

# **SINK OR SWIM**

**A study of novice English teachers in  
working life and their job satisfaction**

Master's thesis

Eeva Puukka

University of Jyväskylä  
Department of Languages  
English  
April 2015



## JYVÄSKYLÄN YLIOPISTO

Tiedekunta - Faculty Humanistinen tiedekunta	Laitos - Department Kielten laitos
Tekijä - Author Eeva Puukka	
Työn nimi - Title Sink or swim: A study of novice English teachers in working life and their job satisfaction	
Oppiaine - Subject Englannin kieli	Työn laji - Level Pro gradu- tutkielma
Aika - Month and year Huhtikuu 2015	Sivumäärä - Number of pages 81 sivua + 2 liitettä
<b>Tiivistelmä - Abstract</b> <p>Julkisessa keskustelussa on ollut esillä huoli opettajien jaksamisesta ja hyvinvoinnista. Erityisinä huolenaiheina ovat olleet aloittelevat ja nuoret opettajat, jotka tuntuvat vaihtavan alaa nopeasti valmistumisen jälkeen. Tutkimuskirjallisuudessa siirtymävaihetta opiskelijasta opettajaksi on kuvattu mm. alkushokiksi sekä selviytymisvaiheeksi, joka määrittää, pysyykö noviisiopettaja valitsemallaan uralla, vai päättääkö hän luopua ammatistaan kasvaneen työtaakan seurauksena.</p> <p>Tämä tutkimus käsittelee suomalaisten vastavalmistuneiden englanninopettajien työtyytyväisyyttä kvalitatiivisesta näkökulmasta. Lisäksi tutkimus selvittää, kuinka hyvin nykyinen opettajankoulutus valmistaa opettajaopiskelijoita työelämään.</p> <p>Tutkimuksen empiirinen osa toteutettiin puolistrukturoidulla teemahaastattelulla. Osallistujina oli kuusi englanninopettajaa, joilla kaikilla oli opetuskokemusta alle viisi vuotta. Haastattelut litteroitiin ja analysoitiin teemoittain sisällönanalyysejä käyttäen.</p> <p>Tutkimustulokset osoittivat, että opettajat olivat pääosin tyytyväisiä työhönsä. Eniten työtyytyväisyyttä tuottivat oppilaiden onnistumiset ja oppimiskokemukset, kollegat sekä hyväksytyksi tuleminen tunne työyhteisössä. Tyytymättömyyttä opettajille aiheuttivat työrauhan puute, suuri työmäärä, oppilaiden piittaamattomuus sekä oma epävarmuus tai riittämättömyyden tunne.</p> <p>Opettajankoulutuksen parasta antia olivat käytännön harjoittelut sekä opetuksen laaja substanssi. Noviisiopettajien mukaan koulutus ei kuitenkaan anna tarpeeksi realistista kuvaa koulutodellisuudesta, sillä opetustilanteet koettiin epäaitoina, sekä liian yksittäisinä ja hajanaisina. Opettajaopintojen sisällöllisinä heikkouksina nähtiin puutteellinen perehdytys kodin ja koulun yhteistyöhön sekä erityisoppilaiden kanssa työskentelyyn.</p> <p>Tutkimus antoi aihetta tutkia noviisiopettajien työtyytyväisyyttä laajemmin tulevaisuudessa. Erityisesti perehdytyksen merkitys aloittelevien opettajien työtyytyväisyyteen olisi tärkeä lisätutkimuskohde.</p>	
Asiasanat - Keywords job satisfaction, beginner teacher, teacher education	
Säilytyspaikka - Depository JYX	
Muita tietoja - Additional information	



## Table of contents

<b>1 INTRODUCTION</b> .....	7
<b>2 JOB SATISFACTION</b> .....	10
2.1 RELATED TERMINOLOGY .....	10
2.2 VIEWS ON JOB SATISFACTION .....	10
2.2.1 Herzberg's motivation-hygiene theory .....	10
2.2.2 Locke's value-perception theory.....	13
2.2.3 Evans' theory of job satisfaction .....	15
2.3 PREVIOUS STUDIES ON TEACHERS' JOB SATISFACTION IN FINLAND .....	17
<b>3 NOVICE TEACHERS IN WORKING LIFE</b> .....	20
3.1 TEACHERS IN THE MODERN SOCIETY .....	20
3.2 ENTERING THE PROFESSION AND THE FIRST TEACHING YEARS .....	23
3.3 THE CORRESPONDENCE OF TEACHER TRAINING AND TEACHER JOB.....	27
<b>4 THE PRESENT STUDY</b> .....	30
4.1 RESEARCH QUESTIONS .....	30
4.2 RESEARCH METHODOLOGY .....	30
4.3 PARTICIPANTS.....	33
4.4 DATA TRANSCRIPTION AND ANALYSIS IN THE PRESENT STUDY .....	34
<b>5. FACTORS RELATED TO JOB SATISFACTION</b> .....	37
5.1 WORK CONDITIONS.....	37
5.1.1 Number of students in the classrooms.....	37
5.1.2 Physical environment .....	38
5.1.3 Teaching equipment.....	40
5.1.4 Classroom discipline .....	41
5.2 NATURE OF TEACHER PROFESSION .....	43
5.2.1 Workload.....	44
5.2.2 Salary.....	45
5.2.3 Free time and holidays .....	46
5.2.4 Autonomy .....	48
5.3 WORK COMMUNITY.....	49
5.3.1 Colleagues .....	49
5.3.2 Principals and administration .....	51
5.3.3 Orientation .....	52
5.3.4 Parents.....	53
5.3.5 Students.....	54
5.4 MAJOR SOURCES OF SATISFACTION.....	55
5.5 MAJOR SOURCES OF DISSATISFACTION.....	57
5.6 SUGGESTIONS FOR DEVELOPING JOB SATISFACTION .....	59
<b>6 TEACHER TRAINING</b> .....	61
6.1 BENEFITS.....	61
6.2 DOWNSIDES .....	62
6.3 SUGGESTIONS FOR DEVELOPING TEACHER TRAINING .....	66

<b>7 DISCUSSION AND CONCLUSION</b> .....	69
7.1 MAJOR FINDINGS.....	69
7.2 IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH .....	73
<b>8 BIBLIOGRAPHY</b> .....	76
<b>APPENDICES</b> .....	82
APPENDIX 1: THE INTERVIEW FORMAT .....	82
APPENDIX 2: ORIGINAL FINNISH QUOTATIONS .....	85

## 1 INTRODUCTION

Work is an essential part of people's lives and identities. When asked an ordinary question, 'What do you do?' most of us reply with our job titles, not to mention a notable amount of people who use their professions as titles with their surnames (e.g. *doctor, reverend, professor or general*). As people spend almost half of their waking hours at work, it is not surprising that contentment at work plays an important role in our lives and also interrelates with people's overall well-being.

In the 21<sup>st</sup> century, employees all over the world face an increasing amount of challenges and demands in any professional field. Efficiency, as well as productivity are being emphasized more and more, and therefore, the stress among employees has increased widely. Moreover, people are encountering an era of constant alteration and adjustment since globalization with the pressures in the working field have caused a turning point in our society. As a result, especially the conceptions of learning, knowledge and education have changed, and therefore, schools and particularly teachers should be able to react to the surrounding changes rapidly and flexibly.

Teacher profession seems to be a fairly popular occupation among Finns. The common conception still appears to be that teachers' job is undemanding with short work days and long holidays. Luukkainen (2002: 222-223) states that getting in to teacher training is not self-evident, but rather a stroke of luck. Annually, there are approximately 5,000 applicants for around 800 places in teacher education programs and the number of candidates striving to get a place in the field grows every year (Väljörvi & Heikkinen 2012; VAKAVA 2014). The fact that many people apply for teacher training many times without still getting in, also emphasizes the popularity of the education.

Although teacher training is popular, the actual work of a teacher does not seem to be that appealing. In consequence of the changes in the society,

teachers' job has changed greatly during the past decades. Lately there has been a lot of discussion in the media how teachers have more and more responsibility, students are suffering from various mental problems and parents are becoming more demanding. Ingersoll (2001: 511) states that overall teaching has relatively high turnover compared to other fields, specifying the turnover being especially common during the first years of the job. In addition, according to Blomberg (2008: 55), the most sensitive and vulnerable stage in teacher's career is at the turn of education and the first teaching year. Teacher's job is demanding for all, but the challenges burden especially beginners, causing job dissatisfaction and stress (Leppälä et al. 2012: 143). Luukkainen's (2002: 167) statement also highlights these findings; ten percent of the teacher students decide not to work in the teaching field after graduation.

The reportages of teachers' exhaustion, problems in the working place and turnover percentages evoke concern among us future teachers. How can we manage with the increasing pressures, problems and expectations when even the more experienced ones are not doing so? Why teachers are willing to leave their profession during the early years of their career after demanding application process and long university education? To find out answers to these questions, it is useful to study novice teachers' job satisfaction and their experiences in order to find out which areas should be improved, so that future teachers would be willing to remain in their jobs.

Job satisfaction itself is a widely studied subject in different fields and occupations. Previous research in the field of education has revealed causes and effects for job satisfaction, and not surprisingly, contentment in one's job increases the intention to stay in the profession, whereas dissatisfaction ends in leaving the profession (e.g. Ingersoll 2001; Tye & O'Brien 2002). As mentioned earlier, the biggest problems are found with beginner teachers. Since job satisfaction seems to correlate with teachers' intentions to stay or leave the profession, research concerning novice teacher satisfaction is becoming crucial. In Finland, previous studies concerning teacher satisfaction have concentrated



on primary school teachers or teachers in general, with only few ones including teachers of English to their target.

Good working conditions and contentment on one's work should not be a rareness or a luxury that only some educators have. As Hean & Garrett (2001: 370) well state it: 'happier teachers are better teachers'. Thus, it would be important to all education governance to be aware of teachers' needs and working conditions, not only for the sake of the teachers, but also for the students under their attention. Therefore, the aim of the present study is to examine newly-qualified English teachers' job satisfaction and, also, provide a complement to the previous studies, which have for the most part been focused on primary school teachers. In addition, the role of the teacher training will be surveyed in terms of how the novice teachers feel it preparing them for the actual teacher job. Altogether six novice English teachers were interviewed in order to find out their views and feelings towards teacher job and teacher training. The interviews were semi-structured and they were analyzed using content analysis.

The present study begins with two separate theory sections. Chapter 2 will introduce theories and concepts that are relevant for the present study. In addition, previous studies concerning job satisfaction are presented. Chapter 3 focuses on novice teachers more specifically; what it is like to be a teacher in the modern society, what kinds of challenges new teachers encounter and moreover, how teacher training can respond to these challenges. Next, in section 4, the research design is outlined in more detail with the aims of the study, participants and methodological framework. In chapters 5 and 6, the findings will be reported and finally discussed in chapter 7. Furthermore, chapter 7 presents the main implications of the study, and after that, conclusions as well as suggestions for further studies will be provided.

## 2 JOB SATISFACTION

### 2.1 Related terminology

Even though job satisfaction has been studied widely, the concept is still vague both theoretically and methodologically (Lancaster & Simintiras 1991: 53). Some people believe it indicates simply how pleased a person is with his/her job, while others find it to be more complex with multidimensional psychological aspects. The term can stand for the total sum of aspects which affect employees' attitudes. In other words, job satisfaction is an emotional reaction which is affected by various factors, such as work content, amount of work, managers, atmosphere or workplace's courses of action (Juuti 2006). Job satisfaction is often linked with motivation, but the nature of the relationship is not clear, since satisfaction is not the same as motivation (Mullins 2010: 282). The concept can also be divided into *internal* and *external* extents. Internal satisfaction would be closely tied to employee's personal features, as attitudes, needs or feelings. External aspects of job satisfaction, on the other hand, denotes the environment, which can stand for the work place itself or the situation in the surrounding society, for example. (Lyly-Yrjänäinen 2006). Altogether, the term is problematic to define since the concept of the term is rather abstract, and thus, cannot be defined as any concrete substance.

### 2.2 Views on job satisfaction

#### 2.2.1 Herzberg's motivation-hygiene theory

Probably one of the most ground-breaking theories of job satisfaction is Herzberg's motivation-hygiene theory or, as it is also known, the two factor theory. The main focus of the theory is which aspects in work and work environment are most important for job satisfaction and dissatisfaction. Herzberg created the theory after interviewing two hundred engineers and

accountants in the 1950s and 60s as a means of understanding employee satisfaction. The employees were asked to describe situations that improved their job satisfaction and correspondingly, which aspects were unsatisfying in their job.

One of the main findings in Herzberg's study was that job satisfaction and job dissatisfaction are caused by different factors. Certain job characteristics are consistently related to job satisfaction, whereas different aspects are connected with job dissatisfaction. Herzberg found five factors which seemed to be highly efficient in motivating employees at their job. Thus, Herzberg named them *motivators*. As the main subjects behind job satisfaction, Herzberg (1971: 72) listed *achievement, recognition, work itself, responsibility and advancement*. *Achievement* alludes to successful work performance, solving problems or acknowledging the results of one's own work. Feedback, plaudits or criticism from colleagues or directors relate to *recognition*, while *the work itself* portrays the contents of the job. *Responsibility*, on the other hand, denotes the responsibility given to the employees for their tasks. Change in one's position at work, i.e. promotion, refers to *advancement*. (Herzberg 1967: 44-48). These satisfiers are all associated with long-term positive effects in job performance and they describe employee's relationship what they do, with relation to the tasks being performed.

In contrast, Herzberg determined factors which served mostly as factors preventing job dissatisfaction, but not as primary positive features affecting the level of job satisfaction. These factors were named as *hygiene factors*, since they are related to the environment or context of the job. According to the theory, the absence of hygiene factors can cause job dissatisfaction, but their presence does not motivate or create satisfaction. As a set of hygiene factors, Herzberg named *company policy and administration, supervision, salary, interpersonal relations and working conditions*. (Herzberg 1971: 74). Organization management, personnel policies or rules are referred to *company policies and administration*. *Supervision* includes the supervisor's willingness to teach or delegate authority, fairness or

job knowledge. *Salary* naturally means the earnings for one's work, while *interpersonal relations* are the relationships between the workers and their superiors, subordinates and peers. They include both job related interactions and social interactions in the work environment. Lastly, aspects which involve the physical environment of the job, such as amount of work, space, facilities and the general appearance of the work, are referred as *working conditions*. (Herzberg 1967: 46-48).

Herzberg (1967: 75) compared motivation and hygiene factors to human's two basic needs. Motivators are able to lead to job satisfaction, as they help individuals to fulfill themselves and grow mentally. Hygiene factors, on the other hand, are closely linked to animals' needs, since people want to avoid pain and unpleasantness. However, Herzberg does not approve the general bidirectional 'satisfaction-dissatisfaction' mindset. According to the theory, job satisfaction or dissatisfaction cannot be described with one line segment, since the two state of emotions are caused by different factors. That is to say, the opposite of job satisfaction is not job dissatisfaction, but rather no job satisfaction. Therefore, in contrast, the opposite of job dissatisfaction would be, simply, no job dissatisfaction. (Herzberg 1971: 75-76).

Herzberg's theory has often been a source of debate. Although the theory is one of the most popular ones in the field of job satisfaction, some researchers have attacked against it quite strongly. The two common criticisms arise from the theory's methodological deficiencies and its limitations mainly to specific field of workers (Mullins 2010: 265). A peculiar problem was discovered by Locke (1976) when testing the theory, as Herzberg expounds the theory in different ways in different sources. What is more, it is often argued that the theory applies least to employees with highly unskilled jobs, with repetition, limitations and uninteresting work conditions, even though these occupational groups are usually the ones with most problems with work motivation (Mullins 2010: 265).

Despite criticism, Herzberg's model offers essential speculations about job satisfaction and dissatisfaction. The term dissatisfaction is often seen as the contrary of satisfaction, and therefore the concept 'no satisfaction' is an interesting approach to the subject. However, personally, I would present more cautious arguments than Herzberg. First of all, I believe some hygiene factors, such as interpersonal relations, can act as a major source of job satisfaction, and not mainly as factors reducing dissatisfaction. Secondly, in my opinion, certain deficiencies in motivational factors, e.g. in recognition or in the work itself, could actually be the source of job dissatisfaction rather than only causing 'no satisfaction'.

### **2.2.2 Locke's value-percept theory**

In addition to Herzberg, Locke's job satisfaction theory is also one of the best-known models. The model by Locke was the first one validating job satisfaction based on wants, desires and values. A value is something that individuals, with or without awareness, want to achieve. All people have same basic needs, but appreciations can be variable. Thus, it can be stated that needs are innate, whereas values are learned. (Locke 1976: 1304).

The main starting point in Locke's theory is that job satisfaction and dissatisfaction are defined as employees' emotional reactions. Job satisfaction is therefore a positive and pleasant emotional state, which results from the fact that an individual has been able to execute his/her values in the job. Job dissatisfaction, on the other hand, is unfavorable, objectionable state, when employees find that the job has affected negatively into the attainment of their values. Consequently, job satisfaction is determined by the function between what employees want in a job and what they actually have in a job. (Locke 1976: 1304). In other words, it could be explained that if an employee values high salary, the actual salary the person gains has an impact on the job satisfaction. The same applies the other way round; if an employee does not appreciate

promotion possibilities, then the real chance of acquiring a promotion does not have a strong effect on the general satisfaction of work. Locke's theory emphasizes people's observation, thinking, evaluation and regulation of their own actions. Individuals value different aspects and find job satisfaction in different ways and therefore, no one can state which values would be more important than others. (Locke 1976: 1304-1306). Even though some aspects, such as working conditions or salary, would be the same for different workers, the satisfaction of the individuals will differ from each other to the extent that their own values differ.

Locke (1976: 1302) has condensed his overview into different values that affect the achievement of job satisfaction. All the factors listed have been divided into three categories; *the nature of the job*, *recognition* and *work conditions*. As aspects affecting the nature of the job, Locke has listed amount of work, autonomy, variability of the work and success in one's job. Responsibility, salary and appreciation are considered to be part of recognition, whereas physical needs and working times are related to work conditions. (Locke 1976: 1342).

Although Locke's job satisfaction theory is relatively extensive and diverse, there still seems to be some vagueness and deficiencies. For instance, all the stated terms are not defined specifically enough. The theory is based on concepts such as value, need and objective, without separating them clearly from each other. In addition, the most essential term 'value' appears to be different in different contexts.

In the present study, the factors relating job satisfaction are divided into three main categories (*work conditions*, *nature of the job* and *work community*) with various subcategories, partially based on Locke's values. Locke's category *recognition* was removed from the present study, since it partly appears in *the nature of the job*. Moreover, the significance of the work community is expected to have a strong effect in the present study, and therefore, it was also included to the headings. The term 'value' is not employed in the present study, but

rather referred as factors relating job satisfaction. The categories will be presented in more detail in section 4.

### 2.2.3 Evans' theory of job satisfaction

Evans has made an enormous input on studying job satisfaction specifically among teachers. What is more, her theory is one of the most recent models in the field of teacher job satisfaction. Even though Herzberg's two-factor theory has had an impact on Evans' work, she provides a different kind of view into the concept of job satisfaction. In her theory, the term has been divided into aspects which are either satisfying or satisfactory.

Evans (1997: 323-324) also took a stand on Herzberg's theory on job satisfaction arguing that his theory does not provide an in-depth definition to the term. Moreover, problems arose in the use of the term, since it is often used in an obscure way with no agreement what the concept even stands for. Another problem stated by Evans stems from the construct validity. That is to say, as researchers do not agree on the major concepts of the study, the results may be invalid, and thus affect the construct validity negatively.

One of the main goals for Evans was to create a clearer definition for the term 'job satisfaction'. Based on her research, Evans (1998: 10-12) found two terms for explaining the construct, which she names *job comfort* and *job fulfilment*. Job comfort refers to 'the extent to which the individual is satisfied *with*, but not satisfied *by*, the conditions and circumstances of his/her job'. Job fulfilment, on the other hand, includes employees' assessment of how good they are in their job and is 'dependent upon the perception of having achieved something which is considered sufficiently worthwhile to enhance job-related, achievement-related, self-esteem'. The self-assessment can be influenced by other assessors, such as principals, parents or colleagues. Thus, the idea presents teachers getting job fulfilment only when they have personally accomplished something.

According to Evans (1998), *individuality, professionalism, relative perspective, realistic expectations* and *work context* adapt the job satisfaction of teachers. First of all, in her research, Evans (1998: 48-52) found out that the teachers all had very different views on the factors of job satisfaction. As all teachers are individuals, they all have their individual positions of their work, i.e. one aspect might cause job satisfaction for one teacher, whereas the same element may be a source of dissatisfaction for another. The perception retells also Locke's view, in which people's job satisfaction will differ, to the extent that their own values differ.

