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Work Engagement of Kindergarten Teachers

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<p>The purpose of this study was to find out the factors of work engagement of kindergarten teachers and the elements of these factors. Work engagement is one part of work well-being.</p> <p>This final thesis was a qualitative study. The method for collecting data was theme interview, which is a qualitative study method. For this study I interviewed five kindergarten teachers. The data were analyzed by thematic analysis. As a theoretical framework I used work engagement, which is divided into three dimensions: vigor, dedication and absorption. Besides these three dimensions, I studied the factors of work engagement of kindergarten teachers from the perspective of job resources, job demands and personal resources.</p> <p>The results of the study contained information of the factors and elements of work engagement of kindergarten teachers that I was able to categorize into five different stages of work engagement: the core of the work, the organizing of work, the communication and management stage, the organizational stage and the personal stage. All of the three dimensions of work engagement clearly emerged from the data.</p> <p>The results of this study lead to a conclusion that the factors and elements of work engagement of kindergarten teachers are versatile. The results of this study might possibly be of help in strengthening the work engagement factors of kindergarten teachers as well as in recognizing the factors that can negatively influence the experience of work engagement of kindergarten teachers. People who are responsible for developing the field of early childhood education might benefit from the results of this study.</p>	
Keywords	work engagement, work well-being, early childhood education, kindergarten teacher

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<p>Opinnäytetyöni tavoitteena oli selvittää työn imun tekijöitä lastentarhanopettajan työssä sekä näiden tekijöiden piirteitä. Työn imu on yksi osa työhyvinvointia.</p> <p>Tämä opinnäytetyö oli laadullinen tutkimus. Tiedonhankintamenetelmänä opinnäytetyössäni käytin teemahaastattelua, joka on laadullinen tutkimusmenetelmä. Haastattelin opinnäytetyötäni varten viittä lastentarhanopettajaa ja aineiston analysoin teemoittelemalla. Opinnäytetyöni teoreettisena viitekehystenä käytin työn imua, jonka ulottuvuuksia ovat tarmokkuus, omistautuminen ja uppoutuminen. Näiden ulottuvuuksien lisäksi tutkin lastentarhanopettajien työn imun tekijöitä työn voimavarojen ja vaatimusten, sekä yksilöllisten voimavarojen näkökulmista.</p> <p>Tämän tutkimuksen tulokset sisälsivät sellaista tietoa lastentarhanopettajien työn imun tekijöistä ja piirteistä, jotka pystyin jakamaan viiteen eri tasoon. Nämä työn imun tasot ovat työn ydin – eli tehtäväntaso, työn organisointitaso, vuorovaikutus- ja johtamistaso, organisatorinen taso ja yksilötaso. Kaikki työn imun kolme ulottuvuutta erottuivat selkeästi tuloksista.</p> <p>Opinnäytetyön tulosten mukaan lastentarhanopettajien työn imun tekijät ja piirteet ovat moninaisia. Tutkimuksen tulokset saattavat olla avuksi lastentarhanopettajien kokemien työn imun tekijöiden vahvistamisessa sekä lastentarhanopettajien työn imuun negatiivisesti vaikuttavien tekijöiden tunnistamisessa. Tämän tutkimuksen tuloksista voivat hyötyä henkilöt, jotka ovat vastuussa varhaiskasvatusalan kehittämisestä.</p>	
Avainsanat	työn imu, työhyvinvointi, varhaiskasvatus, lastentarhanopettaja

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1 Introduction

It has been known for many years, that there is a lack of qualified kindergarten teachers and special kindergarten teachers in Finland. One can easily find much news about the topic from years behind until this year; it has been under discussion quite a lot in recent years. The topic has been studied several times by the Trade Union of Education in Finland (Opetusalan Ammattijärjestö OAJ) together with The Association of Kindergarten Teachers in Finland (Lastentarhanopettajaliitto LTOL ry), which is a member of OAJ. In 2009 OAJ made a big survey about the lack of kindergarten teachers. The survey resulted a report about the availability and sufficiency of kindergarten teachers and special kindergarten teachers (OAJ 2009).

The latest survey of the situation was made in spring 2012 when OAJ carried out a survey which aimed to investigate the situation of qualified kindergarten teachers and special kindergarten teachers in municipalities. There were around 8800 permanent or fixed-term posts for kindergarten teachers and special kindergarten teachers in the 88 municipalities that answered the questionnaire. Almost 14 percent of the people working in the before mentioned posts are not qualified kindergarten teachers. For over 7 percent of the permanent positions and 53,6 % of the fixed-term positions of kindergarten teachers a person without the required qualification is selected. Of all the positions of special kindergarten teachers 19,6% is filled by a person without the required qualification for the job. (OAJ 2012.)

Over a half of the municipalities that participated in the survey told about the need of increasing the amount of permanent positions of kindergarten teachers in the near future. According to the survey the child day care field especially needs the professional skills of kindergarten teachers with pedagogical education. (OAJ 2012.)

This final thesis examines the work engagement of kindergarten teachers. The goal of this study is to gain knowledge about the factors of work engagement of kindergarten teachers and the elements of these factors. The work engagement of kindergarten teachers was studied mainly for two reasons: 1) there is a lack of qualified kindergarten teachers in Finland and 2) many people who have the qualification to work as a kindergarten teacher do not stay in that profession for a long time, if at all.

This study aims to gain knowledge of work engagement factors of kindergarten teachers by interviewing five kindergarten teachers working in Helsinki city kindergartens. The chosen study method is a theme interview.

This final thesis aims to answer two study questions:

- 1) What are the factors of work engagement of kindergarten teachers?
- 2) What are the elements of these factors?

The aim of this study is to gain more knowledge about the work engagement of kindergarten teachers in order to offer valuable information for everyone responsible for developing the field of early childhood education. This study can also offer important knowledge for people who are otherwise interested in early childhood education, the profession of a kindergarten teacher and the work engagement of kindergarten teachers.

2 Early Childhood Education and Care

In Finland Early Childhood Education and Care (ECEC) is given by the municipal day care centers and family day care as well as in private day care centers. The child day care arrangements offered for the families as well as the goal-oriented early childhood education for the children is covered by the Finnish ECEC system. The local authority must provide a day care place for every child under school age. The families also have the right to receive a private childcare allowance if they want to provide private care for their children. Parents can choose to care for their children themselves and for this they are entitled for child home care allowance until the family's youngest child is three years old or enters municipal day care. The day care options are on a national level administrated by the Ministry of Social Affairs and Health. The municipalities are obligated to organize pre-school education, which is a part of ECEC. Pre-school education is the systematic education and instruction provided during the year preceding compulsory schooling. Participating in pre-primary education is voluntary and free of charge for the families. Pre-primary education is guided by the Ministry of Education. As Finnish day care offers both education and care, the staff is multidisciplinary and everyone must have at least secondary-level education. One third of the staff must have a post-secondary level degree, meaning Bachelor of Education, Master of Education or Bachelor of Social Sciences. In day care centers the adult-child ratio is 1 adult for 7 children between 3-6-years and one adult for four children under the age of three. (Ministry of Social Affairs and Health 2004: 3-7.)

The National Curriculum Guidelines on Early Childhood Education and Care are guiding the content of ECEC in Finland. ECEC includes caring, educating and teaching; and it aims to promote the children's balanced growth, development and learning. The child's spontaneous play is of key importance in ECEC. The goals in ECEC are to promote the child's personal well-being, to reinforce considerate behavior and action towards others, and the gradual build-up of autonomy. In ECEC the close co-operation between parents and educators is crucial in order to form a meaningful whole from the child's point of view. (STAKES 2005: 7-13.)

2.1 Early Childhood Education Environment

The physical, psychological and social factors together form the early childhood education environment. This environment includes the buildings, near environment, psychological and social environments functionally connected to different situations, and different materials and equipment. The environment should be planned to be flexible, as it can then be formulated according to the needs. Versatile and flexible environment inspires the children to learn and arouses their interest, curiosity and the will to experiment. It also encourages the children to act and express themselves. (STAKES 2005: 17.)

Both esthetical and functional perspectives must be taken into account when planning a kindergarten environment. The atmosphere in the kindergarten should be positive and the environment must be safe, so that it takes into account the issues concerning the children's health and well-being. By the planning of the physical environment one can greatly influence the interaction between the children and the early childhood educators. An environment well planned can increase the amount of small group activities, which offer everyone the change to participate into the discussion and interaction. (STAKES 2005: 18.)

2.2 Kindergarten Teacher

The competences of the day care personnel are defined in the Act on Qualification Requirements for Social Welfare Professionals (Finlex 272/2005) and the decree that specifies the act (Finlex 608/2005). The qualification requirements of a kindergarten teacher are also defined in this act and decree.

This particular law supports the right of the client of social services for good quality care and proper treatment, which is provided by professionals, who have a required education and have completed orientation to the work task (Finlex 272/2005 1§).

Kindergarten teacher's qualification in the Act on Qualification Requirements for Social Welfare Professionals (Finlex 272/2005 7§) is defined as follows:

The qualification requirement for the post of a kindergarten teacher is at least Bachelor of Education including kindergarten teacher education, or Bachelor of Health Care and Social Services (polytechnic) including studies in early child-

hood education and care and social pedagogy to the extent as laid down by Government decree.

Preschool education can always be given by a person who is qualified to teach a class at school. Preschool education can also be given by a person who is a Bachelor of Education including kindergarten teacher education or a Bachelor of Education with the required studies. (Finlex 865/2005 7§.) A Bachelor of Social Services is not qualified to give preschool education (Metropolia Ammattikorkeakoulu 2012).

Currently there are no general guidelines of the work tasks and work division of day care personnel in Finland, even though there was before (Hujala, Puroila, Parrila & Nivala 2007: 102). Now the culture of doing together is more popular than clearly differentiated work tasks and responsibilities. This might have enriched the early childhood education and made it possible to utilize the different skills of workers with different educational backgrounds in the work communities. On the other hand, as the job description and work tasks of the workers have become more indistinct, it might have led to the point where the core knowledge and skills of different professional groups has got lost. (Sosiaali- ja terveystieteiden ministeriö 2007a: 23.)

In the work tasks of a kindergarten teacher especially the tasks connected to teaching and pedagogics are emphasized. The tasks of a kindergarten teacher include for example guiding and teaching of child groups, supporting the upbringing at home, psychosocial work and ensuring the special care and support for the children who need it. Also the planning, implementation, evaluation and development of activities are mainly taken care of by the kindergarten teacher. A kindergarten teacher's daily work includes tasks connected to upbringing, education and care, as well as the work supporting these tasks, such as planning, development and co-operation with the families and other facets. (Sosiaali- ja terveystieteiden ministeriö 2007b: 45.)

The tasks of a kindergarten teacher have been divided into three different fields. These are: the field of upbringing, pedagogics and education; the field of knowing the child development; and the field of professionalism and development of work. (Sosiaali- ja terveystieteiden ministeriö 2007a: 34.)

When determining the work tasks of a kindergarten teacher one should take into account that kindergarten teachers have studied in degree programs with different kind of

emphasis depending on the place where they have studied, whether it is a University or University of Applied Sciences degree. It is recommended to utilize the special knowledge generated by these different degree programs. (Sosiaali- ja terveystieteiden ministeriö 2007b: 45.)

3 Work Engagement

This part introduces the theoretical framework of this study. This contains a description of work well-being, the concept of work engagement, job resources and job demands, personal resources, the Utrecht Work Engagement Scale (UWES) and the stages of work engagement.

3.1 Work Well-being

Well-being comprises of the physical, psychological and social factors in the life of a human being. Well-being is a holistic concept that includes at least the person's physical health, psychological state, social relationships, family situation, work situation, personal beliefs and physical environment. (World Health Organization.) Well-being at work is often described through engagement and burnout. Engaged workers feel enthusiastic and vigorous about their work, whereas burned-out workers feel exhausted and cynical. (Schaufeli & Bakker 2004b: 3.) This study focuses on the work well-being and engagement of kindergarten teachers.

The emphasis in psychological research has for a long time been on studying ill-health and problems of mental health. For example, according to Schaufeli and Bakker (2004a: 293) the ratio between ill-health and well-being in the *Journal of Occupational Health Psychology* was as high as 15:1 in between 1996 and the early 2000. From the beginning of a new millennium a switch has been made towards the research of human strengths and optimal functioning instead of weaknesses and malfunctioning, this approach is called positive psychology. Instead of studying burnout, now the researchers are interested in studying engagement. (Schaufeli & Bakker 2004a: 293; 2004b: 3.) This is a rational switch, as in reality the majority of people do enjoy their work and are feeling well at work (Mäkikangas, Feldt & Kinnunen 2005: 56). The enjoyment and commitment experienced at work should be understood and studied equally with the problems related to work well-being. In addition to being able to prevent sick leaves and the problems of work, it is also possible to further the positive well-being experiences at work. (Hakanen 2007: 20.) One of the oldest and most researched indicators of work well-being is job satisfaction, which describes the contentment of an individual with his or her job (Mäkikangas et al. 2005: 59). Because of a lack of positive concepts

the work well-being has mostly been researched through burn-out or other negative concepts (Hakanen 2002: 300). Work engagement is a concept that came to the fore in early 2000. It enables the versatile examination of work well-being as a genuine well-being as well as the lack of unwell-being. (Hakanen 2007: 28.) The perception of work well-being does deepen and gets diversified with the help of the concept of work engagement (Hakanen 2007: 285).

