

**A Comparative Study on the Homeroom Teachers' Perceptions of
the School Guidance in Korea and Finland**

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Learning, Learning Environments and Education System (LLEES)

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This study has four major purposes. First, it compares school guidance of homeroom teachers in Korea and Finland, in order to understand the reality of education, based on the teachers' perceptions. Secondly, it also considers the topic within its historical, social, and cultural backgrounds, from a critical standpoint. Thirdly, it investigates the direction of the improvement of school guidance, based on the analysis of similarities and differences between Korea and Finland, with regards to the meaning, practice, and environmental factors of the school guidance. Lastly, the influential factors surrounding the school guidance are noted by analysing empirical data from a microscopic approach, and extending the understanding of it into a social context. As for the methods, it employs thematic analysis approach through 10 homeroom teacher interviews in the lower secondary schools. As a result, firstly, the teachers in both countries assumed similarly, that the role of the teacher was not only to teach the subject, but also to care about every aspects of the students' development in their school life. In addition, they accepted the fact that school guidance became more significant. However, the school guidance became the top priority for the Korean teachers, while teaching subject is the main task for the Finnish teachers. Secondly, the homeroom teachers in both countries hoped to have a better working environment, to perform school guidance concerning education budget for the resources of school guidance, tight curriculum, and increasing the teachers' tasks. Thirdly, the school guidance in Korea seemed to be influenced by social expectation and government demand, whereas, the Finnish teachers considered school guidance in more aspects of adjustment and academic motivation, rather than resolving the social problems. Fourthly, the Korean teachers perceived that the trust and respect from the society and home became weakened, also expressing doubts about the educational policies and the attitude of the government with regards to school guidance. On the other hand, the Finnish teachers believed that they were trusted and respected by the society. However, blurred lines in the roles and accountability between the homeroom teachers, home, and the society were also controversial among the teachers in both countries. To sum up, Finland needs to ameliorate the system and conditions for school guidance of the homeroom teachers. The consensus on the role and tasks of Finnish homeroom teachers for school guidance seem to be also necessary. Meanwhile, Korea should improve the social system and social consciousness of the teacher, school guidance, and schooling, preceding the reform of the education system or conditions.

Keywords: Comparative education study, Homeroom teacher, School guidance of Korea, School guidance of Finland, Pupil caring, Trust, Responsibility

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1. Introduction

1.1. Background of the study

In an era of globalization, many international assessments have been conducted by supranational entities such as OECD, World Bank, and UNESCO, which have led to a prevalence of comparisons among countries and have directly and indirectly influenced policy making. Countries can reflect and improve their own education system by comparing with other countries. Through international comparative education study, the stream of the times can be understood, the features of the countries can be more objectively examined, and implications are obtained for educational reform. The education in one country, of course, cannot solely exist apart from its social, cultural, political, and economic backgrounds. Thus, international comparative research is needed for comprehensive comparison rather than simplified comparisons based on statistical results or single aspect (Bray, 2007; Philips & Schweisfurth, 2008). It is necessary to understand the current education status and spark imagination for educational improvement. In this vein, Finland, a remote country with a small population, lies at the heart of international education reform and has become a paragon where many experts have visited and have used for comparison.

Since the result of the programme for international student assessment (PISA) was announced in 2000, the heated attention on Finnish education in Korea has shown no signs of cooling down. The enthusiasm in Korea for the Finnish education is reflected in many books and articles that have published and translated. General reasons of it stem from 'non-competitive education' of Finland, as opposed to competitive economy society despite similar high levels of achievement internationally such as in Korea, Japan, Singapore, and Hong Kong. In fact, Finland regards the result from PISA as an evidence of educational success while Korea tends to treat the result as not meaning the success of Korean education, but rather a pessimistic view of it (Y.M. Lee, 2010; Takayama, Waldow & Sung, 2013). The Finnish education system cannot help be compelling for Korea, where there have been longstanding problems concerning educational study, including high household expenditure for education, high incidence of youth suicide due to immoderate academic stress and school bullying, and low satisfaction of school life (Shin, 2011; Y.M. Lee, 2010). To achieve high academic achievement and happiness in school life seem to be the ideal; and

indeed, the success of Finnish education has amounted to showing the possibility of these things coexisting.

As education has played a pivotal role in national development in both Korea and Finland, the success of education not only as academic achievement, but also as satisfaction in education is significant. There are many studies related to the factors of success of Finnish education, technically speaking, in PISA. Generally, the research mentions equity of educational opportunities, high quality of teachers, social support for education and sharing educational values, trust, and respect as the main factors of its success. (Simola, 2005; Sahlberg, 2007; Seiji, 2008; Sung, 2009; Kwon & Kim, 2009; Lee, 2010; Shin, 2011; Yoon, 2014) In particular, the studies emphasise the high quality of the teachers in Finland as a core of the success (Kim, Lavonen & Ogawa, 2009; OECD 2010; Sahlberg, 2011; Kim, 2012). Although Korea also has intense competition to be a teacher and requires at least a four-year degree to qualify, trust and respect toward teachers have declined. The reason for this decline may be related to the prevalence of private education, preference of teaching as a job, negative coverage of schooling in the media, and excessive expectations from parents (E. G. Kim, 2014). It is a remarkable difference from Finland, where teachers are highly respected and trusted across society, even though there are no inspections or teacher assessment systems (Aho, Pikanen & Sahlberg, 2006; B. C. Kim, 2012).

Teachers are a main agent of schooling, not only in that they teach knowledge of subjects to the students, but also as they closely communicate with students and directly perform education policy in practical levels. Schooling per se stands on the basis of relationships between teachers and students; making decisions about the range and way of what to teach depend on teachers. Thus, it is essential to know how teachers think, act and are valued in order to understand how the schooling functions in these countries. The differences of educational environments in two countries prompt questions of the teachers' role, behaviours, and perspectives of their education. By investigating these questions, the cause of the trust or distrust toward teachers or schooling might be partially discovered.

In general, there are many advocative voices for Finnish education, yet Finland has similar worries to Korea, such as low school satisfaction and school bullying. In contrast to the image portrayed of Finnish students as happy, in a survey of student satisfaction Finland scored low among OECD countries (OECD, 2013). Many researchers tend to overlook the similarity between Finland and Korea or problems in

Finland, as it seems that high academic achievement in Finland is equal to educational success overall. For instance, the role of teachers in Korea may be different from in Finland due to rampant 'shadow education' and social requirement so that the school guidance is an emphasis on schooling. In addition, there are other grounds why school guidance has been emphasised in Korea: an increase of concern about student wellbeing, lack of home discipline due to change of family, the main way to modify students' misbehaviour without using corporal punishment, or a way of character (*Insung*) education for promoting sense of community and decent disposition. Fundamentally, this is responding to strong social demands, as an attempt to recover a humanity in education lost by cut-throat competition and to care for students who may not receive such care at home, where the family cannot afford to care for their children for various reasons (J.H. Seo, 2012). Although it is known that Finland has a different educational environment from Korea, this phenomenon can also be seen: that the school is being given more responsibility for the students, with a greater need to care about student welfare compared to the past (Simola, 2015).

On the other hand, school guidance has tended to be put in the background to the regular subject lessons. Performing school guidance seems to be entirely up to teachers' discretion; teachers, especially homeroom teachers, have felt the burden of it, which cause inclination to avoid being homeroom teachers which carries a heavy responsibility. In this respect, how can the contradiction between the demand and practice of school guidance be resolved? How can the education environment be improved for teachers, so they can carry out their roles satisfactorily and effectively? Practical implications for promoting the education environment and system can be detected by examining the how the teachers perform and perceive school guidance highlighted in the area of education schooling at present.

1.2. Statement of the problem and purpose of the study

Many studies have been conducted in terms of the Finnish education in Korea; the topics are mostly in terms of success factors in PISA, teacher education, public education system, and text books. Nonetheless, there has been some comparative education research between Korea and Finland, focusing on academic achievement and educational success factors related to PISA results.

The majority of research in Korea on Finnish education and comparative education between Korea and Finland have common features. Firstly, the studies seem to be lopsided in favour of the Finnish education system (S.H.Kim, 2009; K.J.Kim, 2011; Shin, 2011; Sim, 2013; B.C.Kim, 2013). It has been overgeneralized as if the success of Finnish education ensures good quality of whole aspects of the education or an ideal model; challenges and current issues of Finland education have often been overlooked.

Secondly, most research has been conducted based on literature such as national reports, policy documents and text books; or rely on secondary sources such as published books, articles written by Finnish researcher (Sung, 2009; Kwon & Kim, 2009; M.J.Kim, 2010; Na, Kim & Kim, 2010; Lee, Kim & Kim, 2012; Yoon, 2013). Therefore, the studies are prone to merely convey information and be outdated, which cannot reflect the current educational issues and the actuality of the education systems.

Thirdly, most of the studies have taken a macroscopic approach and drawn attention to external factors such as the education system and policies (Sung, 2009; Y.M. Lee, 2010; Shin, 2011; Sim, 2013). There are also some studies at a micro level concerning teachers' lives and textbooks, yet still the studies are limited to reflect the reality of the Finnish education, and extend interpretations from micro to macro level vice versa. Therefore, there is a lack of comprehensive comparative study considering a multi-level analysis.

There is, in particular, no comparative educational study into school guidance of teachers in Korea and Finland. As mentioned earlier, school guidance (pupil care) is a considerably significant area related to students' well-being, academic achievement, and holistic development of the students in both countries, while there is a lack of comprehensive comparative study into it. Unless there is research on current issues reflecting the voices from the reality of school education, there would only be an abstract story of learning and improvement through comparison.

Thus, when all the things above are taken into consideration, the purpose of this study is: First, this study compares Korea and Finland concerning school guidance of homeroom teachers in order to understand the reality of education, based on teachers' perceptions. Secondly, this study maintains a critical standpoint of the schooling in both countries, and considers the education within its social, cultural, and political backgrounds for a comprehensive comparison study. Thirdly, this study endeavours to investigate the direction of improvement of school guidance based on the analysis of similarities and differences between Korea and Finland as to meaning, practice of school guidance, and social attitude to school guidance. Lastly, this study aims to analyse empirical data from a microscopic approach, and extend the understanding of it a social context. Thus, it is expected that the study explores the relationship between society and education, and generate in-depth discussion of comparative education study between Korea and Finland.

In this section, the research gaps are outlined. Further information in terms of previous studies regarding comparative education study, homeroom teachers, and school guidance will be discussed in chapter 2, literature review.

1.3. Research framework

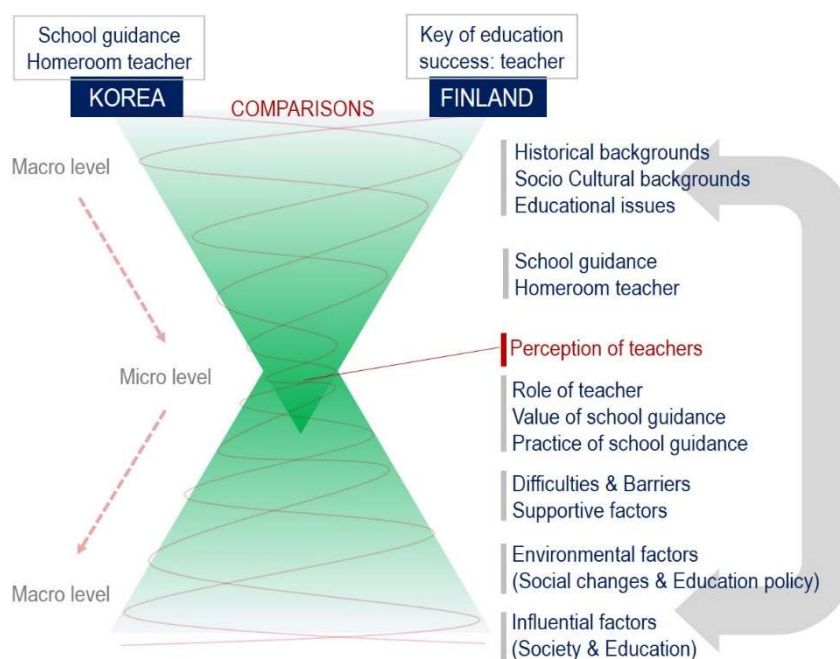


Figure 1. Research framework of the study

As shown in Figure 1, this comparative education study follows the process for recognizing problems and exploring the solutions derived from interest in Finnish education and educational issues in Korea. In the whole process, comparisons between Korea and Finland based on the similarities and differences are continuously and simultaneously drawn, not only in review and analysis but also in designing interviews and collecting data.

First of all, this study explores the significance and validity in a macro context based on literature review, where social, cultural backgrounds are applied to and reflected on data analysis. In the stage of data collection, interview questions are designed in terms of internal features to external factors. This study, in sequence, conducts bottom-up analysis, which extend data interpretation from the homeroom teachers' perspectives as to school guidance to functions of schooling in society. This study explores values, features of school guidance, and environmental factors toward school guidance through thematic analysis; in addition, it expects to examine influential factors over the school guidance and homeroom teachers' task through the whole interview context.

1.4. Research questions

This study investigates the school guidance of the homeroom teachers in the lower secondary school, discovers the features and related problems of school guidance, and aims to cast light on the causes and solutions of them, by comparing the teachers' perceptions of the school guidance between Korea and Finland. The following research questions guide my study:

- 1) How do the homeroom teachers in lower secondary school in Korea and Finland perceive their role and the meaning of school guidance?
- 2) How do the homeroom teachers perceive the practice of school guidance?
- 3) How do the homeroom teachers perceive environmental factors toward school guidance?
- 4) What are the influential factors over the school guidance of the homeroom teachers?

The findings of the third questions are in terms of the social changes and demands related to school guidance, and suggestions towards it. The fourth question is with

regards to the factors which influence the school guidance of the homeroom teachers in the entire context of the teachers' perception.

This study is presented in six chapters. Chapter 1 includes the background of the study, statement of the problem, purpose of the study, research framework, and research questions. Chapter 2 presents a review of the literature, which includes a general description and operational definition of school guidance and homeroom teacher in Korea and Finland. In addition, previous comparative education research between Korea and Finland is examined. Chapter 3 describes the methods used for this study. It includes the selection of participants, instrumentation, data collection, and data analysis procedures.

Chapter 4 explores the backgrounds of Korea and Finland for deeper comparative study; historical backgrounds, sociocultural backgrounds, and education system and issues. Chapter 5 presents the study' findings from thematic analysis including meaning, practice, barriers and supportive factor of school guidance, and environmental factors surrounding school guidance. In addition, it also explores influential factors over teachers' performance and school guidance, in particular, trust and responsibility concerning the homeroom teachers and schooling.

Chapter 6 provides discussions of the findings, implications for the practice, the limitations of the study, and recommendations for further research, and conclusion.

2. Literature Review

This chapter presents the rationale for conducting a research on the comparative study on school guidance of the homeroom teacher in Korea and Finland. The studies about the meaning of homeroom teacher and school guidance were reviewed. My study sought to examine the state of homeroom teachers in Korea and Finland, and the operational definition of school guidance for this study. In addition, comparative education study between Korea and Finland, or research about Finnish education in comparative perspectives from Korea were reviewed as well. Thus, I clarified the research gap about the content, method, and approaches of the study.

The following review of the literature represents the literature which is pertinent to my study. Specifically, chapter 2 is organized into three sections; the meaning of homeroom teacher, definition and features of school guidance, and the previous comparative education study between Korea and Finland.

2.1. Homeroom teachers in Korea and Finland

It is within bounds to say that homeroom teaching is central to the whole process of schooling in Korea and Finland. The teachers are expected to conduct effective educational activity, in order to facilitate the students in various aspects. As the homeroom teachers are in charge of their own classroom, they are supposed to face the students more often, understand their situation, and care for the students, not only for their academic achievement, but also from the socio-emotional aspects. As good education can be possible when there are good teachers, the teachers' competencies and supports are significant for a positive development of the students (Bundick & Tirri, 2014; Kang, 2004). Thus, a teacher can be a guide or a role-model for the students, and their education and life value can make an impact upon them.

In fact, homeroom teachers in Korea hold a position of understanding the students' characteristics and communicating with them, by forming rapport with them. Furthermore, the teachers need to teach subjects, manage classes, school guidance, and provide cooperation with home and communities. Thus, homeroom teachers' task is somewhat onerous (Kim et al., 2013). In particular, as the students in lower

secondary schools are more likely to face bullying and delinquency, the homeroom teachers' meticulous care and school guidance towards the socio-emotional development of the students is regarded as important as teaching subjects (Lim et al., 2014). In addition, homeroom teachers' comprehension and appropriate supports are significant for prevention and diminution of students' maladjustment (H.Y. Lee et al., 2013).

In spite of the fact that the homeroom teachers in Korea have had a pivotal role of education in school, at the same time, they have faced difficulties in their work, due to the changes in educational practice and society (Choi, 2013). For instance, more parents tended to perceive that the schools did not accommodate their needs and expectation, and the education reforms were inadequate. Meanwhile, as the parents' participation in schooling is standing out, friction between the parents and the school are more frequent than what was in the past. Furthermore, the lower secondary teachers perceived the violation of teachers' right by the students and parents to be serious (Choi & Joo, 2015).

In addition, educational policies in the name of enhancing teachers' professionalism cause ponderous accountability, and add to the related tasks of the teachers in Korea (S.Y. Park, 2011). According to a survey of the teachers' tasks and culture in the secondary schools of Korea, there had been a tendency among the teachers to avoid being homeroom teachers, since they perceive that societal expectation towards them outweighed their capability and working conditions for school guidance (H.Y. Lee, 2001). Correspondingly, teachers are under a good deal of stress, and are facing scepticism and burn-outs in their work (Kang & Hwang, 2012). Despite the awareness of these issues, the crisis of schooling has become serious. However, the solutions of the government tend to merely focus upon outward phenomenon, instead of paying attention to fundamental factors from educational practice (Choi, 2013). In this respect, the study of practical implications for resolving the challenges that the Korean teacher face now are indicated.

Meanwhile, Finnish teachers have been in the limelight as part of a core value of educational success in Finland. Most of the research about the Finnish educational success highlighted on the aspect that the Finnish teachers were highly valued and respected by the general public and parents (B.C. Kim, 2012; Bulle, 2011; E.J.Lee, 2010; E.M.Yoon, 2013; OECD, 2011; Sahlberg, 2011; Simola, 2005). In addition, as the result of the Finnish teachers' interview, a crisis of public schooling and

deteriorating working ethos were not seriously seen in the Finnish context as many Western nations (Simola, 2015), and Korea is no exception.

Although the basic composition of the school and the main tasks of the teachers are similar, there are two systematic differences between Korea and Finland. Firstly, the lower secondary school in Korea has a class-centred system, while, in Finland, subject classroom system starts from the lower secondary school level (7th to 9th). To put it quite simply, the students in Finland move from one class to another according to the subjects, and as per their level of some elective lessons, while Korean students stay their own classroom and the teachers move according to the time schedule.

Secondly, compared to Korea, the homeroom teachers' tasks about pupil welfare service in Finland include systematically cooperating with others, such as school nurse, special education teacher, psychologist, and a school social worker. In particular, Finland has a three-tiered model of support for student welfare, with multi-professional collaboration, 'education is special for all'; general support, intensified support, and special support (Thuneberg et al., 2013). In particular, in the first stage of the support, the teachers draw attention to the students, in order to reduce inequality within the school, and also cater to the students' needs. They also record the students' state, and use it to inform if further support is needed. In Korea, schools have similar human resource structure for pupil welfare, which include the matron, special education teacher, psychologist, and school social worker. In spite of the recent implementation with regards to the support of pupil welfare and school guidance, such as a school psychologist and a school social worker, still, Korean homeroom teachers are in charge of school guidance.

As described above, the Finnish schooling seems to be systematic, effective, and well-functioning. Nevertheless, we need to examine the practice of this system. However, there is a possibility that the deficiency of resources and difficulty of interaction among the agents in the multi-professional system can give rise to the fragmentation of pedagogical work, which can hinder comprehensive and effective support for the student (Cuconato et al., 2015). Furthermore, according to the survey of THL in 2015 (Terveyden ja Hyvinvoinnin Laitos, National institute for health and welfare), around half of the students in the comprehensive schools of Finland felt that the teachers were not interested in the students' concerns (Opettajat eivät ole kiinnostuneita oppilaan kuulumisista), although this is a downward trend (2000-2015).

In this context, a recent study (Äärelä et al., 2015) on how young prisoners referred to their school years showed that the Finnish teachers and schools need to be concerned more about care, acceptance, and holistic attention to the students. The study also shows that the positive relationship between the teacher and pupil is the most significant factor to improve the pupils' psycho-social well-being. In addition, care and nurturing of the teachers are closely linked to the pupil's well-being and motivation towards their school lives. Interestingly, the percentage of students who reported being happy at school in Finland is low among the OECD countries, which parallels Korea, which is the lowest (OECD, 2013).

To sum up, a comparative study on homeroom teachers' perceptions is necessary, since a teacher is the essential agent in the front line of educational practice. Thus, through the point of view of the teachers, fundamental problems and practical alternatives can be detected. In addition, Finland, where teachers enjoy international reputation, through high trust and confidence, there can be some special implications for Korea, where schooling is declined and the teachers' authority and respect seem to be weakening. At the same time, the way the Finnish system functions is also examined, as there are several curious aspects in the practical level.

2.2. School guidance in Korea and Finland

The concept and use of school guidance are various in the academic, national, and international realm. Generally, school guidance can be regarded as the performance for encouraging the students to solve their problems and improve their potential ability. Hughes (1971) characterized school guidance as that which puts 'emphasis on internal freedom in terms of increasing personal control and responsibility both in the intellectual and emotional sphere' (p.196). In other words, school guidance can be 'the bedrock for achieving self-actualization' (Parhar et al., 2013), by supporting the processes or activities for the individuals to build the ability to understand the self and the surroundings, and making a decision, self-initiatively, in order to adjust maximally towards home, school and society (Shar, 2015). In a nutshell, school guidance is supportive activities which are needed to make the students deal with their issues and adjust to the communities.

This school guidance is a vital area along with the learning knowledge in education, since the individual can understand their feelings, and make positive use of emotions, which can affect cognitive development and change of behaviour through some assistance (Cochran et al., 1972, p.13). Furthermore, with regards to the welfare of the individuals and society, education is inextricably linked to school guidance (Chauhan, 2009). Broadly defined, school guidance mainly aims at enhancing cognitive and behavioural development, and also stimulating social welfare.

In the narrow sense of the concept, Jacobs & Struyf (2013) used the term, 'integrated socio-emotional guidance' for conducting a research on how the supportive network affects school. This was defined 'as the whole of activities-both remedial as well as developmental-that are integrated into the curriculum and that aim to stimulate the personal and social development of every student' (p. 1568). This concept touches 'pastoral care' in the British culture, supporting pupils' well-being, academic, and disciplinary work, which is also similar concepts to 'pupil welfare' in Finland and 'student care' in Sweden (Koskela et al., 2013).

At the international institution level, the UNESCO depicts that guidance can be provided to help individuals enhance a positive self-image and a sense of identity, in order to establish the beliefs as well as value systems concerning their behaviour and actions (UNESCO, 2000). This meaning is similar to the previous studies in the academic area; however, the meaning of guidance tends to be confined to the vocational (career) guidance for proper trainings, suitable choice of occupation, and adjustment to one's workplace, rather than involving in social-emotional guidance. (UNESCO, 2002; OECD, 2004; UNESCO, 2013; Watts & Fretwell, 2004).

All things considered, the general definition and employment of the term 'school guidance' are different, depending upon the researchers, nations, and institutions; however, there is a common denominator that guidance is processed for supporting the individuals for being well-adjusted to their environment. In addition, to clarify the concept of 'school guidance', in this comparative study, meticulous examination of the concepts from Korean and Finland's context is essential.

2.1.1. School guidance in Korean context

The school guidance in Korea can be conceptualized as all parts of education apart from teaching the subjects where schooling is bisected. In pedagogy terminology dictionary (1995), 'school guidance' denotes that properly guided students consider their characteristics in terms of practical issues in their lives, in order to stimulate sound growth and development. It is synonymous to 'student personal service'. To put it concretely, it is a supportive activity for the students to enhance self-understanding, self-acceptance, and self-worth, while understanding and interacting with the environment. This concept is common with the above general concepts of it, as well as in the academia area.

According to the definitions by the researchers, overall, school guidance is regarded as continuous, professional, planning and supportive activities for the students; it helps them understand themselves, the environment, and the problems faced; and it inspires their potential ability and self-identity. Thus, school guidance in the Korean context can embrace pastoral care, caring for those in need, helping them cope with difficulties, and promote the holistic growth of all students.

Based on these core points, there are some differences, where some researchers also mentioned the voluntary services provided which connote to the performer's devotion and commitment towards the students (Gong & Gwon, 2005; Park, 1998), and the aim of the school guidance within the definitions is divided chiefly into two aspects. One is for the individual development and self-actualization (Gong & Gwon, 2005; Kim, 2002; Lee, 2006; Park, 1999); another is for cultivating healthy social members (Heo, 2004; Jung, 2009; Lee, 2005). The former focuses more on the individuals' happiness at the micro level, while the latter emphasises on education's responsibility for producing human resources at the macro level. Otherwise, there are no significant differences in the definition of the terms.

To be more concrete, school guidance embraces some fundamental habits, propriety, health and safety, character (Insung) and ethics, interpersonal relationship, career, and so forth (Kim, 2002; Kim, 2011; Lee, 2008). The range of school guidance is also various and complex, and it is difficult to be categorized and counted, because the students face problems, and the social needs to education is extending and complicating. Nevertheless, it can be roughly classified into academic and aptitude, socio-emotional, and disciplinary field. The definition and range of school guidance

are examined through the literature review; however, it is needed to study at a practical level, due to the autonomy of school guidance of the teachers and schools.

There are several studies on school guidance, at the level of comprehension for schools. The state, methods and the direction of school guidance were primarily examined by conducting surveys about prevention activity for school bullying, character education, and observing and interviewing the teachers, managers, and parents, in both primary and lower secondary school (J.H. Seo et al., 2012). In particular, the results indicated that the teachers' authority and morale declined, which could influence the performance of school guidance. In addition, the study introduced the Finnish school guidance as an example of the alternatives. As mentioned in the report, the Finnish teachers more actively participated in and cared about school guidance and they also tried to continuously educate the pupils, based on the school regulations, and by rejecting punishments. Finland equipped a cooperative system for effective school guidance. In this respect, the study drew upon practical implications for the school guidance in Korea. However, the study further examined school guidance as a means to prevent school bullying, character education, and counselling. In other words, it focused more on the three above areas of school guidance, rather than the teachers' activity.

In contrast, the school guidance as a homeroom teachers' task was partially discussed in the study on the characteristics of the teacher culture, and the working environments, at the level of secondary school in the study (H.Y. Lee et al., 2001). The result showed the teachers' commitment to the school guidance and its effectiveness of managing the class and school. For instance, the homeroom teachers understood the features of the individual pupils, counsel them, care about the maladjustment issues, and manage the entire class. Thus, homeroom teachers could be a low-cost and high efficiency source and agent for school management. On the other hand, the homeroom teachers in the study felt it stressful to deal with endless work and expectation with regards to school guidance. Furthermore, as they put their efforts and time into the school guidance, the time for developing teaching subjects were sacrificed. This study described the teachers' task in everyday life in details, however, it did not deeply explore the environment factors of school guidance, and the data might be outdated.