Secondly, the *professionalism* of teachers was also seen as an effect on job satisfaction. Evans divides teachers in her study into two different types of professionalities; extended and restricted ones. Teachers who employ theoretical information from their field and include it to their teaching are considered as extended professionals. Restricted cases, on the other hand, are the ones who validate their reasons and decisions on their daily knowledge and past schema. Evans argued that teachers with extended professionalities had more trouble with the school administration and additionally, difficulties reaching job fulfilment. However, according to the research, extended individuals were stated to be more notable and respected by other teachers than restricted ones. (Evans 1998: 75).

*Relative perspective* and *realistic expectations* had also an impact on the alternation of teachers' satisfaction. Therefore, as in Locke's (1976) research, job satisfaction is determined by the function between what teachers want in a job and what they actually have in it. Teachers whose expectations were not met in the school were found to be more dissatisfied and frustrated, while teachers with lower expectations were seen as being more content in their jobs. (Evans 1998: 151) Lastly, Evans (1998: 154) mentions *work context* and its influence on the job satisfaction. As it has been stated in the earlier research, the work context very likely affects the satisfaction of employees. However, Evans argues that changes



concerning the school level have a greater effect than alteration in the governance.

### **2.3 Previous studies on teachers' job satisfaction in Finland**

In the following chapter, previous studies concerning teachers' job satisfaction in Finland will be introduced. Job satisfaction is a much studied subject also concerning teachers, and therefore, the main interest of the chapter will be to demonstrate studies that are most relevant to the present study. Thus, the chapter does not attempt to be exhaustive in its coverage, but it does, however, seek to be illustrative of different approaches and results when researching the job satisfaction of teachers.

Teaching and Learning International Survey TALIS (Taajamo et al. 2014) was an international teaching and learning study carried out by OECD in 34 countries. The main objective was to produce international data on factors promoting teaching, learning and school management for the participating countries. Moreover, the study gives the countries the opportunity to learn each other's methods and solutions, and nationwide, the results provide important information for the national education administration as well as education providers and teachers. In Finland, over 150 secondary schools and more than 2,700 teachers took part in the study, which was carried out by utilizing online questionnaires. The results revealed that in Finland, the teachers like their job and learning is highly valued in our society. Over 90 % of the respondents enjoyed their work and were pleased about their duties in the school. The majority (85 %) would still choose the teaching profession and would also recommend their school as a good place to work. What I found interesting in the study, was the statement that class size has only a little importance on the teachers' work satisfaction in Finland.

The Trade Union of Education (OAJ) also gathers and produces education data from elementary school all the way to adult education. In 2014, OAJ conducted a working conditions barometer where they surveyed over 1,300 Finnish teachers and directors via questionnaires. According to the research, Finnish teachers are satisfied with their work, since large majority (82 %) of the respondents stated feeling content in their job. The teachers were also satisfied with the collaboration and overall atmosphere in the workplace. However, the study revealed that the amount of work and working time do not meet, as the work load was found immoderate by over half of the respondents. Moreover, what is interesting with relation to the present study, especially young teachers were stated to confront stress and exhaustion more than other age groups.

Santavirta et al. (2001) published a research report concerning Finnish teachers' job satisfaction and coping at work. Altogether 1,028 Finnish teachers from elementary, comprehensive and high schools took part in the study. The results showed that the preponderance of the teachers were committed to their jobs and found their work satisfying. The possibility to influence one's own work as well as the difficulty level of the job were found to interrelate with how satisfied the teacher were. As the major aspects causing job dissatisfaction, the teachers listed constant hurry, noise, inadequate material and preparing lessons and exams.

Blomberg (2008) carried out a study focusing on novice primary school teachers' experiences on their first year as teachers. The main focus of her doctoral thesis was not job satisfaction per se, but it provides fertile information about the teachers' subjective experiences during their first academic year of teaching, and thus, is relevant also for the present study. The data was gathered by interviewing five elementary school teachers individually and also in collaborative consulting meetings. Blomberg found that there seems to be a gap between the teacher education and the reality of school life, which brings on problems for novice teachers. Altogether, the first year of teaching was experienced being 'emotionally loaded', with heavy workload and difficulties

with heterogeneous groups or students suffering from mental problems. In addition, adapting to the new working community as a new teacher was stated to be difficult and challenging. Nonetheless, the novice teachers enjoyed their job since there still seemed to be more pleasing aspects and the main feeling at school was the joy of success in teaching.

Leppänen (2011) and Mäenpää (2005), as in the present study, both surveyed English teachers' job satisfaction. In her study, Leppänen interviewed nine English teachers from different school levels in order to find out which parts of the job brought satisfaction and dissatisfaction. The results revealed that altogether teachers were satisfied with their jobs. The socialness of the job, working with the English language as well as seeing results of one's work seemed to bring job satisfaction the most. However, the teachers were most dissatisfied with the physical work conditions, social problems, parents and overall workload. Mäenpää, on the other hand, focused on six English teachers in upper secondary general school. She found that teachers had very individual experiences of job satisfaction. Half of the teachers were stated to be satisfied with their job, while the other half found their job to be dissatisfying. As in Leppänen's study, also teachers in Mäenpää's research received fulfillment working with other colleagues and the English language. Moreover, the status of the upper secondary general school teachers was seen as a favorable aspect. Alarmingly, all the teachers in the study reported the workload being unreasonable. What is more, working conditions, salary and teaching material caused dissatisfaction among the teachers.

### 3 NOVICE TEACHERS IN WORKING LIFE

#### 3.1 Teachers in the modern society

Evidently, the Finnish society is not the same as a few decades ago, when teacher's role was to be a model citizen with constant surveillance. Certainly, teachers still need to carry the role model load on their shoulders, but this role has fortunately changed towards more liberal. (Luukkainen 2003: 253). Thus, teachers do not need to represent their work day and night. However, the significance of teachers in the society has always been, and still is, major.

As our society swings on account of economy and new technology, also our education system is going through major changes. School is not considered as a 'sanctum of learning' anymore, as Internet, social media and mass cultures are offering new information constantly. For many students, school appears as a dusty and old-fashioned institute that offers information in a wrong package (Laaksola 2014). In order to survive in the continuously changing society, teachers need to be able to revise and adapt their educational methods since the same motivational manners do not apply to all students anymore (Laaksola 2014). Lifelong learning and developing oneself are both emphasized in today's world and therefore teachers are required to support the lifelong learning abilities of their students, as well as being lifelong learners themselves. (Kiviniemi 2000: 30).

In the modern society, teachers are seen not only as knowledge suppliers, but also as educators. Changes in the working life, such as constant demands and hurry, have reduced the amount of time parents spend with their children and pushed the upbringing responsibility from home to schools and nurseries (Ronkainen 2008). Teachers consider that students are very often used to live at home without boundaries or rules, and in some cases a teacher may be the only adult for students. Upbringing-wise, parents have moved from strict and tight

discipline to more free and loose behavior. In some cases, the upbringing has changed too much to the extreme – to free upbringing without any boundaries. The risk in these cases is that children have only rights but no responsibilities and that reflects also to the behavior at school. (Kiviniemi 2000: 134). Teachers' job is not limited only teaching anymore, since upbringing is now widely part of the work, whether teachers want it or not. It seems that educating or 'parenting' has moved ahead of the traditional teaching and become even the most central part of the profession. (Luukkainen 2004: 85).

Probably one of the major factors affecting teachers' every day work is the behavior of students. Altogether, it can be stated that the disturbed behavior has grown, which for one's part decreases the satisfaction of the job. (Saloviita 2008: 26-29). Furthermore, the more disrupting and aggressive conduct of students is aggravating the school's education tasks. Worry is also caused by a certain anti-school subculture, which can be seen to have developed among some students. (Kiviniemi 2000: 7). The reasons behind the disturbed behavior are often explained by the increased personal problems that students have. However, students' anxiety and malaise are often due to parents' difficulties as well. Overall, the disturbed behavior of students can be seen as a cry for help, which tells something about the conditions in our society in general. (Kiviniemi 2000: 140)

As a result to the changes in our society, students are more heterogeneous. This can be indicated from the fact that for example the amount of special education has grown explosively (see e.g. Saloviita 2006). As a result, knowing students' background and starting levels is crucial for teachers. Personal curriculum and differentiation will be a necessity, rather than a pedagogical way of enhancing learning (Turunen 2000: 23). Special education skills will also play an important role when encountering heterogeneous groups. As Turunen (2000: 24) states, teachers will come across with almost everything in the job, and therefore they need to have the abilities to control various trouble situations. In the modern society, examples could be the increased use of drugs or other intoxicants and

violent behavior. Additionally, Blomberg (2008: 141) mentions that reasons for problems in the classroom are not in fact too large student groups, but rather too heterogeneous groups which cause a great deal of strain and stress.

Teachers in the modern society are more and more obliged to communicate with parents and other authorities. With most parents, teachers can get a good connection, but there are also non-committal, argumentative or careless cases. Parents' different kinds of attitudes towards upbringing and education can cause confusion – are parents being too intrusive if they are participating actively into teacher's work or is staying at a distance a sign of inability to take care of child's problems? (Cantell 2011: 174). Communication is not always trouble-free and teachers need to balance between different kinds of pedagogical methods - whether it is excessive eagerness or total remissness. Furthermore, students and parents know how to demand more from school. They see themselves as consumers and school as a service from which they can demand the very best (Kettunen 2007: 37).

One peculiar feature of today's society is profitability and thus, also schools are trying to make the best results with the minimum amount of resources. Tough economic situation forces schools to make cuts and other saving actions, which in practice mean bigger student groups, shortage of education material, teacher lay-offs and student integrations without any additional resources. (Penttilä 2012; Loeb et al. 2005). Keimola (2006) interviewed six teachers in order to find out how saving actions affected teachers' work in Finland. She discovered that teachers feel they are working with growing workload, pressure and expectations. In addition, teachers in the study found that bigger student groups as well as exiguous resources are such big problems that they are forming an obstacle to teachers' work and students' learning. (Keimola 2006: 67). Saving actions are made also at the expense of the school crowd's health, as OAJ has estimated that even 2,000 schools, day care centers and academies are suffering from indoor air problems (Tikkanen 2014: 12). The biggest reason for

the poor situation is the neglect of the maintenance and renovation, often due to a municipality being tight with its money.

Altogether, it can be stated that contemporary teachers are facing a different kind of working environment than few decades ago. The job description of teachers is becoming more extensive and wide-ranging. The expansion is not only limited to education contents – modern teachers need to master multiple working methods, students' individualistic treatment, hectic lifestyle as well as technological developments in the classroom.

### **3.2 Entering the profession and the first teaching years**

The beginning of teachers' working career is very exceptional when compared to many other professions and occupations, since after graduating and receiving the first job, a new teacher has immediately full pedagogical and juridical responsibility for his/her work. (Fantilli & McDougall 2009: 814.). Novice teachers are for the first time in a situation where they have to carry the teacher's responsibility by themselves. During studies, in difficult situations, there was an opportunity to consult the supervising teacher who had the final responsibility of the students. Entering the working life and especially the first years are significant for a new teacher because practical working experiences are a way of learning the job and developing as a teacher. (Nyman 2009: 317-318).

Various studies have shed a harsh light on novice teachers' challenges at the beginning of their career. According to Nyman (2009: 319), the first year of teacher's job has been described for example as a *'reality shock'*, *'sink or swim experience'*, *'trauma'* and *'finding oneself stage'*, while Halford (2005: 34) refers to teaching as *'the profession that eats its young'*. These descriptions alone illustrate that the first year usually is the hardest and most demanding for teachers. The work burden at the beginning of the career results from the fact that everything

is new for the novice teacher; school, work, working community, students, parents and the learning environment. Therefore, entering the profession requires a new teacher the ability to adapt these new and different situations simultaneously. (Blomberg 2008: 211). However, sometimes new challenges, stress and a reality shock can be so demanding that a new teacher will end up changing the line of business (Blomberg 2008: 55).

Blomberg (2008: 251) states that novice teachers have a lot of expectations and illusions about the work life. When these imaginings do not come true, it is a surprise for new teachers. Although professional qualification has been acquired throughout their studies, the reality can hit them straight in the face. In other words, the change from theory into reality is rapid and confusing. Since the first day, a novice teacher has to survive from situations that were not highlighted during the studies, such as encountering conflicts and disappointments, making compromises and being flexible. (Blomberg 2008: 211). What is more, especially controlling time and workload have been stated to be the most challenging aspects in novice teachers' work, as in the real work life, a beginner teacher needs to teach almost the double amount of lessons than in the teacher training. The work burden is also affected by other tasks of the school, which were not the novice teacher's responsibility as a student. (Farrell 2003: 102). Additionally, insecurity and inexperience have caused anxiety when dealing with students, parents or even colleagues (Fantilli & McDougall 2009; Turunen 2000).

Teacher career is seen to be formed by certain stages of development. During the different stages, teachers' professional development seems to proceed from a reality shock to adjustment and situation control. In addition, during the stages teachers also concern themselves with different matters; at first the focus is on themselves after which it slowly moves towards students and finally the main issues of education. Huberman (1993) and Fessler & Christensen (1992) discuss the stages of teacher development and how teachers continually assess their roles in the classroom and take steps in their career development. The first



stage in Huberman's model is called *the career entry*. This stage covers the first three years of teaching and it is the phase when a teacher is transitioning from the role of a student to the role of a teacher. According to Huberman, during this stage a teacher is learning some essential skills, such as classroom management and dealing with parents. New courses of action are also tried by trial and error during the stage and finally a teacher can determine which methods are most suitable for his/her convention. The career entry is often characterized as a period of survival and discovery. These terms can be regarded as representing the contradictory emotions of new teachers. On the one hand, the early phase of the career can be tough and demanding for new teachers, because their own professional ideals and expectations are not always equivalent to the real life experiences. On the other hand, new challenges and the opportunity to utilize the knowledge they have gained in the teacher training can lead to development as a teacher. (Huberman 1993: 5). Fessler and Christensen (1992: 41) describe the first few teaching years as *the induction stage*. During the stage, a teacher is socialized into the professional and social framework of the school. The main priorities during the stage for new teachers are gaining the respect of students and colleagues, and learning to deal with everyday practices and problems in the classroom.

The arrival to the teachers' office for the first time can be seen as the most important and far-reaching moment for novice teachers (Aho 2011: 193). The amount of social interaction and collaboration is a surprise for many new teachers, since during studies, the cooperation happens mostly with fellow students and teacher trainers, but not in authentic situations with students or school staff (Niemi & Siljander 2013: 22). Förbom (2003: 77) points out how significant role the work community plays when considering a novice teacher's contentment at work. The issue is how well the community welcomes their new member and whether a new teacher finds the moment positive or oppressive. If there is support available right away, the newcomer can have an affirmative start for the new job. However, if the first moments create negative feelings, the future of the profession may seem difficult. Also, beginner teachers' subjective

well-being is heavily depended on the status s/he has in the work community. Obviously, everyone wants to be an important part of the professional group and receive appreciation and recognition. (Aho 2011: 193-194).

Teaching, unlike other common professions, has traditionally not had specific orientation or induction programs for newcomers (Ingersoll 2012: 47; Bjerkholt & Hedegaard 2008: 52). Also, in the Finnish school world, the support during teachers' induction phase is more or less depended on the school's own conventions, since there are no formal, statute-based orientation phases or systems (Leppälä et al. 2012: 146; Jokinen & Sarja 2006: 186). Whether there is orientation or not, novice teachers are expected to adapt the school's culture and norms immediately after arriving to the work community. This 'sink or swim' approach can be seen as destructive, since the first years are a decisive period for staying or leaving the profession (Williams & Williamson 1996). Constant hurry, hectic timetables and separate classrooms have also been restraining novice teachers for getting to know other colleagues or the school's norms and conventions safely (Blomberg 2008: 211). A proper orientation during the induction phase would certainly have an effect on teachers' job satisfaction, since according to Ulvik et al. (2009), novice teachers' problems will worsen, if the school does not have a communal culture or effective orientation systems.

Interesting with relation to the present study, teachers' work conditions have been noted to be somewhat different. Some commentators argue that a young, beginner teacher needs to go through 'a trial by fire', i.e., earn better work conditions, which older and more experienced colleagues already have (Ingersoll 2012: 47; Aspfors 2012: 42). Thus, novice teachers may end up working with more students with special needs or more unpopular courses and subjects (Gifford et al. 2013: 51-52). As a result, beginner teachers are, indeed, being demanded the most during the time they are the weakest. Blomberg (2008: 200) also states novice teachers longing for better work conditions and clearer lines in the work place.

### 3.3 The correspondence of teacher training and teacher job

The first teaching years form an important stage after the teacher education. During this so-called 'induction phase', novice teachers begin to build their own teacher identity and ways of acting in the classroom. Teacher training creates the basis for teachers' knowledge and skills, so during the first years of teaching novice teachers are revealed how the abilities gained from the training are met with real life.

The present teacher training in Finland aims to educate future teachers to become autonomous and responsible professionals with awareness to analyze critically their own actions as well as the education and upbringing culture (University of Jyväskylä 2014). The actual training takes place in a special training school (Normaalikoulu), conjoined with theoretical lessons and group work. MA-level teacher training and thus qualified teachers are said to be the main reasons for Finland's success in PISA during the past years (Rautio 2008). What is more, Finnish teacher training system has been respected worldwide, and parliamentarians, researchers and teacher trainers from different countries want to make the acquaintance of the Finnish education structure (Laaksola 2013: 3).

Despite the worldwide recognition, according to previous studies, teacher training in Finland does not seem to meet teacher's work reality sufficiently (Kiviniemi 2000; Blomberg 2008; Latvala 1997). Instead, the training is found to be fragmental, disconnected and too theoretical (Nyman 2009: 318; Aho 2011: 148). Furthermore, in the teacher training, the reality of teaching is seen as casual classroom situations and not learning processes which are deepened over the years (Blomberg 2008: 198). Luukkainen (2014) also criticizes that teacher training is turning into 'correspondence courses', where teacher trainees read books and write essays rather than learn how to control groups of students in real life situations. Criticism has also arisen from the fact that collaboration

with parents or colleagues as well as the evaluation of students has not been taken into consideration sufficiently (Blomberg 2008: 209).

In Kiviniemi's study (2000: 49), teachers from different school levels criticized teacher training conditions in the training schools. The training was described as 'a laboratory experiment' and being unrealistic in the amount of students in classes and the resources on hand. Teachers also pointed out that for example teaching different kinds of communication and problem solving skills is not sufficient in the teacher training. Despite the long and diverse education, the real characteristics of the job are revealed not until the first years of teaching. Novice teachers are often surprised by the amount of conflicts one has to encounter during a normal school day. The common view seems to be that teacher training emphasizes the knowledge and skills that are related to education didactic, whereas class management and creating a learning environment are learned only in the working life. (Blomberg 2008: 55). Thus, it can be stated that graduating from teacher education does not guarantee inclusive or perfect teacher proficiency.

Kiviniemi (2000) surveyed teacher trainers' conceptions about the developing challenges of the teacher training. The major findings were that teacher training should be more opened to the practical field, schools and society. In addition to single lessons, a broader view to the job was desired, and teacher trainees should be able to get to know the teacher profession and work reality more deeply. At the same time, ordinary schools could be developed compactly as a part of the education and trainings. (Kiviniemi 2000: 7-8). Laine (2003) argues that novice teachers' problems are not due to lack of expertise in their field, but rather a result from the unreadiness for the reality and its problems. In addition to basic knowledge, teacher training should provide future teachers with tools how to face the reality in the working life (Laine 2003). Blomberg (2008) also points out that at the end of teacher training, the aspects that new teachers are encountered in the work life should be discussed. Overall, the education should

collaborate with the real school world and break the boundaries of the traditional academic environment.

## **4 THE PRESENT STUDY**

In the following chapter, the outline of the present study is described. First, the offset of the study will be introduced, after which the research questions are reviewed. Next, the research methodology and the participants will be presented and finally, the data analysis will be explained.

### **4.1 Aims and research questions**

The present study focuses on two matters concerning novice English teachers in Finland. Firstly, the aim is to draw information about the teachers' job (dis)satisfaction and factors behind them. Secondly, the role of the teacher training will be surveyed, in terms of how the teachers see the training preparing them to the working life and which matters are found to be valuable or defective in the teacher education.

The main research questions of the study are:

1. Which aspects in their work do novice English teachers find satisfying?
2. Which aspects in their work do novice English teachers find dissatisfying?
3. How do the novice English teachers feel teacher training preparing them to the working life?

### **4.2 Research methodology**

Because the intention of the study is to gain participants' feelings, opinions and real life experiences, it appeared natural to adapt the research into qualitative frames. A generalizable result was not the main objective in the study, but rather the knowledge of the participants' subjective interpretations of the

reality. By employing qualitative methods, participants' own experiences are revealed clearly and profoundly.

There are multiple ways of collecting data in qualitative research. In a simplified manner, qualitative data is in form of a text that is produced with or without the researcher. Interviews in different forms, observation, personal diaries or autobiographies can all be used as a data in a qualitative study. (Eskola & Suoranta 1998: 13).

