix. <https://www.bookbeat.com/uk/book/how-to-research-qualitatively-1150166>
- Heikkinen, A.-R., & Sahlstedt, M. (2014). Opetussuunnitelma opettajan työvälteenä. [https://www.theseus.fi/bitstream/handle/10024/72178/Heikkinen\\_Annariitta\\_Sahlstedt\\_Mirkka.pdf;jsessionid=5D025B5BA05841E8F3CD1EBD4813CDEF?sequence=2](https://www.theseus.fi/bitstream/handle/10024/72178/Heikkinen_Annariitta_Sahlstedt_Mirkka.pdf;jsessionid=5D025B5BA05841E8F3CD1EBD4813CDEF?sequence=2)
- Holstein, J., & Gubrium, J. (2012). Varieties of Narrative Analysis. Sage Publications inc. <https://doi.org/10.4135/9781506335117>

Kainulainen, H., (2021). Tutkijan eettinen vastuu sensitiivisessä tutkimushaastattelussa. Helsinki, Gaudeamus. <https://www.gaudeamus.fi/teos/empiirinen-oikeustutkimus/>

Kanter, R.M. (1977) Men and Women of the Corporation. Basic Books, New York. <https://doi.org/10.1093/sf/57.1.336>

Lachner, A., Backfisch, I., Hoogerheide, V., van Gog, T., & Renkl, A. (2019). Timing Matters! Explaining Between Study Phases Enhances Students' Learning. *Journal of Educational Psychology*. <https://doi.org/10.1037/EDU0000396>

Mercer, R. T. (2004). Becoming a mother versus maternal role attainment. *Journal of Nursing Scholarship*, 36(3), 226–232. <https://doi.org/10.1111/J.1547-5069.2004.04042.X>

Miller, T. (2005). Making sense of motherhood: A narrative approach. *Cambridge University Press*. <https://doi.org/10.1017/CBO9780511489501>

Mölsä, S. (2017). Opettajuuden muutos 1950-luvulta 2010-luvulle. Kasvatustieteen pro gradu-tutkielma Syyslukukausi 2017 Opettajankoulutuslaitos Jyväskylän yliopisto. <http://urn.fi/URN:NBN:fi:jyu-201712074522>

Opetusalan ammattijärjestö - OAJ. Retrieved 4/2024. Mitä opettajan työ on? <https://www.oaj.fi/arjessa/mita-opettajan-tyo-on/>

O'Connor, K. E. (2008). "You choose to care": Teachers, emotions and professional identity. *Teaching and Teacher Education*, 24(1), 117–126. <https://doi.org/10.1016/J.TATE.2006.11.008>

Oxford Advanced American Dictionary. Retrieved March 14, 2024. *role noun - Definition, pictures, pronunciation and usage notes* | [https://www.oxfordlearnersdictionaries.com/definition/american\\_english/role](https://www.oxfordlearnersdictionaries.com/definition/american_english/role)

- Raiker, A., Mäensivu, M., & Nikkola, T. (2017). The role of the teacher in educating for democracy. 27–41. <http://urn.fi/URN:NBN:fi:jyu-201711294416>
- Raudasoja, M., Sorkkila, M., Laitila, A., & Aunola, K. (2022). “I feel many contradictory emotions”: Finnish mothers’ discursive struggles with motherhood”. *Journal of Marriage and the Family*, 84(3), 752-772., 84(3) <https://doi.org/10.1111/jomf.12828>
- Ruohotie-Lyhty, M., Korppi, A., Moate, J., & Nyman, T. (2018). Seeking Understanding of Foreign Language Teachers’ Shifting Emotions in Relation to Pupils. *Scandinavian Journal of Educational Research*, 62(2), 272–286. <https://doi.org/10.1080/00313831.2016.1258659>
- Sahinaho, A. 2007. Opettajien roolien näkyminen oppilaiden oma-aloitteisuuden kautta. *Mitä oppilaan oma-aloitteisuus kertoo opettajan roolista*, Jyväskylän yliopisto. <http://www.urn.fi/URN:NBN:fi:jyu-2007922>
- Sci-Hub | Retrieved March 14, 2024. Teacher/Mothers: Effects of a Dual Role. *American Educational Research Journal*, 26(1), 1–23 | 10.3102/00028312026001001.
- Tapanainen, N. (2020). Opettajana ja vanhempana. Tampereen Yliopisto. <https://trepo.tuni.fi/bitstream/handle/10024/124368/TapanainenNiina.pdf?sequence=2>
- Tilastokeskus, Äidit tilastoissa (2024) <https://stat.fi/tup/poimintoja-tilastovuodesta/aidit-tilastoissa.html>
- Turner, R. H. (1978). The Role and the Person. *American Journal of Sociology*, 84(1), 1–23. <https://doi.org/10.1086/226738>
- Zelege, W. A., Hughes, T. L., & Drozda, N. (2019). Home–school collaboration to promote mind–body health. *Promoting Mind–Body Health in Schools: Interventions for Mental Health Professionals.*, 11–26. <https://doi.org/10.1037/0000157-002>

