



## **Kasvatus 2022 Vol. 53 No 5**

### **The Finnish Journal of Education**

**Sulkanen, Mimmu – Räikkönen, Eija – Alasuutari, Maarit. 2022. Early childhood distance education during the COVID-19 lockdown in spring 2020. The Finnish Journal of Education 53 (5), 451–466.**

In March 2020, the Finnish municipalities were exempted from their responsibility to provide early childhood education and care (ECEC), and children were recommended to remain in-home care. The decisions concerning distance ECEC services were made locally. This article examines 1) what types of support ECEC centres provided for the children who remained in-home care, and 2) which child and family-related and contextual factors explained the likelihood of receiving support. The survey data of parents (N=994) showed that half of the 5–6-year-old children received support from their ECEC centres. Most often, the support comprised educational activities. Children's peer relationships and play activities were supported rarely. A child received support more likely if s/he was in a private ECEC centre instead of a municipal one and if s/he lived in a municipality with a higher COVID-19 incidence. None of the child or family-related factors predicted receiving support. Our results show the need to develop national guidelines in ECEC for future crisis situations in order to avoid children's inequality.

*Descriptors:* COVID-19, distance education, early childhood education, lockdown, support

**Turunen, Serja – Melasalmi, Anitta – Pihlainen, Kaisa – Koskela, Teija. 2022. Perceived parental agency during the COVID-19 pandemic's emergency remote teaching period. The Finnish Journal of Education 53 (5), 467–482.**

This article examines parents' experiences during the first remote teaching period of the COVID-19 pandemic in basic education. The data was collected through a social media survey. Descriptive responses (N=317) by parents expressing concerns and available resources during remote teaching were selected for the qualitative study. Biesta, Priestley, and Robinson's (2015) three-dimensional ecological model of agency was applied for the theory-driven data analysis. The results suggest that perceived parental agency was enhanced by several factors, including the parent's level of education, related work experience, accumulated parenting expertise, interpersonal relationships and favorable circumstances that allowed the reorganization of daily routines. The parents often perceived the schools' reciprocal co-operation as inadequate. The parents' were focused on the present moment and coping with remote teaching, while concerns regarding the future were rare. The findings encourage further discussion on ways to enhance parents' active role in supporting their children's education.

*Descriptors:* basic education, COVID-19 pandemic, ecological model, emergency remote teaching, parental agency, remote teaching

**Hotulainen, Risto – Oinas, Sanna – Heikonen, Lauri – Lindfors, Pirjo – Ahtiainen, Raisa. 2022. Lower secondary school teachers' sense of collectivity and students' experiences of teacher's social support during the COVID-19 pandemic. The Finnish Journal of Education 53 (5), 483–497.**

School professionals' sense of collectivity that is built on collective efficacy beliefs and collaborative work environment helps teachers in their work. Less is known about the differences between Finnish schools in the sense of collectivity among teachers, and how those differences are reflected on students' learning and wellbeing. To understand the role of the sense of collectivity during the COVID-19 pandemic, we investigate nationwide data sets collected from lower secondary school teachers and 7-9th graders during spring 2021. First, we examined what kind of school profiles can be formed based on the teachers' sense of collectivity. To examine the collective experiences, only schools with 10 or more teacher responses were included in the study. Consequently, the data consisted of 480 teacher responses from 30 schools. Our cluster analysis produced two school profiles that were named Very collective (N=17) and Collective (N=13) schools. Teachers' sense of collectivity was also studied in relation to students' school experiences by combining the school profiles with the student data (N=6990). The multivariate analysis results showed that in both school profiles, the students answered similarly to the questions on schooling during the pandemic. On the individual level, the students' perceived social support from the teacher was positively related to the answers to the questions regarding their preparedness for distance teaching, health symptoms and absence. It is important to acknowledge the factors associated with teachers' collectivity, discuss joint goals for learning as well as schooling and consider systematic ways to support students in their schoolwork towards these goals.