As Evans (1998) and Locke (1976) have pointed out, teachers have very different views and individual opinions of the factors behind job satisfaction. Therefore, it appeared reasonable to carry out the research using interviews, as they provide more in-depth information and diverse answers (Hirsjärvi et al. 2000: 200). Alternatively, by utilizing questionnaires and statistical procedures, a broader group of participants could have been reached, but they might have produced less information and restrict the replies' profoundness.

There are various types of interviews and ways of executing them. One of the most used classification is based on how fixed and outlined the interview is, i.e. how much room is given to the interviewee and how precisely the questions are presented. The interviews can also be divided roughly into two categories: 1) structured interviews, where there are ready-made response options and 2) semi-structured and open interviews, in which the ways of presenting the questions vary and there are no ready-made options for responses. (Hirsjärvi & Hurme 2001: 43-44).

In the present study, the data was gathered by interviewing six teachers with semi-structured theme interviews. In my opinion, a structured interview would have been too restricting, allowing respondents to choose only one of the given options and limiting them from expressing their individual opinions. A semi-structured theme interview was suitable for the study, since it provides a deeper and personal view to the subject, giving the participants the freedom to

express their personal matters freely. (Hirsjärvi et al. 2000: 192). In addition, the method allows the interviewer to ask additional questions, clear possible misunderstandings and take into consideration participants' different interpretations. (Hirsjärvi & Hurme 2001: 35). The aim was to create an open atmosphere for the interviews, so that participants would be able to tell their feelings and experiences as easily as possible.

As mentioned already in section 2.2.2, the interview formula (see Appendix 1) was produced partly based on Locke's (1976) values affecting job satisfaction. In the interview outline, there are three main categories concerning teachers' job satisfaction; *work conditions*, *the nature of the teacher job* and *work community*, with additional questions related to these main categories. In addition, one theme concerning *the teacher training* was also included in the interview. Furthermore, Mäenpää's (2005) and Leppänen's (2011) studies were useful sources when designing the interview questions, as their topics are somewhat similar to the present study. Before the actual interviews a pilot study was conducted, which allowed the interviewer to practice and prepare herself to the real interview situations and clarify possible ambiguities or difficulties in the question formula. The interview structure appeared to be functional, however, some of the questions were edited before the actual interviews.

As Hirsjärvi and Hurme (2001: 48-53) have pointed out, language has a considerable role in interviews since it is the main medium of interaction. Therefore, the question of the language use in the present study had to be taken into careful consideration. As Finnish was the first language of all the participants, a decision of executing the interview in Finnish was made. English could have been used as well, since the participants were all English teachers with fluent language skills. However, in order to avoid extra stress or discomfort caused by foreign language, talking with one's first language was seen as the best option.



The interviews started by asking the teachers some general background information and their reasons for seeking the field. After these were discussed, the interviews moved on to teacher education. Next, the themes concerning different aspects on job satisfaction were covered. The themes were dealt with according to the situation - with some participants, certain questions were taken into consideration more thoroughly, while others focused on different matters. The interviews lasted 30-45 minutes each and took place in quiet environments, such as in empty classrooms, cafeteria or teacher's home. One of the interviews was carried out via Skype, due to a relatively long distance between the researcher and the participant.

### **4.3 Participants**

In this study, altogether six novice teachers were interviewed individually. The main criteria for choosing the subjects, was that they were English language teachers with less than five years of teaching experience. In order to find suitable candidates for the study, several principals from different locations were contacted via e-mail. In addition, student organizations, teacher groups in social media and personal relations were used as an aid in finding the suitable participants. The aim was to include teachers from as many school levels as possible, since the discrepancies between the different levels (e.g. student material, dealing with parents) would naturally cause different kinds of views and thus, produce different kinds of opinions about the job satisfaction. Fortunately with regards to the research, the group of teachers in the present study reflects quite well the different levels in the profession, as there are representatives from elementary school all the way to adult and vocational education.

Next, a brief description of the teachers will be provided.

**Teacher 1** is a 30-year-old high school teacher with two and half years of teaching experience.

**Teacher 2**, 25 years old, teaches English in a vocational institute and has two months of teaching experience.

**Teacher 3**, the youngest of the group, 24 years, works as a part-time teacher in high school and has gained teaching experience for three months.

**Teacher 4**, 26 years old, graduated in August 2013 and has worked longer and shorter periods as a substitute teacher since then. At the moment, she has been working in an elementary school for three months.

**Teacher 5**, 30 years old, is a teacher in a vocational institute and has gained teaching experience for three years.

**Teacher 6** is 37 years old and at the moment works in middle school. As a teacher she has worked for three years.

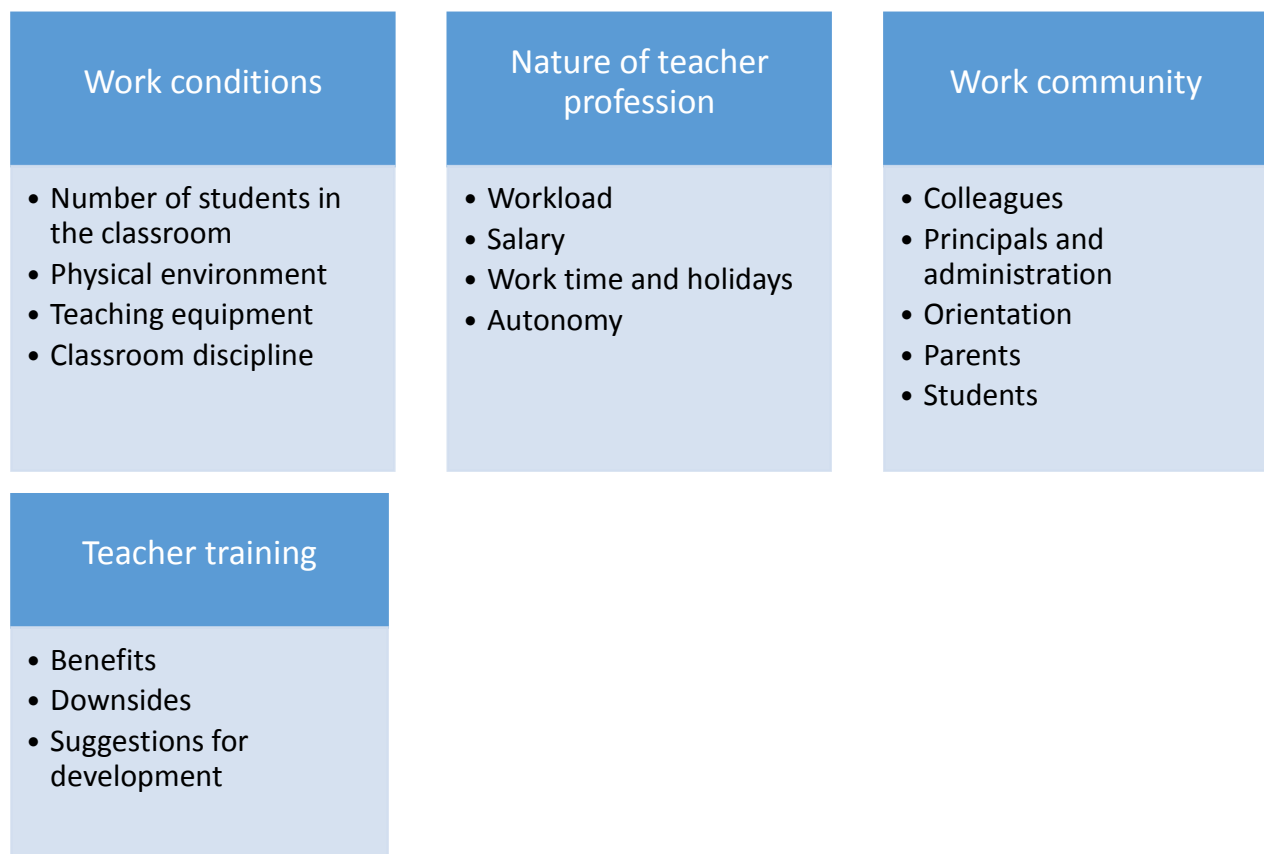
#### 4.4 Data transcription and analysis in the present study

The recorded data was written down word for word by the researcher soon after the interviews, while they were still fresh in mind. Each interview was given a code T (teacher) and a random number from 1 to 6. The numbers do not represent the order of the interviews or any other information whatsoever, as it could compromise the anonymity of the participants. Since the analysis was based on the contents of the interviews, the transcriptions were executed using fairly simple methods. Therefore, they were not as detailed as, for example, in conversation analysis. As a result, only a limited set of transcription methods was used:

Short gap or pause	.
Long gap or pause	...
Words in Finnish	<i>italicization</i>
Other comments	(laughter)
Unimportant speech	[-]
left out of the transcription	

*(Adapted from Leppänen, Nikula & Kääntä 2008: 430-431)*

Since the interviews in the present study were formed under different themes, the data was also analyzed by using *thematic analysis* (see e.g. Liamputtong & Ezzy 2005: 259; Hirsjärvi & Hurme 2001: 141-142). In the analysis, after transcription and careful reading, the researcher studied each transcription with regard to the themes of the study. All the statements of the participants were then grouped under different themes and therefore, each theme occurred several times in the interviews. As a result, the analysis of each theme was easy, when all the answers were taken into careful consideration and separated into larger themes. Below, the main themes concerning job satisfaction and teacher training with their subcategories are presented:



When the statements had been grouped, the themes were then surveyed with respect to similarities, differences, overlaps or feelings drawn from the answers. Resting upon the different statements under themes, conclusions were drawn with example extracts from the interviews. Moreover, the results of the theories as well as the previous research were also reflected, in order to find whether the results correlate with the previous ones or they will present something new in the field.

## 5 FACTORS RELATED TO JOB SATISFACTION

The research questions 1 and 2 focused on novice English teachers' job satisfaction. In the following section, these findings will be reported and demonstrated with example extracts from the interviews.

### 5.1 Work conditions

Work conditions had a major effect on the teachers' job satisfaction and they produced an extensive range of views and opinions. Group size, physical environment, teaching material and classroom discipline were the primary issues concerning the general work conditions.

#### 5.1.1 Number of students in the classrooms

The group sizes among the teachers varied from 7 all the way to 38. Overall, larger groups were found to be *tiring*, *stressful* or even *frightening*, mainly due to matters concerning class management or the lack of individual teaching. Naturally, another matter caused by large class sizes, was the growing workload, which will be discussed later in section 5.2.3. Teacher 4, who worked in an elementary school, mentioned that some of the classes are split into half, which brought major help for example in class management issues. Contrary to the research report by TALIS (2013), the class size seemed to have a great effect on the teachers' job satisfaction, as the following extracts illustrate:

- (1) <sup>1</sup>Well that (group size) affects a lot. Now I'm in a happy position that I have quite small groups. And with that I mean they are under 20 usually. Of course **the smaller the group the more satisfied you are with your job**. Or in a way you feel that **you can help students more and give attention**. The tuition is **more individual**. (T2)

---

<sup>1</sup> See Appendix 2 for the original Finnish quotations

- (2) Big groups are on the one hand **scary** or they are **tiring** because **they take so much energy**, like the class management. And it **takes a lot of time**, all the checking and everything else is a lot slower when there's so many people and then how much time it takes to do a task stretches always so much, the differences are bigger when there are more people. (T3)

Not only were large groups considered problematic, but also groups with too few students. Surprisingly, this issue has not been brought out in any of the previous studies, whereas as many as three of the teachers in the present study highlighted the matter. Having a language lesson at stake, it appeared troubled to create a functional atmosphere with smaller groups:

- (3) But then on the other hand **sometimes it's easier to go there with the big class** to do for example oral exercises or something like that. Because if there's the other same course and there's 15 people and like three of them are absent and they're just those three that speak and you've got 12 people from which nobody says anything and then you're like it's an oral exercise can you speak please. (T3)
- (4) And of course it's that when the group is too small, so if there's too few so in a way **that's not a nice feeling either**. (T2)

### 5.1.2 Physical environment

The results revealed a substantial inequality between the teachers' physical work environments. For the most part, working spaces were stated to be in good condition, as four out of six teachers stated to be satisfied with them. Teacher 2 was highly satisfied with the working environment, as there were multiple ways of executing the teaching, in various spaces:

- (5) The spaces I have are in very good condition, so at least I haven't had any indoor air problems. And they are very cozy. There are a lot of computer classes and computers are like in good condition and the systems are in good condition. And the computers work well and otherwise I think the spaces are **clean and practical**. Of course basically there are always computer classes, so there are so that **when I want I have always a computer class at my disposal**. And then **you can possibly go to a normal class** where there are tables. And then **there's one space where there are couches**, so it's like they

probably try to create more like a workplace atmosphere by that but now when people speak classically a lot that tables should be removed somehow from the class so there are just like normal classes and computer classes. So I have been satisfied with the spaces. (T2)

While most of the teachers were satisfied with the working environments, the elementary school teacher was dissatisfied with her classroom, stating it to be too cramped. The small classrooms did not even have the capacity for larger groups:

- (6) The classroom is really small, I was going to tell with the previous question that there actually wouldn't be any room for more. In that school where I am like the classrooms are so small so it's pretty much the maximum amount how big groups can even fit there. So it's **quite bad and cramped space** I have to admit that. (T4)

Unfortunately, one of the teachers was highly unsatisfied with the physical environment because of bad indoor air problems. The moldy working spaces caused symptoms for both teachers and students, affecting negatively their abilities to work or study:

- (7) Well we have there **bad indoor air problems** and it has been already once discovered that we shouldn't continue there but then we didn't get any compensatory spaces because they are too expensive and now they just did this cosmetic renovation so that it would be usable. And there are air cleaners in every class but still the indoor air is pretty bad, so **students are tired, teachers are tired and have symptoms but we just try to push it.** (T3)

Alarmingly, the findings about school's bad indoor air problems are not limited only for the present study. As stated in the article in *Opettaja* magazine (Tikkanen 2014: 11-15), as much as 2,000 education buildings in Finland have problems with indoor air, causing maxillary sinusitis, ear infections, asthma and headaches, only to name a few. Also, Leppänen (2011) and Mäenpää (2005) reported teachers suffering from bad indoor air and mold in the schools. The results are worrying, since the unhealthy working environments have a great effect on not only to the teachers' job dissatisfaction, but also on the overall well-being of the students and the school staff.

Teacher 3 mentioned the school's indoor air problems causing other problems as well in the working environment. She stated lacking her own classroom, because two sections of the school had to be closed due to mold and impurities. Moving always from one place to another evoked inconvenience and annoyance, which came up clearly from the interview:

- (8) And when I don't have that own classroom so **I don't have any space in the classes to put my stuff** so I always **need to drag them from my desk from the teachers' office** when I go to the class so that's a little bit annoying. (T3)

### 5.1.3 Teaching equipment

Teaching equipment was stated to be adequate and functional by all of the teachers. The possibility to use various teaching materials and tools clearly brought satisfaction for teachers. One of the vocational school teachers was glad his supervisor was always open for new suggestions if some new equipment was needed in the education. However, new electronic systems in the high school world arose some pressure and unawareness, as mentioned by Teacher 1:

- (9) Of course **there's pressure to use all kinds of web materials** and others, but if you should use them so then there isn't any good bibliography like from where you could use. **It's maybe something that I'm missing that some smart person somewhere would do some concerted material bank or even some list that here you find this and here these kinds of exercises.** So like that but it's again that who would do it and when. (T1)

All the teachers mentioned using text and exercise books, which were found to be a great aid in the beginning of the career. One teacher, however, had courses where books were not used and he was in charge of the teaching material. On the one hand, the teacher was glad he was able to execute the teaching as he wanted, since the exercises in the books did not always satisfy him. On the other hand, finding suitable materials that would be challenging enough and would utilize all the sectors of the language, was stated to be sometimes demanding:



- (10) Well I have this way that some of the groups don't have books. Some of them have but then again it's like books are books and they'll do the exercises from the books and **usually I'm not satisfied with those exercises**. So often you get material from online and use IT a lot so students can use Internet and try to get them speak somehow. **So they would get a little bit of that speaking practice what you don't always get from books**. [-] Let's say that books are a good aid in the class and I'm happy that with some of the groups we're using them but some groups don't have books so **then it's my job to get the material for them and make sure that they're challenging enough, so not too easy or too difficult**. (T2)

The facility arrangements in the school with bad indoor air problems had some difficulties in terms of teaching equipment. Lacking her own classroom, Teacher 3 mentioned the teaching equipment being more or less adequate in different spaces. Classrooms, which were not initially planned for language lessons, had some deficiencies, and therefore caused some practical problems for the teacher:

- (11) For me it's a bit bad when I don't have my own home class so I have to move for example between the health education class and one Finnish language class **and in the health education class there are no inner or built loudspeakers so there are those manual loudspeakers and sometimes it is a bit difficult to get enough volume** so that everybody would hear. So just like these practical problems. (T3)

#### 5.1.4 Classroom discipline

All of the teachers mentioned classroom discipline being an issue which they had to take into serious consideration. Furthermore, restlessness was considered the most burdening factor by some of the teachers. Two teachers mentioned cell phones causing problems with the classroom discipline and disturbing students' concentration. Teacher 4, who works in an elementary school, stated having problems with one of the groups:

- (12) There is this one class or one of those classes that I teach so like they are restless, they are sixth graders. And like... but **there's so much everything from the previous year all kinds of basic pent-up and accumulated problems so you cannot start to figure it out so I've just tried to manage so to say** and I've talked with the teacher of that class and we've tried sort of paddle through the everyday life but of course it's easy for me when I have only couple hours a week that class. **But like clearly this one group is quite like... difficult even.** (T4)

Having not gained too much of teaching experience, it was revealed from the interviews that the novice teachers did not always have clear visions on how to act with problematic situations. Teacher 2 mentioned classroom management issues being one of the challenges with beginner teachers, as they need to draw the line between what they allow and what they do not. Moreover, it appeared to be challenging to balance with being an approachable and 'laid-back' teacher, who still could maintain the discipline and order in the classroom. Teacher 1, who had the most teaching experience of the participants, mentioned the confidence growing over the time:

- (13) At first it was quite like you were thinking that **you need to have some kind of view for what you allow and what you don't.** Because if you now start to hesitate when somebody is speaking that you start to think can he now speak there or not so then it goes like *fiiiiyyyy* the whole thing. The further you go here the less you allow in a way. Which is probably because **your own self-confidence grows** and the confidence about what you teach so then you can demand from the students and also the age difference between the students grows, so it's easier. (T1)

Teacher 3, one of the least experienced teachers in the crowd, stated having difficulties with classroom management because of her young age:

- (14) Well I'm probably too sloppy. Or that's how I feel sometimes. **Cause I'm still so young myself so I feel it's really difficult to create like this big distance between myself and the students** so sometimes I rather be there with them. And yea like we have limits and I demand people to follow them and I demand that things are done when they are done and I have said that they need to be done. But just like that there isn't a lot of distance coming from routines or authority. (T3)

## 5.2 Nature of teacher profession

Based on the interviews, all of the teachers seemed to be satisfied with the overall work of a teacher. For reasons behind the choice of the occupation, the teachers mentioned working with children, the preference for languages or interest in the education field.

