

**Perceptions of Finnish teachers and principals regarding what
motivates and demotivates them at work**

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This thesis work is centered in the perceptions of four Finnish teachers and four Finnish principals from the city of Turku in Southwest Finland, about which factors motivate them in the workplace and how those factors affect their job satisfaction in positive and negative ways. The idea of working in such topic came from previous studies that have demonstrated that motivated teachers and principals could be correlated with higher academic achievements in students, and, that motivated teachers could also have an impact on pupils' motivation to learn. However, teachers' and principals' motivation are not only a set of values that remain the same during the time; they are also affected by the environment and the changes in the context. For that reason, recent changes in the educational systems and its policies, like the introduction of a new curriculum or the reduction of the educational budget, could have influenced the perceptions of teachers and principals about the conditions of the workplace, as well as their motivation and job satisfaction. Attempting not to generalize but to rather have a depth understanding of the latter perceptions of Finnish educators, the qualitative approach used to investigate was phenomenology. The selection of the sample was carried out using the snowball sampling method, and the instrument of collecting data was the in-depth interview. The results showed that teachers and principals perceive that having a friendly working environment with positive relationships based on trust, commitment and autonomy, profoundly impacts their motivation towards the profession and also raise their overall level of job satisfaction. On the contrary, Finnish educators perceive as the most demotivating aspects in their jobs the lack of time for enhancing human relationships associated with hectic time tables, a new curriculum that adds more topic to be taught and demands joint planning, larger classrooms and less budget for the permanent support of special education teachers. The study suggests that Finnish policymakers and municipalities should work in reorganizing teachers and principals responsibilities taking into account the time and the relational and logistic dynamics of schools that have more hurried contexts.

Keywords: Extrinsic/External motivation, job satisfaction, Finnish teachers, Finnish principals, trusted teachers, autonomy, equity and justice, Finnish curriculum, cuts in the Finnish educational system, time factor, hectic schedules.

Table of contents

1. INTRODUCTION.....	1
1.1. Purpose of the study.....	2
1.2. Research questions.....	3
2. THEORETICAL FRAMEWORK.....	4
2.1. Motivation and job satisfaction.....	4
2.2. External factors affecting teachers and principals' motivation.....	5
2.2.1. Relational factors.....	5
2.2.2. Curricular factors.....	7
2.2.3. Logistical factors.....	7
2.3. The professional role of Finnish teachers.....	8
2.3.1. Previous studies of teacher motivation in Finnish schools.....	11
2.4. The professional role of Finnish principals.....	12
2.4.1. Previous studies of principal motivation in Finnish schools....	14
2.5. Teacher burnout and self-efficacy as a coping strategy	16
3. METHODS.....	18
3.1. Research approach.....	18
3.2. Sample.....	18
3.3. Ethical considerations.....	20
3.4. Data collection.....	21
3.5. Data analysis.....	22
3.5.1. Analysis of teachers interviews.....	23
3.5.2. Analysis of principals interviews.....	24
3.5.3. Classification of the results.....	25
4. RESULTS.....	30
4.1. Coincident factors motivating teachers and principals.....	32

4.1.1. Finnish teachers are qualified professionals with trust and autonomy.....	32
4.1.2. Horizontal organizations with informal relationships and accessible leaders.....	34
4.1.3. Relationship with students.....	35
4.2 Factors motivating teachers.....	36
4.2.1. Relationship with colleagues.....	36
4.2.2. Healthy buildings.....	37
4.3. Factors motivating principals	38
4.3.1. Collaboration with teachers and parents.....	38
4.3.2. New projects – new school buildings.....	39
4.4. Coincident factors demotivating teachers and principals.....	39
4.4.1. Lack of time – constant sense of hurry.....	39
4.4.2. More pupils per class and more learning difficulties.....	41
4.4.3. Cuts in the educational budget	42
4.4.4. The increment in the workload.....	43
4.4.5. Mental, emotional and physical disorders in teachers and students.....	44
4.4.6. Principal too busy to be present and visible.....	45
4.5 Factors demotivating teachers.....	47
4.5.1. Lack of time for sharing with colleagues – shorter or no breaks between classes.....	47
4.5.2. Apathic students.....	49
4.6 Factors demotivating principals.....	50
4.6.1. Parents who do not collaborate.....	50
4.6.2. Lack of time – Increment in the workload	50
4.6.3. Urgent versus important – Difficulty to do what was planned.....	52
4.7. Coincident coping strategies of teachers and principals.....	52
4.7.1. Positive attitude.....	52
4.7.2. Prioritizing and managing time	53

4.8. Teachers' coping strategies	53
4.8.1. Professional development – Attending trainings and courses to remain motivated	53
4.9. Principals' coping strategies	54
4.9.1 Relationship with themselves: High Self-Efficacy	54
4.10 Other findings	55
4.10.1. Job stability in the teaching profession	55
4.10.2. Leaders that serve the school	55
4.10.3. Leaders that give importance to human relationships	56
4.10.4. Leaders that boost a culture of support instead of competition	56
4.10.5. Educators are at high risk of burn out	57
4.10.6. The school of their dreams	58
4.10.7. Job satisfaction	59
5. DISCUSSIONS AND CONCLUSIONS	61
5.1. Recommendations for further research	67
6. LIMITATIONS OF THE STUDY	69
References	72
Appendix	83

List of Tables

Table 1. Participants	19
Table 2. Teachers perceptions of factors that motivate them.....	27
Table 3. Teachers perceptions of factors that demotivate them, and coping strategies.....	27
Table 4. Other findings about teachers' job.....	28
Table 5. Principals perceptions of factors that motivate them.....	28

Table 6. Principals perceptions of factors that demotivate them, and coping strategies.....	29
Table 7. Other findings about principals' job.....	29
Table 4. Summary of teachers and principals' dreamed school	59

List of Figures

Figure 1. Classification of the results.....	25
Figure 2. Similar and different motivators.....	30
Figure 3. Similar and different demotivators....	30
Figure 4. Similar and different coping strategies	31
Figure 5. Scheme of how results are presented	32
Figure 6. Mental scale of Job satisfaction	60
Figure 7. Trust effects in the dynamics of school motivation	62

1. Introduction

Motivation and interest in the school context has been associated mainly with students' motivation towards learning, self-regulation and students' self-efficacy and how teachers can develop multiple actions to increase the students interest and motivation for learning (Stefanou & Parkes, 2003; Krapp, 2005; Pogue & Ahyun, 2006; Bowman, 2007; Palmer, 2009; Thoonen, Slegers, Peetsma & Oort, 2011; Tapola, Veermans & Niemivirta, 2013; Rotgans & Schmidt, 2014).

This master thesis, however, aims to understand the perceptions of Finnish teachers and principals from comprehensive Finnish schools (first to ninth grade), regarding what motivate and demotivate them at work, as well as to know how satisfied they are with their jobs. The significance of this research comes from the fact that teachers' motivation is related with teachers' commitment with the profession, which could be also associated with the effectiveness of schools (Valiente et al., 2008; Grant, Jeon & Buettner, 2019). Teachers who are satisfied with their jobs are more willing to work towards improving their teaching practices, which could have a direct impact on a pupil's interest (Frenzel, Taxer, Schwab, Kuhbandner, 2019), and subsequently in more successful learning processes (Wigfield & Wentzel, 2007).

Furthermore, the increasing demand for effectiveness could also negatively influence the school environment because teachers and principals, must incorporate new skills and abilities for their teaching practice that were not present in the curriculum decades ago. According to the World Economic Forum (2017) the jobs of today require students to know about "complex problem solving, critical thinking, creativity, people management, coordinating with others, emotional intelligence, judgement and decision making, service orientation, negotiation and cognitive flexibility", among many others. These new abilities required teachers and principals to plan their classes differently from a decade ago. In other words, teachers and principals must change the environment of the classroom but also the way they relate with the school environment while it is changing itself.

The discussion about school effectiveness and academic performance has already attracted attention from media, educators, parents and the community in general (Levačić, 2004; Guthrie, 2005; Stein, 2018). However, less attention has been placed to discuss the impacts of the changes in educational contexts and its impact teachers' motivation. Therefore, the intention of this research is to hear the voices of school teachers and principals from the city of Turku, Finland, to understand their perceptions of what motivate and demotivate them in their jobs, and what can be done from the municipalities and policy makers to improve their working conditions.

1.1. Purpose of the study

The importance of teachers and principals' motivation has increased its relevance among scholars (Leithwood & Beatty, 2008; Aspfors & Bondas, 2013; Salehi, Taghavi1 & Yunus, 2015, Vlaicu, 2015; Anttila, Pyhältö, Soini, & Pietarinen, 2017; Tentama & Pranungsari, 2016) who have found that satisfaction at job had an effect on teachers' retention, teachers' commitment, teachers' performance in their classes, as well as students' academic achievement, students' behavior and students' satisfaction at school. Motivated and job satisfied teachers could also be more willing to develop positive relationships with students, which could have an impact in their interest to learn and engagement with the lesson (Wubbels et al., 2016, Martin & Dowson, 2009, Claessens et al., 2016 in Henry & Thorsen, 2018).

However, motivation in schools have been widely studied placing pupils as the focus of research, including the analysis of both internal and external factors affecting students engagement and interest towards learning (Wigfield & Wentzel, 2007, Barkoukis, et al., 2008; McGeown, Norgate, & Warhurst, 2012; Lee et al., 2016; Nielsen, 2018). For the purposes of this thesis, the focus was placed on extrinsic also called external motivation, which is related with the external factors in the school that could influence teachers and principals' motivation and job satisfaction (according to their own perceptions), instead of the intrinsic motivators towards the

profession. The premise is that external factors can be improved by leaders such as municipal administrators, national government, and in some cases, by the teachers and principals themselves. Also, this study seeks a better understanding of their level of job satisfaction and the strategies they develop as a way to cope with the challenging aspects of the profession.

1.2 Research Questions

Considering that the study does not intent to generalize, the following research questions were developed:

1. How satisfied are Finnish teachers and principals about their jobs?
2. Which aspects of the school environment in terms of curricular, relational, and logistical factors affects teachers' and principals' motivation in positive and negative ways?
3. How do they deal with the aspects that demotivates them? Have they found personal strategies to deal with them?

2. Theoretical Framework.

2.1. Teacher motivation and job satisfaction.

Teacher motivation and its research became popular in the 90s due to the impact of neoliberalism and the political pressure for better results in education as the door for economy improvement among many countries, according to an analysis made by Han & Yin (2016). The authors analyzed 130 sources published between 1980 and 2015 and found multiple theories but no consensus in defining teacher motivation and its multiple characteristics. Despite that, the understanding of motivation as the beliefs, energy, passion, and actions that trigger the desire to do something, is commonly accepted among scholars. According to Williams and Burden (1997) in Han & Yin (2016), there are two different types of motivation: the one that initiates something and the one that maintains it happening. In this respect, teacher motivation is even more complex because adds a third component: the degree of the human behavior. In other words, teacher motivation could be understood from three different perspectives, firstly what impulses a teacher to select the teaching career, secondly the level of passion and compromise a teacher has with the courses and the activity of teaching and, thirdly, what sustains him in the profession (Dörnyei & Ushioda, 2011 and Sinclair, 2008 in Han & Yin, 2016).

Herzberg theory of motivation also explains a relationship between motivation and job satisfaction, as two interconnected concepts. Similarly, Dörnyei & Ushioda (2011) explained that the majority of the teachers pursue the career due to internal motivating factors, such as the desire to have contact with children, make a social impact, be recognized by the community or achieve academic rewards. These factors are also common findings of previous studies (Herzberg, 1971 in Convey, 2014; Alexander, 2008 and Sinclair, 2008 in Han & Yin, 2016).

Motivation can then be internal but also external. The latter is related with factors that are naturally present in the environment, which in our case is the school as

workplace. External factors such as salary, quality of the facilities, style of leadership, amount of stress, relationships with colleagues and parents and autonomy for teaching, could be considered as external factors affecting teacher motivation (Watt & Richardson, 2008; Alexander, 2008). Its importance lies in that if they fail to meet teachers' expectations, they can negatively affect job satisfaction. It should be noted, however, that it is possible for a person to possess high intrinsic motivation towards the profession, regardless of demotivating external factors (Herzberg, 1971 and Herzberg, Mausner & Snyderman, 1966 in Convey, 2014).

For the purposes of this research, the focus was placed on the external factors at school that could influence teachers and principals' motivation and job satisfaction in Finnish schools. The premise is that these factors can be improved by leaders such as municipal administrators, national government, and the very same principals.

Research questions were developed in a way that could provide answers regarding relational, curricular and logistical factors, for which among principals and municipal administrators in the city of Turku have responsibility to improve. Although the importance of internal motivation is acknowledged, studying its relationship with motivation and job satisfaction is beyond the scope of this study.

2.2. External factors affecting school atmosphere

The classification of the main external factors of the school environment possibly affecting teacher's motivation and job satisfaction were categorized as relational, curricular and logistic factors (Daniels 2016, 2017).

2.2.1. Relational factors

The relationship with students, colleagues, principals, parents, other teachers and school staff account as the relational factors that could impact positively or negatively

teacher motivation. Previous studies have shown that highly motivated teachers perceive they work in relaxed, friendly and supportive schools, instead of dissatisfied teachers who sense a lack of those characteristics in their workplace (Malinen, & Savolainen, 2016; Van Droogenbroeck, Spruyt & Vanroelen, 2014; Bogler, 2002).

The relationships with colleagues contributed to the perception of working on a supportive environment. Positive relationships with colleagues help teachers coping with exhaustion and increase the levels of job satisfaction. Also, collaboration with colleagues could increase the feelings of personal accomplishment and have been negatively correlated to teacher burnout (Van Droogenbroeck et al., 2014). This feelings of peer collaboration start to affect teachers even from university level, where pre-service teachers have found emotional safe environments as supportive for their development as agentic teachers (Juutilainen et. Al, 2018).

Another relationship that plays an important role in the emotional welfare of teachers and students is the principal and his style of leadership. Dissatisfied teachers usually see their leader as a distant person who does not take care of personal relationships Bogler (2002). Also, principals who have good communication with teachers and give them autonomy and freedom to implement the curriculum and manage their time have a direct impact in teacher motivation and teacher ability to cope with the increasing workload and stress in the profession (Malinen, & Savolainen, 2016; Van Droogenbroeck et al., 2014).

