

AN INVESTIGATION INTO A GROUP OF INNER AND OUTER LONDON SECONDARY TEACHERS' PERCEPTIONS OF THEIR OWN WELLBEING AT WORK

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by

Vivienne Ekwulugo

School of Sport and Education

Brunel University

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A group of Inner and Outer London secondary teachers' perceptions of their own wellbeing at work

"I used to sleep really badly at the start of the year. Every Sunday night I used to be awake until about four in the morning, especially if it was a Sunday before I started Week One, because I knew that I wouldn't have a free period till Friday and that used to stress me out a lot"

(Teacher 3, Female, Age 26)

Abstract

Wellbeing is increasingly emerging within discussions of teacher effectiveness. Teacher quality and health has an impact on pupil learning. In an increasingly varied secondary teaching landscape where academies and free schools outnumber 'state' schools and where market forces and policy reform have created a new and dynamic working experience; there are benefits and opportunities, but also occupational risks to wellbeing. This study fills a research gap by engaging in a focussed analysis of secondary school teachers' wellbeing. It offers theoretical contributions and practical recommendations relating to wellbeing and its management in emerging secondary school settings. It informs leadership and management practice towards managing wellbeing proactively through environment, community and personal / transcendental experiences. The research suggests that wellbeing as a performance management criterion and a key measure for school self-improvement could support best practice in innovative and infinite ways. A 61 item Likert questionnaire and 6 semi-structured interviews were conducted to explore 66 secondary teachers' perceptions of their wellbeing. The data delivered illuminating testimony on the secondary teachers' work lives and wellbeing. The results uncovered that environmental conditions (such as working with young people, the ability to take lunch breaks and access to resources) and communal conditions (such as the ability to work as a team, to be consulted, to collaborate, be supported and feel trusted) at work impacted teachers' overall personal wellbeing. Personal wellbeing (overall wellbeing) represented how far teachers were able to develop personally and professionally, how far they experienced agency, control, fulfilment commitment and motivation. What was revealing was the emergence of transcendental wellbeing which arose as a component of personal wellbeing. Transcendental wellbeing represented the unique, personal framework that individuals ascribe to what they do. It encompassed the purpose, meaning and drive that enabled secondary teachers to work through daily events and challenges with resilience.

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CHAPTER 1

1. INTRODUCTION

1.1 Background of the research

In a society where stress has overtaken the common cold as the main reason for absence from work, where governments propose to precede any new policy with an assessment on how it may effect public health and happiness, where commercial output and profit are increasingly recognised as positively correlated with employee welfare, it is no wonder that wellbeing is at the top of the agenda for policy makers and business leaders around the Western world (Black, 2009; Cameron, 2010; Investors in People, 2013). In the educational setting within the teacher profession, this is an area that has received a disproportionate amount of attention from policy makers and school leaders in comparison to other priorities and internal educational initiatives such as Assessment for Learning and Teaching and Learning. Despite warning signs of poor retention, increasing burnout, stress and general poor health, it has been difficult to address and remedy these problems holistically in what is an increasingly dynamic and ever changing education system (Day et al, 2007; Deal & Deal Redman, 2009; Fisher, 2009; NASWUT, 2015; NUT, 2014).

I began researching secondary school teachers' perceptions of their wellbeing as an outsider, an unqualified, part-time 'teacher' with ad-hoc, peripatetic responsibilities within a London private school; no exam classes, no observations, no whole-class responsibilities, no results day anticipation, no end of term meeting with the Head Teacher explaining my students' attainment levels and no marking. As I watched with no agenda, I observed 3 to 4 serious incidents within the school relating to what I could only describe at the time as teacher stress. I was in a unique position to observe others from a distance; different departments, faculties and levels of responsibility, the daily routines of lessons, detentions, registration, assemblies, sports fixtures, staff briefings, department meetings, Parents' Evenings, Open Days, INSET

Days and school concerts. Against this particular milieu of constantly moving traffic, I wondered why it was that, within this very well financed school, in a leafy suburb, with picturesque vistas, expansive grounds and 'academic' students, some teachers seemed to flourish whilst others seemed to wither and a small minority totally disappear. Not to move on progressively to another job, rather long stretches of sick-leave or absenteeism that was usually discussed with whispers and hushed tones in the staffroom. As I evolved through titles, from Cover Teacher, to unqualified teacher, to Student Teacher, to Newly Qualified Teacher, to NQT plus 1, to Subject Leader, Head of Faculty, and then Assistant Deputy Head over the 6 years of my research, I have been able to not only observe other teachers from a distance but to begin to understand the various contexts within which they describe their experiences of wellbeing. This research presents a spectrum of teacher testimonials through interview and questionnaire data. It has enabled an exploration of teachers' views on their workplace wellbeing as well as a discussion on how school management teams and educational policy makers may approach professional practices that proactively create, promote and maintain workplace wellbeing for teachers. **Indeed, the aim of the research was to evaluate perceptions about wellbeing in relation to environmental, communal and personal factors in secondary schools.** The definition of wellbeing in this research is **the state of an individual's physical safety, mental health, professional development and personal welfare within three domains of: environment, community and personal conditions within the workplace. It is facilitated through the systems and structures within the workplace that stimulate deliberate personal and professional progress of the employee.**

1.2 Research outline: Aims and Research Questions

The study used a mixed methods approach with both quantitative and qualitative techniques. The quantitative method was a 61 item Likert scale questionnaire and the qualitative method was a semi-structured interview. A sample of 66 secondary school teachers, from varied backgrounds from the Inner and Outer London areas were used. The schools comprised State Comprehensive, Independent Day and Boarding, Faith Schools, Free Schools and Academies. A range of analysis strategies were used to analyse the data; regression techniques were used to uncover relationships between social, educational, and background factors in relation to three different domains of wellbeing. These three domains were environmental, communal and personal aspects of wellbeing that affected teachers' experiences at work. The domains were based upon Fisher's (2009) study on spiritual wellbeing among children and youth in Australian schools and were developed into a workplace wellbeing that could be applied to adult teaching

professionals. These three domains will be described in more detail in Chapter 2.