All the teachers stated to be willing to continue in the teacher position also in the future. However, being beginner teachers, they naturally were not able to tell yet what the future would usher in. The elementary school teacher stated enjoying her work very much, but was surprised how in fact her colleagues encouraged her to change the profession:

(15) At the moment I have a feeling that I will stay as a teacher until the retirement age. At least I don't have this... I like this. This can go a little bit beyond the subject but **my colleagues are like middle-aged and they have been talking that hey (name) change the profession** like they say like I won't stay here until the retirement that I will look for something else... **but we just talked with my husband that what if you like this profession. What if you like those days there at school.** At least I don't have anything that I should start to think something else. (T4)

One of the high school teachers suffering from indoor air problems, stated to be satisfied with the profession, besides the poor working conditions. This teacher reported staying in the profession, as long as her own health would not be in danger:

(16) But yes I believe that I will do teacher's work **as long as I'm not exposed to mold**, so now how I'm having symptoms you can bear with this but for real if it starts to be like that your own health is in danger so then you have to figure out something else. So unfortunately all those office stuff and municipal things seem to always be moldy. (T3)

If the majority of the teachers were eager to stay in the profession, for one of the teachers, however, continuing in the field was not self-evident. Teacher 1 hesitantly brought up her views in connection with the question about the future as a teacher:

- (17) **I have been thinking about something else and after graduation I didn't know if I would ever work as a teacher.** It was kind of a long process to seek this field. I could do something else but... it kind of depends on how this. I like to be in the high school world so if there's enough work then probably as a teacher. But if, or well it's difficult to say because I haven't tried, but otherwise I maybe wouldn't at first see myself in a vocational school or even in middle school. **So if I have to go there then maybe it's the end of the career.** But at the moment I like it, it's nice to continue and be a teacher. (T1)

### 5.2.1 Workload

According to previous studies by OAJ (2014) or Leppänen (2011), the workload of teachers was found to be exhausting and one of the major factors causing job dissatisfaction. Teachers in the present study gave similar statements, as

Teacher 6 illustrates in her response:

- (18) Well **the workload is big.** Like the students that you're responsible for can be around 150 and you need to follow all the studying and think that whether all the students are getting enough support and enough motivation. So the workload is big. (T6)

Despite the heavy workload statements, the teachers felt they could affect how big the amount of work will be. However, being beginner teachers, they often seemed to have doubts whether the work was sufficient or not. They had understood, nonetheless, that as a teacher, one is able to go further and further with the work and there is no actual limit to it. As a result, they had to learn how to draw a line between the compulsory work and the moment when it was time to stop working:

- (19) Well it still feels quite reasonable it's like how you do it yourself. You have to be like as I just said that what is the downside that **you need to little bit tolerate the uncertainty and imperfection. At some point you just need to say that now this is good enough and I go with this.** It's a bit like I'm just as... teacher also needs to be the ruler of his own workload... and to control it in a way the workload so that it's still sensible for yourself. (T2)

According to Leppänen (2011), especially high school teachers found workload being one of the most burdening factors in a teacher's job. However, for the high school teachers in the present study, the workload appeared relatively

reasonable and controllable. As the excerpt above indicates, the amount of work was seen becoming in cycles, which made the rest of the course fairly manageable:

- (20) **Like the ending and the beginning of the courses feel very tough** when you have to evaluate performances of the previous courses and make new course plans and plan all the lessons and everything like that. But then again **when you can kick off the course so then it kind of rolls there itself so then the workload is really small** and easy so you feel like you can do the next day's lessons sometimes with only a five-minute planning. (T3)

### 5.2.2 Salary

As Herzberg (1971) argues, salary is considered as a *hygiene factor*, which means it mainly serves as a factor preventing job dissatisfaction, but does not affect the level of satisfaction. The results of the present study support the view, since salary was not found to be the major source of job satisfaction. Furthermore, it could be interpreted from the interviews that the teachers had chosen the profession for greater reasons than salary.

Overall, the teachers were satisfied with the compensation they received from the job and found it to be in line with the amount of work they had to do. The satisfaction seemed to stem from the fact that for many teachers, the current position was their first 'real job' in the education field, as they had previously been working, for example, in a commercial line of business. One of the high school teachers was not sure whether the basic salary would actually be sufficient, but stated overtime lessons bringing a good monetary addition. However, Teacher 3, who worked as a part-time teacher in high school, wondered whether she would make both ends meet with the current salary:

- (21) Well I have part-time teacher's salary and because I don't have the whole year contract so the payment system that I have is that I get only (salary) from the lessons I have. So the hourly wages are 31,5 euro so it's quite high compared to what you're used to getting but then again when you think that when you divide it how many hours you work for that one lesson or how much you work at home so **I think it is a right compensation for how much you work**. And **it worries that on the other hand with this salary**... if I have 10 courses in a year and if I had these kind of jobs that I would have to do for

many years so it's like ten grand. Or like one course is usually around one thousand so **you won't live with that the whole year**. So in some point you have to get a contract or a position that you actually would get paid also from holidays and others. (T3)

Furthermore, an emphasis on the responsibility of the job was brought up by one teacher. As it was already mentioned, the workload was seen large and virtually limitless. As a result, a reflection of a higher salary was presented by the middle school teacher:

(22) I've heard that you should never say that you're satisfied with your salary so I'm careful about saying it but I don't feel that I would be in a specific salary pit but on the other hand the work is really responsible. There's like a lot of planning and it doesn't always happen during any office hours but you sometimes need to do it in the evenings and weekends so **I could see that it could be higher compared to the responsibility**. (T6)

### 5.2.3 Work time and holiday

When asked opinions about the work hours, the teachers produced fairly different kinds of views. Overall, a majority of the teachers seemed to be happy with the fact that there are no official office hours, while some stated the loose work time causing challenges with creating the border between work and free time. With the high school and vocational institute teachers, the work hours seemed to vary a lot between periods. One vocational teacher mentioned having 34 teaching lessons in the previous period, whereas currently, the timetable was stated to be 'ridiculously sloppy'.

Fantilli and McDougall (2009: 815) seize on novice teachers' problems with time controlling and workload, stating them to be the most challenging factors in the beginning of the career. Also in the present study, it came up elaborately in the interviews that one could easily work 24/7 as a teacher, but it would eventually lead to a burnout. Teacher 2 seemed to be aware of the long work hours a novice teacher has to face in the beginning of the career:

- (23) I'm happy with the current model that there aren't so-called office hours every day... I think it's nice that you can plan the lessons at home. At the moment it's quite hard when the week is full so the planning takes mainly the time then. So every teacher kind of needs to accept, especially language teachers that **you have to create a lot of new or invent and think especially during the first years, that's just how it goes.** (T2)

Also, teachers' own responsibility was highlighted, when limiting the work hours:

- (24) I feel that in a teacher's job in a way there isn't this eight to four working hours but for the sake of your own coping **it's good to create some frames for the work** so that when you're working during evenings or on weekends when you take exam piles with you so you have to take care that you'll have enough time to recover. With work times, **a teacher has a lot of responsibility so that there's enough time to freshen up.** (T6)

The importance and usefulness of holidays was emphasized by all of the teachers. Naturally, for the newly-qualified teachers, it appeared to be essential to get a breathing space from the new, hectic job. What is more, one of the older teachers stated to be very satisfied with the holiday times, as they coincide with the holidays of her children. Especially one of the high school teachers defended teachers' long holiday periods, basing it on the heavy workload and long, irregular work hours:

- (25) Yea. Autumn holiday really hit the spot and now waiting for the Christmas holiday (laughter), no I'm just kidding. But now the working times have been a lot on display for example in *Keskisuomalainen* and other that everybody is bashing teachers and saying that they should be put to an unpaid summer holiday and so on **but which other occupational group the time they are working are working 24/7.** Like students send me messages 12 o'clock in the evening, I don't always answer to them but I will see them then. And I take work home every day. I do it there and I work during the weekends because otherwise I don't have the time to do it. So the time when you're working then you are really working the whole time. So when you have the holidays then they really hit the spot. (T3)

## 5.2.4 Autonomy

The variability, creativity and independence of the teacher profession was seen as a highly positive feature by all of the teachers. One reason for the appreciation of the profession in Finland was actually explained with the freedom and latitude that teachers draw. Particularly, the supporting work environment that would encourage teachers to try out alternative teaching approaches was seen a highly positive feature:

(26) Here yea I can fulfill myself. Everybody's supporting and I feel **we have a work atmosphere that encourages to try out and to think outside the box** that hey try this and it's ok that whatever happens at least you tried. (T5)

Interestingly, the autonomy and freedom became even as a surprise for one of the teachers. As Fantilli and McDougall (2009: 814) state, after graduating and receiving the first job, a new teacher has immediately full pedagogical and juridical responsibility for his/her work. This may be surprising for the new teacher, since during the studies, there was always the teacher trainer, who had the final responsibility for the students. The statements of Teacher 3 illustrate well the feelings during the beginning of the career, which is described as a reality shock by Nyman (2009):

(27) Yea **it was so unbelievable in the beginning** when you were used to that even in the training someone was always watching and in Norssi especially people were watching, so for many weeks after the school had started I had all the time such paranoid feeling that I was doing something wrong or soon someone will come and catch me from something I've done wrong and then I will be in trouble. And **then I realized that there isn't anyone watching me here what I'm doing and that it's all in my responsibility**. (T3)



### 5.3 Work community

Along with the practical work, the relationships in the work community are a great part of the teacher's life and they are reflected to the overall atmosphere of the school.

#### 5.3.1 Colleagues

Colleagues were stated to be one of the aspects causing job satisfaction the most. The support and understanding from fellow workers was clearly one of the key factors creating teacher satisfaction and coping at work. All of the teachers mentioned colleagues being encouraging and providing help when needed. These findings are equivalent with Leppänen (2011) and Mäenpää (2005).

However, as Blomberg (2008: 211) states, a collaborative and communal cooperation cannot always be developed in schools due to lack of time and organization in the workplace. This aspect was also found by one of the teachers in the present study, who reported the collegial collaboration being somewhat challenging, because of the hectic timetables:

(28) At least with the English teacher, the other English teacher **we have different timetables so like we never see each other or have the time to be,** we never have the same free periods so we don't have much time like. (T3)

The overall atmosphere in the teachers' office was stated to be *convivial, loose* and *pleasant*. It came up from the interviews, that the teachers' office was seen as a place where the teachers were able to relax, meet other adults or 'crack jokes'. Moreover, one of the teachers even felt sad she had to leave the job and the work community at Christmas. One of the high school teachers, however, mentioned the reformations in the curricula causing tensions in the work community:

- (29) Well at the moment quite good. Like relatively loose but of course **there's been also problems, like tension and oppositions**. Of course in front of these development steps when people are disagreeing on different things and so on. **Of course everybody is defending their own subject and own point of view so then the mess is ready there**. But in general it's quite good and everybody gets along with everybody OK. And then there are some who don't. (T1)

The teachers were also asked how well they had adapted to the new work community. For the most part, the adjustment was mentioned being easy and natural, as many of the colleagues were stated to be helpful and encouraging. One teacher was in an exceptional situation, since she was actually working in her old school. Therefore, the adaptation was relatively easy, because she was already familiar with the names and personalities of the co-teachers. However, one of the teachers seemed to be more introverted than others, stating the adaptation taking more time. The same teacher also mentioned there being certain 'cliques' in the work community, which were more challenging to get to know than other fellow workers:

- (30) Well quite good, but I'm as a person that kind of that **it takes time for me to get in**. And here there is quite strong this... because there are so many teachers of the same age and **they are little bit like their own group anyway**. So for that I haven't still quite, and of course I don't want to get in to any inner circle but in a way **it has been a bit difficult to get hands on them**. (T1)

Blomberg (2008: 52) mentions that at its best, a teacher community can be like a huge lap that gives strength to its members and takes care of the weaker ones, but on the other hand, at its worst, the inner circles tell the rules and backstabbing or scheming can be forms of interaction. Fortunately, in the present study, the teachers mainly reported the teacher community being a strengthening environment, which supports and helps also the newcomers. However, as it was stated by one of the teachers, cliques or other strong groups of teachers are not a rareness either in the work place.

### 5.3.2 Principals and administration

The relationship with the principals or other administration caused fairly distinct opinions among the teachers. Overall, no major problems were encountered, but the issue was rather the remoteness or sparse contacts of the principal, as stated for instance by Teacher 4. Furthermore, the principals were described as *distant*, *busy* or *factual*, which caused doubtfulness and concern especially for Teacher 3:

- (31) Quite **distant**. Because all those job interview things and the employment was there at Facebook and he has been so busy with the renovation and indoor air problems and everything, so **I feel like we haven't spoken just the two of us after I arrived there**. And all these little... it took a month to get the contract of employment, I didn't have a clue what my salary will be because nobody knew it. I didn't have a clue if I'm able to get sick leave or any other rights so those I had to figure out myself now when I got sick that can I get sick leave. And even then I didn't get the right information from the principal because when I went to the occupational health center, they said that you are an employee of the town so you can be three days on your own notice and this kind of stuff. So it's little bit... **he seems to be so busy all the time** when they are doing the new high school and try to survive in this old one and **you have a feeling that you wouldn't like to disturb**. So then maybe **you're little bit too much with your own problems or rather ask from someone else**. (T3)

However, both vocational institute teachers were highly satisfied with their school's administration, stemming from the fact that the principals were present in the everyday life and clearly interested in the well-being of the subordinates. It appeared to be important for the beginner teachers that the school administrators show their support and care:

- (32) Well I've felt that bosses have always been **approachable** and they went through some things in the beginning and they've been like **encouraging** and always asked when we've seen there in the corridor that how's it going and how has it started. And I think the boss has been in touch with things and I'm satisfied how he has ran things. But there hasn't been this feeling that bosses would be distant, like **I feel that I can go to them with my worries**. And I've sort of been able to discuss with them easily. (T2)

### 5.3.3 Orientation

As stated by Leppälä et al. (2012: 146), the orientation of beginner teachers is more or less dependent on the school's own manners. Also, in the present study, novice teachers had very differing experiences about the conventions when arriving to the school. Only half of the teachers stated having a proper orientation, in which for example the facilities and the data systems of the school were introduced a few days earlier before the beginning of the academic year. One of the vocational institute teachers illustrated his orientation the following way:

- (33) We met in the first day so it was before the school started so **they gathered all the new teachers together and went through how this system works**. There were **weekly meetings** for one month if I remember, every Thursday we met with our boss so we went through that has there been any practical things or questions. They've taken care of us really well. (T5)

Teacher 2 was also highly satisfied with the welcoming he had encountered. The new teacher's adaptation was made easier by organizing communal events with the school staff. The teacher reported these collective happenings to be a great aid to become a part of the working community:

- (34) I think it was really good. It's of course because there in our school there are all kinds of events and happenings probably for that purpose, only for teachers and staff and particularly that way **I feel that I got to know people and you just didn't fall straight to the school**. So I was satisfied that they organized these kinds of so called group things. It's interesting when you're so young and others are old and experienced but still in a way all the layers there in the work place work very well. That everybody's in sweetness and light there, there are young and there are old and those more middle-aged. So I feel it as a great thing. (T2)

Unfortunately, not all the teachers received the same kind of welcoming when arriving to the new school. The other half stated the orientation being somewhat insufficient or virtually non-existent. The lack of proper orientation had a great effect on the novice teachers' work, which came up elaborately in the interviews:

(35) Mmm quite a little. It became so suddenly and when I went there I first asked the principal that if I could come there a few days earlier and he was like no there is this cleaning when they were doing the renovation and all so just come when it starts. Okay... I will come when it starts and I went there the first day and luckily I didn't have any lessons but I got the next day's books and other stuff only in the first day so I was able to start planning it only then. So **it was quite a dropping there and then I just had to start doing things by myself**. Like everybody will answer if I ask something but **there wasn't anybody who told me** and sometimes if I haven't realized to ask something so then it takes quite a lot of time before I will know it. (T3)

Q: Would you have wished more orientation in the beginning?

(36) Yea, like **it would've probably been a little bit easier if somebody had told more for example about the school's rules and conventions** than what it says in the students' thing. So I don't know for example how many lessons you can be absent before you need to do some extra exercises or how many lessons you as a whole need to be there so that you can pass the course and other this kind of stuff that I've been needed to ask and still nobody has been completely sure about them. (T3)

Also Teacher 3 mentioned that getting to know the school's conventions and becoming part of the work community was more the novice teacher's own responsibility:

(37) but now when there are again new teachers so you can notice that **nobody does this active orientation**. So it's like little by little when you're sitting on the couch in the teachers' office you will get in somehow to that group but there hasn't been any that kind of active entry in here. (T1)

### 5.3.4 Parents

The relationships between the teachers and students' parents were stated to be mostly positive and constructive. Naturally, high school or vocational institute teachers had less interaction with parents than elementary and middle school teachers. The elementary school teacher mentioned having organized her very first parental evening, which had been an unnerving yet a positive experience. Teacher 1 was satisfied with the fact that in high school the communication is mainly happening with the students and parents rarely contact the teachers. Unfortunately, some of the teachers had noticed there being remiss cases, which

was also mentioned by Cantell (2011). For example, Teacher 3 was worried how some parents do not seem to care enough about their children's school life:

- (38) So on the other hand, **there are those parents who haven't replied any of my messages and who seem not to care that much then.** It feels quite sad in a way. So if you try like to speak about students' attitudes or something other and if there's no respond it's a bit like... Or for example they sign if I have put... like some students one time played hooky when we had a lesson. The lessons started and between the double lessons there was this info event where everybody had to go and then some just left and I said that it's compulsory that go there and then they were just like I don't care. I said that I will sign you non-attendance and send message to home. Then I put the message to home and so on and then they just signed the absences as accepted and there is no like... that like some skip lessons so much and then it's just like accepted absence. So it's like... that are you really interested in what your kids are doing if it is OK that they are absent half of the time. (T3)

The middle school teacher had also noted indifference among some parents. She had noticed that the most active parents are often the ones whose children do not have problems at school, whereas parents with whom the collaboration would be necessary, were sometimes more difficult to be reached:

- (39) It has gone well but then there have been those situations also that there have been cases or situations that **you've hoped that the collaboration would be possible also with those people who haven't showed up** when we've had moments of common meetings. **The most active parents seem to be parents of those children who haven't got any need for plans of special support** or other challenges during that moment. (T6)

The findings are consistent with Leppänen's (2011) and Mäenpää's (2005) results; parents did not very often support teachers. Teachers in the studies above-mentioned were also disappointed in the low amount of responses they had received from parents, when discussing about students' problems.

### 5.3.5 Students

Primarily, the interaction with students was described to be positive and pleasant. All of the teachers mentioned enjoying to work with their students, and for many, the possibility to work with children was the reason to seek the field in the first place. Especially the elementary school teacher had a very

warm relationship with her students, and she found them to be the best part of the job:

(40) The best is... best is the kids. The students in my opinion after all. Because for them we're doing the job. And I think nowadays teachers have so much else so the teaching and education might even be trampled a little when you're supposed to do everything else all the time. **I think the best is the contact with the students...** in my opinion it's definitely the best. (T4)

(41) Students are definitely in my job one of the... **it gives me power when they succeed.** I feel like we've found a good connection. (T5)

Although students were a great source of job satisfaction, feelings of discontentment were also expressed among the teachers. Especially challenging students caused concern and worry, which made the teachers questioning their abilities to help. Moreover, the disrespect of the students was stated to be frustrating and even sad:

(42) and **if you've done a lot of work and then the students don't respect it** or see the effort, so like even though you know it's not personal but still you easily become sad. (T3)

#### 5.4 Major sources of satisfaction

The following section aims to summarize the findings of the research questions 1 and 2, i.e. recap the aspects which induce teacher job satisfaction and dissatisfaction the most. First, the major sources of job satisfaction will be discussed, and after that, the main elements causing job dissatisfaction will be summarized. Finally, suggestions for developing teachers' job satisfaction will be introduced.

Succeeding in one's work and seeing students learning and developing were mentioned producing job satisfaction by all of the teachers. The possibility of being part of the students' learning process and sharing their learning experiences were clearly the best part of the job, as the following extracts show:

- (43) Well it's **when you've had a good, successful lesson** so after that there's always this good feeling and if you've seen that a student has made an effort and got something out of it and it has been like a joyful and successful experience for the student. It's quite a cliché to say but it's just... it is a nice thing. So if **you can make a student feel that s/he has succeeded** and to be glad for what s/he's done and there's this feeling that you've made a good job. At its best it is like when you succeed then it's great. (T2)
- (44) I like when **you see that a student realizes knowing more than s/he admits**. It's like when those wheels spin there in the head so it's like god damn. (T5)

Collegial relationships and support were found to be highly important for the beginner teachers. The social aspect of the job, and especially the feeling of acceptance to the work community clearly gave strength to the teachers. Furthermore, encounters with colleagues were seen as a relaxing element, and a way of getting out of the classroom work:

- (45) Well if in the teachers' office we've been laughing to some things and there has been this really positive feeling and with co-teachers so with them we have been... well let's just say that if there has been time for that **you've been able to talk with colleagues** like more than usually and really **have been able to get out of that classroom work** so there has been more time to sit there in the teachers' office and **talk with the colleagues maybe about even something else than the school work**. That is something that came to my mind, like those kind of days have stayed in my mind that they were really nice. (T4)

Locke (1976) included *recognition* as one of the main elements affecting job satisfaction. Also, in the present study, the appreciation of the colleagues seemed to have a high impact on the teachers' job satisfaction:

- (46) And maybe that **you've felt that you've been accepted** and received good feedback also from the work community and **you have a feeling that people want you there** and you've got good comments also from your colleagues. (T2)



These findings support also Nyman's view, which highlights the feedback and support of colleagues being important elements on building the teacher identity and improving the new teacher's self-esteem (Nyman 2009: 72). Interestingly, contrary to Herzberg's findings, in the present study, colleagues were indeed one of the factors causing the most job satisfaction, and therefore were not considered as *hygiene factors*, as proposed by Herzberg (1967).

Not only was interaction with colleagues important, but also encounters with students. Getting to know students better and a receiving good interaction with them evidently made the job more pleasant. One of the teachers even mentioned encounters with students turning a bad day into a good one:

(47) You can have like such a bad or challenging day and when you're going home and in the bus stop or at school **you run into some student who says like couple of words**, you just talk a little and **it can change the whole feeling**. This is the good thing. (T5)

(48) And maybe those **one-to-one encounters with students** that if some student has stayed in the class to talk something like... well one student just talked that you know teacher that we're going, that my uncle got a baby girl and then they had the baptism the next weekend and then she was like talking so eagerly so these kinds of encounters with the student that you're talking about something completely else in a way. So **you learn to know the student as well**. (T4)

## 5.5 Major sources of dissatisfaction

The lack of classroom discipline was strongly linked to the teachers' job dissatisfaction.