There is a few qualitative research on the homeroom teachers' perception, with regards to school guidance. For instance, there is a narrative analysis, in terms of new

teachers' experience of guiding students' school life in an elementary school (Gim & Park, 2010). There are more interview-based qualitative studies, on the guidance behaviour of the primary school teachers (J.H.Kim, 2011) which investigated the classroom teachers' perspectives about school guidance. Another study on teachers' perception for school guidance investigated related experiences of the senior elementary teachers (J.H.Lee, 2008). As the differences in the school system and environment between the primary and lower secondary school and the adolescent period of the pupil in lower secondary school are considered, it is necessary to conduct a specific study, focusing on the teachers in the lower secondary school about school guidance.

2.2.2. School guidance in Finnish context

Finnish education is known to have successfully pursued and fulfilled the equity for everybody. In order to maximize the capability of every student without failure, pupil welfare supports depend on the individual's wants and needs. National Core curriculum for Basic Education in Finland (2004) indicates that the task of guidance and counselling activities is to support the pupils' growth and development, by nurturing their wellbeing and safety. Thereby, pupils are able to advance their study abilities and social maturity, and to develop knowledge and skills which are necessary from the standpoint of life planning (Eurydice, 2015). According to this fundamental definition, it is similar to the Korean context.

However, the meaning of school guidance (and counselling) on a practical level concentrates more on career guidance, which is different from it in the Korean context. When searching through the previous studies and related documents, using the keyword 'guidance', generally, the studies embraced vocational guidance or special education (Basic education Act decree, 2010; Jäppinen, 2009). The role of the school counsellors in comprehensive school is to guide the students to plan their learning process or understand their aptitude. If so, then, the meaning of school guidance in Korea is comparable with pupil welfare in Finland, which assist the students for their holistic development, which is relevant to their wellbeing with multi-professionals.

In particular, since 2004, pupil welfare has emphasised upon the task of schools and teachers in basic education, by revising the national curriculum. Hence, every student has the right to ask for support to enhance their physical, mental, and social well-being, and to be protected from threats such as exclusion (Koskela et al., 2013). The pupil caring in Finnish comprehensive school embrace support and protection of every student's holistic growth by providing equal possibilities. The term of the pupil welfare can be regarded as encompassing non-teaching-related work in the school, performed by the teachers or student welfare groups, consisting of a psychologist, a counsellor, a social worker, and so on (Thuneberg et al., 2013).

As the establishment of school guidance rules belong to the authority of the school, its management is also implemented at the school level. In addition, the Finnish teachers in comprehensive school have relatively high authority. Thus, the practice of school guidance can be varied, from school to school, and from teacher to teacher, which cannot be examined by literature research at the policy planning level.

A few research has been conducted on the perceptions of pupil welfare service in a broader range, where most of the research tend to focus on the tasks and difficulties of pupil welfare team, such as school psychologists (Ahtola & Niemi, 2013; Jauhiainen & Kivirauma, 1997), counsellors (Lairio & Nissila, 2002), and focusing on special education reform and its implementation (Thundeberg, et al., 2013).

There is a relevant article with this study, by Koskela et al. (2013). The perceptions of the teachers in the comprehensive schools, who work with pupil welfare, were investigated with regards to the commitment of the teachers and support of the school organization towards pupil welfare work. The interview of 15 teachers in Northern Finland was conducted in 2006. The result showed the teachers' commitment to it varied, linking their trust with the work environment. The commitment in this study points at the teachers' values, beliefs, and their effort towards pupil welfare as part of their task, while trust refers to how well the pupil welfare system and cooperation functioned as perceived by the teachers. According to the findings, the researcher drew the typology of pupil welfare work, which is divided into four types; backlogging, disintegrated, sectoral, or participatory.

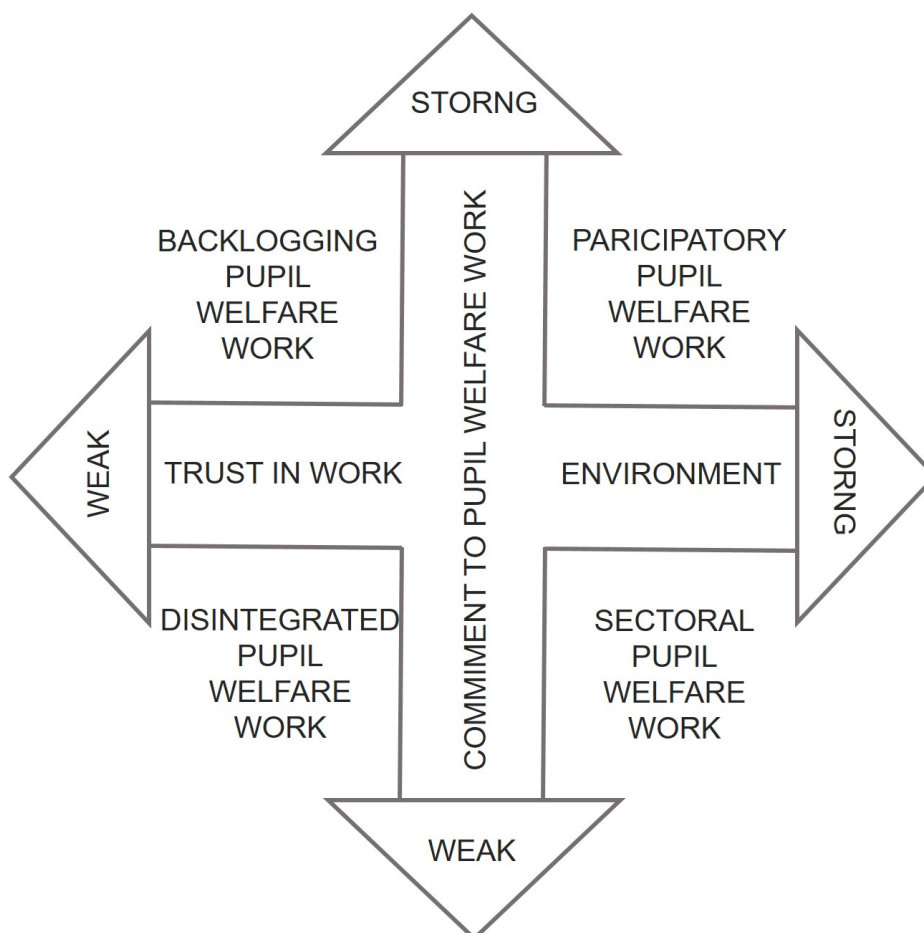


Figure 2. The typology of pupil welfare work
(Koskela, 2009, p. 230, cited in Koskela, 2013)

First, 'backlogging pupil welfare work' is where the teachers have a high degree of desire and commitment towards pupil welfare work, however, they do not have sufficient support from the environment. Secondly, 'participatory pupil welfare work' is an ideal situation, where the teacher works with a high degree motivation and effort to the pupil welfare, and also where they cooperate and efficiently carry out their tasks in the supportive environments. Thirdly, 'disintegrated pupil welfare work' show that the teachers do not care, and the system also do not appropriately support pupil welfare. Fourthly, 'sectoral pupil welfare work' indicates that the environment in pupil welfare work is supportive, but the teachers do not perceive it as the main task.

In this research, the author pointed out that not only the emphasis was on the teachers' willingness towards pupil welfare, but also towards the improvement of appropriate supports, such as time and wage for the teachers' work towards it. In addition, the way to enhance cooperation in the multi-professional system, and the teacher's education, that is, the teacher's task in pupil welfare, should be discussed

more. One of the limitations of the study was due to regional reasons, where northern Finland's environment was different from the southern part.

As a result of examining school guidance (pupil welfare) in Korea and Finland, it looked like both countries seem to overtly appreciate the significance of school guidance, and many policies and system have been implemented to improve the service; however, the practice is in the hands of each school and teachers, so, the aspect of school guidance is variable, depending on the schools and teachers.

There are many researchers and practitioners who look at school guidance as holistic support in a broad sense, while some emphasize on the vocational, ethical, or disciplinary guidance, while others see guidance as a tool for solving and preventing educational issue. In Finland, special education as a subject provide support or career education, as developing aptitude seems important as a school guidance.

In this study, the concept of school guidance sets, based on the Korean context, are broader and involve pastoral care through the tasks of the teacher, except teaching the subjects. There are differences in the use of the term 'school guidance' between the countries, nonetheless, there is a general consensus of the meaning of school guidance, which, according to an education decree and official document is that, it is for improving the quality of students' wellbeing and supporting in their development, in order to maximize their potentials. Figuring out the meaning of school guidance at a practical level will be one of the findings of this study.

2.3. Previous comparative education study between Korea and Finland

The majority of comparative education study in Korea between Korean and Finnish education have been conducted in terms of textbook analysis and education systems among master's theses (Y.R. Choi, 2009; J.H. Kim, 2009; J.S. Jung, 2011; Kwak, 2012; M.J. Kim, 2013; Byun, 2015). Most of the articles are concerned about the education system, teacher education, curriculum or subjects teaching methods to examine its implication in Korean, while others are related studies in Korea as to Finnish education have tended to partially introduce Finnish basic education and policy, describe teacher education system, or draw attention to the Finnish education success, which lead enthusiasm of Koreans. Thus, these studies aimed at finding the

implications from Finnish education for the development of Korean education, by advocating their attitudes toward Finnish education. In addition, the studies focused on mainly comparing the factor of high achievement from PISA, education system, and textbook or policy, while there are a few studies with neutral or critical approaches, focused rather on the delivery of information in Finnish education. Hence, there are a few comprehensive analytic studies in Korea about Finnish education. It is interesting that there are, in fact, quite few comparative education studies, although both countries have been commonly compared, both domestically and internationally, in various areas such as mass media, academic field, political level, or daily life.

In addition, most of the research methods are literature analysis, so, it is difficult to explain Finnish education in reality. Therefore, this comparative study is worth understanding from a practical point of view, and analysing on the basis of educational context - between education and society.

Many articles have been published about Finnish education in Korea, including some comparative education studies. It shows that Koreans are paying a good deal of attention to Finnish education, and although this study could not confirm about Korean education or a comparative study in Finland, due to language barriers, at least, there are a few comparative studies in English, however, they do not directly compare between Korea and Finland. It is important to know what themes of research have been conducted, and how Korean researchers have adopted the approaches to Finnish education. Hence, this chapter will briefly discuss the studies. Relevant articles, in terms of Finnish education published in Korea, can be categorized into four themes;

- 1) Factors of education success (Kim, Lavonen & Ogawa, 2009; Kwon & Kim, 2009; Shin, 2011; Sim, 2013; Sung, 2009; Y.M. Lee, 2010; Yoon, 2013);
- 2) Cultivating teachers (B.C.Kim, 2012b; 2013; Lee, Kim & Kim, 2012; M.J.Kim, 2010; Na, Kim & Kim, 2010)
- 3) Textbook or curriculum analysis (Kim & Hong, 2010; Kwon & Cho, 2011; J.S.Shin; K.J.Kim, 2011; E.S.Kim & C.W. Jung, 2013; Y.H. Kim & H.S.Jung, 2014; Lee & Noh, 2014);
- 4) Education systems and policies (B.C.Kim, 2012a; Chung, 2009; Kwon & No, 2003; K.J. Kim, 2011; S.H.Kim, 2009; Uhm & Chu, 2009).

In this review, the scope, approaches, and the methods toward Finnish education will be mainly discussed. A high attention to Finnish education have been paid through excellent result from The Programme for International Student

Assessment (PISA). In particular, the roaring concerns of Finnish education in Korea and Japan, where have different education systems, are deemed 'competitive' for Finland, despite their high achievement in PISA. The countries with a competitive education system desire to know the reasons behind the success of Finland's education, in order to draw implications and develop the quality of their education which is criticized, notwithstanding a global reputation of academic achievement. The research was analysed, based on literature, such as reports from the governmental agencies, International organizations, and scholarly articles. According to the research, the factors of Finnish educational success, equality of education, high quality of teachers, welfare-centred school management, autonomous teaching, and sharing educational value and social support, were highlighted (Kwon & Kim, 2009; Shin, 2011).

There are the studies aimed at finding out how the Finnish education is different from Korean education, or, what can be the implications for Korean education. In this study, these approaches, including comparative perspectives, are also examined. However, the approaches toward Finnish education seems to be more favourable, rather than critical or neutral. For instance, Finland has a strong will to improve academic support and pupil welfare, but, Korea can be seen in a similar light, when compared to Finland. On the level of educational policies and even by the law, the development of pupil welfare and academic support is the main aim of schooling, and there are many efforts for preventing school bullying, students' rights, and supporting learning, according to the laws and regulations.

The ideas written in the documents is not the same as reality. In addition, researchers stressed on the professionalism and autonomy of the teachers, but these expressions are ambiguous when compared with those of the teachers in Korea. Since the quality of the teachers cannot be easily judged, and the Korean teachers enter the field through a competitive process, and have at least a four-year bachelor degree. Thus, it is insufficient to explain the success of Finnish education with only its features, and deduct the implications based on abstract contents.

This paper will discuss the ways of approach, attitude, and analysis, in terms of education comparison between Korea and Finland. First of all, Sung (2009) investigated the social conditions for the Finnish educational success, and analysed the structure of the success factors. He indicated that it was significant to comprehend Finnish historical backgrounds, culture, and the social system, as well as education

policy, in order to grasp the implications of the Korean education system from the Finnish education, and introduce the new education policies appropriated for Korean circumstance. He concluded that the Finnish education system, embedded in the Nordic welfare system, had attributes towards the success of Finnish education. Thus, it is essential to spread the ideas of equal society and expand universal welfare policy in Korea. The study explained the necessity of multi-level comparison, based on the social context, in order to explain the Finnish education differences from that of Korea.

There is another comparative education research concerning social backgrounds of two countries. Lee (2010) compared them in terms of one's regards for education, views on equality, attitude toward the teachers, and means of quality assurance between Korea and Finland. She tried to explain that the reason behind such different perspectives in Korea and Finland was due to the high academic achievements from international assessment, where Korea regarded it as a story of decline, while it represented the success of education in Finland. The researcher considered the regional backgrounds of the two countries to understand the educational ethos, where Korea, located in East Asia, had an industrializing capitalist economy, and its productivist world praised the growth; whereas, Finland, in northern Europe, exhibited social democratic features, and was concerned with universal welfare for social equality. In particular, she emphasized upon the issues about trust on education, teacher assessment, result-oriented education, individual competition, and the accountability of school, which are what Korea education should resolve while considering success of Finnish education.

Above studies examined the success factors of Finnish education at the macro level by reviewing literatures. These studies provided useful knowledge while comparing education system in the social contexts; however, these somewhat relied on the secondary sources, and were limited to embracing what happened at a practical level. Therefore, the implications of the studies tended to be abstract and broad, and did not mention practical and detailed solutions.

In this respect, the study focused on the teachers' daily life in Finland, which is worthy of notice. Although many studies stress upon the significance of the teacher as a crucial factor of academic success in Finland, Yoon (2013) focused on the teachers with micro perspectives. She aimed to detect the practical factors, how Finnish teachers can perform well, and why they can contribute to the success of education. She concluded that the Finnish teachers were actively supported for being

practitioners and researchers. However, it had a limitation, with regards to the way the study was conducted, based on secondary sources, primarily books, based on describing the Finnish teachers' life and interviewing them.

Most of the researches on Finnish education in Korea tend to be positive, without consideration about the comprehensive aspects of Finnish education, rather, focusing on the educational system written on the documents and its international reputation. This seemed to be engrossed in introducing the Finnish education system as an alternative to the Korean educational issues, such as competitive ethos and crisis of schooling. In the same context, Jung (2012) also criticized this tendency of research in Korea for Finnish education. The researcher examined the neoliberal aspects and changes in the Finnish higher education system in the context of the market-driven state.

There are other studies of Finnish teachers which are mostly concerned about cultivating teachers, such as teachers' education and teacher training programme (B.C. Kim, 2012; B.C. Kim, 2013; Lee, Kim & Kim, 2012; S.H. Kim, 2009). These studies explored the systems of teacher's education, rather than their perceptions. Therefore, the studies described Finnish teachers' education system, but, there were limits to how the system performed and affected at a practical level, such as the teachers' perceptions. In addition, research-based teacher education is highlighted as a feature of Finnish teacher education (Na, Kim & Kim, 2010). Thus, the researchers suggested that the government and the municipality needed to improve research based upon the teacher's education and the teacher retraining programme, in order to improve their profession.

However, the implications of these studies seemed to not consider Korean education status, and merely delivered the features of Finnish system. For example, if the policy and system of teacher in-service training are solely considered, then Korea also supports a good range of teachers' in-training programmes when compared to Finland, such as gathering training, overseas study, and training system. Overall, the previous studies about Finnish education tend to be pivot upon the secondary sources, policy documents, and national reports. It is self-evident that these studies explained the Finnish education system well, and shed light on the factors of its success. Nevertheless, the studies were inclined to depict the Finnish education system, and put emphasis on the differences in social context, rather than suggest its practical implications.

To sum up, the previous studies relied more on a review of the secondary sources and policy documents, in order to limit the comprehensive education of the nations, and compared the features of practice between Korea and Finland. Therefore, this study aimed at assuming a critical attitude of the objects, comparing the practice of education between two countries concerning social context, and collecting data in microscopic and field-centred approach. Furthermore, this study tries to interpret the data in the macroscopic approach, by applying history as well as sociocultural and educational backgrounds, as the previous research mentioned a limitation in piecemeal research with regards to Finnish education and by making comparisons with Korean education.

3. Methods

The major aim of this study was to examine the research questions that related to the school guidance in the lower secondary schools in Korea and Finland as stated in Chapter 1. The methodology employed to study the research questions is presented in this chapter. The chapter is organized into four sections: (a) selection of participants, (b) instrumentation-interviews, (c) data collection-procedure, and (d) data analysis-thematic analysis.

This study was a qualitative research for discovering how people understood the concepts and issues, and the complex relations of those in various contexts (Ritchie & Lewis, 2003; Rosaline, 2008). In particular, the interview was conducted, in order to scrutinize the part and parcel of the school, society, and culture, as an 'integral, constitutive feature' of school lives (Gubrium & Holstein; 2001) in Korea and Finland.

The interview questions constituted of three main categories with regards to the research questions: 1) what the concept of school guidance is, 2) how it is practiced by the homeroom teacher, and 3) what the environmental factors of the school guidance are. In addition, teachers' perceptions of school guidance were analysed at the micro and macro level, by employing thematic analysis – focusing on what is happening in the school, and how the perceptions could be interpreted in the social context. Some of the documents related to the school guidance regulations were subsequently utilized for understanding the data.

3.1. Selection of participants

The purposive sample for this study included 10 participants, which consisted of five interviews in the Korean context and five interviews in the Finnish context. For ensuring the participants' confidentiality, the collected interview data and quotes are described as anonymous, with the indications from F1 to F5 for the Finnish teachers, and from K1 to K5 for the Korean teachers. The interviewees work as a homeroom teacher in the lower secondary school. The lower secondary schools, where students meet various subject teachers, differ from primary schools, based on one class teacher. In addition, they go through a stormy period of adolescence, so that, they are more likely to face difficulties about identity formation and socio-emotional development.

Compared to the upper secondary school, where students focus more on the vocational guidance and academic achievement, the lower secondary school has more possibilities for the general school guidance. Hence, the teachers in lower secondary schools are particularly considered as the samples for this study. The criteria of selecting samples are as follows: 1) who is working in the public lower secondary school as a homeroom teacher: in Korea, there are several private lower secondary schools, which were excluded for being equivalent to the teachers in Finland; 2) who has been working as a teacher for at least five years, and as a homeroom teacher for at least three years: in Korea, public school teacher generally can stay at one school for a maximum of 5 years. To examine the perception of the teachers, experienced homeroom teachers were needed for interview, so that the working period was considered while selecting the participants.

Selection of the interviewees, however, became rather convenient sampling, due to the difficulties in accessibility for the teachers, even though this was the criteria for selecting the participants as a purposive sampling. In particular, accessibility was a pivotal factor to strive for in-depth information. In order to find fitted interviewees in Finland, Turku was chosen, after considering the accessibility and possibility to interview in English. Thus, one state school was selected, and the principal recommended five homeroom teachers. Two of them participated in the interview, and by sending email requests to all the teachers in the school, it was noted that one teacher was interested in this study and volunteered.

However, this national school (FS1) was slightly different from normal schools; for instance, they were supported at a state level, but other schools were under the city of Turku, and so, their budget was different. Many research projects and teacher training programmes went on at the national school, and so, the teachers' task was also slightly different. Concerning the validity, thus, one more city school (FS2) was selected, and by asking for participation of the study, one teacher was interviewed and another one, passionate about the school guidance, was strongly recommended by one who had the responsibility for the school visit course. The access to the schools or principals in Finland was open, but, it was not easy to find them and conduct an interview with the teachers, due to the teachers' hectic time schedule.

In Korea, it is difficult to seek cooperation without individual relation to the schools, teachers, or by making formal request. Thus, Younggwang in Jeollanam-do province was selected, where one could obtain cooperation from the Younggwang

office of education. Five teachers from three schools (KS1, KS2, and KS3) participated in the interview. One thing to note was that the public teachers in Korea belonged to a certain region, and generally, teachers should transfer to another school in the other areas of the region. For instance, the participants in Korea have experience working from big cities to small towns in Jeollanam-do. This experience affected their responses with regards to the interview, and so, their answers were mixed with the previous experience in different schools, yet, they were under a local Ministry of Education. Nevertheless, the questions, in terms of the school guidance and relevant factors of it were asked based on the current schools where teachers were working. [Table 1] displays the participants who were included in the study.

Table 1. Descriptions of the participants

N	School	Gender	Age	Teaching period	Subject	Class size	Charge/ Sub-subjects
K1	KS1	Female	34	11	Korean	35	Reading education
K2	KS1	Female	32	10	Society	21	Safety education
K3	KS2	Male	50	27	Korean	33	School guidance
K4	KS3	Female	38	15	Korean	33	Head of school guidance
K5	KS3	Female	42	11	Math	30	Head teacher of grade(9 th)
F1	FS1	Male	32	6	Ethics	12	Religion, Health education
F2	FS1	Male	31	5	Math	17	IT
F3	FS1	Female	43	20	Chemistry	34	Physics
F4	FS2	Male	44	20	Math	23	Physics Chemistry
F5	FS2	Female	33	7	English	23	Swedish, Psychology

3.2. Instrumentation

The instruments in my study were semi-structured interviews, with 10 respondents in Korea and Finland. The semi-structured interview approach could help the study concentrate more on the research topic, with valuable information from the context of the teachers' experiences, and, at the same time, it is more flexible to gather the data than a structured-interview. In order to design the interview questions, the previous research on school guidance or pupil welfare were examined, and pilot interviews with two teachers in Korea, a teacher, and a student teacher in Finland were made.

The frame of the interview questions was inspired by the onion model from Korthagen's study (2004), searching for the essence of a good teacher. It was not related with this study, but, its way of approach to the research topic was relevant. In order to examine what the school guidance is conducting at the practical level, this model was useful and proper, to design systematic question contents. It shows that there are various levels in the teacher, who can be influenced, and who can influence others as well. This can be seen clearly through the contradictions or limitations of the school guidance of the teacher by comparing answers among the levels. Based on the onion model, the main interview questions in six levels were formed: 1) mission; 2) identity; 3) beliefs; 4) competencies; 5) behaviours; 6) environment. According to these main categories, detailed questions were designed, synthesizing the result of the literature review and piloting.

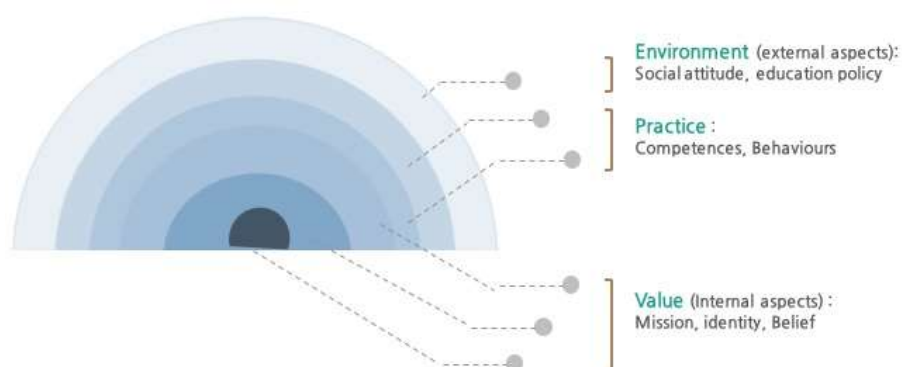


Figure 3. Onion model for examining teachers' perception of school guidance

All the interview questions were directly correlated to the research questions. From each level, there were significant issues and more specific answers, in terms of

the school guidance, while it was also possible to employ various issues which were parallel to one another, and, in turn, it would show the meaning of school guidance in social context.

- 1) Mission: What is the aim of school guidance?
- 2) Identity: What is the role of homeroom teacher for school guidance?
- 3) Belief: What is your thought about the significance of school guidance?
- 4) Competences: What are your strengths and challenges for school guidance?
- 5) Behaviours: What do you specifically do for school guidance?
- 6) Environment: What are the supportive factors and barriers of school guidance? What is the social attitude toward school guidance?

In practice, based on the main questions, the order of questions was flexible and were modified according to the answers of the respondents. These concepts were then classified into three bigger themes; value (mission, identity, belief), practice (competences, behaviours), and environment factors of school guidance (social attitude, educational policy). These themes overlapped and influenced each other.

3.3. Data collection

All teachers were passionately participating in the interviews, and had a great deal of concern for the topic of school guidance. Since most of the participants were recommended or volunteered, so, the attitude of the interview was generally active.

In Korea, the interview requests were sent through e-mails to the potential participants in the middle of October, 2015. A brief summary, interview questions, and an interview consent form, mentioning the related issues such as recording, confidentiality, and using the data, were sent before the interviews. The interviews with the Korean teachers were arranged online, via video phone call. Interviews were conducted from 13th of November to 25th of November, 2015. All Korean teachers were interviewed in Korean. The duration of the interview was planned between 50 to 60 minutes, and ended up varying between 55 minutes and 125 minutes. Each interview was tape-recorded, based on the interviewees' permissions, and the recorded data was transcribed in the spoken language for analysis. After the interview, further questions and the documents regarding school guidance was asked for and obtained via e-mail. The entire data was written on A4 paper, and it was 74 pages in Korean.

The Font was Malgun Gothic, the size of the font was 10, and the line spacing was 1.15.