1.3 The main research questions were:

1. What are the perceptions of a group of Inner and Outer London secondary school teachers of their environmental wellbeing?
2. What are the perceptions of a group of Inner and Outer London secondary school teachers of their communal wellbeing?
3. What are the perceptions of a group of Inner and Outer London secondary school teachers of their personal wellbeing?
4. What does the ideal wellbeing look like for this group of Inner and Outer London teachers?
5. To what extent do environmental wellbeing and communal wellbeing contribute to personal wellbeing?

1.4 The scope of the study and the implications

Although the concept wellbeing is relatively new, its basic components have been rooted within the lifeblood of teaching and teachers' work for a long time. Wellbeing is inextricably linked to the wider network of the profession of teaching through what teachers do (teach academic subjects, teach social values and nurture pupils) and how they do it (responsibly and safely). Teachers' frontline effort is a vital part of our social and economic growth and development and whilst this is a strong reason to pay attention to teacher wellbeing, it does not surpass the simple reason that we have a duty of care; teachers' lives, health and wellbeing are important.

A recent Schools White Paper, The Importance of Teaching (November 2010), set out new reforms intended to release schools from the constraints of centralised government, placing more emphasis on the teachers, the prestige of teaching and the continued professional development of teachers indicating the recognition of a need to reform the teaching profession, modify how teachers work, how they are managed, how they are perceived by others / themselves and how their professional growth is facilitated and secured. It is suggested that The Importance of Teaching White Paper (2010) albeit implicitly, recognises key attributes that encompass and uphold workplace wellbeing; the professionalization of teachers, their level

of agency, control, self-governance and their capacity to continually progress through their professional life phases. Additionally, the VITAE project (2007) commissioned by the DfES to investigate factors that affect variations in teachers' efficacy, similarly indicated an awareness of the importance of teacher identities, their work and their lives, how they experience these realms and their capacity to manage them (Sammons and Day et al, 2007). Concurrently, this study aims to **start a direct discussion specifically about workplace wellbeing by utilising teachers themselves as the source**, to share their experiences and opinions about issues that impact their own wellbeing and ultimately affect their lives and their work. It is argued that this research, along with others in the field of wellbeing in education may serve as a guide towards changes to the profession. This research adds to the dialogue about the potential positive effects of greater teacher agency and how higher levels of self-determination (whether on a macro or micro level) may enable a change in how wellbeing is recognised and thus managed (Thorpe, 2014; Ellis and McNicholl, 2015).

As well as encouraging a debate about teacher wellbeing, **this study provides a new framework of workplace wellbeing** that not only applies to the secondary education landscape but can also be transferred to primary education and possibly applied to other professional / corporate environments in the UK or more broadly the West. This framework unpicks wellbeing, and breaks it down into clear domains, offering a detailed picture of what wellbeing in a professional environment could look like. Thus this framework can be used to explore and measure workplace wellbeing across different settings. For example universal psychosocial experiences within the workplace such as conflict resolution, trust, communication, commitment, extracurricular activity, information distribution and support networks are some of the areas that this research explores. Indeed, the domains; environmental, communal, personal and transcendental wellbeing form the structure that underpins workplace wellbeing in this research. **What is unique about this research is the emergence of the transcendental aspect of wellbeing**; which is the part of a teacher's wellbeing that **provides meaning and purpose to their work**. This meaning and purpose is formed based on individual values and belief systems and this motivates goal driven action through challenge, enabling a condition of teacher resilience to perform within dynamic settings. This aspect of wellbeing is crucial to overall workplace wellbeing.

Additionally, through uncovering the perceptions of teachers, this research **also addresses a gap in the existing literature because it sheds a light on deeper contextual variations and issues that exist among teachers in Inner and Outer London**. For example a teacher that is also a parent to a 7 year old and a 4 year old may report more negative experiences of wellbeing because of feelings of guilt or frustration due to not being able to meet parenting events such as watching their child's school play /

assembly. Other teachers may be affected because of the increased amount of EAL students in a large Year 8 History class for which the school has not been able to provide training or additional staff to support the students and the teacher. Therefore understanding the different contexts in which teachers experience conditions of wellbeing sheds light on exactly what areas or domains may be the most problematic. Is it funding or lack of resources? Or is it management policy on flexi hours and staff absence entitlement during term time? Nevertheless, regardless of how complex resolving wellbeing issues are for all stakeholders who are serious about addressing retention, stress, burnout and absence issues, this research is very relevant (Brown et al, 2002; Sammons and Day et al, 2007; DfES, 2012). Importantly, the research also highlights other macro contextual issues that have important implications concerning social equality. For example the research demonstrates the impact of environmental conditions (such as a lack of access to resources) on teacher wellbeing and ultimately teachers' perceptions of how this affects the quality of their work and students' learning and performance.