Work well-being is the feeling of being energetic and committed, as well as professional self-esteem and the feeling of permanence. In addition to the feeling of managing at work, work well-being is also enthusiasm and experience of meaningfulness of the work. (Hakanen 2007: 228.) The well-being of a person consists of the harmonic balance of work and free time. Both physical and mental health is important from the viewpoint of work well-being. Healthy lifestyle, satisfying free time activities and close social relationships do balance the strain at work. (Pakka & Rätty 2010: 5-7.)

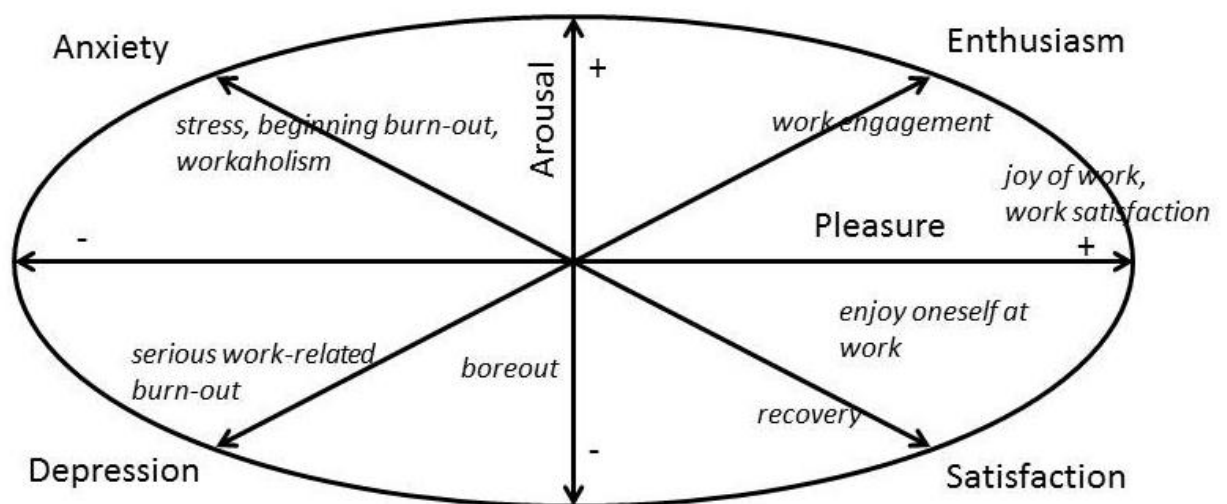


Figure 1. The dimensions of well-being at work (originally Warr 1999; modified by Hakanen 2011: 24; 2007: 28; translated by myself)

Peter Warr (cited in Hakanen 2007: 27–28) has formed a basic classification model of subjective well-being by categorizing well-being by the arousal as well as pleasure related to work (figure 1). Hakanen has supplemented the model based on his own research results, the parts added by Hakanen have been written in *italic* style. A minor state of arousal and pleasure at work indicates severe burn-out. The state of boreout

can precede the state of burnout. Boreout consists of three elements: boredom, lack of interest and lack of challenge. A high state of arousal but minor state of pleasure describes stress, developing burn-out and for example workaholism. People who can be described as workaholics are working and thinking about work to the detriment of other parts of life, as it is hard for them to detach from work. Usually workaholics do not enjoy their work, but work is very important for them and therefore they put more energy into it that would be necessary. (Hakanen 2011: 21-23, 112, 118; 2007: 27-28.) As Hakanen (2007: 28) puts it, enjoying one's work, feeling relaxed and the joy of work do describe the job satisfaction, this dimension includes pleasure and a little bit of activation. He (2007: 28) continues, that when to the dimension of job satisfaction is added enthusiasm, arousal and high amount of activation, one can reach the experience of work engagement.

Well-being can also be viewed from hedonistic and eudaimonic perspective. These concepts come from the ancient times philosophers and are still relevant when examining well-being. According to the principle of ethical hedonism the highest good in life is for every person to achieve the greatest amount of pleasure possible for them and to avoid pain. Eudaimonia then describes the best well-being as the possibility to fulfill the humane possibilities, to actualize one's real self and do things, which are valuable and virtuous. The hedonistic well-being concept describes the traditional thinking in work well-being and health, where the focus is on identifying and taking care of the risks, problems and negative symptoms. The concept of work engagement describes eudaimonic well-being, where the emphasis is in increasing the enjoyment and satisfaction at work. (Hakanen 2011: 18-19.) A worker who is experiencing eudaimonic well-being is ready to make an effort and give his full potential in order to achieve the aims of the work. As an equivalent for his efforts the worker experiences his work to be meaningful and working environment satisfying. (Hakanen 2011: 38.) The means and resources of increasing the genuine happiness of the workers must be taken into use. This way it is possible to have a win-win situation at work, where everyone benefits from the well-being of the workers. (Hakanen 2011: 20.)

Motivation is a part of work well-being, as according to Hakanen (2011: 30) the work can be done either internally or externally motivated or without any motivation at all. Extrinsic motivation is created by external factors such as rewards, social pressure and avoiding punishment, and it aims to get external rewards from actions and performances. It must be repeatedly reinforced by praise or concrete rewards in order to keep up

the activity. Intrinsic motivation comes from personal factors, needs and interests like self-realization and needs of development. It is self-directive. A person is interested in some issues independently without external rewards. Person has a natural will to perform well in a task. These inner rewards are long lasting and can be a source of permanent motivation. Intrinsic and extrinsic motivations are complementary, meaning that they appear at the same time, some motives being more controlling than others. (Peltonen & Ruohotie 1987: 25-27.) According to the current knowledge motivation comprises of the meanings that a person sets to his environment, and of the possibilities and limitations that it sets. Motivation is considered to be a part of one's personality. Personality includes the psychological features of an individual, such as the way to think, feel and act. (Metsäpelto & Feldt 2009: 13, 16.)

In every work place there can be both burn-out and work well-being experienced at the same time. Even a single person can simultaneously experience both positive well-being and the feeling of being strained. (Hakanen 2007: 20-21, 27.) Work well-being is more than the lack of problems at work and this final thesis concentrates on the positive well-being at work, more specifically on work engagement. There has been a growing interest towards the concept of work engagement in the work well-being studies made since the early 2000 (Mäkikangas et al. 2005: 56).

3.2 The Concept of Work Engagement

This study is based on the work engagement theory of two Dutchman, Wilmar Schaufeli and Arnold Bakker, researchers of work and organization psychology. They are the real starters of work engagement research. (Hakanen 2011: 38.) In Finland work engagement has been mainly studied by Jari Hakanen at Työterveyslaitos. He turned the concept of "work engagement" into a Finnish concept "työn imu" in the early 2000 and has ever since been researching work engagement both in Finland and abroad (Hakanen 2007: 28). Besides the studies of Hakanen and other researchers, work engagement has been in Finland studied in final theses both in bachelor and in masters' level.

Work engagement is defined to be the assumed opposite of burnout. However, there exist two schools of thought on the relationship between work engagement and burnout. (Schaufeli & Bakker 2004b: 4.) Maslach and Leiter (cited in Schaufeli & Bakker 2004a: 294) have examined work engagement as a lack of cynicism, exhaustion and

reduced professional efficacy. The before mentioned are the three aspects of burnout, as measured with the Maslach Burnout Inventory (MBI) and the lack of those aspects, according to Maslach and Leiter, imply work engagement. Engagement in this model is defined as energy, involvement and efficacy. Maslach and Leiter state that burnout and engagement create a continuum of work well-being and are the opposite poles of that continuum. (Schaufeli & Bakker 2004b: 4.) Schaufeli and Bakker (2004a: 294) criticize the approach of Maslach and Leiter by stating that the concepts of engagement and burnout are not perfectly negatively correlated. By this they mean that when a person is not burned-out, that does not automatically mean that his or her work engagement level is high, and vice versa. Therefore the concepts of burnout and work engagement should be assessed independently. (Schaufeli & Bakker 2004b: 4.) It is impossible to examine both positive and negative well-being when they are defined on the same scale (Hakanen 2002: 292).

Work engagement describes the genuine and positive work-related well-being that is a more permanent state of mind. The experiences of work engagement are studied through the demands and resources of work. Job demands are the physical, psychological, social and organizational aspects that require sustained physical and psychological efforts from the workers. Job resources are those physical, psychological, social and organizational factors of work that help the worker in achieving his work goals, control the strain at work and further the personal growth, learning and development. (Schaufeli & Bakker 2004a: 295-296.) Schaufeli and Bakker (2004a: 295) state that the three dimensions of work engagement are vigor, dedication and absorption. Vigor refers to the feeling of being energetic and resilient, the willingness to invest effort in one's work as well as persistence in the face of difficulties. The conceptual opposite of vigor is considered to be exhaustion. Dedication describes the experience of meaningfulness, enthusiasm and proudness of one's work, and the feeling of being inspired and challenged by the work. Cynicism is seen to be the opposite of dedication. Absorption refers to deep immersion in one's work and the joy of being immersed, difficulties in detaching oneself from work, meaning that one is able to forget the time and everything that is around. Absorption is close to Csikszentmihalyi's concept of "flow", a short-term experience of a flowing state, but according to Schaufeli and Bakker absorption is more pervasive and persistent state of mind than the "flow" state. Unlike vigor and dedication, absorption does not have a conceptual opposite in the dimensions of burnout. (Hakanen 2011: 39; Hakanen 2007: 229, 232; Schaufeli & Bakker 2004a: 295; 2004b: 5-6.)

The resource based development of work engagement suit the evaluation and strengthening of a person's work situation as well as improving the activity, profitability and fluency of communication in a work community (Hakanen 2009a: 58). According to the research the work conditions do affect more on the well-being at work and work engagement than the personal and personality factors (Hakanen 2007: 157, 160). Hakanen (2011: 71) states, that personal resources are also meaningful for the experience of work engagement as they influence on how the worker perceives the work conditions and job resources. Based on this information I decided to study the work engagement factors and elements through job resources, job demands, personal resources and the three dimensions of work engagement: vigor, dedication and absorption.

When being engaged in one's work a person experiences a lot of positive feelings and is working in a high activity level. In the state of work engagement the feelings of a person are full of positive energy, there is a balance between the skills and challenges of a person, and through this a person can perform better at work, develop his skills and can face more demanding challenges. A person who is engaged in his work feels engaged without any external rewards. The experience of work engagement does support innovativeness and learning. (Ojala & Ahonen 2003: 91-92.) A worker experiencing work engagement does take the responsibility of doing his job well, voluntarily acts for the benefit of the organizational aims, is committed to his work and feels job satisfaction (Hakanen 2009a: 31). Work engagement does not limit to a certain situation, person, event or way of behavior, but instead is all-round and relatively common. Most workers do feel work engagement at least occasionally, even though the experiences vary in different professions. (Hakanen 2011: 39-42.) Work engagement is not only a personal, but also a collective phenomenon. A worker who experiences work engagement can spread his positive attitude, energy and enthusiasm, which will positively affect the atmosphere of the whole team. Moreover, this means that work engagement can strengthen the feeling of communality, and communality can increase the feeling of work engagement. Work engagement can also transmit between spouses. Work engagement is more likely to transmit between those kinds of teams, colleagues and spouses, who have a lot of intensive communication between them. (Hakanen 2011: 132-133; Hakanen 2009a: 37-38.)

There are more viewpoints to the concept of work engagement besides the viewpoints of Maslach and Leiter, and Schaufeli and Bakker. In 1990 job engagement was de-

scribed by Kahn as an authentic state, where the worker's work role and self are positively attached to each other, and therefore the worker is able to utilize and express himself at work in a thorough way in cognitive, physical and emotional ways (Hakanen 2009a: 32-33). The concept of work engagement also has connections to the concept of joy at work, used by Bertil Gardell, which includes for example the experiences of enjoying oneself at work and committing to one's work, as well as the feeling of doing meaningful work (Mäkikangas et al. 2005: 69). There are still other concepts that are quite near to the concept of work engagement, such as the quality of work life, the concept of good work, and the concepts of healthy organization and healthy worker (Hakanen 2009a: 17, 21, 25). In the light of the recent studies the viewpoint of Schaufeli and Bakker has proved to be the most promising and spread out viewpoint in describing and assessing work engagement (Hakanen 2009a: 33). Therefore I approach work engagement in this thesis from the viewpoint of Schaufeli and Bakker and this study focuses mainly on the positive work engagement factors, although the negative factors that come up will also be discussed. Also the work of Jari Hakanen is widely used in this thesis.

