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Sorkkila, Matilda – Rantala, Anna – Aunola, Kaisa. 2022. Parental values and their relationship with parental burnout. *The Finnish Journal of Education* 53 (1), 6–21.

This study examined parental values of 1725 Finnish parents (91 % mothers) and how the values are related to parental burnout. The data was analyzed using explorative factor analysis, multivariate analysis of variance (MANOVA) and linear regression analysis. The values loaded on five factors: 1) tradition and conformity, 2) power and achievement, 3) self-direction; 4) benevolence and prosocial and 5) relatedness. The value that the Finnish parents wished their children to adopt the most was self-direction, secondly benevolence and prosocial, thirdly tradition and conformity, fourthly relatedness, and the least power and achievement. The mothers valued benevolence and prosocial more highly than the fathers, whereas the fathers valued relatedness and power and achievement more highly than the mothers. The values of power and achievement were positively related to parental burnout, whereas the values of relatedness were negatively related to parental burnout. The results may help understand the value related mechanisms behind parental burnout.

Descriptors: parental, values, self-direction, burnout

Laiti, Marikaisa – Määttä, Kaarina. 2022. Sámi early education at the crossroads of Finnish and Sámi cultures. *The Finnish Journal of Education* 53 (1), 22–32.

This article examines the implementation of Sámi early childhood education in Finland as told by Sámi early childhood education employees. The purpose of the study is to describe how Sámi indigenous culture is implemented in early childhood education. The aim is to work for the benefit of the Sámi, because they are the only indigenous people in the European Union and their languages and cultures are endangered. The material was obtained through individual interviews and analyzed narratively. The results show that all professionals working in Sámi early childhood education are aware of the importance of their own role both in supporting the learning of the Sámi language and as a transmitter and reinforcement of Sámi cultures. The experiences reported show variation in two dimensions: 1) How strongly enculturation is implemented in everyday activities to strengthen Sámi cultures and languages and 2) how Finnish and Sámi cultures are reconciled in the daily life of Sámi early childhood education. The article provides tools for early childhood education staff to support activities in line with their own culture and encourages mutual cooperation and networking. By sharing collaborative practices and solutions, early childhood educators make their enculturation visible.

Descriptors: early childhood, education, enculturation, indigenous, majority, Sámi

Niiranen, Sonja – Rasinen, Aki. 2022. The future of technology education in the Finnish basic education. *The Finnish Journal of Education* 53 (1), 33–45.

This research aimed at gathering data in cooperation with international scholars to identify the present and future trends and issues facing technology education. In Finland, the purpose was to

examine experts' views on technology education in basic education (grades 1 to 9). A three round Delphi method was utilized to solicit information from stakeholders from November 2019 to April 2020. The panel (N=31) consisted of technology education teacher educators and researchers, experts of the national LUMA2020 program and technology education developers. The panelists agreed that hands-on working should remain part of technology education and all pupils should have an equal opportunity to develop their technological skills, but the allocation of hours for craft lessons currently limit technology education contents. They also pointed out that teacher education at the universities should invest more in contact teaching and that the schoolteachers should be offered in-service training related to technology education.

Descriptors: technology education, future-oriented research, Delphi method, crafts

Ouakrim-Soivio, Najat – van den Berg, Marko. 2022. High school students' historical thinking skills in assessing the authenticity of sources and the motives of historical actors. The Finnish Journal of Education 53 (1), 46–62.

In this article we study historical thinking skills among students at general upper secondary schools. The research was carried out in three Finnish speaking upper secondary schools. The data was collected with a series of tasks that were answered using the paper-and-pen method. The data was analyzed both quantitatively and qualitatively. The results showed that there were differences in historical thinking skills between schools. This can be explained by the fact that some schools use regularly working methods that support historical thinking skills. It proved difficult for many students to interpret primary sources. On the other hand, many students showed that they understood the multiperspectivity of historical interpretations. The link between the working methods used during history lessons and the students' capability of interpreting primary sources was weak. At the end of the article, we consider reasons for this as well as methods that would best support the development of historical thinking skills.

Descriptors: historical, thinking, literacy, source, criticism, general upper secondary education, history, teaching, assessment

Kosunen, Sonja – Inkinen, Alina – Haltia, Nina – Jokila, Suvi. 2022. The supply and demand in the preparatory course market during the admission reform of higher education. The Finnish Journal of Education 53 (1), 63–78.

In this article we examine what has happened in the market of preparatory courses during the admission reform of higher education (2015–2020) in Finland. We explore the demand and supply of private supplementary tutoring. Our quantitative data comprises the supply of preparatory courses in medicine, law and economics in 2015, 2017 and 2020 and preparatory courses to the matriculation examinations in 2019–2020. The qualitative data includes a one-year long ethnography in general upper secondary schools and ethnographic interviews with students, teachers and other staff (n=28). Our results indicate that the supply and nature of the provided courses has expanded from preparatory courses preparing the candidates for the entrance examination at universities to preparing the candidates to the matriculation examinations, or to the so called combination courses of these two. In the status disciplines, the provision has grown and the prices have increased. In the supply, the lines between the public and the private have blurred: preparatory course companies are giving lessons in student counselling courses in general upper secondary schools and some students are trying to accredit preparatory courses as a part of their studies in general upper secondary education. It is to be discussed whether a shift from enriching to remedial type of teaching in the preparatory course market has emerged and what this means in terms of equity in education.

Descriptors: preparatory course, exam preparation course, admission, privatisation, general upper secondary school