



Novice Teachers' Mental Well-Being at Work

The Role of Self-Leadership Skills and Work Community Support

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ABSTRACT

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Teaching is a demanding profession that involves a high cognitive and mental load. The occupational well-being of early career educators has recently caused concern. The purpose of this thesis was to investigate factors that promote novice teachers' mental well-being at work. Based on the theoretical framework and prior research, the influence of self-leadership, motivation and work community support was examined. As the study was commissioned by the Sustainable Brain Health Project, a multidisciplinary project coordinated by Tampere University of Applied Sciences, also causes of brain load were explored.

Nine novice teachers working in basic education in Tampere, Finland participated in the study. In addition, nine principals were included in the research to examine their views on sense of community at work and novice teachers' self-leadership skills. A mixed methods research approach was adopted in this study. The novices' perceptions were collected by conducting a survey, and with a motivation self-report, the Reiss Motivation Profile. A survey and a focus group interview were used to gather information from the principals. Closed-ended questions were analysed quantitatively while qualitative analysis methods, such as thematic analysis, were utilized with open-ended questions and the Reiss Motivation Profile.

The results indicate that collaboration with colleagues, support from the work community, utilization of self-leadership strategies and having time to recover from psychological workload factors, such as information overload, increased the young educators' well-being at work. In addition, the findings suggest that the participating teachers were intrinsically motivated by the teaching profession. Although the novices' work engagement was high, they experienced stress and were found not to fully recover from their workload.

Thus, more support should be provided for early career educators, for instance, through structured mentoring programmes as well as organizational, cognitive and affective ergonomics practices. Special attention should be paid to and resources allocated for the enhancement of education professionals' brain and mental health. Further research is, nevertheless, required to examine the effect of self-leadership skills on novice teachers' workplace well-being.

Key words: novice teachers, well-being at work, self-leadership, support, work community

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1 INTRODUCTION

1.1 Background

Starting a new career can be overwhelming to anyone, not the least to educators. Teachers' work includes multitasking, making quick decisions and constantly adapting to changing situations. While the work is meaningful and rewarding, the intensity of it can be stressful, particularly to novices¹, i.e. educators with five years or less of teaching experience. As teaching is a hectic and demanding profession that involves a high cognitive and mental load, it is crucial to ensure the well-being of education professionals. Especially mental overload might have far-reaching consequences; according to the Finnish Centre for Occupational Safety (Työturvallisuuskeskus 2020, 50–51), it can impact multiple areas, such as brain health and work climate. Nevertheless, it is not only the teachers themselves that are affected; educators' mental well-being, or ill-being, can also influence students' motivation and achievement (Klusmann, Richter and Lüdtke 2016).

There has been plenty of discussion in the media on teachers' well-being during the COVID-19 outbreak. The exceptional circumstances, switching between face-to-face, online and hybrid learning, and adapting to new learning environments and practices have taken their toll on students and teachers alike. The uncertainty of the situation has, undeniably, added to the mental burden of the already demanding profession. However, teachers' mental well-being has caused concerns prior to the pandemic.

As noted, for example, by Klusmann et al. (2008) and Turner and Thielking (2019), studies on teachers' well-being have mostly focused on the negative aspects of the profession, such as stress and lowered job satisfaction. For instance, the biennial Kunta10 study of municipal employees by the Finnish Institute of Occupational Health revealed a decline in the number of Finnish teachers who think they will continue in the profession until retirement. In 2016,

¹ Please note that the terms *novice teacher*, *early career educator*, *beginning educator*, *young educator* and *young teacher* are used interchangeably in this thesis.

around 83 per cent of primary school teachers believed to stay until they reach retirement, while the proportion was only 69 in 2020 (Työterveyslaitos 2021).

The Teaching and Learning International Survey (hereafter TALIS) by the Organisation for Economic Cooperation and Development (henceforth OECD) is an international survey on teachers' and principals' views on leadership, work environment and professional development. The aim of TALIS is to gather data from professionals in order to develop and improve education policies. The results from the 2018 TALIS study (OECD 2020) indicate that teachers do not receive enough support at the early stages of their careers in Finland; for example, only ten per cent of Finnish novice teachers had a mentor at their workplace (OECD average 22 per cent).

Furthermore, 42 per cent of novice lower secondary teachers reported not having received any formal or informal induction at their current workplace (*ibid.*), which is rather surprising considering that employers are required to provide instruction and guidance to all employees according to the Finnish Occupational Safety and Health Act (Työturvallisuuslaki). Moreover, the results of TALIS 2018 show that Finnish early career teachers, especially females, feel significantly more stressed than more experienced educators: 19 per cent of novices reported experiencing a lot of stress at work (Taajamo & Puhakka 2020, 5, 31).

Teacher attrition is a topical issue internationally, especially in Australia, Ireland, the Netherlands, the United Kingdom and the United States. In fact, 30 to 50 per cent of teachers leave the profession within the first five years in Australia and the USA (Viac & Fraser 2020, 9). Although the figures are considerably lower in Finland, it is estimated that around 15 per cent of Finnish primary school teachers will leave the profession by 2025 (Jokinen, Taajamo & Välijärvi 2014, 14; Nissinen & Välijärvi 2011, 31). According to Nissinen and Välijärvi (2011, 24), Finnish teachers are most likely to change their careers after around five years of experience.

Recently, growing concerns on the well-being of young educators and the lack of mentoring have been raised in Finland, for instance, by Professor Heikkinen (2021) from the Finnish Institute for Education Research, and the Trade Union of

Education in Finland, OAJ (henceforth OAJ). The latter proposes a two-year mentoring programme to be legislated for novice teachers, in which teachers would have the right to participate during their working time, similar to the system in Norway. OAJ (Opetusalan Ammattijärjestö 2021) argues that teacher education does not prepare student teachers adequately for the challenges of working life. Practice is very different from theory, and all the practical matters of the profession are not, and cannot be, covered in teacher education. Structured opportunities for experienced teachers to transfer tacit knowledge to novices should be provided. In addition, teachers should be afforded continuous professional development opportunities throughout their careers (Taajamo 2014, 74).

Inadequate support might, in part, reduce the attractiveness of the profession. In a survey for young educators, OAJ found that novice teachers crave better induction, mentoring and working conditions, such as adequate resources to support pupils with special needs (Jokimies 2019). Thus, especially novices need all the support they can get, not only from the leadership but also from the work community. It is also of paramount importance to promote educators' self-leadership skills at the beginning of their career paths; firstly, to safeguard their brain health and mental well-being, and secondly, to ensure the attractiveness of the profession.

1.2 Research context

This thesis is commissioned by the Sustainable Brain Health Project, a three-year multidisciplinary project coordinated by Tampere University of Applied Sciences (hereafter TAMK). TAMK is partnering in the project with Oulu University of Applied Sciences (OAMK), Pirkanmaa Hospital District and the Behavioural Neurology Research Unit at Tampere University Hospital (TAYS). The project runs from 1 March 2020 to 31 August 2023, and is funded by the Finnish Ministry of Social Affairs and Health from the European Social Fund's (ESF) Programme for Sustainable Growth and Jobs 2014–2020 Finnish Structural Fund.

The project aims to enhance employees' well-being at work. The emphasis is on supporting the management of cognitive, mental, ethical and information load; therefore, the project is especially focused on teachers, healthcare workers and IT workers. The main objectives include, among other things, promoting participants' self-direction and creating procedures to support sustainable brain health, for instance with the help of cognitive ergonomics practices. (Kestävä aivoterveys 2020.)

1.3 Research questions

This thesis seeks to investigate novice teachers' mental well-being at work, and the ways it can be supported, both by promoting self-leadership skills and by building a sense of community in the workplace. In order to provide a comprehensive overview on the topic, not only novice teachers', but also principals' perceptions are studied. The main objective of this thesis is to answer the following question:

What factors promote novice teachers' mental well-being at work?

In addition, these five associated sub-questions support the central research question.

- What are novice teachers' perceptions of their self-leadership skills?
- What motivates novice teachers at work?
- What are novice teachers' perceptions of work community support?
- What are principals' perceptions of novice teachers' self-leadership skills?
- What are principals' perceptions of a well-functioning work community?

A mixed methods research approach is adopted in this study. The perceptions of novice teachers and principals are explored through various means: survey, Reiss Motivation Profile and focus group interview. Closed-ended questions are analysed quantitatively, while qualitative methods are utilized in the analysis of open-ended questions and the Reiss Motivation profile. Thus, this thesis aims to gain a thorough understanding of the factors contributing to novice teachers' work-related mental well-being. Although the foci of the thesis are basic education

teachers in Finland, the findings may also offer insights into the research topic internationally.

1.4 Structure of the thesis

The thesis will first present the theoretical framework around the research topic by defining mental well-being at work and presenting psychosocial workload factors that affect brain health and occupational well-being negatively. Furthermore, the concept of self-leadership is defined, in conjunction with the related constructs of intrinsic motivation and self-efficacy. This is followed by an overview on supportive work community measures, such as shared leadership and leadership practices fostering a sense of community.

After the theoretical background has been introduced, methodology used in the thesis is outlined, after which the results of the data are presented. The thesis concludes with a discussion on the main findings and their possible implications for the support and enhancement of novice teachers' mental well-being at work. The limitations of the study and suggestions for further research are also considered.

2 THEORETICAL FRAMEWORK

2.1 Defining mental well-being at work

People are the greatest asset to any organization; hence, promoting their well-being is of paramount importance. Well-being at work encompasses all areas of working life: the atmosphere and physical environment of the workplace as well as subjective feelings of employees (International Labour Organization n.d.). The Finnish Ministry of Social Affairs and Health (Sosiaali- ja terveystieteiden ministeriö n.d.) states that well-being at work “means that work is safe, healthy, and pleasant”, which, in turn, motivates employees and makes them more committed to and satisfied with their work, thus affecting the overall productivity of the organization.

Each individual experiences well-being at work uniquely; consequently, it can be defined in multiple ways. The employer is in charge of ensuring proper working conditions but it is everyone’s responsibility to guarantee a positive work climate and safety in the workplace. Well-being at work is a long-term collaborative process between the employer and employees. (Sosiaali- ja terveystieteiden ministeriö n.d., Työterveyslaitos n.d.)

Viac and Fraser (2020, 19, italics as in the original) describe specifically educators’ occupational well-being as “*teachers’ responses to the cognitive, emotional, health and social conditions pertaining to their work and their profession*”. Viac and Fraser’s definition is connected with the OECD framework of teachers’ occupational well-being, in which well-being is divided into four dimensions: cognitive, subjective, physical and mental as well as social (Viac & Fraser 2020, 19–28). As the focus of this thesis is on *mental* well-being at work, it is important to define what is meant by mental well-being.

[Mental well-being] is a dynamic state in which the individual is able to develop their potential, work productively and creatively, build strong and positive relationships with others, and contribute to their community. It is enhanced when an individual is able to fulfil their personal and social goals and achieve a sense of purpose in society. (Foresight Mental Capital and Wellbeing Project 2008, 45.)

It should be noted that the OECD scope of mental well-being is mostly concerned with stress-related psychosomatic symptoms and their effects on mental health whereas the definition adopted in this thesis refers to the overall mental state. There is, thus, a slight difference in viewpoint in the usage of the term. As stated by the UK National Institute for Health and Care Excellence (2009, 8), “mental wellbeing at work is determined by the interaction between the working environment, the nature of the work and the individual”. As can be seen, it is a concept in which several aspects are interconnected: the subjective experience, leadership and management, work conditions and duties as well as work community (Mattila & Pääkkönen 2015, 5).

2.1.1 Psychosocial workload factors

Although individuals experience work-related mental well-being subjectively, there are some factors that can objectively be seen as stressful, or even detrimental to well-being, one of which is a noisy work environment (Frenzel and Stephens 2013, 46). There are many features in teachers' work that can potentially lead to stress. The Occupational Safety and Health Administration in Finland (Työsuojeluhallinto n.d.) lists several psychosocial workload factors that can have a negative effect on mental well-being at work (Table 1).

Many harmful factors related to the work content, such as information overload, frequent interruptions and the constant need to be alert, are regularly present in teaching. This makes the profession particularly demanding. Factors related to the organization of the work and the work community, for instance, tight deadlines or poor communication, can contribute to mental burden and stress, which can lead to mental exhaustion. When prolonged, the situation can even lead to burnout, a phenomenon especially manifested among human service workers, such as teachers (Skaalvik & Skaalvik 2010, 1060). Naturally, also personal life issues may increase work-related stress.

TABLE 1. Psychosocial workload factors contributing to mental burden (modified from Työsuojeluhallinto n.d.)

| Factors relating to the content of the work | Factors relating to the way in which work is organized | Factors relating to the social interactions within the work community |
|---|---|---|
| <ul style="list-style-type: none"> • monotony • incoherent job descriptions • constant need to be alert • high quality requirements • information overload • frequent interruptions • unreasonably high levels of responsibility • frequent interactions with difficult customers | <ul style="list-style-type: none"> • workloads that are either too high or too low • unreasonably tight deadlines • irregular working hours • inappropriate work equipment or working conditions • unclear job descriptions, targets or responsibilities | <ul style="list-style-type: none"> • having to work alone • social or physical isolation • inefficient teamwork or interaction • poor communication • lack of support from management or colleagues • harassment or other unfair treatment at work • inequality and discrimination |

As stated above, individuals experience mental well-being and react to workload factors differently. Kuhn (2010, 14) notes that it is the subjective experience that is the critical determining factor on the scope of reaction the workload factors generate. In this, the level of social support plays a crucial role. As the lack of social support is likely to increase stress, developing practices to enhance workplace communality is vital. Ultimately, it is the interplay between the individual, community and environment that determines the effects.

2.1.2 Workplace measures promoting mental well-being

Teachers' mental well-being and brain health can be promoted through organizational and cognitive ergonomics practices. Organizational ergonomics includes supportive leadership measures, such as practices to reduce distractions, and promoting employees' self-leadership skills. Cognitive ergonomics, on the other hand, deals with ways of improving mental workload management. Excessive mental workload may affect cognitive ergonomics

negatively and cause both physiological and psychological stress symptoms, such as headache, heart palpitations, irritation and anxiety. (Työturvallisuuskeskus 2020, 50–52.)

In addition to attending to cognitive ergonomics, such as communication and information overload at the workplace, brain health can further be enhanced by focusing on affective ergonomics. For example, building a psychologically safe work climate in which each member of the work community feels appreciated promotes sustainable brain health (Hartikainen et al. 2021, 91–92).

It is important to support educators' mental well-being as their emotional states can have an impact on students as well, and lead to what Frenzel and Stephens (2013, 49) call "emotional contagion" in which students mirror the emotions of the teacher. For example, teachers' enthusiasm may increase students' motivation to study particular topics and subjects (ibid.). Similarly, educators' mental state can affect their relationships with colleagues, which may, in turn, have an impact on the overall atmosphere at the workplace.

Mental well-being at work can be promoted by the teachers themselves, the leadership and the work community. Improving self-leadership skills in order to manage the demands of the profession is vital, as is developing supportive leadership practices and building a collaborative work culture. An overview of the concepts associated with these aspects will be presented next.

2.2 Self-leadership

The concept of *self-leadership* was introduced in the mid-1980s by Manz (1986) with the purpose of expanding the concept of *self-management*. According to Manz (1986, 590–591), the key factor that differentiates self-leadership from self-management is its focus. While self-management emphasizes behavioural and cognitive strategies that deal with how individuals should behave, self-leadership expands the notion to include the inherent value of activities, i.e. the natural rewards of work itself. Sydänmaanlakka (2011, 28) states that one of the central goals of self-leadership is to tend one's well-being.

Neck and Houghton (2006, 271) define self-leadership as “a self-influence process through which people achieve the self-direction and self-motivation necessary to perform”. The aim is to positively direct and motivate oneself to complete activities, and thus increase effectiveness. This is done by utilizing specific strategies that are traditionally grouped into three distinct, yet complementary, categories: behaviour-focused, natural reward and constructive thought pattern strategies (see Table 2). In other words, self-leadership “addresses what should be done, and why it should be done, in addition to how to do it” (Pearce & Manz 2005, 133).

The behaviour-focused strategy category consists of self-observation, self-goal setting, self-reward, self-correcting feedback and self-cueing. The aim of these strategies is to increase one’s self-awareness, with the purpose of inspiring behaviours that result in positive outcomes. Self-awareness is particularly needed in activities that one does not necessarily want to perform but which are essential. The process of adapting one’s behaviour starts with self-observation, after which setting specific behavioural goals is easier. Attaining those goals can be strengthened by rewarding oneself when engaged in desirable behaviour. Moreover, self-correcting feedback and environmental cues, such as notes and inspirational posters, can help in reshaping undesirable behaviours into positive performance models, and thus in reaching the goals. (Houghton & Neck 2002, 673; Neck & Houghton 2006, 271–272.)

The natural reward category includes two key strategies: including pleasant elements into an activity and shaping perceptions of the activity so that the focus is on the rewarding aspects, instead of the unpleasant ones. As the term *natural reward* suggests, the usage of the strategies should lead to making the actual activities motivating for the individual. These strategies aim to evoke feelings of competence and self-determination, both of which are instrumental in building intrinsic motivation. (Houghton & Neck 2002, 673–674; Neck & Houghton 2006, 271–272.)

Finally, the category of constructive thought patterns involves three strategies: identifying and replacing dysfunctional beliefs and assumptions, mental imagery and positive self-talk. Individuals should begin by recognizing harmful ideas and

notions, and then focus on engaging in positive self-talk and mental imagery. All these strategies aim at forming positive ways of thinking that increase performance levels. (Houghton & Neck 2002, 674; Neck & Houghton 2006, 271–272.)

TABLE 2. Self-leadership strategies (Houghton & Neck 2002, 672–675; Neck & Houghton 2006, 271–272)

| Category | Strategy | Additional information |
|---|--|---|
| Behaviour-focused strategies | Self-observation | Raising awareness of when and why certain behaviours occur |
| | Self-goal setting | Setting detailed goals may increase performance levels |
| | Self-reward | May be tangible (e.g. events and objects) or intangible (e.g. congratulating oneself) |
| | Self-correcting feedback (formerly termed self-punishment) | Should be positively framed reflections of unwanted behaviours, resulting in reshaping them |
| | Self-cueing | Concrete cues (e.g. notes and lists) may help focus on goal attainment |
| Natural reward strategies | Building more pleasant aspects into an activity to make it naturally rewarding | E.g. making the work environment more enjoyable with soft music |
| | Shaping perceptions by focusing attention on rewarding aspects of the activity and away from the unpleasant ones | Concentrating on the pleasant features of the job, e.g. interactions with customers |
| Constructive thought pattern strategies | Identifying and replacing dysfunctional beliefs and assumptions | Aim to form ways of thinking that enhance performance |
| | Mental imagery | Envisioning a successful performance of an activity prior to performing the activity |
| | Positive self-talk | Involves mental self-evaluations and reactions, occurs covertly |

In addition to these three traditional categories, further strategies, such as those of self-awareness, volition and motivation have recently been identified. Although they, to some extent, overlap with the classic categories, they can be thought to complement them. For example, motivational strategies can be seen as a sub-category for self-goal setting as they involve setting milestones in order to reach long-terms goals. (Houghton, Dawley & DiLiello 2012, 219.)

The distinction between self-leadership and personality traits has been questioned, for example by Williams (1997, 145–148) who argues that self-leadership skills are positively associated with certain personality traits, such as conscientiousness and extraversion. Although the findings of Houghton, Bonham, Neck and Singh (2004) support Williams' (1997) propositions, Houghton et al. (2004) and Neck and Houghton (2006, 282–283), nevertheless, conclude that the two concepts, although linked, are separate since personality traits are somewhat stable whereas self-leadership behaviours are adaptable and can be developed.

Self-leadership has also been criticized for not being a distinct concept as self-leadership strategies are based on and related to, for example, self-control, self-regulation and motivation theories (Figure 1). However, Neck and Houghton (2006, 274–275) note that what distinguishes self-leadership from other models is its viewpoint. It is a normative construct whereas the others are descriptive. Self-leadership strategies prescribe the way individuals should act in order to reach the desirable outcomes, while descriptive models aim to clarify the mechanisms and reasons behind behaviours. In fact, normative and descriptive theories could be described as two sides of the same coin, both operate in the same theoretical framework.