The relationship with students could contribute to teacher motivation as well. Teachers that had to work with classes with a significant number of students with learning difficulties and behavioral problems experienced more dissatisfaction with their jobs (Malinen & Savolainen, 2016).

2.2.2. Curricular Factors

The curricular factors are linked with autonomy in the teaching process. According to Daniels (2017), freedom in implementing curriculum can play as a motivator for teachers. For example, a teacher can creatively plan classes for students that include activities that add relevant meaning and context. At the end of the course, when the teacher realizes that the learning process was achieved and students understood the topic, the result could be an increment in the motivation towards the teaching profession. Furthermore, teachers that have autonomy to implement the curriculum handle better the stress in the school and are more committed with their teaching (Malinen, & Savolainen, 2016; Pearson & Moomaw, 2005. in Erss et al., 2016).

However, autonomy and pedagogical freedom is closely related to leadership style thus it does not entirely depend of the teacher. School leaders that encourage open communication throughout all levels of the school and involve teachers in the process of making changes and implementing new curricula, tend to have more satisfied teachers (Skaalvik & Skaalvik, 2009, 2010; Malinen, & Savolainen, 2016). Also, teachers who were communicated beforehand about possible changes in the curriculum and participated in its construction were more satisfied with their jobs than teachers who were not informed and were expected to just follow instructions (Ballet, Kelchtermans & Loughran 2006; Van Droogenbroeck, Spruyt & Vanroelen, 2014). Additionally, teachers were more motivated when they could use tests and assessments as a tool for measuring if the students really learned, instead of implementing mandatory tests requested by school policies (Daniels, 2017).

2.2.3. Logistical Factors

The available time for planning the classes, for grading and for communicating the feedback both to parents and students could be logistic aspects affecting teachers' satisfaction at job. Teachers that worked in environments where administration left

and protected the time for doing those tasks seemed to be more satisfied with their jobs (Daniels, 2016).

Interviewed teachers also mentioned in Daniel's research that the administrators of the school should be aware of the energy of the teachers and the students through the academic year. Sometimes, for example, principals call for innovation meetings or development training in work peak weeks. Teachers could feel those actions as incoherent and demotivating because could push them to exhaustion and burning out. Knowing the curve of energy and which are the tough weeks of the year could help principals to decide when is a good time to introduce new ideas or to support the current ways of working (Skaalvik & Skaalvik, 2009).

According to the teachers, the physical environment should not only be comfortable, it should reduce distractions and encourage the learning experience. If a teacher feels his classroom helps him teaching, then it leads to a higher job satisfaction (Skaalvik & Skaalvik, 2009).

2.3. The professional role of Finnish teachers

The Finnish educational system has gone under many reforms in the past century; however, the reform of 1960 was specially influenced by the ideals of equality and justice. The main goal of the reform was the introduction of the comprehensive school or *peruskoulu*, comprehending first to ninth grades, and in which kids would attend similar free education of high quality across the country, disregarding their gender, race and social background, with the purpose of giving new generations the opportunity to succeed and achieve higher living standards (Lonka, K., 2018).

In 1976, a new educational reform defined that primary classroom teachers training had to be moved to the university level. Since then, Finnish teachers have to earn a Masters' degree in order to be eligible to teach in comprehensive schools. This was

very rare at that time and Finnish teachers have been amongst the most trained classroom teachers in the world consequently (Lonka, K., 2018).

The reform of 1994 introduced more pedagogical freedom and teachers started to work more autonomously, interpreting the curriculum and selecting how to deliver the concepts in classroom (Sahlberg, 2011). This independence remained until today: teachers are trusted professionals by principals who do not control what teachers do, there are no governmental inspectors checking schools, and no school rankings either (Erss, Kalmus, & Autio, 2016).

The possibilities to be accepted in a Finnish University to study the teaching career are also limited. According to Lonka (2018), the University of Helsinki receives around 2000 applications every year but only 120 are accepted.

Once they graduate, teachers are expected to emphasize in the importance of research as well as to identify pupils' different learning processes in order to plan lessons accordingly (Väljærvi, 2003). Their job is to guide students who are able to analyze and solve problems with academic and scientific rigor.

Compared to other European countries where the teaching profession is less attractive and socially valued, the preparation of Finnish teachers and the difficulties to get into the career allow them to be one of the professionals most respected in Finnish society (Väljærvi et al. 2002).

In 2018 the Finnish National Agency for Education published the results of a national survey concluding that most teachers in the country are women (more than 70%). The share of female teachers is highest in basic education. On the other hand, the majority of principals in Finland are men (64%).

The results of the OECD Teaching and Learning International Survey (TALIS) of 2018 showed that the time Finnish teachers spent teaching in the classroom has

remained stable in the past five years, whereas in the rest of the rest of the countries participating in the survey that time decreased. According to the 2018 report of the Finnish National Agency of Education, the teachers' salary is around 3800 euros per month. Although it is inferior compared to a lawyer or a doctor for whom the salary is around 4500 and 6200 respectively, the majority of the teachers reported to be satisfied with their jobs (OPH, 2018).

There have been recent changes that could have had an influence on teachers' job satisfaction in the Finnish schools, such as the increasing heterogeneity among students' learning process which has also raise the work of teachers, who have to plan their classes with different methods. This combined with larger classes (Taipale, 2015) and less supportive environments at home, seemed to bring extra stress to some teachers and principals (Pyhältö, K., Pietarinen J. & Salmela-Aro, K., 2011).

Another change was the introduction of a new curriculum for the comprehensive school, grades one to six, in August of 2016. The new curriculum will be introduced for lower secondary school, grades seven to nine, in Autumn of 2019. This new curriculum aims to give Finnish children and youth the skills and competences required for the future in a local and international context, and to enhance pupils' interest and joy for learning. Thus, pupils' participation and students' ownership of the learning process were taken into account. Also, several subjects were reviewed and some start now in earlier grades (second language). The curriculum also requires more ICT skills and daily life management skills to be present through all the subjects (OPH, 2019).

A study carried out in 2019 found that Finnish teachers are willing to plan their classes together and share their knowledge with other teachers, however, it will represent extra work for which they are not being payed. In addition, Finnish teachers are already experiencing a lack of time during the school day to individually plan their classes Nevertheless, they study found that teachers are willing to work

more hours and co-teach if they would receive an increment in their salary for that. (Rytivaara, Pulkkinen & de Bruin, 2019).

2.3.1 Previous studies of teacher motivation in Finnish schools

Students have been usually the focus of researchers interested about motivation and wellbeing in the academic field (Thoonen et al., 2011; Stefanou & Parkes, 2003; Pogue & Ahyun, K, 2006). Despite the increment in the international research on teachers' motivation and wellbeing from the late 90s (Han & Yin, 2016; Skaalvik & Skaalvik, 2011; Klaeijsen, Vermeulen, & Martens, 2017), there is little research conducted in English about Finnish teachers' motivation and job satisfaction.

In 2010, Rasku and Kinnunen from the Department of Psychology of University of Jyväskylä published a comparative study about job conditions and wellness among Finnish upper-secondary school teachers and their peers in other ten European countries. The findings showed there were some common factors among teachers from different countries that can be catalogued as job-stressors, such as students' bad attitudes, deficient relationships with colleagues, tight schedules for learning and high demand for grades and academic effectiveness. However, the results of the study showed that even though Finnish teachers reported to work more hours than other European teachers, they perceived to have better job conditions and higher wellness compared to the perceptions of their European peers about their jobs. These results were recently supported by the latest report released by the Finnish National Agency for Education who said that the majority of Finnish classroom teachers are satisfied with their jobs (OPH, 2018).

The high satisfaction of Finnish teachers with their jobs could be related to the positive and constructive human relationships and collaborative environments in Finnish schools. This culture is usually promoted by the principal or the head teacher of the school and help teachers cope against stressors and therefore access to high levels of wellness. Aspfors & Bondas (2008) from the Faculty of Education of Åbo

Akademi in Vaasa, studied Finnish school classroom teachers with one to three years of experience and found that the support teachers get from their peers is a significant motivator for Finnish teachers. Some examples of what teacher colleagues do for their peers are giving feedback about teaching styles, helping with ideas and developing close and genuine friendships, which were all crucial for recently graduated teachers in order to adjust to the new working life. Some of them even expressed that without the consideration and care they experienced in their first years at work, they would have probably quit the teaching profession due to the high demands of the job and the stress.

Nevertheless, some Finnish teachers have experienced burnout. The causes of burnout were discussed by Pyhältö, Pietarinen, & Salmela (2011) in a research conducted with 68 Finnish teachers, who perceived that not solved conflicts with students, peers and parents is one of the main causes of stress in Finnish teachers. Furthermore, the results showed that many actors intervene and play a role as causes of burnout with no repeated pattern, which suggests that each school should be aware that its context works in different ways from others and identify their own risks for possible teacher burnout.

2.4. The professional role of Finnish principals

The current Finnish legislation does not precisely specify the role of the principal, although it makes them responsible for proper school operation. According to the law, Finnish principals work for the education providers, the municipalities, who determine the contract and responsibilities of principals, which usually differ between schools. Municipalities are rather small, with no more than ten people working in there, and principals find themselves usually working very independently but with low support from superiors (Risku & Pulkkinen, 2016).

In 2012, the abilities required to become a school principal in Finland were studied and compared with 15 different European countries, aiming to create a new and

effective model for training future school leaders (Taipale, 2012). According to the results of the study, principals must know how to work under pressure and motivate teachers and school staff to cooperate towards the development of better education for pupils. In terms of academics, principals must have the teaching qualification (which includes the master's degree in teacher education and teaching experience), and a 25-credit course in leadership taught at the university level that gives them a Certificate in Educational Administration (Risku & Pulkkinen, 2016).

However, in the past years, the school leaders and their role have been often influenced by the currents of neoliberalism, marketing and cost-efficiency business theories (Rinne, Järvinen, Tikkanen & Aro, 2016). According to these ideas, schools should be managed as private enterprises which aim to give the maximum profit. As a result, principals' role has changed and new management responsibilities have been adopted, such as the administration of the school budget (Aho et al., 2006 in Risku & Pulkkinen, 2016).

In Finland, contrary to other Nordic countries, many principals of comprehensive schools teach, therefore the planning time and the teaching hours increase the volume of responsibilities (Taipale, 2012). And although Finnish principals have autonomy and pedagogical freedom, they are fully dependent in economic terms because decisions about resources are made by the local and central government, and according to their perceptions, money is not enough for the school needs (Rinne et al., 2016). Hence, the responsibility of being the pedagogical leader of a school is becoming more difficult to address because there are scarce funds to meet the requirements of all pupils, especially those in more need.

The situation is more complicated for Finnish principals that supervise more than one school. Apart from that, they can also be in charge of many other obligations such as head of department or director of municipal education, and other administrative responsibilities outside the school, which are assigned by the municipality due to a decrease in the educational budget (Taipale, 2015).

In his study, Taipale (2015) suggested a reform in the present model of school operation, where principals should have support to handle all the most timing-consuming administrative tasks, more access to pedagogical training and more time for being the pedagogical leaders of the school. A revision of the role of Finnish principals was also recommended to the Finnish National Board of Education by Risku & Pulkkinen (2016), because it emphasizes in the importance of the pedagogical leadership of principals but does not recognize their lack of time for doing it due to the increasing administrative workload.

2.4.1. Previous studies of principal motivation in Finnish schools

A study carried in 2015 showed that principals perceived as the main factors affecting the learning process in schools, an probably also affecting their motivation, the mental and physical problems of the pupils, the students' drug abuse, the problems in the family, the families with low socioeconomic status and no interest in education, the large classes and the inadequate resources in school (Rinne et al., 2016).

Then, the Finnish Association of Principals, in 2005, conducted a survey of Finnish principals' work reality which revealed that principals' increasing workloads and work pressure were negatively influencing their well-being at work. The answers obtained in the interviews may suggest that principals are working more than 50 hours per week and also identified exhaustion and a high risk of burnout (Johnson, 2005 in Risku & Pulkkinen 2016).

In a study conducted in 2006, principals manifested that 80% of them felt very stressed and that the increment in stress and the reduction of well-being could be that they are in charge of many administrative and building maintenance tasks and have little support from the municipality. Also, they affirmed they are working more

hours than what they are being paid (Vuohijoki, 2006 in Alava Halttunen & Risku, 2012).

A more detailed comprehension of what some principals do on a daily basis came with an ethnographic observation that showed that principals spent around 33% of their time on administrative-paper work and making decisions; 31% on collaborating with other actors like municipality; 22% on coordinating teachers and other school staff and only 14% of the time was allocated for pedagogical leadership (Mäkelä, 2007 in Alava, et al. 2012). Also, another study carried out in primary and lower secondary school, observed that principals spent about 40% of their time solving daily problems that appeared with no notice and running the operation of the school, while responsibilities that required more human interactions and pedagogical decisions accounted only for 20% of their time (Karikoski, 2009 in Alava et al., 2012).

Furthermore, a comparative study made by the Finnish National Board of Education in 2011, concluded that the financial budget for leading a school in Finland is deficient, especially considering that principals at Finnish schools have broader responsibilities than their colleagues from other countries. Moreover, principals feel that that shortage in the budget demonstrates an incongruity between policymakers and reality: the legislation expect from them to do a lot, but enough resources are not allocated for such thing and they are feeling more demotivated (Risku & Pulkkinen 2016).

Interestingly, the latest report released in 2018 by the National Agency for Education, showed that more than 80% of educators, including principals, would choose the teaching profession again and are satisfied with their jobs.

This master thesis aims to understand better why principals are still satisfied with their jobs while at the same time are demotivated by many external factors at the school.

2.5. Teacher burnout and self-efficacy as a coping strategy

There is no universal definition for the term burnout; however, the term is understood as a process that starts with the accumulation of stress that lead the person to feel exhausted and to lose joy for their work and life itself. In an attempt to protect themselves, burnout people begin to avoid interpersonal relationships and can develop deep depression (Gavish & Friedman, 2010).