In Finland, interview requests were sent through e-mails to the potential participants in the middle of October 2015. A brief summary, interview questions, and an interview consent form, mentioning the related ethical issues such as recording, confidentiality, and using the data, were sent before the interviews. Interviews were conducted from the 20th of November to 11th of December, 2015 in the schools of Turku, where the teachers were working. All Finnish teachers interviewed spoke fluent English. The duration of the interview was planned between 50 to 60 minutes, and ended up varying between 50 minutes and 130 minutes. Each interview was tape-recorded, based on the interviewees' permissions, and the recorded data was transcribed into the spoken languages for analysis. The interview with the Finnish teachers were arranged on a face-to-face basis. After the interview, further questions and the documents regarding school guidance was asked for and obtained via email. The entire data was written on A4 paper, and it was 72 pages in English. The Font was Arial, the size of the font was 12, and the line spacing was 1.15.

3.4. Data analysis procedure

Thematic analysis firstly was chosen as a method to analyse the interviews, in order to 'minimally organise and describe the data set in detail, and interpret various aspects of the research topic' (Braun & Clarke, 2006). It was a basic level of analysis of the data deeply and precisely, by extracting the essential and significant themes from the raw data. The process of the analysis followed the guide to the 6 phases of conducting thematic analysis, as noted by Braun and Clarke (2006); 1) Becoming familiar with the data, 2) Generating initial codes, 3) Searching for themes, 4) Reviewing themes, 5) Defining and naming themes, and 6) Producing the report.

In this study, deductive and inductive approaches were used for the analysis. The first phase interview data were sorted out, according to the interview questions; value, practice, and environmental factors, in more detail, 1) value: role of homeroom teacher, meaning, and the significance of school guidance 2) practice: activities, cooperation, and resources, and competences 3) environment factor: supportive factors, challenges, and social requirement. There were more additional categories

that were not included into the main interview themes, yet, this was meaningful information for understanding the context, social changes, meaning of schools, and uniqueness of the education system. In this phase, the redundant data were reduced. The first data sorting and coding were done with the excel programme. Based on the sorted data in the categories, each data was re-sorted, collated, and coded. Matrix and diagrams were used for binding the codes into the themes and understanding the relationships among them.

However, the analysis in this phase seemed to describe data more, and not make a systemic analysis. Thus, I tried to use a qualitative data analysis (QDA) computer software, Nvivo, for clearer coding, comprehensive extracted themes, and enhancing data analysis. I started again from the nodding stage, and extracted the themes. After doing so, I compared the data, codes, and themes between Korea and Finland, which became more visible. Significant themes, like trust and responsibility, were extracted though the whole context. This phase was a thematic synthesis where I could develop 'analytical' themes from the 'descriptive' themes (Booth, Papaioannou, & Sutton, 2011, p. 149).

This chapter restated the purpose of this research and the research questions. The participants were chosen through a purposive sample of homeroom teachers in the public lower secondary schools of Korea and Finland. The procedure of selection of the interviewees in each country was discussed. The instrument of study and data collection, and the procedures were also discussed in this chapter. Finally, the methods of data analysis were presented, and the results are shown in the following chapter.

4. Comparative education study

4.1. Comparative education study as a research approach

In this chapter, the purposes and approach of comparative education research are discussed. Based on the general aims of the comparative education research, the aims of this particular study is explained in more details. In addition, a framework for this study is designed, by considering the equivalence of comparison, and redeeming the limits of a single level comparative approach.

4.1.1. The purpose and aim of the comparative education study

'Academics undertake comparisons in order to improve understanding both of the forces which shape education systems and processes in different settings, and of the impact of education systems and processes on social and other development' (Bray, Adamson & Mason, 2007, p.16). Through the comparison, we could see not only the boundaries, but also the blurred lines between. The comparison can prove and lead to identify both our and their characteristics. A comparative study of education has provided a rich source of knowledge about how education functions in different social, political, and cultural context function. Therefore, it has provided the basis for national debates about educational issues in many countries (Saha, 2001).

In Korea, now, whenever educational or social issues come up, then, the media and academics competitively introduce 'good' examples from other countries, in particular, Nordic countries are considered to be hot concerns since 2000, when Finland obtained a high position from PISA. The media tends to draw upon the educational systems perfectly, and emphasise upon the positive aspects of it, essentially cherry picking and creating illusions for the people. These models are often used to criticise or advocate educational policies (Takayama, Waldow & Sung, 2013).

However, it is a risk which tends to emphasise upon the simple ones, from the point of the entire society, without considering the related aspects. For instance, as Finland achieved high ranks from the PISA, even though the environment of education

is not as competitive as Korea, it is regarded to have better education in most aspects, without critical thinking or considering how it can work. Thus, it is significant to conduct research about what really happens at the practical level, to assume the reasons of success, and to infer the relationship between education and society.

Nonetheless, a comparative study of education is essential, in order to learn more about other cultures and societies, and also of the individual. In other words, we could reflect upon the new perspectives, defamiliarize ourselves, improve ourselves through good examples, and learn lessons from others. In addition, we also can draw implications for others through these comparison (Bray, Adamson & Mason, 2007). In this respect, this study is also expected to mutually learn and understand through the teachers' perspectives, focusing on school guidance in Korea and Finland in different lights.

Phillips and Schweisfurth (2008) synthesized the purpose of the comparative study of education by other researchers, like Sadler, Joseph Lauwerys, Holmes and Halls. It is rearranged into three main purposes; insight, academic advance, and implementation.

Firstly, insight by comparative education study looks at ourselves in a mirror and see oneself from different angles, or with different mirrors-countries' perspectives-, sharing information at a very wide context, and understanding each characteristic, in order to comprehend the educational aspects. Therefore, this study will provide 'descriptive and explanatory data', concerning the school guidance in Korea and Finland, which can lead to understanding the practice of school guidance in a wider context. It will pose further questions in the context of a new perspective. Furthermore, this study can help foster cooperation and mutual understanding between Korea and Finland, by discussing cultural differences and similarities, and offering explanations for them.

Secondly, this study might contribute to develop the theoretical framework, in order to describe and analyse the educational phenomena in Korea and Finland. Understanding the characteristics of education in both countries, and finding the meaning of school guidance in international context, can be promoted. In particular, at the micro level of interest, what really happens in the practical level of school will be studied from historical, social, cultural aspects, and the analysis of the relationship from a macro level can be made from the perspectives of teachers. By doing this, it will shed light on the new aspects of school guidance, and pose further research

questions in the academic area.

Thirdly, the results from this study can suggest some ideas for reforming education policy, like school guidance, which is extracted from the voices at the bottom (teachers) in the educational field. The result from the comparisons between the high reputation countries, Finland and Korea, can show the validity and objectivity of the policy makers of both countries. In particular, by comparing the two countries' situation, more effective solutions can come out, and considerations for introducing or 'borrowing' the education policy from other countries can be suggested. Likewise, the comparative education study has significance, not only in the realm of education, but also in various social, political, and international context.

4.1.2. The type and level of the comparative study; comparison of place

This study focuses on the meaning, current status, and the related issues of school guidance, which is an analytical and descriptive type (Theisen & Adams, 1990, cited in Phillips and Schwelsfurth, 2008, p.85) of comparative research. Hence, this study will contribute to explaining the homeroom teachers' perspectives and enhancing the understanding of the meanings of school guidance in the lower secondary schools.

According to the framework for comparative education study by Bray and Thomas (1995), the dimensions for analysing of comparative education consists of 'geographic and location levels', 'non-locational demographic groups', and 'aspects of education and of society'. On the geographic level, this study will compare the place in particular, national level, which is macro level comparison; while, my research target is the teachers, at the micro level. It is obviously a very small sample of the whole population, and it is limited to be generalised. However, the teachers are considered as the one unit of school, and the school is one part of the society, which means, teachers cannot be a pure unit for comparing and analysing. On the other hand, without considering the micro level of units, teachers, for instance, with statistical data from huge data or policy documents, we cannot say that we can understand or compare properly between the countries. Comparative education research is 'not a kind of academic tourism to be simply enjoyed or passively reflected on. It shows that

great educational problems which concern us arise in other contexts in forms which challenge our identification of them' (King, 1975, cited in Phillips and Schwelsfurth, 2008, p.143). Thus, it is important that comparative education should be considered in the relations among different levels, from micro to macro, and the other related aspects, such as social, cultural, and political aspects.

In order to complement incomplete and unbalanced perspectives on educational studies due to lack of consideration as to salient differences among different levels, Bray and Thomas (1995) suggested the multilevel analyses. Alexander (2001) also emphasised that the action of teachers and students in classrooms, which can mirror pieces and images of the schooling and society. The term 'iterative filter' describes the process of multilevel analysis. 'This reciprocal movement between the micro and the macro was used to construct and refine meaning, as well as to check the validity of the data as it was collected' (McNess, 2004, p.318).

To sum it up, it is impossible that one unit exists exclusively, without any relation with other units. In order to understand the unit comprehensively, and scrutinize it deeply, variables such as gender, origin, or status are of concern, but also, bottom up to top down, or the interaction between micro and macro levels is of concern. For instance, the teachers in Korea and Finland have considerable autonomy to teach in their class; however, for instance, core curriculum or educational policies by government can considerably influence how teachers perform in the schools. Hence, during school guidance, one aspect of education is studied, where we should have interactive perspectives at the horizontal (teachers, students, parents, and colleagues) and vertical (individual, school, and nation) levels. Unfortunately, in this study, due to the time constraints, language barriers, and limitations in data accessibility, the data is only collected from the teachers, at the micro level; however, the alternative way to overcome the limitations of the single level research is where three measures are planned.

First, in order to consider the equivalence of the comparison between the two countries, historical, cultural, and social factors related to educational issues are introduced, based on literature reviews. These factors are utilized at the analysis stage.

Second, when the interview questions are designed, internal factors and external factors are asked for, like teacher, student, school, education policy, and society. Through the multiple layer of interview questions, collecting meaningful data to at least

partially understand the relation between the various levels are expected. In addition, the influential factors of school guidance of the homeroom teachers, through the context of the data, were explored.

Thirdly, to avoid ethnocentricity, the interviews were conducted objectively as much as possible without judgement, based on prejudice, and the transcripts were described as the teachers said. In addition, to overcome the language barriers, salient concepts of the research were explained and the pivotal terms were also indicated. If there is an equivalent term in Finnish, then, I asked for it and checked with each teacher about the terms.

By considering the features which may have close relationships with the educational phenomena, in this study, the historical, cultural, and social features, along with educational issues in Korea and Finland were described. These are helpful for understanding the topic in more details and from various contexts, not only by serving informative data, but also by analysing them, which will be discussed in the following sections.

4.2. Comparison of historical, cultural, and educational features of Korea and Finland

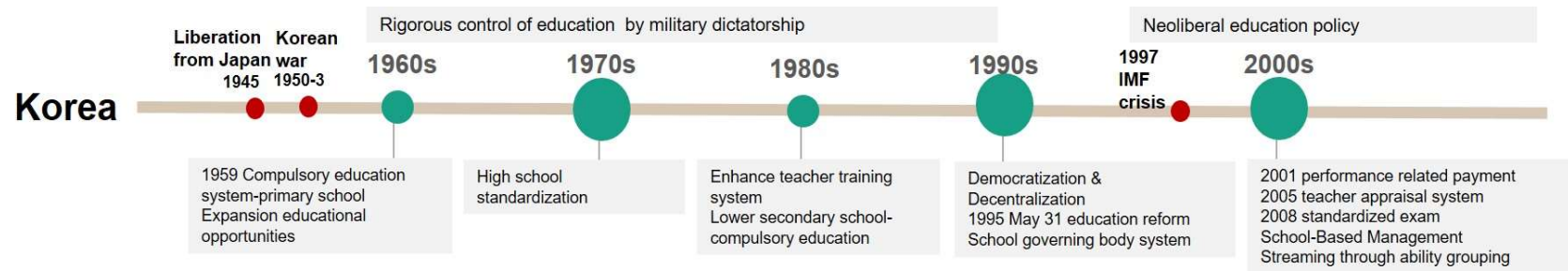
As mentioned above, considering the limitations of the single level comparison between two countries is important for making a comprehensive analysis. Thus, this study explores the backgrounds relating to education in Korea and Finland. By examining the previous research, national reports, and statistical resources, parts of the features, like the historical, cultural, and education backgrounds, are illustrated and compared between Korea and Finland. The information is expected to utilize for understanding and analysing the data.

4.2.1. Historical backgrounds of education in Korea and Finland

These two countries have various similarities, such as shared history, geography, and social background. Finland was ruled by Sweden for approximately 600 years, and was then colonised by Russia for over 100 years. Similarly, Korea was influenced by China, and that significantly impacted upon the Korean culture for about 500 years; the country was additionally colonised by Japan for 36 years. After gaining independence, Korea experienced a serious civil war, which parallels the way Finland suffered from civil war, poverty, and scarcity of nature resources. Despite these difficulties, both countries have recently emerged as education and information technology powers in the world.

In particular, Korean education policies have frequently changed, according to regime changes, political dispositions, and the issues of society; the interpretations of the education policies are also various and controversial, depending on the scholars, yet, this chapter briefly explore the main changes of education policy with crucial political and economic events, to aim at comparing education changes in Korea and Finland. By the standard of the 1970s, which was a crucial period in education reform in Finland, education flow is divided into ten-year periods for the sake of convenience; a) from post-war to 1960s: industrialization and expansion of education opportunity; b) 1970s: completion of comprehensive school system, and strong interference by the state; c) 1980s: attention to educational qualitative aspect; d) 1990s; decentralization and prelude of neoliberal education e) 2000s; changes in the name of efficiency and productivity.

This division of the periods is not distinctly separated, but rather, tends to overlap with regards to the contents of educational change.



Postwar-1960s: the beginning industrialization & desire for education

1970s: expansion of education opportunities & equality

1980s: attention to educational qualitative aspects

1990s: decentralization and prelude of neoliberal education

2000s: changes in the name of Efficiency and productivity

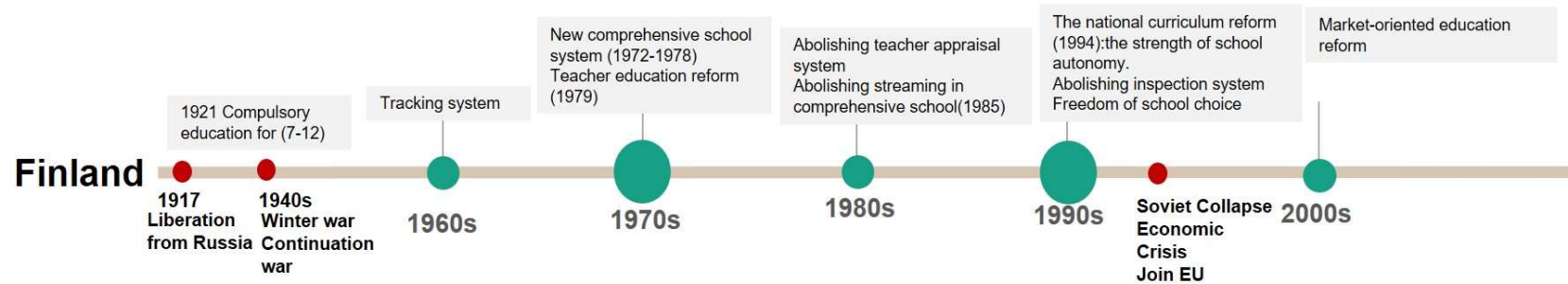


Figure 4. Historical background of education in Korea and Finland

a. Postwar~1960s: the beginning of industrialization and desire for education

In this period, Korea and Finland reconstructed their countries, which had been war-torn and impoverished. On entering the 1960s, the wind of industrialization began to blow, and the industrial structure changed from the major industry, which was agriculture, which led to people moving to urban areas (Lee, 1998; Aho et al., 2006). As the changes grow, people's desire and the required education by society for enhancing their economic and social opportunities and cultivating human resources for new industry system grew as well (Aho et al., 2006). This change through industrialization was accelerated in earnest by the 1970s.

After Korea's liberation, the 6-3-3-4 school system, started during the U.S. military rule (1945-1948) began, affected by American education system. After the Korea war (1950-1953), plans of compulsory education of primary school was made complete (1959). Entering the 1960s, the increased industrialization under the first five-year economic development plan resulted in the demand for expansion of education opportunity for improved human resources and people's desire. The teacher training system changed from normal school at the high school level to two-year education at the college level (Lee, 1998).

After independence from Russia in 1917, Finnish compulsory education for the age 7 to 12 corresponding primary school level started in 1921, which is earlier than Korea; however, the schooling was not widespread until the 1950s as much as in 1960, soaring from 34,000 to 215,000, then continue to increase by 1970. (Aho et al., 2006, 33p) Meanwhile, Industrialization in Finland was relatively late compared to Sweden; but, it was rapid (Simola, 2005). In this flow, education became a major vehicle for social and economic changes, similar to Korea. Finland in 1960s only then designed a plan of the comprehensive school system (peruskoulu) in order to expand education opportunities having been unequal until the 1950s (Sahlberg, 2011). The Finnish comprehensive education systems were affected by Sweden, where was the central axis to disseminate strategy of the Nordic welfare system over the Nordic countries (Aho et al., 2006; Sung, 2009).

b. 1970s: expansion of education opportunities and equality

The notable features of Korean education under the military dictatorship was that the government tightened the control over education and ideology. While the government abolished the entrance test for lower secondary school, it also enforced the policy on equalization of high schools, in order to resolve excessive competition in entrance exam and provide equal access to education. Thus, educational opportunities for lower secondary education was dramatically increased; instead, the competition for university entrance became more intense. Some criticized that academic achievement was standardized downward, due to the policies.

In Finland, education reform in the 1970s is a significant turning point, to establish equity and equal access to schooling for all, by securing the public provision of education (Salberg, 2010). The new comprehensive school system (*peruskoulu*) was gradually implemented (1972-1977), starting from north to south of Finland, along with the abolishment of track schooling system. Hence, all pupils could receive 9 years of schooling, regardless of their socioeconomic backgrounds, which was remarkable in the history of Finnish education (Sahlberg, 2011, p.21). Meanwhile, the dissenters against the new policy concerned the levelling standards were down, which was a comparable tendency in Korea.

Next in the importance of educational change in the 1970s is the reform of teacher's training. Under the new comprehensive education system, teachers were required to teach the students to have diverse abilities, and teaching came to be regarded as professional work (Sahlberg, 2011, p.23). Consequently, reform of the teacher's training system was made in 1979, which stressed on research-based professional education, at master's degree level. The high quality of teachers in Finland started to grow under the professional system (B.C. Kim, 2012). Those changes were implemented rapidly and systematically, based on the totalitarian tendency (Simola, 2005, p.456).

Educational opportunities were drastically expanded to lower secondary school in both countries. However, it is noteworthy that Finland enhanced teacher training system, according to demand of professional teachers. On the other hand, the training system for the primary school teacher in Korea remained at the 2-year college level, and teacher training institutes were not systematized.

c. 1980s: attention to educational qualitative aspects

There were continuous democratic movements in Korea against the military dictatorial government simultaneously in various fields in the 1980s. The changes in the field of education occurred then. The organized education movements by the teachers and parents were staged to reform the centralized and authoritarian education system into decentralized and democratic direction. Through these circumstances, the teacher's union was organized to fulfil true education (*Chamkyouk*), but the activities of the union were restricted by the government. As a result, there were some changes, such as weakening of ideological education, attention to learning pace, interest, motivation of students, and introduction of various ways of assessments (Lee, 1998) happened

Nonetheless, the school system was still strongly state-centred, where students were under the terrific burden of entrance examination for the university as ever, and the assessment of fragmentary knowledge was maintained (Lee, 1998). During this period, the teacher training system was refurbished to the 4-year university. It seems that one step compared to the Finnish teacher training system.

In this period, education reform in Finland focused on evaluating the quality of education by the government, and enhancement of the upper secondary education system. A notable aspect of this period was to abolish ability grouping in 1985, in order to serve more equal opportunities and apply upper secondary general school; instead, integrated education that embraced a diverse range of students was highly regarded (Saarivirta, 2012; Sahlberg, 2011, p. 22). Consequently, there are attempts on a creating new theory and the methods of education in the early 1980s, as per the criticism of teacher-centred teaching methods (Sahlberg, 2011, p.33) such as the utilization of ICT cooperative learning, in a similar manner to Korea in the late 1980s and 1990s.

d. 1990s: decentralization and prelude of neoliberal education

During this period, significant political and economic events occurred in both the countries. In Korea, the first civilian, non-military government, was established, and democracy seemed to be developed; while, the International Monetary Fund crisis hit the nation, and neoliberal policies were implemented. At this period, Finland confronted Soviet collapse, and banking crisis of the early 1990s, discussed through an external evaluation and the autonomy of schooling, by joining the European Union (Sahlberg, 2011).

In Korea, the authority of the decision and operation of education curriculum shifted from state to municipalities and schools. The 31 May Education Reform in 1995, which was regarded as a starting point of neoliberal education reform, pursued 'orienting toward individual consumer needs, diverse and specialized education, basing education on autonomy and accountability' (J. W. Kim, 2004, p.127; C.G. Kim, 2011).

There are some positive aspects of educational reforms in this period, since the government developed autonomy and diversity of education, and improved education environment. For instance, some changes were attempted, such as emphasising on the performance assessment for the entire learning process, developing diverse teaching methods, enhancing ICT education as a new teaching style, and prohibiting corporal punishment (Lee, 1998). In addition, the school management committee system consisted of schools, parents, and the local community, which started to operate, resulting in democratic communication (N.G. Park, 2013a).

Nonetheless, the education reforms were based on neoliberal logic, which has been considered to relate to the schooling collapse (J. W. Kim, 2004; C.G. Kim, 2011) due to customer oriented education by evaluation and accountability for the teachers and schools due to customer-oriented education, by evaluation and accountability of the teachers and schools. Whereupon teachers' authority seemed to weaken, and public education lost public trust and confidence (Suh, 2009). In fact, neoliberalism appeared during the realization of democracy; the concept of autonomy interweaved in neoliberalism and democracy. Thus, the interpretations of the policies are highly controversial, in terms of education reforms.

Finland ensured the internal stability of schooling in the 1990s was based on the strength of school autonomy. Under the perception that the school was the forefront of education, the schools and teachers were granted autonomy and authority by the central government and municipality (Sahlberg, 2010). The changes in Finland are distinctively different from those in Korea, despite the same period. Above all, the inspection system by the state was abolished; instead, self-evaluation was implemented at the school level. Moreover, a social network was established for schools as an active learning community (Sahlberg, 2011). The changes in education, decentralization, improvement of school autonomy, and increased responsibility are the features of neoliberal education policy, similar to Korea. Furthermore, the freedom of school choice was introduced to the comprehensive school system in the mid-1990. It is a controversial issue in Finland, since it can cause inequality and gaps among schools (Rinne & Tikkanen, 2011).

However, there are differences with regards to the changes in Finland when compared to Korea, since it showed positive aspects based on the pursuit of ‘equal education opportunities and social responsibility, rather than competition and administrative accountability’ (Sahlberg, 2011, p. 36-37). Thus, the Finland comprehensive school was renewed as a devoted institute, prioritizing children’s wellbeing and education (Y.H. Kang, 2007).

e. 2000s: changes in the name of efficiency and productivity

Since the mid-1990s, neoliberal education policies have succeeded, gradually being implemented through the five governments in Korea. Despite the fact that the quality and efficiency of public education were expected to ameliorate, as public education adopted market economy principles, yet, it rather gives rise to fiercer competitions and deepened educational gaps along with individualization of risk regimes (C.G. Kim, 2011; I.Y. Lee, 2005; S.G. Choi, 2013).

In particular, Lee Myung-bak government (2008-2012) enforced doctrinaire neoliberalism under the motto “expansion of autonomy and competition for enhancement of competitiveness of education”. It was a different complexion on the education policies of the previous liberal governments, Kim Dae-jung (1998-2002) and

Roh Moo-hyun (2003-2007). Although these governments also executed neoliberal factors of education policies, such as performance-based pay system for the teachers and schools and the external evaluation related to financial supports, at the same, the policies for alleviation of excessive competition and academic elitism, education welfare for reducing the gaps in education, and its democratization were devised too. For instance, there are completion of expansion of compulsory education into the lower secondary (2004), activation of after-school programmes, promotion of local universities, improvement of students' rights, encouragement of parents' activities, and the implementation of a direct election system of the superintendent (2006). On this, these governments continued to implement neoliberal education policies, while social safety network by welfare system was established, in order to remedy the educational issues caused by competition and inequality, which is an apparent point of distinction from the following government.

Lee Myung-bak's government forcefully followed market logic, and the realm of education were not also immune from it (C.G. Kim, 2011; S.G. Choi, 2013; H.O. Yoo, 2009). Education policies were based on competition and accountability, and implemented with crass insensitivity; for instance, revival of standardized scholastic aptitude exam (*Iljegosa*) for a complete enumeration survey (2008), which changed into sample survey in 1998; expansion of the independent private high school as an alternative for overcoming the demerits of standardization, which is criticized due to the aggravation of inequality in education; wholesale enforcement of a teacher appraisal system as a mean to develop the quality of teachers through competition and assessment (2010). Since then, discord against the government were intensified between the advocates and opponents, along with that strife between the teacher's union (the Korean Teachers & Educational workers' Union, KTU) and the government, which has become acute. In particular, in schools, the teachers' individual accountability of education is increasing, while the control of state also has mounted, not only by assessment system, but also by regulation of history textbooks, and restriction on KTU, illegal union at present, which seems to be retrograde steps (C.G. Kim, 2011).

In the case of Finland, the early 2000s saw educational reforms which paid attention to the upper secondary education, and the efficiency of education administration. As the PISA results of the 2000s showed a surprising fruit of Finnish education spotlighted around the world, since the 1990s, neoliberal policies strongly

impacted upon the education in many countries, while, Finland was treated as a representative example to show 'the global fourth way' (Hargreaves & Shirley, 2009). The fourth way is an alternative to the third way, which endangers the problems: government bureaucracy, judgement of educational success relying on academic achievement data, and government-initiated education reforms. On the other hand, Finland's education contiguously was based on the fourth way, to open the way of inspiration, innovation, responsibility, and sustainability. For instance, the teachers were cut loose from the strong control of state, meanwhile, their independence from parents, local community, and the general public lessened. Hence, the balance between autonomy and responsibility was built (Sim, 2013, p.95). Unlike this, Korea is walking on the second way, where it has some of the features, like centralist control of schools, marketization and standardization of education, and competitive system (Hargreaves & Shirley, 2009).

The positive reputations of Finnish education around the world somewhat make it difficult to renew a system in comprehensive education level, that seems to already perform well (Sahlberg, 2011, p.38). In fact, the market-oriented education reform has been slowly implemented, which means, Finland is not exempted from the immense global flow. Sahlberg (2011) concerned some trends in Finland that happened in the 2000s; firstly, the government strengthened interference over schools by reducing their role in curriculum planning; secondly, municipalities and schools were required to do more with fewer resources, which caused increasing school sizes, reducing special education, and counselling service in schools; thirdly, inequality in education system was increasing as well as the income equality, which is associated with social problems.

Overall, market-oriented educational reforms had not dominated so much in Finland when compared to Korea, which has become increasingly competitive, based on the chronic problems due to university entrance and elitism. It seems that the Finnish teachers' Trade Union has consistently opposed it, and the social safety net is equipped, based on the social welfare system which redeems the factors of market-oriented (Y.K. Sung, 2009; Sahlberg, 2011, p. 332). In addition, the Korean educational curriculum and policies have changed, following a change in the government. The education policies have reflected the ideology of the regimes through this process discourse of schooling collapse, which became a key problem (S.G. Choi,

2013). Whereas, Finland kept the core value of education and respected it regardless of the changes in the ruling parties or political administration (Aho et al, 2006).