The relationship between self-leadership and other models is described in Figure 1, as are the probable outcomes of practising self-leadership strategies. These include, among other things, commitment, job satisfaction and team potency. In addition, an increased level of self-efficacy is to be expected; this concept will be discussed in more detail in Section 2.2.2. Neck and Houghton (2006, 285) note that all the outcomes are likely to increase performance at individual, team and organizational level. As self-leadership stems from, and is closely connected to,

intrinsic motivation theory as well as social cognitive theory (Neck & Manz 1999), they will be further discussed in the following sections.

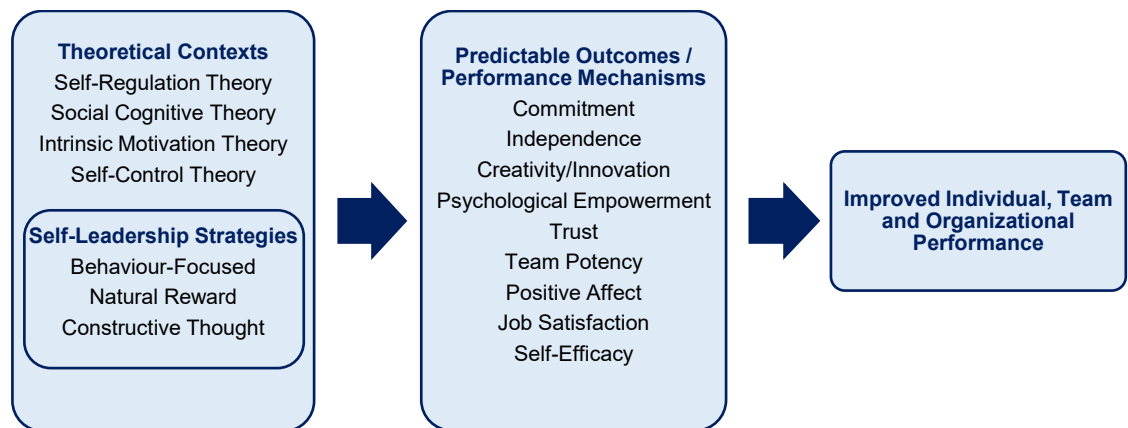


FIGURE 1. Model of self-leadership theoretical contexts and performance mechanisms (modified from Neck & Houghton 2006, 285)

2.2.1 Role of intrinsic motivation

The self-determination theory by Deci and Ryan (1985) focuses on “the social conditions that facilitate or hinder human flourishing” (Ryan & Deci 2017, 3). According to the theory, humans have three psychological needs which have to be satisfied for greater motivation and well-being. These innate needs for competence, autonomy and relatedness can be affected by environmental factors, both positively and negatively (Ryan & Deci 2000, 68–71). The theory distinguishes between intrinsic and extrinsic motivation; Ryan and Deci (2000) describe the difference between the concepts as follows.

The term *extrinsic motivation* refers to the performance of an activity in order to attain some separable outcome, and, thus, contrasts with *intrinsic motivation*, which refers to doing an activity for the inherent satisfaction of the activity itself. (Ryan & Deci 2000, 71, italics as in the original.)

A sub-theory of the self-determination theory, the cognitive evaluation theory, is concerned with the environmental aspects affecting the psychological needs. For example, positive feedback can add to the feeling of competence, and thus promote intrinsic motivation. Vice versa, negative feedback can lead to

diminished intrinsic motivation, as can extrinsic rewards, deadlines and imposed goals. For the feeling of competence to enhance intrinsic motivation, it has to be accompanied by a feeling of autonomy (i.e. volition), which can, in turn, be increased by the opportunity to choose tasks or working methods. For instance, Skaalvik and Skaalvik (2010) found teachers' feeling of autonomy to predict greater job satisfaction. The third need, relatedness, refers to a sense of security, such as support from leadership or co-workers. (Ryan & Deci 2000, 70–74; Salmimies & Ruutu 2014.)

The linkage between intrinsic motivation and self-leadership, particularly natural reward strategies, is strong, as self-leadership is inspired by Deci and Ryan's cognitive evaluation theory. Ryan and Deci (2000, 74–75) argue that all the three basic needs must be fulfilled and supported for an individual to thrive, and that they are more likely to be satisfied with intrinsically motivated activities. Not meeting all the basic needs can have a negative effect on mental well-being (Desrumaux et al. 2015, 181–182). All activities have the potential to be, at least partly, intrinsically motivating, and thus, make one feel more competent and more in control. It is the feelings of competence and self-control that are essential in strengthening the performance level (Neck & Houghton 2006, 281).

Another approach to intrinsic motivation is offered by Reiss (2001, 2004) with his theory of 16 basic desires, also known as the sensitivity theory. Instead of dividing motivation into the two categories, intrinsic and extrinsic, he proposes a multifaceted model of 16 unrelated intrinsic motives (Table 3). Reiss (2001, 22; 2004, 186) argues that all individuals possess each of these fundamental motives but prioritize them differently. The individual's prioritization of the basic desires, in other words their Reiss Motivation Profile, reveals their values. Basic desires can, according to Reiss (2008, 20–22), be defined by five characteristics: 1) universal motivation, 2) psychological needs, 3) intrinsic motivation, 4) intrinsic values and 5) psychological significance.

All the desires form a continuum from high to low need; desires that are exceptionally strong or weak explain one's behaviour, while those that are average do not affect behaviour as much. What motivates an individual is tested with the Reiss Motivation Profile, a self-report consisting of 128 statements. The

average category includes 60 per cent of the general population, and means that the individual has an average need for eating, for example. On the other hand, if the intensity of one's desire is strong (20 per cent of people), it needs to be satisfied recurrently. Similarly, a weak need (20 per cent of population) signifies that the desire has to be fulfilled repeatedly. For instance, an individual with a low desire for independence values collaboration and craves opportunities for teamwork. (Reiss 2001, 26–28; Reiss 2004, 185–188; Reiss 2008, 39.)

TABLE 3. Reiss' 16 motives (modified from Reiss 2004, 187)

| Motive name | Motive |
|----------------------|--|
| Power | Desire to influence (including leadership; related to mastery) |
| Curiosity | Desire for knowledge |
| Independence | Desire to be autonomous |
| Status | Desire for social standing (including desire for attention) |
| Social contact | Desire for peer companionship (desire to play) |
| Vengeance | Desire to get even (including desire to compete, to win) |
| Honour | Desire to obey a traditional moral code |
| Idealism | Desire to improve society (including altruism, justice) |
| Physical exercise | Desire to exercise muscles |
| Romance ² | Desire for sex (including courting) |
| Family | Desire to raise own children |
| Order | Desire to organize (including desire for ritual) |
| Eating | Desire to eat |
| Acceptance | Desire for approval |
| Tranquillity | Desire to avoid anxiety, fear |
| Saving | Desire to collect, value of frugality |

Reiss (2001, 22–23; 2008, 36) assumes that basic desires are of genetic origin and automatically occurring, and thus cannot be chosen. Individuals attempt to satisfy the desires that bring them joy, or evoke an “intrinsically valued feeling” (Havercamp & Reiss 2003, 124), in other words, those that they value merely for their own sake. It is important to note, however, that satiation of a desire is temporary. When it is satisfied, it needs to be fulfilled again. For instance, an individual having a strong desire for physical exercise needs recurring opportunities for exercising. Moreover, individuals tend to focus on stimuli that

² In the business edition of the Reiss Motivation Profile, the desire for romance is replaced with beauty.

are related to their desires while overlooking those that are not relevant. An individual with a strong desire for status is likely to pay attention to other people's titles and diplomas, whereas someone with a low need may not appreciate them. (Reiss 2004, 185–190; Reiss 2008, 23–24.)

2.2.2 Linkage to self-efficacy

Intrinsic motivation is not only inherently linked to self-leadership, but also to self-efficacy. As noted above, self-leadership is closely connected with several theories, one of which is the social cognitive theory developed by Bandura (1977). According to the theory, the triadic reciprocity of behaviour, internal factors and environmental influences form the basis of understanding the way individuals behave (Neck & Houghton 2006, 279). Wood and Bandura (1989, 361–362) note, however, that the effects of different sources may not be equally strong nor simultaneous.

The key concept in the theory is *self-efficacy*, which can be defined as an individual's "beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations" (Bandura 1995, 2). Perceptions of self-efficacy affect one's thinking, feelings, motivation and performance. Thus, the performance levels of individuals with the same skills may differ depending on their perceptions of self-efficacy (Bandura 1995, 2; Wood & Bandura 1989, 364).

The notion of self-efficacy is vital to self-leadership. All self-leadership strategies, especially those of natural reward and constructive thought pattern, primarily aim to enhance perceived self-efficacy, which, in turn, is likely to promote intrinsic motivation (Houghton et al. 2003, 130). The findings of Prussia, Anderson and Manz (1998) support the proposition of the utilization of self-leadership strategies to improve perceptions of self-efficacy. There is also a reciprocal connection between self-efficacy and performance: the higher one's perception of self-efficacy, the higher the performance level, and vice versa (Bandura 1977; Manz 1986, 592; Prussia, Anderson and Manz 1998).

Neck and Houghton (2006, 280) propose that “self-efficacy may function as the primary mechanism through which self-leadership strategies affect performance”. The constructive thought pattern strategies of mental imagery and self-talk are especially involved in increasing confidence, and may even energize one’s self-efficacy (Neck & Houghton 2006, 278). Attending to teachers’ self-efficacy is important as, for example, Skaalvik and Skaalvik (2010) found a positive relationship between teacher self-efficacy and job satisfaction. Moreover, they propose that there may be a reciprocal relation between teachers’ low level of self-efficacy and burnout. Therefore, in order to promote educators’ mental well-being, supporting and developing their self-leadership skills is essential.

2.3 Supportive work community

Engaging in self-leadership strategies to increase motivation and heighten the level of self-efficacy is something that occurs within an individual. Nevertheless, at least equally important, if not even more important, in promoting occupational well-being is support from the work community. This section focuses on factors promoting well-being at group and organizational level, for instance by enhancing a sense of community.

There is no single description for *sense of community*, also termed *psychological sense of community* or *communality*, due to the difficulty to define the concept (Lampinen, Viitanen & Konu 2013, 71). Still, one widely used definition is by McMillan and Chavis (1986, 9) who suggest that sense of community is comprised of four elements: 1) membership, 2) influence, 3) integration and fulfilment of needs and 4) shared emotional connection. Based on these components, McMillan and Chavis propose that:

Sense of community is a feeling that members have of belonging, a feeling that members matter to one another and to the group, and a shared faith that members' needs will be met through their commitment to be together. (McMillan and Chavis 1986, 9.)

Bearing similarities with McMillan and Chavis’ (1986) definition, Burroughs and Eby (1998, 511–512) have defined a psychological sense of community

specifically at work. They describe it consisting of six dimensions (see Table 4): 1) co-worker support, 2) emotional safety, 3) sense of belonging, 4) spiritual bond, 5) team orientation and 6) truth-telling. Co-worker support refers to employees' readiness to help each other, emotional safety to feelings of mutual trust and security. Sense of belonging, on the other hand, includes feelings of fitting in the organization, while spiritual bond refers to value-based principles that guide activities. Team orientation means having a shared vision, and truth-telling consist of, for instance, open and honest communication and active listening.

TABLE 4. Dimensions of psychological sense of community at work (modified from Burroughs & Eby 1998, 511–512)

| Dimension | Definition |
|--------------------|--|
| Co-worker support | Work community members' willingness and eagerness to help one another |
| Emotional safety | Work community members' feeling of being able to rely on their co-workers' and leaders' support, which inspires a sense of security and mutual trust |
| Sense of belonging | Work community members' feeling of identifying with their co-workers and of fitting in the organization |
| Spiritual bond | Work community members embodying value-based guiding principles, which translate into daily choices and activities |
| Team orientation | Work community members' engagement and involvement, which leads to a group sharing a clear vision and strategy |
| Truth-telling | Work community members' openness and honesty towards one another, and active listening |

Key factors in establishing communality at work are communication and relationships; in the latter, trust, respect and a sense of belonging are vital. It is worth investing in community-building and collaborative work culture as research suggests that a workplace nurturing a sense of community impacts employees positively. This is manifested, for example, as increased commitment, job satisfaction and quality of work as well as greater occupational well-being (Burroughs & Eby 1998, 515–516; Lampinen et al. 2013, 81–83). Burroughs and Eby (1998, 515–516, 526) suggest that there may even be a reciprocal relationship between a sense of community and job satisfaction: the former enhances the latter, and vice versa.

Communality at work can be promoted by building *professional learning communities* (henceforth PLCs). The notion of a PLC in education is derived from the concept of *learning organization* (Senge 1990), and can be defined as “a routine of teacher collaboration for knowledge sharing, structured and purposeful interactions, and collective improvement” (OECD 2020). Although PLCs mainly aim at enhancing student performance as well as teachers’ professionalism, they also promote educators’ motivation and well-being, for example by facilitating a trusting atmosphere among colleagues (Antinluoma, Ilomäki, Lahti-Nuuttila & Toom 2018; Webb et al. 2009, 412–417). Hord (2009, 41–42) lists six interconnected characteristics of PLCs:

- 1) Shared beliefs, values and vision
- 2) Shared and supportive leadership
- 3) Supportive structural conditions (e.g. time and resources)
- 4) Supportive relational conditions (e.g. trust and respect)
- 5) Collective learning
- 6) Shared practice among peers

PLCs support capacity building, and thus ensure continuous learning, both at individual, group and organizational level. Capacity is “a complex blend of motivation, skill, positive learning, organisational conditions and culture, and infrastructure of support” (Stoll et al. 2006, 221). Antinluoma et al. (2018, 84) found in their study of Finnish basic education that schools characterized as PLCs have “a culture of collegiality, trust, commitment, and professional collaboration”; however, as noted by Hord (2009, 42), supporting such collaboration requires that educators are allowed adequate time for collective learning.

2.3.1 Shared and distributed leadership

As noted above, one key component in building a collaborative work community is shared and supportive leadership. *Shared leadership* can be defined as “a dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals or both” (Pearce & Conger 2003, 1). Shared leadership includes peer influence, as opposed to traditional unidirectional, hierarchical leadership models, also known as vertical leadership. In shared leadership, the responsibility is distributed and rotated according to team members’ skills and knowledge on a

particular area. Nowadays, knowledge work tends to be team-based, and in effect, effective teams seem to be those which share leadership responsibilities among team members, thus leading to increased empowerment. (Bligh, Pearce & Kohles 2006, 296; Pearce 2004, 47; Pearce & Manz 2005, 134.)

It should be noted, however, that vertical and shared leadership are not mutually exclusive; the vertical leader is needed to ensure the effectiveness of the teams, for example, for choosing the team members and reinforcing positive behaviours (Houghton et al. 2003, 125; Pearce 2004, 50–51; Pearce & Manz 2005, 137–138). Shared leadership is most suited to knowledge work that is interdependent, creative and complex (Pearce 2004, 48–49), all characteristics that describe the teaching profession.

Self-leadership and shared leadership are essentially two separate constructs that complement one another; in fact, the former is a vital enabler in facilitating the latter. One must first learn to lead oneself before being able to lead others (Houghton, Neck & Manz 2003, 125; Kouzes & Posner 2017, 308–310; Salmimies & Ruutu 2014; Sydänmaanlakka 2011, 33). Bligh et al. (2006, 298) note that three essential concepts present in self-leadership, namely trust, self-efficacy and commitment, mediate the processes and affect team members' actions in shared leadership. The relationships are presented in Figure 2.

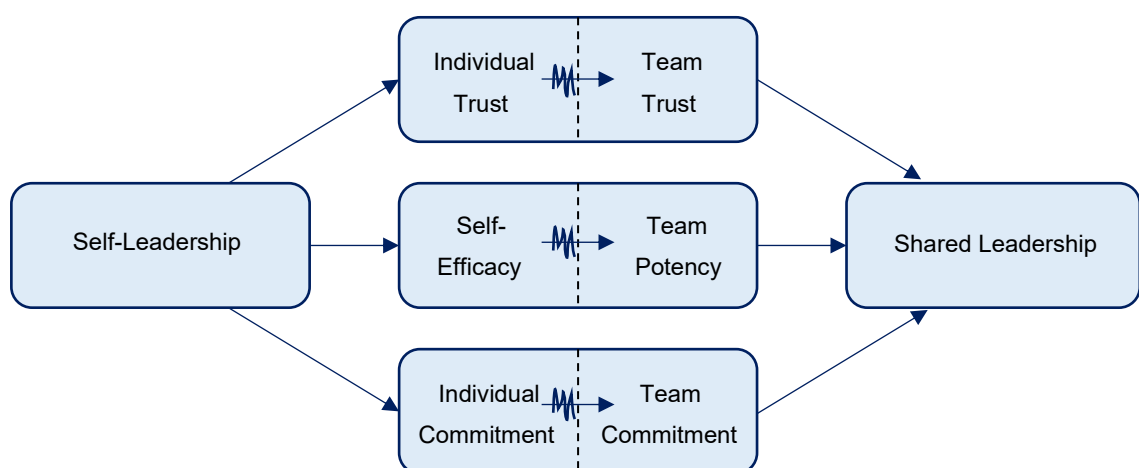


FIGURE 2. Connection between self-leadership and shared leadership (modified from Bligh et al. 2006, 299)

Team members who actively employ self-leadership strategies put trust in their co-workers as well as have confidence in goal attainment, resulting in stronger team commitment. Of the three mediating outcomes of self-leadership, trust is potentially the one factor most impacting behaviour, both at individual and group level. There are two different trust types involved in work-related settings. Affective-based trust requires regular social contacts and includes sharing personal information, whereas cognitive-based trust depends on one's perceptions on co-workers' reliability at work. As the utilization of self-leadership strategies is likely to increase team effectiveness, Bligh et al. (2006, 301) expect especially the use of behavioural self-leadership strategies also to strengthen cognitive-based trust within the team. (Bligh et al. 2006, 300–302.)

As discussed in Section 2.2.2, strong self-leadership skills are likely to result in stronger self-efficacy. Bligh et al. (2006, 302) suggest that higher individual beliefs of self-efficacy may lead to stronger team potency, i.e., “the collective belief within a team that it can be effective” (ibid.). Potency and effectiveness are distinct, yet reciprocal constructs. It should be noted, however, that self-efficacy is domain-specific; one might have strong self-efficacy in certain activities, and low in others. Furthermore, the utilization of particularly constructive thought pattern self-leadership strategies is likely to increase team commitment. For instance, by engaging in positive self-talk, individuals may concentrate more on the pleasant aspects of activities, and hence become more committed to the team and attaining its goals (Bligh et al. 2006, 304–305).

Nevertheless, self-leadership skills do not automatically translate to increased team performance. In fact, Bligh et al. (2006, 312) speculate that individuals who practice self-leadership skills for the purpose of improving themselves might not necessarily be able, or willing, to collaborate effectively in a team. Moreover, it should be remembered that shared leadership only works effectively if all team members are prepared to participate in sharing the responsibilities. In other words, they must have enough self-efficacy to engage in leadership activities (Houghton et al. 2003, 126).

An important point to note is that while the terms *shared* and *distributed leadership* are frequently used interchangeably, they are actually distinct, yet

related approaches that were developed separately, primarily in the 1980s and 1990s. Shared leadership studies have investigated the development of collective leadership in teams, or team-level self-leadership. Distributed leadership research, in contrast, has concentrated on the practice of distributing leadership activities from the formal leader to multiple individuals in the organization, particularly in the education sector. While shared leadership highlights knowledge and interaction, and is focused on leadership as a phenomenon, the emphasis of distributed leadership is on leadership practice and context. (Fitzsimons et al. 2011, 313–319; Spillane, Halverson & Diamond 2004, 10–11.)