Deep L – translator used for data samples. – translator. <https://www.deepl.com/en/translator>

Deep L- translator used as an English dictionary. <https://www.deepl.com/en/translator>

## 7. Appendices

### Appendix 1: The interview questions in Finnish

1. Kysy opettajan taustasta sekä kielitaustasta, missä on työskennellyt sekä kuinka kauan
1. Kerro lyhyesti, miten sinusta tuli englannin kielen opettaja?
2. Kuinka kauan olit ehtinyt tehdä opetustyötä ennen kuin sinusta tuli äiti? Minkä ikäisiä lapsesi ovat/ millä luokalla?
3. Mitä ajattelet yleensä (kielen)opettajan roolista, mitä siihen sisältyy?
4. Millainen on roolisi koulussa? Entä kotona?
5. Muuttuiko opettajana toimiminen ja ajatus itsestä opettajana, kun sait lapsen? Miten muuttui? Miltä se tuntui?
6. Miten vastasit muutokseen? Oliko ongelmia tai pitkö tehdä tiettyjä ratkaisuja?
7. Tarvitsitko enemmän apua? Keneltä?
8. Miten ajankäyttösi muuttui?
9. Muuttuiko arjessa jaksaminen?
10. Muuttuiko suhtautuminen työhösi? Entä oppilaisiin?
11. Koitko ymmärtäväsi oppilaita paremmin? Millä tavoin?
12. Koitko vanhemmuuden olevan hyödyksi opettajan ammatissa?
13. Opettajalla on tiedonvälittämisen lisäksi tehtävä toimia kasvattajana ja kielikasvattajana. Vaikuttiko lapsen saamisen tähän? Jos vaikutti, niin miten?
14. Muuttuiko yhteistyö huoltajien kanssa? Oliko se helpompaa vai vaikeampaa?
15. Onko opetustyösi ja opettajuutesi näkynyt kotona? Miten? Näkyvätkö työssäsi käytettävät kielet kotona? Miten ja miksi? Onko mielestäsi kielen opettajana toimiminen vaikuttanut siihen, miten perheessänne käytetään kyseisiä kieliä tai opitaan niitä?
16. Miten roolisi kotona (äitinä) muuttuu, kun menet työhösi (opettajan rooli)? Onko siirtymä helppo vai vaikea? Millä tavoin?

### EXTRA-KYSYMYKSET:

17. Oletko koskaan opettanut koulussa omaa lastasi? Millä luokalla lapsi oli? Muuttuiko oma rooli opettajana silloin? Miltä tuntui?
18. Onko lasten kanssa työskentely kotona sekä työpaikalla ollut millään tavoin uuvuttavaa?
19. Miltä oman lapsen opettajan kohtaaminen tuntui, esim. Vanhempaintapaamisissa?