3.2.1 Job Resources and Job Demands

The features of work can be divided into job resources and job demands. These two classes can include physical, psychosocial, social and organizational aspects of work. Job resources help people to face the demands and reach the goals of the work as well as increase the will to learn and develop in one's work. Job demands instead wears out the worker both physically and psychologically, as the demands require the worker to strive both physically and psychologically. (Hakanen 2011: 103-104.) According to the Job Demands-Resources (JD-R) model the features of work, even when they are different in every work, can be divided into resources and demands. The model assumes that job demands and resources can contribute to two partly separate but parallel well-being processes: energetic process and motivational process. In the energetic process high job demands can lead to burnout, which can lead to weakened health and decrease in the ability to work. In the motivational process the different job resources promote work engagement, which leads to the decrease in intentions to withdraw from one's work. (Hakanen 2007: 254-255; Schaufeli & Bakker 2004a: 296-298.)

Job resources are those physical, psychosocial, social and organizational aspects of the job that help in reaching the goals of the work; help to control the straining and de-

mands of the work; reduce job demands; and further personal growth, development and learning (Hakanen 2011: 49; Schaufeli & Bakker 2004a: 296). Job resources also satisfy our psychological basic needs of autonomy, competence and psychological relatedness. Moreover, job resources activate the will to learn and develop in one's work, increase the feeling of competence and positively affect to the family-life. Because of these things the job resources also create work engagement. Job resources do motivate a person both internally and externally. (Hakanen 2011: 31, 103-104.) As Hakanen (2011: 52-69) puts it, the job resources can be for example versatile job tasks, instant feedback, meaningfulness of work, being a part of the decision making at work, support given by the manager and colleagues, trust, positive atmosphere at work, justice, external rewards, psychological safety and co-operation between the different actors of an organization. The different resources of work energize workers, and therefore maintain and increase work engagement. The current and possible job resources should be recognized, utilized and strengthened. The workers will and ability to give their best for the work is based on the existence of job resources. (Hakanen 2011: 50.)

Job demands refer to those physical, psychosocial, social and organizational aspects that demand constant physical and emotional efforts from a worker (Schaufeli & Bakker 2004: 296). Job demands can be for example hurry, loneliness, lack of guidance and support, bureaucracy, uncertainty, unclear goals, shortages in communication and the weaknesses of physical working environment. Actually many of the job demands are job resources that are missing, such as lack of support, unclear goals and loneliness. It is possible to invest in these missing resources, for example by developing the communication and making the goals clear for the workers. (Hakanen 2011: 110-111.) Hakanen (2011: 104) notes that high job demands might cause symptoms of burnout, if the demands require high struggle in order to manage the work and if there is no possibility for sufficient recovery from these struggles. In a long run the burnout follows with problems in health and ability to work (Hakanen 2011: 104). Too high job demands can lead at least to the disappearing of energy, feeling of insufficiency, exhaustion, cynicism, decrease in engagement and reduced professional efficacy. Therefore it would be extremely important to recognize and prevent excessive job demands. (Schaufeli & Bakker 2004a: 297.)

Work well-being is usually not that black and white. The features of work cannot always be that easily divided into demands and resources, as the same features of work can

be seen as both demands and resources. Personal resources have an effect on how one perceives the job demands and resources, and the features of work can also be assessed differently. Job resources and demands can have cross connections. A good example is social relationships: good social relationships can be seen as a resource that increases well-being, whereas bad social relationships are usually demands that can cause unwell-being. High responsibility at work can increase engagement towards work, but it can also cause strain, as the responsibilities require constant effort from the worker. Work can inspire and satisfy, yet cause strain and stress. From the viewpoint of work engagement, it is important that as a whole the work contains more resources than demands, but there should be quite a high amount of both. This way the workers will probably maintain their engagement towards work. (Hakanen 2011: 71, 106-109.)

3.2.2 Personal Resources

Even though work-related resources and demands affect more to the experience of work engagement, personal resources and personality factors do also have a meaningful role when examining the experiences of work engagement (Hakanen 2011: 51, 71; Hakanen 2007: 157). Personality features and personal resources do affect the feeling of work engagement. They effect on how a person experiences the work conditions and how these conditions affect to the physical and mental health as well as the professional behaviour of a person. It is important to notice, that the same work conditions do not effect similarly to every worker, as the work conditions can be experienced differently by different people due to their personal resources. (Hakanen 2007: 138.) According to Hakanen (2011: 71) work engagement can only partly be explained by the permanent personality features, such as positive attitude, being an extrovert and being an initiative person. The workers personal resources are also meaningful to the experience of work engagement. These resources are for example optimism, positive image of one's own professional ability, self-esteem and systems intelligence. Personal resources have a positive effect on work engagement, but job resources can also strengthen personal resources and through that enhance quality work activity. (Hakanen 2011: 71-72.) Home resources do also have a positive effect on the experience of work engagement. Resources and well-being can transfer from one area of life to another. The work and family life, or free time in general, can enrich each other. This means that the positive experiences in one area of life can improve the quality of life in another area. Parents can for example enjoy of working in an adult world for a day, and

also enjoy coming back home to the children, as this offers a good reason for detaching oneself from work. (Hakanen 2011: 128-131.)

Aaron Antonovsky (cited in Hakanen 2007: 142) was one of the first people to switch the attention away from the negative factors of work towards the positive factors. He aimed to find out why some people stay healthy, even when facing extremely straining life situations. He found out that the sense of coherence is an important feature of personality explaining work well-being and the negative opposite of coherence is considered to be the sense of duty and guilt. These are both holistic, personal ways to relate to the world and both feelings are considered to become stabilized by the age of 30, and to stay as a relatively permanent feature of personality from there on. Antonovsky described the sense of coherence as a permanent confidence in the feeling that the stimuli of the environment during a life span are structured, predictable and can be explained; and that the demands created by the stimuli can be controlled by the available resources. A person that has the feeling of coherence does see the demands as challenges that are worth of engaging and investing into. The three dimensions of coherence are defined to be comprehensibility, manageability and meaningfulness. Antonovsky felt, that the third dimension is the most important, as if one has no sense of meaning and believes that there is no reason to survive and confront challenges, one then does not have any motivation to comprehend and manage events. According to the research, the sense of coherence is positively connected to the satisfaction towards life and to well-being, and negatively connected to work-related burnout and poor condition of health. (Hakanen 2007: 142-143.) A person who has a sense of duty and guilt has often high moral expectations towards the self, has extremely high sense of responsibility, has bad conscience and is often remorseful. The studies have shown that the sense of duty and guilt is positively connected to anxiety, social tension and the tendency of concentrating on controlling one's own feelings in stressful situations. (Hakanen 2007: 144.) As Freudenberg (cited in Hakanen 2007: 139) stated, workers who are engaged, committed and experiencing extremely strong need of helping others, are in danger of losing their well-being in a working environment where there are a lot of challenges and grievances.

Personality factors can affect work well-being in a different way than to the general mental well-being of a person or his contentment towards life (Hakanen 2007: 141). As Hakanen (2007: 158) states, according to the studies the personality factors and work conditions have co-operative influences to the general well-being as well as work-

related well-being. Studies have shown that job resources and quality work conditions can positively affect to the personal resources of a person, and contrary to this, poor work conditions can negatively affect the personal resources (Hakanen 2009a: 38).

3.2.3 Utrecht Work Engagement Scale (UWES)

Schaufeli and Bakker developed a self-report questionnaire called the Utrecht Work Engagement Scale (UWES) (appendices 2 and 3), which was introduced in 1999 (Schaufeli & Bakker 2004b: 5, 8). The questionnaire was originally formed of 24 items, but after a psychometric evaluation in two samples 7 items were eliminated as they appeared to be unsound. After that 17 items were left that were categorized into the three different dimensions of work engagement: vigor, dedication and absorption. (Schaufeli & Bakker 2004b: 5-7.) These items are positively phrased statements about how one feels at work. The statements can be assessed in a scale from 0 to 6, where zero means “never” and six means “every day”. When filling in this questionnaire, one should choose a number that best describes how frequently one feels this way. (Schaufeli & Bakker 2004b: 6, 48.) The UWES was used as a guiding material throughout the interviews, and therefore it is now presented in more detail.

Vigor refers to the feeling of being energetic and resilient, the willingness to invest effort in one’s work as well as persistence in the face of difficulties. In the UWES it is assessed by six items, for example “At my job, I feel strong and vigorous” and “I can continue working for very long periods at a time”. Dedication describes the experience of meaningfulness, enthusiasm and proudness of one’s work, and the feeling of being inspired and challenged by the work. Statements such as “I find the work that I do full of meaning and purpose” and “To me, my job is challenging” are used in the UWES to assess one’s dedication. Absorption refers to deep immersion in one’s work and the joy of being immersed, difficulties in detaching oneself from work, meaning that one is able to forget the time and everything that is around. In the UWES absorption is assessed by statements such as “When I am working, I forget everything else around me” and “It is difficult to detach myself from my job”. Those who score high on this questionnaire are experiencing the feelings described above and are therefore experiencing work engagement. Instead, those who score low on the questionnaire or parts of it do never or only sometimes feel the above mentioned feelings. (Hakanen 2011: 39; Hakanen 2007: 229, 232; Schaufeli & Bakker 2004b: 5-6.)

Dutch employees who scored high on the UWES were interviewed by structured qualitative interview methods. These interviews showed that engaged workers are active agents, their values mainly match with the organizational values of their work, they are interested in other activities outside their work and they work hard, because for them working is fun. Sometimes they feel tired, but for them it is a rather positive state, as they associate tiredness with positive accomplishments. (Schaufeli & Bakker 2004b: 6.)

Validity studies carried out with the UWES indicate that work engagement is negatively associated with burnout and can be discriminated from workaholism. Especially job resources that act as motivators are causing work engagement. Workers who are engaged show positive job attitudes, experience good mental health, and are performing better than those less engaged workers. Engagement is collective, as it can transmit to others. (Schaufeli & Bakker 2004b: 8-11.)

3.2.4 The Stages of Work Engagement

There are job resources in every stage of the work and organization. Jari Hakanen has divided the resources affecting work engagement into five stages (table 1). (Hakanen 2009a: 60.) These stages of work engagement are introduced here, as I will use this model when drawing conclusions from the results.

Table 1. The stages of work engagement (Hakanen 2009a: 60, translated by myself)

I The core of the work (task-level stage)
II The organizing of work stage
III Communication and management (social stage)
IV Organizational stage
V Personal stage

The first stage includes the resources of the core of the work, which is the task-level stage, such as finding the work meaningful, instant feedback, autonomy, the possibilities of growing and developing in one's work and finding the client work rewarding. In many professions these task-level resources are the most meaningful motivational factors in one's work. (Hakanen 2011: 52-54; Hakanen 2009a: 60.)

The second stage contains the resources concerning the organizing of the work, for example the flexibility in working hours, being able to influence in one's work as well as the clarity of the roles at work and the aims of work. These resources make it possible for the workers to manage their work in the best possible way. These resources can ensure that the worker is able to utilize the task-level resources available for him. (Hakanen 2011: 55-56; Hakanen 2009a: 60.)

Communication and management, meaning the social stage, is the third stage and it consists of the support and guidance given by the manager and the work community; leadership that serves the personnel; feedback and appreciation; work engagement experienced by the whole team; trust; justice; sense of community and other social capital. These things can be build and strengthen every day in work communities. Social resources are usually free and every one can do their own part in enhancing the experience of work engagement. (Hakanen 2011: 56-61; Hakanen 2009a: 60.)

The fourth stage includes the organizational resources, such as good and supportive atmosphere; innovative working culture; organization culture that is human focused; the certainty of work; the attitude that supports the combining of work and other life; and supportive rewarding system. The organizational resources are especially the possibilities of human resource management to maintain and strengthen the workers engagement. Organizational resources should support the actualization of the task-level and social stage resources. (Hakanen 2011: 61-69; Hakanen 2009a: 60.)

The last stage includes the personal resources, which are for example professional identity, skills, abilities, perseverance, self-esteem, system wisdom and optimism. Personal resources have an effect on how people perceive their working conditions and the job resources and demands. (Hakanen 2011: 71-72; Hakanen 2009a: 60.)

4 Conducting the Study

In the following chapters I will introduce more in detail the purpose of this thesis, the study method, and the themes and questions of the theme interviews. Then I will give a description of the participants and the data collection process. After that I will explain how I processed and analyzed the data. Finally, I will evaluate the validity and reliability of the study, as well as the ethical questions related to this study.

4.1 The Purpose of This Final Thesis

Work well-being and work engagement are wide concepts that can be studied from different viewpoints by using different definitions and operations. I limited this study to describe and explain work well-being from the viewpoint of work engagement of kindergarten teachers in a kindergarten environment. The objectives of this final thesis were: 1) to find out the factors of work engagement of kindergarten teachers and 2) to gain knowledge of the elements of those factors.