The pioneers of distributed leadership, Spillane et al. (2004, 11) regard leadership activities as situational, meaning that they depend on the interaction of the principal and teachers as well as the school context. In fact, a type of distributed leadership, titled teacher leadership is becoming more popular globally (OECD 2020). Nowadays, team-based practices, such as co-teaching and interdisciplinary collaboration, are very common in Finnish basic education. Teachers can be empowered, for instance, by being collaboratively in charge of developing the school vision and improving the school practices. This grants them more autonomy over matters concerning their work. Work community support, both from colleagues and principals, has been shown to contribute positively to teachers' mental well-being. The satisfaction of the three psychological needs, i.e. autonomy, competence and relatedness (see Section 2.2.2), seems to act as a mediating factor in this effect (Collie & Martin 2017; Desrumaux et al. 2015).

2.3.2 Leadership practices promoting a sense of community

The occupational well-being of educational practitioners is closely linked to the well-being of students as well as student and organizational learning. The reciprocal relationship between these factors can be termed pedagogical well-being, which occurs in daily interaction with members of the school community. All the staff members are responsible for enhancing pedagogical well-being, as is stated in the Finnish National Core Curriculum for Basic Education (Opetushallitus 2014, 34). (Wenström 2020.)

As with work-related well-being in general, fostering communality is central to pedagogical well-being. Pedagogical well-being is closely linked to pedagogical leadership (Wenström 2020), the educational leadership style in contemporary Finnish education. It can be described as “the responsibility of the school principal to create conditions where effective teaching and learning as well as possibilities for personal growth are supported” (Hellström & Hagquist 2019). It is a process occurring in cooperation with the members of the school community (Male and Palaiologou 2012, 116), and thus, can be seen to include elements of shared and distributed leadership.

Shared and distributed leadership, specifically teacher leadership, can be promoted by adopting certain transformational leadership behaviours. Transformational leadership emphasizes commitment and engagement to the vision. It aims to inspire and empower individuals, so that they achieve and exceed expected outcomes. The focus is on intrinsically motivating and positively developing people, which is likely to result in increased job satisfaction and organizational commitment. (Bass & Riggio 2006; Houghton et al. 2003, 125; Pearce 2004, 53.)

Wenström (2020) states that teachers' occupational well-being can be enhanced by positive leadership, which include, for instance adopting practices that promote collaboration and positive work climate. In effect, transformational leadership practices have been found to have a positive effect on educators' mental well-being at work and as well improve job performance. The positive impact is due to increased teacher autonomy and shared responsibilities, which foster teamwork and promote community-building (Leithwood, Leonard & Sharratt 1998; Lynch 2012, 14–15; Marks & Printy 2003).

Kouzes and Posner (2017) have identified five practices and ten commitments for exemplary leadership, which are presented in Table 5. The model has been researched in educational contexts as well; for example Emmanuel and Valley (2021) found effective principals to exhibit all the five transformational practices. Principals have a pivotal role in cultivating a school culture that is based on trust, mutual respect and collaboration (Le Cornu 2013, 5); however, as noted above, no one can do it alone, “*leadership is a relationship*” (Kouzes and Posner 2017,

26, italics as in the original). The leader should, nevertheless, lead by example, i.e. *model the way*, for instance, show consistency by aligning activities with the core mission and values of the organization, and also the vision (Kouzes & Posner 2017, 47–92). Pearce (2004, 53) notes that in shared leadership, making the vision clear for everyone is a key duty of the vertical leader.

The leader should clearly communicate their organizational goals for the future and show authentic enthusiasm towards them in order to *inspire a shared vision*. Effective communication paired with promoting mutual trust through collaboration can reduce uncertainty about the change (Khosravi, Rezvani & Ashkanasy 2020, 38). Although *challenging the process*, i.e. constantly developing the organization, is, undoubtedly, important, the leader should also know when to stop introducing changes. Constant changes, especially those implemented in an already hectic environment, are likely to cause mental strain and decrease occupational well-being. (Kouzes & Posner 2017, 95–192.)

TABLE 5. Five leadership practices and ten commitments of exemplary leadership (modified from Kouzes & Posner 2017, 24)

| Practices | Commitments |
|-------------------------|---|
| Model the way | Clarify values Set the example |
| Inspire a shared vision | Envision the future Enlist others |
| Challenge the process | Search for opportunities Experiment and take risks |
| Enable others to act | Foster collaboration Strengthen others |
| Encourage the heart | Recognize contributions Celebrate the values and victories |

Kouzes and Posner's (2017) fourth practice, *enabling others to act*, is of highest importance in building a supportive work culture. In stressful times, such as during the COVID-19 pandemic, teachers may feel less competent and confident, which can lead to lowered job satisfaction. Hence, creating a positive climate and conditions for interaction and teamwork are essential in promoting teachers' self-efficacy and mental well-being at work. Equally important is to *encourage the heart*, for example by celebrating reaching small milestones and recognizing the

hard work everyone is doing. Building a safe and inclusive learning environment, not only for students, but also for teachers, should be a priority for all school leaders. (Kouzes & Posner 2017, 195–294.)

It should be borne in mind, however, that the leader is not solely responsible for promoting well-being at work. Although the leader, arguably, plays an important role, it is imperative for all members of the work community to commit to enhancing the climate in the workplace (Seeck 2012). This could be done, for example, by adopting the practices proposed by Kouzes and Posner (2017), which overlap with the dimensions of professional learning communities (see Section 2.3). By committing to the values of the organization, promoting collaboration and showing appreciation towards others, it is possible to create a psychologically safe climate, which is beneficial for mental well-being. In fact, a key factor in effective teams is psychological, or emotional, safety, characterized by open, positive communication and empathy (Delizonna 2017). Mutual trust is likely to result in higher motivation and strengthened commitment. In such an environment, every member of the work community thrives and is able to give their full effort, which, in turn, increases the overall productivity of the organization and yields better results.

2.4 Synthesis of theories

Mental well-being at work is the result of the interaction of individual and environmental factors. The latter includes both psychological workload factors as well as aspects of the work community. The interconnectness of the concepts, models and theories discussed in Section 2 is presented in Figure 3. As can be seen, the phenomenon is complex and multifaceted. Self-leadership skills are closely linked with intrinsic motivation and perceived level of self-efficacy. Furthermore, self-leadership promote trust and commitment, which are prerequisites to shared leadership and team-building. Effective teamwork, in turn, requires a sense of community that can be promoted by supportive leadership practices, such as transformational practices based on shared vision and values.

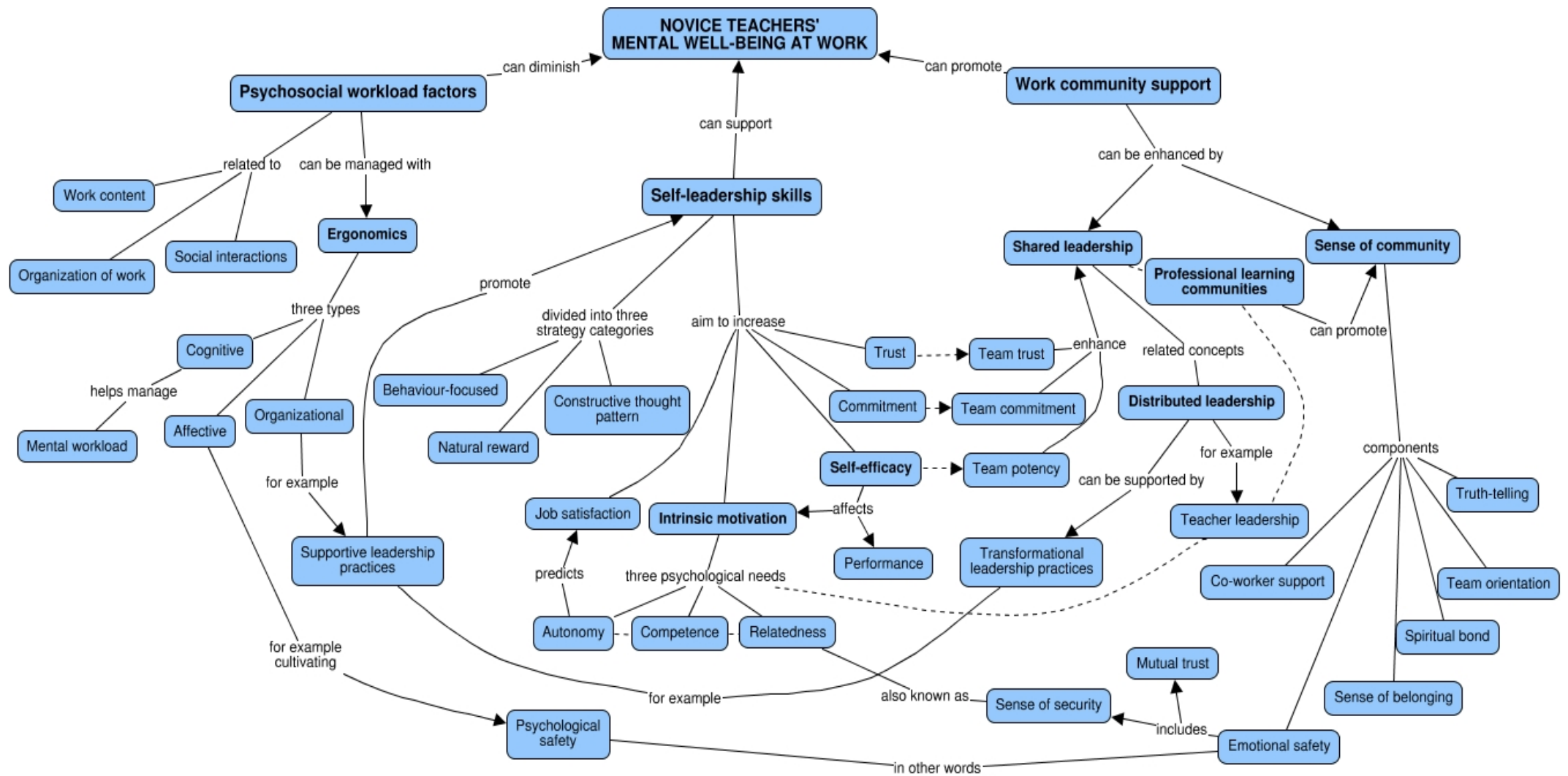


FIGURE 3. Synthesis of theories

Several studies have been conducted on novice teachers' work-related well-being, both in Finland and internationally. For example, in their study of Canadian novice teachers, Kutsyruba et al. (2019, 286) identified four core areas that are likely to support beginning educators' occupational well-being: "cultivating a work-life balance; nurturing a positive mindset; committing to reflective practices; and consulting, connecting, and collaborating with others". The findings indicate the importance of self-leadership skills and work community support in promoting mental well-being at work.

The importance of positive relationships with colleagues and principals in building resilience in novice teachers is highlighted by Le Cornu (2013). Work community support is crucial for beginning educators as it fosters "a sense of belonging and social connectedness" (Le Cornu 2013, 4). Relationships with colleagues, especially when they are reciprocal, provide vital emotional and professional support. Similar implications of collegial relationships and sense of community on teacher well-being have also been reported by Honkanen (2020), Soini, Pyhältö and Pietarinen (2010) as well as Weiland (2021). Moreover, positive relationships with students have been found to foster novice teachers' professional growth and promote their self-efficacy (Le Cornu 2013, 3–13).

Similarly, Uusiautti, Harjula, Pennanen and Määttä (2014) found numerous factors impacting Finnish novice primary school teachers' well-being, such as collegial and work community support, parent-teacher collaboration, school practices and experiences of success in teaching. Of these, support from colleagues and being accepted as full members of the work community significantly increased beginning educators' well-being. Furthermore, Uusiautti et al. (2014, 181–183) note that perceived successes in the classroom also positively affected well-being at work as they made novices more confident, in other words, increased their self-efficacy.

Promoting educators' well-being should be, as Cherkowski (2018, 63) notes, "a priority in and for its own right", as opposed to being attended to due to concerns of student performance or teacher attrition. Supporting particularly novice teachers is of paramount importance since adapting to the demands of the profession can be challenging. Early career educators should, therefore, be

provided with adequate time and direction to be acquainted with their new role. The OECD (2019, 5–6) suggests certain support measures for new teachers, such as induction activities, mentoring and reducing their teaching load to afford more time for lesson preparation. Correspondingly, Handolin-Kiilo and Aksela (2015) list induction, mentoring, professional development opportunities and peer support as possible support procedures.

As these examples show, the occupational well-being of Finnish beginning educators has been researched, and support measures have been suggested. Nonetheless, prior studies have typically focused on the impacts of relationships. This study brings an additional angle to the topic by offering insights into young teachers' perceived self-leadership skills as well as principals' perceptions of novices' self-leadership skills while simultaneously examining the community aspect of well-being at work. By combining self-leadership with work community support, this thesis aims to present a comprehensive overview of the factors that contribute to novice teachers' mental well-being at work.

3 METHODOLOGY

3.1 Methodological approach

The aim of this thesis was to study novice teachers' and principals' perceptions of factors contributing to novice teachers' mental well-being at work. A mixed methods research approach was adopted in this study as both quantitative and qualitative data collection and analysis methods were used, which allowed for an in-depth examination of the subject (Creswell & Creswell 2018). The research design used was convergent mixed methods (Figure 4); in other words, quantitative and qualitative data were collected somewhat simultaneously and the results were then integrated to form a thorough view of the topic (ibid.). Quantitative data included close-ended questions and the Reiss Motivation Profile, while qualitative data consisted of open-ended questions.

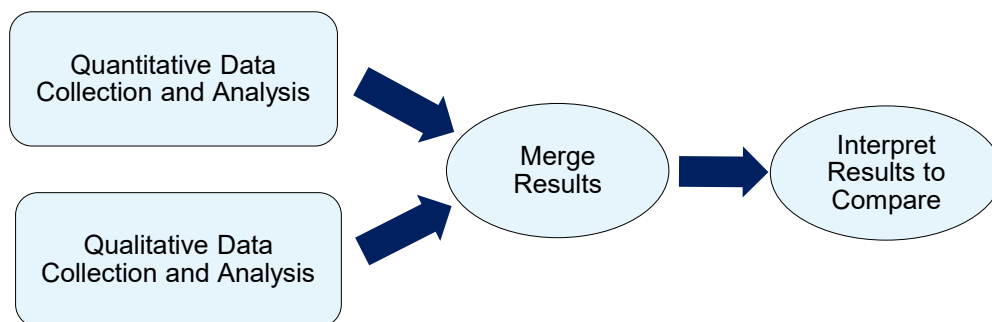


FIGURE 4. Convergent mixed methods design (modified from Creswell & Creswell 2018)

The philosophical basis driving this thesis was the pragmatic worldview, which is typical of mixed methods studies. Pragmatism places emphasis on the research questions rather than methods, with the purpose of acquiring a rich view of the topic. Thus, it allows researchers to have the freedom to choose suitable methods according to the research need. Another feature of the pragmatic view is understanding the fact that topics, and thus also studies, are context-related; they are affected by, for instance, politics and social connections. (Creswell & Creswell 2018.)

3.2 Participants

This study was conducted as part of the Sustainable Brain Health Project coordinated by TAMK. Prior to the beginning of the thesis process, an online survey was administered to basic education teachers participating in the project. Altogether 72 educators working as class or subject teachers at primary (grades 1–6) or lower secondary level (grades 7–9) in Tampere, Finland completed the survey. As this thesis was only focused on novice teachers, purposive sampling was applied. However, the fairly common definition of a novice, i.e. five years or less of work experience, could not be used as the selection criterion as teaching experience was not asked in the survey.

Thus, a decision was made to include in the subject population all teachers under the age of 35 who had worked five years or less in their current organization and were not in a managerial position. The age of 35 was chosen for various reasons. Although teacher education takes approximately five years, it is increasingly common for Finnish students to take gap years before pursuing university studies. Moreover, it is possible that teaching was not the first profession for the participants or that they had spent more time on studying. In the end, nine teachers met the criteria, eight females (88.9%) and one male (11.1%) (Table 6). The participants' ages ranged from 26 to 34, the average being 30. Six of the teachers (66.7%) held permanent positions, while three (33.3%) were temporarily employed.

TABLE 6. Participant summary

| Participant group | Gender | | | | Total |
|-------------------|--------|-------|------|-------|-------|
| | Female | | Male | | |
| Novice teachers | 8 | 88.9% | 1 | 11.1% | 9 |
| Principals | 5 | 55.6% | 4 | 44.4% | 9 |

In addition to novice teachers, principals were also included in the study in order to obtain their insights on novice teachers' self-leadership skills as well as their perceptions of fostering a supportive work community. Some of the principals in this study were leading the educational institutions in which the participating teachers worked, while others headed other comprehensive schools in Tampere.

Altogether nine principals, who worked either as school heads or deputy heads, took part in this study. Five of the principals (55.6%) were women and four men (44.4%).

3.3 Data collection

An online survey was conducted to the participating teachers between 5 and 11 November 2020. The advantage of a survey is that it allows for a large amount of data to be collected in a fairly short amount of time (Hirsjärvi, Remes & Sajavaara 1998, 191). The Webropol questionnaire consisted of open-ended questions and two types of closed-ended questions (multiple-choice and rating scale), the three commonly used question forms in surveys (ibid., 194–199). The questions related to various aspects of occupational well-being and brain health, such as information overload and ethical load, emotions, exercise and nutrition. Only questions relevant to the scope of this thesis, i.e., self-leadership, motivation, work community support and work-related well-being, were included in data analysis (Appendix 1). The participants also completed an online self-report on motivation, i.e. the Reiss Motivation Profile, in November or December 2020 to further explore the factors that motivate them.

An online survey for principals (Appendix 2) was carried out during a well-being workshop session on 14 April 2021. The workshop was organized online, via Microsoft Teams video conferencing software due to the COVID-19 pandemic. The survey consisted by both closed-ended and open-ended questions on novice teachers' self-leadership skills and support measures provided for them.

Additionally, principals' perceptions were investigated in a 20-minute focus group interview during the same workshop session. Focus group interviews, also termed group discussions, can be used to gather information from participants that share similar backgrounds and positions. According to Ojasalo et al. (2020), the advantage of focus group interviews over individual interviews is the fact that interaction between participants can deepen the level of discussion, and thus provide new insights. For the purpose of allowing more opportunities for individual opinions, the principals were randomly divided into two discussion groups, five to

one and four to the other. The author of this thesis acted as the interviewer in one group, and a member of the same research team in the other. The semi-structured interview was built around the theme of sense of community at work (Appendix 3). The participants were asked two questions, one at a time, after which they could freely share their views and opinions.

Due to ethical reasons, the focus group interviews were not recorded; instead, the researchers wrote down notes on a laptop simultaneously. All the insights were written anonymously so that the names of the persons voicing their opinions were not documented. To ensure that the notes accurately described the stated views of the participants, after the interviews, all the participants returned to the main Teams session in which the researchers showed the notes and recapitulated the main points of the discussion. At this point, the principals had the opportunity to correct any of the notes if they felt they did not correctly reflect their views.

3.4 Data analysis

As noted above, this thesis was a mixed methods study that used a convergent design. Hence, quantitative as well as qualitative methods were used in data analysis, and the results from each data collection method were analysed separately. The two closed-ended question types in the surveys, namely multiple-choice and Likert scale questions, were analysed quantitatively using descriptive statistical analysis methods. The data were analysed with SPSS Statistics; in addition, Microsoft Excel was used to produce charts.

Qualitative analysis methods, on the other hand, were used with open-ended questions, both in the surveys and focus group interview, as well as with the Reiss Motivation Profile. In the open-ended survey questions and the interview, the participants' perceptions were analysed by grouping their responses into broad themes, i.e. through thematic analysis (Creswell & Creswell 2018). Classifying responses by themes is widely used in analysing qualitative data as it provides a useful way to cluster participants' responses and detect similarities between them (Ojasalo et al. 2020).

To be more precise, an inductive thematic analysis approach was adopted, in other words, the identified patterns, or themes, emerged from the data, rather than were driven by the theoretical framework of the study. This allowed for a more thorough account of the participants' views. A six-step guideline for thematic analysis proposed by Braun and Clarke (2006) was followed. First, the data were familiarized with, after which initial codes were generated and collated into themes. Subsequently, the themes were reviewed as well as defined and named. Finally, the findings were written down and extracts supporting them were selected.