Some external factors such as the increment in the workload and the lack of autonomy can undermine teachers trust in their ability to develop outstanding classes, which can result in less meaningful relationships between teacher and students. Self-efficacy is the believe and trust that one can accomplish a specific task or to overcome a challenge (Bandura, 1977 in Pas, Bradshaw, & Hershfeldt, 2012). In this way, teacher-efficacy is the belief a teacher has that she can affect the pupil's learning in the classroom as well as to manage the challenges that the profession represents. The concept has been previously studied as a predictor of teacher ability to cope with burnout (Malinen, & Savolainen, 2016).

In this sense, teacher burnout has been associated with feelings of low self-efficacy. For example, when teachers consider that external factors influence the pupil's learning more than their ability to teach and their interactions with students start to be distant (Grayson & Alvarez, 2008).

It has also been reviewed that an exceptional increment in the workload can lead teachers to fall sick and be irritated, diminishing the probabilities to perform better in their teaching, class planning, and student interaction and increasing the risk of burnout (Betoret, 2006).

Although different studies have shown that the sources cause of stress and possible burnout to teachers and principals vary from school to the other, some common stressor factors for Finnish teachers and principals come from dysfunctional

relationships, for example, constant and unsolved disagreements between teachers and students, teachers and parents, and between colleagues (Pyhältö et al., 2011, Skaalvik & Skaalvik, 2009).

3. Methods

3.1. Research approach

Qualitative research was selected for this study because it relies on the premise that the social phenomena are so heterogeneous and complicated that using the term variable, proper of quantitative research, could be inadequate (Yilmaz, 2013). For this study the interest is placed on the individuals' experiences and their subjective interpretations of the world, in this case school-related matters.

Phenomenology was the selected approach as it focuses on the participants' perspective and deepens in their perceptions (Guest, Namey & Mitchell, 2017). Also, because it does not assume any particular result, thus there are no previous hypothesis to be confirmed by the study. A research framed in a phenomenological point of view is neutral and does not hold assumptions (Cerbone, 2006 referring to Husserl's work).

In-depth interviews were used as the research method, in order to understand each school as an independent universe, as well as the perspectives and opinions of the participants experiencing them.

3.3. Sample

The research was conducted within the city of Turku, Finland. Four teachers and four principals from elementary, lower secondary and special education schools were selected using the snowball sampling technique which consists in an initial participant known by the researcher (a convenient sample) which after been interviewed, is asked to refer a second participant for the study, and then the sample expands following the same technique as a snowball that is enlarged by rolling down the hill (Etikan, Alkassim & Abubakar, 2015).

Two special requirements were considered to ensure the quality of the study. Participants with a minimum of five years of teaching experience were selected to guarantee they were familiar with the changes in the profession and the educational system in the last five years. Also, participants should have worked in more than two different schools, to assure they would be able to make comparisons of different school settings and to avoid an idealization or harsh judgment towards a particular school. A summary of the participants and their characteristics is shown in Table 1.

Table 1. Participants

Participant	Years of experience	Genre	Position	Type of school
Teacher 1	18	Female	Special Education Teacher	Lower special secondary school
Teacher 2	20	Male	Subject Teacher	Lower secondary school
Teacher 3	10	Male	Special Education Teacher	Lower special secondary school
Teacher 4	9	Female	Subject Teacher	Lower secondary school
Principal 1	18	Male	Principal and subject teacher	Elementary school
Principal 2	26	Male	Principal and subject teacher	Elementary school
Principal 3	22	Female	Principal and subject teacher	Elementary school
Principal 4	20	Male	Principal and subject teacher	Lower secondary school

The participants were informed about the topic of the study, but the interview guide was not shared with them beforehand. Since an important aim in the study was to have spontaneous and genuine answers, the questions of the interview guide were only done as the conversation progressed, to avoid prepared answers. The interviews started on the first semester of 2018 and finished by the end of November of the same year.

All the participants were independently interviewed in different weeks. Principal 4 and teachers 2 and 4 worked in the same school but were not informed they were

participants of the same study to avoid possible changes in their answers. The rest of the participants worked in different schools.

All participants were asked by e-mail where would they like to be interviewed, so they could feel more comfortable. All principals agreed to be interviewed in their schools, as well as four of the teachers. Only one teacher agreed to be interviewed in a cafe.

Before the interviews started, participants were advised it would be an informal conversation that could last approximately one hour and a half, depending on how much they wanted to share. Then, all of them selected a private room and some brought coffee to make the environment more relaxed and pleasant.

3.3. Ethical considerations

The participants were informed that the author of this thesis, a master student of the Department of Education from the University of Turku, was the only researcher involved in the study and that she had no access to private or public funding. Also, they were advised that the primary purpose of the study was to get a deeper comprehension of how different factors in the school context affected the dynamics of the motivation of teachers and principals; and that the information would be used to raise awareness among scholars, principals, and policy makers about the importance of teachers and principals job satisfaction to prevent future burn-outs. The participants were informed as well that one of the author's professional projects was to become a principal.

The participants voluntarily participated in the study and did not receive any economic benefit. Also, participants could withdraw from the study at any time without giving explanations. They selected the place where they wanted to be interviewed, they expanded their answers as much as desired, and they were not

forced to answer any of the questions. It can be affirmed that the study did not cause any visible psychological or physical harm to the participants.

Confidentiality and anonymity were also assured to the participants; thus, the personal names, names of the schools, and name of the subjects in which they specialized are omitted to avoid possible identifications. The supervisor of this thesis did not have access to that practical information, and it remained known only by the author of this thesis.

3.4. Data collection

Semi-structured personal interviews were used as the instrument of collecting data. Participants' answers were voice-recorded with the clarification of anonymity.

The interview guide framework was developed using the three dimensions (curricular, relational, and logistic) of the school as the workplace setting, according to Daniels (2017).

For many people, it is not easy to talk about emotions and aspects that could cause discomfort in their current jobs. For that reason, the interview guide had open-ending questions. Participants were given the freedom to express their thoughts and emotions and to talk as much and how they wanted.

The interview guide was first proved with one teacher and one principal to analyze if it worked satisfactorily to answer the research questions and the aim of the study.

As the starting point, there was a small talk in the interview where I, the researcher, talked about my personal story and how I came to the University of Turku. The intention was to create rapport and allow the participants to see me as a regular person, an equal, which had fears and goals as all regular people. Then, the purpose of the research was explained (also mentioned in the first contact email) so they

could set up their minds towards the topic that was about to be discussed. Also, they were told that honesty was highly valued, and there were no right or wrong answers.

The first question in the interview gave the word to the participant who could start by telling how they got into the teaching profession and for how long they had been teaching. Later, participants were asked about how they perceived the different aspects at school. The aspects were discussed in three different chapters: relational, logistical and curricular aspects, according to the work made by Daniels (2017).

The questions that involved deeper feelings were left for the final part of the questionnaire since a more relaxed and confident environment had already been established. Those questions covered how teachers perceived their bosses' style of leadership and how both principals and teachers coped with challenging aspects at school. Also, participants were asked to weight on a mental scale how satisfied they were with their jobs and what would they change or add in a new school that is about to be built in the hypothetical case of having unlimited resources.

Finally, the closing questions asked how participants felt in the interview, and if they would like to add something else.

The interview guide is available in the Appendices section.

3.5. Data analysis

The analysis method selected for the collected data was an inductive thematic analysis. According to Guest, MacQueen & Namey (2012) in Guest et al. (2017), "the process consists of reading through textual data, identifying themes in the data, coding those themes, and then interpreting the structure and content of the themes". Also, the identified themes were connected with previous studies about the topic of motivation and job satisfaction.

The interviews lasted approximately from 56 to 98 minutes and all the participants answered to open questions. There was no limit in time or extension for the answers. The transcription of the interviews was literal, and the result were 34 pages for teachers' interviews and 43 pages for principals' interviews.

3.5.1. Analysis of teachers' interviews

The transcription and analysis of the four teacher's interviews was done first. They summed 5 hours 48 minutes of recorded audio and took about 30 hours of transcription. The result text of each interview was organized in three columns. On the first column was written the name of the person to identify if the text corresponded either to the researcher or to the participant. In the second column was added the transcription and, in the third column, were added the first comments and verbatims of what was considered important opinions of the participants as well as thoughts of the interviewer. These were written while the audio was transcribed.

The first round of coding was an analysis of the comments. They were labeled in two ways: they were first assigned to a topic and then classified into motivators, demotivators, neutral (not motivating nor demotivating) and challenging aspects or coping strategies, according to the research questions. Also, the number of times a topic appeared in the answers was counted, to understand how relevant it was for the participants.

The first round of coding was done using the software NVivo 12 and a total of 22 codes emerged in the first round of coding. With NVivo, however, it was difficult to visualize the nodes, the annotations made for each node and their classifications, all at the same time. This information was needed visible, so associations could be done in order to organize codes into similar topics. For that reason, I decided to switch to Microsoft Excel: less effective for the task of assigning comments to a code, but friendlier with the creation of charts and maps.

The second round of coding consisted in a more detailed revision of the material, which resulted in 11 new codes. The third part of the coding process analyzed which codes were common among the participants. A total of 15 codes were common motivators or demotivators for at least two of the four teachers.

3.5.2. Analysis of principals' interviews

The same process was repeated with the principals' interviews, which summed 5 hours-8 minutes of recorded audio. The first round of coding was done using Excel and a total of 28 codes emerged. The second round of coding consisted in a more detailed revision of the material, which resulted in 4 new codes.

The codes were classified into motivators, demotivators, neutral (not motivating nor demotivating) and challenging aspects or coping strategies, according to the research questions. Also, to understand how relevant a topic was for the participants, the number of times it arose in the answers was counted.

The third part of the process consisted in an analysis and depuration of the codes that were not common among principals. A total of 27 codes were accepted because they were present in the perceptions of at least two of the four principals, thus they were accepted as final themes to be later classified as motivators, demotivators, coping strategies and other findings.

The fourth face of the analysis sought to answer the three research questions and classify the results:

- 1. Which aspects of the school environment in terms of curricular, relational, and logistical factors affects teacher and principal motivation in positive and negative ways?*

2. How do they deal with the aspects that demotivates them? Have they found personal strategies to deal with them?

3. Currently, how satisfied are teachers and principals about their jobs?

The fifth and last part of the analysis aimed to integrate principal's and teachers' similar perceptions in order to achieve a more complete understanding of the dynamics of their relationship.

3.5.3. Classification of the results

Teachers and principals answered about their perceptions towards different aspects that are part of the school context: relational, logistical, and curricular aspects. Their perceptions were classified into four categories: neutral, motivators, demotivators, and coping strategies (for a demotivating or challenging aspect). The classification can be observed in Figure 1.

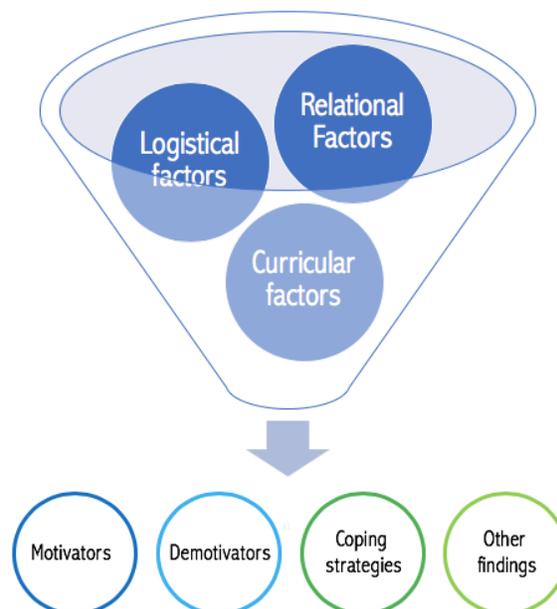


Figure 1. Classification of the results.

The relational, logistical and curricular aspects of the school context that did not cause any evident emotional effect on the participants, were classified as neutral. The category of motivators included aspects that were pleasant or joyful for teachers and principals, making them feel positive about their job. On the contrary, the category of demotivators included aspects that caused feelings of concern, distress, anxiety, isolation, or insecurity, producing in return a discomfort with their job.

The results showed that the aspects involved in the school context could bring different emotions to the participants at the same time. For example, the relationship with pupils can be both motivating and demotivating for teachers and principals. Therefore, some aspects were considered as of dual nature and were placed in both categories of motivators and demotivators.

For some of the demotivating aspects, principals and teachers have developed certain attitudes and actions to manage, stand or overcome situations that are difficult for their jobs. These were placed in a fourth category of coping strategies. Also, in this category were placed the strategies that teachers and principals have for dealing with aspects that are emotionally neutral but still could represent a challenge.

The results of teachers' perceptions of what motivate, demotivate and are neutral for them were summarized in Table 2, Table 3 and Table 4.

Table 2. Teachers perceptions of the factors that motivate them

Motivators		
Relational Factors	Relationship with Students	<ul style="list-style-type: none"> - Observing how students learn, grow and develop. - Having a relationship of confidence - trusting each other.
	Relationship with the Principal	<ul style="list-style-type: none"> - No hierarchies. - Accesible leader when present at school. - The principal trusts their work and does not control what they are teaching.
	Relationship with Colleagues	<ul style="list-style-type: none"> - They have friends among colleagues. - Good atmosphere at workplace. - They receive emotional support from colleagues. - They have fun, make jokes, laugh and release the stress together at the teacher's room.
Curricular Factors	Pedagogical freedom New Curriculum	<ul style="list-style-type: none"> - They have value the freedom they have to implement the curriculum as they consider.
Logistical Factors	Building - Facilities	<ul style="list-style-type: none"> - Working in renovated or new buildings that have good air quality.

Table 3. Teachers perceptions of the factors that demotivate them, and coping strategies.