Furthermore, the recent tendency of education in Korea is that the government maintains neoliberal education policies, such as standardized test, assessment of the teachers and school, and performance-related pay for the teachers; at the same time, conservative governments' control over the schooling strengthened. In contrast, the schools and teachers in Finland have been respected by the public and they have a strong autonomy of their education and management.

4.2.2. Sociocultural backgrounds in Korea and Finland

This chapter explores the sociocultural backgrounds in Korea and Finland in order to understand the cultural features of education. Based on the cultural dimensions theory of Hofstede, the general features of the two countries are briefly compared. In addition, the cultures, with regards to education, school, and teacher in the two countries, are explored by analysing literature.

The population of Finland is 5.4 million while Korea is 48.9 million, which is around ten times more than Finland. For a long time, Korea and Finland were regarded as homogeneous nations, yet, recently, the changes into multicultural environment have come in sight. Both countries are classified as developed countries according to the international indexes, such as human development index by the United Nations Development Programme (UNDP) when it comes to national income, education level, illiteracy, and life expectancy. These countries are also advanced economies, as per the International Monetary Fund. Hence, Korea and Finland seem to be in similar international positions, with regards to the economy and the general quality of people' life.

Korea is geopolitically located in East Asia between China and Japan, where it has been influenced by the Confucian culture; Finland is located in Northern Europe, between Sweden and Russia, where Lutheranism is deeply embedded. In particular, Lutheranism emphasize work ethics and sincerity, valuing the enlightenment of the people, and promote equality, that is closely linked to the foundation of the Nordic welfare system (Antikainen, 2010). Whereas, some areas of Confucian culture

normally show a visible hierarchy and the low level of equality, as well as the reconcilability (Schwartz, 2006). Thus, Korea tends to be collective and conservative-oriented that relatively maintain the social norms and tradition through evident hierarchy between the young and the old, or the subordinates and superiors (H.O. Kim & S.J. Kim, 2014).

In fact, cultures of the nation are intricate, which can differ within the countries according to the time, place, and the individuals. Thus, it is hard to define, and the cultural features of the nation are often generalised. Nonetheless, understanding the cultural features of the nation is helpful for making a comparison between the nations. In this respect, the cultural dimensions theory by Hofstede describes how a society's culture influence on the values of the members in it, and how these values link to behaviour (Hofstede et al., 2010). However, this does not include the value of the differences at the individual level (Hofstede, 2011). As the numbers in parentheses in the table 2 is large, it indicates that the culture is more likely to show big power distance, individualism, restraint, long-term orientation, masculinity, and high uncertainty avoidance.

Table 2. Dimensions of cultures (based on Hofstede, Hofstede, and Minkov 2010)

Dimensions of cultures	Korea	Finland
Power distance	<i>Big (60)</i>	Small (33)
Individualism – Collectivism	<i>Collectivism (18)</i>	Individualism (63)
Restraint – Indulgence	<i>Indulgence (29)</i>	Indulgence (57)
Long – Short-term orientation	<i>Long-term (100)</i>	Short-term (38)
Masculinity – Femininity	Femininity (39)	Femininity (26)
Uncertainty Avoidance	Uncertainty avoidance (85)	Uncertainty avoidance (59)

First of all, the cultural similarities between Korea and Finland are shown in uncertainty avoidance and femininity. In particular, Korea is one of the few countries which avoids uncertainty. Also, anxiety is prevalent in Korea society due to unemployment and failure. Since the economic crisis in 1997, teaching has been a popular job, which ensures pension security, job for a lifetime, and longer vacations than other jobs (Choi, 2013). In addition, Finland and Korea share a feminine aspect in their cultures. These types of society exhibit that people are modest and they care about interpersonal relationship and are more concerned of the quality of life than the quantity of life (Gholami et al., 2015; Hofstede et al., 2010). The teachers of lower

secondary schools in Korea and Finland include more females respectively, where Korea has 69% and Finland 72% proportion of female teachers (OECD, 2014).

Nevertheless, there are more cultural differences between the two countries, in terms of power distance, degree of integration into groups, orientation of life, and measure of happiness.

Firstly, power distance in the Finnish culture is small, meaning that corruption is less, distribution is relatively even, and education is more student-centred (Hofstede et al., 2010, p. 61). In this respect, comprehensive education aims at promoting social and regional equality. Furthermore, the students in Finnish schools have more equal interactions with the teachers (Gholami et al., 2015). On the other hand, Korea ranked intermediate score on the dimension of power distance, thereby indicating the apparent hierarchy among people, more frequent corruption, uneven distribution, and teacher-centred education. Hierarchy, according to career, age, and status, were embedded in authority education ethos (D.H.Kim et al., 2013). Hence, schooling in Korea show that teachers tend to teach the students according to the national core curriculum, and students are passive in their learning (Lee & Sung, 2012, p.190).

Secondly, Finland was classified as an individualistic society. This society tends to have a loose connectivity of individuals, while Korea exhibits collectivism culture, where emphasis is on 'we' rather than 'I'. The school in individualistic society educates the people about how to learn, whereas collectivism in society aims at teaching people how to do something. In addition, relations are a significant factor for the task in collectivist society, so that, satisfaction from the relationship is greater than the task, and there is a tendency that people sidestep posing the problems in the group (Hofstede, 2011).

Thirdly, one of the most evident differences in cultural factor is the orientation toward life. Korea is a long-term orientation society, indicating that people attribute more importance to the future. Thus, the people value the ability to adapt, save for the future, and continuous economy development. The students believe that success and failure are the results from the efforts. On the other hand, short-term orientation society, like Finland, concentrates on the present and the past, rather than the future. People place more value on steadiness and stability of people and social responsibility. The students from short-term orientation think that success and failure are due to luck, rather than their effort (Hofstede, 2011).

Fourthly, the life attitude of the people in Korea, and the restrained society, tends to be sceptical, cynical, and the sense of being less happy; whilst Finland has an indulgent society which exhibits more happiness of people, optimistic attitude, and they enjoy more leisure time than a restrained society. In fact, the happiness index in Korea was lower than Finland, according to the World Happiness Report (2015), which was 5.98 (ranking 47) and 7.40 (ranking 6) respectively.

By examining the international survey indexes, it can be said that there are two noticeable differences between Korea and Finland; 'Trust and Transparency'. These aspects can be related to the cultural differences, like the power distance, as mentioned above. According to the world value survey, only around 26% of the respondents in Korea in 2010-2014 answered that they could trust other people, which was about 2 times less than Finland, which scored 60%. The result was similar in the OECD survey, in particular, the Korean index was lower than OECD average. The trust index is higher when countries are richer and income distribution is fairer. It not only corresponds to trust among people, but also towards the government and the degree of transparency. Therefore, 24.8% of Korean respondents answered in 2013 that they trusted the government, which is also lower than Finland, at 62% (OECD, 2014). Furthermore, the corruption perceptions index in 2015 by Transparency International (TI) indicated that Korea was a more corrupt country, marking at 56 when compared to Finland, which reaching at 90. As the score become large, transparency of the society is high, and less corrupted.

As a matter of fact, trust in the education field is on red alert in Korea. According to the teacher status index, Korea shows an interesting result, where the trust towards teachers is low, at 5.5, even though when the parents encourage the children to become teachers. This ironical result seems to relate to the attraction of teaching as a job, which ensure both job and pension security, and longer vacation time, compared to other jobs. Otherwise, Finnish teachers had one of the highest levels of trust while delivering a good education, at 7.7 (Dolton, 2013). Since the 1990s, when minimizing the competition and encouraging support for equality within the education system was happening, Finnish school formally had a trust-based school culture where people believed that the teachers provided the best education for children, based upon honesty, confidence, and professionalism (OECD, 2011; Sahlberg, 2012).

With regards to the school cultures in Korea and Finland, there are some issues as follows. Firstly, Korea is well-known for being fiercely competitive in education. In particular, academic elitism ('Hakbul', academic clique) is rampant, and it is important to enter prestigious universities for one's success or stability in life, which endangers 'examination hell', with the competitive environment. On the other hand, Finnish schools function in a more collaboration, cooperative, and networking environment, rather than through competition and disconnectedness (Sahlberg, 2012).

Secondly, the teachers in Korea have conservatism and individualism culture, and school organizations are formal. The teachers are in a treadmill, with restriction in time, due to the burden of the task, and they tend to be distant from the other teachers' task. In addition, the school culture is administrative-oriented, so, teachers complain about a burden of paperwork, such as official papers (S.Y. Park, 2011). Whereas, the Finnish education system emphasises upon cooperation among teachers, and there is less paperwork than Korea, and the system is more pragmatic (K.J. Kim, 2011).

Thirdly, although the culture of school and teacher between Korea and Finland is different, there are similarities too, where both countries have authoritarian and collective culture, influenced by colonial rules and civil war (Simola, 2005; Sung, 2009) Hence, it has also affected the education system and school culture.

4.2.3. Education system and issues in Korea and Finland

This section introduces the basic education system and the features of lower secondary school system, with regards to homeroom teacher, assessment, and promotion in Korea and Finland. In addition, educational issues concerning general educational and students' satisfaction about school life are explored.

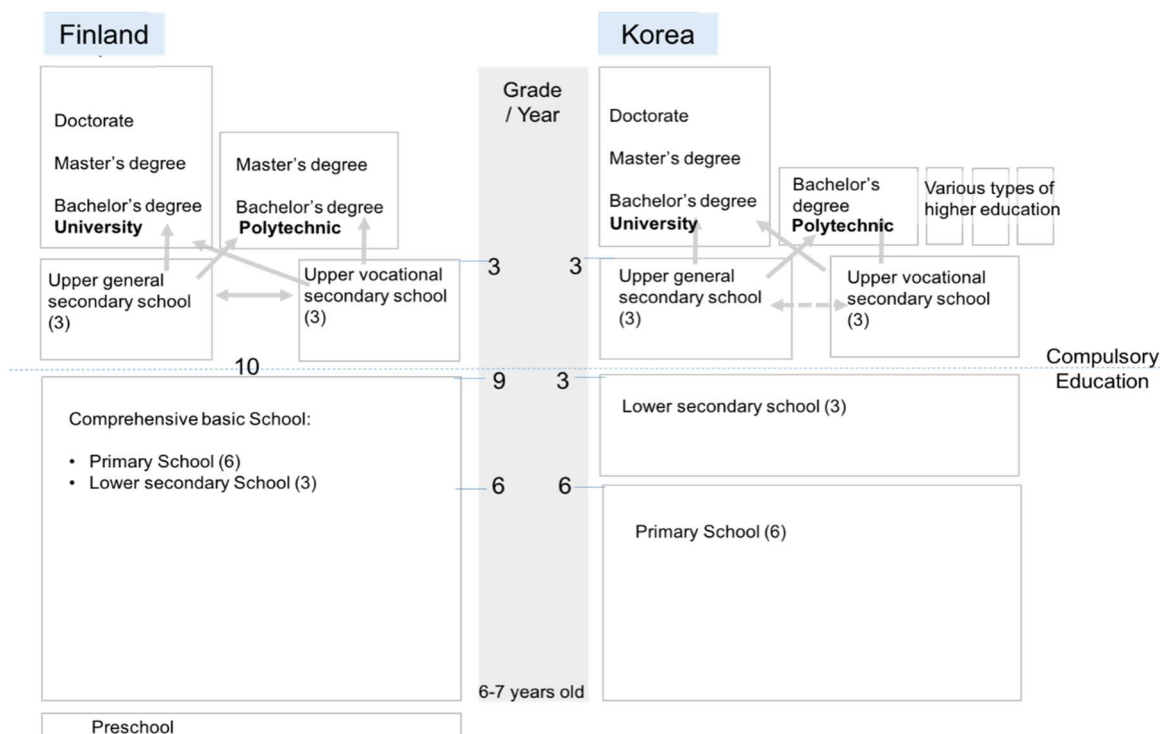


Figure 5. Basic education system in Korea and Finland

Compulsory schooling in Korean and Finland is applicable to the primary school (Korean: *chodeunghakgyo*; Finnish: *alakoulu*) for a period of six years, and lower secondary school (Korean: *Junghakgyo*; Finnish: *yläkoulu*) for three years. Finnish comprehensive school (*peruskoulu*) is corresponding to the Korean primary school and secondary school level. The Finnish students can have a 10th grade before entering an upper school, as the occasion demands. Annually, 1-2% of compulsory school leavers continue their studies in the 10th grade. Until the primary school level, students learn most of the subjects with one teacher, apart from some subjects, such as art, from lower secondary school, and different subject teachers teach the students in both countries.

Finland has free education in comprehensive school, with regards tuition fees, textbooks, and school meals. Korea recently implemented free school meals and abolished school support fees, so that compulsory education is also free (primary and

lower secondary school). However, the upper secondary school in Finland ensures the free tuition and school meal are provided while, for the upper secondary schools in Korea, the home should pay money for tuition, school support, textbooks, and school meal.

There is one significantly different feature of the lower secondary school system between Korea and Finland. Every subject is taught by different subject teachers of lower secondary schools in both countries, but Korea has a class-based system which is different from Finland, which has a subject class-based system. To be more concrete, the class-based system is where the students have their own classroom and the teachers move according to their time schedule. On the other hand, the subject class-based system is where the subject teachers have their own class and the students move according to the subjects. Subject class-based systems are partially implemented in Korea since 2007; however, the new system is a controversial issue, especially in the lower secondary school, since this is time-consuming due to movement, and the spatial structure of schools are not suitable for the system. Teachers felt more difficult to perform school guidance and care for the students due to less contact with the students when compared to the class-based system (Lee & Hong, 2013). Thus, the teachers and students showed negative opinions about implementation of the system, where this policy seems to be merely following the western style school system without consideration of the Korea school situation and functions (C.C. Kim, 2010; Lim et al., 2014).

There are conspicuous differences in the teacher system, that is, the teacher assessment, promotions, and performance-based pay system. There is no school inspector or official teacher assessment in Finland, so, the teachers do not prepare for assessment which requires spending their energy. In addition, Finnish schools do not have teacher promotion system, so, teachers do not need to compete for promotion. Thus, the teachers do not disperse their energy for paying attention on other works; instead, they can concentrate on the education work. On the other hand, teachers in Korea who want to be promoted to the position of vice principal needs to care about promotion score, not only for career experience and teacher assessment, but also to score additional points from, for instance, in-service training and prevention of school bullying. Furthermore, Teacher Evaluation System for Professional Development (TESPD) and Performance Appraisal System (PAS) affects Rating of Performance-Based Pay.

As for a different educational background between Korea and Finland, like private education, or the so-called shadow education, it has been rampant and endemic in Korea. According to the survey on private education in 2015, the expenditure for private education, such as *hakwon* or *gwaoe* is around 215 euros per student in the lower secondary school, and 69.4% of the students participated in private education. In addition, the households with higher income are prone to have a higher level of participation, and they spend more money on private education (Korean National Statistical Office, 2016). It can cause gaps in academic achievement, according to socioeconomic disparity, and such academic achievement can impact on socioeconomic status. This phenomenon is a running sore, arising modern caste system, according to what the people were born with, silver spoon or scraper. There were also experts' opinions about why Korean and Finland could obtain high achievement in PISA: Korean experts perceived that the high achievement was due to private education and parental support, while the Finnish experts mentioned about the Finnish policies involving educational equality as a contributor (M.K. Kim et al., 2009). Furthermore, Korean parents expected academic teaching more from the teachers in private education; instead, the teachers in the schools were expected to care for pupils, such as school guidance (Kang, 2009).

There is one aspect that the people normally overlook, with regards to the reality of Finnish education, instead 'Finland is often presented as a 'little paradise', where bullying, inequality, violence toward teachers, immorality and so on are non-existent' (Punakallio & Dervin, 2015, p.14). However, this has also happened in Finland as well, for instance, school bullying, youth suicide, smoking and drinking, like it happens so often in the media. Like Korea, the schools and teachers in Finland are also at the heart of education for resolving the problems.

Meanwhile, the previous research commonly mentioned the similarities between Korea and Finland. Both countries have some general features, excellence in education, rapid growth in a relatively short period of time, high attainment rates, substantial investment in education, and well-qualified teachers (Y.M. Lee, 2010). Sung (2009) also referred to the similarities about schooling between Korea and Finland, compared to Britain and the United States. First, the social status of the teachers in Korea and Finland is relatively high. Second, the student wastage rates are low. Third, the students are more likely to be conformed to the school. Fourth, the variance among the schools is lower. Fifth, the sense of community and egalitarian

culture are relatively strong. These similarities deserve to be considered in the context of international comparisons.

5. Results

This study intended to investigate the role of homeroom teacher, their meaning, practice, environmental factors of school guidance, and connote the relations between schooling and society in Korea and Finland. In addition, the contents will be compared between the two countries concerning their similarities and differences, aiming at understanding the school guidance of homeroom teachers and deducing their implications of school guidance in both countries.

This study's purpose was achieved by interviewing 10 homeroom teachers at the lower secondary schools of Korea and Finland, and employing thematic analysis. The results of the data analysis for the main four stated research questions can be seen; firstly, by conducting thematic analysis a) the background of school guidance: the role of the teacher and the meaning of school guidance; b) practice of school guidance: activities of school guidance, cooperation and resources; c) the teachers' reflection of school guidance: from both internal and external aspects; d) environmental factors surrounding school guidance of the homeroom teachers will be examined. Secondly, influential factors over school guidance of the homeroom teacher, e) the trust surrounding the teacher; f) responsibility towards schooling and teacher will also be discussed.

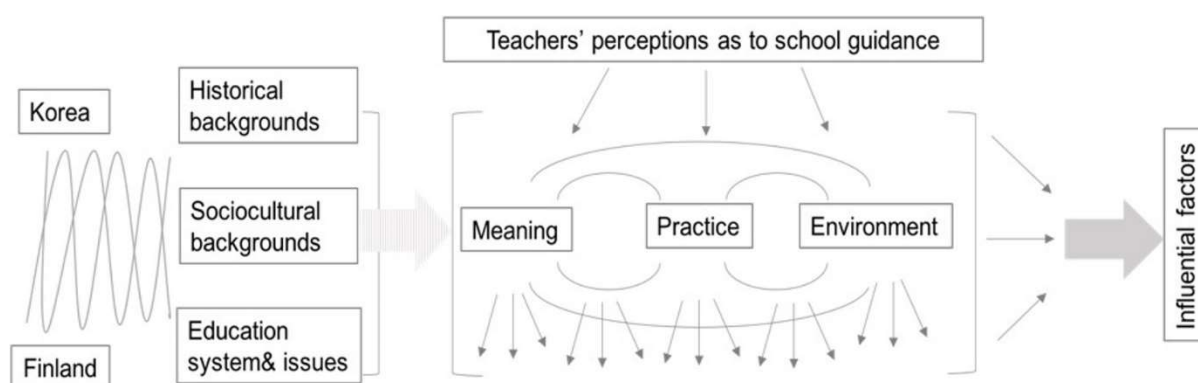


Figure 6. Analysis process of school guidance of homeroom teacher in Korea and Finland

5.1. Value and features of school guidance of homeroom teachers in Korea and Finland

The word 'education' in Korean (*gyoyuk*, 教育) and Finnish (*kasvatus*) contain the meaning of not only teaching knowledge, but also raising an individual. Likewise, it is self-evident that education in school also includes the teaching subject and caring for student to attain holistic development. However, the perception of the teachers' role and school guidance can be different for both countries. Hence, prior to examining the practice of school guidance, exploring the basic concepts of the role of the teachers and school guidance were necessary, in order to ensure the comparability between the two countries. This section describes the role of the teacher, especially homeroom teacher in the lower secondary school, and the meaning of school guidance in Korea and Finland, through a thematic analysis of the interview.

5.1.1. The role of teacher and homeroom teacher in the lower secondary schools

How teachers in Korea and Finland perceive their roles was asked in order to examine their mission and identity. Since school guidance is one of the major parts of the teachers' task, and it was significant to understand to what extent teacher consider the school guidance as their work. It is essential to start comparing these concepts between the two countries.

Generally, most of the respondents in Korea described them as the facilitators or leaders; in particular, all of them strongly emphasized that school guidance or pupil caring has the first call on their task, rather than teaching the subject. Finnish teachers described them as role models or multitalented person. In a sense, teachers in both countries had a common idea about the general teachers' task, including school guidance, and not merely teaching subjects. However, there is a distinct point that the Korean teachers put their role for school guidance rather than teaching, due to the change of the learning environment – people can learn, regardless of their place and

age and can access a great deal of information - and shadow education (*hagwon*) is noted, where the majority of the students rely on their learning.

...teaching subject can be done by *hagwon* instructors and students can learn themselves, but a teacher in school is the person who teaches students more about the ability to live and survive in the society [K4].

...teaching subject is a little part of the teacher's role. I think...we're concerned more on school guidance [K2].

All interviewees in Korea seemed to identify their unique role as a teacher in the schools, understanding the task of school guidance. In this respect, the homeroom teachers were located in the front line and in the central part of school guidance, as all the interviewees noted it. The appellation of homeroom teacher in Korea is '*damim*, 擔任', which means, shouldering the responsibility; homeroom teacher of the lower secondary school in Finnish is, '*luokan ohjaaja*', indicating a class guide.

The homeroom teachers' school lives in Korea were obviously different from the non-homeroom teachers, which is much more hectic, and they have more tasks. They seem to be assigned much more responsibilities with regards to the students in the class. Similarly, the Finnish homeroom teachers also thought that they had more work towards pupil caring.

Generally, the home teachers in both countries described themselves as a sort of parents at figures or family member, apart from one Finnish teacher. F3 rigorously denied being a parental figure as a homeroom teacher, and rather describing herself to be a link between home and school.

I hope to be a kind of mother figure... whenever I see the pupils who could not rely on somewhere, could not ask help from somebody, are alone, then I want to be an adult who can help them [K2].

In other words, homeroom teacher in Korea is like parents in the school, who are trying to care in details about students' affairs like academic achievement, emotional issues, home issue and so on...like guiding the pupils towards the right direction in their life. So, homeroom teachers, particularly in Korea, is really important [K3].

In fact, I think homeroom teachers are like another set of parents in school, who are concerned about and care for academic stuff and socialising issues of the pupils...over their entire school life [K4].

The role of the teacher in Finland is much broader than just teaching. It also takes care of the wellbeing of the students as well. It should. At least Finnish education system tries to do that. It's like more like father or mother figure for the students too, not just a teacher [F1].

I was thinking about uncle...you know relatives...pretty close, but not that close... like kind of being a when I think of myself as a kid, I remember my uncle being like that... someone you can trust...but you don't know him that well...but it's important for you...so it's a kind of role model [F2].

I also try to teach the students to be responsible, so that I am not like a mom for them. They need to take care of their own problems and also be there by themselves [F3].

So we are guiding them and kind of...it's kind of ...well, we are raising them to be a... as the parents are raising them we are doing that together thing, and everything is going well. We are doing this together and we have to have same values with home and we are right side and then same side [F4].

I (homeroom teacher) am a kind of ... maybe...school mom. Well, mom figure at school. Because the homeroom teacher working as school parents are just the same [F5].

This is an appreciable difference in terms of homeroom teacher's role in Korea and Finland. Although the Finnish teacher also said that they seem to be figure in school, but its nuance was different from that of Korea; the Korean homeroom teachers perceived that they literally needed to care like the students' parents in school, who actively interfered with the students' lives; while the Finnish teachers meant that they observed the students, and they seemed to be the bridge between school and student, as well as home and school, who delivered information about students and school issues.

Another interesting aspect concerning homeroom teachers in Korea was that all of them felt happier, much more satisfied with their work, rewarding, and had a sense of belongings when they were homeroom teachers, albeit they could have been more relaxed and comfortable like non-homeroom teachers, but they rather felt alienated and insipid towards their work life. Meanwhile, the Finnish homeroom teachers did not stress on their feelings of satisfaction to be homeroom teachers. They said that they were also happy to be homeroom teachers, since they could know more and be closer to the students, but, not more than that of Korea. Alternately, the Korean

teachers felt better about their accomplishment from having a relationship with the students by caring for them, while the Finnish teachers seemed to feel fulfilled in their teaching subjects much more than Korean teachers. More details about homeroom teachers' tasks will be discussed in the following section 2.

5.1.2. The meaning and significance of school guidance

The word school guidance can be used in various ways. As the term of school guidance has been mentioned before in chapter 2, literature review, operational definition was needed in this study. Before indicating the definition of the school guidance in this study, the teachers were asked to explain it in their schools' context. In Korea, teachers primarily mentioned the discipline aspect relating to observing the school rules and the formation of life habit, yet, it also included various instructions related to the students' overall development; whereas, the Finnish teachers tended to think more about career or study guidance. Hence, the term school guidance, is used in Korea in a broader sense when compared to Finland, but the teachers thought that use of the term 'school guidance' in Korea was the same as pupil caring in the Finnish context. There was no equivalent specific term for that in Finnish. Nevertheless, the teachers in both countries exactly understood the operational definition of school guidance and what this study wanted to examine without a hitch.

School guidance is making the students happily live at the school. For this, basic things for living together, such as sense of community, well, consideration, respect, and sharing, these kind of things can be learnt through the school guidance. School guidance helps those kinds of learning [K1].

Middle school students are in a really big transition period of physical and psychological aspects. So, they may face the difficulties from controlling their emotion and establishing self-identity. In this respect, school guidance helps the students behave properly, get along with their peers, and following the school rules [K2].

School guidance is about teaching the students how to actualize their dream, building decent habits of life, and what the social norms, value, and justice are. By learning so, students can judge themselves what the right, wrong, negative, and positive things are [K3].

(School guidance is) Literally, educating students' behaviours in entire school life. In particular, how the students adjust well in school life is closely related to how they can become good members of society in the future. Thus, school guidance is aiming at supporting and teaching student to live well in school [K4].

There a lot of ways and options for living. Among those diverse choices in their life, students need to choose proper, right, and fair thoughts and behaviours. School guidance is about teaching those things, keeping their consciences, and managing happy lives. Since the students are still immature so through the school guidance we need to teach them how to have right behaviours. This is purpose of school guidance; I think [K5].

It gives meaning to studying...it's basically information is in itself everyone of course is learning is fun all that...it is really important to tell them because they ask why do we need come to school and or that and you have to give reason to them if you study well then you get what you like but if you don't do that job, you probably will have big problems. I think I've been doing that really intensively with the students who have motivational problems or this [F1].

Every student comes to their homeroom teacher and the teacher talks with them about important something going on. Kind of counselling. The principal gives some important information about schooling that we need to go through [F2].

I am communicating between the home, families, the students, and the school. And I take that general information to the personal level. For example, the whole class have a certain schedule and then I sort of tell the students that this is how you should obey the schedule [F3].

I guide them as a social person in part of group...role model There are many more and more kids that have so bad habits in they don't have rhythm in their life actually. They are something disturbing their life come from the home. There is no rhythm so that kind of guidance...that's individual. Of course I also can give other advice also but there are other people who do so I can guide them to the people then they can get help more [F4].