3.5 Reliability and validity of the study

Both the reliability and validity of this study were carefully considered. The theoretical framework around the research topic was studied thoroughly. As this study was driven by pragmatism, several types of data were collected to ensure a comprehensive understanding of the topic. The use of various forms of data and collection methods as well as perspectives from both novice teachers and principals, i.e. triangulation (Creswell & Creswell 2018; Ojasalo, Moilanen & Ritalahti 2020) was utilized to increase the reliability of the study. The quantitative research results were carefully checked; correspondingly, in the qualitative analysis, emphasis was placed on ensuring the reliability of the findings. Although qualitative analysis is, to some extent, always based on the researcher's subjective interpretation, every effort towards objectivity was made. For instance, one additional member of the research team observed the discussion in the focus group interview to confirm the findings of the researcher.

The validity of the research questions and methods was ensured prior to data collection. Surveys should be carefully planned and tested before they are administered (Ojasalo et al. 2020); thus, for example, the teacher survey questions related to self-leadership were taken from the Abbreviated Self-Leadership Questionnaire (ASLQ), the validity of which has been confirmed (Houghton et al. 2012). Furthermore, the Reiss Motivation Profile has been shown to be a reliable and valid tool for examining the basic desires that motivate individuals (Havercamp & Reiss 2003). As for the principal survey, five people

working in education, none of whom were subjects in this study, tested and provided feedback on the Microsoft Forms questionnaire prior to its administration. Similarly, feedback was also provided on the validity of the focus group interview questions.

3.6 Research ethics

This study followed the principles of good scientific practice and responsible conduct of research as defined by the Finnish Advisory Board on Research Integrity (Tutkimuseettinen neuvottelukunta 2012). The ethical requirements of the Sustainable Brain Health Project and Tampere University of Applied Sciences (Tampereen korkeakouluyhteisö n.d.) as well as the requirements of the General Data Protection Regulation (GDPR) of the European Union (Regulation 2016/679/EU) were complied with in all stages of the thesis process: data collection, analysis and interpretation. The data were collected only for scientific purposes.

Participation in the study was voluntary; participants were informed on the purpose of the study and asked to give their consent to take part in the research. Participants' responses were anonymized. Moreover, the principle of data minimization was adhered to as only the minimum amount of personal data relevant to the scope of the study was gathered. No sensitive personal data were collected. The data were managed confidentially and stored securely. The data management plan, participant information sheet as well as privacy notice of the Sustainable Brain Health Project can be found in Appendices 4, 5 and 6, respectively.

4 RESULTS

4.1 Novice teachers

As novice teachers were the foci of this thesis, their perceptions on several aspects that impact mental well-being at work were gathered in various forms. Closed-ended and open-ended questions³ were used to collect information on beginning educators' self-leadership skills, motivation, perceived work community support and occupational well-being. In addition, the Reiss Motivation Profile offered further insights into the factors that motivate novices.

4.1.1 Self-leadership skills

The novice teachers' self-leadership skills, specifically at work context, were explored to gain an understanding of the types of strategies they employed (Figure 5). The participants were asked to evaluate statements on a five-point Likert scale from *strongly disagree* to *strongly agree*. The seven statements were taken from the Abbreviated Self-Leadership Questionnaire (ASLQ) (Houghton et al. 2012), and they were targeted towards eliciting information on the use of specific self-leadership strategies, namely those that belong to behaviour-focused and constructive thought pattern strategy categories (see Section 2.2 for further information on self-leadership strategies).

There were altogether four questions on behaviour-focused strategies, two of which tested the use of self-goal setting strategies. All nine participants somewhat agreed on establishing specific goals for their performance. Similarly, everyone either somewhat or strongly agreed on working towards the self-set goals. Another behaviour-focused strategy, i.e. self-observation, was not used as widely as two subjects (22.2%) somewhat disagreed on keeping track of how well they were performing at work, four were undecided (44.4%) and three (33.3%) agreed doing this. Equally, self-rewards were not generally employed. Only one novice

³ Please note that as the study was conducted in Finnish, all the examples of participant responses presented in this thesis have been translated by the thesis author.

(11.1%) reported rewarding themselves after successfully completing a task. Four subjects (44.4%) were neutral and four either somewhat or strongly disagreed with using this strategy.

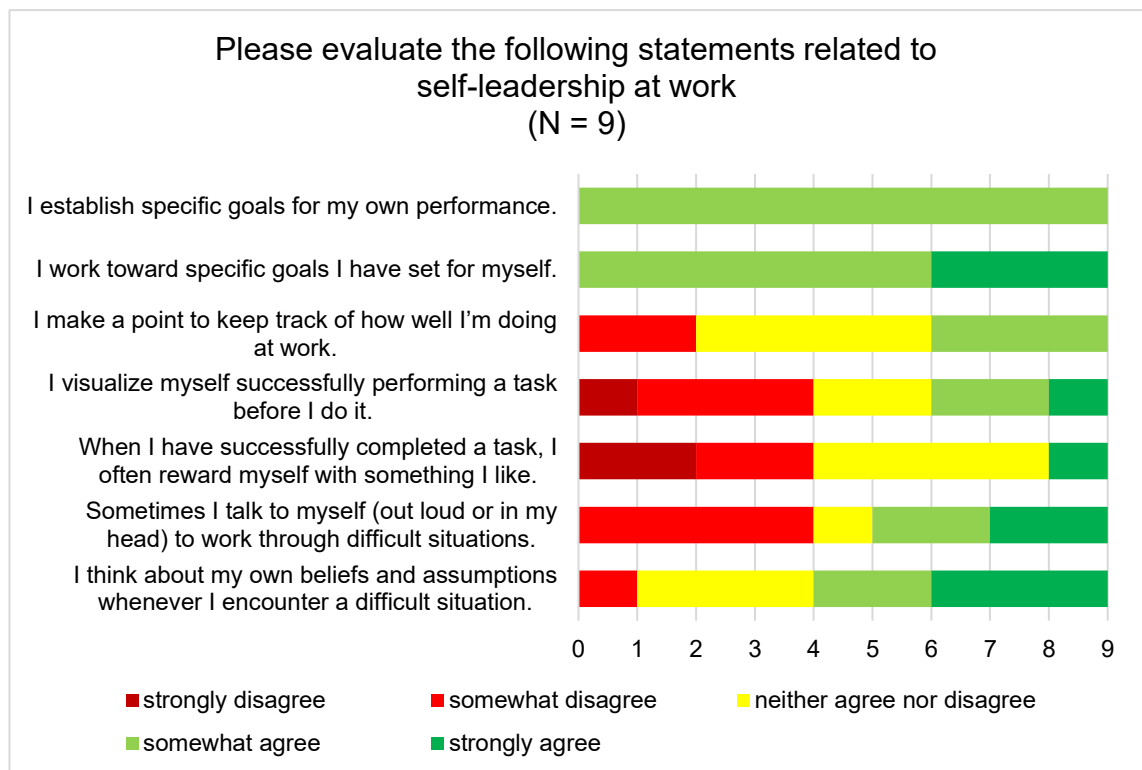


FIGURE 5. Novice teachers' utilization of self-leadership strategies

Three questions focused on constructive thought pattern strategies. There was some variation in the degree to which mental imagery was employed. Four teachers (44.4%) either strongly or somewhat disagreed, two (22.2%) were undecided and three (33.3%) either strongly or somewhat agreed on visualizing a successful performance before doing it. The last two questions focused on evaluating beliefs and assumptions. The participants were divided on whether they talked to themselves to work through difficult situations as four of them (44.4%) disagreed and four either agreed or strongly agreed with this statement. Then again, five respondents (55.6%) reported thinking about their beliefs and assumptions when faced with a challenging situation, three (33.3%) were neutral, and one (11.1%) somewhat disagreed with employing the strategy.

In addition to the closed-ended questions, the participants were asked to evaluate their self-leadership skills in their own words and justify their answers. Four teachers (44.4%) described their skills good, which was shown, for instance, in

the ability to plan tasks and motivate oneself to perform activities as illustrated in the following examples.

In my opinion, my self-leadership skills are good, because I can plan my work and actions without burdening myself too much. I can work under pressure, I am resilient and energetic.

I am pretty good at leading myself. I can assess which tasks should be handled first. I am constantly assessing my own work and I can motivate myself to work. I can also separate work and free time in a sensible way.

Another four respondents (44.4%) stated possessing moderate self-leadership skills; they used some strategies but, at the same time, they recognized that there were still aspects to develop. This shows that they did, indeed, utilize behaviour-focused strategies. The strategies help increase self-awareness, and thus, made the participants conscious of the areas of improvement.

Moderate. I can set goals and work towards them. I can prioritize and create schedules. On the other hand, I lose my focus easily and I start, e.g. answering emails in the middle of everything. I am sensitive to distractions. Getting started with an activity is sometimes hard, certain tasks take up too much time. I can't end my working day in time, days get long sometimes. On the other hand, I have successfully separated work from free time, and I don't work during evenings or weekends.

Sadly, one teacher (11.1%) described their self-leadership skills as non-existent, justifying their answer with the lack of strong work experience. The overall perceived level of self-leadership, nevertheless, was rather good, albeit it seems that behaviour-focused strategies were utilized more widely than the other categories. The results from the close-ended self-leadership questions support this finding as self-goal setting was employed most and there was quite a bit of variation in the use of other strategies.

4.1.2 Motivation

As discussed in Section 2.2.1, intrinsic motivation is closely linked to self-leadership. The factors that motivate young educators were explored in the

survey. First, they were asked how well they knew what motivated them at work on a five-point scale from *very well* to *not well at all* (*cannot say* was given as the sixth option). The participants' responses are seen in Figure 6, which shows that the majority of the respondents could identify the motivating factors well. Seven teachers (77.8%) replied that they knew the motivators either well or very well. Two respondents (22.2%) knew moderately well what motivated them at work.

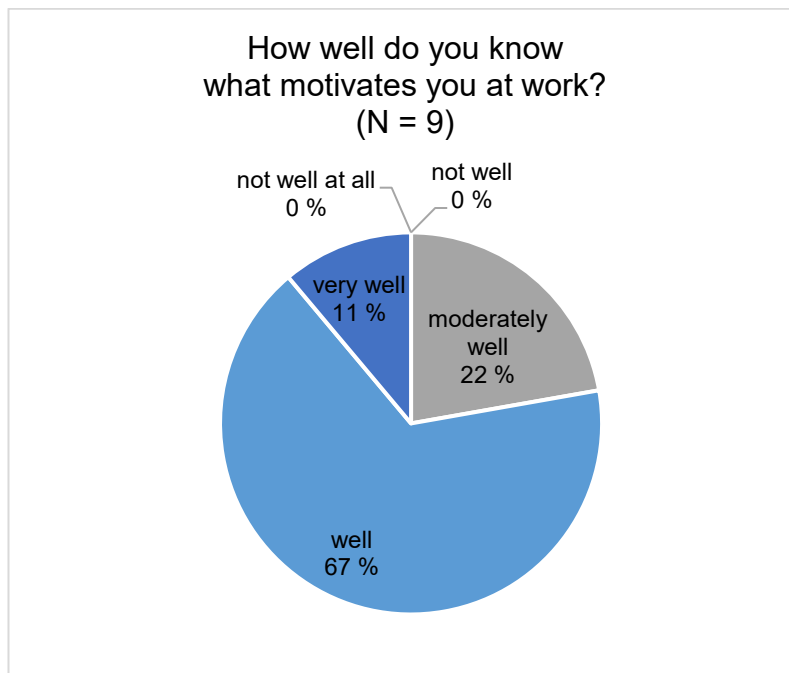


FIGURE 6. Novice teachers' level of identifying motivating factors at work

The actual motivating factors were also inquired as the participants were requested to list the three most important work-related motivators. There were three major themes that more than half of the respondents mentioned. First, six teachers (66.7%) were driven by teaching and the meaningfulness of the profession. As the following example illustrates, they felt that their work actually matters.

Meaningfulness. The fact that I feel that my work truly has an impact on young people's lives.

The second point that strongly motivated the young educators was related to teaching, namely experiences of success, which was mentioned by five subjects (55.6%). The third major theme, i.e. work community, was also brought up five

times. For instance, collaboration with colleagues, sense of community and a good work climate inspired the participants.

Experiences of success, to have the feeling at work that I can already handle this very well.

Helping others and communality

Naturally, the above-mentioned factors were not the only ones that motivated early career educators. Besides the meaningfulness of the profession, experiences of success and work community, the following were mentioned more than once: pupils (three times), suitable challenges (twice) and money (twice). The respondents were also asked to describe how well they could fulfil the motivating factors at work. The vast majority (88.9%) replied being able to fulfil the motivating factors at their work either well or fairly well, mainly citing motivators as daily parts of their job. Only one participant (11.1%) reported not being able to fulfil all the elements that inspire them due to lack of time.

Almost daily I notice that I simply don't have enough time for every pupil that needs help. It's frustrating that pupils' learning results would probably be much better if the group size was a little bit smaller and I would have more time to help everyone who needs individual attention.

Reiss Motivation Profile

In addition to the survey questions, the novice teachers' motivation was examined with the Reiss Motivation Profile. Figure 7 depicts the average profile of all nine novices. As discussed in Section 2.2.1, the profile is based on a 128-item online self-report on the 16 basic desires proposed by Reiss (2001, 2004). The statements in the questionnaire are rated on a seven-point Likert scale from -3 to +3. Based on the individual's responses, each basic desire is given a value between -2 and +2. If the value is between -0.84 and +0.84 (orange area), the respondent has an average need for that basic desire, as does about 60 per cent of the general population. In those cases, the need to fulfil the desire depends on the situation. Then again, if the value for a particular basic desire is between +0.84 and +1.7 (blue area), the need is strong and must be fulfilled regularly. Similarly, a value between -0.84 and -1.7 (light blue area) indicates a weak need. At the extremes, a value between +1.7 and +2, or -1.7 and -2, signifies a very

strong or a very weak need, respectively, and is only possessed by approximately two per cent of people. (Mayor & Risku 2015.)

As can be seen from the average profile, the novices had a low need for independence and curiosity, and a high need for eating. Individual interpretations of the needs may differ, but in general, Reiss (2001, 2004) suggests the following. A low need for independence signifies a strong need for sense of belonging. Thus, the participants seemed to appreciate teamwork, helping others and receiving support from them. This need for interdependence could be linked with the relatively low, yet still average, need for power. The average profile suggests that the respondents did not necessarily enjoy making decisions. Naturally, all teachers make dozens of decisions in their classrooms every day; however, that does not mean that they are driven by being in a decision-making position. Instead, they are likely to appreciate making decisions together with others and working as equals in teams. A similar team-orientation was also detected in the novices' survey responses to the factors that motivate them.

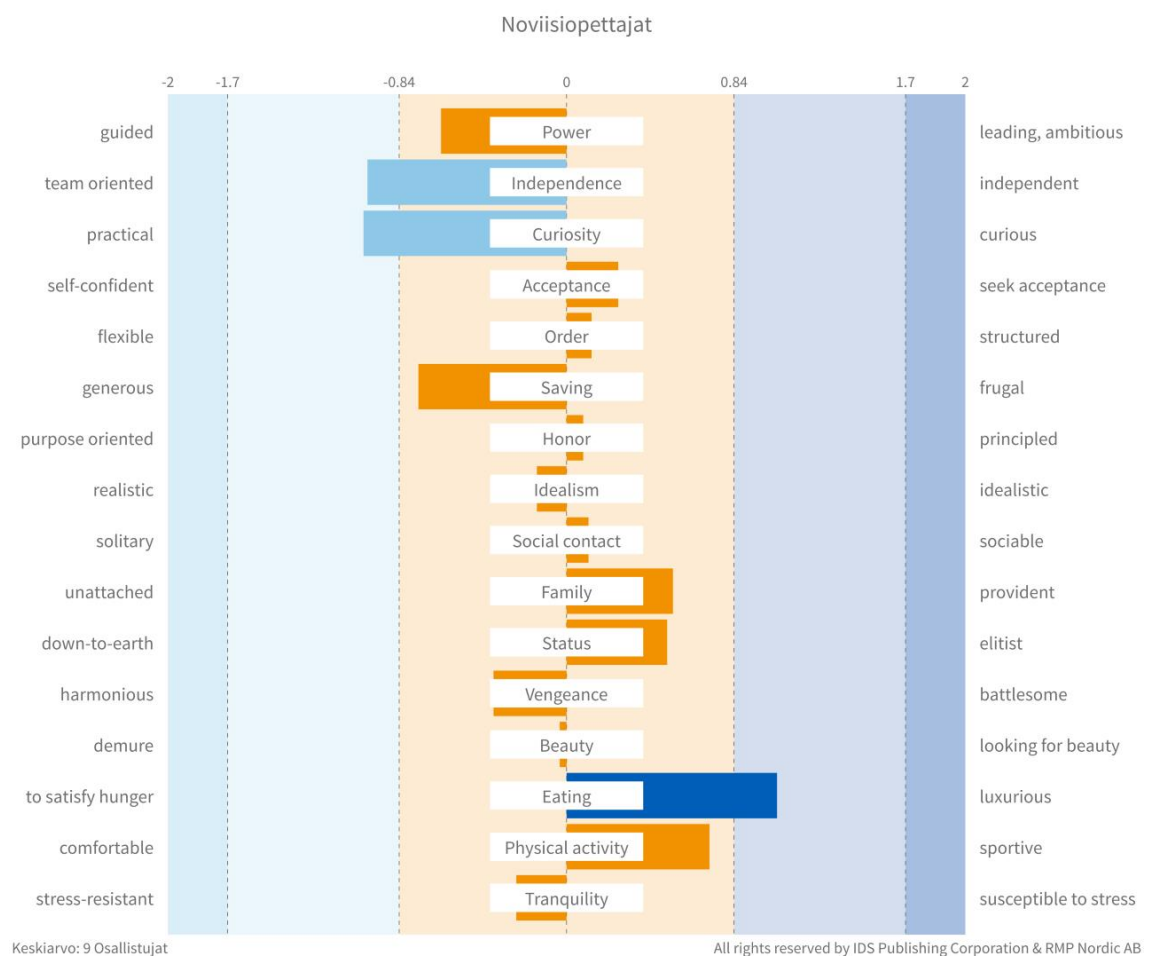


FIGURE 7. Novice teachers' average Reiss Motivation Profile

A low need for curiosity indicates that the novices were possibly driven by doing things. They may appreciate practicality, and view gathering information and learning new things as means to solve issues. Pragmatic individuals may want to see concrete results at work. This is linked with the fact that the novices reported being motivated by experiences of success and the meaningfulness of teaching. In addition, the slightly elevated average needs for family and status indicate that the participants may have been motivated by taking care of their pupils as well as the respected profession.

Finally, a strong need for eating may indicate that the participants enjoyed cooking and trying different types of foods. They may also need enough time to have to lunch and snacks during a hectic working day. This would allow them to have a break in order to recover from the demands of the job. Correspondingly, the slightly raised average need for physical exercise could be interpreted as the need to be active and move around during the working day. On the other hand, exercising in free time might provide well-needed opportunities for recovery from the workload.

4.1.3 Work community support

Several previous studies (e.g. Kutsyruba et al. 2019, Uusiautti et al. 2014) have shown the importance of work community support for novice teachers' occupational well-being. Thus, it was vital to research the role of social support and psychological safety in this study as well. The novice teachers were asked to evaluate social support at their work on a five-point Likert scale from *never* to *always* (Figure 8). All the subjects replied that their colleagues fairly often or always helped and supported them as well as listened to their work-related problems when needed. More than half of the novices (55.6%) also received support from their manager fairly often or always, although one respondent (11.1%) was provided with help fairly rarely. Similarly, most participants (77.8%) had managers who listened to their problems.