Demotivators		Coping strategies
Relational Factors	Relationship with Students	<ul style="list-style-type: none"> - Students with mental or physical problems - Non participative students. - Apathic students.
	Relationship with the Principal	<ul style="list-style-type: none"> - Principal is too busy, not visible around school, breaks or events. - Principal is not a pedagogical leader. - Principal repeats the same actions that led to misunderstandings (not learning from mistakes).
Curricular Factors	Pedagogical freedom New Curriculum	<ul style="list-style-type: none"> - Having a good attitude towards the challenge. - Focus on what they can change and avoiding worrying for what cannot be changed. - Time management.
Logistical Factors	Increment in the number of pupils and workload	<ul style="list-style-type: none"> - Larger classes and less time for each pupil. - Students' learning process is very diverse. - More pupils with learning difficulties. - Increment in the workload.
	Budget decrease	<ul style="list-style-type: none"> - Less resources for an appropriate number of special educators or teacher assistants per school.
	Time - Less breaks of 15 minutes in between classes	<ul style="list-style-type: none"> - Less time to share and see colleagues. - Relationships among colleagues are harder to keep close. They lost the sense of community. - Collaboration and joint-strategies for pupils' issues also get affected.
	Time - Balancing life as a balancing act	<ul style="list-style-type: none"> - Teachers perceive they work more hours than what they are paid for. - They work in the evenings and sometimes in the weekends. - Difficulty to balance the profession with the family and personal time.

Table 4. Other findings about teachers' job.

Other Findings	
Dynamic profession	- Every day is different. There is never a dull day for a teacher.
Job Stability	- Teachers have stayed in the same work for many years.
Professional development - Career plan	- Sacrifice of personal life and too much effort to pursue further studies and training.

Table 5. Principals perceptions of the factors that motivate them

Motivators		
Relational Factors	Relationship with teachers	<ul style="list-style-type: none"> - The teachers are experienced, well trained and committed. They have good staff. - Their relationship is based on trust: Teachers do their job well and do not need to be controlled or supervised. - There is fluid communication and collaboration with teachers.
	Relationship with students	<ul style="list-style-type: none"> - The contact with students and the observation of their learning and developing process is motivating. - They have a honest relationship based on confidence.
	Relationship with parents	<ul style="list-style-type: none"> - The collaboration with parents increase the feelings of shared accomplishments and belongingness to the school community. - Parents tend to thank more than previous years, and recognize teachers' work.
	Relationship with themselves	<ul style="list-style-type: none"> - Principals have a high self-efficacy level. - They have confidence in their skills to handle difficult situations with professionalism.
Logistical Factors	Building - Facilities	<ul style="list-style-type: none"> - The projects of new buildings or renovations bring creativity and excitement.

Table 6. Principals perceptions of the factors that demotivate them, and coping strategies.

		Demotivators	Coping strategies
Relational Factors	Relationship with teachers	<ul style="list-style-type: none"> - Teachers that get physically or mentally sick. - Teachers with alcohol or drugs problems. - Giving emotional support (as a non-formal therapist) is a big emotional load. 	<ul style="list-style-type: none"> - When difficult situations appear, they try to focus on being part of the solution, not on increasing the problem.
	Relationship with students	<ul style="list-style-type: none"> - Students with mental or physical problems that cannot be treated due to lack of psychologists or social workers at school. 	<ul style="list-style-type: none"> - They are capable to appreciate the learning outcomes after solving a difficulty.
	Relationship with parents	<ul style="list-style-type: none"> - Parents that demand support for their child special needs, e.g. deaf pupils, but the school does not have enough budget for them. - Parents that do not value education. - Parents that have alcoholic or mental problems and cannot take good care of their children. - Parents that use social media to express their emotions instead of going to the school to discuss the issues in person. 	<ul style="list-style-type: none"> - Principals call parents, instead of writing the bad news to avoid an escalation of rage and anguish. - Principals know that demonstrating empathy and active listening facilitates dialogue with an angry parent.
Curricular Factors	New curriculum	<ul style="list-style-type: none"> - The new curriculum brings new topics to teach and does not take topics out. - There is also a requirement for more collaboration between teachers, which represents extra time dedicated to prepare joint classes. 	<ul style="list-style-type: none"> - Priorizing topics that matter the most to students and not focusing on what they cannot accomplish.
Logistical Factors	Resources for students	<ul style="list-style-type: none"> - They do not count with enough special education teachers. - More resources are needed to give appropriate support to those who experience difficulties. 	<ul style="list-style-type: none"> - None identified.
	School budget	<ul style="list-style-type: none"> - Less resources for hiring special educators, teacher assistants, psychologists and social workers. - The quality of the school lunch has decreased. - The staff in charge of cooking, cleaning and maintenance was well known but the kids. But they were replaced by larger companies that send different people every time. 	<ul style="list-style-type: none"> - None identified.
	Increment in the number of pupils and workload	<ul style="list-style-type: none"> - Larger classes and less time for each pupil. - Diversity in students' learning process. - More pupils with learning difficulties. - Increment in the workload. 	<ul style="list-style-type: none"> - Priorizing topics that matter the most to students and not focusing on what they cannot accomplish.
	Lack of time - Increment in the workload	<ul style="list-style-type: none"> - Principals perceive they work more hours than what they are paid for. - They work in the evenings and sometimes in the weekends. - The administrative tasks and paperwork have increased, e.g. they are now responsible of managing the school budget. 	<ul style="list-style-type: none"> - Time management skills.
	Sense of being in a hurry all the time	<ul style="list-style-type: none"> - Constant feeling of rush and anxiety because of short time to work in all the responsibilities. - Feelings of exhaustion and burnout. 	<ul style="list-style-type: none"> - Self regulation of negative emotions. - Reorganizing the time tables to leave space for common planning of the classes. - Group activities in the weekends and after-school time, though it affects time with each teacher's family.
	Lack of time to be a pedagogical leader	<ul style="list-style-type: none"> - They would like to have more time to be a pedagogical leader. 	<ul style="list-style-type: none"> - None identified.
	Urgent vs. important	<ul style="list-style-type: none"> - Not being possible to accomplish what was planned in the agenda due to constant interruptions and incidents that requires the principal' advice. 	<ul style="list-style-type: none"> - Time management skills.
Building - Facilities	<ul style="list-style-type: none"> - Projects of new buildings or renovations add extra working hours, especially late in the evening and during weekends. - The coordination of the current building maintenance for which they do not have the required engineering or architecture knowledge. 	<ul style="list-style-type: none"> - None identified. 	

Table 7. Other findings about principals' job.

Other Findings		
Other findings	Supportive and affiliative style of leadership	<ul style="list-style-type: none"> - Principals have developed emotional skills such as patience, conflict resolution, flexibility and ability to dialogue. - Trust, and collaborative work prevail. - Principals are concerned about the atmosphere of the school and are sensitive to the emotional needs of their staff. - Principals are accessible leaders with open doors.
	Experienced leaders	<ul style="list-style-type: none"> - Principals that have from 18 to 26 years of experience managing Finnish schools.
	Drivers of a collaborative culture	<ul style="list-style-type: none"> - Principals are boosters of a culture of collaboration instead of competition, which motivates teachers and pupils, and give motivation in return to the principals. - Regulating the different personalities of the teachers, especially if there are teachers who would like to dominate or impose their thoughts over the others'.
	Principals are also teachers	<ul style="list-style-type: none"> - Teaching helps principals to have a closer relationship with pupils, other teachers and parents. It also helps them understanding what "its going on" in the school. - However, it is also an extra responsibility that takes a large percentage of the working time.

4. Results

The results showed that there were some relational, logistical, and curricular factors for which principals and teachers had similar perceptions and other aspects for which they differ in thoughts.

The figures number two, three and four expose a summary of the main similar and different motivators, demotivators and coping strategies for teachers and principals.

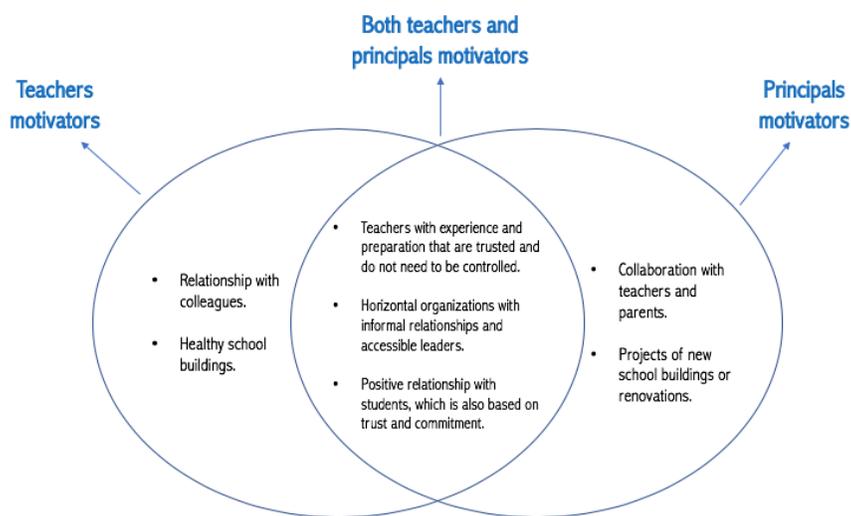


Figure 2. Similar and different motivators.

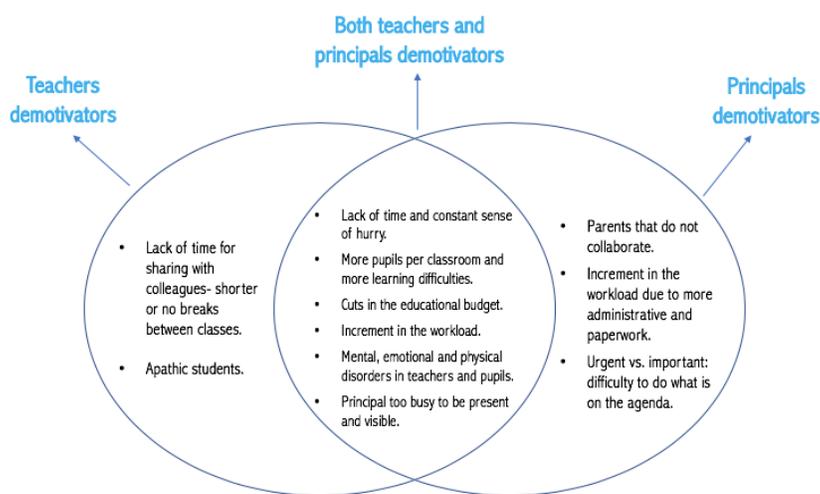


Figure 3. Similar and different demotivators

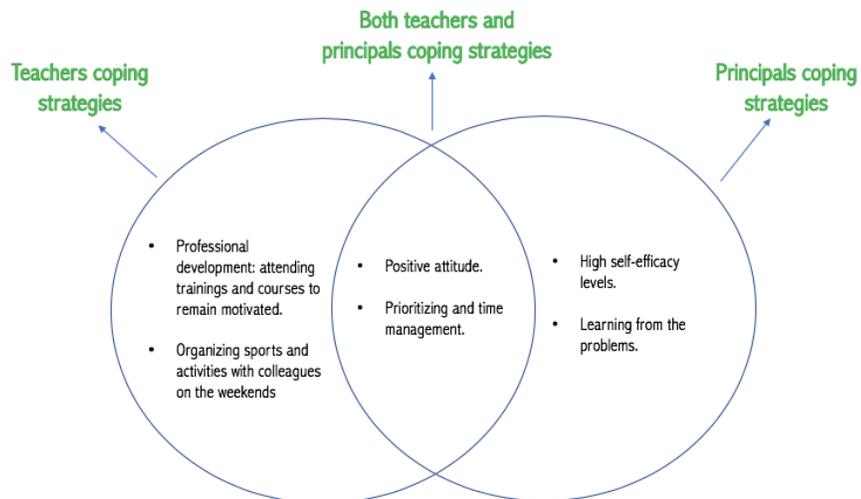


Figure 4. Similar and different coping strategies.

Since there were similar and different perceptions, the research questions number one and two are first answered from coincident points of view and then separately from the point of views of teachers and principals, respectively. Later, the overall level of job satisfaction is presented for both group of participants. And finally, other findings that allow a better understanding of motivators and demotivators for teachers and principals in the school context are included.

The Figure number five presents a scheme of how results are presented and discussed. The realization of the scheme was inspired by the summary of results made by Juutilainen, Metsäpelto & Poikkeus (2018) for their study about manifestations and education practices that support teacher students' agency.

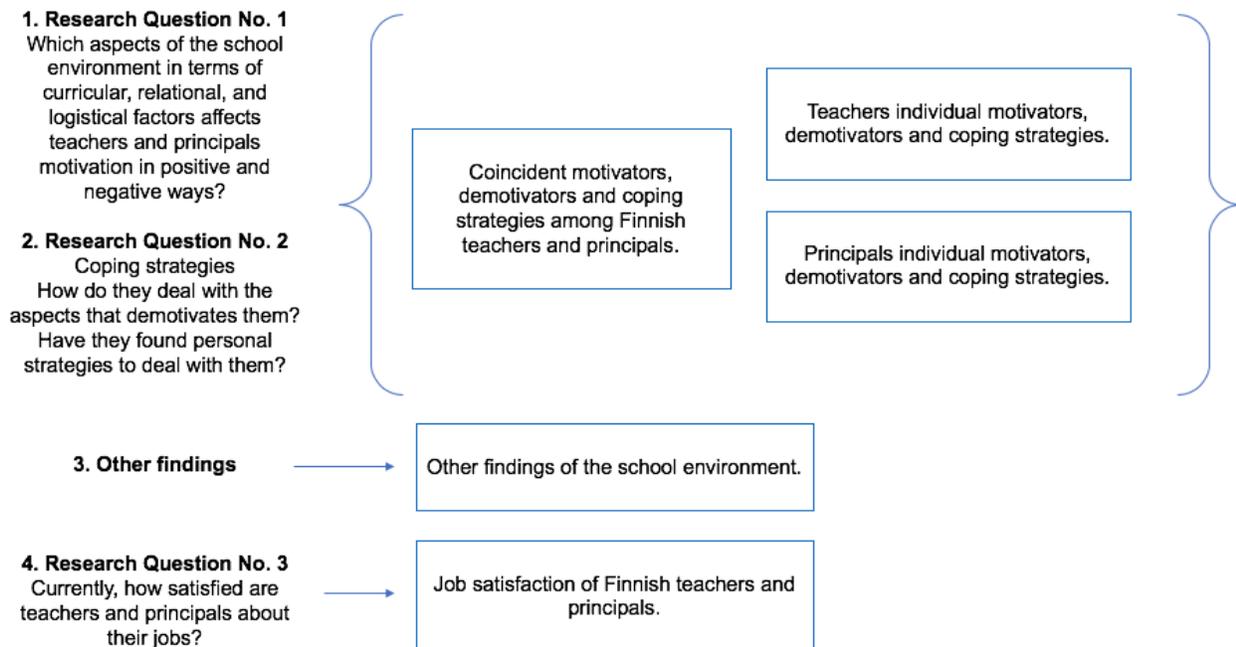


Figure 5. Scheme of how results are presented

4.1. Coincident factors motivating teachers and principals

4.1.1. Finnish teachers are qualified professionals with trust and autonomy

The high quality of the Finnish teachers is a crucial motivator mentioned by the four principals participating in the study, who agreed that their teachers are the best professionals, who work hard and are academically and emotionally well prepared. Therefore, principals trust teachers and their criteria, which at the same time enhances a relationship based on commitment and diminishes the need of control (Erss et al., 2016). In Finnish schools for example, principals usually do not check how the lessons are given, and if they step in the classroom usually are previously invited by the teacher to collaborate and give constructive feedback afterwards.