Asking teachers directly about their wellbeing within this research has contributed to bridging the gap that previously existed within wellbeing literature. Previous research had not focussed on secondary teachers' views of their own wellbeing within specific areas of work life (environmental, communal and personal). Reducing the research to these precise areas has provided new insight on the influence of the more intangible aspects of the wellbeing experience (transcendental wellbeing) and how it can foster resilience for some teachers and indeed, how it (transcendental wellbeing) can be created or nurtured to improve teacher wellbeing (Brown et al, 2002; Tomic and Tomic, 2008; Deal and Deal Redman, 2009; Gregory, 2009). **This research has uncovered how wellbeing can play a crucial role in improving teacher health and unleashing the full potential of teachers to work creatively and effectively.** It has stimulated a focus on pastoral support for teachers and has served as a reminder that validating the teaching as a profession is crucial (Carrick-Knowe, 2002; Morrison, 2003; DfE, 2010 and McCulloch, 2004, Ellis and McNicholl, 2015). **This research offers solutions and recommendations towards solving prominent problems that secondary education is currently experiencing today.** It also contributes towards legitimizing teachers' experiences, acknowledging the realities of teacher stress and encourages those that are in a position to effect change to take ownership of teachers' wellbeing and improve it.

CHAPTER 2

2. LITERATURE REVIEW

2.1: Introduction and Background

Economic investment, technological development and innovation have conventionally been the default route taken to solve the problems that arise within private and public sector businesses and organisations (Black, 2009). In the past wellbeing has been an abstract area that has either been overlooked or viewed as an intangible feature of human experience and out of remediable reach for managers and leaders to manage (Goral, 2010). Wellbeing is not a straightforward issue, but an important one to attempt to address nonetheless, especially during challenging economic times when resources are stretched and funding is absent. An essential question within this discussion however is; **where does the responsibility lie to ensure the wellbeing of individuals within the workplace?** With regards to state education, it could be argued that the responsibility of teacher wellbeing lies with the broader government; others would suggest that it lies with the employer (Local Authority, school governors or Management Team), some would claim that the professional teaching community should take ownership of teacher wellbeing, and others would suggest that the individual should be proactive in ensuring that they make healthy lifestyle and work/life balance choices for themselves in order to maintain wellbeing. Further, it could be argued that it is all of these combined that should play a role especially with increasing privatisation of education. The UK government and a growing number of businesses and organisations in the UK are now recognising that **it is time to take workplace health and well-being seriously** (Black, 2009; Cameron, 2010). Indeed, this was demonstrated by Business Action on Health organisation who produced a report titled Healthy People = Healthy Profits. The report contained 20 case studies on prominent UK businesses (such as British Gas, Google, GlaxoSmithKline, Danone UK, The British Library, EDF Energy and Ernst & Young) that are recognising employee health and wellbeing as a strategic business priority to reduce sickness and absence and increase engagement, productivity and profit (Black, 2009). Likewise, there is also evidence that it now sits higher on the agendas of some managers and leaders within education than it did 10 or 20 years ago (Sammons and Day, 2007). With a much more challenging and dynamic educational landscape, the recruitment and retention of quality teachers and the implementation of sustainable working practices are key to managing good schools, and thus how wellbeing can be fostered is an area that is difficult for all stakeholders to overlook.

This research studies the workplace wellbeing of secondary school teachers in the context of the UK education system (more specifically Inner and Outer London) against a backdrop of increasing Free School and Academy status transitions, reported work overload, new OFSTED benchmarks, pension and pay policy modifications and more recently significant curriculum reform across all Key Stages, all of which impact teachers and their experiences of wellbeing. In addition to all of these changes, teachers' immediate working conditions and the cultures and climates that they work within are unique and can therefore make the task of managing wellbeing a problematic one (Black, 2009). Organisations such as Investors in People, The Centre for Workforce Effectiveness, Business Action on Health and The Work Foundation are committed to challenging policy makers and organisations to embed the principles of health wellness, both physical and psychological within employment. Employment welfare, business and health policies affect all people of working age and those around them; it affects productivity levels, organisational effectiveness and profitability both now and in the future. Health and wellbeing programmes championed by these organisations seek to promote a long term, systemic approach to creating healthy workplaces.

"Poor health and wellbeing in organisations can have an indirect impact on the health and wellbeing of the wider public. Through their work, employees come into contact with millions of people every day. Many of these, such as teachers and NHS staff, are in a unique position to lead people by example and support the establishment of healthy behaviours in others. Yet to be an exemplar, organisations must first provide good work that facilitates wellbeing among their own staff." (Shoesmith, 2013: 11).