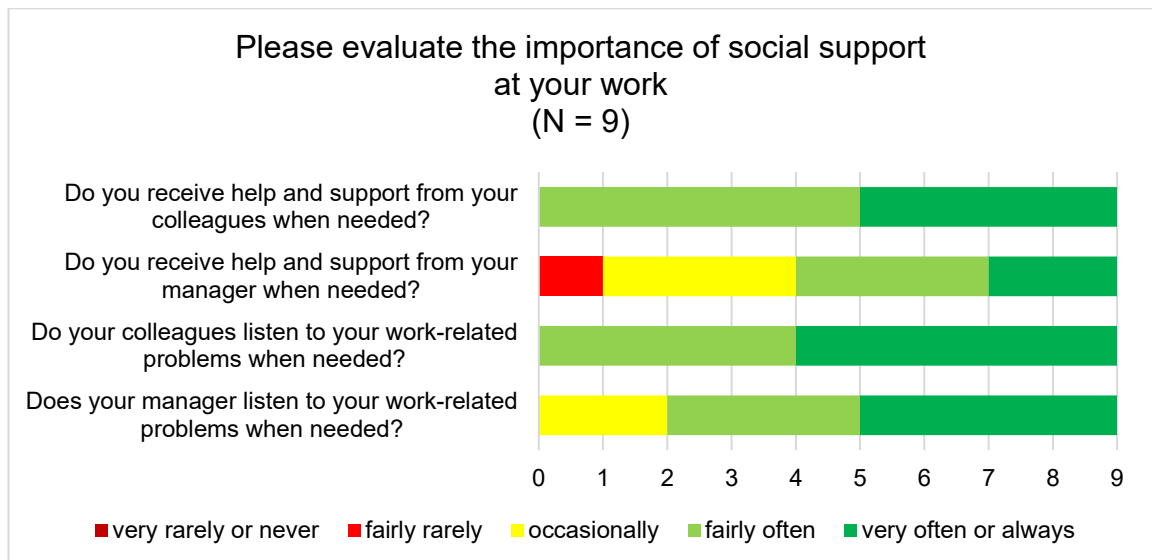


FIGURE 8. Novice teachers' perceptions of social support at work

As for psychological safety, the young educators indicated their level of agreement with seven statements related to their work (Figure 9). Psychological, or emotional, safety is one of the key elements in psychological sense of community at work (Burroughs & Eby 1998), and crucial in increasing mutual trust and a sense of security. Thus, cultivating a psychologically safe work environment is of highest importance.

Luckily, the results indicate that the vast majority of teachers worked in teams that allowed them to make mistakes and talk about difficult issues. Moreover, members in the novices' teams were not ostracized for being different nor were there people in the team who would hamper the respondents' work. All the respondents found it easy to ask for help from their teammates. Interestingly, four novices (44.4%) either somewhat or strongly agreed on that taking risks was safe in their team, four were undecided and one (11.1%) stated that it was not safe to take risks. Nevertheless, more than half of the subjects (66.7%) felt that their skills and abilities were appreciated and utilized in the team. Thus, it seems that, for the most part, the novices worked in psychologically safe environments in which they received help and support from their co-workers and principals.

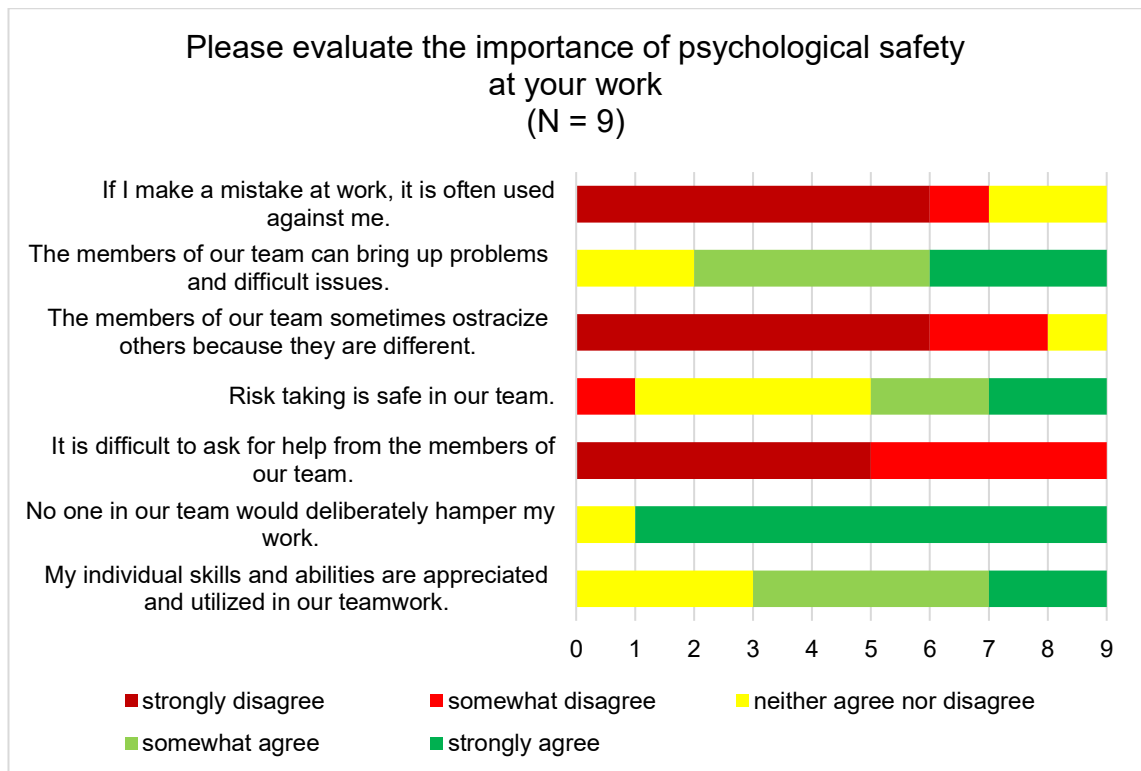


FIGURE 9. Novice teachers' perceptions of psychological safety at work

4.1.4 Well-being at work

In addition to the several aspects affecting mental well-being at work discussed above, the novice teachers' perceived sense of overall occupational well-being as well as causes of brain load were explored. Both closed-ended and open-ended questions were used. The closed-ended questions related to work engagement and stress, while open-ended questions were utilized to collect data from factors that cause and help in the management of brain load as well as aspects that increase well-being at work.

Sense of occupational well-being

The respondents' engagement at work was charted by asking them to rate how often they felt energetic at, enthusiastic about and absorbed in work (Figure 10). Based on their answers, the novices' work engagement was rather high. The majority of them (77.8%) reported feeling full of energy at work and fully absorbed in their work at least once a week, in fact, more than 50 per cent even a few times a week or more often. Similarly, all but one respondent (88.9%) were enthusiastic about their work once a week or more often.

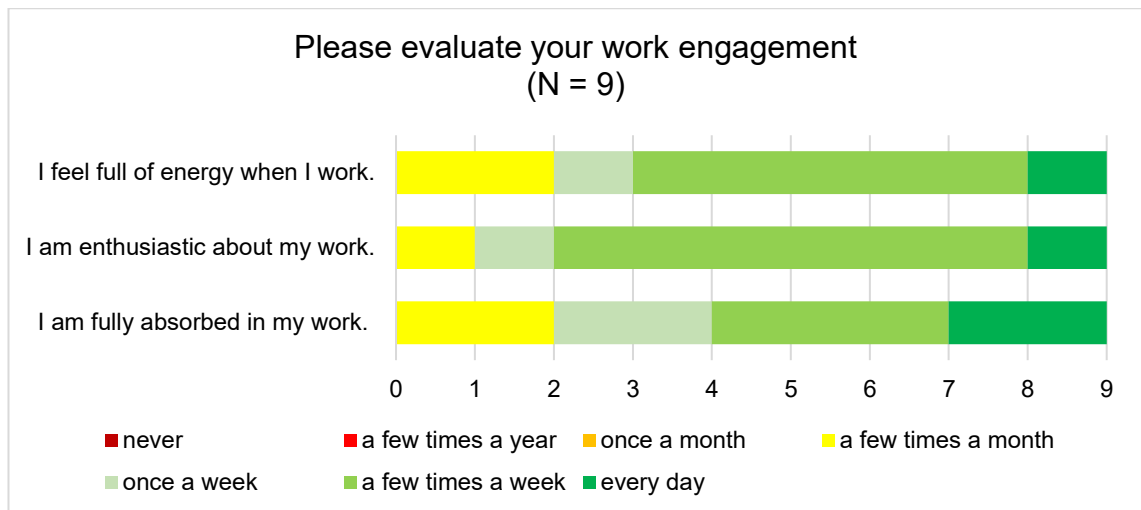


FIGURE 10. Novice teachers' perceptions of their work engagement

While feeling engaged, the participants also experienced stress. As shown in Figure 11, five novices (55.6%) felt somewhat stressed, and the remaining four (44.4%) experienced a lot or quite a lot of stress. This is rather understandable as teaching is a demanding human service profession that involves multitasking and requires constant alertness. Nevertheless, the amount of stress raises concerns.

The participants were also asked to indicate how well they recovered from their workload after a working day on a scale of 0 (*not well at all*) to 10 (*very well*) (Figure 12). There was plenty of variation in the novices' responses as their perceived recovery levels ranged from 1 to 8, the average being 5. One teacher (11.1%) rated their recovery level as 1, two teachers (22.2%) as 3 and one as 4, 5, 6 and 7, respectively. Two novices reported recovering from their workload rather well (level 8). It seems that approximately half of the respondents recovered from work-related effort moderately well, but there were also those who recovered quite well, and unfortunately, those who did recover from job strain during their free time. It should be noted, however, that none of the novices reported fully recovering from workload during non-work time, which is rather alarming.

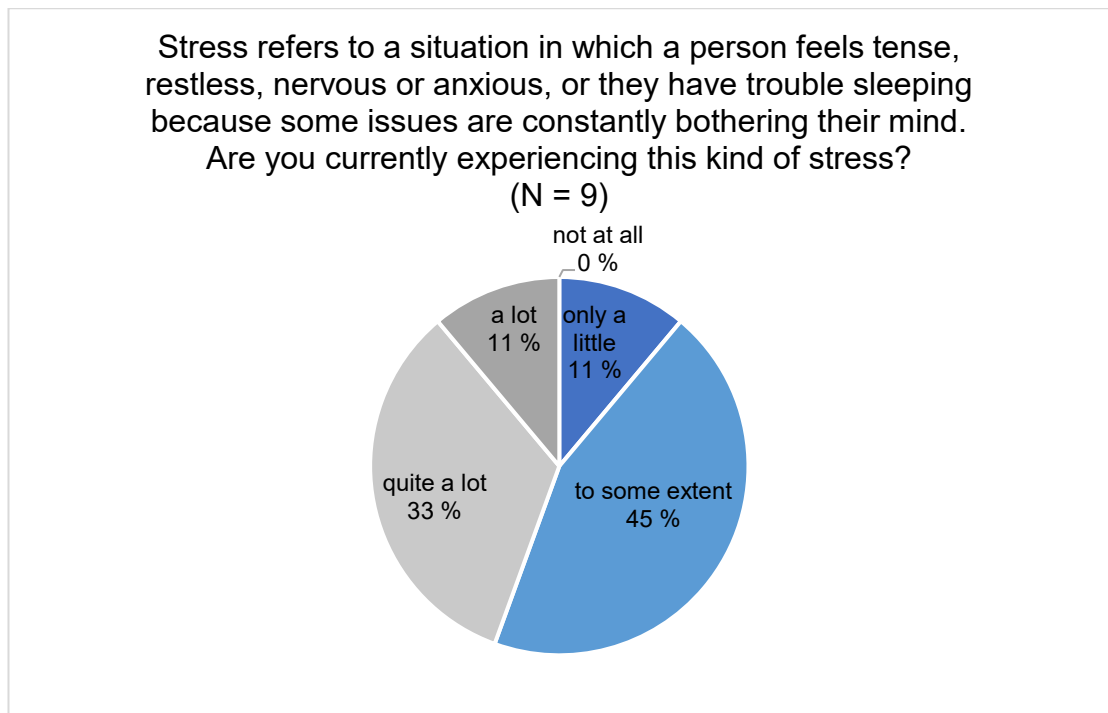


FIGURE 11. Novice teachers' level of stress

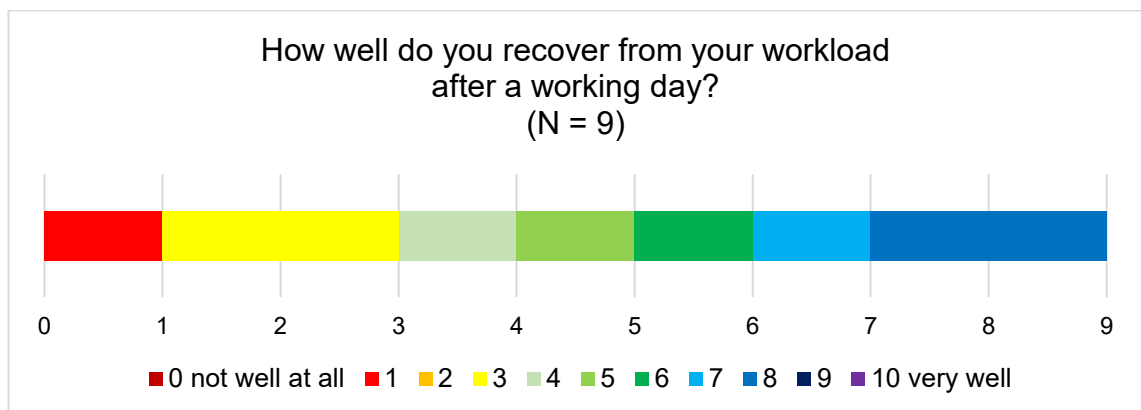


FIGURE 12. Novice teachers' level of recovery from their workload after a working day

Causes of brain load

To acquire a deeper understanding of young teachers' perceived level of stress, the sources of brain load were researched. In this study, brain load refers to all work-related factors that lower the effectiveness and quality of work. Brain load is increased, among other things, by distractions, interruptions, information overload, unclear issues, time pressure, learning new things, cognitive load, decision-making and ethical load. In other words, these are psychosocial workload factors presented in Section 2.1.1. The participants were asked to consider which factors caused them brain load at work, for example, with respect

to the work community, organization, management, work equipment or their own actions. It should be noted, however, that the above-mentioned definition of brain load as well as the list of factors contributing to it were given to them in the survey question (see Appendix 1); thus, the explicit mention might have affected their responses.

A fact that was noticeable was that the responses were considerably longer to this question than to any other question in this study. There were clearly multiple factors in the novices' work that caused them stress and mental strain. In fact, many participants described the factors in detail by giving concrete examples of aspects contributing to brain load. Although quite a few stressors were identified, there were some themes that the majority of respondents listed, namely, information overload, time pressure as well as distractions and interruptions.

All but one respondent (88.9%) reported suffering from information overload. As there was an abundant amount of information coming from various sources, three teachers (33.3%) reported this to be connected with a high cognitive load as there were so many things to remember.

During working days, I receive a lot of messages via email and group chat applications on my work phone and some of them require instant reaction. This easily breaks my concentration. There is a lot of information coming from different sources and it is sometimes hard to keep up with it.

Cognitive load is huge as is the amount of information I handle.

Another widely mentioned factor, also shown in the example above, that caused novices brain load was distractions and interruptions. Altogether six participants (66.7%) stated being stressed by them. This was manifested, for instance, in technology malfunction and constant distractions.

When technology fails, for example the digital learning environment doesn't work, it increases mental strain and decision-making.

I am often disturbed during breaks and there are interruptions even during work.

The third theme that most participating teachers (77.8%) reported causing them brain load was time pressure. The excerpts below reflect the fact that teaching truly requires constant multitasking.

There are many things that need to be taken into consideration, to be reacted to and to be done simultaneously or in a very short amount of time.

There is often too little time to complete tasks during the working day.

Other factors listed by a third or more of the respondents were decision-making (44.4%), noise and unclear issues (both 33.3%). Many factors diminishing well-being seem to interconnected, as shown by these extracts.

My workload is really high, and every minute I have to prioritize and consider which issue is the most important one to be handled right now and well, and which I can do "more badly" or maybe not do at all.

In addition, there are many changes and unexpected situations happening during the day in a teacher's work when ready-made plans have to be adjusted throughout the day and quick decisions have to be made.

Unclear practices in the work community. The fact that I have a huge organizing responsibility according to my job description and many teachers turn to me in many matters, but due to unclear practices, it is sometimes difficult to help / finding things out takes an undue amount of time.

Moreover, the following psychological workload factors were mentioned by two teachers (22.2%): learning new things, ethical load, high workload and lack of support. Thus, brain load is not the result of one single factor; instead, there are multiple aspects in the teaching profession that can potentially diminish educators' brain health. According to the novices' responses, especially the huge amount of information, short amount of time to complete tasks as well as being constantly distracted and interrupted seem to be major causes of mental burden.

Managing brain load

The factors helping the novice teachers manage brain load at work were explored to understand the aspects that are important in supporting mental well-being. There were two factors that more than 50 per cent of the participants mentioned: organizational skills, and collaboration and work community support. Six teachers (66.7%) named collaboration and support from their colleagues and principals to help them. Although work community support does not necessarily directly help in coping with psychosocial workload factors, such as information overload, it seems to be vital for mental well-being. It contributes to a feeling of togetherness and provides valuable chances to share ideas and feelings, as reflected in the following extracts.

Peer support of colleagues, shared tips for work

Sharing ideas and collaborating with colleagues

Empathic manager, a smaller team that meets weekly to share information and talk about things, nice and helpful colleagues

The other major theme, organizational skills, emerged in the responses of five teachers (55.6%). Being able to organize and plan one's work ahead seemed to help in managing, for instance, information overload and decision-making. As these examples demonstrate, the novices utilized self-leadership strategies, such as self-goal setting and self-cueing, to cope with brain load.

I have tried to reserve time at the end of the working day and in the morning to go through the mail and messages I have received during the day. I use my calendar to remember pupils' exceptional timetables. I plan lessons beforehand and try to prepare the following day's materials the previous day because there is not necessarily enough time to do that during the breaks.

Writing things in a to-do list and grouping them into urgent and less urgent.

Moreover, there were two additional factors that were both mentioned twice. One was time for recovery, such as short breaks and gap lessons, and the other openness and clear communication. Having some time for oneself, even in the middle of a busy working day, seemed to help the young educators. Equally, clear

and open communication was seen to promote occupational well-being as it reduces uncertainty.

Even if there were plenty of tasks to do, I try to have at least a five-minute coffee break every day during which I sit in the staffroom. This helps in coping with the workload.

Communication is clear and deadlines are long enough.

Factors increasing well-being at work

As the final question of the survey, novice teachers were asked to name the factors that increased their well-being at work. Yet again, two major, familiar themes emerged: the work community and having time for recovery. The majority of the participants (77.8%) reported the work community to promote their well-being. Some even used a broader term, i.e. school community, and included pupils in it as well.

Good work environment: support from colleagues and the employer, discussions with workmates, help is always there when needed

Colleagues, my own pupils, nice bosses

Another key theme was time for recovery, which was mentioned by five novices (55.6%). Recovery could be understood broadly here as the examples provided by the participants included, for example, regular breaks, having snacks and pleasant free time activities. All these could help cope with job strain and improve brain health.

A good night's sleep, relaxing morning routine, snacks

Regular eating and regular breaks

Pleasant things to do outside of work

Moreover, having a positive attitude was seen to promote well-being by three educators (33.3%). High quality facilities and suitable working hours were both mentioned twice as factors contributing to occupational well-being. All things considered, the importance of positive relationships at work and organizing work

in a way that allows time for relaxation, either during the working day or after it, were highlighted as major factors improving the well-being of young educators.

4.2 Principals

Principals were included in this study to gain a comprehensive understanding of the research topic. Their insights were a valuable addition as they provided an outsider perspective on novice teachers' self-leadership skills. In addition to self-leadership, this section presents principals' perceptions on a well-functioning work community and sense of community as well as the existing support measures for early career educators. The data on support measures and self-leadership skills were collected in an online survey, whereas views on work community were gathered in a focus group interview.

4.2.1 Support measures for novice teachers

In the online survey, the principals were asked about the current support measures for novice teachers at their educational institutions. The measures are presented in Figure 13. In all the schools, novice teachers were provided with both induction activities and mentoring; in addition, they received support from the work community. Three principals (33.3%) reported the use of organizational solutions, such as gap lessons for lesson preparation, as a support measure. In two schools (22.2%), novices were offered continuing professional development. Similarly, in two institutions, other measures were used. The principals defined these as meetings arranged especially for new teachers.