P2: I think that Finnish teachers... I have been abroad in quite many countries, in quite many different kinds of school. And I think Finnish teachers have very, very good education.

P3: We don't have inspectors following lessons. I don't follow up teachers' lessons because I trust them, because our teacher education has great quality and I have to trust that he/she can do the basic there. And if there are problems, teachers are coming to tell me, so I don't want to control them. Because if you have the feeling of trust, maybe you may feel yourself comfortable.

In return, teachers receive the given autonomy and trust with a positive attitude. Indeed, earlier research has demonstrated that the autonomy and trust teachers experience in their jobs is very motivating (Malinen, & Savolainen, 2016; Pearson & Moomaw, 2005. in Erss et al., 2016).

T2: I've seen I'm happy because our Headmaster is really trusting what I'm doing, what we all are doing. We really have good confidence here.

Interviewer: So, you don't feel pressure from your boss?

T3: No, no. Not to what comes to my teaching. I can teach like how and not what, but how I want.

Interviewer: How do you find that autonomy?

T3: That's the most important part. (...) there's no one watching over me that I did the right things. There's trust between the boss and me (that) I teach the right stuff.

Also, trust seemed to have an effect on the level of compromise of teachers (Malinen, & Savolainen, 2016; Van Droogenbroeck et al., 2014), who take care of this level of trust by doing their best, carefully planning their lessons and developing themselves

through extra courses. Indeed, many of the Finnish teachers expressed they work more hours than the amount they are paid for.

T2: Well, I'm with the Headmaster, the first guys. We are putting the place, lights on in the morning and then I don't know when I leave. Usually I'm here seven hours, usually. And sometimes I'm socializing, sometimes I'm working here outside my lessons (...) For example, tonight. I think I have to work three hours tonight to give the test back tomorrow.

P2: For example, in some countries where they control your work very much, teachers work, I have noticed that they just do the limit, until what they are expected. And then they go home very quickly: "Well, this is done. It's enough".

4.1.2. Horizontal organizations with informal relationships and accessible leaders

Finnish schools are usually not hierarchically based, allowing a horizontal and informal relationship among principals and teachers (Taipale, 2015). Teachers value they can easily access principals, who are perceived as close and approachable leaders. The fluid communication helps the work environment to be more relaxed and supportive, which motivating teachers and principals in return.

T1: In general, in Finland the relationships are rather informal (...) I've always, always felt like really easy to go and knock the door and ask for help or support or whatever or if there's something positive to say.

P3: But still I'm thinking that I'm not here as a boss in a way. I can be that too, but I want to make them feel that they success. And it's easier and they know, my teachers and staff, that they can come to talk to me. I'm here, not far away (...) Yeah, they can come whenever they want.

4.1.3. Relationship with students

Finnish teachers and principals reported to have a great relationship with students. They both feel motivated by observing their pupils learning and developing process. Teachers and principals feel they have a continuing dialogue inside and outside the classroom, and that their relationship with pupils is also based on open and honest dialogue, trust and compromise.

Interviewer: Nice. And when you are spending time with them (pupils), what motivates you about that relationship?

P4: Many things. But (one is that) they are so real. They don't lie. (...) They are very honest with me. They say if I they don't like something and if there is something, or a problem, they are very honest about it.

Teachers and principals are committed to creating a safe environment for pupils. Some of the students trust their teachers so deeply that they share personal and private aspects, which seem to have a positive effect in school results according to previous studies who have found that the strong trust and bond between teacher and pupil helps the student achieve and compromise (Frenzel et al. 2019; Wubbels et al., 2016, Martin & Dowson, 2009, Claessens et al., 2016 in Henry & Thorsen, 2018). These relationship with pupils, motivates the teacher and principals in return (Van Droogenbroeck et al., 2014).

P4: I love my students. It's very nice, I love those youths. And I think my job is to protect them and make sure they are safe here, (that) this building is safe and that the relationship with teachers is safe. That's very important. That's my main role.

T2: (...) The most important thing to me are the pupils in my class. They are feeling safe. Well, they feel safe that (because) they want to come there.

Whatever it means. It's a safe place. It's nice to be here, nice to work even. And that that's my idea. And I try to build that kind of trust.

T4: So, usually our students are very open they want to share their own lives. So, they want to stay here in the classroom and talk about their love life and their sorrows and worries. They want to share the things and they want to get close to the teacher. So, there's a lot of stuff going on that doesn't have anything to do with language teaching. So, for me, what I've realized over the years is that I'm not so much teaching languages that I'm raising kids.

The opportunity to share with kids and teenagers also brings joy and energy to the teachers, who feel there is never a boring day at school.

T4: The good size is I get to be with these great kids all day long, and I've got many groups, (...) So, the variation in the day is great. Each day is different. There's never a dull day. It can be challenging, and it can be hard but it's never dull, never, never boring.

4.2 Factors motivating teachers

4.2.1. Relationship with colleagues

Teachers expressed they felt they could trust and collaborate with most of their colleagues and the exercise of collaborating, giving, and receiving support made them feel happy and motivated. Some of the teachers observed that among their co-workers, they had made close friendships. Similar findings have been made in recent studies proceed in Hong Kong, were teachers that had friends among colleagues and trusted their coworkers, had higher levels of job satisfaction and self-efficacy (Huang, Yin & Lv, 2019).

T2: What I have enjoyed most is that I have had situations that I've been able to help my colleague. That feels so good and exactly the same thing when somebody is helping me. I don't have to even ask, and somebody's helping me. (..) It is so good, and it really motivates me to help.

T1: I wasn't sure if I'm (I was) gonna be a teacher when I was studying. Yeah, I've planned quitting (to quit) the teacher education after first and second year. Just because of good friends I had met there, a great piano teacher, I stayed there.

T4: I've got the best colleagues in the world. So, it's... I love to come to work.

The atmosphere at the teachers' room is perceived as a relaxed environment, with a good sense of humor and laughter. The relationships strengthen when teachers share activities after school like practicing sports, playing in a band, and doing tourism.

T4: Oh, we have a great work environment. Because it's kind of a crazy bunch of people here. So, if you spend time in our teachers' room, there's a lot of laughter and there's a lot of sharing so it's always easy to go in there. Like if you have something on your mind or you've had some kind of an incident with one student, for instance, you can go in there and you can talk about it.ç

4.2.2. Healthy buildings

Working in school buildings that provide air with a good quality is something noticed by the teachers, who compared their situation with the less lucky teachers that still work in buildings that have not been renovated where pupils and teachers get respiratory illnesses.

T1: I've been lucky. I haven't had that kind of problems. But yeah, I know people who are less healthy because of an unhealthy building.

T2: I think one reason I am still in this school is that it is a good building. Healthy air. I'm asthmatic and this is really good air for me.

Also, teachers perceive they have access to the materials and supplies they need for working appropriately with their students.

T1: (...) by far we have basically gotten what we needed. Maybe it's been something reasonable and moderate what we're asking for.

T2: And resources... well I'm not asking a lot so I can be happy with the resources.

T4: I think everything's quite good. We don't have extra money and we are always reminded of that. No extra glues and scissors, and so on. But we still get the books. So, that's a good thing.

4.3. Factors motivating principals

4.3.1. Collaboration with teachers and parents

Having collaborative relationships with teachers, parents and school staff increase the feelings of shared accomplishments and belongingness to the school community.

Interviewer: What makes the balance incline to job satisfied?

P1: First, I like to work and secondly, I think my best side is... This work is mostly a collaboration work between human beings: parents, students, teachers. It is the lift up, this positive side.

P4: I think I enjoy this very much when I maybe talk to a man (a dad) and they said “you did right, thank you for calling. I will talk to my daughter or son. Thank you”.

Interviewer: So, like when you feel there's collaboration?

P4: Yes, collaboration, cooperation.

4.3.2. New projects – new school buildings

Three of the schools were having renovation and construction projects. The idea of being part of a project that gives the school community a new building with beautiful and new facilities is perceived as a very positive task in which principals find joy.

P1: I am going to show you pictures (of the new school building). This kind of happiness is what motivates me. I'm not so sure if they are motivating teachers (laughs) because they know that there's more work (...) But It's life.

P2: (...) I like to develop things.

Interviewer: You're a developer of projects?

P2: Yes. (...) One very big part of my career is this building here. Because we had nothing when I started planning this building.

4.4. Coincident factors demotivating teachers and principals

4.4.1. Lack of time – constant sense of hurry

Teachers and principals perceived their workload is overwhelming. The eight participants agreed they are working more hours than what they are actually being paid for. It seems for them that balancing their profession and their personal lives is quite challenging. For example, there are days they work during nights in order to be able to teach the next session.

Interviewer: At what time of the day do you plan your lessons? Outside of the working time? How is it?

T1: It depends. Some people stay here in the afternoon and do the planning but basically in the evenings...(..) Evenings when the children go to sleep or Sunday's afternoons or evenings...that's for planning and that kind of stuff for me.

Interviewer: So, you are actually working more than what the amount is being paid to you?

T1: Oh yes! it is! very much more! The work in here is quite intensive so no chance to do it during the school day.

Interviewer: So, thinking about all these aspects that we have discussed, which are the things that like bother you in a way that "I feel this demotivates me in my job" and which are the ones that you feel like "this really cheers me up"?"

T4: So, for instance for me, I think that I have quite high standards for my work. I want to do it well, so it takes time. And then I need to balance the fact that I have a family. I have a child. I don't want to spend all of my time preparing my lessons and marking essays and exams. So, it's always a balancing act. So that's the downside to my profession.

T3: Sometimes I work late at night also, when I get the kids to bed, I check the emails and plan something if I feel to, or if I have to. Now when the Christmas is coming, and the evaluation dates are arriving I know that I will spend evenings and maybe weekends working.

This sense of constant hurry that stresses and make the teachers nervous demotivates principals in return.

P1: And my responsibility is to look after my staff and try to notice if somebody's going through... you know. And even young teachers are tired. And (I remember) when I was a young teacher, I was full of energy. It's sad.

P3: But I think I prefer those days, for example, 10 years ago... Yes, and I'm not the only principal who is telling that. The others are saying the same. Principals are saying it, teachers are saying it and I hope that when we feel that busy, we don't deliver that feeling to pupils, because they have to keep their peace and not see that busy world there.

The increment in workload has also diminished the possibilities for teachers to build genuine relationships with the pupils. With more pupils per school, it is harder to address each pupils' unique characteristics. Years before, a teacher couldn't imagine working in a school where she didn't know everybody's personal lives.

T1: It's getting a busier and busier all the time. So, more and more tasks coming to school, the schedules. Yeah, they make it sometimes hard (...) the teachers don't know all the pupils. I couldn't imagine a few years ago that I would work in a school where I don't know every single person working there by name and so that I would know something personal about them, but that has happened.

4.4.2. More pupils per class and more learning difficulties

The classes are getting larger every year in Finland (Taipale, 2015), and this is a cause of stress for teacher, who have to face more diversity in the learning processes of the pupils. Larger groups also affect the quality of teaching, because the teacher cannot make as many activities as they would like to do when there are many students to supervise and guide.

T4: Actually, our groups are getting bigger all the time. So maybe a couple of years ago the upper limit was 24 (...) Now, we've gotten groups of 25 and even 26 and it's too big. The classrooms aren't big enough. We don't have enough furniture, (...) there are so many students who need extra support or who would need extra support. And I'm not able to give it to all the students who need it. So, I'm not enough for 25-26 students.

P3: The only thing me and my teachers feel (is not ok)...that I just told you, that we have those pupils who are at the same class with those others and they need special help. Because teachers don't have the tools, for example they are not special teachers, and the groups maybe are very big. For example, if you are at (a special education) school and only have pupils with special needs, those groups are maximum 10. And now we have 25...

4.4.3. Cuts in educational budget

Finnish teachers perceived the resources have been diminishing over the years, especially after the world economic crisis of 2008, impacting the ratio of special education teachers per school.

T3: In 2008 when I started to work, we had 216 students and we were about (...) 40 teachers and 40 assistants. (...) But last spring we had 270 students and the number of teachers was about the same and maybe less assistants. And there should be more resources because the range of the students (difficulties) is wider now.

T1: There pretty many things that can be handled in very simple everyday methods in school or just face a child. They should give us enough time and enough personal to the schools. They always talk about this early intervention interventions (referring kids at risk), but sadly it's often it is just in this speech.

Of this basic healthcare, basic school systems, you shouldn't take any euro from them anymore.

Working with lesser resources have demotivated the teachers who now face more challenging situations (neglected children, children with severe psychiatric disorders, children with various learning difficulties) with less support in the classroom.

P3: Of course, there are teachers who are thinking that this quite hard. They have pupils who have special needs and they don't have enough help there. The special teacher only goes for a few hours or the school assistant goes for a few hours there, and they have the feeling that they can't help them enough and this is demotivating.