(49) If the atmosphere is restless and there's a lack of respect so it's like **nobody wants to work in that kind of place where there's restlessness and inappropriate behavior**. (T2)

In addition, frustration arose from the fact that students were not doing their part as regards to the work. The laziness and carelessness of the students were

often seen as the major problems, but one of the participants linked it as a part of disrespect towards the teacher:

- (50) Well maybe those kind of things **when some things have been agreed and you have said about them five million times and everybody knows that this is how you should do and then they come like oh I didn't know, I didn't know what to do.** And then you're like if you don't know what you needed to do so it has been said five million times that send the teacher a Wilma message so you will always know what you have to do, so it's not enough that you come here and say that I haven't done anything because I didn't know what to do and everybody else has done it. [-] So with those for real **it is so annoying that people think they can just walk over you. So I don't know if it's because I'm so young and if they think that I don't say anything or...** And like you work and other students work and then some just don't give a hoot. (T3)

As discussed already in section 5.2.1, the workload was mentioned being one of the aspects causing dissatisfaction among the teachers. The heavy amount of worked caused dissatisfying personal feelings, such as *insufficiency* or *insecurity*.

- (51) Well probably this personal feeling that I have, this **feeling of insufficiency.** That **there's so much to do and you feel like you cannot put your mind to any single thing completely** so you just do all those things and just try to get them ready. Then you maybe do them kind of with your left hand. (T4)

As Nyman (2009: 28) points out, the simultaneous encounter of various new matters during the early phase of the career causes insecurity and even fear among newly-qualified teachers. The same aspect could be seen also among the teachers in the present study. The insecurity was related to their own actions, the sufficiency of their work contribution or teaching in general:

- (52) And also this **insecurity** about some things, which are not ready or something so it can cause dissatisfaction. And also this **self-criticism that you criticize yourself that have you done it right and could you do this better.** (T2)
- (53) Let alone **if you like make a mistake.** It's terrible when in a language lesson you go and say something wrong and then **you'll have this huge pressure that their matriculation exams will go wrong now when the teacher said the wrong preposition or something.** (T1)

## 5.6 Suggestions for developing job satisfaction

The teachers were also given a chance to present ideas on how to increase the job satisfaction in their work. Half of the teachers gave concrete examples related to, for instance, school administration or work environment, whereas, the other half stated their own actions and attitudes having a strong effect on the level of job satisfaction.

Not surprisingly, Teacher 3 was longing for healthy work conditions. As already mentioned, being exposed to mold caused a lot of unnecessary concern, health hazards and fatigue. Appropriate work environment would increase the level of job satisfaction substantially, as stated below:

(54) Well definitely so that there would be like **healthy work conditions**, so with that the grade would improve quite a lot. So like it really **affects your own coping**. Because like your head just simply will be stuffy and then you're tired, everybody's tired and then everybody's in a bad mood or at least a little bit in a bad mood so like your temper is shorter. And then there's a lot of sniffles and other so it does absorb the coping (T3)

Even though a majority of the teachers were satisfied with the administration and how the school was run, still, clearer lines about the common rules and conventions were being hoped:

(55) and maybe with those **common rules** also with teachers so that **there would be more on display which are those conventions**. So then you wouldn't have to hesitate or think them yourself. (T3)

As stated earlier, the other half of the teachers believed no concrete thing would have an effect on their job satisfaction, but rather their own actions could make a difference. It was pointed out how much teachers are able to influence their work themselves, and choose, how pleasant they are willing to make their work:

- (56) I think **it comes a lot from yourself, so any outside quarter or factor doesn't affect it that much.** So maybe how you do your job, so how you approach students and how you try and can keep them under control and how varied lessons you create. (T1)

In addition, some of the teachers emphasized their own lenience towards themselves and their work. Doubtfulness and stress are part of the job, but still, it was pointed out that teachers can affect their own attitudes and the ways they react to setbacks:

- (57) So like you should be quite merciful for yourself in the beginning like many times when you think you're doubting yourself **you should take the attitude that just keep going.** That's the most important. Try to make your best but **sometimes you can take things with little humor so you shouldn't be too hard on yourself.** (T2)

## 6 TEACHER TRAINING

In research question 3, the focus was on how the teachers feel the training prepares them to the working life. This section focuses on reporting these results. Firstly, the findings on the benefits and the redeeming features of the education will be discussed. Secondly, the focus will be on the possible downsides or the challenges of the training and finally, suggestions for developing the teacher training will be provided and discussed in detail.

### 6.1 Benefits

First of all, practical trainings were found to be the best and most useful part of the education by all of the teachers. For many, the training lessons were the very first experiences in front of the classroom, and therefore offered a useful way of getting to know the profession. Especially training periods outside the training school Norssi were mentioned being valuable experiences. The middle school teacher reported her teacher training being located entirely outside Norssi, and she was highly satisfied with that model:

(58) Well my teacher training was a bit different so I had this additional training for English subject teachers. And **the teacher training didn't happen in Norssi**, although we went there to see the spaces but it happened in the field. And I think the possibility to do the teacher training outside Norssi was like a good thing. And in that way **I felt that this gave good instructions for this job**. (T6)

Another aspect receiving recognition in the education was the opportunity to observe other teachers' work. Being active in the school world and learning practical matters about the job were stated to be highly valuable for the teachers, as for instance, Teacher 2 reported:

(59) so you weren't only there in the research chambers studying the theory, but you were also **actively there in the school world**. And of course through observation you got to follow and get hands on to what teachers during their career don't get to do much so follow other's lessons. And I don't know if will do it anymore that much. It's a **very valuable opportunity that you can see other teachers' and especially experienced teachers' work methods** and

then you can take elements like in a mentoring way and see how they control it. (T2)

Additionally, the substance of the education was mentioned being exhaustive and presenting various theories, views and

(60) Good is that first of all the **substance is very broad** and nowadays there are so many different pedagogical and theoretical views. (T2)

(61) At least we had a very good didactics teacher, so like we **did the material ourselves** and now I know **many ways of approaching things**. (T1)

Furthermore, the studying methods in the training were discussed in a variety of contexts:

(62) And then of course the form that we had, so we **worked in teams** and like that. (T1)

(63) But especially the good thing was that in addition to the mass lectures there was **the working in small groups, those projects** and no exams. (T5)

Overall, it can be stated that the teacher training provides teachers with extensive and multidimensional views and theories by utilizing different kinds of methods, which will strengthen the teachers' subject mastery and pedagogical skills. Practical trainings were found to be the most rewarding part of the education, as they provided teachers with deepening knowledge about education.

Next, the challenges and deficiencies of the education will be presented in more detail.

## 6.2 Downsides

Based on their own experiences, teachers in the present study expressed strong critique towards the contemporary teacher education. The training was described to be *fake* or some kind of a *circus*, which is divergent from the actual

classroom situations. Teacher 1 especially criticized the training in terms of authenticity in classroom management:

- (64) Well to begin with I think **the situation is so fake**. Because the teacher trainee is not really controlling the group because there is **the real teacher sitting at the back, so you can't practice class management skills properly**. And the training is somehow so **material and task type -centered** so you practice all kinds of tricks and different things, which is kind of good. But **when you come here to the real work life then it changes to more this kind of basic work** and you notice that you cannot and you don't have the time to carry out all sorts of tricks that you tested there. (T1)

Not surprisingly, comments about fake classroom situations or circus terms have also occurred in previous research, for example by Kiviniemi (2000), Blomberg (2008) or Latvala (1997). As in the present study, teachers in Kiviniemi's research complained the familiarizing of the school reality has been inadequate and fairly limited.

Another matter causing artificial view about the job was the fragmentariness of the training lessons. The teachers reported teaching only single lessons every now and then, which did not give an authentic view about the profession:

- (65) Well probably that **you didn't always see the work outside the practical work**, planning and then the responsibility and the running of the everyday work of course. And like when there in the teacher training **you train only those single lessons, they were like scattered** (T2)

As Nyman (2009: 318) states, the teacher training is found to be fragmental, disconnected and too theoretical. These observations were also found in the present study, as especially the great amount of theoretical studies was mentioned being more or less pointless or irrelevant by all of the teachers. Instead, the teachers were hoping to gain more practical experiences and skills which are required in the real life:

- (66) But surprisingly when we're in the university so there was that **theory so much**. At the same time there were like these school shootings and other stuff so I was just thinking what the heck I'm doing here, **this doesn't train me for this job at all** and I got angry for one teacher, without reason of course it wasn't her fault. I just said that **could there be something that**

**would actually be useful** like we're going along the walls and like ramble how hundred years ago teacher could afford to have a servant. (T5)

In addition to the lack of practicality, the amount of training lessons arose critique among the teachers. Overall, it was stated that there should be more training lessons, as they were mentioned being the most useful part of the education. One teacher criticized the starting point of the trainings, complaining them to begin way too late:

(67) So it's quite cruel if during this phase there will be the first trainings, because you don't count the two lessons during the second year, **so if you've been studying four years to become a teacher and then you'll realize that I don't like this** so it's quite stupid that it comes so late. So there should be **trainings earlier and longer periods** and maybe more those outdoor periods, so not only in Norssi. (T3)

Interestingly, both of the teachers who worked in a vocational institute complained the teacher training being rather high school -centered and lacking the emphasis on the vocational education. Teacher 5 mentioned having a lot of prejudices about vocational institutes, because the teacher training did not introduce that school level sufficiently:

(68) And I think the time I studied there it was **too high school -centered**. Like when they asked me to go there in the vocational school for the first time I went there with the attitude that I had sometimes as a teenager so I didn't have a clue so let's go and see and this is just like *diipa daapa*. And when I was there in the front so they were like hey teacher what is this *sorvi* in English so yeeeeaa.... In a good way it was a good experience that **it broke my own prejudices, what the education should've done**. (T5)

Teacher 2 was also doubtful whether the training instructs students for all the school levels similarly. Furthermore, he was also longing for more vocational side to the education. The findings are similar with Kiviniemi's (2000: 68) study; since the aim of the training is to educate teachers with wide-ranging competences, teacher trainees should be familiarized with different sections of the teacher profession, and thus, gain experience from different school levels, special education and also vocational education.



Although the substance of the teacher education was stated to be broad and extensive, it did not, however, seem to cover all the fields sufficiently. Especially evaluation was mentioned to be challenging by half of the respondents, mainly due to a scanty practicing during the studies.

(69) Well evaluation maybe. So that is very difficult. Well yeah numerical evaluation if there are some exams so you can do that but these essays and others are a little bit more fickle. And yea there are all kinds of these European frameworks and others but **it is quite difficult when you have practiced it so little** and then you should trust your own teaching abilities that I know how well they know based on this, but for me it feels very difficult and they are little bit like unclear those divisions that how you should give grades or numbers. (T3)

Another aspect causing concern and uncertainty was heterogeneous student groups. As Turunen (2000) points out, school as a social and cultural environment is becoming more multidimensional, which in practice, means more personal curricula, differentiation, integration and inclusion. However, teachers in the present study did not find the teacher training giving enough education, and above all, practical examples or tools on how to encounter and operate with students with special needs, as the following extracts illustrate:

(70) Maybe that after all **it cannot prepare you to the real life situations** there. And these different learners and these kinds of systems for example **special education was very scarce as a whole**. Of course you won't see it that much in high school but if you think in middle school where the aim is that everybody is in the same class so I don't know how an ordinary teacher can take care of everything even if there are school helpers also. (T1)

(71) Well this autumn I had to... or I got to do this one **plan for a personal tuition**, (HOJKS) and it's the first practical thing that came to my mind that **I didn't have a clue what I needed to do** there and of course it was a new student for me so then I just had to start to throw together the text that belongs there from somewhere. (T4)

One reason for the lack of experience with heterogeneous groups was actually explained with the student material of the training school. Teacher 3 pointed out that in the teacher training school, the students are all very equally talented, which in fact, gives a wrong picture about the student material in general and

does not offer enough practical experience of teaching students with special needs:

(72) And then another thing that has surprised is the level of the students, so **that's quite different than what we practiced there because Norssi's students are like in general all very talented** and the weaker ones are like students with around grade eight. Whereas now there are a lot of people who fail and with whom English is difficult for real. It's quite different. **So maybe Norssi as a training school doesn't quite prepare to this world.** (T3)

Finally, an issue about the cooperation between home and school was brought up. Teacher 4, who worked in an elementary school and therefore was communicating with parents the most, was surprised how little the education concentrates on the collaboration with parents:

(73) We've been talking with my husband cause he's a teacher too or graduated at the same time as I so a lot of those things that there has been now when I've had the longer period now in the fall, so for example with parents... or like **the collaboration with home and school. About that there's like very little in the education I think, it's nonetheless a very big part of the teacher's job nowadays.** (T4)

To sum up, it can be stated that the teachers in the present study were not satisfied with the current teacher training. The dissatisfaction towards the education was mostly due to a lack of practicality and connection to reality.

### 6.3 Suggestions for developing teacher training

In the third part of the section concerning teacher training, the teachers were asked to present their ideas on how the teacher education could be improved.

First of all, all the respondents agreed that the education should meet the contemporary school world better. Since the amount of practical training was found to be insufficient, a request for longer training periods was made:

(74) Somehow that you could get it **closer to the contemporary school world** so could it be **more training, longer trainings**. Maybe it's just that because at

the end of the day there aren't that many dozens of lessons that you teach, at least with us. So it's quite minimal. (T1)

As it was mentioned earlier, the training lessons were found to be single and scattered, which did not give a realistic image about the daily work. Therefore, one of the teachers proposed a more solid period of lessons, which would offer an authentic experience about teachers' job:

(75) Well I don't know maybe it would be a good thing that they would give this **hands-on experience so there would be this one period of lessons**. Of course it's important that you're able to keep good lessons but when the workload grows so much so the control of it, so it would be **important that students would get a clear and realistic view of it**. (T2)

The middle school teacher was very satisfied that she was able to carry out her training completely outside the training school Norssi. As a result, she believed the trainings in the field would probably introduce the school life more realistically and thus, be useful for others as well:

(76) Well certainly it needs to be developed all the time because the surrounding world is changing. But **I had good experiences about the periods in the field** when I had different kinds of teacher personalities guiding me so it was nice to see that in a way there isn't any one right English teacher but there were possibilities to get to know the work of different teachers. So I believe **this could benefit others too**. (T6)

In addition, the introduction of different school levels was expected. Especially the teachers working in vocational institutes were hoping the emphasis would also be in adult education in the future.

(77) Well... still the **broader range of schools**. Of course (name of the city) is a small place so in that sense, I think there's only one vocational institute so it's difficult to stuff more people there. But tasters about **adult education** as much as possible. (T5)

On top of that, the need for more practical examples about the skills and tools that teachers need in everyday life came up in various contexts. School data systems, processing student documents and the previously mentioned

evaluation, for instance, were matters that would require more emphasis during the studies:

- (78) And then there should be like now all these special things like **information technology** and **evaluation** and these go like in a one hour workshop so it's really not enough. (T3)
- (79) And of course how to work with **pedagogical documents**. [-] so like if you're a home class teacher so how in practice you work with those documents. (T6)

## 7 DISCUSSION AND CONCLUSION

### 7.1 Major findings

The main objective of the present study was to examine novice English teachers' job satisfaction. The study also attempted to survey novice teachers' opinions towards the contemporary teacher training. In this section, the main findings will be discussed, beginning from the aspects related to job satisfaction and then moving to the results related to teacher training. Finally, the main implications of the study are presented, and after that, suggestions for further research will be provided.

#### *Work conditions*

In the present study, work conditions, which included group size, physical environment, teaching equipment and classroom discipline, all affected the teachers' job satisfaction. As Herzberg (1971) proposed, the work conditions in the present study served mainly as *hygiene factors*, which means they did not function as primary positive features affecting the level of job satisfaction. Large student groups seemed to cause stress and anxiety the most, as they were often related to classroom discipline problems. In addition, a growing workload that the large groups would bring along concerned some of the teachers. The stress or burden does not concern only teachers, but also students in the class, as the individuality and learner-centered tuition suffer within larger groups.

Moreover, Loeb et al. (2005: 66) discovered huge class sizes (33 students or more) affecting teachers leaving the school they are working, or eventually, leaving the whole field. They go on stating how large student groups can even cause difficulties for schools to fill in vacant teacher positions. In Finland, group sizes are not defined by any law, and therefore they are commonly determined by the financial resources on hand. Only by imposing borders also for

maximum group sizes, it can be ensured that teachers can work in legitimate environments, and above all, students can all enjoy more individual tuition.

The question about physical work conditions revealed a great inequality between the teachers. While some enjoyed up-to-date equipment in modern facilities, one teacher had to struggle with severe indoor air problems in dysfunctional spaces. Problems in the physical environment are not infrequencies in Finnish schools, as according to Tikkanen (2014: 11-15) over 2,000 education buildings suffer from bad indoor air and impurities. The issue should not be ignored, since inevitably, the threatening view of increasing flow of teachers leaving the profession becomes a reality also in Finland, if the work conditions of teachers are not improved (Aho 2011: 32).

### *Nature of teacher profession*

In line with previous studies (OAJ, 2014; Taajamo et al. 2014; Santavirta et al. 2001) all of the teachers in the present study gave positive views about the overall work of a teacher. Fortunately, unlike other studies have proposed (e.g. Ingersoll 2001; Blomberg 2008) the teachers were satisfied with their jobs and, moreover, willing to stay in the profession also in the future.

As it could have been predicted from the previous studies (OAJ 2014; Leppänen 2011) the workload was stated being one of the most unfavorable aspect in the profession. Moreover, experiences of too heavy workload have been found to be one of the major reasons why teachers leave the profession (Blomberg 2008). In most cases, beginner teachers are expected to manage as well as their experienced colleagues, despite all the new aspects of the job, e.g. students, curriculum and school's own conventions (Aspfors 2012: 25).

### *Work community*

Work community, and the concepts emerging from it (colleagues, principals, parents, students) seemed to have an effect on the teachers' job satisfaction the most. Evans' (1998) construct of *individuality* and Locke's (1976) concept of *individual value* were useful aids of seeing how differently teachers can value and go through the social relationships within their work.

The collaboration with students produced fairly different kinds of opinions. On the one hand, students were one of the biggest sources of contentment, since their learning experiences and feelings of success gave power and brought major satisfaction for the teachers. On the other hand, students' carelessness and lack of respect towards the teacher were found to be the greatest sources of dissatisfaction, which was also pointed out by Kiviniemi (2000). Some of the teachers took the disrespect or indifference more personally than others, and therefore the concepts of *individuality* (Evans 1998) and *individual values* (Locke 1976) can be referred also in this context.

As other studies have also indicated (e.g. OAJ 2014; Santavirta et al. 2001; Leppänen 2011) helpful and supporting colleagues were a great source of job satisfaction. Clearly, Herzberg's (1971) argument of interpersonal relationships being a *hygiene factor* is not supported by the present study. Instead, the results propose strongly the factors related to social relationships belonging more to *motivators* (see section 2.2.1). Locke's (1976) value of *recognition* affecting the level of job satisfaction is highly linked to the result in the present study, as the feeling of appreciation, not only from co-workers but also from students, was remarkably important for the novice teachers.

The lack of proper orientation among half of the teachers was an interesting yet an alarming notion. Also in international comparison, the orientation of teachers in Finland draws a rather dark picture, since the introduction is virtually non-existent or usually resting upon novice teachers' own initiative,

covering only practical matters, such as facilities (Bjerkholt & Hedegaard 2008: 60-61). It seems that adequate orientation would correlate with job satisfaction and intention to stay in the profession (e.g. Ingersoll 2012), since half of the teachers also in the present study with the privilege of enjoying a proper introduction in the beginning, stated the adaptation being easier than with the other half with inadequate orientation. This 'sink or swim' approach should not be applied during the most sensible and vulnerable stage of the career, since the first years are, indeed, a decisive period for staying or leaving the profession (Williams & Williamson 1996).

### *Teacher training*

The third research question focused on teacher training. In general, according to the interviews, the education seemed to provide students with adequate skills related to subject mastery. In addition, the reasoning, reflecting and observing of one's own teaching abilities were stated to be well-supported in the teacher education. As previous studies have also indicated, the practical trainings were seen as the most rewarding part of the education (Kiviniemi 2000; Blomberg 2008).

However, a lot of criticism concerning the education was given. In line with previous studies (e.g. Blomberg 2008; Nyman 2009), also the teachers in the present study claimed that the contemporary teacher training does not meet the real school life sufficiently. The critique stemmed from the facts that the training lessons are too single and scattered, the classroom situations are fake in terms of classroom management and student material and the education does not prepare teachers enough to work with heterogeneous groups.