The prior function of this final thesis was to bring out the views and experiences of the kindergarten teachers who participated in the study. However, the results of this final thesis can be theoretically generalized to give an overview of the work engagement factors of kindergarten teachers. It can be said that probably the same factors and elements of work engagement would come up even if more kindergarten teachers would have been interviewed or if someone else would do the same study. However, people are individuals and every now and then a new aspect could come up within the topic.

4.2 The Study Method

This was a qualitative study, which has its basis in describing real life. Qualitative research by nature is holistic information gathering in real and natural situations. People are the informants in a qualitative study and the aim is to obtain the perspective of the participants. Qualitative research aims to examine the gathered data in detail and in multifaceted ways. One typical feature of qualitative research is to use qualitative methods in gathering the data. (Hirsjärvi, Remes & Sajavaara 2009: 161-165.)

As a data collection method I used the theme interview as described by Hirsjärvi and Hurme (2000: 47-48). The name of the method “theme interview” comes from the fact that the interview consists of certain themes instead of ready-made questions. It is considered to be a half-structured interview method because the themes are the same for every participant. There were no specific questions connected to the themes, as this is not a part of a theme interview. The aim was to give as much space for free talk as possible and to bring out the voices of the participants. (Hirsjärvi & Hurme 2000: 48.)

I chose the method of interviewing, because in my opinion the kindergarten teachers themselves are the best professionals to answer my study questions. The interviewee’s views are valuable and the only way to unfold the interviewee’s perspective on the topic of interest is to ask them about it (Hirsjärvi & Hurme 2000: 48; Marshall & Rossman 2006: 101). As this was a theme interview, the participants understood some of the themes and statements differently. This means that they talked about different kinds of things inside the themes. I see this more of an advantage than a limitation, as this gave me more varied answers. Even if I had had clear questions for all of the participants, they could still have understood some questions differently from each other.

The interviews could have also been implemented differently, for example as a group interview, where all of the five kindergarten teachers could have discussed the topics together. A group interview is often favored because by interviewing a group one can quickly get information from many participants at the same time. If this study would have been implemented as a group interview the participants would have been talking about the same things with each other, but the answers might have been less varied. Also, in a group interview some participants might take the control of the discussion over the others. (Hirsjärvi & Hurme 2000: 63.) In a personal interview one has all the space and time to talk, and the answers might be more varied in this way. In a personal interview, though, all things do not come to mind at the moment, whereas these things could come up in a group interview when everyone voices their thoughts out loud. It cannot be clearly stated if one method of interviewing is more fruitful than the other, but I am happy that I chose the personal interview method. In my opinion, this gave me more varied answers and all the participants got their own time and space to discuss about their thoughts on the topic.

According to Hirsjärvi, Remes and Sajavaara (2009: 164), in qualitative research the focus group is selected according to the purpose, not by using a random sample. The

target group of this study was five qualified kindergarten teachers working in the Helsinki city's kindergartens. My aim was to find kindergarten teachers who have different educational backgrounds, are of different ages and with different length experience of the profession of a kindergarten teacher. This was set as an aim because I felt that this way I could get more varied answers from the participants. These aims were thought of when choosing the participants for this study.

4.3 Themes and Questions

This study was based on the work engagement theory of Wilmar Schaufeli and Arnold Bakker. They have conducted an UWES self-report questionnaire (appendices 2 and 3) consisting of 17 statements that are categorized into three different dimensions: vigor, dedication and absorption (Schaufeli & Bakker 2004b: 5). This questionnaire was used as a source of themes when conducting the interview (appendix 1). The statements of the questionnaire were used as a guiding material throughout the interviews. The idea was to use the statements as a help for raising conversation about the themes.

The interview contained a few specific questions concerning basic information about the participant: age, education and for how long time had she been working as a qualified kindergarten teacher. After that there were six themes that were discussed with all of the participants: job resources, job demands, personal resources, vigor, dedication and absorption. At the end of each interview I asked the same question from the participants: "After this interview, do you feel that you are experiencing work engagement?" I asked this question in order to give a final opportunity for the participants to view their own experience of work engagement and to add anything that they still had on their mind about the topic.

4.4 Description of the Participants

Five kindergarten teachers took part in this study. Three of the participants have the educational background of Bachelor of Social Services and have themselves chosen to study the qualification of a kindergarten teacher through the Degree Programme in Social Services, in Finnish programme. One of the participants have the educational background of a kindergarten teacher from the University of Helsinki and one participant graduated from the old Helsinki Institute of Kindergarten Teachers (Helsingin

lastentarhanopettajaopisto), which then changed to be a part of the University of Helsinki. All of the participants worked in Helsinki city kindergartens during the time of the interviews, which were carried out in September 2012. The participants were women aged between 28 and 52. They had been working as qualified kindergarten teachers from 2 to 17 years.

4.5 Data Collection

When I had the idea of doing my final thesis about the work engagement of kindergarten teachers, I applied for a study permission from the Social Services Department of the city of Helsinki and got an approval for conducting this study. I used two different methods in finding people to interview to: personal contacts and social media. In every case I explained the idea of my study and asked if they would be interested in taking part in my study. I quite easily managed to find five people to interview to. Before the interviews I sent a study draft (appendix 4), an agreement paper (appendix 5) and the UWES questionnaire in Finnish (appendix 3) for every participant through e-mail. This way the participants were able to read the purpose of this study, the ethical viewpoints of this study, what they are about to agree into and as they got the UWES questionnaire in advance, they were able to get familiar with the themes and statements if they wanted to do so. Getting familiar with the themes in advance was made optional, as in my opinion the success of the interviews was not dependent on the previous knowledge of the topic. However, I did want to give a chance for the participants to get familiar with the topic, as this way some people felt more comfortable in participating to my interview and some participants actually asked if they could get the material beforehand.

The interviews were carried out in September 2012 at the interviewees' work places during their working hours. The work places were chosen as the place for keeping the interviews as this way there was a minimum interference to the work day of the kindergarten teachers. The participants themselves got to choose in which room they wanted to be interviewed in, as they best know their own working environments. All of the chosen spaces were as quiet as possible in a kindergarten environment. Before every interview a paper saying "interview going on" was hanged to the door in order to decrease the possibility of interruptions by others.

All interviews were recorded with two recorders in order to increase the validity of this study. Before starting the interviews I went through the issues concerning confidentiality and recording of the interviews. I asked the participants to sign the approval to be studied (appendix 5), one copy for me and one for the participant herself. I reserved one hour time for each interview. Approximately the interviews lasted for 40 minutes.

4.6 Processing and Analysing the Data

The meaning of analysis is to produce a verbal description of the phenomenon that is examined. For analyzing the factors of work engagement of kindergarten teachers and the elements of those factors I used the theory-bound thematic analysis. In theory-bound thematic analysis the theory can help in making the analysis, although the recording units are chosen from the data. (Hirsjärvi & Hurme 2000: 135, 173-176.) The main themes of job resources, job demands, personal resources, vigor, dedication and absorption came from the theory. The recoding units I chose to look from the data are also themes, but themes coming from the data. When the material is organized according to certain themes, the parts of every interview in which a certain theme is discussed can be collected under the theme (Hirsjärvi & Hurme 2000: 141-142). I did this by using computer as a help. For example under the theme "job resources" I gathered all of the material from every interview that discussed this specific theme. This way it was much easier to start to look for the sub-themes, meaning the factors of work engagement and the elements of those factors. Finally, when I found a sub-theme, for example "colleagues", I gathered all the parts that contained information about one's colleagues to the same paper. I did this with every sub-theme that I found from the data.

The first phase after the interviews was to transcribe the recorded data into a written form. The transcribing process was done on the same or the next day after each interview, so that the interview situation was still clear in my mind while transcribing it. I transcribed the data almost fully, only leaving out some statements that were clearly not connected to this study and the ones that would have put the anonymity of the participant or others in danger, such as the name of the work place or colleagues' names that were mentioned. After transcribing all of the data I went it through once again by listening and reading at the same time. This was done in order to reduce the possibility of errors in the transcription process. All together there were 31 pages of transcribed text that I then printed out on paper.

The second phase of the process was to read the printed material through many times in order to gain a clear picture of the results. At the same time I started to underline key-words from the material and started to collect the same kind of statements in one paper. Then, thirdly, by using computer I started to collect all of the parts that talked about the same theme to one paper. This was first done with all of the six main themes and then when I found a sub-theme, I gathered the information concerning that sub-theme on one paper. In the fourth phase I was able to write the results to this report and include my own analysis of the results. Finally, I did conclusions of the results and connected them to the theory.

4.7 Validity, Reliability and Ethics

In order to increase the validity of the study the interviews were recorded and later transcribed almost word by word, only leaving out some statements that would have put the anonymity of the participants or others in danger or that were clearly not connected to this study. The transcribing I did on my own at home with headphones on, so that no one else could hear the material. After the transcribing process I listened the recorded interviews once again at the same time reading the transcribed text and made some corrections to the text when needed. This was done in order to decrease the possibility for errors, which increased the validity of this study. All the interviewees were asked the same few questions and encouraged to talk about the same six themes: job resources, job demands, personal resources, vigor, dedication and absorption.

The qualitative research does not have specific rules of interpretation and usually the population is small. Information gathered by qualitative methods is researcher related and therefore subjective and it has to be looked at from those starting points. Also time, place, language, social situation, culture and intimacy does affect to the gathering of the information. (Hirsjärvi & Hurme 2000: 13-26.)

The interviews were kept in Finnish, transcribed in Finnish from word to word and then partly translated into English by myself. The quotations from the answers that are used in this report are written in the language that the answers were given, in this case Finnish. This is done in order to decrease the errors that could occur because of translation. There is also a freely made English translation of the quotes used in this report, as it felt natural because the report is otherwise written in English. This makes it easier for

someone whose mother tongue is not Finnish to understand the quotes. Still an error in understanding or translation is always a consideration.

When conducting a study where theme interview is used as a study method one must remember that the biggest threat for trustworthy and credible data is the method itself. The participants might be reluctant to give certain information and the interviewer may interject her own perspective, which leads to the fact that interviews are subject to distortion. (Goodman 2010: 315.) In an interviewing situation there are several factors that can affect the answers of the participants. For instance, they can answer in a certain way because they think that this is what I want to hear, or there can be an interruption of the interview that might disturb the interviewee. Depending of the environment where the interview is implemented, one might also be afraid that someone else will hear their answers and therefore answer differently than they otherwise would. If there is a hurry to complete the interview, one might leave unsaid something that they would have in their mind.

I have taken into account the ethical issues in my final thesis in various ways. As Goodman (2010: 316) states, interviews may raise strong and intimate emotions in the interviewees. Before the interviews an information letter was sent by e-mail to the interviewees. It contained information about the study topic, the research methods and the ethical issues. In the interviewing situation I reminded the participants that the interviews will be confidential and they can always withdraw themselves from the study if they feel uncomfortable, as this is a requisite part of voluntary involvement (Goodman 2010: 317). It is very important that the interviewees feel safe and comfortable when interviewed. In the transcribing and analysis phase I have ensured that any given information that could risk the safety and anonymity of the interviewees or others was deleted. The kindergarten teachers that were interviewed participated voluntarily in this final thesis. I have also committed to destroy the acquired data at the end of this final thesis process.

5 Results

In this part I will present the results of this study. The interview was divided into six different themes which were: job resources, job demands, personal resources, vigor, dedication and absorption. I will present the results by these six themes. The factors affecting work engagement are said to be job resources, job demands and personal resources (Hakanen 2011: 71, 103; Hakanen 2007: 231). Schaufeli and Bakker (2004a: 295) have described work engagement as vigor, dedication and absorption to work. These six themes are discussed from the viewpoint of the participants in the following chapters and I have included my own interpretations of the results. The Utrecht Work Engagement Scale (Schaufeli & Bakker 2004b: 5-6) was used during the interviews as a help for guiding the discussion.

Besides the themes that were discussed, I did pose some further questions to the participants if more explanation was needed in my opinion. Some quotations from the interviews are added to illustrate the deductions. The quotations are added in their original language, in this case Finnish, and also translated freely into English by myself.

5.1 Job Resources

The data show that children are one factor of work engagement. The children give energy and immediate feedback for the kindergarten teachers. Children were described to be lively and natural, therefore giving a lot of energy for the kindergarten teachers. The data suggest that one cannot work in a kindergarten without liking children.

Ne antaa sen suoran palautteen kuitenkin aina, että onko ne iloisia vai surullisia ja sitten niiltä tulee suoraan kuitenkin se kiitoski, et jossa näkee sitten aina jos joku toiminta on mielekästä ja muutenki, että ne viihtyy täällä ja niillä on hyvä olla.