P4: I think we have way too low (few) resources. I have to say it because it's affecting in every Junior High School (Lower secondary school), I think. (...) Because I have these pupils who cannot hear and it's not enough money for them. Not enough at all. Yeah. They're complaining. Why don't I have this, this support. And I don't have money. I am in between of (two different sides). I don't have money. I have lots of will to help them, but I don't have money.

4.4.4. The increment in the workload brought by the new curriculum

The new curriculum was introduced in Autumn of 2016 (OPH, 2019). According to teachers and principals' perceptions, it requires that classes should be planned in a collaborative way and also includes new topics, without excluding topics from the old version, which also adds extra work. Surprisingly, qualitative studies carried out with in 2016 with Finnish teachers that were working at that time with the curriculum of 2005 already demonstrated that teachers perceived their time was far from being enough to implement the totality of the content (Erss et al., 2016).

P2: And I think this new curriculum we were talking about... it made it even more (the workload). Because they (teachers) have to plan more. They have to cooperate more. They are much more working together than before yeah.

*T4: Now that we have the new curriculum. So, maybe that's kind of a pressure for the teachers that we should add...we always have to add something. (...)
So that there's always something new added and nothing taken off.*

Participants perceive the new curriculum difficult to be implemented when the learning paces among the students are very diverse and the time for the sessions is not enough for only one teacher per classroom.

T4: So, if I want to implement all the things that are in the National curriculum, (...) there would be a variation: there would be something for the really weak students, something for the average students and something for the really, really advanced students. It would take a lot of time!

P2: I think it if we think about the curriculum itself it's very different. It has a different kind of attitude towards pupil and this work. And in some parts, we are progressing well, and I think it's working well, but also in some (other) parts, I think we are not getting well with the new curriculum. Especially with those children who need much support because I think this new curriculum needs some children to be very self-motivated to studying.

4.4.5. Mental, emotional and physical disorders in teachers and students

The educational field requires empathy from its professionals, however, interacting with students and teachers that have mental disorders such as depression, alcoholism, drugs abuse or physical problems like cerebral palsy requires an extra emotional effort from principals and teachers (Rinne et al., 2016), which could

possibly bring feelings of exhaustion and profound concerns that sometimes affect their emotional stability.

T4: (...) But it gets to me sometimes. And I've had students who have had like really, really, serious problems, mental health, family issues, things like this... bullying. So, when you're not just teaching but raising the kids, so it gets to you. The emotional workload is also quite big sometimes."

P3: (...) I had some teacher with alcohol problems, and it was (difficult) because I haven't seen that in my former life. (...) Sometimes I was thinking "why me? (...) my head teacher colleagues, some ladies...They don't have these problems!! why me??

4.4.6. Principal too busy to be present and visible

Teachers mentioned they need their leader to get guidance, emotional support, professional and personal feedback, career advice, and sometimes inspiration. Therefore, teachers found demotivational when principals were too busy to interact with them and the pupils, which could affect the principal's awareness of some of the school affairs.

T4: I would like the leader to be present. Not the whole day but visit some of these spots so that the students and the teachers can see him. This is something worth doing. Kind of like the royal family that goes in and visits the regular people. So, I think that the leader shouldn't just keep to himself and drink coffee in his office but do actually take part.

T3: Well, he says that he is available. But the problem is that he's not. For the past week he has been somewhere else. I don't know where. Even though he said I can go to meet him whenever I want. Well, only when his door is open. And he doesn't know the students. He really doesn't know anything about our

teaching. The principal that we used to have was more public during to the brakes and teachers' room. And just talking, chatting, and that's really important. To get to know your staff and to hear what's on their heart, what's on their mind. And he also knew the students, like from the name. Almost, not everybody but the ones that you have to know, the ones that you need to know he knew them and somehow, I find that this current principal is more (like) the "Ivory Tower". And I'm looking way too much to the atmosphere in our school and there are coalitions every now and then, and yeah, that could be the reason why few of our teachers have left the building. And it's bit sad. Yeah.

For example, knowing the students' family history and background, allows the principal to support teachers, especially when they had challenges with the pupils or their families. However, principals are getting busier and to find time to strengthen the relationships between them and the school community is getting more difficult.

T1: Oh, principal knew everybody from the name. As a new teacher when you went to ask something, he always knew everything from backgrounds, he had very good understanding of his task, who those people are out, their private life, he knew all the family members by heart and their hobbies and sicknesses, and stuff like that. So, it was very safe. And so, if you had something and some challenges with this family..."Well, wait a minute" (imitating the principal). So, it was a big support. But the school has grown, has changed. I don't know if that's kind of come out ever again.

Teachers also expect from their principals a pedagogical leader that make room in their agenda to improve teaching skills by for example giving appropriate feedback. Previous studies where Finnish teachers participated also emphasized in the need that teachers have of a pedagogical leader and the feelings of loneliness that can be triggered when the principal is too busy or does not know how to properly guide the teachers (Erss et al., 2016).

T4: (...) there's been maybe three years, four years, that he's told us in August, "okay this year I'm going to visit the lessons. I'm going to check on your lessons". Not one. Not once has he entered the classroom.

T1: You don't see that principal that much. And especially new curriculum says and talks very much about educational leadership, pedagogical leadership, (...) they really have to like to consider to be important and take time for being in the school so that they would know the people they are leading, the pupils they are leading.

In this respect, principals acknowledged that being a pedagogical leader is one of the essential responsibilities of their role, yet their low availability to do it is demotivating them.

P1: Headmaster should be a pedagogical leader, but nowadays we don't have time. I don't know what's happening out there in the classes. So, in Friday's I have no lessons. So, I said "Ok, let's try so that everybody keeps their doors open on Fridays and I can go, (...) just join and look what's going on". It happened two or three times and in two or three classes. Always there is something. And I think that it (being a pedagogical leader) should be the most important. To be around and see what's happening in my school.

4.5 Factors demotivating teachers

4.5.1. Lack of time for sharing with colleagues – shorter or no breaks between classes

The relationship with colleagues and the collaborative culture is being affected by fewer school breaks. Teachers perceive that projects that aim to cancel the 15-minutes break between some classes would be counterproductive for the students

and teachers themselves, as those short breaks provide time to relax and prepare for the next 45 minutes of class.

T2: But I'm so against this. There must be these breaks. 15 minutes outside is giving so much good feeling to the pupils that they can think and do something with the brain for the next 45 minutes. That's so important.

T4: We have one break that is only 5 minutes. That's between the last two lessons and that is too short because then the students just switch rooms and they are really tired because they just finished their history (class) for instance, (...) I would like to have the 15-minute breaks during the day. It's also really good for me. And it's good for the teachers' voice to have some breaks.

Besides, if teachers have less time to meet other teachers during school time, they are less able to find ways to collaborate or to understand each other's challenges and the positive and friendlier atmosphere of the teachers' room could be at risk, increasing the possibilities of teacher burnout (Van Droogenbroeck et al., 2014).

T2: I know schools where they don't have these brakes and the teacher said that "I don't have colleagues. I'm spending the days in the classrooms. I never meet them" (...) they have lost the community.

T1: What I've noticed during my career is that there are less and less like free moments in the school days (...) to just see your colleagues, just stay there and talk, and there are too many great ideas, and great solutions come out of those spontaneous coffee moments.

T1: Sometimes we use to say here that no matter how the 45 minutes in the classroom is, because you know that after that 10 or 15-minutes break in the teachers' room you are ready to face anything. So, the less we have those moments it makes the work harder.

4.5.2. Apathic students

The relationship with the students can also be a cause of demotivation because, despite their efforts, there were students they were not able to motivate and impulse to learn. Their apathy towards their lessons triggered feelings of frustrations and dissatisfaction among teachers. These findings support previous studies that showed that pupils' behavioral disorders played as demotivators for Finnish teachers and induced lower levels of job satisfaction (Malinen & Savolainen, 2016).

T2: In this group there are very lazy pupils and they have been against my subjects. Mathematics, physics and chemistry. They are the boring ones. And that don't make me happy at all.

T3: And the ones that are more annoying are the teenagers that are picky and (say) "I don't like to", "I don't wanna...", "I'm tired", "no, I don't". Those are the most... that's the most annoying part. Like there's nothing wrong with you, but you just cannot get grip on yourself.

The changes in pupils' mood also affect the emotional stability of the teacher. If the group is in a good mood, they work well on the lesson, but if they are not, the teacher has to work harder to get the students to focus on the task, causing them to feel more tired.

T4: Yeah, and also it depends on how the kids have behaved here, because they have their own cycles as well. So, a group that has worked really well and where the atmosphere has been really positive and good, can change all of a sudden. For instance, if the girls have had an argument or something, or lab problems, then it can switch the mood. The mood can change, and it also affects the teacher.

4.6 Factors demotivating principals

4.6.1. Relationship with parents that do not work in collaboration with the school

Principals think it is demotivating to deal with parents that do not work collaboratively with the school or with whom is challenging to establish a dialogue. For example, some parents do not value education and do not encourage their children to learn and be part of the school community while others can have mental or alcoholic problems invalidating them to take care of their children appropriately.

P2: Sometimes when I am working with the students welfare, and there are parents who have mental problems or alcoholic problems and it's very difficult to deal with them and they don't understand that we are trying to help their children, and they can behave badly in a way. This is something that I don't like very much. It makes me stay awake at night the think (thinking) how I could do it better.

P4: It's quite rough that sometimes parents are kind of they don't have control (over they children) at all. And then they need help. Always they need help. I've had parents that they're helpless. They can't do anything with their children. Yeah, they have lost the control.

4.6.2. Lack of time – Increment in the workload

The increment in the administrative responsibilities along with the paperwork is demotivating some of the participant principals. These tasks combined with teaching and leading the school are perceived by the principals as a large workload. They do not count with permanent assistant because the secretary supports them once a week (Alava et al, 2012; Johnson, 2005 in Risku & Pulkkinen 2016).

P1: (...) We have more paperwork (...) Yes. I don't like it. I have secretary only one day a week. He, in this case she, is making some of those paper works, but it's quite a little piece of cake and I have to do the rest.

Interviewer: And the things that you don't like that much...

P4: Bureaucracy. I hate it.

Interviewer: Yeah, can you explain me a bit about what does it mean bureaucracy in your job?

P4: We have some papers. You have to fill, yeah. For our bosses, yes. For the state, yeah... all kinds of organizations. (...) It needs time (...) it affects my time. I think I'm the best with relationships with human beings. Not with the papers. I have papers there, but I don't love them (pointing to a pile of documents on his desk).

Principals also mentioned they must manage the school's budget, which used to be part of someone else's responsibilities.

Interviewer: What is different? How was it 10 years ago?

P1: In our big office there were much more secretaries who would take care of paperwork and the budget was taken care from the office. And nowadays they have moved it here. It's okay, I know what I have, where are the limits, how many teachers I can hire, and so on, but it's quite a much bigger responsibility, because I have more money to count.

4.6.3. Urgent versus important – Difficulty to do what was planned

Principals feel challenging to plan their agendas because, during school days, various problems appear without notice: last minute administrative requirements from the municipality, issues with the facilities, teachers get sick, pupils misbehave, among others. Constant interruptions require principals to use emotional skills like flexibility, patience, listening, conflict/problem resolution, and time management.

P4: It depends on days. (...) Sometimes I've got five cases. Yeah, and have to deal with them, (with) everything. It's varying, from engineering in this building (to other kind of stuff). Yeah, maybe the air conditioning went down. I had to deal with it. Maybe (a) pupil has done something wrong. Maybe (a) teacher has got sick. Yeah... in a row. And I have to deal with them. I've kind of boxes in my head. Box for pupils, a box for teachers, a box for the building.

P1: You never know when you come to school what's happening that day. Usually it is so that I have planned these five/six work (things) I have to do today, and then something happens. Some teacher comes and brings a student here "now I need your help". (...) And I think that it's my job. To help teachers if there's this kind of problems, if I can.

4.7. Coincident coping strategies of teachers and principals

4.7.1. Positive attitude

Despite none of the eight participants perceived their jobs as perfectly happy environments, their attitude towards the problems were similar: they remained positive and focused on the aspects they could change instead of the ones they could not affect.

T1: So, the amount of the job has increased, the challenges that pupils and families have are bigger, the resources are getting worse all the time so... But sometimes, people always say that this is all about money, about the resources but there are also a lot of things that you can change without money or with more pupils so what you have to do is changing your head...

P2: But it's also like in our own attitude. It's because of our own attitude. If you make it a bit easier, if you forgive yourself more, and if you think maybe that's

not so important and you can put it aside, and you try to concentrate for the most important things and make less working hours, then maybe it feels easier.

4.7.2. Prioritizing and managing time

As the school days are getting busier, principals and teachers have learned to optimize the teaching time focusing on the most important topics, and to organize their time table to include the collaborative class planning, as the new curriculum requires.

T4: So, you're always kind of in a hurry. But then again during the lessons it doesn't affect the lessons because it's 45 minutes and you do what you can, (...) during the lessons you can't be in a hurry because then nothing will work if you try to do it in a hurry.

P1: Every year we try to make some arrangements which should help them with the work. First, I remember that we have sometimes reserved for this common planning. Before it was difficult to find teachers' time (...) but now we have a common time in Tuesday mornings, and everybody have to be here in school and you have this time to make those (shared) planning.

4.8. Teachers' coping strategies

4.8.1. Professional development – Attending trainings and courses to remain motivated

The teaching profession could be contradictory because on a daily basis is very dynamic but, in a long term, there are no many options in career development for a teacher. They can either move from one school to another or become a principal.

One of the interviewed teachers decided to move forward and develop herself through different courses and trainings, which has helped her remain motivated with her profession. Previous studies have also found that supporting professional development and further trainings can keep teachers motivated (Tang, S., Wong, A. & Cheng, M., 2015).

T1: I made my special education studies besides my work. I also studied some administration. I also have a qualification to work as a principal and then I had my music therapy studies. Now, I am specializing in well-being at schools it is like 60 credits besides the work and it is hard (laughs). It is very interesting indeed, but very hard.