Teacher education has a central role in determining which kind of images and experiences teacher students draw from the school culture and teaching. As it has already been seen, the lack of substance or subject mastery during the studies is not the reason why teachers, including the participants in the present



study, are not satisfied with the education. It is obvious that theory, subject mastery and pedagogy create the base for teaching abilities and they cannot be disregarded in the teacher education. However, advice or tools related to subject or lesson planning are relatively 'easy' to give to future teachers. On top of these, the emphasis should move more towards interaction skills and how to encounter students from contemporary world. As it was discovered in the present study, novice teachers need more advice on how to meet with parents, how to act with student and social welfare issues and where the help and support is given if needed.

The deficiencies of the education were shortly noticed in the work life. Especially working with heterogeneous groups or planning special tuition programs were stated to be highly challenging, and mostly learnt through trial and error only in the actual job. Even though teacher profession requires a great deal of skills related to interpersonal relationships, the lack of social aspect in the education was surprising for most of the teachers. Continuous uncertainty about one's abilities and the feeling of insufficiency created pressure, anxiety and stress, since the teachers were not provided with abilities on how to encounter problems in the work life.

## **7.2 Implications and suggestions for further research**

The findings of the study point the significance of the working environment, work community and support when novice teachers enter the work life. Regardless of the country, city or school level, school principals and administration are key persons when creating a comfortable and functioning working environment. Ultimately, taking care of teachers means also taking care of students, as the well-being and contentment of teachers affects positively the students' welfare and results in the school. Hopefully, the findings of the study will guide the school administration to pay more attention

to the working conditions of the teachers, as well as introducing and supporting newly qualified teachers when they are entering the work environment.

According to the results in the present study, the support given for newcomer teachers is rather miscellaneous and differs drastically between schools. Obviously, consistent methods of support should be developed, in order to ensure that novice teachers receive guidance and orientation starting from the first day, regardless of school or municipality. In many countries, a special induction training or mentoring programs have been developed to support beginner teachers when moving from teacher training to the actual job (see e.g. Farrell 2003). This formalized national model could be worthwhile also in the Finnish school world, as it would ease the challenges during the first years of the career and create a continuum for professional growth in the work life.

Implications for teacher training involves the need of bringing the education closer to the reality. Since the teachers were doubting that the university education has diverged from practice, in future, the training should form a different kind of relationship to the practical teaching. As it was mentioned in the interviews, future teachers should be able to get to know the actual work reality of a teacher more perseveringly and profoundly. Thus, supervised training lessons should serve as a way of improving and supporting future teachers' readiness to meet the demands of taking a full responsibility of a class. In addition to subject mastery and lesson planning, the focus should move also towards abilities concerning collaboration between different quarters, encountering heterogeneous student groups, dealing difficulties in the classroom and developing tolerance of stress or uncertainty.

There are some limitations concerning the present study. First of all, naturally, the scarcity of the participants ruled out the prospect of generalizing the findings and therefore could have influenced its validity. However, as the main intention of the study was mainly to seek in-depth information from the teachers, the amount of six participants was found to be sufficient for the study.

Secondly, according to Tuomi and Sarajärvi (2009: 125), objectivity may be arguable when considering data collection in qualitative research, as the methods often are similar to everyday interaction. The danger in executing the study with interviews is that the questions may lead interviewees towards answers that the researcher presumes to hear. However, in the present study, the limitations concerning the methodological choices were taken into consideration well before the data was gathered and analyzed, which made it possible to minimize their effects on the findings of the study. Furthermore, with the aid of piloting the interviews, it was possible to avoid leading the participants towards predictable responds, and instead, provide them with a chance to express themselves freely.

There are undoubtedly opportunities for further research regarding teachers' job satisfaction, and the findings of the present study offer several possibilities for future research concerning specifically novice teachers. Accordingly, more research is needed on the effects of orientation and its influences on the satisfaction of novice teachers. Likewise, research on novice teachers' professional growth with orientation or mentoring programs would be valuable research topics in the future. Furthermore, as the present study was conducted using qualitative methods, future research could benefit quantitative studies with more participants. This would enable broader comparison between novice teachers, and above all, produce generalizable results for which the forms of support could be based on.

## BIBLIOGRAPHY

- Aho, I. (2011). *Mikä tekee opettajasta selviytyjän?* Tampere: Tampere University Press
- Aspfors, J. (2012). *Induction practices : experiences of newly qualified teachers.* Unpublished Doctoral Dissertation. Åbo Akademi University, Faculty of Education.
- Bjerkholt, E. and Hedegaard, E. (2008). Systems Promoting New Teacher's Professional Development. In G. Fransson & C. Gustafsson (eds.) *Newly Qualified Teachers in Northern Europe – Comparative Perspectives on Promoting Professional Development.* University of Gävle, 45-75.
- Blomberg, S. (2008). *Noviisiopettajana peruskoulussa : Aloittelevien opettajien autentisia kokemuksia ensimmäisestä opettajavuodesta.* Helsinki: Helsingin yliopisto.
- Cantell, H. (2011). *Vaikeat vanhemmat, kurjat kollegat? : Ratkaiseva vuorovaikutus aikuisten kesken.* Jyväskylä: PS-kustannus.
- Eskola, J. and Suoranta, J. (1998). *Johdatus laadulliseen tutkimukseen.* Tampere: Vastapaino.
- Evans, L. (1997). Addressing problems of conceptualization and construct validity in researching teachers' job satisfaction, *Educational Research* 39: 3, 319-331
- Evans, L. (1998). *Teacher morale, job satisfaction and motivation.* London: Paul Chapman.
- Fantilli, R.D and McDougall, D.E. (2009). A study of novice teacher: challenges and supports in the first years. *Teaching and Teacher Education* (25), 814-825.
- Farrell, T.S.C. (2003). Learning to teach English language during the first year: personal influences and challenges. *Teaching and Teacher Education.* (19), 95-111.
- Fessler, R. and Christensen, J. (1992). *The teacher career cycle: Understanding and guiding the professional development of teachers.* Boston, MA: Allyn & Bacon.
- Förbom, M. (2003). *Mentori. Aloittelevan opettajan käsikirja.* Vammala: Kustannusosakeyhtiö Tammi.
- Gifford, J., Snyder, M. and Cuddapah, J. (2013). Novice teacher changers weather the classroom weather. *Phi Delta Kappan* (6), 50-54.

- Halford, J. (2005). Easing the way for new teachers. *Educational Leadership* (24), 33-37.
- Hean, S. and Garrett, R. (2001). Sources of job satisfaction in science secondary school teachers in Chile. *Compare*, (31), 363-379.
- Herzberg, F. (1967). *The motivation to work*. London: John Wiley & Sons, Inc.
- Herzberg, F. (1971). *Work and the nature of man*. New York: The World Publishing Company.
- Hirsjärvi, S., Remes, P., and Sajavaara, P. (2000). *Tutki ja kirjoita* (6. uud. laitos. ed.). Helsinki: Tammi.
- Hirsjärvi, S., and Hurme, H. (2001). *Tutkimushaastattelu: teemahaastattelun teoria ja käytäntö*. Helsinki: Yliopistopaino.
- Huberman, M. (1993). *The lives of teachers*. London: Cassell.
- Ingersoll, R. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38 (3), 499-534.
- Ingersoll, R. (2012). Beginning teacher induction: What the data tell us. *Kappan Magazine*, 93 (8), 47-51.
- Jokinen, H. (2000). Koulutus ja opettajuus kuntien tulevaisuusskenaariossa. In J. Välijärvi (eds.) *Koulu maailmassa - maailma koulussa : Opettajien, kuntatyönantajien ja yrityselämän näkemyksiä yleissivistävän opetuksen ja opettajankoulutuksen tulevaisuudesta*. Helsinki: Opetushallitus, 52-116.
- Jokinen, H. and Sarja, A. (2006). Mentorointi uusien opettajien tueksi. In A-R. Nummenmaa and J. Välijärvi (eds). *Opettajan työ ja oppiminen*. Jyväskylä: Koulutuksen tutkimuslaitos, 183-198.
- Juuti, P. (2006). *Organisaatiokäyttäytyminen*. Helsinki: Otava.
- Keimola, S. (2006). *Säästötoimenpiteiden ja työn muutoksen vaikutukset peruskoulun luokanopettajiin. Esimerkkinä Vantaa*. Unpublished Pro Gradu Thesis. University of Tampere.
- Kettunen, T. (2007). *Uuteen kouluun. Opettajan ja rehtorin työkirja*. Jyväskylä: PS-kustannus.
- Kiviniemi, K. (2000). *Opettajan työtodellisuus haasteena opettajankoulutukselle. Opettajien ja opettajankouluttajien käsityksiä opettajan työstä, opettajuuden muuttu-*

misesta sekä opettajankoulutuksen kehittämishaasteista. Opettajien perus- ja täydennyskoulutuksen ennakointihankkeen (OPEPRO) selvitys 14. Helsinki: Opetushallitus.

Laaksola, H. (2013). Opettajankoulutusta maailmalle. *Opettaja-lehti*. [online], 3. <http://www.opettaja.fi/cs/Satellite?c=Page&page-name=OpettajaLehti%2FPage%2Fjuttusivu&cid=1351276519632&juttuID=1355755422188> (13 December, 2014)

Laaksola, H. (2014). Oppiminen kaipaa pölytystä. *Opettaja-lehti*. [online], 15-16. <http://www.opettaja.fi/cs/Satellite?c=Page&pagename=OpettajaLehti%2FPage%2Fjuttusivu&cid=1351276519632&juttuID=1355755746854> (25 November, 2014)

Lancaster, G. and Simintiras, A. (1991). Job-related expectations of salespeople: a review of behavioral determinants. *Management Decision* 29 (2), 48-57.

Laine, E. (2003). *Liikunnanopettajien työtyytyväisyys*. Unpublished Pro Gradu Thesis. University of Jyväskylä.

Latvala, V. (1997). *Noviisiopettaja uudessa koulu yhteisössä : "pitääs niinku olla siipiänsä myöten ja pysyys kuitenkin edistykseksellisenä tai vähä sillä lailla"* Unpublished Pro Gradu Thesis. University of Jyväskylä.

Leppälä, S., Väisänen, P., Havu-Nuutinen, S. and Sormunen, K. (2012). Noviisiopettajien haasteet ja tuen tarpeet induktiovaiheessa. In P. Atjonen (Ed.) *Oppiminen ajassa - kasvatustulevaisuuteen : Joensuun vuoden 2011 kasvatustieteen päivien parhaat esitelmät artikkeleina*. Helsinki: Suomen kasvatustieteellinen seura Fera.

Leppänen, J. (2011). *The job satisfaction of English teachers in Finnish elementary, middle and upper secondary schools*. Unpublished Pro Gradu Thesis. University of Jyväskylä, Department of Languages.

Leppänen, S., Nikula, T. and Kääntä L. (eds.) (2008). *Kolmas kotimainen. Lähikuovia englannin käytöstö Suomessa*. Helsinki: Suomalaisen kirjallisuuden seura.

Liamputtong, P. and Ezzy, D. (2005). *Qualitative research methods*. New York: Oxford University Press.

Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.) *Handbook of industrial and organizational psychology* (1297-1349). Chicago: Rand McNally.

Loeb, S., L Darling-Hammond and J. Luczak. (2005). *How teaching conditions predict teacher turnover in California schools*. [online]. <http://web.ebsco-host.com.ezproxy.jyu.fi/ehost/pdfviewer/pdfviewer?sid=db49b6e1-d3cc-4a74-9624-88c73cd1c5d9%40sessionmgr13&vid=2&hid=8> (25 January, 2015)

Luukkainen, O. (2002). Opettajankoulutukselle riittää haasteita – löytyykö vastauksia? In P. Nuutinen and E. Savolainen (eds.) *50 vuotta opettajankoulutusta Savonlinnassa*. Joensuun yliopisto: Savonlinnan opettajankoulutuslaitos, 162-176.

Luukkainen, O. (2003). Muuttuva toimintaympäristö ja uudistava opettajuus. In Rähkä, P., Kari, J., Hyvärinen, J. (eds.) *Rutiinivalinnoista laadukkaisiin valintastrategioihin. Vuoden 2002 opettajankoulutuksen valintakoeseminaarin loppuraportti*. Jyväskylä: University of Jyväskylä, 250-261.

Luukkainen, O. (2004). *Opettajuus – Ajassa elämistä vai suunnan näyttämistä?* Tampere: University of Tampere.

Lyly-Yrjänäinen, M. (2006). *Työtyytyväisyyden tutkimuksen uudet haasteet*. Hyvinvointikatsaus 4.

Mullins, L.J. (2010). *Management & organisational behavior* (9<sup>th</sup> edition). Harlow: Pearson Education

Mäenpää, M. (2005). *Teachers of English in Finnish upper secondary general school and their job satisfaction*. Unpublished Pro Gradu Thesis. University of Jyväskylä, Department of Languages.

Mäkelä, K. (2014). OAJ:n puheenjohtaja: Opettajankoulutus on muuttumassa "kirjekursseiksi". YLE. [online]. [http://yle.fi/uutiset/oajn\\_puheenjohtaja\\_opettajankoulutus\\_on\\_muuttumassa\\_kirjekursseiksi/7384006](http://yle.fi/uutiset/oajn_puheenjohtaja_opettajankoulutus_on_muuttumassa_kirjekursseiksi/7384006). (17 October, 2014).

Niemi, H. and Tirri, K. (1997). *Valmiudet opettajan ammattiin opettajien ja opettajien kouluttajien arvioimina*. Tampereen yliopisto. Opettajankoulutuslaitos. Julkaisuja A 10.

Niemi, H., & Siljander, A. M. (2013). *Uuden opettajan mentorointi : Mentoroinnilla oppilaan ja opettajan hyvinvointiin*. Helsinki: Helsingin yliopisto, koulutus- ja kehittämiskeskus Palmenia

Nyman, T. (2009). Nuori opettaja työyhteisössään. *Kasvatus* (4), 317-327.

Nyman, T. (2009) *Nuoren vieraan kielen opettajan pedagogisen ajattelun ja ammatillisen asiantuntijuuden kehittyminen*. Jyväskylä Studies in Education, Psychology and Social Research 368. Jyväskylä: Jyväskylän yliopisto.

OAJ:n työolobarometrin tuloksia. [online] <http://tinyurl.com/q3e7csx>. (15 October, 2014).

Penttilä, P. (2012). Opettajien huolet nyt: säästöt, kirjava oppilasjoukko ja kasvava työtaakka. *Suomen Kuvalehti* [online]. <http://suomenkuvalehti.fi/jutut/kotimaa/opettajien-huolet-nyt-saastot-kirjava-oppilasjoukko-ja-kasvava-tyotaakka/>. (15 October, 2014).

Rautio, S. (2008). *Korkeatasoinen opettajakoulutus tuo PISA-menestystä*. University of Helsinki [online]. <http://www.helsinki.fi/ajankohtaista/uutisarkisto/1-2008/11-15-39-43.html> (11 October, 2014).

Ronkainen, K. (2008) Kasvatus siirtynyt kodeista kouluihin. *Kaleva*. [online]. <http://www.kaleva.fi/uutiset/kotimaa/kasvatus-siirtynyt-kodeista-kouluihin/297717/>. (24 September, 2014).

Saloviita, T. (2006). *Erityisopetus ja inkluusio*. *Kasvatus* 37, 326-342.

Saloviita, T. (2008). *Työrauha luokkaan. Löydä omat toimintamallisi*. Jyväskylä: PS-kustannus.

Santavirta, N., Aittola, E., Niskanen, P., Pasanen, I., Tuominen, K. and Solovieva, S. (2001). *Nyt riittää. Raportti peruskoulun ja lukion opettajien työympäristöstä, työtyytyväisyydestä ja työssä jaksamisesta*. Helsinki: Yliopistopaino.

Taajamo, M., Puhakka, E. and Välijärvi J. (2014). *Opetuksen ja oppimisen kansainvälinen tutkimus TALIS 2013. Yläkoulun ensituloksia*. Opetus- ja kulttuuriministeriön julkaisuja 2014: 15.

The National Selection Cooperation Network in the field of Education. <http://www.helsinki.fi/vakava/hakijamaarat.html>. (17 October, 2014).

Tikkanen, T. (2014) Liisa vastaan home. *Opettaja-lehti*, 21 November 2014, 11-15.

Tuomi, J. and Sarajärvi A. (2009). *Laadullinen tutkimus ja sisällönanalyysi*. Jyväskylä: Gummerus.

Turunen, K. (2000). Opettajan työ ja opettajankoulutuksen tulevaisuus. In Välijärvi, J. (eds.) *Koulu maailmassa - maailma koulussa : Opettajien, kuntatyöntekijöiden ja yrityselämän näkemyksiä yleissivistävään opetukseen ja opettajankoulutuksen tulevaisuudesta*. Helsinki: Opetushallitus, 19-51



Tye, B. B., and O'Brien, L. (2002). Why are experienced teachers leaving the profession. *Phi Delta Kappan*, 84 (1), 24-32.

Ulvik, M. Smith, K. and Helleve, I. (2009). Novice on secondary school – the coin has two sides. *Teaching and Teacher Education* 25 (6), 833-842.

University of Jyväskylä 2014: Teacher training institution.  
<https://www.jyu.fi/edu/laitokset/okl/Aiko/opiskelu/tavoitteet> . (17 October, 2014).

Väljärvi, J. & Heikkinen, H.L.T. (2012). Peer-group mentoring and the culture of teacher education in Finland. In H.L.T. Heikkinen, H. Jokinen & P. Tynjälä (eds.) *Peer-group mentoring for teacher development*. London: Routledge, 31-40.

Williams, J. & Williamson, K.M. (1996). University support for novice teachers: Successes, struggles and limitations. *Education* 116 (3), 366-372.

## APPENDICES

### APPENDIX 1: The interview format

#### Taustakysymykset:

- ikä
- koska valmistunut
- kuinka kauan toiminut opettajana
- kauanko nykyisessä koulussa, onko työsuhde määräaikainen / vakituinen

#### Uravalinta:

- miksi hakeuduit opettajakoulutukseen?
- mitä odotuksia oli opettajan työstä? ovatko kokemukset vastanneet odotuksia?
- millaista työnhaku on ollut? onko työnhakuprosessi vastannut odotuksiasi?
- millaisena näet työtilanteesi tulevaisuudessa?

#### Opettajakoulutus:

- miten mielestäsi opettajakoulutus / opetusharjoittelu valmisti opettajan työhön?
- mikä oli opettajakoulutuksessa hyvää, mikä huonoa?
- mikä yllätti opettajan työssä, oliko jotain mihin sinulla ei ollut valmiuksia?
- pitäisikö opettajakoulutusta mielestäsi kehittää jotenkin? miten?

#### Työolosuhteet:

- Opetusryhmien koot? Miten vaikuttavat työtyytyväisyyteen?
- Mikä mielestäsi olisi sopiva koko?
- Minkälaiset tilat on käytössä? (opettajainhuone, luokkahuoneet, kielistudio, muut työskentelytilat?)

- Minkälaiset materiaalit käytössä? (kirjat, tekniset materiaalit, muut työvälineet) Onko riittävästi / onko puutteita?
- Onko ollut ongelmia työrauhan kanssa? Onko se vaikuttanut työtyytyväisyyteen?

### **Opettajan työn luonne:**

- Mikä on opettajan työssä parasta? Mikä raskainta?
- Ajatuksia työajoista ja lomista? Oletko tyytyväinen?
- Millaisena koet työmäärän?
- Mitä mieltä palkasta, oletko tyytyväinen? Vastaako palkka tekemääsi työmäärää?
- Koetko että pääset itse vaikuttamaan työhösi, saatko työskennellä vapaasti? Miten vaikuttaa työtyytyväisyyteesi?
- Uskotko pysyväsi opettajana eläkeikään asti, tai oletko koskaan ajatellut vaihtaa ammattia?

### **Työyhteisö:**

- Oletko saanut perehdytystä urasi alkuvaiheessa? Koetko saavasi sitä tarpeeksi?
- Teetkö yhteistyötä muiden opettajien kanssa? Saatko apua muilta opettajilta / rehtorilta tarvittaessa?
- Yleinen ilmapiiri opettajanhuoneessa? Millainen oli uuden opettajan vastaanotto?
- Millainen suhde rehtoriin?
- Miten yhteistyö sujuu oppilaiden kanssa?
- Oletko ollut yhteistyössä vanhempien kanssa? Miten sujunut?

### **Muut kysymykset:**

- Mitkä asiat tuovat eniten tyytyväisyyttä työhösi? Muistatko tapauksen tai päivän jolloin olit erityisen tyytyväinen työhösi?
- Entä mitkä asiat aiheuttavat eniten tyytymättömyyttä työssäsi? Muistuu mieleen tapaus tai esimerkki?

- Miten työtyytyväisyyttä pystyttäisiin parantamaan työpaikallasi?
- Perinteisellä kouluasteikolla, minkä numeron antaisit työtyytyväisyydellesi?
- Mitä neuvoja antaisit uusille vastavalmistuneille opettajille?