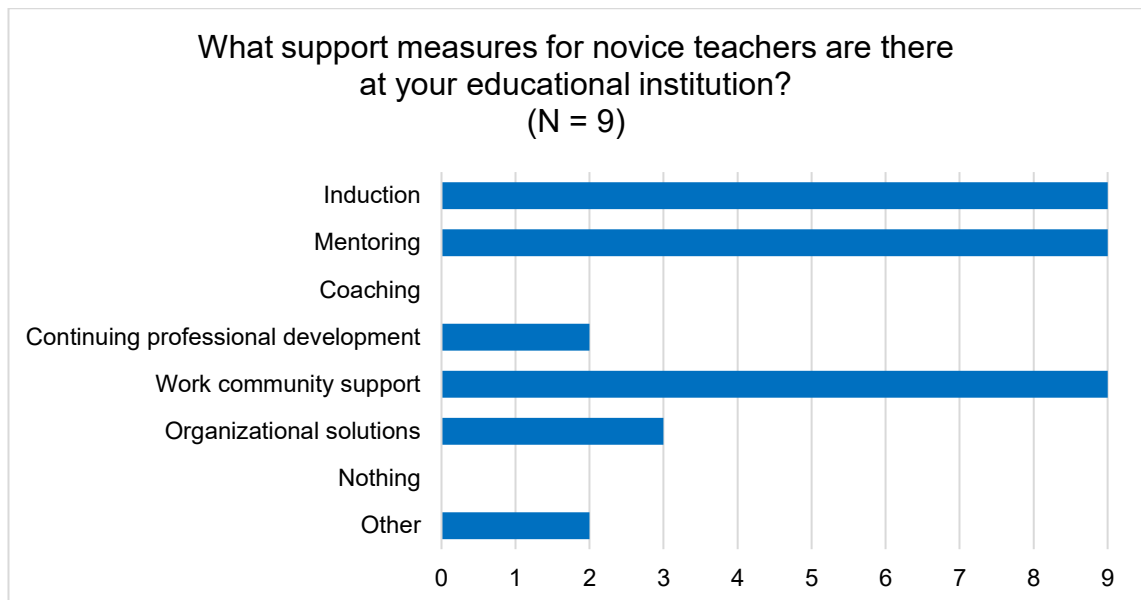


FIGURE 13. Current support measures for novice teachers

The participants were also asked to provide details of the existing modes of support. Many of the measures were placed at the beginning of the school year, which is understandable as everyone needs assistance in learning the practices of a new work community. Some schools even offered support before the start of a new academic year.

New teachers are given the opportunity to gather in a coffee klatch together with the principals even before the beginning of the school year. Mentors are assigned. "New teacher" meetings during the school year.

The importance of the work community was also stressed in the responses. Indeed, integrating novice teachers into the staff seems to be an important aspect of induction.

Induction material and discussion/guidance on "the ways of the house and tacit knowledge", allocating a colleague mentor, emphasizing collegiality and work community cooperation as a strength, encouragement to ask and articulate one's own ideas.

Every new teacher is allocated a mentor to whom they can turn in everything. Of course the whole work community helps, but it is easier when there is a designated person. Orientation folder for new employees.

In addition to the already existing support, the participating school heads' views on the support needed were investigated. Support measures through which beginning educators' work-related mental well-being could be enhanced, for example, in teacher education, working life and society, were charted. The main themes that emerged were raising awareness of the realistic demands of the job, mentoring and support from colleagues, and practice in the challenges of the teaching profession.

Support and encouragement from colleagues and principals, for instance, in the form of mentoring, was highlighted by four participants (44.4%). The need to share ideas and experiences was clearly seen as a crucial support mechanism.

Peer mentoring, with people in the same situation or with those who are a little more experienced.

Moreover, two principals (22.2%) mentioned the need to have open discussion on what it means to work as an educator. It seems that according to the principals' views, novices need help and support in building their professional identity.

What is enough in being a teacher? Not to burn one's candle at both ends.

The fact that young educators would need more practice in managing challenging situations at work was mentioned by three respondents (33.3%). The principals felt that some more training, for example, in parent-teacher collaboration would be beneficial.

In teacher education more training in city schools – more real than in university teacher training schools. Talk about the fact that not everything has to be perfect right away. It is permitted to experiment and fail, from that you learn most.

All in all, the aspects that were emphasized circled around topics that include plenty of collaboration and support from the work community. However, in establishing relationships with others that are based on trust, it is also crucial to be able to lead oneself.

4.2.2 Perceptions of novice teachers' self-leadership skills

In the survey, the principals were asked to rate novice teachers' self-leadership skills either excellent, good, satisfactory or weak (Figure 14). It should be noted, however, that they were asked to evaluate the skills generally, not the skills of the novice teachers who worked at their school. Most participants, i.e. two thirds (66.7%), evaluated novices' self-leadership skills at satisfactory level, while the remaining third rated them good.

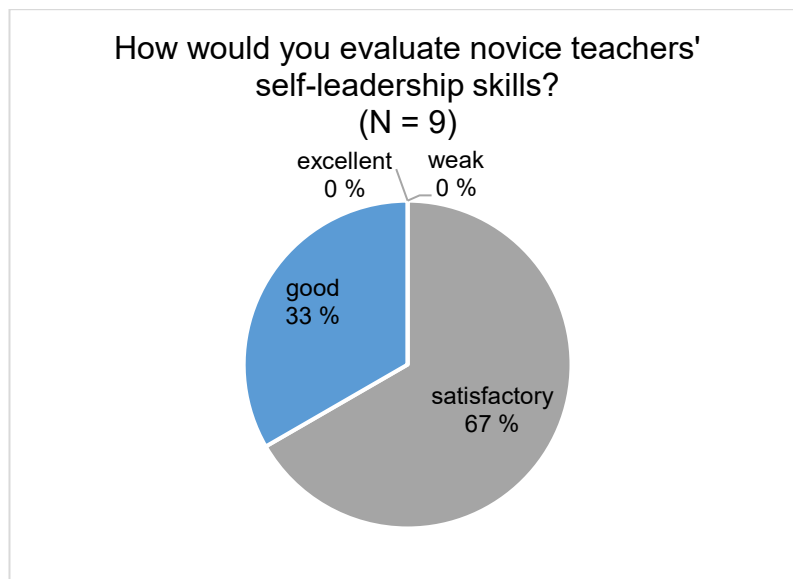


FIGURE 14. Principals' evaluation of novice teachers' self-leadership skills

To further understand the reasons behind these perceptions, the school heads were asked to provide their opinions on the ways self-leadership skills were manifested in novice teachers' actions and mental well-being at work. Three major themes emerged in the respondents' observations. One was challenges in the practices of the daily work, such as time management issues. They were mentioned by six heads (66.7%). As the following examples illustrate, early career educators are still learning the ropes of the trade.

Stress tolerance is still often low, time management, they aren't able to see the important things from the less important ones.

Insecurity, time management, troubles with group management.

Second, unrealistic expectations of the profession were mentioned three times. As the participants suspect, having too high goals and expectations may possibly lead to exhaustion. This is in correspondence with the suggestion of open discussion on the demands of the profession as a needed support measure for novices.

Goals seem to be high – they want to teach everything possible to everyone. This may lead to exhaustion, because they are forced to realize that it is not possible e.g. because the group is challenging. The time used for work may be high, meaning a lot of time is spent on lesson preparation, and again they are getting exhausted. Young teachers prefer doing all possible work in the school, and therefore no work is left to be done at home.

Very professional teachers who set the bar perhaps a little bit too high.

Third, variation in the level of self-leadership skills was mentioned by three principals (33.3%). Some young teachers are rather good at leading themselves, which is reflected in their work, as the following response shows.

They can take action. They have more strength. They know how to use their free time to recharge their batteries.

To summarize, although the principals rated novices' self-leadership skills at satisfactory level, they, at the same time, recognized that all teachers are individuals. Understandably, they saw that educators face many challenges at the beginning of their careers, but there are also those who can reflect their behaviour better and adapt to new situations more easily than others.

4.2.3 Perceptions of work community

The focus group interview, in which the principals participated, was centred around sense of community. There were two questions; the participants were first asked to describe a well-functioning work community. Most definitions were positive nouns and adjectives that characterized a safe and inclusive work environment.

Motivated

Supportive, taking care of one another

Collaborative, collaboration is seen as a strength

Good atmosphere

Appreciative and psychologically safe in which opinions are valued and people aren't afraid to share them

Furthermore, the practical aspects of work and professionalism were emphasized, especially having a clear set of rules and structure.

Clear structure helps and saves time.

Everyone's basic duty is crystal clear.

Ground rules are followed.

Everyone remembers that they are in a work community, does not put strain on others with their own problems, is professional.

As the second question, the principals were asked to provide concrete examples of developing and increasing a sense of community at work. The question clearly made the participants ponder the meaning of the term. There were several themes that emerged, first, having common values to which everyone is committed.

Having value discussions on the practices of the community: recognizing sore points and things that work well

Shared values to which everyone is committed at work. Everyone understands what the values mean, clarifying and revisiting them. Also the opportunity to change them.

Another, somewhat related, point that was mentioned was a sense of belonging. This included having the feeling that everyone is part of a group. Joint activities and having meetings and festivities were seen to strengthen communality.

Big is built through small (subject groups and grade levels): the staff's commitment to their own team

Everyone knows that they belong, and has the feeling of belonging, to some group.

Doing things together, also in free time, not just in the work context

School festivities

Furthermore, strengthening educators' autonomy, for instance, by delegating activities to various teacher teams was seen to promote a sense of community. The practice of distributing responsibilities to teacher teams (i.e. teacher leadership, see Section 2.3.1) is widely used in contemporary Finnish basic education.

By creating forums in which employees have to feeling that they can influence the matters in their own work community

By delegating school's planning tasks to teams, by participating in the planning and organization of schoolwork

Employees have the feeling of being heard.

Many principals worked in large school units, which made them consider whether a sense of community is even possible in school communities that consist of dozens of teachers. In addition, the practical aspect of arranging time for community-promoting activities caused concerns as meetings might increase mental strain.

What is the sufficient level of communality in large units? 100% communality can be distressing because there aren't ways to get to know everyone well.

How is this all done so that it doesn't increase mental strain? When time is arranged to shared discussion, they feel strained, and no time is found?

In addition to the above-mentioned concerns, the effects of the COVID-19 situation worried the principals, namely how to reach the same level of communality as prior to the pandemic. As teleworking has made its way to education, some practices may be here for stay; for example, some meetings could be held online also in the future.

All in all, the principals viewed having a set of shared values, a sense of belonging and shared responsibility of activities to strengthen the sense of community at work. According to them, a work community needs to have a clear structure in

order to function well. The respondents also highlighted the importance of a supportive and psychologically safe work environment in fostering collaboration, and thus, enhancing the mental well-being of education professionals.

5 DISCUSSION

5.1 Research questions

The aim of this thesis was to study early career educators' occupational well-being and aspects affecting it. The central research question was: What factors promote novice teachers' mental well-being at work? As the topic is quite multifaceted, five sub-questions were devised to examine the various components of mental well-being: self-leadership, motivation and support from the work community. These aspects were selected on the basis of the theoretical framework and the findings of prior research. Investigating all these areas was regarded as important since mental well-being is essentially a subjective experience that involves an interplay of individual, social and environmental factors. To further enhance the understanding of the topic, principals were included in the study to gain an outsider perspective on novice teachers' workplace well-being. A mixed methods research approach was utilized to gather a comprehensive view of the research subject. The data were collected with various methods; novice teachers' perceptions were obtained by conducting a survey, and with the Reiss Motivation Profile, while a survey and focus group interview were used in collecting principals' insights.

Two of the five sub-questions focused on self-leadership, one examining novice teachers' and the other principals' perceptions of novices' self-leadership skills. According to Manz (1986) and Neck and Houghton (2006), self-leadership strategies aim at increasing self-awareness as well as positively directing and motivating one's performance. The utilization of self-leadership strategies is likely to enhance, among other things, job satisfaction, self-efficacy, trust and commitment. Thus, self-leadership skills are essential in work environments, such as schools, in which there is plenty of collaboration and interaction with different people. In fact, they have been found to be vital prerequisites in building shared leadership activities (Bligh et al. 2006).

The findings of the study indicate that the participating novice teachers employed especially self-goal setting, which all nine beginning educators reported using.

More than half of the novices (55.6%) evaluated their beliefs and assumptions, one of the constructive thought pattern strategies. At least one third also utilized other behaviour-focused strategies and constructive thought pattern strategies, except for self-reward, which was adopted by only one respondent. Four of the novice participants (44.4%) reported leading themselves well and another four moderately well. The principals' views on novices' self-leadership skills differed slightly as two thirds rated young educators' self-leadership skills as satisfactory, and a third good. According to the school heads, self-leadership skills, or the lack of them, are reflected in novices' actions, for instance, as unrealistic expectations and challenges in daily practices, such as time management issues, leading to insecurity. On the other hand, the heads recognized that there is plenty of individual variation in the utilization of self-leadership strategies; some young educators employ them more widely than others.

As self-leadership is closely linked with intrinsic motivation, one research question focused on motivation; to be precise on the factors that motivate beginning educators at work. The vast majority of the novices (77.8%) reported knowing what motivated them either well or very well. The main motivators included the work community, meaningfulness of the profession and experiences of success. These responses indicate that the participants were intrinsically motivated by the teaching profession. It could be speculated that this is due to the utilization of natural reward self-leadership strategies. Intrinsic motivation can be increased by self-efficacy, which, in turn, is enhanced by the employment of self-leadership strategies (Houghton et al. 2003, Neck & Houghton 2006). It is, therefore, possible that experiencing success in teaching increased the respondents' self-efficacy, resulting in a higher level of intrinsic motivation and improved performance.

The main motivators at work found in this study are also in line with Ryan and Deci's (2000) view on intrinsic motivation. They suggest that in order to be intrinsically motivated, three psychological needs must be fulfilled: autonomy, competence and relatedness. Teaching in Finland involves a high level of autonomy as teachers have considerable freedom in implementing the national core curriculum and choosing methods and materials according to their pupils' needs. The profession itself can be seen to fulfil the need for autonomy, and

experiences of success the need for competence. The third need, relatedness, is met with the sense of community and support from co-workers.

In addition to the survey questions, the early career educators' motivation was examined with the Reiss Motivation Profile. Reiss (2001, 2004) suggests that there are sixteen basic desires that all individuals possess, but everyone prioritizes them differently. The average Reiss Profile of the participating novices indicates that the teachers had a high need for eating, and a low need for independence and curiosity. Being motivated by eating might signify the need to take a lunch break and have a peaceful moment in the middle of a busy schedule. Combined with the slightly elevated average need for physical exercise, this could signify a need for time for recovery and relaxation. Conversely, a low need for independence indicates team orientation. This finding is also supported by the fact that the participants named the work community as one of the motivating factors at work. A low need for curiosity could be interpreted as the need for focus as well as being motivated by practical matters. A low need for curiosity, connected with the lowered, yet average, need for power might be one reason why information overload was a major cause of brain load for the subjects. Individuals with a low need for curiosity and power might find it difficult to focus on essential information and experience the abundance of information as particularly stressful.

In addition to self-leadership and motivation, this study focused on work community support. Two research questions concentrated on this particular component; novice teachers' views on work community support were explored, as well as principals' perceptions of a well-functioning work community. The teacher survey revealed that the novices received plenty of support from their colleagues, and also from their managers. All nine early career educators stated that their colleagues helped and supported them as well as listened to their problems. Their work communities also seemed to be psychologically safe as the respondents could, for instance, talk about difficult issues in their teams and ask for help from their teammates. This might be the consequence of using self-leadership strategies as they may improve team commitment and trust.

The principals viewed a good work community to have a safe, inclusive and supportive environment in which everyone's views are valued. Having a clear set of rules and structure and cultivating a climate of professionalism were also highlighted. They suggested that to enhance communality at work, there should be open discussion on the values in order to commit everyone to them. In addition to shared values, a sense of belonging (developed with community-building activities) and shared responsibilities were seen as crucial elements. In fact, all the six dimensions of Burroughs and Eby's (1998) psychological sense of community at work (i.e. co-worker support, emotional safety, sense of belonging, spiritual bond, team orientation and truth-telling) were brought up in the school heads' interview, either explicitly or implicitly.

Shared responsibilities can be seen to empower educators by distributing duties and responsibilities to teacher teams. Promoting the three psychological needs of autonomy, competence and relatedness through teacher leadership is likely to enhance teachers' intrinsic motivation and job satisfaction. The positive effects of collaboration on teachers' mental well-being have previously been discovered by, for instance, Leithwood et al. (1998) and Lynch (2012). The use of positive and transformational leadership behaviours, for instance, fostering collaboration and inspiring a shared vision, are fairly commonly used practices in pedagogical leadership, the contemporary leadership style in Finnish education. Finnish schools could, thus, be described as professional learning communities (PLCs), based on shared values and vision as well as supportive leadership and environment.

The novice teachers' overall sense of workplace well-being, including work engagement, was also examined. The majority of the respondents was engaged at work once a week or more often. In fact, more than half of the subjects (55.6%) were enthusiastic about, energetic at and absorbed in work at least a few times a week. Although they clearly enjoyed their work, at the same time, they experienced stress. In fact, 44.4 per cent of the respondents reported feeling a lot or quite a lot of stress. Similarly, when asked about the level of recovery from daily workload, the average was only 5 on a scale of 0 to 10. The responses varied from 1 to 8, which means none of the participants fully recovered from work-related effort after a working day.

As this study was conducted as part of the Sustainable Brain Health Project, special attention was given to brain health. To further understand the rather alarming level of stress, the educators were asked to name the factors that caused them brain load. The psychosocial workload factors related to the work content and organization of work (discussed in Section 2.1.1), such as information overload, time pressure, distractions and interruptions were reported as the key issues undermining brain health by more than two thirds of the respondents. At least a third also listed decision-making, noise and unclear issues as sources of brain load. The participants reported certain aspects to help in managing these psychosocial workload factors. Organizational skills, and collaboration and support from the work community were mentioned by more than 50 per cent of the novices.

Finally, all things considered, the findings of the study suggest that the answer to the central research question, i.e. what factors promote novice teachers' mental well-being at work, is, indeed, the utilization of self-leadership strategies, support from the work community and having enough time to recover from work-related effort. In addition, the results indicate that the novices were intrinsically motivated by their profession and experiences of success. This might be attributed to the increased level of self-efficacy due to the effective use of self-leadership strategies.

The importance of social support and collegial collaboration on early career educators' workplace well-being has been emphasized in previous studies as well, for example, by Kutsyruba et al. (2019), Le Cornu (2013) and Uusiautti et al. (2014). In this study, a third of the novices also reported having a positive attitude to increase their occupational well-being. Positivity towards work can be enhanced by employing constructive thought pattern self-leadership strategies, such as positive self-talk. In contrast, behaviour-focused strategies of self-goal setting and self-cueing (for instance, to-do lists), may help in organizing work in a way that reduces brain load and enables sufficient time for recovery from psychosocial workload factors, thus ensuring sustainable brain health.

5.2 Conclusions

Mental well-being at work is a complex construct in which several aspects are interconnected. This thesis provides valuable information on Finnish novice teachers' current level of workplace well-being. The findings indicate that support from the work community, self-leadership skills and having time to recover from psychosocial workload factors contribute to the mental well-being of young educators. The crucial role of the work community was highlighted in this study. Fostering a sense of community at work is vital for the mental well-being of novice teachers, and teachers in general. Communalities could be enhanced, for instance, by adopting transformational leadership practices that empower teachers through collaboration.

Contemporary Finnish education employs distributed leadership practices in which responsibility is shared across the organization, both to teacher teams and individual teachers. Teacher leadership is closely related to the adoption of self-leadership strategies as strong self-leadership skills are likely to result in higher levels of team potency, commitment and trust. The utilization of transformational leadership practices is likely to increase teachers' autonomy and control over matters concerning their work, thus increasing their self-efficacy, motivation and commitment.

