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## **Meaningfulness of paid employment: Experiences of teachers and counsellors in the field of vocational education and training**

In this research, we were interested in the experiences of meaningfulness among teachers and counsellors in vocational education. The research questions were: (a) what phenomena are associated with experiences of meaningfulness among teachers and counsellors? and (b) what phenomena prevent experiences of meaningfulness? The data, consisting of 20 pieces written by vocational teachers and counsellors, were analysed with inductive content analysis. As a result, we found that the main reason for experiencing meaningfulness is a sense of relevance to the individual's own competencies. Work is a way of fulfilling oneself, and one's daily duties are also connected with the outside world. One's competencies serve the aims of the community and are an important part of it. The phenomena preventing meaningfulness related to social and structural challenges: detachment, a sense of inadequacy, lack of control over work, and lack of leadership. If there is a will to renew vocational education based on staff as a resource, the political steps should ensure that there is an opportunity for teachers to use their strengths in order to achieve the shared goals. This requires that the social task of educational institutes is made clear. The role of vocational teachers should be made visible and its relevance should be shown as a part of social aspirations.