## APPENDIX 2: Original Finnish quotations

- (1) No nehän vaikuttaa tosi paljon. Nyt mulla on niin onnellinen asema et mulla on aika pieniä ryhmiä. Ja sillä tarkotan et ne on alle 20 yleensä. Tottakai mitä pienempi ryhmä sitä tyytyväisempi on omaan työhönsä. Tai sillä tavalla et sitä ehkä enemmän kokee että pystyy jotakin oppilasta auttamaan ja antamaan huomiota. Opetus on yksilökohtasempaa. (T2)
- (2) Isot ryhmät on toisaalta pelottavia tai ne on rasittavia silleen et ne vie paljon energiaa, se niinkun ryhmän hallinta. Ja se vie paljon aikaa, kaikki tarkistaminen ja muu on paljon hitaampaa ku on niin paljon ihmisiä ja sitte se et kuinka paljon aikaa menee aina mihinki tehtävään venyy aina ihan älyttömän paljon isommaks ne erot ku on enemmän ihmisiä. (T3)
- (3) Mut sit taas toisaalta välillä on paljon helpompi mennä sinne isoon luokkaan teettämään esim suullisia harjoituksia tai semmosta. Ku sit jos on toinen ryhmä sama kurssi ja siinä on 15 ihmistä ja jos niistä on 3 vaikka poissa ja ne 3 on just niitä jotka puhuu ja sulla on 12 ihmistä joista kukaan ei sano mitään ja sit on sillee että keskusteluharjoitus voittekste puhuu pliis. (T3)
- (4) Ja tottakai on sit semmonenkin ku on liian pieni ryhmä, et jos on liian vähän ni tavallaan se ei sekään oo mukava olo. (T2)
- (5) Mulla on tosi hyväkuntoiset tilat, et ei oo ainakaan mitään sisäilmaongelmaa mulla ainakaan ollu. Ja ihan viihtyisät tilat. ATK-luokkia on runsaasti ja tietokoneet on silleen hyvässä kunnossa ja järjestelmät on hyvässä kunnossa. Ja tietokoneet pelaa hyvin ja on muutenki mun mielestä siistit ja käytännölliset tilat. Tietysti periaatteessa aina ATK-luokat ku tietokoneet on niin, niitä on niin että usein mulla on halutessani käytössä tietokoneluokka. Ja sitte voi mahdollisesti mennä ihan perusluokkaan missä on pöytiä. Ja sit on yks sellanen tila missä on sohvot, et se on sellanen et yritetään varmaan sellasta vähän työpaikka-lähtöempää ilmapiiriä luoda sillä mutta klassisesti ku nyt puhutaan hirveesti et pitäs pulpetteja poistaa jotenki luokasta ni ihan perusluokkia on ja ATK-luokkia on. Kyl oon tyytyväinen ollu niihin tiloihin. (T2)
- (6) Luokkahuone on tosi pieni, piti kertoo äskeisenki kysymyksen yhteydessä et oikeestaan sinne ei ees mahtuis sen enempää. Tua koulussa mis mä oon ni siä on tosi pienet luokkahuoneet et se on oikeesti aika maksimi et minkä kokonen ryhmä sinne ees mahtuu. Et se on aika huono ja ahdas tila se täytyy kyllä myöntää. (T4)
- (7) No meillähän on tuolla pahat sisäilmaongelmat ja se jo kerran todettiin et siellä ei sais jatkaa mutta sitten ei tullu väistötiloja koska ne on liian kalliit ja nyt sinne tehtiin vaan semmonen kosmeettinen remontti että se saatiin käyttökelpoiseksi. Ja siellä on ilmanputsarit joka luokassa mutta sisäilma on edelleen aika huono, että oppilaat on väsyneitä, opettajat on väsyneitä ja oireilee ja kaikki oireilee mutta yritetään nyt painaa. (T3)
- (8) Ja sit ku mulla ei oo omaa luokkaa ni mulla ei oo myöskään mitään tilaa niissä luokissa mihin laittaa tavaroita n imun täytyy aina raahata niitä sieltä mun omalta työpöydältä sieltä opettajanhuoneesta sit mukana ku mä lähen sinne luokkaan et se on vähän ärsyttävää. (T3)

- (9) Tietysti painetta ois käyttöä kaiken maailman verkkomateriaaleja ja muuta, mutta jos niitä täytyis käyttää niin ei oo kauheen hyvää lähdeluetteloo esimerkiksi että mistä vois käyttää. Se on ehkä semmonen mitä kaipaiskin että joku fiksu ihminen jossain tekis jonkun semmosen keskitetyn materiaalipankin tai edes jonkun listan että täältä löydät tällaisia ja täältä tällaisia tehtäviä. Et semmonen ehkä mut se on sit taas et kuka sen sit tekis ja millä ajalla. (T1)
- (10) No mulla on sillä tavalla et kirjoja ei oo osalla ryhmistä. Osalla taas on kirjat mutta kirjat sitte taas on kirjoja ja kirjasta tehdään kirjan tehtäviä ja ne tehtävät on usein sellasia että mä en oo niihin tyytyväinen. Helposti sitte netistä hakee ja käyttää justinsa tietotekniikkaa paljon siinä et oppilaatki käyttää internettiä ja tietotekniikkaa paljon ja yrittää saada sitte jollain ilveellä että ne puhuis. Sais vähän sitä puheharjotusta mitä joskus kirjasta ei aina ihan saa tarpeeksi. [-] Sanotaanko että kirjat on tosi hyvä apuväline siinä tunnilla ja mä oon ilonen siitä että osan ryhmän kanssa niitä käytetään mutta osalla ryhmällä mulla ei oo kirjoja ja se on taas se oma työnsä että hakee niille materiaalin ja varmistaa että niissä on se oikea haastavuuden taso, et ei liian helppo tai vaikee. (T2)
- (11) Mulla on vähän huono ku mulla ei oo omaa kotiluokkaa ni mä joudun vaihtaa esim terveystiedon luokkaan ja yhtä äikänluokkaa ja siinä terveystiedon luokassa ei oo sisäisiä, rakennettuja kaiuttimia et siinä on semmoset käsikaiuttimet et sitte välillä on vähä hankalaa saada tarpeeks volyyymiä et kaikki kuulis. Et ihan tämmösiä käytännön ongelmia. (T3)
- (12) Siel on yks semmonen luokka tai yks luokka niistä mitä mä opetan, et ne on rauhaton ne on kutosia. Ja tota... mut siinä on niin paljon kaikkee aikasemman vuoden puolelta kaikkee perus pautoutunutta ja kertynyttä ongelmaa et sitä ei pysty lähtee selvittää et on yrittäny vaan ns pärjätä ja oon jutellu sen luokan opettajan asiasta ja yritetty silleen vähän kahlata sen arjen läpi mut mulla on tietysti helpoo ku ei mulla oo ku pari tuntii heitä viikossa. Mut et selkeesti tää yks ryhmä on sellanen aika... hankala jopa. (T4)
- (13) Alkuun se oli aika semmonen et sitä mieltikin et kyllä siinä joku näkemys täytyy itellä olla et mitä niiltä sallii ja mitä ei. Koska jos rupee siinä arpoo ku joku pulisee et rupee mieltii et nii saako toi nyt tossa puhua vai eiks saa ni sit se menee ihan fiiiyyyy koko homma. Mitä pidemmälle tässä menee ni sitä vähemmän sallii tavallaan. Mikä on tietysti siitäkin että kun se itseluottamus kasvaa ja varmuus siitä mitä opettaa ja miten opettaa ni sit pystyy oppilailtakin vaatimaan ja myös ikäero kasvaa oppilaisiin, ni sit on helpompaa. (T1)
- (14) No mä oon varmaan liian lepsu. Tai nii musta välillä tuntuu. Ku mä oon ite niin nuori vielä ni musta on tosi hankalaa jotenki tehdä semmosta isoa etäisyyttä itteni ja oppilaiden välillä et mä oon mieluummin siellä niitten kanssa. Ja siis kyl meillä on rajat ja mä vaadin että niitä noudatetaan ja vaadin että asiat tehään sillon ku ne tehään ja mä oon sanonu et ne pitää tehdä. Mut just silleen että ei oo semmosta hirveesti rutinoitumisesta tai auktoriteetista johtuvaa etäisyyttä. (T3)
- (15) Kyl mul tällä hetkellä on semmonen olo et pysyn opettajan eläkeikään asti. Ei mulla ainaka semmosta... kyl mä tykkään tästä. Just menee vähän ohi aiheen mut työkavereina on semmosii keski-ikäsiä et he on niinku puhunu et hei (nimi) vaihda ammattia niinku et he sanovat et minä en aio olla tässä eläkeikään asti aion kyl katella jotain muuta... mut et just miehen kans puhuttii en mitä jos tykkää tästä ammatista. Mitä jos tykkää niistä päivistä siä koulussa. Ei mulla oo ainaka sillee et pitäs ruveta jotain muuta miettimään. (T4)
- (16) Mut kyllä uskon että teen opettajan töitä kuhan vaan ei altistu pahemmin homeelle, et nytte mitä oireilee ni tän vielä kestää mut sitte jos oikeesti alkaa tulla sillee et oma terveys on vaarassa ni sit on pakko yrittää keksii jotain muuta. Et valitettavasti kaikki noi virastojutut ja kunnalliset jutut tuntuu olevan aina homeessa. (T3)

- (17) Oon aatellu muuta ja mä en vielä valmistumisen jälkeen tienny että teenkö mä ikinä opettajan töitä. Se oli tavallaan aika pitkä prosessi hakeutua tälle alalle. Voisin tehdä kyllä muutakin, mutta... se vähän riippuu sitten miten tässä. Lukiomaailmassa tykkään olla, et jos siellä riittää töitä ni varmaan opettajana. Mut sit jos, tai no vaikee sanoo ku ei oo kokeillu, muuten mutta mä en ehkä ensimmäiseks näkis itteeni ammatillisella tai yläkoulunkaan puolella. Et jos sinne joutuu ni se voi sitten olla uran loppu. Mutta tällä hetkellä kyllä tykkään, ja on kiva jatkaa ja olla opettajana. (T1)
- (18) No työmäärä on suuri. Että oppilaitakin joista vastaa voi olla 150 tuntumassa ja kaikkee opiskelua on huolella seurattava ja mietittävä että saako kaikki oppilaat sitä riittävää tukea ja riittävää motivointia. Että työmäärä on kyllä suuri. (T6)
- (19) No kyl se vielä tuntuu ihan sopivalta että vähän miten sen itte tekee. Pitää olla sellanen vähän niinku äsken sanoin tosta mikä on se huono puoli että täytyy vähän sietää sitä epävarmuutta ja epätäydellisyyttä. Jossain vaiheessa pitää vaan sanoo että nyt tää on tarpeeks hyvä ja tällä mennään. Se on vähän niinku että mä oon ihan just niin... opettajan on myös oltava oma työmääränsä hallitsija... ja hallinnoi sillä tavalla sen työmäärän että se on vielä itelle mielekästä. (T2)
- (20) Et kurssien loput ja alut tuntuu tosi raskailta ku pitää arvostella edellisten kurssien suoritukset ja tehdä uudet kurssisuunnitelmat ja suunnitella kaikki tunnit ja muut semmoset. Mut sitte taas se ku saa sen kurssin käyntiin ni se rullaa siinä oikeestaan omalla painollaan et silloin se työmäärä on tosi pieniki ja helppo et sillee tuntuu että seuraavan päivän tunnit voi vetää välillä jollain 5 minuutin suunnittelulla. (T3)
- (21) No siis mä oon nyt tuntiopettajan palkalla ja kun mulla ei oo tota koko vuoden kestävää sopimusta ni mulla on sellanen palkkasysteemi et mä saan vaan niistä mitä mä piän. Eli tuntipalkka on 31,5 euroo et onhan se tosi korkee siihen nähden mitä on tottunu saamaan mut sit ku miettii että kun jakaa sen et kuinka monta tuntia tehdään töitä aina sitä yhtä oppituntia kohden tai kuinka paljon tulee kotiin töitä ni kyl se mun mielestä on ihan oikeanlainen korvaus siitä et kuinka paljon tekee töitä. Ja kyllähän se sitte huolestuttaa että eihän tällasella palkalla toisaalta... jos mulla on 10 kurssia vuodessa ja ois tämmösiä pestejä joita pitäis tehdä monta vuotta ni se on noin kymppitonni. Tai yks kurssi on yleensä tonni suunnilleen ni ethän sä sillä elä koko vuotta. Et jossain vaiheessa ois pakko saada semmonen sopimus tai työvirka että sä oikeesti saisit myös loma-ajoilta ja muilta palkkaa. (T3)
- (22) Mä oon kyllä kuullu että ei koskaan sais sanoo että on tyytyväinen palkkaan että varon sanomasta sitä mutta en mä koe olevani erityisessä palkkakuopassa mutta sitten toisaalta työ on todella vastuullista. Siin on niinku paljon suunnittelua ja se ei tapahdu aina missään virka-ajan puitteissa vaan sitä tulee välillä sitte iltoihin ja viikonloppuihin et siinä näkisin et se vois olla korkeampi siihen vastuuseen nähden. (T6)
- (23) Mä oon tyytyväinen tähän nykyseen malliin että ei oo semmosta ns. virka-aikaa joka päivä... mun mielestä se on kiva että saa kotona sitte suunnitella tunteja. Tällä hetkellä on aika raskasta ku on viikko täynnä ni suunnitteluun menee aika pitkälti ajasta sitte. Että se on tavallaan jokasen opettajan hyväksyttävä, varsinki kielten opettajien että aika paljon joutuu luomaan itte uutta tai keksimään ja miettimään varsinki ekoina vuosina, näin se vaan on. (T2)
- (24) Mä koen että tavallaan ei ole olemassa opettajan työssä sellasta kaheksasta neljään ainakaan virkatyöaikaa mutta oman jaksamisen kannalta on hyvä luoda tietyt raamit sille työskentelylle että silloin ku tekee iltasin työtä tai viikonloppusin ottaa koepinoja mukaan ni huolehtii siitä että on riittävää palautumisaikaa. Työajoissa opettajalla on itsellä paljon vastuuta siitä että jättää riittävän virkistäytymisajan. (T6)
- (25) Joo. Syysloma tuli ihan tarpeeseen ja joululomaa jo odotellessa (naurua) no ei vainenkaan. Mutta no työajathan on tosi paljon ollu esillä jossain Keski-suomalaisessa ja muualla et kaikki haukkuu opettajia ja sanoo et pitää laittaa palkattomalle lomalle kesäksi ja niin pois päin mutta kuka muu ammattiryhmän sen ajan ku ne on töissä ni 24/7 töissä. Et mulle

laittaa oppilaat viestiä kello 12 illalla, en mä niihin aina vastaa mut kyl mä ne silloin nään. Ja mä vien työt aina joka päivä kotiin, mä teen niitä siellä, sitte mä teen niitä viikonloppusin koska ei muuten kaikkea kerkee tekeen ja muuta. Ni sen ajan ku sä oot töissä ni sä oot kyllä koko ajan töissä. Et sitte ku niitä lomina tulee ni ne kyllä tulee tosi tarpeeseen. (T3)

- (26) Täällä kyllä pääsen toteuttaa. Kaikki tukee mä niinku koen että siellä meillä on työilmapiiiri joka kannustaa siihen yrittämiseen ja laatikon ulkopuoliseen ajatteluun että hei kokeile tätä ja ei se mitään et kävi miten kävi ainaki kokeilit. (T5)
- (27) Joo se oli ihan uskomatonta siinä alussa ku oli tottunu siihen että vaikka oli siellä harjoittelussaki ni silloinki koko ajan oli joku kahtomassa ja norssilla nyt varsinki ku oltii kahtomassa tosi tarkkaan ni mä olin monta viikkoo silloin ku koulu alko ni ihan et oli koko ajan sellanen vainoharhanen olo et mä tein jotain väärin tai kohta tulee joku joka saa mut kiinni jostain ku mä oon tehny jotain väärin ja sitte mä oon pulassa. Ja sitte mä tajusin että ei oo oikeesti kukaan vahtimassa täällä mitä mä teen ja et se on kaikki ihan omalla vastuulla. (T3)
- (28) Ainakin englannin opettajan kans, sen toisen enkun opettajan kanssa eri lukujärjestykset silleen et me ei nähä koskaa tai keretä ole, meillä ei oo koskaan yhteisiä hyppyjä ni ei kerkee hirveesti silleen. (T3)
- (29) No tällä hetkellä ihan hyvä. Semmonen suhteellisen rento, mutta tietysti ongelmiakin on ollut, semmosta kireyttä ja vastakkain asettumista. Tietysti näiden kehitysaskelien edessä kun ollaan eri mieltä asioista ja muuta. Tietysti kaikki puolustaa sitä omaa ainettaan ja omaa näkökulmaansa ni se on sit valmis siinä se soppa. Mutta pääsääntöisesti kyllä ihan hyvä ja kaikki tulee suht ok toimeen. Ja sit on joitain jotka ei. (T1)
- (30) No siis ihan hyvä, mutta mä oon ite persoonana semmonen että mulla kestää päästä mukaan. Ja sit täällä on aika vahva semmonen... ku on niin paljon samanikäisiä opettajia jotka on vähän semmonen oma porukkinsa kuitenkin. Ni siihen en oo oikein vielä, enkä tietysti haluakaan siihen mihinkä sisärinkiin mut tavallaan on vähän hankalaa tavallaan päästä heihin käsiksi. (T1)
- (31) Aika semmonen etäinen. Kun just ne työhaastattelujututkin tai työhönotto kävi siellä Facebookissa ja ku sillä oli niin kiire kaikkien niitten remonttien ja sisäilmaongelmien ja muitten kanssa ni musta tuntuu et me ei olla vieläkkään puhuttu kahestaan kertaakaan sen jälkeen ku mä tulin sinne. Ja just kaikki vähän tämmöset, siinä et mä sain työsopimuksen kesti kuukaus, mulla ei ollu hajuakaan et mitä mun palkka tulee oleen koska kukaan ei tienny sitä. Mulla ei ollu hajuakaan et onks mulla sairaslomaa tai mitään muita oikeuksia et neki mun piti ottaa nyt ite selvää kun mä sairastuin et saanko mä sairaslomaa. Sitkään mä en saanu oikeeta tietoo siltä rehtorilta et taas ku mä menin työterveyteen ni sanottiin et sä oot kaupungin työntekijä et sä saat kolme päivää olla omalla ilmoituksella ja tällasta. Et vähän silleen.. sillä tuntuu olevan niin kiire koko ajan ku tehään sitä uutta lukioa ja yritetään selvitä tässä vanhassa ja sit tulee sellanen et itekkään ei haluis häiritä. Sitte varmaan on vähän turhankin pitkään kaikkien omien ongelmiansa kanssa tai kysyy sit joltain muulta ennemmin. (T3)
- (32) No mä oon kokenu että esimiehet on aina ollu helposti lähestyttäviä ja käyny vähä läpi asioita aluks ja ollu semmosia rohkasevia et vähä kysyny aina että ku nähny tossa käytävällä et mites menee ja mites on lähteny. Ja esimies on mun mielestä kyllä yhteydessä asioista ja oon tyytyväinen miten on hoitanu asioita. Mutta ei oo tullu semmosta tunnetta että olis etäisiä esimiehet, että mä tunnen että pystyn heille tulemaan huolieni kanssa. Ja oon pystyny tavallaan keskustelelee helposti asioista. (T2)
- (33) Me kokoonnuttiin silloin ekana päivänä et se oli ennen ku koulu alko ni koottiin yhteen uudet opettajat ja käytiin läpi miten tää kuvio toimii. Viikottaiset tapaamiset oli kuukauden ajan muistaakseni, joka torstai tavattiin mein esimiehen kans et käytiin läpi et onko nyt tullu mitään käytännön juttuja tai kysymyksiä. Todella hyvin on pidetty huolta. (T5)