We listen to the students and we need to know what's going on in their lives all the time. Like what's going on in their families and that's why I want to meet my students each week for fifteen minutes [F5].

To sum up, what the teachers defined as the school guidance is that which;

- can enhance students' happiness at school by taking care of their emotional and social condition [K1] [K2] [K3] [K4] [K5]; [F1] [F2] [F4] [F5]
- help students make their dream come true by guiding and advising them about

- their study, aptitude, and career for the future [K4]; [F1] [F2] [F4]
- form the students' proper lifestyle and basic habits for being a member of the society [K1] [K2] [K3] [K4] [K5]; [F2] [F4] [F5]
 - delivers information, in terms of the school issues into the class level, and provide a link between the home and the school [F3]

It shows that the teachers thought that the school guidance is apparently for socio-emotional development, study, aptitude, career, and discipline. However, there is one difference in the point of view where the Finnish teachers regarded school guidance in a functional way. She thought that the emotional and social condition of the students could be observed by a homeroom teacher. However, dealing with the issues was not homeroom teachers' responsibility, rather, relying on other school staff, such as the school psychologists or home, was.

All the teachers thought that school guidance was significant, yet, the reasons behind its significance were various. In Korea, Character (*Insung*, 人性) education took a central position in the school guidance. Character education is difficult to define, in spite of the fact that it is widely used in Korean schooling since May 31 education reform in 1995 (Kim, 2014). Character education promotion Act (human nature education) was legislated in 2015, aiming at cultivating humanity and capacity which was necessary for improving pupils' mind to be sound and healthy, and they would be able to live together with others, as well as in different communities and environments. However, the definition of character education is vague and ambiguous, despite the widespread usage among scholars, practitioners, and policymakers (Kim, 2014). Since the policy of character education is embrative, which includes school guidance aspect, linking to the subjects, and creativity activities, such as art, music, physical education, and experience study, this study will not deeply discuss character education. Instead, it would focus on the background and relation between school guidance and character education.

To synthesize the reasons based on the interview, character education was treated as a remedy for the following issues; firstly, as a society and schooling concern, focused on academic achievement with fierce competition, causing a lack of sense of community and cooperation [K1] [K2] [K3] [K4] [K5]. Secondly, school bullying has become a serious school issue, result in suicide and depression in the youth [K1] [K2]

[K5]. Thirdly, after the abolition of corporal punishment, another way of discipline is needed [K3] [K4]. As other researchers (Lee, 2015; Kim, 2014) also mentioned, the significance of school guidance has been highlighted by the government, especially, whenever inhuman incidents have happened. All Korean teachers perceived the significance of school guidance in this respect. In this connection, the Finnish teachers mentioned school guidance in terms of prevention and solutions for school bullying [F1] [F2] [F4] [F5].

Furthermore, the teachers in Korea also believed that school guidance affected the students' learning and their teaching. As teachers can build a close rapport with the students, which leads to promotion of good learning environment for both students and teachers, they can work with students more smoothly. This was similar to Finnish teachers' perceptions. They thought that they could motivate more students through school guidance. In other words, school guidance and caring for students, is highly related to their academic achievement and satisfaction about school life. The school guidance for preventing school bullying seemed to be stressed in Finland as well.

Actually, school guidance is the most primary task of schooling [K2].

Based on healthy mentality, students can be creative people, which can be cultivated by school guidance [K3].

Having good personality is more important than having a good score from the tests, in order to be a good member of the society and make society better [K4].

Well...school guidance is really important for the students to understand the meaning of studying...In particular, students who have problems at home, then, it becomes more crucial... caring and learning go hand in hand [F1].

Communication between a guide teacher (homeroom teacher) and the class students is important... Do not let students be alone, to prevent school bullying...help them to have positive social contact, care about their mental welfare and school life, that's the most important thing [F4].

It's more important to solve the bullying case than teach verbs in Swedish... if they are happy then they learn more, if they are unhappy, somebody is bullying them, or there are unsolved issues in their family, and then they can't learn anything... I think (school guidance) is quite crucial [F5].

Table 3. Features and values of school guidance and teachers in Korea and Finland

	Korea	Finland
Teacher	Facilitator, leader	Role model, Multitalented person
	School guidance > teaching subject	Teaching subject, school guidance
Homeroom teacher	Parents or family member figure Feeling happier, much more satisfied with their work, rewarding, and sense of belongings than non- homeroom teacher	Parents or family member figure Bridge between home and school; school and students
Definition of school guidance	<ul style="list-style-type: none"> • School guidance in Korea context \approx pupil caring in Finland • Which is for socio-emotional development, study, aptitude and career, and discipline of students 	
	Discipline aspect	Career or study guidance
Significance of school guidance	<ul style="list-style-type: none"> • To enhance sense of community and cooperation against competitiveness • To prevent school bullying and improve students' wellbeing • To deal with students' disciplinary issue • To improve academic motivation and achievement • To form good educational environment 	<ul style="list-style-type: none"> • To improve academic motivation and achievement • To Prevent school bullying and improve students' wellbeing • To form good educational environment

Therefore, the Korean teachers perceived significance of school guidance in a broader way than the Finnish teachers. Even though there are differences regarding the extent and order of priority of the significant factors of school guidance between two countries, the teachers generally mentioned similar factors in it. They believed that school guidance is highly related to the students' motivation, academic achievement, and prevention of bullying, as well as students' wellbeing. However, the noticeable facts were that the Finnish teachers did not mention anything in terms of enhancing the sense of community and the disciplinary aspect, which the Korean teachers perceived to be significant in the school guidance.

5.2. The practice of school guidance

In this chapter, the way school guidance had been performed will be described in details, based on the homeroom teachers' task. Various types of school guidance and cooperation with other teachers and school staff were examined. This study will set Korean school guidance and compare it to Finland.

5.2.1. Domains and activities of school guidance

Firstly, the homeroom teachers' daily lives were asked after. Generally, all homeroom teachers described that their lives at the school were hectic. As per the daily schedule table below, the general home teachers' routine at school can be seen. The number of lessons are similar, 3-4 lessons per day, where the time of a lesson is normally 45 minutes, but, Finnish state school has 75 minutes' lesson time.

Table 4. Homeroom teachers' schedule at school

	Korea		Finland	
1	08:10	Arriving school	07: 30 - 07:45	Arriving school
2	08:10-08:50	Morning meeting Reading activity		
3	09:00-	First lesson	08:15	First lesson
4	(Around) 15:00-16:00	Last lesson	(Around) 14:00-15:00	Last lesson
5	Normally 4 lessons per day; 45 min		Normally 3-4 lessons per day; 45 or 75min	
6	15:00 or 16:00	End-day meeting	<i>* Teacher can leave work when their lessons are finished</i>	
7	17:00-	Leaving work		

There are two big differences in their working life: one is that the homeroom teachers in Korea have meeting times with class students every school day, morning and afternoon. These meeting times seemed to be impressive to the Finnish teachers [F1] [F4] [F5], since the homeroom teacher could have some official time with the students every day.

We should have though (morning and afternoon meeting like Korea) ...it's so nice...this changes my stereotype of Korean schools...that's really good [F1].

Sounds nice, then we can see the students more often...communicate better [F4].

That would be good, if you have official time like Korea has [F5].

Korean teachers are also satisfied with the time, since they can use it for the students' counselling, sharing information about school issues, self-governing activities, and for the students to read books, which was one of the major parts of character education stressed upon by Jeollanamdo's office of Education. They thought that the more they meet with the students, the better they could care for them and deal with their issues. Thus, all Korean teachers said that they were aiming at monitoring and meeting the students as much as possible, even during the breaks.

I am trying to be the first to come to and the last to leave from the school. Since I want to check the classroom and observe the students as much as I can [K1].

In the morning I talk about what they are doing that day, sort of schedule of school. And I also talk about good book or good...didactic story which may help for their life [K2].

I talk with the student about what they have done, or how they are working during morning and afternoon meeting. Sometime the time with the students is not enough then I try to do more during lunch or break time [K3].

We have 30-40 minutes during morning meeting, then I try to make the students read books. Besides, I also counsel the students about their emotional or academic issues [K4].

Even morning and afternoon meeting every day is not enough for communicating with the students. The students in lower secondary school are taught by many subject teachers. Thus, I think I should meet student more often. Whenever I have time like lunch or break time, I come to classroom and try to see the students [K5].

Whereas, in Finland, there is a '*Luokanohjaaja tuokio*' (class instructor session) in a Finnish state school for 30 to 45 minutes once a month. It is compulsory for every class and written on the school schedule, but not every school in Finland has this time. It is up to the school, and one of the schools [FS2] does not have this time. Instead, it

is up to the teachers to make this type of time with students, for example, a 15-minute break time every week or once or twice per months. They rather use their subject lesson with the students for dealing with class issues. However, the time spending with the class students seems insufficient for the Finnish teachers.

because you don't have that much time to spend with the students so you have to be very efficient and you try to make the students try to do listen and absorb the information that can be challenging when the students are tired.....I have like thirty minutes per every month then that's not much because I have like, for example, in my class there is thirty-four students. So there are not many seconds per one student in that thirty minutes [F3].

Actually we (the class students and homeroom teacher) have so little time together so that's reason it's really important the system and communication going to between students and a guide teacher [F4].

Another is that the Finnish teachers can leave school when they do not have lessons, which is flexible; while the teachers in Korea are bound by working time. However, actual working time is not considerably different since most of the teachers normally stay at school by three or four p.m. Thus, overall, Korean homeroom teachers seemed to have more time with the students when compared to the Finnish teachers.

In both countries, there are common ways and contents of school guidance. Typical ways of school guidance aware counselling, talking with students and recording students' issues on their student report in Korea, or Wilma in Finland, the web site of the student administration program in which teachers, students, and parents can check and communicate in terms of students' schedules, grades, attendance, and personal information. However, Wilma is more like a daily communication system online, while the student report in Korea is more to record the students' development, semester by semester. The school guidance is performed by the homeroom teachers, and mainly regarded as students' socializing and emotional issues, such as their relationships, condition, and personal concerns, learning and aptitude concerns, as well as disciplinary aspects. The below table describes what homeroom teachers perform as the school guidance.

\

Table 5. Three domains and activities of school guidance in Korea and Finland

Domains	Korean	Finland
Socio emotional aspects	<i>Home visit (all)</i> , Class newsletter, commenting diary, Class events Irregular counselling Experience study, School trip, school festival, School picnic, School sport	Irregular counselling Parents meeting once a year Class trip, class party, school event
Academic/ aptitude aspects	Study plan and Career guidance Irregular counselling after the tests Regular counselling twice a year Communicate with parents via phone or face to face	Study plan and Career guidance Marking on Wilma - communicating with students and parents Checking Wilma with students (once a week or month)
Disciplinary aspects	According to school regulation Reward and punishment system	According to school regulation Positive feedback and detention

In both countries, the schools do not have specific guidelines for homeroom teacher's work. Generally, they performed according to the school guidance regulation set by each school, yet mostly it is similar among the schools. The school regulation in Korea is related to the basic school etiquettes and prevent school bullying, in more details than in Finland. As school regulations of each school from Korea and Finland were examined, the Korean schools had more specific regulation provisions along with the types of punishment. However, the Finnish school regulation described the steps of guiding students for teachers. However, to what extend and how the teachers performed with regards to school guidance were varied, depending on the teachers. This study will not discuss school regulations any further; instead, it will examine the general impression and systematic differences of school guidance.

Firstly, the Korean homeroom teachers seemed to more actively interfere with the students' lives than the Finnish teachers. Apart from when the students had visible problems, the Finnish teachers tried to talk individually when the students asked to help;

The students in lower secondary school, in puberty, rarely talk their problem to the adults first, before we concern or catch their difficulties. Thus, the teacher should observe and check pupils' conditions, also approach first...concerning emotional problems, academic achievement, even home issues [K2].

Even though those days we don't have that common time, pupils can come to the teacher's room and ask me when they have problems. And I gave them my phone number because of that that's the reason that whatever happens they can call me [F3].

However, the Korean teachers, rather, approach the students first, and even were concerned about the private area, such as home issue. For instance, the home teachers visited the students' home at the beginning of the school year. All the teachers interviewed said that this was considerably 'effective and meaningful for building rapport with the students' [K1] [K2] [K5]. On the way to visit the students' home, they could 'talk to the students deeply' [K3] [K4]. After watching the students' home environment, the teachers 'considered and understood their circumstances' [K2] [K3] [K5], and also 'the students felt more comfortable and opened their minds to the teacher' [K1] [K4]. Home visit were not conducted across Korea, but Jeollanamdo implemented it. Since there are more rural areas where the students are prone to live in poor surroundings, teachers need to know and want to know about their environments in order to guide and care for them.

Secondly, there are systematic differences of school guidance between Korea and Finland. One is where the lower secondary school in Korea has a class-based school system. Therefore, they seem to have no difficulties in finding students and can regularly watch them, not only in their subject lesson. Whereas, the Finnish teachers in lower secondary schools have their own class, and students move according to the subjects. Therefore, it is not easy to see them every day, or, more frequently than the Korean teachers could.

I teach them mathematics and I get to see them at least once per week. But other form teachers who is teaching for example biology they don't have so many lessons. Because we have more mathematics than biology. So they don't see their students so often [F2].

For example, I have my math class and that's my home class for my class so that's how it goes. They are moving all the time. All round the school and I am teaching in my classroom. Math class and well, there are two math classes so I am teaching in those classes and I am teaching physics and chemistry in one laboratory. There are many...for example history teachers, they have to have own classroom to teach their subject, there is all materials there. Nobody...there are some teachers that nobody else is teaching in their classroom. But, I am a math teacher we are like we are going and...somebody is...before me after me...so we are using same classroom [F4].

All Korean teachers interviewed had a sceptical point of view on the subject classroom system, due to the difficulty of school guidance. Instead, all the Finnish teachers actively used Wilma for recording students' condition, delivering information,

and communication with the parents. However, the usage of this programme was controversial. Since, it disturbed face-to-face interaction, and some felt it to be bureaucratic.

It's a good thing to monitor the students what they do during their lessons, but negative side to that it's somehow faceless...should be done fact to face... it also might get a bit like bureaucracy there. Like we have to fill forms and all this...it's like faceless [F1].

We don't have that...well...10 years ago... we did not need to communicate with parents much like today, and now we have this computer programme, Wilma...well...we use this mark, check...so parents may see...but somehow, it's kind of a bureaucracy thing we have to do [F4].

Thirdly, school guidance with regards to the disciplinary aspect in Korea was more performed through a reward and punishment mode, while, the Finnish teachers gave positive feedback or detention based on the Wilma marks. According to the school regulations in Korea, there are four ways of punishment; volunteering in schools, community service, participation in edification programme, and suspension of attendance. Finnish schools have only detention and interview with the vice principal for punishment. Some Korean schools use reward and punishment system, which is called 'green mileage system' where if the students obtain good points, then they have the opportunities to receive prizes and experience study. Korean schools seem to offer more reward and punishment as to students' behaviours according to school regulations. The teachers' opinions about this system were controversial, since this can result in good behaviours and restrain bad behaviours, but, it also could endanger students' behavioural change, relying on extrinsic factors.

Pupils try to do good thing for receiving reward score, while, they try not to do bad things due to punishment. I think this *green mileage* system encourages them to do good things, even though the good behaviours can stem from the rewards, relying on extrinsic motivation. So, I think it is positive and effective [K2].

No, I don't like the mileage system, because it makes the issues of student are merely solved by reward and punishment score. At previous school, it was implemented, but according to the teacher the way of giving the score was too various, it was kind of inconsistent. I strongly counter the system. And it can be putting the cart before the horse since the students only concern about the score, not fundamental value of good behaviour or edification of their bad behaviours [K4].

5.2.2. Cooperation and resources

The schools in Korea and Finland have similar cooperation relations for school guidance with colleagues, psychologist, vice principal or principal, social worker, and school nurse. Nonetheless, Finnish teachers seem to cooperate with others more actively than Korea due to their well-organized, multi-professional system (B.C. Kim, 2011).

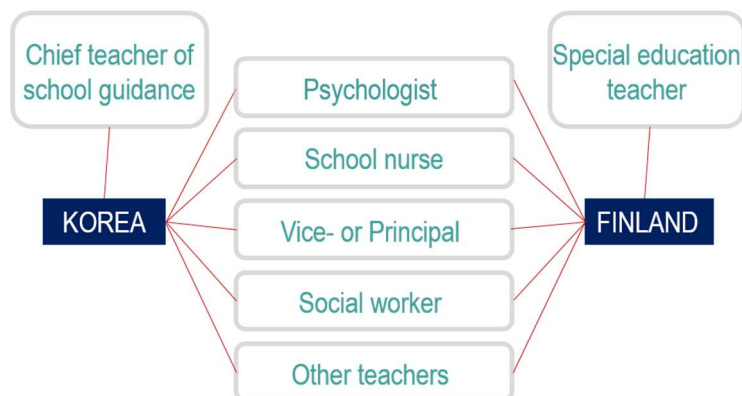


Figure 7. Cooperation relations for school guidance in Korea and Finland

Uniqueness of the Finnish school system is in the role of the special education teachers, who deal with the students who have learning and adjustment difficulties, when compared to Korea. The Finnish teachers could consult with special education teachers, in terms of the pedagogical problems. Korean schools have a chief teacher of school guidance, who plays a larger role in school guidance, especially the discipline part, such as school regulation and prevention of school bullying.

The teachers in both countries felt higher expectation and necessity for the school psychologists. However, the number of psychologists was insufficient, and teachers in Korea doubted the effectiveness and cooperation with the school psychologists in the present conditions.

The number of psychologists residing at the school is normally one for big schools, and normally one psychologist touring among schools. Regardless of the size of school and the number of psychologists, the Korean teachers had their doubts concerning how a psychologist could know the children well, without spending time together [K1] [K2] [K4]. In addition, students could feel the stigma of counselling with a psychologist.

Students even don't tell their issues to the homeroom teacher who they meet every day, so then how can they talk to the person (psychologist) who comes to school once or twice a week and stay only for one or two hours? Besides, the students also have a prejudice against counselling with psychologist, so they sometimes reject and try to avoid the meeting [K2].

I hope to have a psychologist residing in the school, touring psychologist system is insufficient and ineffective to deal with students' issues [K1].

Furthermore, the role of the psychologist in Korea seems to be more focused on dealing with problems occurring after the affair rather than prevention.

We have a residing psychologist, but it's not easy for the students to approach the person, because, actually, the students do not have the time, and a psychologist also tends to deal with the problem when something happens. So, this doesn't work for prevention...it's more like follow-up measures...if it's for the prevention, then, I think, we need at least one psychologist for one grade (around 150 students) [K4].

The resource of school guidance and cooperation in Finland were also the main problems, even though generally they felt satisfied with the cooperation system. The Finnish teachers also wanted to have more psychologists residing at the school [F1] [F2] [F4] [F5].

I think they are never enough... because it's like...If you have problems at home...it's not sufficient...but it comes to the school.... we cannot do more. We can do it individually but... I think the system is working if the teachers care...that's the thing [F1].

We never have enough resources, it's really frustrating. Psychologist is checking calendar, and well... after six months, well... 2 or 3 months later there is time...it works like that. Students need to wait, but they need them now. 2 weeks, one month later? Well... I don't know... if we have one psychologist (resident), then it would be good. Kids have so much things in their mind, so they need to have, for example, counsellor or psychologist who are expert on this [F4].

In addition, Finnish teachers also have a problem sharing information with other staff members, such as social workers.

when there are social problems... um...these social workers who help the families and kids are far away and they don't use our information. They are kind of different lonely islands now, and that's not efficient at all [F4].

5.3. Homeroom teachers' reflections of school guidance

This chapter will discuss the internal and external factors relating to performance of school guidance. Internal factors will deal with what the teacher perceived their strengths and weakness at the personal level. Challenges and supportive factors like practicing school guidance will be examined in external factors. Thereby, what factors impact on school guidance of homeroom teacher in Korea and Finland is compared and analysed.

Table 6. Reflections of performance of school guidance in Korea and Finland

		Korea	Finland
Internal factors -personal level	Strength	Youthfulness, unmarried status, honest, outgoing personality, sensitiveness, passion, attention to the students	Passion, attention, honest, strong motivation, sensitiveness, dealing with practical issues. Comfortable.
	Weakness	No parenting experience, lack of charisma, lack of experience, distant person, mind control	Over-kindness, slow working pace, separation public affairs with private ones, distant person
External factors	Support	In service training Colleagues, parents attitude	Parent attitude, subject, colleagues
	Challenges	Time, burden of work, gender Parent attitude, class size	Time Payment

5.3.1. Strengths and weaknesses of the homeroom teachers: Regarding competences

Most teachers in both countries considered personality traits as their strengths such as being outgoing, sensitive, open, and sociable aspects. However, there was a conspicuous aspect from the Korean teachers' perception. They pointed out youthfulness and unmarried status as well, since they can spare more time for the students. The more interesting thing was that it could be also their weakness, since they do not have more experience, in particular, for parenting, which could help teachers understand the students more. However, this aspect is not only perceived by teachers themselves, but also from the outside such as parents and society.

I haven't had parenting... Maybe if I had that experience, then I may understand more, I can have a more open mind towards the students. Since I could understand mothers' mind, then I could understand my students by mothers' point of view [K1].

As I am unmarried, I am thinking whether I really and truly can understand my students... one of the most hurtful saying is from one of the mothers of my students. One day I had scolded the student and his mother said that I did not understand how the children were precious to their parents. I was very sad, but, at the same time, I thought his mother was right. I am still thinking that if I had a child, I may be able to understand more about the students [K2].

It can be true that parenting experience help teachers to better understand the students, which is in the same sense as what the more experienced teachers have, and the better teachers can understand the students. However, in Korea, the phenomenon seems to be more than mere experience aspects, rather that the teachers who are expected to have the parents' features. In this environmental context, teachers naturally reflect on themselves. It causes doubts as to whether they should reflect their experience, which are not practical problems.

Whereas the Finnish teacher emphasized upon the teachers' personality and mental wellbeing as the strengths for performing school guidance. If teachers have socializing personality and healthy mental conditions, they can enjoy pupil caring and perform properly the school guidance.

My students they like me because they know that I'm being honest them and I care about them... I think...that energy that I put on my students is definitely my strength [F1].

I think in any teaching you should try to understand the students. What is she thinking right now and try to look at the things from her eyes and if you can do that it's going to be a lot easier [F2].

I am very very...um...detail person and I think ...I take very good care of that practical things...but weakness is that...well...my personality such that I don't want to get too close to the students. I mean not physically I mean that I have my life and they have their lives so...I think the students feel that I am sort of like distance person. Because I am not like hugging them or having them as Facebook friends or anything like that. So I am sort of like distant but I feel that this is my work and I take good care of their business but I am not the...there in that way of a friend, as a free time friend [F3].

If you are in good shape mentally as a teacher, it's really fantastic actually. So it's...I've been thinking about this ummm... why I am exhausting sometimes why I am sometimes ...I feel really good. So...if I am working a lot, I am teaching a lot whatever, talking a lot with people or parents, I usually don't get exhausted, when I am mentally alright. If I have something something...too much in my mind like worries...then I can't help somebody and I can't I can't that...well, influence on things that are wrong or that kind of things are my mind then I am exhausted [F4].

I think my strength is that...I think that they feel that it's easy to come and talk to me. So they trust me. And then the weakness is that I care too much sometimes. So it's kind of hard to draw the line when not to be a teacher [F5].

However, all teachers interviewed were aware of the fact that most of them, regardless of their personalities can be exhausted, so, the 'rotation system of homeroom teachers' is satisfactory and necessary.

I think it usually goes like that a teacher is a form teacher for three years 7th, 8th, 9th grade. And they give one year off and then maybe become again form teacher. So we are trying to change it roles a bit [F2].

Recycling of this work. So now in our school there are system like for example my colleague has been twenty-five years as a homeroom teacher. And then there are many teachers that are never required to be a homeroom teacher. That's not fair I think so the idea is that that job should be recycled [F3].

We can't give this job to somebody else. We have to do so. So, in our school it goes like that you are three years as a class guide then perhaps after the three years you will get one year break and then you start from 7th grade again [F4].

All teachers commonly said that the attention paid to the students is an essential virtue of the teachers, in particular, for school guidance. However, Korean teachers included patience following the consistency, while the Finnish teachers included respect as a virtue of the homeroom teacher. The meaning of patience in Korean context can be interpreted in that the teachers needed to wait until the students change into what they should be, and they do not expect the students to change immediately into what teachers want. The meaning of respect in the Finnish context means that the teachers try to understand and be on the students' side.

They (pupils) start to trust you, when you respect them...it's done only through caring...it's not just beautiful word...it's not like I am playing violins or speaking I can say that 100 percent sure...based on that I have had so many challenging situations. The only thing actually at the end of the day...has made a difference is that they had feeling that teacher cares, being honest, that's the thing...if teachers care...it has so much influence...because a teacher can be only adult who respect you [F1].

I think in any teaching you should try to understand the students. What is she thinking right now and try to look at the things from her eyes and if you can do that it's going to be a lot easier [F2].

Respect every single student you have. That's about it. You do automatically right things [F4].

I am like a contact person...the one that you rely on, who's on your side that's what I have to be for my own students so they know that if there is struggles with other teachers, for instance, then they come to me and we'll work it out. Or if they have messed up something then they know I am the one who's going to talk about it [F5].

As I have experienced, teacher should reduce saying, rather try to listen more what students say. In addition, I should accept the fact that the students cannot change immediately with one word, so we need to be patient for development of the students. It is important to keep paying attention to the pupils. Showing that teacher is not giving up the pupils [K1].

Paying attention to the pupil is really important. For one year, it's not easy to consistently care the pupils. Since many lessons and tasks what teacher should do [K2].

I think teacher needs to take the time for guiding the students. Don't be hurry to change the students or see the result of guidance immediately. As a new teacher, I was easily upset and try to control the students. However, more important thing is waiting the students' change and being patient [K3].

Teacher should have own philosophy about education. Based on the philosophy, we need to education the pupil consistently and continuously. It is not one-day education. Teacher should have an annual plan for the guidance of the students [K4].

When I did school guidance with persistence and patience, in the end, I could see the positive change of the pupils. It was very rewarding [K5].

5.3.2. Supportive factors and challenges

The common supportive factors in all schools of Korea and Finland were colleagues or school staff and the parents' attitude. The cooperation with the other colleagues are essential for school guidance, in particular, at the lower secondary school level, which is different from primary schools, where only one teacher teaches all the subjects, to know and guide the students. In addition, the teachers could have useful advices from their colleagues who have had similar experience and know-how, when they face difficulties in school guidance.

School guidance is also closely related to the students' home. In particular, cooperative home attitude is crucial for the teachers' performance and students' behaviours. How homes have a positive attitude to the teachers is significant, considering that most of the students who have difficulties in adjusting the problems at schools have problems at home as well. There is a noticeable factor from the Korean teachers where the parents' attitude could be challenges for school guidance. Whereas, Finnish teachers thought that the parents' attitudes are supportive to the teachers' work, and they respect teachers.