They always give the immediate feedback, whether they are happy or sad. They also give the straight "thank you", when you can see if they like some activity and otherwise, that they enjoy themselves here and that they feel good. (translation)

All of the participants said that children are a job resource for them. One can question whether children actually are a work engagement factor for the kindergarten teachers,

but as the children are such a significant part of the job I believe that people who do not like children will not want to work in a day care center. As I interpreted the data, it seems that children actually are an important factor of work engagement for the kindergarten teachers. I came to this conclusion because the data contains a lot of text concerning children and the meaningfulness that they give to the work of a kindergarten teacher. The data suggest that the kindergarten teachers are interested in the feelings and well-being of the children and the feedback given by them.

Another factor of work engagement is the colleagues.

Totta kai heti niinku työkaverit on tosi tärkeit. Se, että se työyhteisö on sellainen tukeva ja ilmapiiri on niinkun siinä hyvä. ... Et jokainen tekee oman osansa, mutta sitten myöskin saa tukea tavallaan toisilta sitten tarpeen mukaan siihen omaan työhön.

Of course the colleagues are very important. That the work community is supportive and the atmosphere between the workers is good. ... So that everyone does their own part, but also gets support for their work from others when needed.

The importance of the support and appreciation provided by the colleagues was highlighted throughout the data. A well-functioning work team and a good atmosphere at work are highly appreciated. It is seen as an important thing that although everyone does their work with their own personalities, the team should together agree with the basic aims and basic things of the group.

One factor of work engagement is the management and leadership. Based on the data one can assume that the support given by the manager is important, as well as the feeling of justice from the managerial side towards the workers. This indicates that the workers want to be equally treated by their manager and that they need someone to turn to when support is needed. As I see it, the support of a manager is more needed in difficult situations than in normal daily life.

Other factors of work engagement are: meaningfulness of work; working with people in general; feedback; variability of days; trainings offered through work; and what has been learned from studying.

5.2 Job Demands

Based on the data one job demand is the child groups that are too big, which means that factors of work engagement are the size of a child group and the child-adult ratio.

Laki määrää, että paljonko lapsia on per aikuinen, niin että kun se on aina kuitenkin vedetty siihen maksimilukemaan, niin kyllähän se luo sen, että kun kaikki lapset ovat paikalla, niin se tarkoittaa myös sitä, että päivät on hyvin hälinää ... ja se on hyvin työlästä. ... Siinä ei saa sitä tyydytystä, kun ei pysty antamaan kaikille saman verran aina sitä huomiota.

The law determines how many children there is per an adult and as that is always drawn to the maximum number, so it creates the hustle and bustle when all the children are present, and it is very burdensome. ... One cannot feel satisfied as one is not able to give everyone the same amount of attention. (translation)

The child-adult ratio that is written in the law is seen to be pushed to the maximum limit and it should be changed so that there would be fewer children per an adult. The kindergarten teachers feel unsatisfied when they are not able to give an equal amount of attention to every child.

Children with different kinds of special needs are a factor of work engagement.

Joutuu miettimään koko ajan, et miten mä teen, jotta kaikki saa sen mitä niitten pitää saada päiväkodissa.

All the time I have to think that how should I do, so that everyone would get what they need to get in a kindergarten. (translation)

According to the data children with different kinds of special needs includes children with behavioral problems, physical disadvantages, learning problems and multilingual children. It seems that these kind of demanding children set professional challenges for the kindergarten teachers.

A factor of work engagement are challenging and demanding parents/families.

Et on niitä todella niinku vaativia vanhempia, et koko ajan tulee lisää ja lisää haluja ja vaatimuksia ja paperille kirjetetaan, kun ei pysty kaikkea muistaan.

There are those very demanding parents who all the time want and demand more and more, then we have to write notes on paper as we cannot remember everything. (translation)

The data show that one job demand for kindergarten teachers are challenging and demanding parents, who seem to demand more and more from the workers. There are also parents who are difficult to communicate with.

A lack of time is a work engagement factor for kindergarten teachers.

Ehkä tulee se riittämättömyyden tunne välillä sit siitä, kun aikaa ei ole.

Because there is no time, we sometimes feel that we have scarce resources. (translation)

It seems that the kindergarten teachers are all the time given more tasks and less time to do those tasks. They should for example write down notes about the children and plan the activities, but there is no or very little time to do this. Even by the law the kindergarten teachers should have a certain amount of time each week for planning, but the data show that in reality this is not always the case. This makes the kindergarten teachers feel themselves insufficient, having scarce resources.

Other things that were seen to be job demands in a kindergarten teacher's work are: changes in work environment/habits, too small spaces at work, the must to get along with different kind of people, workers are sick and there might not always be substitutes hired.

5.3 Personal Resources

Physical exercise is one of the work engagement factors of kindergarten teachers.

Monestikki jos on tosi jotenki ollu raskas päivä, niin monesti lähden lenkille sen jälkeen. Niin sen jälkeen on helpompi tulla kotiin, sen lenkin jälkeen, sit ne työasiat niinku unohtuu sit sinne, siihen urheilu kautta sit sinne ulkoilmaan.

Many times if the day has been tough I go jogging after the work day. After that it is easier to come home, because through the exercise the work issues will disappear from my mind to the fresh air. (translation)

The data indicate that jogging is a good form of exercise for kindergarten teachers, as it was mentioned a few times in the data. Jogging is usually done outside, so I concluded that exercise combined to getting fresh air was seen as an important factor by the par-

ticipants. In my opinion this information can be kept reliable, as physical exercise is shown to have clear connections to the well-being of people in general.

Family, meaning own relationship and children, is one factor of work engagement of kindergarten teachers.

No varmaan se oma elämäntilanne, että on niinku perhe ja tukijoukot siten siellä kotona ja... mies ja lapset ja tuota, niin se on varmaan semmoinen voimavara.

Well I think that own life situation, meaning that one has a family and the support team at home, and... husband and children and.. I guess that is a resource. (translation)

It seems that the support and resources given by family members are appreciated by the kindergarten teachers. From the data I concluded that if everything is well at home, one is able to be much more engaged in their work.

Separating the work from the free time is a factor of work engagement. This gives strength to a person both to her free time and work life.

Jos omassa elämässä on kaikki hyvin, niin totta kai silloin jaksaa työssäkin hyvin. Jos ois jotain, vaikka että ois eroamassa tai joku kuolis, joku läheinen ihminen, niin totta kai se vaikuttaisi sitten työhönki, että niin paljon ei voi pitää erillään työminää ja sitä toista minää.

If everything is well in personal life, then one has energy to work well. If there would be something like you would be divorcing or somebody close to you would die, then of course it would also affect you work, as one cannot separate the work identity and the other identity from each other. (translation)

Although the data suggest that it is important to separate the work from the free time, at the same time the data show that one cannot completely separate the work identity and the personal identity, meaning that they are inevitably connected to each other. The ideal situation is when these two areas of life are in good balance. If one has hard times in personal life, it will somehow affect work and vice versa. If one has very good times in personal life, it will also effect on how they work.

The data show that friends, and especially friends working in the same field, are a factor of work engagement.

Sit mul on monta kaveria jotka on myös päiväkodissa, niin saa vähän purkaa niitä tunteja mitä tulee aina joskus välillä, ni saa ehkä siltä myös semmost niinku apua, jos on jotain semmosia tilanteita mihin ei ite niinku, ei keksi siihen et miten mä ratkasen tän, niin voi saada sieltä sitä niinku tukee sit myöskin.

I have also many friends who work in a kindergarten, so I can talk to them about my feelings that occur sometimes and I also can get help from them, if there are some situations that I do not come up with a solution, I can also get support from my friends. (translation)

It seems that for kindergarten teachers it is important to be able to discuss about the matters concerning early childhood education and to get help and support from one's friends. As I see it, people usually have the need to share their thoughts with other people who understand them, so this information can be kept reliable.

One factor of work engagement is one's enthusiasm to study. Kindergarten teachers want to develop in their profession and are interested in learning new things. The data indicate that for some kindergarten teachers studying gives energy and some on the other hand feel that it mainly takes energy away, as there are too many things going on in life at the same time. Based on the data, I would say that not everyone want to study and develop all the time, as people are different.

One's own upbringing is a factor of work engagement. All of the roots of behavior and personality are to be found from one's own upbringing. I can conclude from the data that one's own upbringing influences through personality at work as well as in personal life.

Some features of personality that were mentioned to be a personal resource and therefore a factor of work engagement are: enthusiasm, calmness, consistency, positivity, empathy and sense of humor.

Other personal resources that emerged from the data are: reading, gardening and going to the summer cottage.

5.4 Vigor

According to the data kindergarten teachers feel bursting with energy for most of the time that they are working. The reasons to feel energetic are mainly the job and per-

sonal resources that were mentioned earlier in the results. When one has good resources and life is in balance, one can go a long way at work.

When kindergarten teachers have confidence in their doing and as they are in a profession where they want to be, it also gives them a lot of energy.

Mä tykkään mun ammatista ja tää on niinku mun, tavallaan voi sanoa sitä kutsumusammattiksi. ... Se kyllä antaa mulle niinku energiaa jatkaa eteenpäin, et on varmuus siitä omasta tekemisestä.

I like my profession and this is, I guess it can be called as my calling profession. ... It does give me energy to go on, as I have the confidence in my own doing. (translation)

It seems that knowing one's colleagues and their methods of working helps a lot and gives energy for kindergarten teachers. The data suggest that the energy level might weaken towards the end of a week, if the week has been very hard or full of things. Especially some kind of special situation, for example if many colleagues are sick and there are no substitutes, makes the energy level to decrease.

Being strong and vigorous was clearly seen to be connected to energy. I concluded that if one feels energetic, one also has the feeling of being strong and vigorous, and vice versa. The kindergarten teachers experience the feeling of being energetic, strong and vigorous for most of the time. The feeling of being strong and vigorous can be connected to the feeling of being in a right profession that is rewarding.

The data show that not everyone feels themselves that strong in everything they do, as they are aware of their weaknesses too.

En koe itse et mä oon vahva niinku kaikessa mitä mä teen, en todellakaan. Et voi olla joku jolla on 20 vuoden kokemus, et "mä oon niinku tosi hyvä täs mitä mä teen, että ei mun tarvi kehittyä kun mulla on paljon kokemusta ja mä tiedän kaikesta". Eiiiii näin voi ajatella. Aina voi kehittyä.

I do not feel that I am strong in everything I do, not even close. There can be someone with the experience of 20 years saying that "I am so good at what I'm doing, I don't have to develop because I have a lot of experience and I know it all". Noooo, one cannot think like that. One can always develop. (translation)

It seems that the kindergarten teachers feel that the will to develop, to try and experience different things is very important. As I interpreted the data, the kindergarten

teachers are aware of the importance of developing their work and are actually very active in doing so. They want to learn new things and get new knowledge.

The kindergarten teachers usually feel good about going to work in the morning.

Useimmiten niinku on oikein kiva lähtee töihin, ja sit mun mielest se pitääkin olla. Et kylhän kaikil varmaan välil tulee niinku et se työ niinku tökkii, mut jos se useimmiten tuntuu must mielekkäält ja hyvältä, niin eiks se riitä.

Most of the time it is very nice to go to work and I think it should be like that. But I guess we all sometimes feel that the work is not nice, but isn't it enough if it feels pleasant and good for most of the time. (translation)

The data suggest that not every day they feel good about going to work. Usually there is a reason for that: difficult situation at work, cold winter morning or just a night badly slept. One participant concluded that is it not enough, if she most of the time feels good about going to work.

According to the data some kindergarten teachers can work for long periods during a day and some cannot. Kindergarten teachers working in a small kindergarten often have to work the whole day without any breaks or with just a small break. Some do not even feel the need to go for a coffee or discuss with their colleagues, but they rather stay with the children and might even get irritated if an adult comes to interrupt a situation with the children. The day goes well and without problems, even without any break. Some kindergarten teachers then feel the opposite, as the importance of small breaks during the day was highlighted in the data by some of the participants.

Ei hyvin pitkiä aikoja, ei voi... et välillä tuntuu, että nyt on niin hirvee melu ja tälleen et pää räjähtää. Sit mun on pakko poistua, et lähtee vaikka vessassa käymään, et parikin minuuttii, et tulee niinku hakeen kahvin.

Not for very long time, no... sometimes I feel that there is such a noise and that my head will explode. Then I have to go away, even to the toilet, even for couple of minutes, to get a cup of coffee. (translation)

This indicates that people are different in this matter, as the breaks are much more important for some than the others. Some people do need a few minutes of silence every now and then in order to survive through the day.

The kindergarten teachers usually are quite resilient and perseverant.

Kylhän sitä niinku pääasiallisesti aina yrittää, vaikka joku menis pieleen, nii sä yrität, sä voit muuttaa suunnitelmaa, sun ei tarvi mennä sen tietyn pohjan mukaan aina. Mut välillä on sellasii niinku et sit ku se ei suju, nii sit se ei suju. Sit niinku "EN TEE..ei sitte". Sit riittää.