Investors in People recognise that **sickness absence is often a symptom of work stress and low engagement** and thus work organisation, job design and management practices are key to establishing and sustaining a healthy work environment. This is arguably something that requires a top-down approach, starting with policy and management practices but at the same time can only be established and sustained with a multi-dimensional approach, involving government policy, professional communities, schools and the teachers themselves (Shoesmith, 2013). It is evident that there is growing recognition of this wellbeing issue; the significant impact that physical, psychological, social and economic wellbeing could have on wider health issues within major public-facing organisations such as schools, is important to the future of sustainable, progressive and long term careers for teachers within the UK. **The lack of attention on wellbeing** may in turn affect teaching and educational standards, the quality of students' education and ultimately their attainment at school and at national levels (Kelly and Colquhoun, 2003). This research is interested in providing a unique insight into an area that is very complex. It is interested in encouraging further research into teacher wellbeing in education and developing a discussion that may lead to effective recommendations and lasting change. These changes can help to drive meaningful, long-term and systematic health and wellbeing initiatives and programmes for teachers in schools across the UK. It is also

suggested that the future of quality teaching and the long-term competitiveness of the UK education system depend on the ability of educational leaders and policy makers to provide adequate conditions of wellbeing within the meaningful experiences, shared values, collaboration and security that they create for their teaching workforce.

My research aims to develop this knowledge by initiating a deeper exploration into secondary school teachers' perceptions of their current conditions of workplace wellbeing. The assumption is that perception creates reality and thus although each respondent's perceptions may be different according to their individual reference points (based on personalities, characteristics and backgrounds), their data will be considered as a valid and true representation of their experience. This data can then be compared against other background variables which will begin to uncover the reasons for these experiences and perceptions. The data gathered can be used to improve wellbeing in all domains of teaching working life.

The framework of this research aimed to develop John W. Fisher's (2009) structure which originated through an extensive study: *Getting the balance: assessing spirituality and wellbeing among children and youth*. Here the concept spiritual wellbeing among children and youth in Australian schools was developed. Fisher's work provided a detailed critique of the available quantitative measures of wellbeing that had been used to uncover ways of improving pastoral care for young people. This provided a useful guide in the construction of a new workplace wellbeing concept that could be created and applied to adults in the professional environment and aided the development of the questionnaire and interview schedule used in this research. Fisher (2009) found 4 prominent reoccurring factors that defined the concept of wellbeing (self, community, environment and transcendent) and highlights these within four domains, each component part made up the complete form of what Fisher called spiritual wellbeing (SWB). According to Fisher, these domains should be the basis of any research on well-being. Fisher classified these items in the four domain model in the following way:

- If the item indicates relationship with self, it is classified as P (for Personal SWB)
- If the item indicates relationship with other people, it is classified as C (for Communal SWB)
- If the item indicates relationship with environment, it is classified as E (for Environmental SWB)
- If the item indicates relationship with Transcendent Other/God it is classified as T (for Transcendent SWB).

(Fisher, 2009: 275)

These indicators were used as a base to construct the following measures for workplace wellbeing for

teaching professionals within Secondary education:

- If the item indicates conditions of environment and resources, it is classified as E (for Environmental WB).
- If the item indicates quality of working relationships with other people, it is classified as C (for Communal WB).
- If the item indicates quality of working life and self-related events it is classified as P (for Personal WB). Personal WB also allows a transcendental component expressed through meaning, purpose and fulfilment ascribed to working experience; this will be described in more depth later on in this chapter.

Thus, personal well-being, communal well-being and environmental well-being within the context of secondary schools was developed and used to inform and guide the primary and secondary data collection. It was the aim of this research to adapt and develop Fisher's 2009 work within a new context for a different set of adult participants. Borne out of my own empirical work, a new framework was formed and a new definition of wellbeing was constructed for the purpose of this research by connecting and developing existing concepts, ideas and definitions related to wellbeing discussed within various studies such as Jones (2006), Fisher (2009), Goral (2010), Morin and Patino (2010), Layard and O'Neil (2012) and remodelling them in order to present a clear and appropriate classification of the term. Thus, in my research, wellbeing is: the satisfactory state of an individual's physical safety, mental health, professional development and personal welfare within three domains of: environment, community and personal conditions within the workplace. It is facilitated through the systems and structures within the workplace that stimulate deliberate personal and professional progress of an employee.



Figure 2.1: Fisher's 2008 Framework on Spiritual Wellbeing



Figure: 2.2: New Framework on Workplace Wellbeing (Ekwulugo, 2015)

2.2: Context and Background

The National Union of Teachers former president, John Illingworth in 2006 claimed that teaching is the most stressful job in the UK and that 1 in 3 teachers suffer from some form of mental health related issue at some point of their teaching career (Curtis, 2009). Illingworth also highlighted issues within school management teams, amongst teachers and within the education system as a whole, and its denial of and negative attitude towards the increasing problems related to teachers' mental health such as stress, burn-out and attrition levels. Illingworth's coverage of this issue over the years within the union encouraged an investigation by a working group of NUT representatives to look into the effects of mental illness within the profession. The **studies found that 1 in 3 teachers took sick leave as a result of work-related stress** and that the Samaritans had reported that 'the rate of suicide per 100,000 teachers in England and Wales is 14.20 compared with 10.25 per 100,000 people in the general population' (*The stress of teaching*; 2010). A recent article in NASUWTS magazine reported concerns about the latest figures released by the Office for National Statistics which showed that 'there was an 80% increase in the number of teachers taking their own lives between 2008 and 2009' a figure which has now made instances of teacher suicide 30-40% higher than the national average (*Teacher Health*, 2011: 11). A report by the Health and Safety Executive (2013) reported carpenters and skilled builders as having 580 cases of work related stress for every 100,000 employees each year, whilst teaching and education professions 2,340 cases of work related stress for every 100,000 employees each year. Nursing was recorded as rated the highest for work related stress. The national industry average was reported as 1,220 cases per 100,000 each year (Adams, 2013). The Teacher Network (2011) reported that calls from teachers claiming to be experiencing suicidal feelings were four times higher than the previous year. Although these figures cannot be conclusively stated as a direct effect of the stresses teachers face at work, research by NASUWT along with much of the research and literature reviewed, highlight similar patterns (*Teacher Mental Health*, 2008). The reality of the challenges of teaching, the high levels of stress experienced and the overall mental and physiological effects that are increasingly prevalent in schools are difficult to overlook. It is also interesting to note that multiple reports of national statistics on suicide rates by profession, in the last decade have also rated the following occupations as high-risk: medicine, dentistry, policing, law, engineering, veterinary services, financial services, chiropractors, heavy construction operators, and assemblers of electrical equipment (Teacher Mental Health, 2008). **The jobs requiring significant levels of aptitude, sacrifice, and education appear to be those with an above-average risk of suicide** (The National Institute for Occupational Safety and Health, 2011). Thus, generally, high skill and high stakes professions are mostly at risk (*The 19 Jobs Where you're most likely to Kill Yourself*, 2011). However, contrasting evidence has