Sometimes, parents only think about the academic achievement of their children, and then they do not care much about the students' personality and school guidance [K1].

Parents sometimes do not admit their children's fault. Instead, they look for blame others, other students, teachers or school. Also, some parents excessively interfere in students' school life... for example, they asked the teacher to give prizes to the students, which may affect their record, or they even bring up a problem about the questions in the school test [K2].

Parents' attitude toward school affect the students' attitude towards the teachers as well. If parents ignore teachers or blame them in front of the students, then the students will not respect the teachers at all [K3].

Some parents break the teachers' wills of school guidance for the students, since they do not care for basic habits of life such as...Don't be late for school...I tried to teach the students to arrive at school on time. But then, students said that their parents said being late school was ok, not a problem [K4].

When the children complain about their teacher, the parents need to consider the fact that the children may say things from only their stance. But, without that kind of consideration,

the parents start to side with the students, and they say things like how dare your teacher did that... then the students would not listen to the teachers' instruction. They think that their parents are higher in authority than the teachers [K5].

There are some changes to be made about the parents' attitude to the teachers, so that they ask more about the teachers' authority and what schools do [F1] [F5].

I think that in Finland parents are demanding a bit too demanding...it's like if teacher did something then why did you do this? So they question the schools' authority sometimes...I don't see that as a main stream problem I see that as a marginal problem. I think that in our school we do fairly well with the parents [F1].

Compared to past, parents seem to ask more to the teacher. As you can see this picture, if the result of the students' achievement is not good then they question to the teacher what we have done..... Nowadays they have been this discussion about like what kind of things should be taught at home and what the school's responsibility is [F5].

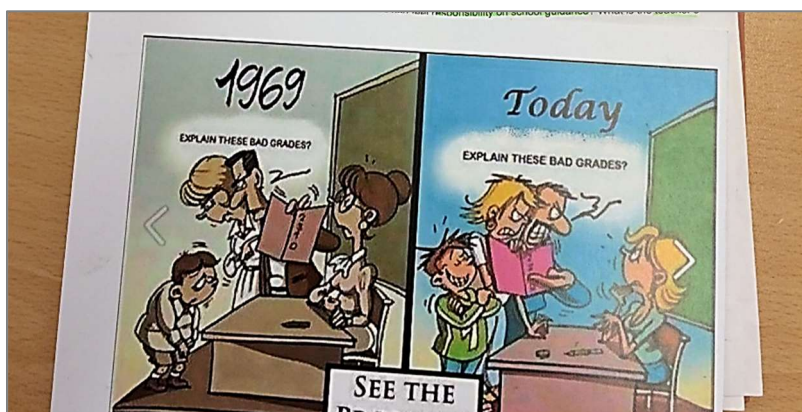


Figure 8. A picture shown by F5 about the change of teacher's authority in Finland

The tendency is perceived as difficult. Another difficulty of school guidance was the lack of time due to tight curriculum. The teachers in both countries complained that they are too busy to teach subjects, and students also do not have time to be with homeroom teachers. In particular, Finnish schools do not have much time when the students are with the homeroom teacher. In addition, these teachers thought that their work as a homeroom teacher is for insufficient payment.

I am satisfied with my payment of work...but there are so much things I should do actually in my own opinion and...I need so much extra time but nobody is paying me actually

there is in our contract that there is...ah...couple of hours a week we are paid kind of ...this...well...as I mentioned...all kind of works outside the lessons we are paid for it. But it's so little we are paid that...there is a limit...I have to stop (working more) [F3].

In general I am very satisfied with my salary I think it's good. And If I compare it to the other jobs, then I think it's very good. But that's the task because one hour per week it's not enough...when you...because...even students have more and more problems and parents have requirements and that kind of thing so...that's not enough [F4].

That's (pay for homeroom teacher's work) just nothing. that' quite a lot of work for the homeroom teacher [F5].

Meanwhile, all the Korean teachers interviewed said that the lack of time for school guidance is related to 'tight curriculum' [K1] [K2] [K4], 'burden of administrative work' [K1] [K2] [K3] [K4] [K5], and 'somewhat big class size' [K1] [K2] [K4] [K5]. These are more systematic problems. They felt that school guidance had been emphasised upon, and, at the same time, what they should teach and how they deal with the students are increasing. By contrast, the number of students in the class is still big, from 20, and up to 38.

Actually it is difficult to have time with the students. Look at the school schedule. From 9:00 to 17:00 it is almost full. What I want is have more flexibility of curriculum. School curriculum should be less tight [K1].

There are many tasks which homeroom teacher should deal with, not only preparing teaching subject, school guidance, and much administrative paperwork as well...then I cannot afford to care more the pupils [K2].

There are many lessons and students in one class. Even though I want to concern and care each student, practically, I feel like it is beyond my capability [K3].

In order to perform school guidance well, the class size should be reduced and the homeroom teacher's work also should be reduced. Then homeroom teacher may be able to care more student, it can contribute to prevention of school bullying [K4].

The balance of workload between homeroom teacher and non-homeroom teacher is needed. Current status, homeroom teacher somewhat is under pressure due to burden of their task [K5].

Overall, the teachers improve their capacity through their experience. The Finnish teacher seems to not have in-service teacher training programme as much as Korea, and teachers normally take the programme related to their subject. Whereas, Korea has various types of in-service teachers' training programme with regards to the school guidance, counselling, pupil psychology, and so forth, encouraged by the schools. In particular, the collective programmes where the teachers can meet other teachers who can 'share their experiences about school guidance is useful for developing their experiences' [K1] [K2] [K3] [K4] [K5].

During the collective teacher training, I could meet other teachers face to face. So I could ask and listen about their experiences and know-how. The teachers who join the training have same purposes so I could share my feeling, thought, and difficulties. I also can seek comfort in the meetings with people who understand my difficulties and thoughts. So it is really helpful, I think [K1].

Taking in-service teacher's training programmes in Korea seems to be not too difficult, since there are many distance education courses and the teacher can do this during their work time [K3] [K4].

I think we have quite various type of in-service teacher training programme. In particular, there are online programme for it so I can take during my free time without any restriction of time or place [K3].

Although the Finnish teacher's training programmes are known to be a well-organized systems combined with theory and practice (Sahlberg, 2011; B.C. Kim, 2013), but pre-service and in-service education of the homeroom teachers' role show how to dealing with diverse individuals is insufficient.

When I became a homeroom teacher at first, I just like trying to ask to other teachers what should I did...and what my role was...that's only training I've got...there is hardly any training for this purpose (pupil caring or school guidance). I practice how to teach languages, and how to teach subjects. However, I don't get any training on how to connect with the students or what to do if they come to me and tell about the problems with that family. We do study how to be subject teachers, but we don't study how to be in a profession which works with people [F5].

5.4. Environmental factors surrounding school guidance and teachers

As examined above, why school guidance is emphasised upon, and what influences on school guidance are linked to the outside of school, such as social expectation and requirement, and education policy, are discussed. This chapter will more specifically examine the homeroom teachers' perception, in terms of social attitude towards school guidance. Thus, social changes and requirements towards school guidance and education policies concerning school guidance, as well as the role of school and home will be analysed.

5.4.1. Social changes and requirement of school guidance

It was most common answer, where the teachers in both countries thought that school guidance and pupil caring were given an increasing amount of emphasis, when compared to the past, about 10 to 20 years ago.

Table 7. Social changes and educational issues in Korea and Finland

Changes Issues	Korea	Finland
Social values	Materialism, Capitalism, Human alienation, Selfishness, Self-centeredness, Competition	Awareness of life quality (wellbeing) and development of consciousness of human rights, Capitalism
Home environment	Nuclearized family, dysfunctional and vulnerable families due to separation and poverty	Nuclearized family, dysfunctional and vulnerable families due to separation and poverty
Educational issues	School bullying, Weakness of teachers' authority, improvement of students' rights, students' motivation	School bullying, students' motivation

There are three main changes associated with the stress on school guidance, social value, home environment, and educational issues. The Korean teachers perceived that 'capitalist society instigated excessive competition and materialism' so that, the society became 'increasingly competitive and people lost humanity' [K1] [K2] [K3] [K4] [K5]. Although the seriousness of the issue is different, Korea teachers felt more serious about the issues, and this was one of the main grounds for why school guidance was needed.

As we know, we lost many valuable things lost in this capitalism, materialism society.

Human being lost value...humanity. People became selfish...lack of respect, consideration, and sense of community. Besides, getting more competitive over the society. That's why students need to learn and we try to teach them how to cooperate, respect...through school guidance [K3].

So to speak, education system is like making students competitive. They cannot help caring only grade and score. Like you just have to study hard....to enter the prestigious university. That's all.... reality is like this so that conducting school guidance is somehow difficult. If something really changes, then education system should change and social consciousness and system also should change. But it will be very difficult to change though [K1].

Society is becoming more and more competitive and students are under the fierce competition. If teacher and school don't educate cooperation or sense of community through school guidance, then they will face difficulties in the future as a member of society [K2].

I think current school and education are tending to focus ranking and score...it is reality of our education. It is so competitive. Cut-throat competition naturally permeates into the student life as well. So that's why school guidance is needed for encouraging sense of community and cooperation. We, human beings are anyway living in community and together with others. So, building an upright character is important and essential [K5].

Whereas, the Finnish teachers thought that people were considering their quality of life, with regard to the wellbeing and awareness of human rights. Hence, pupil caring started getting more significant. In this context, as society changed, Koreans emphasised upon the school guidance in order to remedy the side effect of capitalism, such as cut-throat competition, human alienation, and the lack of sense of community. The Finnish teachers more considered the 'requirement of students' wellbeing' [F3] [F4] rather than the capitalism issues, although they also felt that the society became more competitive [F1] [F4]. They did not mention the selfishness and competitiveness of the students as much as the Korean teachers did.

There are many students from vulnerable families. They are more likely to be exposed without protection to various harmful environments. In addition, some irresponsible parents neglected their children. In that case, teacher and school need to concern more about the student. Otherwise they don't have any adults whom can rely on [K4].

I think we have new generation...it's like whole culture is changing that we are more concern with wellbeing of the students. But I think there is bad side of it...it also might get a bit

to this bureaucracy there. Like we have to fill forms and all this. It's like faceless. When you have problems something horrible happen, you call your students and talk... ok do that better next time...now you have to fill forms...make sure that you deal with the problems...we have Wilma and we have to mark there...he was disturbing lesson, brown mark...people from home can see what the students did during the lesson...in the school. It's good thing to monitor the students what they do during their lessons...but negative side to that it's somehow faceless... should be done face to face...we check Wilma daily... I also can give mark as a subject teacher. I can give positive feedback and I can give feedback if you haven't had material with you or you don't have your books I can mark that down...if you misbehaved...I also can mark [F1].

There is more of this...really really weak students who either don't have the skills or don't have the motivation [F4].

Secondly, the changes and issues of the home backgrounds were also significant factors, related to the school guidance, in particular, in its the practice. Both countries have similar problems when it comes to home background. For instance, a nuclearized family is common at present, where 'they do not have many family members such as grandparents who can care for their children instead of parents' [F3], and 'the children are prone to be selfish, and they do not learn how to live together with others' [K3]. In addition, there are 'many dysfunctional and vulnerable families due to separation, poverty, and dual-income life style so that the pupils can be neglected from parents' caring' [K1] [K2] [K4] [K5]; [F1] [F5].

That school guidance of homeroom teachers is more emphasised compared to past. The students' situation has changed. Some of them and their families need more support. Also we know more, what kind of support benefits the students. Teacher's work is more demanding than past. Society, government or parents ask more work or effort to the teachers. Parents do not necessary ask help, but sometimes the family situation is such, that both student and family need support [F1].

Compare to the past, the families have more problems than before. With divorces, alcohol, and poverty and so on...that bring the problems in the school as well [F5].

Although Finland is known to have a better welfare system for the neglected people than Korea, it still can be a problem for the students' development. Thus, instead of home, the teachers naturally take the role, since school is a place where the students spend the majority of their time and teachers can be a reliable adult, instead of their parents.

Even though the pupils' home backgrounds aren't the best possible, but the students can do so much if teacher cares... teacher can be only adult who can change the situation...teacher can cut vicious circle of the students' situation [F1].

If you think that how on earth this kid is acting so stupidly and you can't get on with...when you have this in your mind that you can't stand this kid. Advice is... meet this kid's parents. Usually, you realize that their background is so terrible parents are so terrible. After this meeting you are so proud of that kid that this kid is coping so well...teacher can be an adult...role model...whom the kid relies on [F4].

As a teacher, I also try to find right people who can help the students and deal with their problems...psychologist or social workers [F5].

Thirdly, when concerning the educational issues relating to the school guidance, the schools in both countries particularly draw attention to the school bullying part, as they have special laws, regulations, guidelines, and programmes for dealing with this problem. The homeroom teachers' role is significant for preventing and solving the issues of school bullying.

There is a tendency that school bullying is increasing and more serious. This problem became one of hot social issues, homeroom teacher is asked to put more efforts to prevent school bullying through school guidance [K1].

The homeroom teachers even get additional points for promotion as they are regarded as contributing to prevention of school bullying. I think, the intention of this policy is for encouraging the teacher do more for school guidance [K2].

School guidance is getting more and more important, because there are many youth issues regarding school bullying, cyber bullying, sexual abuse, alcohol, and smoking. To minimize these problems, we try to perform school guidance [K3].

We have that system that all guides (homeroom teachers), they have their own home classroom. We have Kiva lessons, we talking about bullying [F2].

Homeroom teachers have this special lessons each year we have maybe five of them, and we talk about bullying and how to prevent and group dynamics...peer pressure [F5].

Furthermore, students' motivation is crucial for their learning, and the relationships between the teachers and the students influence the students' academic achievement and development.

If students' learning and teaching lesson go well, then the relationship with the student firstly should be built well. Basically, if the close relations with the students do not form then it would be difficult to teach and lead the lessons. It is self-evident [K1].

If I have good relations with the students, then I can teach better and they can learn more. Everything goes well based on the good relationship between the teacher and students. So the spending time with the students more often and guiding them well is significant [K2].

When students are happy and have good habits of life, they can achieve more and do better [K5].

As I mentioned in the beginning, I get to know the students better so once we are talking other things than mathematics and I get to know what they're doing in free time and need to know them better...becomes more important [F2].

If I know them more then I think, I can motivate them better. And also I think they are automatically motivated when they come to my class. And they somehow I think listen me more [F3].

And if they are happy then they learn more. And if they are unhappy, somebody is bullying them or there are unsolved issues in their family then they can't learn anything. They don't have the strength to do that [F5].

Apart from these two aspects, there is a unique reason for school guidance in Korea. It is related to the changes of students' rights. Some Korean teachers thought that after establishing student human rights' ordinance, their rights improved; on the other hand, the teachers' authority weakened [K2] [K4].

Society says that students' right and interest should be protected. Students also obsessed with their rights. They tend to defy the teachers..... if teachers' disciplines make them feel uncomfortable, then they say that their rights are violated, and complain. Actually, because of this, some teachers neglect school guidance. Even though they try to do school guidance sincerely, the students anyway blame the teachers, and can't hear good feedback from the students. Likewise, teachers' authority and rights are diminished, even not protected [K4].

With making student human rights ordinance, school regulation is getting loosen. Actually many things have been allowed. Student can perm.....but still I hope to keep some regulations. We cannot regulate hair length, but still at least, I think school need to regulate the length of skirt (school uniform), heavy make-up, and dyeing.....If not, student really do what they want to do. If then, teacher feel so hard to control and manage the students [K2].

This fact is controversial among the teachers [K1] [K3] [K5]; however, all teachers said that it became difficult to control the students who do not obey the rules and manage their lesson, and they felt that they had lost their authority, when compared to the past. At the same time, the teachers did more work in order to make the students better-behaved, in the name of school guidance, yet, school disciplines were relaxed. This can be in a transition period from strict school atmosphere to unconstrained environments in Korea.

I haven't felt any difficulties of school guidance due to enactment of students' rights ordinance. They haven't got fresh with me. I haven't face that situation directly. I don't know...maybe I have only met good students...? [K1].

There was a transition when students' rights ordinance was implemented. Student tried to disrupt the order of school. The teachers also faced a bit difficulties since we couldn't do any corporal punishment. However, as I have seen, there is no big difference before and after the enactment of the ordinance [K3].

I think here *Jeollanamdo*, rural areas, may be a bit different from urban area. I haven't felt any changes. Abolishing corporal punishment may impact on the teachers' authority...controlling students, but I think it is not a big influence [K5].

5.4.2. Suggestions on education policy

In order to improve the performance of school guidance, Korean teachers suggested some educational policies. Firstly, they commonly hoped to have a more relaxed school, by reducing class size, less tight curriculum, reduction of work such as paperwork and administrative work as a homeroom teacher.

The number of teacher for the student is little. If we educate each student properly considering their potential ability and characteristics, then we need more teachers. Look at the class, there are around 30 students who a teacher care. But, government fix the class size, about 35 students per one class, then even tries to reduce the number of teacher. I think maximum number of student is 20 or 24. School needs to be less hectic. For instance, my classroom is also very crowded, within this environment how students can learn consideration, and I can't afford to care each students well [K1].

School curriculum is too tight for just teaching subject, or more focusing on test and grade. It should be more flexible, and curriculum also needs to embrace character education aspects or school guidance aspects [K4].

I hope homeroom teacher's work would be reduced. Because of administrative work which is not actually main work for teacher, but it is.... main work..., we couldn't do well what we should do like school guidance, caring students [K3].

Secondly, more resources for school guidance are needed with regards to the students' wellbeing, such as more school psychologists and social workers.

As I have experienced, we, teachers are also not expert of school guidance...we are supposed to be expert of teaching subject. In this respect, we need to build infrastructure for maladjustment students and dealing with psychological problems, like experts, school psychologists, programmes, or related institutions [K5].

There is lack of time with a school psychologist. Even though students want to have time with the psychologist, there is no time to be with them in reality. If the psychologist or counsellor don't spend time with the students then I can't know what the student really face, and what really happen [K2].

It would be good, if school social worker stays at school and take care in detail of the students from vulnerable families [K3].

Thirdly, meaningless and obscure education, as a mean of solving social issues, should be reduced.

When big incidents happen, then immediately education policy or instructions is implemented into schooling, then school needs to do something like campaigns or events regarding the issues. However, the requirements are overlap and too much...somehow meaningless...because of this kind of activities we waste time and we can't do what actually is important [K1].

For example, before *Sewol Ferry disaster*, we did safety education. But suddenly after that, events and budget for safety education have been more input to the schooling. Then what happens...is that we actually can't use money and time for it properly since there is no proper facilities, institutions, programmes for the education. So it seems like filling in the time.... Not at all effective...[K3].

Lastly, the protection of teachers' rights and authority is also urgent and significant, as much as the students' rights. Thus, the regulation of the students' responsibility and obligation should be reinforced.

When I work as a homeroom teacher, one of my difficulties is about teachers' rights. Nowadays some students ignore teachers and some only ask for their rights, even violate teachers' right. So I hope to have something for protecting teachers' right. In my thought, there is no an institutional strategy for this [K4].

Of course, promoting students' rights is also important, but at the same time fulfilment of students' responsibility and obligation should be required to the students. They should know the responsibility and obligation following the freedom. So somehow I hope to teacher's authority and rights also could be protected and respected [K2].

Finland currently faces economic crisis, so, there are moves to retrench the education budget, and most teachers interviewed worried about this fact, since it can cause an increase of the class size and reduce education welfare in the name of efficiency [F1] [F4]. Thus, the Finnish teachers want to at least maintain this state, and want to have more resources like special education and students' wellbeing service, such as a psychologist and social worker.

I have 17 students last year...it was ok...about trying to increase class size...because they want to cut budget from that and also taking care of the students like mentally not that much school psychologist and all that and I know we have challenges here economically that's not a good thing...because the attention goes you have too many students you should care of...[F1].

It's the money so...there is not enough counsellors or psychologists so...they have to give all the schools something. And they are trying to coordinate it...but it's not working so well...I don't know well what is happening but...but...in my...my experience is that...that...they are so important...it's this...thing that those kids...they really need to talk with adults...somebody can talk with teacher and get everything from the teacher, but there are kids that have so much in their mind that they need to have for example counsellor or psychologist they have to have it [F4].

There is quite a lot of pressure to take money out from the school so there is a treat that we would get enough resources. For pupil wellbeing or support as well...[F5].

Secondly, they also hope to have less tight curriculum and more official time with the class students.

Don't put that much contents to the core curriculum. Less sort of like things to learn and more like how to learn and how to go...perhaps that's the one [F3].

Even though I am trying to read that at school but still I have to do that because I don't have time for that here. But it's a bit hectic but I enjoy my work. I feel that this is my work this is what I want to do so Even though it gets you have tight schedule and sometimes you probably have some challenges situations but when you have that true calling that I like to teach then no problem [F1].

Um...official...well...only this...um... I don't have any time in the schedule. I don't have...yes...no...well... some teachers they have...for example fifteen minutes every week. And...I have my three math lessons and...if there is something I use them next fifteen minutes break I use it but not every week at the same time. So it depends on the teachers. There are many teachers in our school who have every week fifteen minutes [F4].

Since the biggest barriers of school guidance was time. Most of the teachers made extra time by themselves for having time with the students. Thus, some teachers said that they should be paid more as a homeroom teacher, although they are satisfied with their general income as a teacher.

We are given a little more salary because of it as a homeroom teacher...so we at least get that...even though I don't feel it is enough money because I do a lot more work [F2].

I am satisfied with my payment of work...but there are so much things I should do actually in my own opinion and...I need so much extra time but nobody is paying me actually there is in our contract that there is...ah...couple of hours a week we are paid kind of ...this...well...as I mentioned...all kind of works outside the lessons we are paid for it. But it's so little we are paid that...there is a limit...I have to stop.....I think if I was paid for it that (pupil caring) ...well, if I am paid for one more hour I really would do that...after my normal day actually...I think we have to be little bit union men or women we have to say if you are not paid then we are not working [F4].

Compared to the work, compared to the education, cause we all studied the university. And we have master degree all of us hahaha so sometimes compare to that yes...yes...it's kind of low and also compare to the respect that we get like in a Finnish community, teachers are valued. And I think that many many people think that we are paid a lot a lot more than we actually are. So I think we are kind of middle class and people think that we earn more money than we do. Hahaha [F5].

Lastly, a teacher hoped to have a more cooperative system with other staff members, such as a school social worker, who cannot share information with the students.

I've always said that we have children here at school we teachers, we know these children very well...and when there are social problems um...these school social workers who help the families and kids they are far away and they don't use our information. They are kind of different lonely island now and that's not efficient at all what's happening [F4].

To sum up, the homeroom teachers in both countries hoped to have a better working environment to perform school guidance such as smaller class size, more resources, and more time with the students. Korean teachers were more asked to reduce the burden of their task and responsibility. Whereas, the Finnish teachers hoped to be paid more properly for what they do as a homeroom teacher.

5.5. Influential factors over school guidance in Korea and Finland

This chapter will discuss how schooling is related to society, with regards to the school guidance from homeroom teachers' perceptions. By the analysis of the value, practice, and environmental factors of school guidance, trust and responsibility were pivotal threads running through the interview context. The Finnish teachers perceived that they were amply respected and trusted by the society. Whereas, the Korean teachers felt that they were not respected as much as they were in the past, despite the fact that the Korean teachers seem to be given more responsibility in the name of school guidance when compared to Finland.

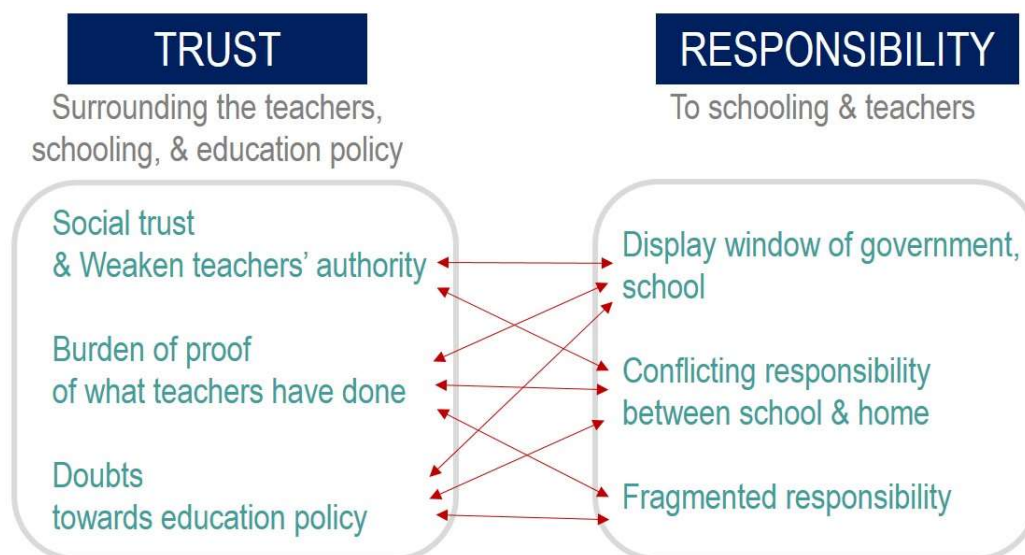


Figure 9. Influential factors & issues surrounding the school guidance

Hence, this chapter examines minutely the trust surrounding the teachers and educational policy, and the form of, and the attitude toward responsibility of the teachers' task. The result of all aspects is not extremely different, in other words, it does not mean that Korea is mistrustful and Finland is a trusting society. It was compared with regards to the hindrance of school guidance of the homeroom teachers in Korea, when compared to Finland. Thus, the below analyses are more likely to apply the relative point of view between Korea and Finland.

5.5.1. Trust surrounding the teachers, schooling, and education policy

With regards to trust, there are three aspects from internal level to external level; trust teacher's gain, what to do due to weakened trust, and trust on educational policy.

a. Social trust and teachers' authority

The Korean teachers thought that one of the reasons why they had lost educational trust from the society was due to the decline of teachers' authority and social image of schooling in front of the media. Firstly, they perceived the decline of their authority due to the parents' attitude, shadow education, and the image of a teacher's job. As the academic attainment of the parents rapidly improved, when compared to the past, they tend to interfere with schooling, such as education contents in the school test

Some of the parents have better academic backgrounds than teachers, so, they sometimes interfere and even questions the examination. In fact, during examination, we got complaints about the test questions. For example, English...parents think they are better, and it may be true [K2].

There are some rich parents... materialism has permeated the whole society, they enjoy material affluence, and then, they try to resolve everything with money. And they treat teachers as a kind of... demanders of education service, and they are the customers. So, sometimes, teachers felt sceptical [K3].

Students can learn from private education or private tutoring, and even people may think that learning from there is better than in school [K5].

It seemed that the teachers in Korean academic authority were threatened by parents' attitude and shadow education. Some teachers in Korea said that if the parents did not trust and respect the teachers and schools, then the students would not respect the teachers. That would make it difficult for the teachers to educate the students.

I think there is an obvious tendency that trust to the school teachers and respects are weakened. Sometimes some parents just denied their children's bad behaviours and they rather asked to the teacher about their children's faults and how I educated the pupils. There are also some parents who interfere too much about education in the school. Like about student's test result, recording students' school life, and receiving prizes [K2].