Self-leadership seems to be a buzzword in the public discussion nowadays. Cited as essential in surviving today's working life, the term, however, is rarely defined. Thus, raising awareness of the explicit self-leadership strategies proposed by Neck and Houghton (2006) could provide well-needed chances for novice teachers to improve their performance levels and help them manage psychosocial workload factors. It is worth considering whether the strategies should be explicitly taught in teacher education. After all, Houghton et al. (2004) and Neck and Houghton (2006) suggest that self-leadership skills can, indeed, be developed through active employment of the strategies. If student teachers were introduced to the various self-leadership strategies at university, they might be better prepared for the challenges of the teaching profession. This way, their self-efficacy could be increased, which would positively affect their perceived occupational well-being.

That being said, there is only so much an individual can do to increase their mental well-being at work. As this study was commissioned by the Sustainable Brain Health Project, it not only focused on the contributors of mental well-being at work, but also considered the harmful effect of various work-related factors. Self-leadership strategies and support from colleagues do not solely help in increasing work engagement and reducing stress if there are plenty of psychosocial factors causing brain load.

Novice teachers should be afforded all the support they need. Society in general should offer them possibilities to enhance their level of occupational well-being. There should be open discussion on the demands of the modern working life. It seems that nowadays distractions and information overload have become the new norm. In the era of social media and modern technology, constantly being bombarded with messages and new information takes its toll on all employees, not just teachers.

The Sustainable Brain Health Project aims to support employers in finding practices to promote employees' mental well-being at work. Psychosocial workload factors, such as information overload, interruptions and poor communication, can be managed with cognitive, affective and organizational ergonomics. The objective of organizational ergonomics is to develop supportive leadership practices that, for instance, enhance educators' self-leadership. Organizational solutions supporting brain health, such as jointly agreed rules on information channels, are needed to enhance clarity and minimize distractions. Cognitive ergonomics practices aid in managing mental workload, and affective ergonomics deals with fostering communality at work. Structured opportunities for sharing ideas and concerns should be provided for education professionals to strengthen trust and sense of belonging. Employers should actively seek to adopt these practices.

Although the novice teachers participating in this study worked in supportive and psychologically safe environments, not all early career educators are as lucky. According to the 2018 TALIS study (OECD 2020), young Finnish teachers do not receive enough support. The principals in this study reported offering various means of support to new teachers, such as induction and mentoring, but even

they called for more support measures, for instance encouragement from colleagues, more practical training and open discussion on the realistic demands of the teaching profession. More structured support measures would be needed to ensure the occupational well-being of new teachers and to avoid teacher attrition. For example, the Trade Union of Education in Finland, OAJ (Opetusalan Ammattijärjestö 2021) has proposed a two-year mentoring programme to be legislated to support novice teachers.

It seems that resources are more often allocated for improving physical ergonomics or technological solutions than for something intangible, such as brain health or psychological safety. However, investing in educators' mental well-being is money well spent. Promoting novice teachers' workplace wellness should be a priority in order to ensure their mental health and job satisfaction, and ultimately, to guarantee the first-class Finnish education also in the future.

5.3 Limitations of the study

Every effort was made to ensure the reliability and validity of the study, for instance through triangulation. There are, nevertheless, some limitations that need to be considered. First, the subject population was rather limited; it consisted of nine novice teachers and nine principals. Hence, despite the fact that the data were collected with various methods and analysed both quantitatively and qualitatively, and the findings are supported by the theoretical framework and prior research, the results cannot be generalized. Moreover, only one male novice teacher participated in the study. This might have had an effect on the results; as discovered, for example, in the TALIS 2018 study (Taajamo & Puhakka 2020, 5, 31), young female teachers tend to feel more stressed than male educators. The population validity of this study is, thus, rather low and further research, with a larger population, is needed for the findings to be generalized.

A mixed methods research approach was adopted to obtain more insights into the topic; however, the data collection methods might have influenced the results. Hirsjärvi et al. (1998, 191, 198–203) argue that subjects might answer survey and

interview questions in a way that they think is expected of them, hence, it is possible that the participants' responses do not reflect their true opinions. The survey for teachers was rather lengthy, which might have caused the participants fatigue and affected the quality of their responses. It also worth noting that the study was carried out at a time of exceptional teaching and learning arrangements due to the COVID-19 pandemic. This is likely to have influenced the respondents' views and perceptions.

The findings of this study indicate that along with work community support, the utilization of self-leadership strategies plays a pivotal role in promoting novice teachers' mental well-being at work. A noteworthy field for further research would, therefore, be a more thorough investigation into young educators' self-leadership skills. The novices were not interviewed in this study; nevertheless, their voices should be heard in order to develop practices to enhance their self-leadership, for example with organizational ergonomics solutions. This could provide valuable measures for supporting future educators, and thus, ensure their sustainable brain health. Furthermore, comparative research on novice teachers' and more experienced educators' self-leadership and perceived well-being at work would also be needed to investigate the effect of work experience on workplace well-being.

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APPENDICES

Appendix 1. Survey for novice teachers

1 (4)

Please note that only the survey questions relevant to the scope of this thesis are presented here.

Alkukysely – Kestävä aivoterveys

Pakolliset kentät on merkitty (*) ja ne pitää täyttää lomakkeen päättämiseksi.

Tutkimuksen tietosuojailmoitus on luettavissa täältä. Vastaaminen tähän kyselyyn tulkitaan vapaaehtoiseksi tietoiseksi suostumukseksi osallistua tutkimukseen. Tutkimukseen osallistumisen voi keskeyttää koska tahansa.

Taustamuuttujat

Vastaaja

Nimitiedot eivät tule näkyviin raportoinnissa eikä kyselyn tuloksia tarkastella henkilöittäin. Nimitietoja kysytään vain, jotta kyselyn tuloksia voidaan yhdistää mahdollisiin hankkeen aikana tehtäviin muihin kyselyihin tai mittauksiin.

Etunimi *

Sukunimi *

Millä alalla työskentelet? *

- ☐ Opetus
- ☐ Hoitotyö
- ☐ IT-ala

Sukupuoli *

- ☐ Nainen
- ☐ Mies
- ☐ Joku muu
- ☐ En halua sanoa

Minkä ikäinen olet? *

Työkokemus nykyisessä työpaikassasi *

Vuotta

Kuukautta

Työsuhte *

- ☐ Keikkatyö
- ☐ Määräaikainen
- ☐ Toistaiseksi voimassa oleva, vakinainen

Oletko esimiesasemassa? *

- ☐ Kyllä
- ☐ En

Sosiaalinen tuki ja työyhteisö**Arvioi sosiaalisen tuen merkitystä työssäsi. Arvioi väittämiä asteikolla 1-5. ***

Asteikko: 1 = erittäin harvoin tai ei koskaan, 2 = melko harvoin, 3 = silloin tällöin, 4 = melko usein, 5 = hyvin usein tai aina

| | 1 | 2 | 3 | 4 | 5 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Saatko työssäsi tarvittaessa apua ja tukea kollegoiltasi? * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Saatko työssäsi tarvittaessa apua ja tukea lähijohtajaltasi? * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Kuuntelevatko kollegasi tarvittaessa työhön liittyviä ongelmiasi? * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Kuunteleeko lähijohtajasi tarvittaessa työhön liittyviä ongelmiasi? * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Arvioi psykologisen turvallisuuden merkitystä työssäsi. Arvioi väittämiä asteikolla 1-5. *

Asteikko: 1 = täysin eri mieltä, 2 = jokseenkin eri mieltä, 3 = ei samaa eikä eri mieltä, 4 = jokseenkin samaa mieltä, 5 = täysin samaa mieltä

| | 1 | 2 | 3 | 4 | 5 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Jos teen virheen työssäni, sitä käytetään usein minua vastaan. * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tiimimme jäsenet voivat ottaa esille ongelmia ja hankalia asioita. * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tiimimme jäsenet toisinaan hylkivät muita heidän erilaisuutensa takia. * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Riskien ottaminen on turvallista tiimissämme. * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tiimimme jäseniltä on vaikea pyytää apua. * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Kukaan tiimissämme ei tahallaan haittaisi työtäni. * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Yksilöllisiä kykyjäni ja taitojani arvostetaan ja hyödynnetään tiimimme työskentelyssä. * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Työhyvinvointikokemus

Arvioi työn imua työssäsi. Arvioi väittämiä asteikolla 0-6. *

Asteikko: 0 = En koskaan, 1 = Muutaman kerran vuodessa, 2 = Kerran kuussa, 3 = Muutaman kerran kuussa, 4 = Kerran viikossa, 5 = Muutaman kerran viikossa, 6 = Päivittäin

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Tunnen olevani täynnä energiaa, kun teen työtäni. * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Olen innostunut työstäni. * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Olen täysin uppoutunut työhöni. * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Stressillä tarkoitetaan tilannetta, jossa ihminen tuntee itsensä jännittyneeksi, levottomaksi, hermostuneeksi tai ahdistuneeksi taikka hänen on vaikea nukkua asioiden vaivatessa jatkuvasti mieltä. Tunnetko sinä nykyisin tällaista stressiä? *

- ☐ En lainkaan
- ☐ Vain vähän
- ☐ Jonkin verran
- ☐ Melko paljon
- ☐ Erittäin paljon

Kuinka hyvin koet palautuvasi työsi aiheuttamasta kuormituksesta työpäivän jälkeen? *

erittäin huonosti 0

10 erittäin hyvin

Aivokuormitus

Aivokuormituksella tarkoitetaan tässä kyselyssä kaikkia työhön liittyviä tekijöitä, jotka laskevat työn tehoa ja laatua. Aivokuormaa lisäävät muun muassa häiriöt, keskeytykset, tietotulva, epäselvyydet, aikapaine, uuden oppiminen, muistikuorma, päätöksenteko ja eettinen kuorma.

Minkä tekijöiden koet työssäsi aiheuttavan sinulle aivokuormitusta liittyen esim. työyhteisöön, organisaatioon, johtamiseen, työvälineisiin tai omaan toimintaasi? *

Minkä tekijöiden koet työssäsi auttavan aivokuormituksen hallinnassa liittyen esim. työyhteisöön, organisaatioon, johtamiseen, työvälineisiin tai omaan toimintaasi? *

Itsensä johtaminen ja motivaatiotekijät

Arvioi itsensä johtamiseen liittyviä väittämiä työsi kannalta. Arvioi väittämiä asteikolla 1-5. *

Asteikko: 1 = täysin eri mieltä, 2 = jokseenkin eri mieltä, 3 = ei samaa eikä eri mieltä, 4 = jokseenkin samaa mieltä, 5 = täysin samaa mieltä

| | 1 | 2 | 3 | 4 | 5 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Asetan selkeitä tavoitteita omaa työsuoritustani varten. * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Työskentelen itse asettamiani tavoitteita kohti. * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Varmistan, että pysyn tietoisena siitä, kuinka hyvin pärjään työssäni. * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Visualisoin itseni onnistuneesti suorittamassa tehtävää ennen kuin teen sen * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Kun olen onnistuneesti suorittanut tehtävän, palkitsen itseni usein jollakin, mistä pidän * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Joskus puhun itsekseni (ääneen tai päässäni) käydäkseni läpi vaikeita tilanteita. * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pohdin omia uskomuksiani ja oletuksiani aina, kun kohtaan vaikean tilanteen * | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Millaisiksi arvioisit itsesi johtamisen taidot? Perustele vastauksesi. *

Miten hyvin tunnistat sen, mikä sinua motivoi työssäsi? *

- ☐ Erittäin hyvin
- ☐ Hyvin
- ☐ Kohtalaisesti
- ☐ Huonosti
- ☐ Erittäin huonosti
- ☐ En osaa sanoa

Kuvaile mikä sinua motivoi työssäsi. Luettele kolme tärkeintä motivoivaa tekijää. *

Miten hyvin pystyt toteuttamaan näitä sinua motivoivia tekijöitä työssäsi? *

Voimavaratekijät työssä

Mitkä tekijät lisäävät hyvinvointiasi työssä? *

Appendix 2. Survey for principals

Kyselytutkimus rehtoreille (14.4.2021)

NOVIISIOPETTAJIEN HENKINEN TYÖHYVINVOINTI JA SEN TUKEMINEN

Tässä tutkimuksessa noviisiopettajilla tarkoitetaan opettajia, jotka ovat toimineet opettajina viisi vuotta tai vähemmän. Kysely on anonyymi ja vastauksiasi käsitellään ehdottoman luottamuksellisesti.

* Pakollinen

1. Mitä tukimuotoja oppilaitoksessasi on käytössä noviisiopettajille? *
Valitsethan kaikki sopivat vaihtoehdot.

- ☐ Perehdytys
- ☐ Mentorointi
- ☐ Coaching
- ☐ Täydennyskoulutus
- ☐ Työyhteisön tuki
- ☐ Organisatoriset ratkaisut (esim. pienemmät opetusryhmät, hyppytunteja opetuksen valmisteluun)
- ☐ Ei mitään
- ☐ Muu

2. Minkälaista noviisiopettajille annettu tuki on käytännössä? *
Annathan lisätietoja ja esimerkkejä kysymyksessä 1 valitsemistasi tukimuodoista.

3. Millaisiksi arvioit yleisesti noviisiopettajien itsensä johtamisen taidot? *
Itsensä johtamisen taitoja ovat esimerkiksi oman toiminnan havainnointi, henkilökohtaisten tavoitteiden asettaminen ja oman toiminnan ohjaaminen.

heikot tyydyttävät hyvät erinomaiset



4. Miten itsensä johtamisen taidot näkyvät mielestäsi noviisiopettajien toiminnassa ja henkisessä työhyvinvoinnissa? *

5. Millaista tukea noviisiopettajat mielestäsi tarvitsisivat henkisen työhyvinvointinsa edistämiseksi (esim. opettajankoulutuksessa, työelämässä ja yhteiskunnassa)? Miksi? *

Appendix 3. Focus group interview questions

Rehtoreiden ryhmähaastattelu

1. Kuvaile, millainen on mielestäsi toimiva työyhteisö.
2. Miten mielestäsi työpaikan yhteisöllisyyttä voi kehittää ja lisätä?
Annathan konkreettisia esimerkkejä.

Appendix 4. Data management plan

1 (2)

AINEISTONHALLINTASUUNNITELMA

Opinnäytetyön otsikko: Novice Teachers' Mental Well-Being at Work: The Role of Self-Leadership Skills and Work Community Support

Opiskelija: Marianne Suutari

1. AINEISTON YLEISKUVAUS

1.1 Millaiseen aineistoon tutkimuksesi perustuu? Millaista aineistoa kerätään, tuotetaan tai käytetään uudelleen? Missä tiedostomuodoissa aineisto on? Arvioi myös karkealla tasolla, kuinka paljon levytilaa aineistosi lopulta tarvitsee.

Opinnäytetyö tehdään osana Tampereen ammattikorkeakoulun (TAMK) koordinoimaa Kestävä aivoterveys -hanketta, joka on opinnäytetyön toimeksiantaja. Tutkimuksen kohteena ovat perusopetuksessa työskentelevät noviisiopettajat ja rehtorit. Aineisto kerätään Kestävä aivoterveys -hankkeen yhteydessä joko ko. tutkimuksen tekijän tai muiden tutkimusryhmän jäsenten toimesta. Aineisto koostuu opettajille suunnatusta sähköisestä kyselystä ja opettajien Reiss-motivaatioprofiileista sekä rehtoreille suunnatusta sähköisestä kyselystä ja rehtoreiden ryhmähaastattelusta. Aineisto analysoidaan kvantitatiivisia ja kvalitatiivisia tutkimusmenetelmiä käyttäen. Aineistoa kerätään alle 100 Gt. Käytettävät tiedostomuodot ovat .docx, .rtf, .pdf, .xlsx ja .sav.

1.2 Miten aineiston yhtenäisyys ja laatu varmistetaan?

Opinnäytetyössä käytetään Kestävä aivoterveys -hankkeessa kerättyä aineistoa, joka säilytetään vähintään opinnäytetyön valmistumiseen saakka, jotta siihen voidaan tarvittaessa palata. Ryhmähaastattelussa läsnä on kaksi tutkimusryhmän jäsentä laadun varmistamiseksi.

2. EETTISTEN PERIAATTEIDEN JA LAINSÄÄDÄNNÖN NOUDATTAMINEN

2.1 Mitä eettisiä seikkoja aineistosi hallintaan liittyy (esim. arkaluonteisten tietojen käsittely, tutkittavien identiteetin suojaaminen ja tietojen jakamista koskevan suostumuksen hankkiminen)?

Opinnäytetyön aineistonkeruussa, analysoinnissa ja raportoinnissa noudatetaan hyvän tieteellisen käytännön periaatteita (TENK) ja EU:n tietosuojasetusta (GDPR). Tutkimukseen osallistuvilta henkilöiltä ei kerätä arkaluonteisia henkilötietoja. Aineiston keräämisessä noudatetaan minimiperiaatetta. Tutkimukseen osallistuvien henkilöiden anonymiteetti huomioidaan aineiston säilytyksessä, analysoinnissa ja julkaisemisessa. Aineistoa säilytetään Kestävä aivoterveys -hankkeen ohjeiden mukaisesti.

Tutkimukseen osallistuminen on vapaaehtoista, ja tutkimukseen osallistuvilta kysytään suostumus osallistumisesta. Tutkimuksen tavoitteista tiedotetaan osallistujia. Opinnäytetyössä käytetään Kestävä aivoterveys -hankkeen tutkimustiedotetta ja tietosuojailmoitusta.

2.2 Miten aineiston omistajuuteen, tekijänoikeuksiin ja immateriaalioikeuksiin liittyviä asioita hallitaan? Estävätkö tekijänoikeudet, käyttöoikeudet tai muut rajoitukset aineiston käyttämisen tai jakamisen?

Aineiston kerää Kestävä aivoterveys -hankkeen tutkimusryhmä. Aineistoa hallinnoi TAMK.

3. DOKUMENTOINTI JA METADATA

3.1 Miten dokumentoit aineistosi, jotta se on löydettävissä, saavutettavissa, yhteentoimivaa ja uudelleen käytettävissä sekä itseäsi että muita varten? Mitä metatietostandardeja, README-tiedostoja ja muuta dokumentaatiota käytät, jotta muut voivat ymmärtää ja käyttää aineistoasi?

Kestävä aivoterveys -hankkeen anonymisoidut kysely- ja haastatteluaineistot arkistoidaan hankkeen päätyttyä Tietoarkistoon.

4. TALLENTAMINEN JA VARMUUSKOPIOINTI

4.1 Minne aineistosi tallennetaan ja miten se varmuuskopioidaan?

Aineisto tallennetaan TAMKin Office 365 Teams -pilvipalveluun tutkimuksen opinnäytetyön tekijälle luotuun kansioon. Varmuuskopiota säilytetään opinnäytetyön tekijän omalla tietokoneella, johon muilla ei ole pääsyä. Sekä aineisto että varmuuskopio on suojattu henkilökohtaisella käyttäjätunnuksella ja salasanalla. Aineisto varmuuskopioidaan säännöllisin väliajoin.

4.2 Kuka valvoo pääsyä aineistoon ja miten suojattua pääsyä aineistoon valvotaan?

Aineisto on suojattu käyttäjätunnuksella ja salasanalla eikä ulkopuolisilla ole pääsyä siihen. Aineiston käsittelytoimista pidetään kirjaa.

5. AINEISTON AVAAMINEN, JULKAISEMINEN JA ARKISTOINTI TUTKIMUSHANKKEEN PÄÄTTYTTYÄ

5.1 Mikä osa aineistosta voidaan asettaa avoimesti saataville tai julkaista? Missä ja milloin aineisto tai siihen liittyvät metatiedot asetetaan saataville?

Aineistoon perustuva opinnäytetyö julkaistaan, kun se on valmistunut ja hyväksytty. Se on saatavilla Theseus-palvelussa.

5.2 Mihin pitkällä aikavälillä arvokkaat tiedot arkistoidaan ja kuinka pitkäksi ajaksi?

Aineisto poistetaan opinnäytetyön tekijän Teams-kansiosta ja tietokoneelta opinnäytetyön valmistuttua. Kestävä aivoterveys -hankkeessa henkilötietoja käsitellään 31.12.2025 saakka. Hankkeen anonymisoidut kysely- ja haastatteluaineistot arkistoidaan hankkeen päätyttyä Tietoarkistoon.