Of course you mainly try, even if something would not go well, you will try, you can change the plan, you don't have to do everything in the same way as it has always been done. But then sometimes if something is not working, then it's not working. Then you feel like "I WON'T DO IT...I won't". Then it is enough. (translation)

The kindergarten teachers usually try even though things are not going so well, but sometimes it is also good to change the plan, if something is not working well. It seems to be important though, that one does not give up too easily. The kindergarten teachers are often resilient even though colleagues would be on sick leave and there would not be any substitutes. They still do their job and usually they can manage quite well if they are all determined to make it through the day. One can also influence others feelings in this matter quite a lot, suggest the data.

Paljon voi itsekin vaikuttaa siihen ja mä oon sitä mieltä, et jos itse on sinnikäs niin ehkä se vähän tarttuu sit muihinki, se sinnikkyys ja päättäväisyys, että nyt mennään eteenpäin.

One can influence a great deal and in my opinion if one is persistent, then it will influence the others, the persistence and determination that we will manage well. (translation)

The data brings up the thought that being persistent is not always good thing in work life, meaning that at least in the field of early childhood education people stay at work for too long time when they are sick. In kindergartens it is kept as some kind of valuable virtue if one is sick and still keeps on working persistently. It would be important for people to know when to loosen and stay at home to rest.

Based on the data it seems that the question of perseverance can be looked from different viewpoints. One participant had the opinion that one cannot give up in this work, because one has to take care of the children. One cannot give up and leave the children there. One must do the tasks: dress and undress the children and feed them, it does not matter if it goes well or not, one has to do it. Persistence can also be looked at the viewpoint of the working community, meaning staff meetings, new ideas and developing projects.

5.5 Dedication

Kindergarten teachers' work is full of meaning and purpose. According to the data they feel that their work with children is very important, as those early years in life are maybe the most important years in life from the developmental perspective.

Se kumminki 1-6-ikäkausi on sen lapsen elämässä semmonen niin, kehitys on niin nopeata ja huimaa, et tää on niinku itellekki semmonen ihana asia, mistä saa niitä voimavaroja myöskin, kun näkee kun ne lapset kehittyy ja kasvaa ja ne oppii uusia asioita.

The age period from 1 to 6 years is in the child's life so, the development is so rapid and wild, and that is also a wonderful thing for me that gives me those resources at work, when I see that the children are developing, growing and learning new things. (translation)

Seeing the growth and development of children also gives satisfaction and energy for the kindergarten teachers. Even though the work of kindergarten teachers enables the parents of the children to go to work, they see their work more from the child's viewpoint and want the children to get quality early childhood education and care during the day. It seems that for kindergarten teachers it is important to see that their work is meaningful, as the children are learning, developing and growing.

The kindergarten teachers are enthusiastic about their job, though one cannot feel enthusiastic every day. Mainly they still like their job and enjoy doing it. I concluded from the data that the feeling of doing meaningful work also increases the feeling of enthusiasm towards one's work. One important thing that keeps the kindergarten teachers enthusiastic are the trainings, the new knowledge about the field of early childhood education and the developmental stages of children.

The enthusiasm towards one's work can be seen in how people carry their work-identity with them all the time. The data suggest that enthusiasm is connected to the will to develop one's work and try new things.

Ehkä se näkyy sit että on innostunut, niin tavallaan se on mulla vähän niinku koko ajan sitten mukana se työminäkin. Että jos mä satun olemaan kirjastossa tai nään jotakin, niin että tavallaan et "hei, toi ois hyvä mun ryhmälle" tai sitten tulee jossakin vaiheessa idea, että mä olin nyt vaikka luennolla, niin mulla tuli yks lapsi mieleen. Sit et "hei, tän kohalla pitäis kokeilla tämmöstä".

Maybe my enthusiasm can be seen in how I in a way carry my work-identity with me all the time. Meaning that if I happen to be in a library or see something, I think that "hey, that would be good for my group" or then sometimes I get an idea, for example I was listening to a lecture and one child came to my mind. I thought "hey, with this child I should try this kind of thing". (translation)

In the data a kindergarten teacher concluded that the children are the most important thing in this work and they give the inspiration to her. It seems that one cannot do this job in any way without liking children, as this is such a personal choice of career and one does this work so much through his/her personality. The data suggest that many times it happens that the inspiration is lost at work, but then during the weekend one can get many new ideas. Kindergarten teachers also try to get ideas from the children and through that they often get new inspiration themselves. New ideas and changes in the work and the kindergarten environment also inspire kindergarten teachers. The expression on the faces of the children is the best reward after something new and interesting has been done.

The kindergarten teachers are proud of their work. They feel that their work is important. The data suggest that people working in kindergartens should in general be more proud of the work that they do, as the general appreciation towards the work is not as high as it should be. Kindergarten teachers feel proud as they can influence the children's life quite a lot, even though this also brings with it a huge responsibility. They aim to do their job as well as possible with the available resources. It seems that the work of a kindergarten teacher is not publicly appreciated: one cannot see it in their salary, one cannot hear it in people's opinions in general and often even the parents do not actually appreciate the job that they are doing. Many of the parents seem to think that kindergarten is only a place that ensures the working possibilities of the parents and offers the children a safe place to spend their day. Based on the data, it is then the task of the kindergarten teachers to make the work more visible and tell more about it, as people who have never been in a kindergarten cannot know what the work is about and what it includes. A kindergarten teacher can also feel proud about her job when she meets the parents every day and when she sees the happiness from the faces of the parents, when they are told how well their child's day has gone.

Kindergarten teachers see their work to be adequately challenging or very challenging. Many of them think that the challenges keep their interest up. According to the data the participants feel that it is challenging when every day is unique, but it is challenging

mainly in a positive way. Because one can never know what is going to happen during the day, the days just go by very fast. Challenge can also come from challenging children and challenging families. In a group where there are challenging children one must think carefully how to implement the activities in a way that every child gets the help and support that they need. Based on the data, there are also other challenges: challenging language barriers, how to organize the staff meetings so that the system works, challenging changes in the work and knowing all the support systems of the area that can be suggested for the families in need. One participant concluded that the big difference in dealing with changes is about the way the decisions of changes have been made. If one has been involved in the decision-making and the change is agreed upon together, it is much easier to adapt and commit to the change than if it comes without one's own involvement to the process.

Ainahan voi tehdä siis ja kaikkee siis suunnitella ja tehdä niin paljon, et se on aika paljon niinku itestä kii. Silleen, et täähän on aika itselistä niinku tää työ. Onhan meillä ne tietyt niinku raamit ja nää tavoitteet, mut että muutenhan sä voit sillai täällä aika itsenäisesti niinku tehdä tätä työtä.

One can always plan and do so much, it is very much dependent on you. I mean that this job is quite independent. There are those certain frames and objectives, but otherwise you can do this job quite independently. (translation)

It seems that the amount of challenge depend a lot of one's own interest in planning and developing the work, as the work is quite independent. Few more challenges are for example how to get the time and attention equally divided for the children and how to manage when people are on sick leave.

5.6 Absorption

In kindergarten teachers' work time usually flies when working. The data suggest that kindergarten teachers are able to forget the time and the only reason for keeping some track of time are the normal daily routines that must be followed, for example eating, sleeping, going out and coming back in. It is very rare that one would not have anything to do and would need to count the minutes until the coffee break or the end of the work shift. I concluded from the data that the time flies when one is busy with the children. Although the data indicate that not everyone are able to forget the time, as they feel that one cannot forget the time when working in a kindergarten, because one is responsible for the children. One must always observe what is happening around her.

The data indicate that a kindergarten teacher cannot forget everything else around her. According to the data, one participant feels that this is something that one must do every now and then, forget everything else that is happening around her and only concentrate on the thing that she is doing. It seems that at least planning requires quiet space where one can forget everything else around her. Sometimes kindergarten teachers can have these small group activities, where one adult can concentrate only to the children that she is working with at that moment and does not have to care about anything else. Those are the moments when one can forget everything else around her, but of course these kinds of moments require planning and team work. The kindergarten teachers seem to be able to forget their personal life while working. Even if they had had a challenging morning at home, they will quickly forget it when they start to work.

The data show that the kindergarten teachers feel happy and satisfied when they are working intensely. It seems that they do feel good if they notice that something that they planned went very well and the children enjoyed it and learned something from it. In the data one participant concluded that she feels the most satisfied of the moments when she has been able to spend one-on-one time with a child. After those moments she feels that now the child has really been heard and got the full attention, the child has really got something. She also feels that during those moments she can get deeper into the child's personality and create a closer relationship with the child. Getting positive feedback can also give satisfaction for kindergarten teachers. The feedback can come from a child, a parent or a colleague, but getting and also giving feedback is very important.

The data suggest that kindergarten teachers seem to think that there are some moments where they can be truly immersed in their work, but not very often. They experience that they have to be aware of what is happening around them, as they are responsible for everything going smoothly and safely. Immersion in one's work is something that one comes more confident in through experience. It seems that for a kindergarten teacher it is much easier to be immersed in her work before she gets her own children, as then she is able to use a lot of her free time thinking about her work which she cannot do anymore after having her own children. Then one can still feel immersed in her work, but only when being physically present at work.

According to the data the kindergarten teachers often or sometimes feel carried away when working.

Niin kyllä, ja se ajantaju voi hävitä välillä. Sillä tavalla et huomaa et ”oho, tässä menikin nyt näin pitkään”, että ehkä joku suunniteltu juttu ei enää nyt toteudukaan sitte sen takia. Mut sehän on aika ihana asia, että todennäköisesti se on niinku lähteny lapsista se juttu ja semmosta, tietyllä tavalla suunnittelematonta, mutta.. joo, kyllä semmosia hetkiä on paljon.

Yes and the sense of time can be lost sometimes. In a way that you notice that “oops, this took so long”, so maybe something that was planned is not going to happen because of that. But that is quite a wonderful thing, as probably that thing came from the children and was in a way not planned, but.. yes, there are plenty of those moments. (translation)

It seems that it depends a lot on what they are doing, if it is something that they like to do, they can easily get carried away. Often the activities that carry them away can come suddenly without any planning, and many times these activities come from the children’s ideas. In the data one participant reminded that one cannot be so carried away that one would forget her responsibilities. Some kindergarten teachers experience that sometimes the work carries them away maybe too much.

The question of detaching oneself from one’s job raised different opinions in the informants. For some it is not hard to detach themselves from their job. One of the participants feels that she has managed to make it clear to herself that this is her job and free time is separate, and that as she now has her own children she must leave the job thoughts at work. Family comes first, she concluded. One said that it depends on what they are doing, but she would always like to finish what has been started during the same day. Yet another participant told me that she often thinks about work issues while at home, especially if something out of normal has happened. She experiences that it does not disturb her, but rather helps when she has had time to go through those things in her mind. She feels that when she someday has her own children, then she might not think the work things that much at home. I concluded, that these different opinions and viewpoints on this specific topic indicate that the ability to detach oneself from one’s job depends on different things, such as life situation and personality.

6 Conclusions

In the results the factors and elements of work engagement of kindergarten teachers were presented in more detail. In this part I will give short conclusions of the results by offering wider themes and connecting the results to theory.

I will present the results through the five different stages of work engagement by Jari Hakanen. These stages of work engagement are the core of the work, the organizing of work, the communication and management stage, the organizational stage and the personal stage (Hakanen 2011: 51; 2009a: 60).

Table 2. The results of this final thesis described by the work engagement stages (see Hakanen 2009a: 60)

The core of the work (task-level)	the meaningfulness and versatility of work, instant feedback, working with people, independency
The organizing of work	developing and learning, successes, knowing the aims, participating in decision making
Communication and management (social stage)	managerial support and equal leadership, feedback, appreciation, meaningfulness of others enthusiasm
Organizational stage	atmosphere at work, organizational support, certainty of work, innovative working habits
Personal stage	personal resources, attitude, personality features

The core of the work includes for example that one is able to see the results of their work, get instant feedback, and experience that the work is meaningful and versatile. This also includes the joy of working with people and independency at work. (Hakanen 2011: 52-54; 2009b: 23.) The data gathered in this study seem to contain the same information. The work of a kindergarten teacher is versatile, as it varies from day to day. The kindergarten teachers' work was seen to be quite independent, meaning that one is able to influence the planning and development of the work. The kindergarten teachers feel that their work is meaningful, rewarding and important, and this feeling they get when they see the growth and development of the children. The feeling of being in a rewarding job also comes from the feeling of being in a right profession and

having confidence in one's own doing. The data also show how important it is for kindergarten teachers to work with people, as they talked a lot about the children, their parents and the colleagues.