Some parents here are rich and they just solve their children's problems with money. Then they think they are higher than teachers. In addition, some parents have higher education degrees then I ask us about teaching contents. Or even trust more private education about teaching subject. Whenever these kind of things happen, my colleagues and I sometimes felt sceptical [K3].

Parents' attitude toward school or teacher is really important. Because if they have negative attitude to the teachers then the students may also have same attitude and even can ignore the teacher's discipline. For instance, I had scolded one student about misbehaviour then they told their parents this. If the parents said 'how dare your teacher did like that' to the student. Then the student will never respect and following the teacher's education. Unfortunately, there are some...do that [K5].

In addition, the teachers' status also seemed to be distorted with insecurity of life and employment.

Compare to the past, people prefer to be teachers because it is one of the stable and better job which have longer vacation, longer working period, and a quite good pension as a public officer. So that's why nowadays people thought that teachers do not have the vocation or sense of responsibility, rather the teachers became teachers because of the merits of the job. Of course, it is not applying for all of people and teachers, anyway, it is at least partially true [K2].

I hope the new teachers would not be selfish. Sometimes I could see some teachers are only pursuing their welfare or profit as a teacher, they seem not ready to be a teacher [K3].

Global teacher status index (2013) showed contradictory positions toward the teachers in Korea. The students' respect towards teachers and trust to the teachers' competence were low, while people preferred that their children became teachers. Since people think that the income, pension, and working conditions, such as job security, vacation period, and workload of teaching profession is better than other jobs. It may be related to the 1997 economic crisis in Korea. Since then, preference for the stable job such as a public official or teacher is increasing and the level of students' academic achievement, who enter the teacher training university was higher than before the economic crisis (N.G. Park, 2013b).

Secondly, the Korean teachers thought that social image of schooling from the media tended to focus on the negative side of schooling, and it has inculcated the negative image of schooling into the people.

What I really want to complain is that... well... the mass media... for instance, when school bullying happened or this sort of incidents happen, the press tends to show some extreme parts of it, and often exaggerate and criticize what teachers and schools did... as if, we do not care the situation and students... then it makes people believed that most schools seem to have these problems... thus, people seem not trust schools and teachers. In this respect, I felt uncomfortable and distressed [K5].

Through the aspects, the Korean teachers thought that their authority became weakened and felt frustrated.

By contrast, the Finnish teachers perceived that they were respected and trusted by the society and home. They considered it as a core value of success of their education, and they have a strong authority as a teacher.

They (the parents) respect me and believe. There is really really good cooperation with the families. I haven't had any problems with this class...no...nothing [F5].

Strength of the Finnish school is that the whole society respects a lot. School system and teachers as well[F4].

I think other people value and appreciate it that I am a teacher here. The parents and society here absolutely respect and trust the teachers. They don't doubt about my work [F2].

I feel that I am respected by the others and society as much as needed [F3].

While F1 also mentioned changes of respect and trust towards the teachers and schools. Compared to the past, it seems to weaken as he perceived. Nevertheless, the teacher did not consider the phenomena as a main stream problem, rather, mentioning it as a marginal problem in Finland. The teacher also stressed the trust as an essential value of well-functioning schooling.

Something that school isn't respected as much as it was... like the authority of the school. I think this crosses line there. You should value, and you should trust school does their job... not over protective on this matter... if the parents do not trust the school, then, how can children trust... so it's not a good situation... cross line there it should be like... if you don't have anything productive to do say... because, you create the system where teachers responsible for everything. Then, you have supervision and you have parents like watching in... no trust... if there is no trust then it cannot function properly [F1].

b. Burden of the homeroom teachers

As lack of the trust to schooling engenders redundant paper work, in order, to prove what teachers do. Korean teachers complained burden of administrative work to prove that they fulfil their duty. The teachers thought that this additional work had disturbed their work as what they really needed to do for the students.

To prevent isolation and school bullying, the teachers need to monitor, communicate, and record what they did. The whole process seems to be recorded by themselves, so that, it should be proved that 'I am doing like this'. Teachers are already doing and have done the work, but, if something happened to the students, we should prove that what we have done with documents, not saying. If not, we will be heard and blamed 'see, they didn't do it properly. That's why it happened'. In this respect, I also feel very stressful [K1].

Somehow, I hope people just trust the teachers and schools that we do our best. I think that most teachers are doing their work well. But, if school bullying happens, then, we should have some evidence we did something for the situation [K2].

Continuously asking, what we are doing and we have done. I like school and my students, but, I feel fed up with my work, when I should deal with a lot of tasks and paperwork. Even I hesitated to start some work, due to following paperwork. It is getting hard being a teacher [K5].

Whereas, the Finnish teachers do not have much similar work to Korean teachers have. Nevertheless, they also seemed to have more this work such as, reporting in Wilma than in the past.

We have to, it's kind of bureaucracy thing we have to do. Paper together with parents, and they sign it, has a plan that's one thing we have to do that our school get money, to get this, we can give the support. Our school is getting money from the city of Turku. We have to have this paper work...I don't like paperwork and recording things. I am complaining about it. It's a new thing. I have been doing it one or two years now. Well, this is a special thing. Just now starting. We have all kinds of paper work. We have to, for example, if I want to have a day break, if I am going to holiday for one day I have to do all those applications digitally. I have to take care of those things. There are a lot of things that the secretary used to do it, and now we are doing it [F4].

However, it was not said by the Finnish teachers in the trust context, rather referring increasing administrative work. Since the Korean teachers need to prove that

they do their duty, whereas the Finnish teachers do not need to do this work. They also thought that 'the parents and society believed that they did their best' [F5].

c. Doubts to education policy

The teachers in Korea also doubted the effectiveness of the educational policies. For instance, more safety education in schooling is required by the government after the *Sewol* ferry disaster (sinking of MV *Sewol*) in 2014, when, around 250 students and teachers in their school journey were dead or missing. Some of the teachers [K4] [K5] impeached the policies' motives, that the government tried to cover the bona fide reasons of the ferry disaster through educational issues. In fact, most students and teachers in the ferry had followed the instructions of safety in the ship, ironically, so that, they could not escape from the sinking ship. In addition, the disaster was fundamentally incurred through the avarice of enterprise and government, who pursued profits rather than safety. Nevertheless, the government focused on the lack of safety education rather than that on anti-corruption. In other words, the policy is the peripheral remedy to the social issue, and it blurs out the very core of a significant matter. The teachers perceived that the government's actions were regarded as shifting responsibility to the schools.

Sewol ferry disaster was not caused by the lack of safety education or teachers' instruction. It was due to a social system problem. Nevertheless, as soon as the disaster happened, the first official document issued was the requirement of safety education and prohibition of the school journey. (The government) should grasp the essence of the incident, and the wrong system should be rectified, however, the school did this, and then this happened...as if, the school did not educate properly, and so it happened...whether they want to make the reasons in this way... up to now, so many official documents have been issued in the name of safety education [K4].

Well... If I take an example of safety education after the Sewol ferry disaster... since then, every teacher should take safety education, and we are supposed to take all responsibility on the safety for the student and school events... as if, the ferry disaster happened because that teacher did not take safety education...this kind of atmosphere is ridiculous...somehow preposterous... and then, we have a lot of work for preparing some school event...more complicated. We have been overburdened by it [K5].

In addition, the policies relating to the school guidance tended to be merely perfunctory. Concerning the practice of the policy, the education field does not have sufficient resources, such as time, place, and equipment. For example, even though the teachers perceive the significance of safety education, they cannot fulfil productive education, and are more likely to struggle in quantitative accomplishment. This work resulted in pointless education and hindrance in school guidance, consuming time and energy [K4].

Since the *Sewol* ferry disaster, safety education become more and more significant. According to the policy announced this year (2015), the schools have to conduct more than 51 hours of safety education per year. As I am in charge of school safety education, I felt more directly about the changes. I think it is a good way to emphasise upon the safety, but it doesn't lead to effective safety education. The greater part of education is for reaching the amount of education required. In addition, we gather the entire student body in the school hall, and there is a one-off education, so, the students do not listen intently... they seem to take it as a time-killing education [K2].

Before Sewol disaster, safety education was performed, but after that so many events regarding safety and budget have gone into the schools. However, we don't have enough facilities to do safety education. So...somewhat just passing with useless time [K3].

Even though the policy of school guidance is stressed, in reality, it is difficult to implement due to lack of resources [K5].

Well... it is naturally to ask from the school and expect of the teachers...but we don't have a proper system for the requirement and expectation [K1].

Lastly come the policies of additional point for promotion of the teachers who contribute to the prevention of school bullying. This system, in particular, was for encouraging school guidance of the homeroom teachers, and resolving avoidance of being a homeroom teacher. However, the policy seems to be not efficient for the entire teaching body. It may lead to some teachers becoming interested in the promotion, and even those who want to be a homeroom teacher but could not, since there are teachers who want to promote, and want to be a homeroom teacher. Thus, some teachers thought that this was an ineffective and unfair system. In this respect, how can teachers perform properly, without trust on the school's education policies?

As a homeroom teacher, we can get additional points for promotion, so that, the teachers who want to promote can try and become homeroom teachers. Before, people tended to avoid being a homeroom teacher, due to a great deal of work and responsibility [K2].

I don't know why they (education policymakers) made this (additional point for promotion to the teacher who contribute to the prevention of school guidance). There are some teachers who become homeroom teachers for promotion; however, most teachers become homeroom teachers because somebody has to do the job. Thus, I think that the additional point for the promotion does not make an effect on becoming homeroom teachers. Maybe, in this way, they thought (policymakers) that avoidance of being a homeroom teacher would be resolved... or... maybe somebody needs some additional points this way. That's why it might have been made. Anyway, I think it is not invalid at the schools [K4].

In Finnish teachers' responses, apart from some issues relating resources such as 'reduction of education budget' [F1] [F2] [F4] [F5] and 'tight curriculum system' [F3], there was not mention of their education policy and system as hindrance factors of school guidance and their task. Apparently there were less doubts about their educational system or policies compared to Korea.

...school psychologist, school nurses, special education teachers... I think we have very good system in our school. So I feel in our school have enough resources for this [F3].

I think most of the schools I think all the schools have really good system for pupil welfare...school guidance...[F4].

5.5.2. Responsibility over schooling and teachers

In terms of responsibility, there are three aspects from the perspectives of homeroom teachers; responsibility school guidance, the teachers' portion of responsibility of school guidance, and attitude toward responsibility.

a. *School, display window of the government*

Korean homeroom teachers perceived the significance of the school guidance is to be first priority of their task, and also the grounds for significance were related to social issues, such as vulnerable home backgrounds, cut-throat competition, and the loss of humanity and morality. They thought that school guidance could play a pivotal role in solving the students' problems which was derived from such social issues. However, at the same time, they seem to be requiring a number of tasks by government and society more than what actually they should do as a teacher. In addition, this requirement of subservient task to the schooling for the students seemed to hinder their task, teaching subject and school guidance.

Teacher is not a like all-around person, and why do they all kind of education put into the school?... sometimes I don't understand. Whatever...in the name of education...we need to do various sort of education. Let's say... safety education, character education, typhoon education, environment education, fire education, blah, blah, blah education...and so on [K4].

In this respect, the teachers perceived that society tends to attribute the social issues to the school. In other words, the government wants to solve the social issues through schooling, which has responsibilities about education and socialization for the creation of a better society. However, it is noteworthy that the society or government's requirement is reasonable and effective for schooling and solving the problem. For instance, related to the doubt towards education policies, and all the Korean teachers interviewed said that many policies were implemented just to show that the bureaucrats are doing something, like 'demonstrative administration' [K4]. They were asked why they did not think about their quota or share of schooling.

Likewise, people treat the schooling as if it holds keys, in order to solve all kinds of social problems, or the 'education gospel' (Grubb & Lazerson, 2004; Chun, 2011). While such excessive expectation consequentially results in failure, the

educators shoulder the responsibility for it in the name of 'absence or lack of education'. This phenomenon is named 'educationalization'. For instance, problems which cannot be solved through schooling and are not directly related to education become the problem of schooling or education, and in other words, the government shift their onus to institutions. 'Tough and perhaps unpopular economic and political action can be displaced by delegating responsibility (and blame) to educational institutions and programs that stand little chance of success but create the impression of a government taking action' (Bridges, 2008, p.462).

The 'educationalization' tendency was captured in the Korean teachers' perceptions of school guidance and their tasks.

I don't expect the betterment of working conditions...we were required to do teaching subjects, school guidance...and even after finishing school, we need to care about problems between friends or at home...In addition, welfare programme which government should take ...has been given to us. Already we are tired due to a lot of requirements but whenever something happens, certainly the school needs to do something for that [K5].

If something happened related to the student or even just general social problems... society and government asked responsibility to the teachers and highlight school guidance. It is what the teachers are talking a lot that we have been required a lot about responsibility of social problems [K2].

This tendency causes not only an increase in teachers' workload, but also is highly linked with the teachers' trust towards education policy and social trust towards schooling.

On the other hand, the Finnish teachers did not perceive that responsibility for the social problems was concentrated on the schooling. Instead, all respondents felt that the entire society shared the responsibility of the social issues.

After the school shooting... there are discussions, and after that, they are talking about it. It's the society's responsibility to better care for students who have mental issues... which this student had... so, the blame was not on schools... but society was like ok, we should look at the mirror... how can we help schools... I think [F4].

I think that the school can get sympathy and empathy ...you know, like ok, you have this difficult situation... really hard to control and you have to provide, and you don't have the methods to work with this, so...it's like that. So, society is playing a role in this [F1].

I don't think that society demands more of me than what I am delivering [F3].

As they perceived social requirement was reasonable level, and they were mostly satisfied with the present schooling system.

b. Conflicting responsibility

There is another common issue between Korea and Finland, in terms of who has more responsibility for the school guidance. As an extension of the shifting onus from society to schooling, Korean teachers confused as to what extent they should consider school guidance area as their task, in particular, with regards to the role and their share between home and the school.

If the parents are not cooperative about the school guidance...educate their children properly then there can be limitations for doing something for the students [K3].

Actually, the basic characteristic education of students should be done at home, but nowadays society and home tend to ask to the school. People easily say that school doesn't care much, teachers don't care the students if something happened. Without caring the student by home then anything can change, education for the student can't do well [K1].

I don't know how much I should do as a homeroom teacher, to what extent should I care about students' issues. If home just neglect their children, then what can I do for that? [K2].

Sometime I am confused who I am...teacher? Social worker? Frankly speaking, if students have problems, then normally it is related to home issues. So home need to care more [K4].

We really need cooperation from the home. But people seem to only think about what schools and teachers are doing [K5].

Korean teachers perceived that the schools were required to do a great deal of tasks by the society, home, and the government. 'If the social issues were taken, then the school immediately received some education guidelines and policies related

to the issues, such as character education, safety education, welfare service for the students from vulnerable families' [K2] [K4] [K5]. Nonetheless, they conceded that 'the school was where the students stayed most of the time, so, various education can be performed in practice' [K1] [K5].

In reality, school is where students spend most time, and considering the Korean education system, school seems only possible place where we can educate all kind of education to the students. Since, there are not many kinds of perfect home and families...single-parent family, grandparent raising grandchild, and like vulnerable families... I don't mean that the children are unhappy, but they are more likely to have insufficient supports from home. So, school may need to fill and cover the lack from the home. I try to understand societal requirement to the teacher in this respect [K5].

As you know, if schools and teachers also don't care the students, then they will be really neglected and isolated from everywhere. So, I somehow admit that school and teacher need to do more for this [K1].

Even though the homeroom teachers embraced various tasks, they felt it was unfair that the 'public should frequently shift the responsibility onto schooling and teachers without the equipment of proper system and consideration of reality' [K1] [K2] [K4] [K5]. For instance, 'character education (*Insung kyouk*) of the students should have started from home, but now schools are asked to deal with the education' [K4] [K5]. They stressed on the fact that normally when students had problems, they were mostly related to home issues. However, when school bullying happened, 'a homeroom teacher, who has the primary responsibility have to deal with the problems and paperwork, in order to prove the things, they do to prevent and solve the problems' [K1].

In fact, to grow good-natured children should start from home. However, recently, society and home ask for the school to do a character education for the students [K4].

If school bullying happens, people think that the school did not manage the students well, and parents think that the teachers are not careful of the students [K2].

Whenever school bullying happened, the students' misbehaviours are normally related to home issues. Nonetheless, people seem to want the school to do something for this [K5].

Despite the teachers' inner conflicts about the task, they try to understand themselves that school was the only place, where can care the students and solve the problems in the Korean social system as mentioned above. Thus, they felt overwhelmed by the requirements of the society and home, and, at the same time, they hold a higher moral responsibility.

Some Finnish teachers also mentioned that there is a recent discussion in terms of the role of schooling and home for the students.

That's always discussed... what should homes do, what should schools do I think home should really take care their kids... they have more than fifty percent, and the rest, of course, we can help...if there is loneliness, then this is the good place to have friends and social contacts, of course, we can help them to be better... that's sure...[F4].

Well, sometimes. Yes. Nowadays, there has been this discussion about what kind of things should be taught at home and what is the school's responsibility [F5].

Although there are such discussions, Finnish teachers thought that their responsibility was fairly shared with the society and home. In addition, they have a clearer line for their task when compared to Korea.

c. Fragmented responsibility

Systematically, the Korean homeroom teachers have more responsibility in their work. Whenever school events are organized, or school incidents happen, homeroom teachers are central to dealing with the problems. For instance, when school bullying happens, the homeroom teachers shoulder the responsibility for it and deal with the administrative process and paperwork. This tendency causes tiredness of workload and psychological burdens. Hence, the teachers may feel it difficult to be homeroom teachers.

Basically, the primary responsibility to the class students is on the homeroom teachers, for instance, academic achievement, attitude, motivation...of course...school guidance... [K4].

In fact, society should share the responsibility, but rather they push the teachers spontaneously, to do something for the students [K1].

Actually school bullying cannot assess whether the teachers do well or not...and nobody can predict what will happen in the class...sometimes, I cannot afford to do something to prevent school bullying, because, how can I observe and care for the students all the time? But, if school bullying happens, firstly, all eyes are on the homeroom teacher. That would be one of the reasons why people do not want to be a homeroom teacher [K2].

In addition, school reputation is important to the local community, so, the 'managers of the schools are self-conscious about the people outside' [K2] [K4]. Thus, when problems such as school bullying happens at the school, the school and the teachers feel a substantial amount of pressure and burden, on not only dealing with the problem, but also while avoiding the blame.

Furthermore, there is a cultural aspect in the Korean schools that shift responsibility on the individuals. For instance, the homeroom teachers could be criticized, with regard to the class students' attitude. There is an implicit atmosphere where the teachers believe that the class students' attitude and problems relate to the teachers' competency [K2] [K4] [K5]. Some of the teachers felt uncomfortable by the judgments.

How the homeroom teachers can change the students perfectly? They may have home issues and various individual dispositions. However, sometimes when school bullying and class incidents happen, there is an inclination to treat the homeroom teacher as an incompetent person [K5].

Impliedly, people might think that homeroom teacher was not strict, did not give proper education and guidance. This kind of public gaze is annoying [K2].

Frankly, I also sometimes lay the misbehaviour of the students or the class attitude during the lesson at the homeroom teachers' door [K4].

On the other hand, as mentioned above, the Finnish teachers perceived that society and home generally shared the responsibility with the schools. Concerning the pupil welfare, Finland has a systematic cooperation system, multi-professional system (Cuconato et al., 2015), which all Finnish teachers interviewed were satisfied with. There was no similar atmosphere and organizational culture shifting the responsibility

to the individuals. It seemed to relate to the general trust towards schooling from the society's point of view. As they believed that they are respected, so, the teachers also thought that they could do their best.

They are mostly asking why anyone didn't notice anything beforehand. But I don't see that they would accuse the school specially or teachers [F3].

On the other hand, as the onus on the schooling is increasing, the expectation of it becomes also naturally higher. It is prone to be difficult to reach this expectation, and then, the failure of schooling and loss of respect and trust towards it and teachers can be seen. Unreasonable requirements, in a sense of 'educationalization', can blur the real function of schooling and hinder the teachers' essential task. That is to say, invalid responsibility towards schooling can lead to less effective and efficient work, and inappropriate criticism, where, in the end, the problems cannot be solved. Ironically, battered trust towards schooling require the schools and teachers to prove what they are doing by the documents. Therefore, teachers should do extra paperwork and administrative work, in order to prove that they are doing their best, which may disturb their core work. In this respect, the responsibility and trust surrounding the school guidance of the homeroom teachers are essential for effective and productive schooling.

6. Discussions and Conclusions

In the preceding chapter, the analysis and results of the data have been presented. Chapter 6 consists of discussions of the findings, implications for practice, recommendations for further research, and conclusions. The purpose of the following sections is to expand upon the concepts that were studied, in an effort to provide further understanding of the practice of the school guidance of the homeroom teachers, their possible influences on it, and schooling in Korea and Finland. In addition, some suggestions for further research, aiming to understand comparative education study between Korea and Finland, as well as trust and responsibility (influential factors) over the school guidance of homeroom teacher and schooling are indicated. Finally, a synthesizing statement is offered to capture the substance and the scope of what has been attempted in the course of this research. The gist and the scope of what was attempted in this study will be stated, by synthesizing the results and the discussions.

6.1. Discussions of the findings

Previous researchers (E.J.Yoon, 2013; Sung, 2009; Y.M.Lee, 2010) examined the key to Finnish educational success, in particular, comparing the ethos of competitive education and the decline of schooling in Korea. The goal of my study was to understand schooling and educational issues in Korea and Finland, focusing on school guidance of the homeroom teacher. Furthermore, starting from the microscopic investigation, embracing macroscopic analysis was attempted. In this respect, the first to the third research questions were intended for investigating the descriptive factors, such as the practice of school guidance of the homeroom teacher; while the fourth question aimed at searching for further meanings about schooling and society, through their overall context with regards to the school guidance of the homeroom teacher. The implications of the findings of the four research questions are also discussed from historical, socio-cultural, and educational backgrounds, duly examined in chapter 4.

- a. Research Question One: Role (Identity) of homeroom teachers and significance of school guidance perceived by the teachers

How do the homeroom teachers in lower secondary school in Korea and Finland perceive their role and the meaning of school guidance?

There are some differences in the teachers' perceptions about the role of the homeroom teacher between Korea and Finland. Simplifying them in the entire context, the primary task of the homeroom teachers in Korea was school guidance, rather than teaching the subject. Whereas, the Finnish teachers perceived that school guidance was significant, yet, their main task was to teach the subjects, and, they spent most of their time on this. Likewise, the starting line of comparing school guidance of the homeroom teacher between Korea and Finland is different. It was important to figure out how the teachers perceived their role and significance of the school guidance, in order to understand the schooling features over school guidance of the homeroom teacher.

The definition of school guidance by the homeroom teachers in Korea and Finland were similar in the broad sense of caring for pupils. Generally, the homeroom teachers in both countries perceived school guidance to be significant. However, the aspects of significance of school guidance perceived by the homeroom teachers were clearly different between Korea and Finland. In particular, the school guidance in Korea tended to more focused on the discipline aspect, while the Finnish teachers were concerned about school guidance from the aspects of study or career guide.

The homeroom teachers in Korea considered school guidance to be overriding tasks, and they generally sought rewards for their relationships with the students. In this context, the teachers were prone to feel higher job satisfaction by performing school guidance as a homeroom teacher, although there were more tasks required to them. It has been linked to main role of the teachers. Thus, Korean teachers are expected to bring up children like parents, rather than merely teaching them. In addition, the teachers in Korea also tend to believe that they could be worthwhile as a homeroom teacher who can build close relationships with the pupils (H.Y.Lee., et al., 2001). These features can stem from not only similar societal issues in Finland, such as undermining parenthood and increasing vulnerable families, but also educational phenomena in Korea, with regards to the prevalence of shadow education and cut-

throat competition, due to elitism (J.H.Seo, 2012). The Korean parents even tend to rely on shadow education for academic learning, rather than schooling (Kang, 2009).

On the other hand, the Finnish teachers seemed to perform as a bridge between school, home, and students. They did not prioritize school guidance, but rather, focused on teaching the subject. In addition, they did not show higher job satisfaction as a homeroom teacher than as a subject teacher. They rather valued more professionalism for teaching a subject. The Finnish teachers in the lower secondary schools seemed to value self-actualization as a subject teacher. This result is in line with the findings from the previous study, with regards to the Finnish school teachers' life, in order to examine the success of education in Finland (E.J.Yoon, 2013). The author noted that the most interesting fact of the success of Finnish education might be because of the fulfilment of moral missions of Finnish teachers as Sahlberg (2011) also pointed, rather than the good working conditions or social respect. On the other hand, the Korean teachers seemed to look for their identity and satisfaction from their relation with the students, by performing school guidance.

Previous studies indicated that the quality of teachers in Finland can be related to higher teacher education, cultivation of research-based teacher, and good working environment (B.C.Kim, 2012; 2013; Lee, Kim &Kim, 2012; Na, Kim, Kim, 2010). It seems to be oversimplified and one can overlook the different perceptions, in terms of the teacher's role between the two countries. In particular, in Korea, research-based teacher education seemed to be difficult to work like in Finland. Since the demands, expectation, and priority of the teachers' roles in Korea are not same as in Finland, it stresses upon school guidance, rather than the teaching subject. Preceding the comparisons, in terms of the teachers between the countries, it is necessary to consider the related backgrounds and the differences in how the teachers perceived their identity, and what tasks are demanded of them.

b. Research Question Two: Relations between the practice of school guidance, educational system, and challenges

How do the homeroom teachers perceive the practice of school guidance?

The findings of research question two showed details of school guidance performed by the homeroom teachers, and the surrounding matters about the challenges and supportive factors of school guidance. As the result from the first question showed some differences in the teachers' perception with regards to their role and significance of school guidance, its practice with regards to the homeroom teachers was different. Most teachers practiced as they perceived the value and functions of school guidance. Sociocultural backgrounds and educational issues are linked to the teachers' identity and task, and the practice of school guidance, for instance, competence, supportive factors, and challenges, is also closely interwoven with them.

There are several noticeable facts, which are as follows:

First, the Korean homeroom teachers have more time to spend with the students than the Finnish teachers. It seems to be the natural consequences, after understanding the amount of school guidance is emphasized upon. As Korea stresses on the factor of school guidance, the teachers also regard it as the most significant task of schooling. In addition, subject class-based education system in Finland can have an effect on the frequency of meeting the students. In this vein, the reason why the Finnish students felt that their teachers did not care more (Äärelä et al., 2015; THL, 2015) may be related to the educational system, which ensue the difficulties of communicating with the students. This tendency may also entail low satisfaction about the students' school life in Finland (OECD, 2013). The Korean teachers also seem to interfere more actively in the pupils' circumstance; while Finnish teachers tend to help when the students ask, or visibly need help.

Second, the Korean school punishments is in accordance with obeying the school rules, which are various, detail, and strict, when compared to Finland. Each school in Korea has their own school regulations and punishments, accompanying physical labour. On the other hand, Finland only has continuous detention and communication with the principal. In light of the fact that many teachers responded

that school was a microcosm of society, the finding reflects how the society edify people according to the social order.