## Appendix 2: Excerpts in Finnish

- (1) H1: *“aika paljon mä koen että mä niinkun opetan myöskin mun persoonan kautta että tavallaan tottakai se on sit niinkun samanlainen kotona kun koulussakin sitten meillä on tosi pieni tää niinkun kouluyhteisö niin tulee sillain ne oppilaat tosi tutuksi. sit et niistä tulee sellasia totanniinniin jotenki ehkä enemmän kun oppilaita että ne kulkee pitkään ajatuksissa senki jälkeen kun ne lähtee täältä että mitenkä ne pärjää täällä ja mitenkä niillä menee että sillälaila ehkä samalaista niinku roolia nään siinä niinku äitinki roolissa vaikka se ei oo niinku tietenkää sama. yhtä sillai niinku läheinen, tommonen kasvattajan rooli”*
- (2) H3: *“ No, mikä yhdistää niin on se ihmisten kohtaaminen, ja jotenkin mä haluan, tai ei se oo mikään haluamisen asia vaan se on aika luontainen asia että mä nään nykyään aika paljon mun oppilaat ja opiskelijatkin jonkun lapsina, ja se tuo kaikkeen tekemiseen lempeyttä ja ymmärrystä ja tietysti sitten se mikä erottaa erityisesti on se, että täällä mä en näytä tunteita ihan koko skaalalla vaan täällä mä oon pitkäpinnainen kasvattaja, joka vaan sitten jauhaa ja kyllä ja näin mennään ja kotona sitten turskahtelee enemmän tää tunteiden kirjo”*
- (3) H2: *Toisaalta siellä koulussa mä oon sillain kieltenopettaja-luokanopettaja sydämellä niille isoillekki et mä oon jotenki aina semmone et jos mä nään et niillä on joku huoli niin mulla löytyy se aika et mä jään niiden kanssa jutteleen. Jos nuori sanoo et en halua puhua nii sit ei halua, sit mä aina kysyn et no tiiäksä et kenenkaa sä voisit jutella. Semmonen huolenpito kuuluu mun työhön myöskin.”*
- (4) H3: *“mut jotenkin semmonen niinku molemmissa paikoissa niin mulla on hyvin voimakkaasti kuuntelijan rooli ja tukijan rooli, se on arvokkainta mitä mä voin kummassakin paikassa tarjota”*
- (5) H3: *“Mun tyttärellä on vaikeita asioita, mitä hän elämässään käy läpi ja must tuntuu siltä, että koulussa on aika samanlaisia nuoria ja sitten ehkä*
- (6) H3: *“ No, mikä yhdistää niin on se ihmisten kohtaaminen*
- (7) H1: *“aika paljon mä koen että mä niinkun opetan myöskin mun persoonan kautta että tavallaan tottakai se on sit niinkun samanlainen kotona kun koulussakin sitten meillä on tosi pieni tää niinkun kouluyhteisö niin tulee sillain ne oppilaat tosi tutuksi. sit et niistä tulee sellasia totanniinniin jotenki ehkä enemmän kun oppilaita että ne kulkee pitkään ajatuksissa senki jälkeen kun ne lähtee täältä että mitenkä ne pärjää täällä ja mitenkä niillä menee*
- (8) H5: *“molemmat roolit on kokoajan, ei oikeen pääse irti kokonaan kummastakaan, ei oo selkeetä siirtymää. kotona on sitten tunteet vahvasti pinnalla mutta työpaikalla tulee se enemmän valoisa puoli itsestään”*
- (9) H1: *“niin joskus, joskus se on että kyllä niinku varsinkin siinä vaiheessa kun kaikki lapset oli aika nuoria ja oli ite töissä niin tuntu että se kasvatustyö on niinku ihan loputonta et niinku siinä vaiheessa tuli et niinku pitäiskö kokeilla muuta työtä niinku, mutta nyt se sitten taas kun lapset ei oo ihan niinku mulla niinku nuorin nytten ekalla luokalla, he ei enää oo niin nuoria*

- tai sillai niinku pieniä, he ei tarvii enää paljon sitä hoivaa se on nyt erilaista et kyl mä koen nyt niinku voimaa eri lailla riittää riittää”*
- (10)H2: *“En mä oo koskaan aatellu niin. Ja jos mieltii aineenopettajana niin mäkin tapaan toistasataa lasta päivässä. Mut en mä oo koskaan ajatellu sitä niin. Mut joskus on ollu se, että nyt mä en kestä enää tätä melua jossain koulun käytävällä tai jossain, mut sit vaan menee pois...”*
- (11)H3: *“Kyllä, ilman muuta, mä koen olevani niinkun parempi opettaja, voisin olla hyvä opettaja niinkun ilmankin sitä, se ei oo, tiedän sen oman kokemuksen kautta sen itsestäänselvää että äitiys tulee kohdalle vaikka haluaiskin, mutta kyllä koen, että siitä on järjettömän paljon hyötyä nimenomaan siinä, että kun on niitä ulkoisia vaatimuksiakin on tosi paljon, että jotenkin pysyy kirkkaana se, että mikä tässä on olennaista, tässä elämässä, myös kouluelämässä”*
- (12)H2: *“Sitä niinku oppi sen jotenki oman lapsen kehityksen seuraamisen myötä niin ymmärtämään vielä enemmän tavallaan niitä lainalaisuuksia mitä pienen lapsen kehityksessä on ja sit taas myöhemmin siellä murrosiässä.*
- (13)H1: *“joo, kyllähän sitä niinku tavallaan omien lasten kanssa näkee sitä kielen kehittymistä miten se kehittyy ja vartaa sitä omaa niinku omaa ööö ymmärtämistä kielenopettajana ja sitä tota miten lapsi oppii sitä kieltä ja miten luonnostaan se tulee. siitä voi saada paljon siihen omaan opettajuuteen semmosta osviittaa mutta tota miten se oppiminen luonnostaan hyvin tapahtuu, näin ja että siinä mielessä siinä kyllä on ollut kyllä merkitystä”*
- (14)H1 *“et tottakai niinku ne oppilaat näkee sillai toisten ihmisten lapsina ja äitinä tavallaan niitä perheitä ja perheidenki haasteita ja niitä kaikkee niinku ja mitä kaikkee siellä kotona voi olla meneillään ja muuta niinku että. et sillain näkee hyvin niinku sen kokonaiskuvan mutta emmätiedä olisinko mä yhtään erilainen jos mulla ei olisi ollu niinku lapsii tässä samalla”*
- (15)H1: *“kyllä mä koen että mun on helppo samaistua huoltajiin, että sillä lailla se viestintä sinne ja yhteydenpito on helppoa kun tota pystyy ottamaan niitä arjen tilanteita huomioon”*
- (16) H4: *“Mä sanoisin että on koska mä oon pysynyt tässä nuorisokulttuurissa paremmin kiinni et sanonnat ja mitä tuol on meneillään niin ne on tutumpia ja nyt kun mun lapset onki jo aikuisia nii saa nähdä miten siinä mukana pysyy, mut mun mielestä se on auttanut siihen että pysyy enemmän ajassa kii.”*
- (17)H1: *“nii, joo siis mä teen tosi paljon töitä täällä töissä just mun hyppytunneilla et mää pyrin maksimoimaan mun hyppytunnit et mä tekisin mahdollisimman paljon sitä suunnittelutyötä ja arviointityötä siinä ja sitten tota kuitenkin mä pyrin myöskin pitämään mun päiävät tarpeeks lyhyinä ettei mun ekaluokkalaisen päivät veny hirveen pitkiksi et niin tota sit mä otan loput kotiin ja teen sitten illalla”*
- (18)H3: *“saatoin täällä roikkua myöhäänkin välillä koulussa, sitten mennä ihan rauhassa kotiin, sitten jotain syötävää, sitten päiväunet, sitten mieltii, että käviskö kaupassa ja sitten yöllä tehtiin hommia ja sit aamulla taas väsytti”*
- (19)H2: *“ajankäytöllisesti piti ajatella hirveen tarkkaan kun oli se ihan pieni lapsi ja si loppujenlopuks heitä oli kaks ku he synty kahen vuoden välein. Tavallaan se et enhän mä voinu sillonku he oli siinä hereillä nii emmä pystynyt korjaa kun aineenopettajana sitä korjaamista kuitenkin riittää. “*