*Descriptors:* collective teacher efficacy, COVID-19 pandemic, health, learning, lower secondary education, sense of collectivity, social support

**Salmela-Aro, Katariina – Upadaya, Katja – Ronkainen, Inka – Hietajärvi, Lauri. 2022. Teachers' job engagement and burnout during the COVID-19 pandemic. The Finnish Journal of Education 53 (5), 498–512.**

The aim of this study is to examine the development of teachers' occupational well-being (job engagement and burnout) during the COVID-19 pandemic from spring 2020 to spring 2022. In addition, the associations between school level, stress, and the regional number of COVID-19 cases and teachers' occupational well-being are examined, as well as the extent to which job engagement and burnout are associated with career change intentions. Teachers (N=5864, 83 % female) from across Finland answered a questionnaire five times in spring 2020, autumn 2020, spring 2021, autumn 2021 and spring 2022, and the data was analyzed according to the separate measurement times. The results indicate that job engagement decreased continuously from spring 2021 to autumn 2021, however recovering in spring 2022 to the initial level. Job burnout, in turn, increased at the end of 2021, and during the autumn 2021 33 % of the teachers experienced job burnout according to the burnout criteria, however starting to recover in spring 2022. Simultaneously, the variation in teachers' job burnout increased. Primary school teachers of grades 7–9 and vocational school teachers experienced lower job engagement and higher job burnout than primary school teachers of grades 1–6. Higher levels of COVID-19 stress was associated with lower job engagement and higher job burnout. In general, the pandemic seemed to increase career change intentions. The results support the demands-resource model as well as the psychological needs model, and shock, reaction, working, and recovery phases during the COVID-19 pandemic were identified.

*Descriptors:* burnout, COVID-19 pandemic, job engagement, occupational well-being, teachers

**Merjonen, Päivi – Sainio, Miia – Torppa, Minna – Hämeenaho, Pilvi – Poikkeus, Anna-Maija. 2022. What kind of leadership supported elementary school personnel's well-being during remote school caused by the COVID-19 pandemic? The Finnish Journal of Education 53 (5), 513–529.**

The significance of leadership on school personnel well-being has not been widely studied. This study focuses on three leadership qualities that according to previous literature are potentially significant for school personnel well-being: servant leadership, supporting personnel well-being and shared responsibility. We study whether these leadership factors, estimated by elementary school personnel in Central Finland before remote school in January–February 2020 (n=437, 48 schools), explain the school personnel well-being that was estimated right after remote school in May 2020 (n=270, 27 schools). 86 informants took part in these surveys. The aforementioned three leadership factors were used to explain personnel burnout, work engagement, as well as the sense of competence and belongingness. Servant leadership explained higher work engagement and sense of belongingness, independently of supporting personnel well-being and shared responsibility. Servant leadership seems to promote school personnel well-being during remote school.

*Descriptors:* COVID-19, elementary school, personnel, remote school, servant leadership, shared leadership, wellbeing

**Toivonen, Tiia – Juutinen, Soile – Sjöblom, Kirsi – Oksanen, Atte – Mäkikangas, Anne. 2022. Higher education students' sense of belonging to the university community during COVID-19 remote learning: Development, predictors, and study-related well-being consequences. The Finnish Journal of Education 53 (5), 530–546.**

The purpose of this study is to investigate the development, predictors, and well-being consequences of Finnish higher education students' sense of belonging to the university community during the remote learning period caused by the coronavirus pandemic. The follow-up data was collected from 267 higher education students of the Tampere universities in April 2020 (T1), June 2020 (T2), October 2020 (T3), February 2021 (T4) and November/December 2021 (T5). Latent profile analysis was conducted to identify different profiles. Three profiles were identified. The weakly attached (25 %) and the averagely attached (49 %) students' sense of belonging decreased until February 2021, after which there seemed to be a slight but statistically insignificant increase at the end of 2021. The strongly attached (27 %) students' sense of belonging, on the other hand, decreased between T1–T2 and T3–T4, and there seemed to be a statistically insignificant increase at the end of 2021 (T5) as well. Perceived support from the university community and students' self-efficacy predicted stronger attachment to the university community. Also, the strongly attached students experienced more study engagement and less study exhaustion than the more weakly attached students. The results indicate that students' sense of belonging has deteriorated significantly during remote learning, and the temporary lifting of the pandemic restrictions and transition to in-person learning in autumn 2021 seemed to increase students' sense of belonging to some extent. The results suggest that in-person learning is important alongside remote learning. It is essential for the actions aimed at strengthening students' sense of belonging and study-related well-being to strengthen the support provided by the university community as well as the students' self-efficacy.

*Descriptors:* COVID-19 pandemic, self-efficacy, sense of belonging, study-related well-being, remote learning, university community support