4.9. Principals' coping strategies

4.9.1 Relationship with themselves: High Self-Efficacy

The four principals showed in their answers a high level of self-efficacy, which could help them to keep motivated towards the profession and buffer possible burnout (Malinen, & Savolainen, 2016).

P1: I think I am quite able to handle difficult situations, either with parents or children. Also, maybe the teachers. (And) I think that to motivate somebody else you have to be motivated yourself.

P3: But then I got a good answer in my mind, somewhere... "because you are so talented to handle these problems. That's why. (...) I have those tools (emotional tools). I have to find them. I can't put it away (the problem). You know that we are saying that "I don't want to be a part of the problem. I want to be a part of the solution". That's how I want to be. And that's in a way making me feel more professional to handle this problem. Because if some problem similar to this is coming, I'm stronger.

4.10 Other findings.

4.10.1. Job stability in the teaching profession

The participants, both teachers and principals, have been working as educators for several years and even have stayed in the same schools for decades. This sense of belonging towards their profession and workplace could be associated with the relaxed atmosphere and the presence of good colleagues and close friends, which also could impact their job satisfaction positively (Grant et al., 2019).

T2: (...) I want to stay here. And I'm so happy I chose this school. I had a good feeling that this school is my school. I want to put my energy here.

4.10.2. Leaders that serve the school

The four interviewed principals perceived the mission of their role is to facilitate a smooth operation of the school and a good atmosphere to teach and learn.

P2: (Teachers) ask my advice and how to make this and that, and I try to keep it so that they are able to work as well as possible: everything running at school smoothly so that they can concentrate to their job. In some ways, headmaster's work is like a servant work...

P3: I think it's a so harmonic place to be. So many new teachers here and we are happy together. (...) I will follow them to the other school, and I will look that they have a nice time there. Then I can leave. So, I'm like the mother or grandfather.

4.10.3. Leaders that give importance to human relationships

The interviewed Finnish principals' style of leadership gave importance to personal affiliations, and many developed close friendships with teachers that go beyond the traditional goal-oriented employee-boss relationship. For example, they are aware of teachers' personal lives and what happens to them after leaving school.

P4: My job is very challenging. (...) I've got 50 teachers. 50 persons, 50 lives and their families. I'm a part of these people I can be part of their lives. Things happen, you know, you can get sick. You can change your work. Maybe you have problems. Maybe you get married. Maybe you have children. I am part of that. (...) I think I have quite close relationship with my teachers.

P3: For example, I go with two teachers to pilates, and two of them are going to dancing lessons after school. Two men after work, I think on Fridays, they go to Bob because they have the same level for classes. They made schedules there. So, I enjoy very much that we are together after work. And it is an indication. I think it's good.

4.10.4. Leaders that boost a culture of support instead of *competition*

Finnish principals perceived to be in charge of being emotionally stable leaders and are also conscious of their responsibility to create a culture of caring about others. Those efforts permeate teachers and pupils and allow the existence of a distended atmosphere.

P3: If they have stress, they can come here to talk. And others can help here too. It's an example for other teachers. "If I can help them, they can help each other, too". So, this atmosphere... I have the feeling that it's going from staff to pupils too: helping and taking care (of each other).

P1: I don't know, every school is different. The atmosphere is (different). When you are here year after year, you can notice it. But if you are a new teacher who have been in several schools, you know if something is going on or if everybody is relaxed.

This includes the recruitment process and new teachers are carefully selected bearing in mind that not only their skills are good for the pupils but also that their personalities match with the rest of the team of teachers.

P3: We are quite same here all the time. And of course, if (...) a new one is coming in, we are looking quite good (observing carefully) that he or she is good for this whole team. (...) it's not enough that you have the skill for sport or whatever, music. Is this person okay for the whole system? I think it's psychology here all the time.

4.10.5. Educators are at high risk of burn out

Teachers and principals in Finland are working more hours than what they are being payed, including weekends and evenings, risking them from suffering from burnout (Betoret, 2006).

P4: Maybe if my teachers are working approximately five days per week. I will work six days or five and a half. (...) I have continually people who are interrupting, I have also much more on my computer (administrative tasks). (...) And the economy. I am planning everything.

P2: I wonder if you know a survey called Bergen-Burnout Indicator, it's made in Norway in Bergen, and it's an international test to test how much stress workers have. The old version of it was court from 0 to 100 and the teachers average was 75, and it means severe danger to get burnout. And the headmaster's score was 99 average and it means a severe danger to get burn

out or they are already exhausted. (...) I think especially the headmaster's feel that they are not able to work well enough, they are not able to do their job as well as they want. And they feel the parents are waiting, and administration is waiting, and teachers are waiting more than they are able to do.

And from my own experience, I can say that I could work 60 hours in a week very easily. Usually I was working one day during the weekend. When you are young you can do it easily, but when you are getting old it's not so easy anymore, and you don't feel recovered on Monday, when you start. You feel that the weekend was too short. I think this is a problem. Maybe not for all but for quite many.

4.10.6. The school of their dreams

The interview guide included that teachers and principals were asked how would be the school of their dreams if they had unlimited resources.

The answer that they would keep some of the current aspects of the school, especially those related to relational factors such as qualified and positive teachers. On the contrary, they would change logistical factors like the school budget and the availability of special education teachers and psychologists. A summary of their desires is shown in Table 4.

Table 4. Summary of teachers and principals' dreamed school

	They would like to maintain	They would like to change	They would like to add
Relational factors	<ul style="list-style-type: none"> - Friendly atmosphere of collaboration and joy. - Qualified teachers with positive attitude towards the kids and the job. 	<ul style="list-style-type: none"> - Finnish culture of embarrassment when making mistakes. For a less strict philosophy; pupils can make mistakes and learn from them. 	<ul style="list-style-type: none"> - The school as a place for community, where you can have special meetings, bring elderly people to interact with teenagers, and parents and pupils would enjoy after-school activities.
Logistical factors	<ul style="list-style-type: none"> - A healthy building. 	<ul style="list-style-type: none"> - Fewer lessons and more paid time to plan better classes. - The current schedule for a new one that includes time for teachers to think and develop together, including shadowing other colleagues for shared learning. - Group size: only 20 pupils per classroom. - Increment in the school budget for more special education teachers, psychologists, and social workers per school. - A school building with a central marketplace for human interactions, instead of the current long corridors. 	<ul style="list-style-type: none"> - Open classrooms to cooperate between two or three different classes. - Increment in the school budget for educational trips for teachers to visit and collaborate with schools from different cities and even different countries.

4.10.7. Job satisfaction.

The human component of the educational field seems to have a high impact on the level of job satisfaction among educators. Relational factors were widely and deeply discussed by the participants, for whom having a good relationship with colleagues, pupils, and principals brought the most positive feelings towards their work. Also, previous studies have linked careers like education, that have a purposeful meaning for professionals, with higher levels of motivation and joy (Dörnyei & Ushioda, 2011; Herzberg, 1971 in Convey, 2014; Sinclair, 2008 in Han & Yin, 2016).

All the participants of this study reported a high level of job satisfaction, despite the several demotivators previously mentioned in the results. A representation of teachers and principals mental scale for their job satisfaction is shown in figure number six.

T1: Absolutely satisfied.

T2: I think I have good colleagues, a good Headmaster, I have good pupils and I think I have good possibilities to do what I think is good. And the reason I'm happy that I'm a teacher is that I know that teachers are needed. Because I really get the feedback that I'm doing a job that is needed in this world. I know many people who think that their life has no meaning. They don't have this meaning in their job. (...) I'm getting little money out of it, but the most important thing is that I feel good that I'm doing something that is meaningful.

P4: I love my job. (...) I must say I'm very satisfied (...) Yes. I have good teachers, very good, talented, bright teachers. Very nice people here. And people are very friendly. I must count 9 or 9+.

P3: I'm very satisfied. Yeah, very satisfied. And the reality is that of course in every work (job) you have those motivating and demotivating things. Still this motivating is strong.

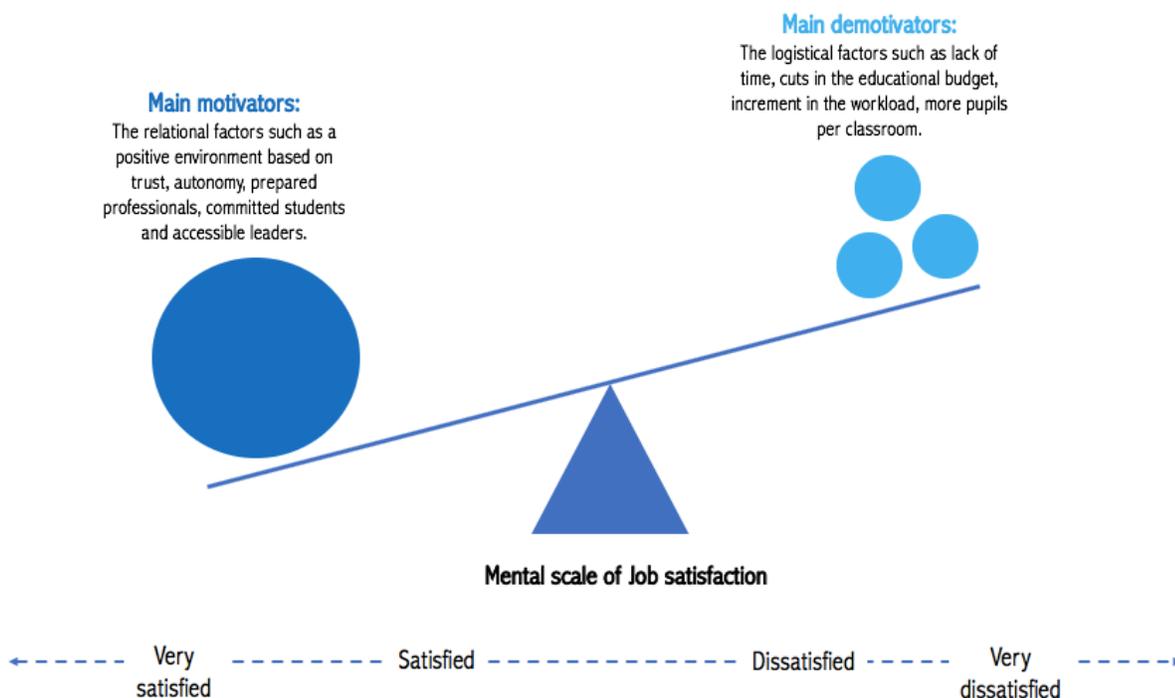


Figure 6. Teachers and principals mental scale of job satisfaction.

5. Discussion and Conclusions

The principals and teachers answered to the questions of what motivates and demotivates them in their jobs with many similar perceptions. This could be related to the homogeneity of the Finnish Education system, in which education is a public service guaranteed by a welfare state. Across the country, Finnish teachers and principals get prepared under similar curriculum university programmes, and they must have at least a master's degree to be qualified for classroom teaching in comprehensive schools (Lonka, K., 2018). But as similarities in the perceptions of what motivates and demotivates Finnish principals and teachers were found; also, multiple differences were identified.

In this respect, the coincident most critical factors that motivate and demotivate the participants were the relational and logistical factors. These findings support previous studies where a considerable rise in teachers' job satisfaction was due to satisfactory human relationships. (Daniels, 2017; Van Droogenbroeck et al., 2014; Juutilainen et al., 2018; Malinen & Savolainen, 2016.)

In terms of relational factors, teachers and principals felt very motivated by three main factors: a positive atmosphere with low hierarchies, informal relationships and accessible leaders; a group of committed teachers that are professionals well trained; and a culture of trust and autonomy in Finnish schools, that enhance support and collaboration between pupils, teachers, parents, and principals, as well (Malinen, & Savolainen, 2016; Pearson & Moomaw, 2005. in Erss et al., 2016).. Previous studies have also found that when students show engagement in the class, they directly affect teachers' motivation in a positive way (Kitching, Morgan & O'Leary, 2009; Malinen & Savolainen, 2016).

The analysis of the relational aspects showed evidence that the motivation between principals and teachers could be interconnected. When the principal trusts teachers, creates an emotionally safe environment; when agrees to fluid communication,

allows informal relationships; and when shows interest for teachers and pupils personal lives, creates a supportive and safe atmosphere. In return, teachers and pupils work and study with more commitment and motivation. Finally, motivated pupils motivate teachers, and motivated teachers motivate principals consequently. This unique dynamic of how motivation flows in the relationships within the school context is illustrated in Figure 2.

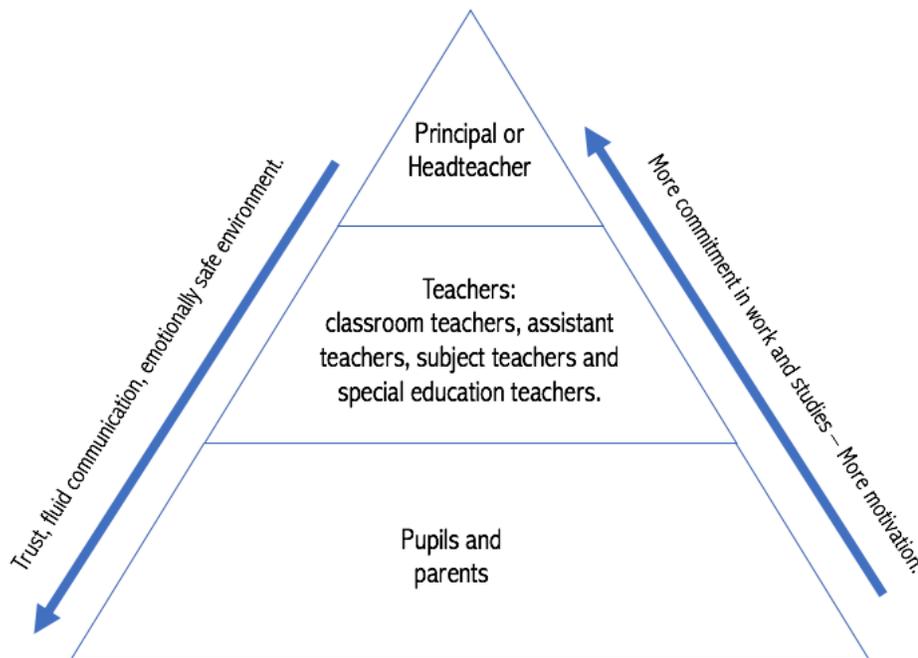


Figure 2. Motivation dynamics in the school context.