The stage of organizing the work includes factors such as being able to influence in one's own work, succeeding in one's work, and the clarity of the roles and aims at work (Hakanen 2009a: 60; 2009b: 23). The kindergarten teachers want to be able to influence the planning and development of the work. It is important for kindergarten teachers that they can be a part of planning the changes that are made to the work content or environment. The aims and goals should also be agreed upon together. Kindergarten teachers usually feel good when they have succeeded in their job. The clarity of roles did not come up during the interviews, so at least it seems that the kindergarten teachers are happy with the situation as it is - clear or unclear roles.

According to Hakanen (2011: 56-61; 2009b: 23) the stage of the communication and management, meaning the social stage, does consist of the support and guidance given by the manager, the leadership policy, justice, feedback and appreciation, the contagiousness of work engagement, as well as the meaningfulness of others enthusiasm and resources. The kindergarten teachers appreciate equal and fair leadership policy and the support given by the manager. The appreciation given by one's colleagues is seen to be important and the kindergarten teachers would want their work to be in general more appreciated. Getting and giving constructive feedback, both positive and negative, is seen as an important part of the work, as this way one is able to develop professionally and help other to develop. Others enthusiasm is meaningful for the kindergarten teachers, as it does spread quite easily, as well as the work engagement. One can also get good ideas and inspiration from the children's enthusiasm.

The organizational stage describing the organizational culture contains factors such as the certainty of work, innovative working habits, the atmosphere at work, organizational support and the positive orientation towards people (Hakanen 2011: 61-69; 2009b: 23). The atmosphere at work is an important factor of work engagement for kindergarten teachers. They value supportive, appreciating and engaged atmosphere. Knowing one's colleagues and their methods does increase the feeling of work engagement. Innovative working habits in kindergarten teachers' work mean the will to try, develop and experience new things and being an active part of changing the work towards the better. The organizational support and organizations positive orientation towards peo-

ple can be found from the support that is offered by the manager as well as the trainings offered through work. For the kindergarten teachers it is important to have a sufficient amount of challenges, as this will keep their interest up. The certainty of work was not talked about during the interviews, so it seems that the kindergarten teachers are not worried about losing their job. This is easy to believe, as there is a lack of kindergarten teachers in Finland (OAJ 2012). The data show that the kindergarten teachers strive to do their best at work and are proud of their work. The enthusiasm, engagement, challenges and proudness experienced at work are connected to work engagement (Hakanen 2007: 229).

Hakanen (2009b: 23) states that the relevant factors in personal stage from the viewpoint of work engagement are personal resources as well as the attitude towards the work and working community. Personal resources for kindergarten teachers are at least physical exercise, own family and friends, and other interests such as reading and gardening. One's own upbringing is seen to influence a lot on one's personality and attitude. Personality features such as calmness, consistency, positivity and empathy are seen to be important in the work of a kindergarten teacher. One factor is the ability to separate the work from the free time, meaning that when working one does not think about free time and vice versa. According to the studies the experience of high level of work engagement does require sufficient detachment from work and concentrating on other things than work when having free time (Hakanen 2009a: 39). The positive attitude towards work does influence to the experience of work engagement of kindergarten teachers. They usually feel good about going to work, and they want to study and attend trainings in order to develop themselves professionally.

All of the three dimensions of work engagement clearly emerged from the data. The kindergarten teachers did experience vigor, dedication and absorption. The elements of these different dimensions did come up in the data. Many of the work engagement factors discussed above, which were connected to the different stages of work engagement, were in the data conversed on in connection to the three dimensions: vigor, dedication and absorption. For example it was familiar for the kindergarten teachers to immerse in their work in a way that they lost track of time, to feel satisfaction from working intensely and to be resilient in their work. The experience of work engagement of kindergarten teachers seem to be very versatile. All of the job and personal resources and job demands do affect the work engagement experience. It is impossible to identify one factor of which the experience of work engagement would be dependent on. The con-

nection of job resources to work engagement has been seen to be stronger than the connection of job demands. The job demands do primarily cause burn-out and secondary they decrease the feeling of work engagement. When the aim is to increase the experiences of work engagement, one should first concentrate on strengthening the job resources and only after that should one reduce the job demands. (Hakanen 2009a: 37.) Being able to recognize the current, the missing and the potential resources is crucial in order to maintain, strengthen and developing them (Hakanen 2011: 73-74).

From the data emerged some demands and challenges, which should be considered of when developing the work of kindergarten teachers. These demands are for example big child groups; child-adult ratio that is drawn to the maximum limit; children with different kinds of special needs; challenging and demanding parents; insufficient amount of time to do the required tasks; too small spaces at work; the must to get along with different kinds of people; and situations, where some of the workers are sick and there are no substitutes hired. At least some of these demands can be changed towards better, meaning that the demands that are causing job strain would be decreased or turned into resources. In the following chapter I will present a few suggestions for improvement, evaluate the success of this final thesis, as well as discuss the possible follow up study subjects on the topic of work engagement in a day care environment.

7 Discussion

It seems to me that the topic of work engagement was covered well in the discussions with the five kindergarten teachers and therefore one can assume that another person doing the same study would get similar answers from other kindergarten teachers. The aims of this final thesis were reached, as the study questions were answered by the collected data.

The data indicate, that besides resources there are demands in the work of a kindergarten teacher, as in every job (Schaufeli & Bakker 2004a: 295). In the previous part I introduced the main job demands of a kindergarten teacher and now I will give suggestions for improvement for some of the demands.

Many of the participants talked about the situations where some of the workers are on sick leave and there are no substitutes hired. They felt these days to be demanding and challenging, although they concluded that they manage through the day. Is “manage” then enough in early childhood education? During these days a kindergarten teacher might have to take care of tasks that are not her main tasks, such as the tasks of a child minder, and the time used for doing those tasks is away from her own principal tasks. This might influence the quality and the level of functioning of that particular kindergarten. The lack of workers can also have an effect on the safety of the kindergarten, if there are not enough of educators in the child group. This is a huge risk from the viewpoint of the child as well as the workers, as they are still responsible for the safety of the children even though there were too few workers. Is this because of the current resources at day care centers? Are the child groups too big and are there too few workers? My suggestion would be to use the tax money wisely, meaning that a substitute would be hired every time when a worker is sick. It would contribute to the safety of the children and decrease the job strain of the kindergarten teachers.

According to the participants, there is too little time for planning and this was highlighted especially by the kindergarten teachers who work in groups where there is only one kindergarten teacher. Planning is a crucial part of goal-directed activities and planning requires concentration. The planning should happen outside of the child group and the kindergarten teacher should not be responsible for the children while planning. It is important to pay attention to the planning in the work of a kindergarten teacher and

time should be reserved for that purpose already when planning the work shifts. The planning should happen during the working hours and one should not have to plan at home. Planning is a crucial part of the kindergarten teachers' work and the importance of it should not be forgotten.

The data indicated that the child groups are too big these days and the child-adult ratio is drawn to the maximum. This leads the kindergarten teachers to feel themselves insufficient, as they are not able to give as much attention for each child as they would need. The children then suffer from this, and do not get as high quality education and care as they should get. In big child groups the noise level is often very high; this is a strain both for the children and the workers. The child-adult ratios are the most problematic in situations, where one adult should care for four children approximately at the age of one, when they might not yet be walking or eating by themselves. Other difficult situation is, when one adult has 7 children between the ages three and four. These are demanding situations, yet reality in many kindergartens. The child groups should be made smaller and the child-adult ratio should be defined more in detail. These are my own suggestions for development and these suggestions might be difficult to put into practice, but not impossible.

This study about the work engagement factors and elements of kindergarten teachers can offer valuable information for everyone responsible for developing the field of early childhood education. With this knowledge the employers can concentrate more on the factors that keep the workers motivated and energized to work. This study can offer valuable information for the decision makers and early childhood education teachers in different study units in Finland. The participants themselves might also have benefitted from the experience of being interviewed about the positive factors of their work, as it maybe had positive effects on the participants' viewpoints of their own work. This study can also offer important knowledge for people who are otherwise interested in early childhood education, the profession of a kindergarten teacher and the work engagement of kindergarten teachers.

There are many directions where the study of work engagement in day care centers could be developed into in the future. It would be very interesting to study the work engagement experiences of all the employees in one kindergarten. In addition, the reasons behind these factors should be studied. In this way, the suggestions for development drawn from the results would probably be more congruent and, therefore, more

beneficial for the kindergarten in question. One further study proposal would be to compare the answers given by kindergarten teachers working in public and those working in private kindergartens. Interviewing kindergarten teachers with different educational backgrounds and comparing the answers could also be done. Moreover, it could be interesting to carry out a study where comparison would be made between the answers given by kindergarten teachers who have been working only for a few years and those who have worked for example for 30 years as kindergarten teachers. One possibility would also be to focus on the influence of one factor, for example rewarding or working environment, to the experiencing of work engagement. Nowadays the employees of kindergartens are people from many different cultural backgrounds. Therefore, it would be very interesting to study whether there are different factors behind the experience of work engagement for people coming from different cultures. This kind of study could help to improve and develop the co-operation between employees with different cultural backgrounds. One could study the work engagement level of kindergarten teachers or all employees of kindergartens by using quantitative methods, as in this way the results could be generalized more easily than in a qualitative study. These further studies would be very interesting and could provide worthwhile information of the work engagement experienced in day care centers.

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TEEMAHAASTATTELU - HAASTETTELURUNKO

Ikä? Koulutus? Kuinka kauan olet työskennellyt lastentarhanopettajana?

TEEMAT

Työn voimavarat?

Työn vaatimukset/haasteet?

Yksilölliset voimavarat?

TARMOKKUUS - VIGOR

Tunnen olevani täynnä energiaa, kun teen työtäni (VI1)

Tunnen itseni vahvaksi ja tarmokkaaksi työssäni (VI2)

Aamulla herättyäni minusta tuntuu hyvältä lähteä töihin (VI3)

Jaksan työskennellä hyvinkin pitkiä aikoja kerrallaan (VI4)

Olen hyvin sinnikäs työssäni (VI5)

Jatkan hellittämättä työssäni silloinkin, kun asiat eivät suju niin hyvin (VI6)

OMISTAUTUMINEN - DEDICATION

Työni on mielestäni merkityksellistä ja sillä on selvä tarkoitus (DE1)

Olen innostunut työstäni (DE2)

Työni inspiroi minua (DE3)

Olen ylpeä työstäni (DE4)

Minulle työni on haastavaa (DE5)

UPPOUTUMINEN - ABSORPTION

Työskennellessäni unohdan ajan kulun (AB1)

Kun työskentelen, unohdan kaiken muun ympärilläni (AB2)

Tunnen tyydytystä, kun olen syventynyt työhöni (AB3)

Olen täysin uppoutunut työhöni (AB4)

Kun työskentelen, työ vie minut mukanaan (AB5)

Minun on vaikea irrottautua työstäni, kun olen siihen uppoutunut (AB6)

Tämän haastattelun perusteella, tunnetko kokevasi työn imua?

Work & Well-being Survey (UWES) ©

The following 17 statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, cross the '0' (zero) in the space after the statement. If you have had this feeling, indicate how often you feel it by crossing the number (from 1 to 6) that best describes how frequently you feel that way.