- (34) Mun mielestä oli tosi hyvä. Se on tietty se että tuolla meidän koulussa on kaikennäköstä varmaan siihen tarkotusperään tarkotettujaki päiviä ja tapahtumia ja häneninkä pelkästään opettajille ja henkilökunnalle ja just sen kautta musta tuntuu et tuli tutuks ettei vaan suoraan paukahtanu kouluun. Et mä olin tyytyväinen et järjestettiin tommosta ns. ryhmäytymishommaa. Mielenkiintosta kyl ku ite on niin nuori ja muut on vanhoja ja kokoneita mut silti siinä tavallaan kaikki kerrokset tuolla työpaikalla toimii tosi hyvin. Et kaikki on sulassa sovussa siellä, on nuoria ja on vanhoja ja on niitä vähän keski-ikäsempiä. Et mä koen sen semmosena hienona asiana. (T2)
- (35) Öö aika vähän. Et se tuli niin äkkiä ja sitte kun mä menin sinne ni mä kysyin ensin siltä rehtorilta et voisiks mä tulla sinne pari päivää ennen ni se oli vaan et ei täällä on vielä tää siivouski ku ne teki sitä remonttia ja muuta sillon ni et tuut vaan sillon ku se alkaa. Okei... Mä tuun sillon ku se alkaa ja menin sinne ekana päivänä ja onneks mulla ei sillon ollu vielä yhtään tuntia mut mä sain ekana päivänä ne seuraavan päivän kirjat ja tämmöset et mä pystyin sit vasta alkaa suunnittelee sitä. Se oli aika semmonen tiputus sinne ja sit mun piti vaan ite ruveta niinku tekemään. Et kylhän kaikki aina vastaa kun mä kysyn jotain mut ei oo ollu kukaan joka kertos mulle ja sit välillä just jos mä ite en oo tajunnu kysyy jotain ni sit kestää aika kauan ennenku mä saan sen tietää. (T3)
- (36) Joo, et niinku ois se ollu ehkä vähän helpompaa jos joku ois kertonu vaikka ihan enemmän koulun säännöistä ja käytännöistä ku mitä lukee oppilaitten siinä semmosessa jutussa. Et en mä tiä mitkä käytännöt on esimerkiks et kuinka monta tuntia voi olla poissa ennenku pitää ruveta tekee jotain lisätehtäviä ja et kuinka monta tuntia pitää olla ylipäätään paikalla et saa kurssin läpi ja kaikkee tämmösiä mitä on joutunu kyselee ja kukaan ei oo niistäkään ollu välttämättä ihan varma aina. (T3)
- (37) mutta nyt huomaa kun tuli taas uusia opettajia ni eihän semmosta aktiivista tutustumista täällä kukaan harrasta. Et sitä sit pikkuhiljaa opettajanhuoneen sohvalle ku istuu ni jotenkin siihen porukkaan tullaan mukaan mut ei mitenkä sellasta aktiivista mukaanottamista täällä ollut. (T1)
- (38) Et on sitte taas toisaalta semmosia vanhempia jotka ei oo vastannu mitään mihinkä mun viesteihin ja jota ei hirveesti tunnu ehkä kiinnostavankaan sitte. Se tuntuu aika surulliselta sillee. Et just jos yrittää puhuu vaikka oppilaitten asenteesta tai muusta tämmösestä ja sitte jos siihen ei tuu mitään vastausta ni on se vähän... Tai just et kuittaillaan tai kuitataan jos mä oon laittanu... jotkutki oppilaat lintsas yhen kerran semmosesta niinku meillä oli tunti, se alko se tunti, sit sen kaksoistunnin keskellä oli semmonen infotilaisuus minne oli kaikkien pakko mennä ja sit siitä lähti vaan muutamia pois ni sit mä sanoin et toi on pakollinen toi info et tulkaa sinne ja sit ne on vaan sillee ei kiinnosta. Mä sanoin et mä laitan teille poissaolot ja laitan kotiin viestiä. Sit mä laitan siitä kotiin viestiä ja tälleen ni sit ne kuitataan vaan poissaolot niinku hyväksytyiks eikä tuu mitään semmosta niinku että... tai just että jotkut lintsaa tosi paljon ja sit se on vaan hyväksyty poissaolo. Ni silleen... et kiinnostaaks teitä ihan hirveesti mitä teidän lapset tekee jos se on ihan ok et ne on puolet ajasta poissa. (T3)
- (39) Se on sujunu hyvin mutta sitte on ollu sellasia tilanteita myös että on ollu tapauksia tai tilanteita että olis toivonu sitte että se yhteistyö ois mahdollista myös sellasten ihmisten kanssa myös niiden kanssa jotka ei oo ilmestyny paikalle kun on ollu yhteisen tapaamisen hetkiä. Ne kaikista aktiivisimmat vanhemmat tuntuu et ne on olleet sellasten lasten vanhemmat joilla ei oo mitään erityistä tuen suunnittelun tarvetta tai muuta haastetta siinä hetkessä. (T6)
- (40) Parasta on... parasta on ne lapset. Ne oppilaat kuitenkin mun mielestä. Et niitähän varten me tätä työtä tehdään. Ja mun mielestä nykypäivänä opettajalla on niin paljon kaikkee muuta et se opetus ja kasvatustyö saattaa jäädä vähän jopa jalkoihin ku pitäis tehdä kaikkee muuta koko ajan. Mun mielestä se on parasta ku se kanssakäynti niiden oppilaiden kanssa... se on mun mielestä ehdottomasti parasta. (T4)
- (41) Oppilaat on ehdottomasti yks mun duunin... mä saan voimaa ku ne onnistuu. Tuntuu et me ollaan löydetty yhteinen sävel. (T5)

- (42) ja että jos sä ite oot nähny tosi paljon vaivaa sitte oppilaat ei kunnioita sitä eikä nää ite sitä vaivaa, ni se että vaikka tietää ettei se oo mitenkä henkilökohtasta ni sitä pahottaa mielensä helposti siitä. (T3)
- (43) No kyllä se on se ku hyvän, onnistuneen tunnin on pitäny ni sen jälkeen aina semmonen hyvä tunne ja jos on nähny et oppilas on tsempannu ja saanu siitä irti ja ollu oppilaalle semmonen ilonen ja onnistumisen kokemus. Se on aika kliseistä sanoa mutta se on kyllä vaan... se on kyl kiva juttu. Et jos oppilaan saa kokemaan että on onnistunu ja iloittee siitä mitä on tehny ja siitä tulee semmonen olo et on tehny hyvän työn. Parhaimmillaan se on kyllä ku onnistuu ni se on hienoo. (T2)
- (44) Mä tykkään siitä ku oppilaan näkee, ku näkee sen et oppilas tajuu osaavansa enemmän ku se myöntää. Et just ku ne rattaat pyörähtää siellä pääkopassa et hei jumaleissön. (T5)
- (45) No jos opettajanhuoneessa ollaan naureskeltu jotain asioita ja siel on ollu niinku oikeen positiivinen meininki ni ja si noi rinnakkaisopettajien ni heidän kanssaan on tullu... no sanotaan et jos on ollu aikaa sille et on pystyny juttelee työkavereiden kanssa niinku normaalia enemmän ja oikeesti vähän ehkä päässy irti siitä luokkahuonetyöskentelystä et on ollu vähän enemmän aikaa istuu siellä opettajanhuoneessa ja jutella työkavereiden kanssa jopa vähän muusta ku koulutöistä. Se on ainaki semmonen tuli niinku mieleen, et semmoset päivät on jääny mieleen semmosina oikeesti tosi kivoina päivinä. (T4)
- (46) Ja myös se että on kokenu että on tavallaan hyväksytty ja saanu hyvää palautetta myös silleen siellä työyhteisössä ja tunne että halutaan että on siellä ja et on saanu kolleegoiltaan hyviä kommentteja. (T2)
- (47) Voi olla vaikka kuinka surkee tai haastava päivä ja sit ku sä suuntaat kotia kohti ja bussipysäkillä tai koulussa törmäät oppilaaseen joka sanoo vaan pari sanaa, vähä vaihdatte sanaa ni se voi muuttaa koko fiilistä. Tää on se hyvä homma. (T5)
- (48) Ja sit ehkä semmosen kahdenkeskiset kohtaamiset oppilaidenki kanssa et jos joku oppilas on jääny juttelee sinne luokkaan jotain ehkä kans jotain... no yks oppilas just jutteli et tieksä ope et me mennään et mun eno on saanu tyttövauvan ja sil oli ristiäiset seuraavana viikonloppuna ja sit niinku kauheen tohkeissaan jutteli et just tämmöset kohtaamiset et niinku oppilaan kans tulee juteltua jostain ihan muusta tavallaan. Et oppii tuntemaan sitä oppilastaki. (T4)
- (49) Jos on rauhaton ilmapiiri ja kunnioituksen puute ni se on tietysti semmonen et eihän kukaan halua mennä töihin semmoseen paikkaan missä on semmosta levottomuutta ja epäasiallista käytöstä. (T2)
- (50) No ehkä just semmoset et ku asioista on sovittu ja niistä on sanottu viis miljoonaa kertaa ja kaikki tietää et näin pitäis tehdä ni sit tullaan niinku että ai emmä tienny, emmä tienny mitä piti tehdä. Ja sit oot sillee et jos sä et tiedä mitä piti tehdä ni on sanottu miljoonaa kertaa et opettajalle Wilma viestii et aina saat tietää mitä piti tehdä et ei se riitä et sä tuut tänne ja sanot et mä en oo tehny mitään ku mä en tienny mitä piti tehdä ku kaikki muut on tehny. [-]. Et tommissa oikeesti on niin ärsyttävää et ihmiset luulee et voi vaan kävellä ylite. Et mä en tiedä johtuaks se siitä et mä oon niin nuori et luuleeks ne et mä en sano mitään tai... Ja just ite tekee töitä ja muut oppilaat tekee töitä ja sit jotkut vaan hällä väliä viis veisaa. (T3)
- (51) No varmaan semmonen henkilökohtanen tunne mikä mulla on, semmonen riittämättömyyden tunne. Se et tekemistä on kuitenkin paljon ja tuntuu et ei pysty paneutuu niinku mihinkä yhteen asiaan täysillä vaan tekee ne kaikki asiat pyrkii tekemään ne vaan valmiiks. Sit ne tekee ehkä vähän sille vasemmalla kädellä. (T4)
- (52) Ja myös semmonen epävarmuus joistain asioista, mitkä on ehkä kesken tai muuta ni se voi kyllä aiheuttaa tyytymättömyyttä. Myös semmonen itsekriittisyys että kritisoi itseensä että onko tää nyt oikein tehty ja voisko tän tehdä paremmin. (T2)

- (53) Saatika sitten jos niinkun tekee virheen. Se on kamalaa ku kielten tunnilla meet sanomaan jonkun asian väärin ja sit kauheet paineet tulee siitä niiden ylppärit menee nyt metsään ku opettaja sanoi väärän preposition tai jotain. (T1)
- (54) No ehdottomasti sillä et ois niinku terveet työtilat, et sillä nousis jo aika paljon se arvosana. Et se vaikuttaa tosi paljon siihe omaan jaksamiseen. Koska niinku pää menee yksinkertaisesti vaan tukkoon sillee ja sit alkaa väsyttää, kaikkia väsyttää sit kaikki on pahalla päällä tai ainaki vähän pahalla päällä, et pinna on lyhyempi. Ja sit niinku tulee paljon flunssia ja muuta semmosta et kyl se syö sitä jaksamista. (T3)
- (55) ja sit et ehkä semmosilla yhteisillä säännöillä myös opettajilla et ne tulis enemmän esille et mitä on tämmösiä käytänteitä. Sit ei tarvis ite arpoa ja miettiä. (T3)
- (56) Mä luulen et se lähtee aika paljon itsestä, et mikään ulkopuolinen taho taikka tekijä ei nyt kauheesti siihen vaikuta. Et ehkä se et miten sen työnsä tekee, et miten niitä oppilaita lähestyy ja miten niitä pyrkii ja pystyy pitämään hallinnassa ja miten vaihtelevia niistä tunneista tekee. (T1)
- (57) Täytyy olla itelle aika armollinen alussa et monta kertaa ku miettii ni epäilee itteensä mutta kannattaa ottaa se asenne että ei muutaku eteenpäin vaa. Se on tärkeintä. Pyrkii tekee parhaansa mut jos joskus sitte osaa ottaa vähä huumorillaki ettei oo ankara itteensä kohtaan. (T2)
- (58) No mun opettajankoulutus oli pikkusen erilainen että mä olen käynyt sellasen englannin aineenopettajien lisäkoulutuksen. Ja se opetusharjoittelu ei oo tapahtunu Norssilla, vaikka siellä toki käytiin tutustumassa tiloihin mutta se on tapahtunu kentällä. Ja mun mielestä se mahdollisuus tehdä sitä opetusharjoittelua normaalikoulun ulkopuolella oli niinku hyvä asia. Ja sillä lailla koin että tää anto hyviä eväitä tähän työhön. (T6)
- (59) siellä ei oltu pelkästään siellä tutkijakammioissa ja opiskeltu sitä teoriaa, vaan myös oltiin aktiivisesti siellä koulumaailmassa. Ja tietysti observoinnin kautta pääsi seuraamaan ja siihen käsiks mihin opettaja urallaan ei enää urallaan hirveesti pääse eli seuraamaan muiden tunteja. Ja en tiä tuleeko sitä enää hirveesti seurattua. Se on tosi arvokas tilaisuus, että pääsee näkemään muiden opettajien ja varsinkin kokeneiden opettajien työtapoja ja sieltä voi sit mentorointityyppisesti ottaa elementtejä ja nähdä miten ne hallitsee sitä. (T2)
- (60) Hyvää on se että siellä ensinnäkin se substanssi on hirveen laaja ja nykyään on hirveesti erilaisia pedagogisia ja teoreettisia näkemyksiä. (T2)
- (61) meillä oli ainakin hyvä didaktikko et käytiin itse tuottaen materiaaleja ja tietää monenlaisia keinoja lähestyä asioita. (T1)
- (62) Ja sit tietysti se muoto miten meillä oli, et tiimeissä tehtiin töitä ja sillai. (T1)
- (63) Mutta ehdottomasti hyvää oli massaluentojen lisäksi se pienryhmätyöskentely, niitä projekteja, eikä tenttejä. (T5)
- (64) No sehän on lähtökohtaisesti niin feikki tilanne, kun se ryhmä ei oo mun mielestä oikeasti sen auskultoivan opettajan hallinnassa, kun siellä on se oma opettaja joka istuu siellä takana ni siinä on kuitenkin sellanen, että ei siinä voi kunnolla harjoitella varsinkaan niitä ryhmänhallintataitoja. Ja sit se et se on jotenki materiaali- ja tehtävätyyppikeskeinen se koulutus, et harjoitellaan kaiken maailman temppuja ja erilaisia juttuja, mikä tietysti on ihan hyvä tavallaan. Mut ku tulee tänne oikeeseen työhön niin se muuttuu sellaseks perustyöksi enemmän. Ja joteki huomaa ettei pysty toteuttamaan eikä oo aikaa toteuttaa kaiken maailman hienouksia mitä joskus testailtiin. (T1)
- (65) No varmaan se että ei nähny aina sitä käytännön työn ulkopuolista työtä, suunnittelua ja sitten myöskin se vastuu ja ihan se arjen pyörittäminen tietysti tuli. Ja ihan siinä ku oli opettajankoulutuksessa ja auskultoitiin vaan niitä yksittäisiä tunteja, semmosia hajanaisia. (T2)

- (66) Mutta yllättäin ku yliopistossa ollaan niin tuli sitä teoriaa ihan sikana. Samoihin aikoihin ku tuli just kaikkee kouluampumisia ja muuta tällstä ni mietti vaan et mitä hitto mä tällä teen, tää ei valmenna mua tohon duuniin ollenkaan ja yhdelle opettajalle lämpeninki, aiheettomasti se ei ollu hänen vikansa. Sanoin vaan että et voisko olla jotain sellasta mistä ois oikeesti hyötyä et tääl mennään pitkin seinä pahimmillaan ja me niinkun läpätetään siitä kuinka sata vuotta sitten opettajalla oli palvelijaan varaa. (T5)
- (67) Et on se aika raakaa et jos tässä vaiheessa tulee ensimmäiset harjottelut, kun ei sitä kahta tuntia lasketa mikä oli toisena vuonna, ni et jos sä oot neljä vuotta opiskellu opettajaks ja sit sä tajuut et mä en tykkää tästä ni se on aika tyhmää et se tulee niin myöhään. Et sais olla jo aikasemmin harjotteluja ja pitempiä jaksoja ehkä sit enemmän noita ulkojaksoja, et ei vaan norssia. (T3)
- (68) Ja mun mielestä siihen aikaan ku mä kävin ni se oli liian lukiopainotteista. Että ku mua pyydettiin sinne ammattikouluun ekan kerran, mä menin sinne sillä asenteella mikä mulla oli joskus teini-iässä ollu ni ei mitään tietoo mennään kattoo ja tää nyt on ihan diipa daapaa. Ja sit ku mä oon siellä edessä ni ne on et ope mikäs tää sorvi onkaan englanniksi ni joooo... kyllä tietyllä tavalla oli hyvä kokemus et mureni omat ennakkoluulot, mitä sen koulutuksen ois pitäny tehdä. (T5)
- (69) No arviointi ehkä. Et se on tosi hankalaa. Kyllähän numeerinen arviointi on sitte jos on jotain kokeita ni kyllähän sä sitä osaat mut tämmöset esseet ja muut mitkä on sit vähän semmosta häilyvämpää. Ni joo onhan niitä kaiken maailman Euroopan viitekehukset ja muut mut onhan se aika hankalaa ku sitä on niin vähän harjoteltu ja sit pitäs luottaa siihen omaan opettajuuteen et kyl mä tiän miten nää osaa tän perusteella, mut itestä tuntuu tosi hankalalta ja ne on vähän silleen epäselviä välillä ne jaot et miten niistä pitäs antaa arviot ja numeroita. (T3)
- (70) Ehkä just se että tosielämän tilanteisiin ei kuitenkaan pysty valmistamaan siellä. Ja nää erilaiset oppijat ja tämmöset systeemit esim. erityisopetus jäi aika vähälle ylipäätään. Tietysti lukiossa vähemmän näkyy mut sit jos aattelee yläkoulun puolella missä pyrkimys on siihen että kaikki on samassa luokassa ni en mä tiedä miten tavallinen opettaja pystyy hoitamaan kaiken vaikka olis avustajiakin. (T1)
- (71) No tänä syksynä mä oon joutunu tai saanut tehdä semmosen yhden henkilökohtaisen opetuksen järjestämistä koskevan suunnitelman eli hjoksin ni se on kyl eka käytännön asia mikä tuli mieleen et ei mulla ollu kyl mitään hajua et mitä semmoseen pitää tehdä ja tietysti oli uusi oppilas mulle et sit piti vaan alkaa raapimaan kasaan jostain sitä tekstii mitä siihen hojksiin pitäs kirjottaa. (T4)
- (72) Ja sitte ehkä toinen mikä on yllättäny on oppilaiden taso, ni se on aika erilaista ku se mitä me sit harjotellaan tuolla, koska norssin oppilaat on niinku yhteisesti kaikki tosi lahjakkaita ja ne heikommatkin on jotain kasin oppilaita. Ku sitte taas nyt on paljon sellasia ihmisiä jotka saa nelosia ja joitten kanssa on oikeesti hankalaa se englantti. On sillee aika erilaista. Et ei ehkä valmista toi norssi harjotuskouluna tähän maailmaan. (T3)
- (73) Ollaan just mieheni kans juteltu ku hänkin on opettaja tai samaan aikaan valmistunu ku minä niin paljon on semmosii juttuja mitä täs on nyt tullu ku on ensimmäinen pidempi pätkä nyt mullaki ollu tää syksy niin, niinku esim vanhempien kanssa... tai niinku kodin ja koulun yhteistyö. Siitä mun mielestä niinku hyvin vähän koulutuksessa, se on kuitenkin tosi iso osa nykypäivän opettajan työtä. (T4)
- (74) Jotenkin miten sais sitä lähemmäs sit nykykoulumaailmaa et oisko se enemmän harjottelua, pidempiä harjotteluja. Ehkä just se että eihän siinä nyt loppujen lopuks kovin montaa kymmentä tuntia tuu pidettyä, ainakaan meillä. Että aika minimaalinenhan se on. (T1)
- (75) No en tiä ehkä se voisi olla iha hyvä juttu et annettas sellasta hands-on kokemusta että olis semmonen vähän yksittäinen jakso niitä tunteja. Tottakai on tärkeää että tunnit saa pidettyä hyvin mutta sitte se että ku se työmäärä kasvaa siitä paljon ni sen hallitseminen, seki ois hyvä varmistaa että opiskelijat saa siitä sellasen tarkan ja realistisen kuvan. (T2)

- (76) No varmasti sen pitää koko ajan kehittyä koska maailma ympärillä muuttuu. Mutta itsellä mulla oli hyviä kokemuksia siitä näistä kenttäjaksoista kun on oli eri tyyppisiä opettajapersoonia mua ohjaamassa ni siinä oli mukava nähdä että ei oo tavallaan yhtä ainoota oikeeta englannin opettajaa vaan mahdollisuus eri opettajien työskentelyyn tutustua. Että uskon että siitä vois olla muillekin hyötyä. (T6)
- (77) No... edelleen se laajempi kirjo niitä kouluja. Toki (kaupunki) on pieni paikka et tietysti siinä suhteessa, käsittääkseni yks ammattikoulu ni on paha tunkee sinne porukkaa enempiä. Mutta mahdollisimman paljon maistiaisia aikuiskoulutuksesta sun muusta. (T5)
- (78) Ja sit pitäs olla et nythän kaikki nää erikoisjutut niinku tietotekniikka ja arviointi ja nää menee jossain yhen tunnin pajassa ni eihän se oikeesti riitä siihen. (T3)
- (79) Ja tietysti pedagogisten asiakirjojen kanssa työskentely [-] jos sä oot luokanvalvoja et käytännössä miten työstetään näitä oppilasdokumentteja. (T6)