also emerged in Britain that indicates the opposite trend to be true: occupations requiring lower skill tend to carry increased rates of suicide. The BPS confirmed that in the early 1990s, the occupations with the highest rates of suicide were largely manual, including coal miners, builders, window cleaners, plasterers and refuse collectors (*11 Professions with The Highest Suicide Rates*, 2015). They claimed that 'suicide rates were much higher among men than women and that among men, the most at-risk occupations tended to be manual, whereas women were more often (non-manual) professional' (Roberts, Jaremin and Lloyd: 2013). In the case of teachers, NASUWT's independent study found **that the pace of reform, pressure from accountability regimes, workplace bullying and exhaustion** was leading to a proliferation of burn-out, breakdowns and mental illness (NASWUT Online, 2011). Further, Brown et al. (2002) estimated that one-third of teachers were suffering from stress; his study of schools in Manchester in 1980s and 90s showed that the number of teachers leaving the profession due to ill health trebled, with causal factors being class size, lack of discipline, pupil lack of motivation and poor attitude, anxiety over test results, relations with other staff, conflicts with difficult pupils, lack of escape, personality clashes, poor communication systems, lack of community spirit and insufficient support. Cole and Walker (1989) also found that **stress was amplified by the feeling of not being in control** and more recently Lovewell (2013) described the serious physiological and psychological effects of stress that teachers can experience regularly in the workplace:

"A stressed teacher will have increased adrenalin pumping through their body. Their heart rate will be higher than normal, generating high blood pressure as a measurable symptom. They are likely to be more easily agitated, less tolerant, quick to judge and of course feel fatigued and run down. They will often be rushing or at least feel rushed inside. Their body will not be the only mechanism to signal high levels of stress. Their mind will be full, racing and possibly turbulent. Negative thoughts are likely to be rampant and the inner critic is usually at the helm. They will have little or no head space. Their creativity will be stunted and their ability to think clearly will take great effort. Their emotional landscape is potentially in tatters. Self-esteem can plummet and low morale is common when teachers are out of balance" (Teacher Development Trust, 2013)

Peter Harvey, a fifty year old Science teacher, whose long-term mental condition led him to physically attack a challenging pupil, earned himself intense media coverage and attention (Carter, 2010). Head teachers Helen Mann and Kevin McKellar took their own lives allegedly due to workplace pressures and stress in 2013 and 2015 respectively. One of the main concerns that arose from these cases and many others like them was how could this level of ill health go unnoticed and untreated for so long. Indeed, issues surrounding wellbeing and mental health in schools are misunderstood or ignored. **There are many fears and taboos surrounding these difficulties** and there is an expectation that one should keep calm and carry on regardless of the extent of the problems faced, a culture of pull yourself together and put on a

brave face (Kelly and Colquhoun, 2003). The fear of leadership and management teams finding out and /or the stigma and negative labels that may be attached make pressures even greater. With reports of a full breakdown requiring up to five years off for recovery with gradual return to work for some; this could mean the end to a career. In some respects stress is normal, natural and essential to perform well, in others, as we have witnessed too often unrelenting daily stressors and hassles can cause long-term physical and mental illness, placing teachers, students and schools at risk (Teacher Support Network, 2010). Therefore, in light of the plethora of recent reports and research on teacher welfare, burn-out, retention, attrition, mental health and suicide, it begs the question: what measures (within schools and at policy level) are being taken for teachers' pastoral / wellbeing needs? Kelly and Colquhoun (2003) highlight the need for this question to be addressed. She claims that the stressful nature of teachers' work in Australia and the resulting phenomenon of the stressed teacher (the stressed self), **calls for the 'responsibilising' of teacher health and wellbeing**, if we are to create effective schools. Contemporary lifestyles, constant reform, increasing workload, growing accountability and lack of autonomy create a climate where school management and leadership teams must now be required to manage the 'stressed self' as well as equip teachers with the tools to manage stress themselves, as this is now a fundamental part of being a teacher. Achieving this is a crucial part of creating effective schools (Kelly and Colquhoun, 2003).