Other aspects found motivational for teachers where the relationship with colleagues. Teachers work with colleagues for whom they feel professional respect, and most of them have cultivated close friendships. Unlike coworkers from competitive organizations where relationships among the staff could be hostile, Finnish teachers spend quality time after school: they practice sports together, they have musical bands, go to the movies or even travel in a group. Interestingly, this unique relationship, which is very particular from Finnish schools, could be analyzed by other countries that seek better results in their educational systems. Some could argue that culture cannot be exported, however there are certain values as respect, trust, commitment, honesty and flexibility that are considered universal values worthy

of being replicated, especially for those trying to copy or adapt the Finnish educational model in some schools around the globe.

For those involved in such projects, it could be reasonable to start by a selection of qualified teachers, with the best possible training and attitude towards their essential role, so they would not require to be controlled. Likewise, a selection of an appropriate leader for the school must also be addressed if they would like somehow to replicate the environment of Finnish schools. As observed in this study, principals had as priority teachers and pupil's welfare, and they were convinced that constant pursuit of a relaxed and informal environment that gave support, trust, and autonomy to both educators and pupils was one of their primary responsibilities. In contrast, many schools around the globe have grades and academic accomplishments as their main prerogatives, even leaving aside the emotional and physical wellbeing of teachers and pupils.

Interestingly, one aspect that was not expected to arise in the study was that teachers perceive very valuable the quality of the air of the school buildings where they work. Mold problems had been an issue in many school buildings, especially in countries with long and harsh winters as Nordic countries, which have caused respiratory and health problems to hundreds of pupils and teachers. The participants of the study were happy to work in new schools, and they compared their situation with other unfortunate colleagues that still work in old school buildings and that get sick very often during the winter time.

In contrast, logistical factors like less time for talking with colleagues after classes, play a crucial role in demotivating Finnish educators. Teachers get emotional support at the teachers' room, which they use to visit for 15 minutes between classes. This time for having a break or enhancing the relationship with colleagues was an important motivational factor for all teachers, however, there are projects in some Finnish schools to reduce the number of these school breaks, and teachers feel it is affecting their sense of community and belongingness to the school because they

cannot connect with their colleagues as they used to do before. Many of them also agreed that their voice and emotional balance is suffering, and pupils are less focused on the sessions that did not have space in the middle.

But the lack of time is not only affecting the relationship with colleagues and the sense of community. Teachers and principals feel they have short time to meet all the requirements and responsibilities they are assigned. The classes are getting larger, and more students with different learning paces require teachers to plan their classes with special care. Besides, the new curriculum demands more common planning and joint classes, which adds extra work to their time tables increasing their risk of teacher burnout (Van Droogenbroeck et al., 2014).

Both principals and teachers agreed that it is needed a redesign of their timetables and responsibilities. In the case of Finnish principals, they are not able to be pedagogical leaders because of their large number of responsibilities: teaching, leading the teachers and staff, managing the school budget, doing administrative tasks and paperwork, and being in charge of the building and the facilities, among others. In the case of teachers, they are not able to plan individual classes that meet the requirements of the new curriculum, and give all types of students what they need, especially the pupils in the extremes of the learning spectrum such as the ones with learning difficulties and the gifted pupils, who could be suffering the most.

This lack of time is also causing Finnish principals to be absent from teachers and pupils' daily life at school. Since they do not have full time personal assistants who could help them with administrative tasks, they are working late in the evenings, and sometimes weekends and holidays. The consequences were mentioned by the teachers who wish the principal could be more present, having informal chats with the kids, getting to know the pupils and the teacher's accomplishments and challenges, and being the pedagogical leader of their school. Previous studies have also found that in Finnish schools where the principal has already been absent too much, the relationship between them and the teachers has deteriorated and they

and the ignorance of what happens in the school has made the teachers stop seeing them as collaborators of their work; instead, they are seen as messengers of the municipality and obstacles to good teaching (Erss et al., 2016).

But even though principals themselves expressed they are more willing to work in tasks that consider human interaction like teaching, guiding teachers, and collaborating with parents, rather than working in their computer filling forms, they feel that their time at school is very volatile. They get constant interruptions in their offices to solve all kinds of issues in the school, starting from finding a replacement for sick teachers to coordinating the arrangement of a broken pipe.

The lack of time brings more stress for teachers and principals because they have to manage very diverse classrooms in terms of learning abilities without the permanent support of a special education teacher. The cuts in the educational system was mentioned as another logistical aspect affecting the motivation of teachers and principals because as a result of limited funds, the special educators and psychologists can only attend the schools once or twice a week, and teachers and principals find themselves helpless in their need to address the requirements of pupils with emotional, mental and cognitive disorders. These cuts could be seen as a contradiction of the desire of equity and justice that have accompanied the Finnish Educational System from its beginnings. Regrettably, according to the interviewed teachers and principals, the students that will need more resources to achieve equity and justice within Finnish comprehensive schools, are the ones that are getting more affected by the reductions in the educational budget (Risku & Pulkkinen 2016).

Although the relational factors were perceived as the most determinant motivators, there were also some downsides of the human interactions. For example, working with pupils or teachers with mental or physical problems influenced negatively the level of principal's motivation. And when parents were not interested in collaborating with the school, principals felt demotivated likewise ((Rinne et al., 2016).

Teacher and principals talked about how they have overcome some of the challenges they face in the profession and some coping strategies have been developed. For example, principals have developed a high self-efficacy level for solving conflicts and problems at school and they use the difficult experiences as educative experiences that develop them in a professional level. They have also learned how to organize new timetables that although do not diminish the workload, allows teachers to have some time for a shared planning. On the other hand, teachers have learned to focus their classes on the topics of the curriculum that they consider are the most important. Besides, both Finnish teachers and principals try to keep the positive attitude towards the constant challenges they daily face. Still, they seem to be at a high risk of burnout if the factors that are demotivating them continue to increase.

The study can conclude that the concept of motivation and demotivation inside the schools is an issue that can be positively or negatively affected by the actions outside the school, such as changes in the curriculum or the educational budget, which are decisions made by agents in the political sphere. The motivation of Finnish teachers and principals could be studied every year, to understand how the new policies affect the emotional stability within schools. The reasons why the topic should be addressed are linked with numerous previous studies that have demonstrated that a motivated teacher motivate students, who are more likely to learn more than those studying with demotivated educators (Wubbels et al. 2016; Martin & Dowson, 2009; Henry & Thorsen, 2018). Furthermore, this study can also conclude that in order to keep an emotional safe environment for teachers and pupils, the selection of future principals for Finnish schools, inside and outside Finland, should take into account aspects as the ability of the leaders for emotional regulation, active listening, genuine interest for human relationships, empathy, time management, and conflict resolution, among others.

Conclusively, the profession (between 9 and 26 years of working experience in the educational field) and despite the long list of demotivators, most of teachers and

principals interviewed had high levels of job satisfaction, with only one case of a teacher moderately motivated. The results could demonstrate that the teaching career in Finnish schools is still very motivating for competent professionals and that the weight of the motivating factors is more prominent on the mental scale of job satisfaction than the demotivating factors.

5.1. Recommendations for further research

This master thesis considered the perceptions of only four teachers and four principals of the city of Turku in Finland. To enable a more profound and broader knowledge of the external aspects in the school context that affect teachers' motivation and job satisfaction, there are three recommendations. Firstly, the sample should be more extensive and should also consider teachers from other cities in Finland.

Secondly, teachers and principals from the same school should participate in the study. Although principals in this study demonstrated to know what affects teachers from other schools because they gave similar answers, it was not possible to analyze if principals were aware of what motivates and demotivates teachers from their own schools. By contrasting principals' responses with the answers of the teachers, it would be possible to demonstrate if school leaders are aware of what mainly motivates and demotivates their own teachers.

Thirdly, future studies could also combine quantitative methods such as questionnaires, to complement the findings acquired with in-depth interviews. An online questionnaire could also complement the answers and give more validity to the study because some participants could feel more comfortable by talking about demotivational aspects without having to face an interviewer. It is worth to underline that the activity of researching emotions and motivation requires from researchers a careful preparation of the interview setting, to allow participants to reach an optimal

confidence level and give honest and spontaneous responses without inducing them to any particular direction.

Fourthly, teachers with less than five years of experience should also be included in the sample, to identify possible changing patrons in the motivation and job satisfaction of the teaching profession as well as the identification of how different generations of professionals cope with the challenges of the educational practice.

In this study, the four principals agreed that they are motivated in their job when working together and collaborating with teachers, pupils and parents, thus it is suggested that they should have less administrative or paperwork responsibilities. A possible pilot project could place some full-time administrative assistants to support principals with their administrative and paperwork, allowing them to work more time as pedagogical leaders of the school. The pilot project could trace the changes in motivation and demotivation of teachers and principals, as well as the changes in the teaching practice and pupils' learning outcomes.

Other opportunities for future teacher education programs are also spotted. For example, teachers and principals that demonstrated a high level of self-efficacy coped better with problems and did not give so much attention to the aspects that demotivate them at work. The identification of those resilience practices and thoughts could help in the development of suitable courses and training for pre-service teachers. The importance of resilience and self-efficacy at the university level discussions is that teachers could work on their skills to be better prepared before they enter the school as classroom teachers, allowing them to overcome some of the emotional challenges and possible demotivator agents they will meet in their future job.

Lastly, in terms of international research and education export, schools from other contexts that have had a culture of control over teachers work, could be part of an international study that aims to understand how the adopting the leadership style of

Finnish principals can improve the motivation and job satisfaction among teachers from other latitudes. The participants of the study should be schools where the same principal is eager to adopt the practices of the Finnish peers, or a new principal previously trained in those practices take over the leading position. This studies could be feasible, especially in private schools, where the change in leadership happens more often than in public schools, there is interest in improving pupils academic achievement, and there are funds for pedagogical training. For example, a recent study carried out in Pakistan analyzed the effects of hierarchical culture among university teachers and its adverse outcomes (Irfan & Marzuki, 2018). Although the university environment could be different from the comprehensive school, researchers also recommended leaders and policymakers the possibility to switch towards a more open and supportive culture inside the universities, aiming to increase teachers motivation and job satisfaction.

6. Limitations of the study

The snowball sampling technique could have limited the diversity of the sample in a way that only medium motivated and highly motivated teachers and principals participated in the research. For example, a shy and demotivated teacher could be not willing to participate in an in-depth interview because her discomfort would be easily exposed to the researcher.

At the time of the interviews, two of the principals were very close to their retirement, which could have influenced their answers. One possible effect could have been that they were benevolent to the demotivators and could have omitted some of them. However, their imminent retirement could have also allowed them to be more willing to discuss the difficulties in their jobs, as they would not have to experience those factors anymore once retired.

Another factor that could have influenced the participants' responses is the nationality of the researcher. Since she is a Latin American and the participants are

locals, they could have responded with more positivism than realism due to a desire to make their country and educational system look more excellent than what it could be.

Related to pride and self-esteem, principals could have also modified their responses about what demotivates them in an attempt to not show themselves as weak or insufficient for what their leadership role demands.

The interview guide had also limitations. Principals were not asked about the relationship with their bosses and only one of the four interviewed spontaneously mentioned his relationship with his boss. The reason why the other three did not mention the topic could be strongly related with the fact that the question was not included in the interview guide. Therefore, future studies of principals motivation should include a subchapter of the relationship of Finnish principals with their boss to achieve a more holistic understanding of the topic.

The language barrier was an issue during the interviews with the principals. The teachers seemed to be comfortable speaking in English, whereas two of the principals expressed excuses for their English accent. Nevertheless, most of the interviewees understood the questions and managed well the conversation in English.

The language barrier especially was noticeable when principals had to express their feelings and most profound thoughts, a process that took time some time to them because of possible mental translation from Finnish to English. The answers did not come right away, and this not spontaneous answer could have diminished the honesty of their answers.

For those reasons, it can be concluded that since the researched topic is related to emotions, the language was a barrier to get into the most profound feelings and motivators of the principals, which could have flourished more naturally if the

interview would have used the Finnish language (mother tongue). Also, the language barrier also appeared during the transcription of the interviews. Sometimes the pronunciation was difficult to understand, making the transcription and analysis longer.

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Appendix

Interview guide

1. Warm up: a short introduction of who am I, for how long I have been studying in Turku. Thank the person for their time, tell them you will record their voice only for academic purposes and give them a guarantee of anonymity.

2. Share the objectives of this study:

- To investigate the aspects that motivate and demotivate principals and teachers at work.
- To know how teachers and principals feel about their jobs (job satisfaction).
- The intention of the study is not to generalize.

3. Could you please tell me a bit from you? how long have you been teaching?

4. Can you tell me how do you perceive?

Relational factors

- Relationship with students
- Relationships with colleagues
- Relationship with parents: what kind of cooperation do you have with parents? what is the most challenging in teacher-parents relationship?
- Relationships with school community
- Problems with mental and physical health among pupils and teachers

Logistical Factors

- Class schedules (tight? Relaxed?)
- Class sizes
- Demand for grades
- Demand for effectiveness
- Time for class preparation

- Time for breaks and socializing with colleagues
- Training
- Resources in school (inadequate or adequate)

Curricular factors

- New curriculum (starting from August 2017)

***For Principals - Dimensions of decision making – How would you describe the following aspects:**

- Personnel recruitment
- Teaching methods
- Curricula setting
- Financial matters
- Administrative and paper work

5. How would you describe the style of leadership in your school? (only for teachers)

6. Have you found a leadership style that motivates you? Is there one that demotivates you? (only for teachers)

7. In summary, which aspects motivate you in your job? Which aspects demotivate you?

8. How do you deal with the aspects that demotivate you?

Have you found personal strategies to deal with them?

9. We have discussed many positive aspects of your job. Also, some negatives. If we put both on a mental scale, how satisfied are you currently about your job?

10. If you could build the school of your dreams how would it be?

11. Would you like to add something else?

12. Do you have any recommendations for my next interview?

Thank you very much for your help!