	Almost never	Rarely	Sometimes	Often	Very often	Always
0	1	2	3	4	5	6
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

1. _____ At my work, I feel bursting with energy (VI1)
2. _____ I find the work that I do full of meaning and purpose (DE1)
3. _____ Time flies when I'm working (AB1)
4. _____ At my job, I feel strong and vigorous (VI2)
5. _____ I am enthusiastic about my job (DE2)
6. _____ When I am working, I forget everything else around me (AB2)
7. _____ My job inspires me (DE3)
8. _____ When I get up in the morning, I feel like going to work (VI3)
9. _____ I feel happy when I am working intensely (AB3)
10. _____ I am proud on the work that I do (DE4)
11. _____ I am immersed in my work (AB4)
12. _____ I can continue working for very long periods at a time (VI4)
13. _____ To me, my job is challenging (DE5)
14. _____ I get carried away when I'm working (AB5)
15. _____ At my job, I am very resilient, mentally (VI5)
16. _____ It is difficult to detach myself from my job (AB6)
17. _____ At my work I always persevere, even when things do not go well (VI6)

VI= vigor; DE = dedication; AB = absorption

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Työn imu (UWES) ©

Kuinka usein sinulla on seuraavien väittämien kaltaisia tuntemuksia tai ajatuksia? Lue jokainen väittämä huolellisesti ja päätä, miten usein koet työssäsi väittämässä kuvattua tuntemusta tai ajatusta. Jos sinulla ei koskaan ole ollut kysyttyä kokemusta, rastita '0' (nolla). Jos sinulla on ollut väittämän mukaisia kokemuksia, rastita se vaihtoehto (yhdestä kuuteen), joka parhaiten kuvaa, kuinka usein olet kokenut kuvatulla tavalla.

	hyvin harvoin	harvoin	joskus	melko usein	hyvin usein	aina
0	1	2	3	4	5	6
en / ei koskaan	muutamana kerran vuodessa	kerran kuussa	muutamana kerran kuussa	kerran viikossa	muutamana kerran viikossa	päivittäin

1. _____ Tunnen olevani täynnä energiaa, kun teen työtäni (VI1)
2. _____ Työni on mielestäni merkityksellistä ja sillä on selvä tarkoitus (DE1)
3. _____ Työskennellessäni unohdan ajan kulun (A12)
4. _____ Tunnen itseni vahvaksi ja tarmokkaaksi työssäni (VI2)
5. _____ Olen innostunut työstäni (DE2)
6. _____ Kun työskentelen, unohdan kaiken muun ympärilläni (AB2)
7. _____ Työni inspiroi minua (DE3)
8. _____ Aamulla herättyäni minusta tuntuu hyvältä lähteä töihin (VI3)
9. _____ Tunnen tyydytystä, kun olen syventynyt työhöni (AB3)
10. _____ Olen ylpeä työstäni (DE4)
11. _____ Olen täysin uppoutunut työhöni (AB4)
12. _____ Jaksan työskennellä hyvinkin pitkiä aikoja kerrallaan (VI4)
13. _____ Minulle työni on haastavaa (DE5)
14. _____ Kun työskentelen, työ vie minut mukanaan (AB5)
15. _____ Olen hyvin sinnikäs työssäni (VI5)
16. _____ Minun on vaikea irrottautua työstäni, kun olen siihen uppoutunut (AB6)
17. _____ Jatkan hellittämättä työssäni silloinkin, kun asiat eivät suju niin hyvin (VI6)

VI = tarmokkuus; DE = omistautuminen; AB = uppoutuminen

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Opinnäytetyösuunnitelma

Opinnäytetyön nimi

Work Engagement of Kindergarten Teachers

(haastattelut suoritetaan suomeksi, raportti kirjoitetaan englanniksi, koska opinnäytetyön tekijä käy englanninkielistä koulutuslinjaa)

Opinnäytetyön tarkoitus ja tavoitteet

Opinnäytetyö koskee lastentarhanopettajina Helsingin kaupungin päiväkodeissa työskentelevien työhyvinvointia työn imun kautta. Tutkimuksen lähtökohtana on jo monta vuotta tiedossa ollut pula pätevistä lastentarhanopettajista ja tieto siitä, että monet lastentarhanopettajan pätevyyden omaavista henkilöistä ei kuitenkaan päädy työskentelemään kyseisessä ammatissa kovin pitkään tai ollenkaan. Tutkimuksen tavoitteena on selvittää, minkälaisia työn imun tekijöitä lastentarhanopettajan työssä on työntekijöiden mukaan sekä näiden tekijöiden piirteitä.

Opinnäytetyöstä saatua tietoa voidaan hyödyntää lastentarhanopettajien työnkuvaa koskevassa päätöksenteossa ja työn kehittämisessä. Myös päiväkotien esimiehet ja lähiesimiehet voivat hyötyä opinnäytetyöstä saadusta tiedosta, samoin alan koulutuksen suunnittelijat. Haastateltavat itse saattavat myös hyötyä opinnäytetyöstä, joka laittaa heidät pohtimaan työtään positiivisesta näkökulmasta, työn imun kautta.

Opinnäytetyön toteutusajankohta sekä keskeiset tutkimusmenetelmät

Opinnäytetyö toteutetaan syksyllä 2012. Opinnäytetyön tekijä suorittaa haastattelut heti tutkimusluvan saatuaan, mielellään syyskuun alkupuolella. Opinnäytetyön on tarkoitus valmistua 26.10.2012, jonka jälkeen se lähtee arvioitavaksi. Jos työ hyväksytään, siitä painetaan lopullinen versio, joka tulee julkiseksi viimeistään joulukuussa 2012.

Opinnäytetyö pohjautuu teoreettisesti työn imun (work engagement) teoriaan. Opinnäytetyön tekijä tulee käyttämään teoreettisena viitekehyksenä työn imun teoriaa ja siihen liittyvää konseptia nimeltä UWES (Utrecht Work Engagement Scale), jonka ovat kehittäneet hollantilaiset Wilmar Schaufeli ja Arnold Bakker. Työn imu kuvaa

työntekijän myönteisiä työhyvinvointikokemuksia positiivisen psykologian lähtökohdista. Työn imua UWES-menetelmässä kuvaavat tarmokkuus (vigor), omistautuminen (dedication) ja uppoutuminen (absorption). Schaufeli ja Bakker ovat kehittäneet työn imukselyn, jota opinnäytetyön tekijä pitää pohjana opinnäytetyön haastatteluissa. Kyselylomake on vapaasti käytettävissä ei-markkinointi tarkoituksessa tehtyyn tieteelliseen tutkimukseen.

Opinnäytetyö suoritetaan yksilöhaastatteluina ja opinnäytetyön tekijä aikoo etsiä haastateltavat käyttämällä eri keinoja: henkilökohtaisia kontakteja, sosiaalista mediaa sekä ottamalla puhelimitse yhteyttä valitsemiinsa Helsingin kaupungin päiväkodeihin. Opinnäytetyön tekijä kertoo etukäteen opinnäytetyön aiheesta ja tavoitteista sekä tutkimusmenetelmistä henkilöille, joita pyytää osallistumaan opinnäytetyöhönsä. Kaikille henkilöille, jotka suostuvat osallistumaan tähän opinnäytetyöhön, opinnäytetyön tekijä lähettää sähköpostitse informaatiokirjeen koskien opinnäytetyötä ja sen eettisiä näkökohtia. Käytännössä tämä tarkoittaa tutkimussuostumus-paperin sekä opinnäytetyösuunnitelman lähettämistä etukäteen, sillä ne toimivat hyvin myös informaatiokirjeenä sisältäen kuvauksen opinnäytetyöstä sekä opinnäytetyön tekijän eettisistä toimintatavoista.

Haastatteluja tullaan suorittamaan viisi kappaletta, eli haastateltavia hankitaan viisi ja kutakin haastatellaan vain kerran. Haastattelut toteutetaan teemahaastatteluina ja kaikkien haastateltavien kanssa tullaan keskustelemaan samoista teemoista ilman valmiita kysymyksiä. Haastattelut nauhoitetaan, jotta ne pystytään kirjoittamaan puhtaaksi jälkikäteen ja jotta niitä voidaan luotettavasti analysoida. Ainoastaan opinnäytetyön tekijä tulee kuuntelemaan nauhoitetut haastattelut ja kirjoittaa ne itse puhtaaksi tietokoneella. Tässä vaiheessa aineistosta poistetaan kaikki mahdolliset tiedot, joista haastateltava saattaisi olla tunnistettavissa. Analyysivaiheessa ja lopullisessa raportissa haastateltavien henkilökohtaisista ominaisuuksista käy ilmi vain heidän ikä, sukupuoli, koulutus ja se, kuinka pitkään he haastatteluhetkellä ovat työskennelleet lastentarhanopettajan ammatissa. Raportissa käy ilmi myös se, että haastateltavat työskentelevät Helsingin kaupungin päiväkodeissa, mutta tarkempaa kuvausta työpaikoista tai niiden sijainnista ei anneta. Haastattelujen tuloksista opinnäytetyön tekijä kirjoittaa raportin. Tämä raportti tullaan julkaisemaan Metropolia Ammattikorkeakoulussa. Raportista julkaistaan sähköinen versio Theseus-tietokannassa (ammattikorkeakoulujen julkaisuarkisto, www.theseus.fi) ja Helsingin kaupungin sosiaaliviraston tietopalveluun lähetetään kirjallinen versio raportista. Kun opinnäytetyö on

Metropolia Ammattikorkeakoulussa hyväksytyt, opinnäytetyön tekijä hävittää haastateluaineiston lopullisesti.

Haastateltavalla on oikeus kieltäytyä ja vetäytyä opinnäytetyöstä missä tahansa vaiheessa ilman perusteluja ja ilman haitallisia vaikutuksia häneen. Ilmoitus kieltäytymisestä tehdään suoraan opinnäytetyön tekijälle, jonka tiedot jokainen haastateltava saa allekirjoittaessaan tutkimussuostumuksen. Opinnäytetyön tekijää koskee täydellinen vaitiolo- ja salassapitovelvollisuus liittyen haastateltavien henkilöllisyyttä koskeviin asioihin.

Opinnäytetyösuunnitelman hyväksyminen oppilaitoksessa

Opinnäytetyösuunnitelman on Metropolia Ammattikorkeakoulussa 15.8.2012 hyväksynyt opinnäytetyön ohjaava opettaja Riikka Tiitta.

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Tutkimussuostumus

Opinnäytetyö, jonka Riika Nick tekee Metropolia Ammattikorkeakoululle, koskee lastentarhanopettajina Helsingin kaupungin päiväkodeissa työskentelevien työhyvinvointia työn imun kautta. Opinnäytetyön lähtökohtana on jo monta vuotta tiedossa ollut pula pätevistä lastentarhanopettajista ja tieto siitä, että monet lastentarhanopettajan pätevyyden omaavista henkilöistä ei kuitenkaan päädy työskentelemään kyseisessä ammatissa kovin pitkään tai ollenkaan. Opinnäytetyön tavoitteena on selvittää, minkälaisia työn imun tekijöitä lastentarhanopettajan työssä on työntekijöiden mukaan sekä näiden tekijöiden piirteitä.

Opinnäytetyön haastattelut suoritetaan yksilohaastatteluina ja opinnäytetyön tekijä on löytänyt haastateltavat käyttäen eri keinoja: henkilökohtaisia kontakteja, sosiaalista mediaa sekä ottamalla puhelimitse yhteyttä valitsemiinsa Helsingin kaupungin päiväkohteihin. Kaikille henkilöille, jotka ovat suostuneet osallistumaan tähän opinnäytetyöhön, opinnäytetyön tekijä on lähettänyt sähköpostitse informaatiokirjeen koskien opinnäytetyötä ja sen eettisiä näkökohtia.

Haastattelut nauhoitetaan, jotta ne pystytään kirjoittamaan puhtaaksi jälkikäteen ja jotta niitä voidaan luotettavasti analysoida. Ainoastaan opinnäytetyön tekijä tulee kuuntelemaan nauhoitetut haastattelut ja kirjoittaa ne itse puhtaaksi tietokoneella. Tässä vaiheessa aineistosta poistetaan kaikki mahdolliset tiedot, joista haastateltava saattaisi olla tunnistettavissa. Analyysivaiheessa ja lopullisessa raportissa haastateltavista käy ilmi vain heidän ikä, sukupuoli, koulutus ja se, kuinka pitkään he haastatteluhetkellä ovat työskennelleet lastentarhanopettajan ammatissa. Raportissa käy ilmi myös se, että haastateltavat työskentelevät Helsingin kaupungin päiväkodeissa, mutta tarkempaa kuvausta työpaikoista tai niiden sijainnista ei anneta. Haastattelujen tuloksista opinnäytetyön tekijä kirjoittaa raportin. Tämä raportti tullaan julkaisemaan Metropolia Ammattikorkeakoulussa. Raportista julkaistaan sähköinen versio Theseus-tietokannassa (ammattikorkeakoulujen julkaisuarkisto, www.theseus.fi) ja Helsingin kaupungin sosiaaliviraston tietopalveluun lähetetään kirjallinen versio raportista. Kun opinnäytetyö on Metropolia Ammattikorkeakoulussa hyväksytty, opinnäytetyön tekijä hävittää haastatteluaineiston lopullisesti.

Haastateltavalla on oikeus kieltäytyä ja vetäytyä opinnäytetyöstä missä tahansa vaiheessa ilman perusteluja ja ilman haitallisia vaikutuksia häneen. Ilmoitus kieltäyty-

misestä tehdään suoraan opinnäytetyön tekijälle. Opinnäytetyön tekijää koskee täydellinen vaitiolo- ja salassapitovelvollisuus liittyen haastateltavien henkilöllisyyttä koskeviin asioihin.

Tästä tutkimussuostumuksesta otetaan jokaisen haastateltavan kohdalla kaksi kopiota. Haastateltava allekirjoittaa molemmat kopiot, mikäli haluaa osallistua opinnäytetyöhön. Myös haastattelija allekirjoittaa paperit ja sitoutuu näin toimimaan yllä kuvattujen ehtojen mukaisesti. Yksi kopio jää haastateltavalle itselleen ja toinen jää opinnäytetyön tekijälle, eli haastattelijalle.

Allekirjoituksellani todistan, että olen lukenut yllä olevan kuvauksen opinnäytetyön luonteesta ja suostun osallistumaan yllä kuvattuun opinnäytetyöhön:

Paikka ja aika

Allekirjoitus ja nimenselvennys

Allekirjoituksellani todistan, että sitoudun noudattamaan yllämainittuja ehtoja opinnäytetyötäni tehdessä:

Paikka ja aika

Allekirjoitus ja nimenselvennys

Opinnäytetyön tekijän yhteystiedot:

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