It is from this starting point that the wellbeing of teachers is investigated in my research. It must be noted that I am not suggesting that all teachers are experiencing or will suffer the same fate such as the cases described above; rather many teachers at some stage of their career are highly likely to suffer stress in ways that are chronic and detrimental to their health, their teaching and the learning of their students. These negative experiences of wellbeing can have long-term effects. By uncovering teachers' experiences and perceptions of their workplace wellbeing within three domains: environmental, communal and personal, one can begin to address the reality of teacher wellbeing as they see it. With teacher contributions, research can move forward towards remedying problems and maintaining existing good practice to secure the health and efficiency of teaching professionals, the sturdiness of the teacher profession and the quality of the broader educational standards with the UK.

2.3: The background: wellbeing as a concept

In the United States, liberty and the pursuit of happiness is an inalienable right. This growing pursuit of happiness worldwide and more specifically in the more secular West is not only a new benchmark of

success but has now become inextricably linked with other terms and concepts such as the afore mentioned: *happiness*, *quality of life*, *life satisfaction* and *success*. In the past, these terms have been interchangeably used with the concept wellbeing (Cohen, 2011). It is argued within this research that wellbeing, although complex and connected to the latter terms, can also stand alone and is bound by the subjectivities of feelings such as happiness; it can be measured, quantified as well as coherently described and can be set apart from happiness ideals that are often permeable and inconsistent.

The following paragraphs will:

- ❖ a. explain the emergence and growing popularity of the concept of wellbeing
- ❖ b. discuss conceptual blurred lines within wellbeing discourse
- ❖ c. defining the concept wellbeing within the context of this research

a. The emergence of wellbeing

For the past two decades wellbeing has been increasingly at the forefront of political, commercial, organisational, academic and pop-cultural discourse (Blackburn, 1983; Warren and Payne, 1997; Seligman and Csikszentmihaly, 1998; Fisher, Francis and Johnson, 2002; Ecclestone, 2010 and Bywater et al, 2012, Lovewell, 2013). Employers, by law have a 'duty of care' to guarantee that they take reasonable and necessary steps to ensure the health, safety and wellbeing of employees (ACAS, 2015). It is a moral obligation to address the potentially harmful conditions that employees may face within the work environment. There are indeed **vested interests in ensuring that people are nurtured and human capital is fostered within organisations** as the goal towards producing surplus and achieving economic growth is ever-present. This focus is justified through the assertion that this potential of economic growth lies within our human resource; ensuring people's wellbeing is a part of maintaining our human resource. Indeed, to some extent, our human resource surpasses the limitations of world ecosystems. Indeed, it is the creativity, the knowledge, the invention, the innovation and the capacity for the human being to perform and compete globally in a healthy and sustainable way that governments are recognising are exactly where much investment is needed (Cohen, 2011). Thus there is a need to measure progress, not just in terms of commercial growth or economic terms but rather through the general wellbeing of people, through their eyes as they experience and subjectively report it.

Through a long-term academic focus on positive psychology Professor Martin Seligman and Professor Mihaly Csikszentmihaly have driven a popular movement of wellbeing through what has previously (although inaccurately) been linked to or renamed by the UK press as the happiness industry (which includes self-help books, DVDs, courses and magazines, life-coaching and performance coaching) that is a

part of this growing and lucrative industry where wellbeing products and services are commercialised. Seligman and Csikszentmihaly have both been extremely influential in the emergence of wellbeing within academia through their concentration on positive aspects of psychology. They **promote a focus on wellness rather than illness** and believe exploring systems and structures that promote wellbeing before mental health problems arise, is the way towards growth. Seligman promotes the importance of merging wellbeing education within schools to tackle the growing levels of depression; ensuring that students are taught skills of achievement as well as skills of wellbeing before mental health problems even arise (1998). His work has led to pioneering contributions to the United States Army Comprehensive Soldier Fitness Programme, which has enabled him to provide evidence for the plausibility of large-scale implementation of wellbeing practice. Using positive emotion, engagement, relationships, meaning and accomplishment (P.E.R.M.A) as the key areas of wellbeing theory, Seligman has provided monthly training at the University of Pennsylvania to 40,000 drill sergeants, who are then trained to disseminate the knowledge and practical skills to the remaining 1.1 million US soldiers. The goal here was not only to reduce the bouts of depression, suicide, anxiety, post-traumatic stress and family breakdown but also to build within the soldiers a mental fitness and preparedness to prevent severe breakdown occurring at all. Indeed what Seligman found within significant success rates was that those soldiers that experienced trauma post combat, returned having developed post-traumatic strengths; also the younger the soldier was when receiving P.E.R.M.A training the less likely they were to develop long-term negative consequences. Both Seligman and Csikszentmihaly claim that it is **a proactive movement as opposed to a reactive one** that must be used within organisations. The study of positive human functioning and effective interventions which build upon strengths within thriving individuals, families and communities in order to make normal life more fulfilling should be the focus of research (Bailey, 2008). It is from this point that my study on wellbeing of teachers in schools, aims to develop. Indeed, to date there has been a gap in the research on teachers' wellbeing; on the one hand most wellbeing research has focussed on students and on the other hand teacher wellbeing research has not directly investigated teachers' views of their own experiences of wellbeing in a focussed way. An investigation into the perceptions of teachers on their experiences of wellbeing would act as a continuation and development of existing research such as John W. Fisher's (2009) study on spiritual wellbeing and the Sammons and Day et al (2007) study on both primary and secondary teachers in the UK. This research will also be a useful starting point to encourage further investigation into the effectiveness of interventions, structures and systems that focus on and promote wellbeing before problems arise for secondary teaching staff (Evans, 2011). Sammons and Day's (2007) large-scale, longitudinal exploration of the variations in primary and secondary school teachers' work, lives and the effect on pupil outcomes in England, has played a large part in the increased prominence of