6. AINEISTONHALLINNAN VASTUUT JA RESURSSIT

6.1 Ketkä vastaavat aineistohallintaan liittyvistä tehtävistä tutkimusprojektin elinkaaren aikana? Arvioi myös aineistohallintaan tarvittavat resurssit (esim. taloudelliset, ajalliset, työmäärään liittyvät.)

Kestävä aivoterveys -hankkeen tutkimusryhmä vastaa aineiston keräämisestä. Opinnäytetyön tekijä vastaa aineiston käsittelystä ja analysoinnista.

Appendix 5. Participant information sheet

1 (2)

Tutkimustiedote

Kestävä aivoterveys -hanke

Tampereen kaupunki on yhteistyökumppanina mukana Kestävä aivoterveys -kehityshankkeessa. Kutsumme sinut osallistumaan hankkeen sähköisiin kyselyihin, Firstbeat -hyvinvointianalyysiin ja Reiss -motivaatioprofiiliin. Perehdyttyäsi tähän tiedotteeseen sinulla on mahdollisuus esittää sähköpostilla tai puhelimitse kysymyksiä tutkimuksesta, jonka jälkeen teiltä pyydetään suostumus tutkimukseen osallistumisesta.

Kolmivuotisessa hankkeessa (1.3.2020-31.8.2023) perehdytään aivokuormitukseen työelämässä ja aivoterveyden ja työhyvinvoinnin sekä organisaatioiden tuloksellisuuden parantamiseen. Käytännössä tunnistamme yhdessä teidän kanssanne aivojen kuormitukseen vaikuttavia tekijöitä ja kehitämme toimintatapoja ja työvälineitä näiden kuormitustekijöiden käsittelyä varten.

Hanketta koordinoi Tampereen ammattikorkeakoulu Oy. Hankkeen osatoteuttajat ovat Tampereen korkeakoulusäätiö, Oulun ammattikorkeakoulu Oy ja Pirkanmaan Sairaanhoidopiirin kuntayhtymä, Tays Käyttäytymisneurologian tutkimusyksikkö. Sosiaali- ja terveysministeriö on myöntänyt Euroopan sosiaalirahaston (ESR) tukea hankkeelle Kestävää kasvua ja työtä 2014–2020 Suomen rakennerahasto-ohjelmasta.

Tutkimuksen kulku

Aloitamme hankkeen kehittämisosaston tänä syksynä. Osallistumalla kyselyihin ja analyysiin voit saada tietoa omasta hyvinvoinnista ja olla mukana kehittämässä keinoja sen parantamiseen.

Teemme sähköisiä kyselyitä, joilla kartoitamme työhyvinvoinnin tilaa ja aivoterveyteen vaikuttavia tekijöitä. Lisäksi selvitämme koronatilanteen vaikutusta työhyvinvointiin ja aivoterveyteen. Tarjoamme osallistujille mahdollisuutta osallistua [Firstbeat-hyvinvointianalyysiin](#), joka selvittää unen laatua ja riittävyyttä sekä auttaa löytämään ratkaisun paremman palautumisen saavuttamiseksi.

Lisäksi voit osallistua Reiss-motivaatioprofiiliin, joka auttaa löytämään työssä motivoivia tekijöitä. Osalle hankkeeseen osallistuvista teemme aivojen toiminnanohjausta kartoittavan reaktioaikatestin Taysin käyttäytymisneurologian tutkimusyksikössä ja eettisen kuormituksen kartoittamiseen liittyviä selvityksiä haastattelemalla.

Kaikki hankkeeseen osallistuvat kutsutaan mukaan kehittämistilaisuuksiin ja ryhmänohjauksiin 2021-2023. Niissä edistämme yhdessä työhyvinvointia ja aivoterveyttä ja annamme keinoja ja työkaluja itsensä johtamiseen ja kehittämiseen omassa työssä.

On mahdollista, että tähän tutkimukseen osallistumisesta ei ole sinulle hyötyä. Hankkeen avulla pyritään kuitenkin tunnistamaan aivojen kuormitukseen vaikuttavia tekijöitä työelämässä ja kehittää työhyvinvointia ja aivoterveyttä.

Tutkimuksiin, kehittämistilaisuuksiin ja työpajoihin osallistuminen on vapaaehtoista ja maksutonta.

Henkilötietojen käsittely ja tietojen luottamuksellisuus

Käsitlemme hankkeessa kerättyjä välttämättömiä henkilötietoja luottamuksellisesti henkilötietojen käsittelyä koskevan lainsäädännön edellyttämällä tavalla. Kerättyjä henkilötietoja käytetään ainoastaan Kestävä aivoterveys -hankkeessa eikä tietoja luovuteta ulkopuolisille. Tutkimustulokset julkaistaan ryhmätasolla eikä yksittäisen osallistujan tunnistaminen ole mahdollista tulosten julkaisuissa eikä selvityksissä.

Osallistujana sinulla on oikeus saada informaatio keräämistämme henkilötiedoista; mihin henkilötietoja on käytetty, kenelle niitä on luovutettu ja mitä tarkoitusta varten sekä oikeus pyytää tietojen oikaisemista, täydentämistä tai poistamista.

Tuloksista tiedottaminen

Saat kirjallisen ja suullisen palautteen henkilökohtaisista Firstbeat- ja Reiss -tuloksistasi. Ryhmätason tuloksia esittelemme kansallisesti webinaareissa, hankkeen verkkosivuilla ja eri tiedotuskanavissa.

Lisätiedot ja yhteystiedot

Annamme mielellämme lisätietoja, otathan yhteyttä.

Projektipäällikkö
Mirva Kolonen
Tampereen ammattikorkeakoulu
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050 4057 806

Projektikoordinaattori
Kirsi Toljamo
Tampereen ammattikorkeakoulu
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050 3052 719

Appendix 6. Privacy notice

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Tieteellisen tutkimuksen
tietosuojailmoitus 1.9.2020

EU:n tietosuoja-asetus (EU 2016/679), art. 12,
13, 14

1. Tutkimuksen nimi, luonne ja kesto

Tutkimuksen nimi: Kestävä aivoterveys -hanke

- ☐ Kertatutkimus
☒ Seurantatutkimus

Tutkimuksen kesto aika: 15.9.2020-31.8.2023
Henkilötietojen käsittely aika: 15.9.2020-31.12.2025

2. Rekisterinpitäjä (valitse yksi)

☒ Tutkimus tehdään työsuhteessa Tampereen ammattikorkeakouluun.
Tampereen ammattikorkeakoulu Oy
Kuntokatu 3
33520 Tampere
Y-tunnus 1015428-1

☐ Kyseessä on opiskelijatutkimus (rekisterinpitäjä ei työsuhteessa Tampereen korkeakoulusäätiöön), jolloin rekisterinpitäjä on opiskelija.

☐ Kyse on yhteisrekisteristä, ja rekisterinpitäjiä on useita. Yhteisrekisterinpitäjät:

3. Yhteyshenkilö tutkimusrekisteriä koskevissa asioissa

Nimi : Mirva Kolonen
Osoite : Kuntokatu 3, Tampere
Puhelinnumero: 0504057806
Sähköpostiosoite : mirva.kolonen@tuni.fi

4. Tietosuojavastaavan yhteystiedot

dpo@tuni.fi
Osoite: Kuntokatu 3, Tampere
Puhelinnumero : 0504057806
Sähköpostiosoite : mirva.kolonen@tuni.fi

5. Tutkimuksen suorittajat

Tutkimukset suorittaa Kestävä aivoterveys -hankkeen tutkimusryhmä

6. Tutkimusrekisterin tietosisältö

Henkilöiden suoria ja epäsuoria tunnistetietoja sekä erityisiä henkilötietoryhmiä, jotka koskevat terveyttä, hyvinvointia ja työhön liittyvää kuormitusta ja suoriutumista.

7. Henkilötietojen tietolähteet

Kaikki tiedot kerätään suoraan osallistujilta kyselyillä, havainnointipäiväkirjoilla ja/tai haastatteluilla sekä saadaan heitä koskevista mittauksista, joita ovat RMP-profiili ja Firstbeat-mittaus.

8. Henkilötietojen käsittelyn tarkoitus

Hankkeessa paneudutaan nykyisen työelämän haasteellisiin olosuhteisiin ja kehitetään toimintatapoja ja työvälineitä työntekijöiden aivoterveysten ja työhyvinvoinnin sekä organisaatioiden tuloksellisuuden edistämiseen. Hanke kohdistuu erityisesti kognitiiviseen-, informaatio- ja affektiiviseen ergonomiaan sekä itsensä johtamiseen. Lisäksi tunnistetaan eettiseen kuormitukseen vaikuttavia tekijöitä ja kehitetään työvälineitä näiden kuormitustekijöiden käsittelemiseksi.

Hankkeen osatavoitteet ovat

1. kartoittaa kohderyhmän työhyvinvoinnin tilaa ja kokemaa stressiä,
2. tehostaa työorganisaatioiden osaamista informaatio- ja kognitiivisen ergonomian osa-alueilla,
3. voimistaa työntekijän kykyä johtaa omaa toimintaansa,
4. edistää työorganisaatioiden osaamista työn eettisten kuormitustekijöiden käsittelemiseksi
5. kehittää aivoterveyttä edistäviä ja tukevia toimintatapoja ja työvälineitä, jotka ovat sovellettavissa sekä yksilö- että työyhteisötasolla.

Hankkeessa rakennetaan yhteistoiminnallisen kehittämisen avulla aivoterveyttä edistäviä ja tukevia toimintatapoja ja työvälineitä, joita voidaan hyödyntää paitsi hoito-, opetus- ja tietotyön työyhteisöissä myös muiden ammattialojen työyhteisöissä. Samanaikaisesti yhteistoiminnallisen kehittämisen kanssa vahvistetaan kohdeorganisaatioiden työilmapiiriä ja esimiesten osaamista työhyvinvoinnin edistämiseksi. Yhteistoiminnallisen kehittämisen lopputuloksena hankkeeseen osallistuvilla työyhteisöillä rakennetaan asiantuntijoiden ja henkilöstön yhteiskehittämä konkreettinen, kunkin työyhteisön erityispiirteet huomioivia kehittämissuunnitelma. Kehittämissuunnitelma kohdistuu informaatio- ja kognitiivisen ergonomian edistämiseen, itsensä johtamiskyvyn vahvistamiseen ja eettisen kuormituksen vähentämiseen.

9. Henkilötietojen käsittelyn oikeusperuste

Henkilötietojen käsittelyn oikeusperuste: *EU:n yleinen tietosuojasetus, artikla 6 kohta 1 sekä tietosuojalaki 4 §:*

☐ Tutkittavan suostumus

Suostumuksen voi peruuttaa rekisterinpitäjälle osoitetulla kirjallisella pyynnöllä.

☐ Rekisterinpitäjän lakisääteisen velvoitteen noudattaminen

Säädökset: Kirjoita tekstiä napsauttamalla tai napauttamalla tätä.

☒ Yleistä etua koskeva tehtävä/rekisterinpitäjälle kuuluvan julkisen vallan käyttö

☒ tieteellinen tai historiallinen tutkimus tai tilastointi

☐ tutkimusaineistojen ja kulttuuriperintöaineistojen arkistointi

☐ Rekisterinpitäjän tai kolmannen osapuolen oikeutettujen etujen toteuttaminen

Mikä oikeutettu etu on kyseessä: Kirjoita tekstiä napsauttamalla tai napauttamalla tätä.

☐ Muu, mikä: Kirjoita tekstiä napsauttamalla tai napauttamalla tätä.

10. Arkaluonteiset henkilötiedot (erityisiin henkilötietoryhmiin kuuluvat tiedot ja rikostiedot)

- ☐ Tutkimuksessa ei käsitellä arkaluonteisia henkilötietoja
- ☒ Tutkimuksessa käsitellään seuraavia arkaluonteisia henkilötietoja:
- ☐ Rotu tai etninen alkuperä
 - ☐ Poliittiset mielipiteet
 - ☐ Uskonnollinen tai filosofinen vakaumus
 - ☐ Ammattiliiton jäsenyys
 - ☐ Geneettiset tiedot
 - ☐ Biometristen tietojen käsittely henkilön yksiselitteistä tunnistamista varten
 - ☒ Terveystiedot
 - ☐ Luonnollisen henkilön seksuaalinen käyttäytyminen tai suuntautuminen

Tutkimuksessa käsitellään rikostuomiota tai rikkomuksia koskevia tietoja:

- ☒ Ei
- ☐ Kyllä

Arkaluonteisten henkilötietojen käsittelyn oikeusperuste

EU:n yleinen tietosuoja-asetus, artiklat 9 (erityiset henkilötietoryhmät) ja 10 (rikostuomioihin ja rikkomuksiin liittyvät tiedot) sekä tietosuoja-laki 6 ja 7 §:t

- ☐ Rekisteröidyn suostumus
- ☐ Käsittely koskee henkilötietoja, jotka rekisteröity on nimenomaisesti saattanut julkisiksi;
- ☒ Yleistä etua koskeva tieteellinen tai historiallinen tutkimus, tilastointi tai julkisen vallan käyttö
- ☐ Käsittely on tarpeen yleisen edun mukaisia arkistointitarkoituksia varten

11. Jos kyseessä on yhteistyöhanke: Yhteistyöhankkeena tehtävän tutkimuksen osapuolet ja vastuunjako

Tampereen ammattikorkeakoulu koordinoi Kestävä aivoterveys -hanketta ja vastaa hankkeessa keräämänsä tutkimusaineiston hallinnasta sen elinkaaren aikana aineistohallintasuunnitelman mukaisesti. Aineistojen keräämiseen osallistuvat Oulun ammattikorkeakoulu, Tays ja Tampereen yliopisto.

Kaikki tähän tutkimukseen liittyvät pyynnöt (mukaan lukien tietosuoja-asetuksen III luvussa tarkoitetut rekisteröidyn oikeuksien käyttämisestä koskevat pyynnöt) toimitetaan alla olevalle yhteyshenkilölle: Projektikoordinaattori, Kirsi Toljamo, kirsi.toljamo@tuni.fi, 050 3052719

12. Henkilötietojen siirto tai luovuttaminen tutkimusryhmän ulkopuolelle

- ☐ Henkilötietoja siirretään tai luovutetaan säännönmukaisesti tutkimusryhmän ulkopuolelle.

Henkilö

Henkilötietoja sisältävää aineistoa ei siirretä Kestävä aivoterveys -hankkeen tutkimusryhmän ulkopuolelle.

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13. Henkilötietojen siirto tai luovuttaminen EU:n/ETA-alueen ulkopuolelle

Siirretäänkö rekisterin tietoja kolmanteen maahan tai kansainväliselle järjestölle EU:n tai ETA-alueen ulkopuolelle:

- ☒ Ei
☐ Kyllä, mihin: Kirjoita tekstiä napsauttamalla tai napauttamalla tätä.

14. Automatisoitu päätöksenteko

Automaattisia päätöksiä ei tehdä.

15. Rekisterin suojauksen periaatteet

Manuaalisen aineiston (esim. paperiaineisto) suojaaminen:

- ☒ Lukitussa tilassa
☒ Lukitussa kaapissa
☐ Muuten, miten: Kirjoita tekstiä napsauttamalla tai napauttamalla tätä.

Digitaalisen aineiston suojaaminen (esim. tietojärjestelmät ja laitteet):

- ☒ käyttäjätunnus
☒ salasana
☐ kaksivaiheinen käyttäjän tunnistus (MFA)
☐ pääsynhallinta verkko-osoitteiden avulla (IP-osoitteet)
☐ käytön rekisteröinti (lokitietojen kerääminen)
☐ kulunvalvonta
☒ muu, mikä: kirjanpito käsittelytoimista

Suorien tunnistetietojen käsittely:

- ☐ Suorat tunnistetiedot poistetaan analysointivaiheessa
☒ Aineisto on pseudonymisoitu
☐ Aineisto analysoidaan suorien tunnistetiedoin, koska (peruste suorien tunnistetietojen säilyttämiselle): Kirjoita tekstiä napsauttamalla tai napauttamalla tätä.

Tietojen suojaus tietojen siirroissa:

- ☒ tiedonsiirron salaus: Tiedonsiirtoa tehdään ainoastaan salatussa verkossa.
☒ tiedoston salaus: Luottamuksellista tietoa sisältävät tiedostot suojataan salasanalla.
☐ muu, mikä: Kirjoita tekstiä napsauttamalla tai napauttamalla tätä.

16. Henkilötietojen käsittely tutkimuksen päättymisen jälkeen

- ☐ Tutkimusrekisteri hävitetään
☒ Tutkimusrekisteri arkistoidaan anonymisoituna ilman tunnistetietoja
☐ Tutkimusrekisteri arkistoidaan tunnistetiedoin

Kestävä aivoterveys -hankkeen anonymisoidut alkukysely-, loppukysely- ja haastatteluaineistot arkistoidaan aikaisintaan 5 vuoden kuluttua hankkeen päättymisen jälkeen Tietoarkistoon. Kirjoita tekstiä napsauttamalla tai napauttamalla tätä.

17. Rekisteröidyn oikeudet ja niiden mahdollinen rajoittaminen

Rekisteröidyllä on, ellei tietosuojalainsäädännöstä muuta johdu:

- Tietojen tarkastusoikeus (oikeus saada pääsy henkilötietoihin)
 - o Rekisteröidyllä on oikeus tietää, käsitelläänkö hänen henkilötietojaan vai ei, ja mitä henkilötietoja hänestä on tallennettu.
- Oikeus tietojen oikaisemiseen
 - o Rekisteröidyllä on oikeus vaatia, että häntä koskevat virheelliset, epätarkat tai puutteelliset henkilötiedot oikaistaan tai täydennetään ilman aiheetonta viivytystä. Lisäksi henkilöllä on oikeus vaatia, että tarpeettomat henkilötiedot poistetaan.
- Oikeus tietojen poistamiseen
 - o Rekisteröidyllä on poikkeustapauksissa oikeus saada henkilötietonsa kokonaan poistettua rekisterinpitäjän rekistereistä (oikeus tulla unohdetuksi).
- Oikeus käsittelyn rajoittamiseen
 - o Rekisteröidyllä on tietyissä tilanteissa oikeus pyytää henkilötietojensa käsittelyn rajoittamista siksi aikaa, kunnes hänen tietonsa on asianmukaisesti tarkistettu ja korjattu tai täydennetty.
- Vastustamisoikeus
 - o Henkilöllä on tietyissä tilanteissa oikeus henkilökohtaiseen, erityiseen tilanteeseensa perustuen milloin tahansa vastustaa henkilötietojensa käsittelyä.
- Oikeus siirtää tiedot järjestelmästä toiseen
 - o Rekisteröidyllä on tietyissä tilanteissa oikeus saada häntä koskevat henkilötiedot, jotka hän on toimittanut rekisterinpitäjälle, jäsennellyssä, yleisesti käytetyssä ja koneellisesti luettavassa muodossa, ja oikeus siirtää tiedot toiselle rekisterinpitäjälle.
- Oikeus tehdä valitus valvontaviranomaiselle
 - o Rekisteröidyllä on oikeus tehdä valitus erityisesti vakinaisen asuin- tai työpaikkansa sijainnin mukaiselle valvontaviranomaiselle, jos hän katsoo, että henkilötietojen käsittelyssä rikotaan EU:n yleistä tietosuoja-asetusta (EU) 2016/679. Rekisteröidyllä on lisäksi oikeus käyttää hallinnollisia muutoksenhakukeinoja sekä muita oikeussuojakeinoja.

Tietosuojavaltuutetun toimisto

Käyntiosoite: Ratapihantie 9, 6. krs, 00520 Helsinki

Postiosoite: PL 800, 00521 Helsinki

Vaihde: 029 56 66700

Faksi: 029 56 66735

Sähköposti: tietosuoja@om.fi

Rekisteröidyn oikeuksien käyttämistä koskevissa pyynnöissä noudatetaan rekisterinpitäjän tietopyyntöprosessia.