- (20)H3: *“Jaksaminen ollut aika koutuksella siinä vaiheessa suhteessa, mitä työmäärä on ollut aikaisemmin, miten paljon voi tehdä, jotta selvinpäin selviää tästä hommasta” “Mä olin ihan todella tolkuttoman väsynyt, kun lapset syntyivät sillei aika nopeella aikavälillä”*
- (21)H2: *“En mä oo koskaan aatellu niin. Ja jos miettii aineenopettajana niin mäkin tapaan toistasataa lasta päivässä. Mut en mä oo koskaan ajatellu sitä niin. Mut joskus on ollu se, että nyt mä en kestä enää tätä melua jossain koulun käytävällä tai jossain, mut sit vaan menee pois...”*
- (22)H2: *mää huomasin sen koska mun mies on alkuopettaja nii sillen aina kun hänellä oli ekaluokka ja omat lapset oli pieniä nii ku hän tuli töistä nii hän meni hetkeks aikaa makuuhuoneeseen ja pani oven kiinni, hän oli puol tuntia siellä, kuunteli ehkä radioo ja sit vasta hän avas oven ja tuli sit niinku omien lasten kanssa et se oli hänelle varmaan se luokallinen eppuja tai toppuja nii aika kova”*
- (23)H1: *“niin joskus, joskus se on että kyllä niinku varsinkin siinä vaiheessa kun kaikki lapset oli aika nuoria ja oli ite töissä niin tuntu että se kasvatustyö on niinku ihan loputonta et niinku siinä vaiheessa tuli et niinku pitäiskö kokeilla muuta työtä niinku, mutta nyt se sitten taas kun lapset ei oo ihan niinku mulla niinku nuorin nyttien ekalla luokalla, he ei enää oo niin nuoria tai sillai niinku pieniä, he ei tarvii enää paljon sitä hoivaa se on nyt erilaista et kyl mä koen nyt niinku voimaa eri lailla riittää riittää”*
- (24)H1: *“joo no, kyllä se on väsyttävämpää kun on niinkun täyspäiväsesti tavallaan jonkun apuna siinä että sillai niinku et se ei työpäivä ei lopu sillä lailla siihen et sulla alkaa sen arjen pyörittäminen siellä kotona ja kasvattaminen siellä kotona ja läksyjen tekeminen ja ruoan laitto et totanoinniin kyllä se tietysti nii vie enemmän jaksamista sitten”*

### Appendix 3: Research report

[Yksinkertainen tiedote tietosuojailmoitus osallistumissuostumus\\_05072023FI\\_PenesumbuT aipale\\_kommentoitu.docx](#)