wellbeing in education. It is very relevant to my research aims as it uncovers amongst many other ideas, **the importance of teacher wellbeing and its direct relation to levels of effectivity within the classroom.** In particular, it looks at the overall student performance in core subjects such as Math and English. Sammons and Day et al (2007) looked at teachers' professional life phases, their professional identities, their perceived and relative effectiveness and their resilience and commitment. This extensive study commissioned by the Department for Education and Skills (DfES) detailed various issues that contributed to variations in teacher effectiveness at different phases of their careers. This VITAE research aimed to:

“...assess variations over time in teacher effectiveness, between different teachers and for particular teachers and to identify factors that contribute to variations. The department wants to understand how teachers become more effective over time”

(DfES in Sammons & Day et al, 2007: 682)

Wellbeing was found to be a key contributory factor in both primary and secondary school teacher effectiveness in the VITAE study. The research covered a very broad area and this particular aspect of a teacher's working life (wellbeing) was not analysed in isolation by Sammons and Day et al (2007); thus there lay the opportunity to develop this area of research by focussing solely on secondary school teachers and their views on their own experiences of wellbeing. The gap in wellbeing research in education is just one area brought to our attention by Sammons and Day (2007) and my research aims to explore this particular area further.

The **UK organisation, Investors in People (IIP)**, founded in 1991 is one organisation that has not only been at the forefront of **wellbeing promotion** within the corporate, professional and business environments for the past 3 decades but has also been a vehicle for establishing consistency across schools in the UK. This organisation has worked in collaboration with other leading UK organisations and initiatives such as: Chartered Institute for Professional Development (CIPD), the UK Commission for Employment and Skills (UKCES), The Chartered Institute of Management Accountants (CIMA) and RSA. These organisations in their own way and in collaboration have attempted to create a robust measuring tool to project long-term returns from investing in and developing talent. This would provide the tools needed to continue to justify a commitment to investing in and empowering people within their places of employment. The IIP is now a UK quality standard that **provides a framework and a benchmark that organisations should attempt to achieve.** Within this framework, IIP aims to put 'the people' at the heart of business. It recognises the value of human capital and their role in the overall growth of business large and small. IIP

believe that through effective management; the obvious or latent potential in people can be realised at which point a nurturing and development process is enabled so people can be encouraged to work at full capacity in a healthy and sustainable way. "Good people make good business", "a business is only as good as its' workers" are phrases that are increasingly used in not just private and corporate business but also public sector organisations such as schools and the health service. The focus on effective management for the IIP is where the wider scale organisational change, and cultural transformation can occur and this concurrently has a knock-on effect that impacts upon, the customers, consumers, wider society and the national economy

"In such tough times, nurturing the people that sit at the heart of your business is the

smart way to get ahead. Over the last 20 years, we've helped more than 20,000

businesses around the world improve, using our Accreditation Framework to boost working

culture, increase employee engagement and encourage game-changing leadership."

(Bourne and Franco-Santos, 2010)

The emergence of wellbeing has been obvious with its presence and illumination in recent government policy. In 2010, **David Cameron stated his intention to put wellbeing firmly on the Coalition government's agenda**, by promising to screen new policy against the potential impact upon national wellbeing. Also he included plans to measure national wellbeing along with Gross Domestic Product. Indeed, part of the New Labour governments' manifesto prior to this was to spearhead a new way of thinking that would put environmental, social and economic concerns alongside each other and at the heart of decision making by identifying quality of life as an indicator of national progress (McCarthy, 1998 Cameron, 2010 and Evans, 2011). David Cameron launched the National Wellbeing Programme to "*start measuring our progress as a country, not just by how our economy is growing, but by how our lives are improving; not just by our standard of living, but by our quality of life*" (Cameron, 2010). Terms like Gross National Happiness which have their origins in Bhutanese and Buddhist spiritual values were revived in Western politics and more recently in the UK in an attempt to measure social progress in a more holistic way which included psychological factors in addition to economic factors which places spiritual and material factors side by side for the benefit of sustainable development, cultural vitality, conservation and good governance. This political agenda was set against a backdrop of growing social and economic tensions which have inevitably affected every sphere of life for the average citizen in the UK. Indeed, David Cameron has stated that 'we should be thinking not just what is good for putting money in people's pockets

but what is good for putting joy in people's hearts' (BBC News, 2006 and Cameron, 2010) comments that have been accused of politicising wellbeing, nonetheless these are important comments to make (Bailey, 2008). Cameron claimed that in making these comments, his intention was to open up a national debate about what really matters and to use this evidenced based information to work out, the most effective ways of improving people's wellbeing.