Third, the homeroom teachers in Korea are central in the responsibility for caring pupils, while in Finland, caring pupils of homeroom teacher can share tasks and responsibility with others. However, there is a drawback to the multi-professional system, such as lack of human resources and communication for amicable cooperation, which the previous studies also cautioned to be the issues (Ahtola & Niemi, 2013; Cuconato et al., 2015). In addition, in this system, some of the pupils can be in a blind spot from caring in the school. Whereas, in Korea, with the heavy responsibility of the school guidance centre on the homeroom teachers, they feel the burden of their tasks as a homeroom teacher (Park, 2011). Instead, the Korean students can feel a better sense of belonging and stability in their school life.

Fourth, the teachers in both countries perceived that the characteristic features can be their strengths and difficulties while performing school guidance. Sociable personality (student-friendly), and having the passion and calling as a teacher can influence on their performance of school guidance. One very noticeable fact from the Korean teachers' perception was in terms of marital status and parenting experience. In particular, the female teachers answered that these factors considerably influence on their education as a teacher. Marital status can cause reduction of the concerns and time to the students, since they are more concerned about home and childrearing, compared to non-marriage status. These difficulties are related to the inadequate child care welfare policy. At the same time, in Korea, the society looks to the teachers and the teachers perceive themselves as performing parents' work. In this respect, the questions regarding parenting experience and marriage status were treated significantly by female teachers in Korea, in order to understand and care for the pupils. Fifth, improvement of the competence of the school guidance of teacher, experiences, and lessons from other colleagues were main methods. In Korea, in-service programmes are well-established, compared to Finland, and also are required by school and society, which also influence the assessment and promotion score. Although Finland has been known to have a high quality research-based teacher education balancing on theory and practice (B.C.Kim, 2012; 2013; Lee, Kim & Kim, 2012; Na, Kim & Kim, 2010), the matters of school guidance and pupil caring are insufficiently taught and practiced in pre-service training, and in-service programmes were also not organized enough (Koskela, 2013).

Sixth, the challenges of school guidance perceived by the teachers were common with regards to working environments, such as lack of time, due to tight curriculum and insufficient resources. All the teachers felt that schools have become hectic compared to the past. What the school should deal with is increasing. The parents would ask for greater accountability of students' development of the teachers, and the government put more tasks to the curriculum and teachers, when compared to the past. Nevertheless, the degree of seriousness of this between Korea and Finland is different, where the Korean teachers felt more pressure from the demands than Finland. In particular, the parents in Korea interfered with the schooling in the position of the consumers, which made the teachers feel discouraged. Compared to Korea, Finland seemed to have the ethos where teachers' work was still not deteriorating as the previous research, based on the teachers' interview during 1999 to 2000, presented (Simola, 2015). Meanwhile, in Finland, working conditions, such as paying for homeroom teachers, was not enough, and that could be another challenge. The Finnish teachers referred that the wage paid against what the homeroom teachers do was considerably low, and some were willing to do more work if they were paid more. Global teacher status index (2013) also indicated that the starting wage for teachers in Finland is lower than what people thought, and the teachers also desired to obtain performance-related pay.

Seventh, the most interesting finding was the practice of school guidance about satisfaction to become a homeroom teacher. Although the Korean homeroom teachers were devoted more to school guidance than the Finnish teachers, they reflected that they should have done more for pupil caring. However, Finnish teachers generally showed confidence that they do their best and they performed quite well. This result seemed to be related to how the society and parents trust the teachers and schooling. The Finnish parents and society have trusted that the teachers know what is best for the pupils (Sahlber, 2011).

The whole picture of the teachers' commitment to the school guidance and trust to its environment can briefly be drawn by employing the typology of pupil welfare work of Koskela (2013), as mentioned in the literature review. The all-Korean teachers could be categorized into 'backlogging pupil welfare work', which indicates high commitment and low trust. The teacher, K3, gave the positive opinions concerning the current school guidance system, and the teacher, K5, also showed advocative comments towards the role of the school social worker. Nevertheless, all the teachers

generally complained, about the lack of sources, formalism, and excessive demands on the inefficient system surrounding the school guidance.

Meanwhile, the Finnish teachers, F1, F2, F4, and F5, more or less showed 'participatory pupil welfare work', indicating high commitments towards the school guidance work and higher degree of trust to the environmental support regarding school guidance. However, F3 showed low commitment towards school guidance, rather, she perceived herself to be the bridge and hope required to keep distance with the student, home, and other workers for school guidance. Correspondingly, the teacher's attitude seemed to be similar to the features of traditional Finnish teacher, as Simola (2015) mentioned. The research pointed that the Finnish teachers less emphasized upon the close relation with the pupils, and the parents compared them to the other Nordic countries. However, in this study, the four teachers, apart from F3, strongly agreed that they needed to build close relations with the pupils and make efforts on communicating with the parents.

With regards to the environment of school guidance, although the Finnish teachers spoke about the insufficient resources of school guidance, such as psychologist and time, but, generally, they showed satisfaction about their system, and they thought that they could cooperate well with the school nurse, the psychologist, and the special education teachers. However, it should be born in mind that the Finnish teachers also faced difficulties in order to communicate with the school social workers [F4] and Wilma system [F1] [F4].

- c. Research Question Three: Social requirements towards the improvement of education policy for school guidance

How do the homeroom teachers perceive environmental factors toward school guidance?

As evidenced by the review of the socio-cultural backgrounds of the two countries with relation to educational issues, this study also identified that social changes have some relevance to the significance of school guidance, the role of the teachers, and the function of schooling. The family structure, from extended to nuclear

family, is an unavoidable phenomenon, stemming from the socioeconomic and cultural transformation, in the wake of rapid industrialization and urbanization in both countries. Furthermore, an increasing number of vulnerable families with problems related to childcare also highlights upon school guidance and caring for students at schools instead of home (Seo, 2012; Simola, 2015). With regards to educational issues, school guidance is expected to contribute towards preventing school bullying and encourage the students' motivation towards schooling.

However, the findings from the first question about the significance of school guidance showed that the Korean teachers concerned school guidance as a remedy for loss of humanity, deepen selfishness, and cut-throat competition, due to rampant capitalism, materialism, and elitism. Hence, the Korean teachers believed that the sense of community and consideration could be built through school guidance. It was more focused on the social justice aspects, by attempting to overcome some social problems. On the other hand, the Finnish teachers perceived the function of school guidance from the aspect of students' satisfaction or their quality of life in the schooling, since they felt that the significance of school guidance had grown in significance, as awareness of human rights and concerns of well-being are heightened.

The social changes not only require greater school guidance, but also caused its barriers. The phenomenon relating to the issues are common, and are perceived by the homeroom teachers in both countries.

First of all, education policy changes in the name of efficacy causes a lack of resources and increases the task per teacher. It interlocks with the state of the nation's economy, and, by extension, with a global stream of market-oriented ideology. The teachers in both countries complained of hectic school life, compared to the past, due to an increase in their task and higher degree of accountability, with regards to teaching and caring for the pupils. It seemed similar to something 10 years ago, and became more serious as the previous research also indicated the same (Choi, 2013; Park, 2011; Pasi, 2011; Simola, 2015). Nevertheless, Finland seemed to be less serious and stressed about the issues, when compared to the Koreans in this study.

Considering the social changes and difficulties of school guidance, the teachers suggested several ideas, in order to improve its practice. The homeroom teachers in both countries demanded improvements in the working environments, such as resources, time for pupil caring, class size, and the reduction of paperwork. In Korea, the teachers also hoped that the government would implement practical

education policies after considering the reality of schooling. Meanwhile, the Finnish teacher voiced concern over the tightness of the education budget, and requested for a pay raise for their work as homeroom teachers.

With regards to the larger picture of school guidance and its meaning, practice, and environmental factors of school guidance, the relations among those are closely linked. The teachers in both countries performed school guidance, because they valued it. The noticeable fact is that the social requirements in Korea influences the school guidance of the homeroom teachers significantly, when compared to the perception of the Finnish teachers. It can mirror the fact that the authority and autonomy of schooling and teachers in Finland was respected by people outside, which differs from Korea, where it is under stronger social influence and government authority.

- d. Research Question Four: Issues regarding trust and responsibility over the school guidance of homeroom teachers and schooling

What are the influential factors over school guidance of the homeroom teachers?

The findings from the perception of homeroom teachers with regards to school guidance reveal significant factors of performing the teachers' tasks and schooling. Trust and responsibility surrounding the schooling act are present both within and without the schools. The Finnish teachers generally perceived that they are trusted and respected by the society; however, they also felt less trusted and believed that more responsibility had been required from them by the society when compared to the past. The Finnish teachers seemed to be in transition of the changes, when compared to Korea in this aspect.

A good deal of the previous researches pointed at trust as a key to educational success and competitiveness (Aho, Pikanen & Sahlberg, 2006; B.C.Kim, 2012; Y.M. Lee, 2010; OECD, 2011; Sahlberg, 2011; Shin, 2011; Simola, 2005; Sung, 2009; Yoon, 2013). The findings from this study was that some Finnish teachers perceived that trust came from the high quality of their professionalism [F1], [F5], whereas there was

no clear answer as to why they have been trusted by the society, because they seemed to have taken it for granted. Thus, it cannot be special trust only for schools, but rather, general trust over the entire society. On the other hand, the Korean teacher showed a very different perception about the issues. They felt that trust and respect were obviously weakened, which caused some issues about the rights of the teachers and the performance of their role. The trust issue is ultimately linked to the crisis of schooling in Korea. A previous study of the crisis of schooling indicated that Korea was in the second position, based on the bureaucratic and market-driven education with fierce competition and mistrust over schooling (Hargreaves & Shirley, 2009; Sim, 2013).

Secondly, with regards to responsibility, the Finnish teachers felt more responsible for pupil caring when compared to the past, and were concerned whether the responsibility of pupil caring lies between home and school [F4], [F5]. Most Finnish teachers also wanted to have a clear line for pupil caring between the home and school. The Korean teachers seemed to be under more pressure of responsibility, as a homeroom teacher who had accountability for pupil caring, not only from the academic aspect, but also from the socio-emotional and moral aspect. Another problem in Korea was that the teachers could not share their responsibility with others due to the educational system and cultural ethos, and the individualism in teachers and school culture (H.Y.Lee., et al., 2001; S.Y. Park, 2011). In other words, this was a more homeroom teacher-centred system. On the other hand, the Finnish teachers perceived that they had well-organized multi-professional system for pupil welfare, so, the homeroom teachers could share their responsibility for pupil caring with others.

Most importantly, Korean teachers perceived their task about school guidance to be able to solve a social problem, and be shifted by the government which should take responsibility. In this context, the schools in Korea functioned as an apparatus displaying government intentions, which was not shown in the Finnish teachers' perceptions. This is similar to the result of the study about the changes in schooling by the perception of the teacher (Choi, 2013). As neoliberalism is at the centre of changes of schooling in the last 20 years, marketization and standardization of education are also present. As the schools function as an ideological state apparatus, the professionalism of the teacher is threatened, and interference of the parents have become severe, while the authority of the teacher is falling and the teachers discourage the will to care for pupils (Choi, 2013; E.G.Kim, 2014).

To sum up, this study showed how the increasing responsibility of the teachers and deepened distrust could militate the teachers' performance and cause the crisis of schooling when comparing the two countries. Distrust toward schooling in Korea is closely linked to social issues, while the study could not clearly reveal where high trust toward schooling in Finland stems from, and how it had been maintained. The increasing responsibility of the schools and the teacher, in particular, the responsibility of pupil caring, between home and the school is controversial in both countries.

6.2. Implications for practice

Firstly, the function of schooling and the role of the teacher should be made clearer among the teachers. Generally, the Korean teachers showed a general consensus about the role of homeroom teacher and the function of schooling; however, Finnish teachers were different; one only focused on the teaching and provided the least amount of work as a homeroom teacher, while others were more caring towards the pupils, and were like a parent-like figure, similar to how the Korean teachers perceived their role.

Secondly, all teachers in the both the countries perceived the significance of the school guidance, where they faced educational environment problems. Thus, the government needs to reconsider the tight curriculum and human resources for pupil caring, such as employing a school psychologist. In particular, Finland needs to rethink about the pros and cons of the subject-based class system, with regards to spending time between homeroom teachers and pupils, and having a sense of belonging, allowing for the Korean system, in which, the student can have more time with the teachers. In addition, increasing pay for the homeroom teachers' task is also needed to be considered. Since the Finnish teachers answered that the pay is not nearly enough, and they are willing to work more if they are paid more; while, in Korea, reduction of class size and the distribution task of the homeroom teacher with a non-homeroom teacher or other staffs are demanded. As Finnish teachers were satisfied with their multi-professional system for pupil welfare, Korea also needs to establish professional and systematic support for school guidance.

Lastly, both countries faced changes in their roles, and difficulties of their tasks, according to the changes in the society and their requirement. It seemed urgent to

deal with the issues concerning fragmented responsibility on individuals and distrust over schooling in Korea. In particular, education policy should be implemented with a valid reason and appropriate working condition. Finland seemed to maintain a high degree of trust to the schooling and sharing the responsibility with the whole society, based on the well-functioned social safety net of the welfare system, and the trust in cultural ethos. Nevertheless, Finland also should draw attention to the issues, because the teachers also perceived the changes in it, similar to Korea. In addition, some Finnish teachers stressed that when the government reduced the education budget, it needed to view the educational investment from a long-term perspective, instead of chasing economic efficiency.

6.3. Limitations

There are several limitations of this study with regards to data collection and analysis. The study has the following limitations:

- 1) The main role of the homeroom teacher, as perceived by them, was different between the two countries. To put it more precisely, all the teachers considered that the tasks they had were mainly teaching their subject and caring for pupils; however, the priority of the tasks and degree of significance to the school guidance were significantly different. Thus, it was a limitation to compare the system and practice of school guidance between the two countries.
- 2) There are challenges with regards to language, where, since the researcher is a Korean, so, it was impossible to examine the literature written in Finnish. Thus, the study could not embrace them, and rather relied on literatures written in Korean and English, and the amount of information in terms of Korea is more than Finland. In addition, interviewing Finnish teachers was performed in English, while Korean teachers use the Korean language. Hence, there were perhaps some language barriers to understand the contexts.
- 3) Many variables out of control of the researcher could have impacted upon the interviewees' answers. These variables may include gender, age, period of teacher hood, teaching subject, and personality. These can also be considered when the researcher organized the interview participants; however, there was a

big difficulty in accessing and finding proper interviewees in both countries, and so, the samples were more likely to be purposive and convenient.

- 4) In spite of the fact that this study attempts to compare the education of both countries in more comprehensive ways, there is lack of interpretation with regards to the education of the countries, from social, cultural, political, and economic context. This is required to conduct extra research for investigating the education from various contexts, and requires multi-disciplinary literature review.
- 5) This study paid attention to the perspectives of the teachers, excluding other agents who were related to school guidance, such as students, parents, principals, and psychologist. Thus, the result of this study might be teacher-centric, and would reflect the entire aspects of school guidance.

This study tried to describe with as much details as possible, in terms of data, to overcome the issues concerning data, such as variables, the process of the interview, and use of language. Other issues of analysis, such as multi-disciplinary and cooperative research, and other perspectives of school guidance, were also suggested for further research.

6.4. Recommendations for Further research

The aims of this study were to investigate the school guidance of homeroom teachers, relation schooling, and society surrounding school guidance. Data was collected to test the four research questions which were relating to the goals.

First of all, this study only focuses on the homeroom teachers' perception of school guidance. There are other agents in schooling, like the pupils, parents, school managers, school psychologist, social workers, and the government. Thus, the findings from this study can be biased from merely the teachers' perspectives. In order to comprehend the issues regarding school guidance of teachers and schooling, and to examine the relation between schooling and society, multilateral and more objective studies will be needed. For example, this study could not cover several questions from the analysis, like, for example, why do the parents show less trust and ask for more responsibility from the school when compared to the past? How do the students think about school guidance of the homeroom teachers? Or, in what context the policy-

makers have emphasized upon school guidance? How do other agents perceive the educational trust and responsibility of the teachers?

Secondly, further study needs to consider the generation gap and gender differences. As both countries experienced rapid economic development and global changes influencing people around the world, the school environments also have changed rapidly. Thus, there are several differences among the teachers, by age and teaching period, with regards to their perception of the teachers' role, the function of schooling, and the difficulties of school guidance. In addition, the teachers, by gender, can differently face difficulties. For instance, in Korea, female teachers express distress in terms of marriage life and parenting experience, which influence their work life. It was also related to the social welfare system, and social expectations of the teachers, relating to their identity.

Thirdly, this study attempted to understand the education issues from a historical and socio-cultural context, and also the education system in Korea and Finland. Unfortunately, the understanding was too shallow to seek for clear relations among the various factors from the backgrounds. The factors from reviewing the literature did not dovetail well with the findings from the data. Thus, future research can aim at scrutinizing the relations among the backgrounds and educational issues. It would be better to focus on the several main factors of the backgrounds, relating to school guidance directly.

Fourthly, through the examination of the teachers' perception regarding school guidance, trust and responsibility-related issues surrounding schooling were captured. However, the reasons of the issues were not precise and evident. In particular, the role of the teachers and the function of schooling were somehow confused among the teachers. Also, the causes of trust issues in Korea could be inferred through the teachers' interview and backgrounds; while, how trust in Finland can maintain itself was vague, from only the teachers' perceptions. If further research can search out the factors responsible for the formation and maintenance of educational trust in Finland, it would show some significant implications for the society, which faces prevalence of distrust, and are in crisis of schooling.

Fifthly, the teachers in both the countries complained about the attitude of the media when it came to schooling, where they tended to exaggerate about the school incidences. It can aggravate people's trust towards schooling. Thus, it is necessary to examine how the media described schooling and reproduce discourses about

schooling in Korea and Finland. By doing so, the process of production of distrust can be revealed.

6.5. Conclusions

This study attempted to analyse the data obtained through a microscopic approach, and extended the matters to the macroscopic aspect. As a result, the Korean and Finnish homeroom teachers showed a different attitude to the school guidance. Even though the fundamental concept of school guidance of homeroom teachers were similar in the two countries, how they perceived their role, performance, and educational environmental issues showed the differences between the two. In particular, the social attitude toward schooling was different, when perceived by the homeroom teachers in Korea and Finland.

The findings of this study extend the comparative education study between Korea and Finland, in particular, focusing on the practice of public education at the level of lower secondary school. This investigation revealed the perception of homeroom teachers in Korea and Finland, in terms of meanings, significance, practice, and environmental factors of the school guidance. In addition, the influential factors related to six layers (mission, identity, belief, competencies, behaviours, and environment), in terms of the school guidance, and the relation among schooling, government, and society could be further explored.

The teachers in both the countries assumed some similarities when they mentioned that the role of the teacher was not only to teach the subject, but also to care about the entire aspect of students' development in school life. In addition, they accepted the fact that school guidance became more significant. However, the Korean teachers perceived that the school guidance had top priority for schooling, while teaching subject became the main task for the Finnish teachers.

As the overall conditions and environments surrounding school guidance of the homeroom teachers were examined, those from both countries have some pros and cons in their social context, rather than the thought that one was better than the other. In Korea, homeroom teachers have more accountability of the school guidance, and they actively performed about issues of pupil care, as the school guidance

highlighted. Hence, the system and curriculum also were more supportive for school guidance when compared to Finland. In addition, the in-service programme for the teachers about school guidance also seems to be better-organized and with more variety than Finland. However, the Finnish homeroom teachers seemed to be under less pressure, since there were less tasks, smaller class sizes, and less accountability, when compared to the Korean homeroom teachers.

While comparing Korea and Finland with regards to school guidance of homeroom teachers, the most noticeable difference between the two countries started from the teachers' perception of the necessity of school guidance, the role (identity) of the homeroom teachers, and the social attitude to the school guidance. The school guidance in Korea seemed to be considerably influenced by social expectations and government demand, whereas the Finnish teachers considered school guidance from the aspects of adjustment and academic motivation, rather than resolving social problems.

Therefore, Finland needed to ameliorate systems and conditions for school guidance of homeroom teachers. To be more concrete, subject-based class systems would be reconsidered, especially, with regards to the pupil-caring aspects. In particular, the system may hinder the teachers' attention to the individual pupils, and a sense of belonging of the pupils can be weakened due to lack of time between the teachers and the students. In addition, the homeroom teacher still plays a pivotal role as a bridge and guide among the pupils, their homes, and the school, although the Finnish pupil welfare system is operated by various people, such as the school psychologists, special education teachers, and social workers. Thus, their working condition, such as time for school guidance and pay for homeroom teachers' task, should be enhanced. Furthermore, there are different perspectives on the role of homeroom teachers among the Finnish teachers. The consensus on the role of homeroom teachers and their tasks for school guidance seems to be necessary to them, in order to serve the stability of the pupils regardless of the teachers' dispositions, although the teachers' authority and autonomy should be respected.

On the other hand, Korea should improve the social system and social consciousness with regards to the teacher, school guidance, and schooling, preceding the reform of the education system or condition. In particular, the Korean teachers seemed to be insecure in terms of their performance, notwithstanding their devotion to school guidance as a homeroom teacher. As there are negative voices to schooling

from outside, the teachers cared and felt stress about the criticisms. Generally, the social requirements toward school guidance and government demands significantly influence upon the school guidance of the Korea homeroom teachers, when compared to Finland.

Above all, trust and responsibility for school guidance is perceived by the homeroom teachers, and were different between two countries. Korea teachers perceived that the trust and respect of the society and home were weakened, also expressing doubts about the education policies and government's attitude regarding school guidance. Furthermore, blurred lines of the roles and accountability between the homeroom teachers, home, and the society (government) were also controversial among the teachers. The teacher also believed that the media reproduced the discourse of crisis in schooling by criticizing and exaggerating the school issues and the teachers' responsibility.

Many previous studies on the Finnish education by Korean researchers have introduced and emphasized upon Finnish education system and conditions, in order to reform the Korean education system. However, this study revealed that improving the education system or solving the educational issues in Korea was done to try and implement a new education system borrowed by the example country, Finland. Korea should more pay attention to the fundamental reason behind the unsuccessful education reforms, the crisis of schooling, school guidance required by the society, the difficulties facing school guidance, and why teachers have lost their authority and respect. All of these questions are related to the government's attitude and social problems. Without trust towards schooling and education policy, along with appropriate conditions for school guidance, how can we expect the teachers and schools to function well? Without reforming the fundamental problems which are related to the social structure and system, only reforming the education system and merely showing that the government takes steps will not function properly as people expect. If schools are treated as a means to display government policy, then, how can we expect improvements and solutions for issues which are supposed to be solved by school guidance? At least, when the teachers have some understanding about what they have to do, and they feel confident and proud of what they are doing, better education can exist in the schools.

Another impressive factor of Finland is educational responsibility sharing and sympathy with the overall society. The Finnish teachers seemed to be faithful to their

duties with social support, empathy, and trust, and without the extra work to prove how they performed. Nevertheless, the Finnish teachers also noted the sign of changes with regards to the responsibility of the teachers and schools, which has increased when compared to the past. Thus, Finland also needs to consider the identity of the teachers, and also the function of schooling, and should be made alert to the changes. No one answered clearly about how the trust and respect were formed and maintained in Finland, while everybody perceived the changes as they were.

This study started from the attention towards two countries by international academic assessments. An era of internationalization, and various evaluations in supranational level have been conducted, and one is employed to evaluate the education of each country. However, as these evaluations cannot examine the whole aspects of education in each country, the high rankings in the international assessments do not mean success of education in its entirety. Hence, it is necessary to avoid the reckless introduction and implementation of the education system from other countries, since, it can be a narrow way of looking at the issues, focusing merely on the educational aspect, without considering the entire context of the society. The significant point of this comparative education study was not comparing the education system and the conditions between two countries, but how they were working, in what contexts, and what were the relations made. In this respect, Korea should fundamentally consider the reform social structure, government attitude, and social consciousness, in order to improve the quality of schooling and recover trust surrounding it. As Finland also is in the transition phrase through the neo-liberal global trend, which Korea already is centred within, it is necessary to take a lesson from Korea, which faces difficulties from the changes made and global trend.

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Appendix 1

Interview Questions

2015. Nov.

Yoojin, Kim (Master programme in Faculty of Education, University of Turku)

***Topic of the study:** A comparative study on the homeroom teachers' perceptions of the school guidance in Korea and Finland

*Personal information

Gender	Period of Teacher hood	Age	Subject	Class size	Living area	Teacher union

Mission & Identity

1. How would you describe the teachers' role? In particular, what is the homeroom teacher's role?
2. How would you define school guidance for the pupils in the lower secondary school?
3. What is the homeroom teacher's role for school guidance?

Belief

4. What is your thought about the significance of school guidance?
5. What aspects of the school guidance are essential and effective for students' development?

Competence

6. What are your strengths and challenges for the school guidance?
7. How do you improve your capacity regarding the school guidance?

Behaviours

8. What do you do for school guidance as a homeroom teacher?
9. How do you cooperate with others for school guidance?

Environment

10. What are the supportive factors to perform school guidance?
11. What are some of the challenges (or barriers) you face when conducting school guidance?
12. What are your thoughts about school guidance policy in Finland?
13. What do you think about social demands to the school guidance of homeroom teacher?
14. What are your suggestions for improving the school guidance of homeroom teacher?

Appendix 2

인터뷰 질문

2015. 11.

조사자: 김유진 (석사과정생, 투르쿠 대학교 University of Turku, Finland)

* 연구주제: 한국과 핀란드 중학교 담임교사들의 생활지도에 대한 인식 비교

*참여자 기본정보

성별	교육경력	나이	교과목	현 학급 학생수	거주지역	교원노조

미션과 역할

1. 교사의 역할은 무엇이라고 생각합니까? 특히, 담임교사의 역할은 무엇이라고 생각하십니까?
2. 중학교 학생들을 위한 생활지도의 의미는 무엇이라고 생각하십니까?
3. 생활지도에 대한 담임교사의 역할은 무엇이라고 생각하십니까?

신념

4. 생활지도의 중요성에 대해 어떻게 생각하고 계십니까?
5. 어떤 면에서 생활지도가 학생 발달에 중요하고 효과적으로 작용한다고 생각하십니까?

역량

6. 생활지도 면에서 교사가 생각하는 자신의 강점과 부족한 점은 무엇입니까?
7. 생활지도에 필요한 교사의 소양은 어떻게 계발하고 계십니까?

행위

8. 담임교사로서 실제로 행하는 생활지도 활동에는 어떤 것들이 있습니까?
9. 생활지도와 관련하여 다른 동료들과 어떻게 협력하고 있습니까?

환경적 요소

10. 생활지도에 대한 도움이 되는 요인들은 무엇입니까?
11. 생활지도에 방해가 되는 요인들은 무엇입니까?
12. 생활지도에 대한 교육정책들에 대해 어떻게 생각하십니까?
13. 담임교사의 생활지도에 대한 사회적 요구에 대해 어떻게 생각하십니까?
14. 담임교사의 원활한 생활지도 활동을 위해 개선되어야 할 점은 무엇입니까?