The **National Wellbeing Surveys have already been carried out in the UK** and results have been published which have shown from a poll of 4200 respondents, 76% feel satisfied with their lives and 78% feel that the things that they do in life are worthwhile (The Office of National Statistics, 2011). This poll was carried out before George Osborne's austerity measures and thus cuts within all sectors, most crucially redundancies and overall reductions in household incomes by the end of the 2011. This leaves the results of this survey in a rather redundant position and contradicts previous assertions that government would administer **policy screening to examine the potential impact of all future reform on national wellbeing** (The Telegraph, 2011 and Richardson, 2014). This implies that although the emerging popularity of wellbeing was overtly recognised by the coalition government as politically popular, it was not wholeheartedly considered imperative to social improvement and economic growth. Nonetheless, health, family and relationships, work, the environment and education were the top 5 subjects that featured as important to respondents in the nationwide government survey. Whether a genuine well planned agenda towards promoting wellbeing ensues or whether this is a political, propaganda cog in the Big Society wheel is debatable. How these resulting indicators will affect policy in the future remains to be seen, however, there is a clear top-down movement commercially, and politically at home and abroad that recognises and connects conditions of wellbeing to successful and growing economies.

The emergence of wellbeing on all levels: political, social and commercial has provided a need to define it in a coherent way. The implementation of wellbeing policies and initiatives within organisations means that in order to implement it and ensure high standards of wellbeing are maintained it is crucial to know exactly what it is. ***Wellbeing is the satisfactory state of an individual's physical safety, mental health, professional development and personal welfare within three domains of: environment, community and personal conditions within the workplace. It is facilitated through the systems and structures within the workplace that stimulate deliberate personal and professional progress of the employee.***

b. The conceptual Blurred lines

Over time, definitions of wellbeing have lacked a common, stable and concise definition. Everyday

understandings of wellbeing have been broad and evasive; the term is frequently coupled with the words welfare, happy, fulfilled and satisfied. However the recorded definition of wellbeing is: *a good or satisfactory condition of existence or a state characterised by health, happiness and prosperity*. If we were to take the latter part of the definition wellbeing as a state *characterised* by happiness, health and prosperity this in itself implies that happiness and wellbeing are not one in the same thing, as is commonly assumed (Kahneman, 2012). This research uses the former part of the recorded definition of wellbeing; **a good or satisfactory condition of existence** as the base of which to build a coherent meaning of the term in the educational context. The fact that these terms (wellbeing and happiness or wellbeing and spirituality) are sometimes used together confuses and further compounds conceptualisation issues of wellbeing. In order to clarify this popular (but often problematic) interlinking of concepts, the review of previous research in the general area of workplace health and wellbeing will be carried out. This section will look at some of the reasons behind this connection whilst making a clear distinction between the term wellbeing (in my research) and other related terms.

2.3.1 Wellbeing and the transcendental

In this research transcendental wellbeing is not based on religious beliefs, rather it is based on individual life-beliefs that create purpose and meaning and thus drive a person to act and most importantly, in teaching to act in spite of challenges. John W. Fisher has investigated a range of areas within the wellbeing field over the past two decades (1998, 2002, 2008 and 2009). One of the earlier studies by Fisher, Francis and Johnson (2002) has described wellbeing as incorporating matters of religion, spirituality and the soul. Fisher, Francis and Johnson (2002) used the term spiritual wellbeing within their research to describe an all-encompassing / general wellbeing that had direct links to religiosity. In Fisher's research, wellbeing and spirituality (in the religious / relationship with God sense) were intricately linked with one another. Spirituality was also defined by the National Interfaith Coalition on Aging (1975) as 'the affirmation of life in a relationship with god, self, community and environment that nurtures and celebrates wholeness' and Fisher connected this definition with wellbeing; experiencing wellbeing involved a spiritual element according to Fisher (NICA, 1975 in Fisher et al, 2002:3). In a further study, by Fisher (2008) wellbeing is described as the physical, mental, emotional, social, vocational, and spiritual health of an individual. Here, Fisher develops spirituality and wellbeing by claiming that **wellbeing is particularly understood through appreciating what is at 'the heart' of the human being**. This point is linked to my development of the term transcendental wellbeing. Indeed, the transcendental experience of wellbeing essentially is what is at

the heart of the teacher; the inner drive, the frames of reference that motivate the teacher to act through doubt and challenge.

The definition of wellbeing in my research accepts that for some people, wellbeing can incorporate religion or be experienced in a religious sense (if that is what drives them). This does not apply to everyone. Indeed, **what is at the heart of the human being is not homogenous**. The idea of God and religion does not play a central part in guiding everyone's lives. Therefore, for my research wellbeing accepts that everyone has guiding principles in their lives that governs their behaviour: the transcendental (whether they are conscious of them or not). However, these guiding principles are not necessarily based on religion or a relationship with God. Transcendental wellbeing can derive from both philosophical and religious principles about who we are and why we are on this earth but they can also be much more basic and based on life goals, or personal principles. They are connected to socially constructed values, beliefs and world views which influence the way we think about our own identities, our self-worth and our purpose (Fisher, 2002; Singer, 2007).

Goral (2007) claims 'most individuals go into teaching for reasons of the heart, in a purely metaphysical way, they are called to teach' (52: 2007). I would argue that whether this is true or not for all teachers, all teachers are goal-driven and ascribe meaning and purpose to those goals. Human beings may not all be consciously driven by the soul, spirituality or the transcendental; however, humans are innately goal driven and so therefore experience the transcendental in some way. The ability to feel, believe and have intention develops in all human cultures at even the most basic levels which enable goal creation and goal orientated behaviour that in turn facilitates the transcendental fulfilment (Thornton, 2008).

Indeed, **for this research it is important to clarify that both spirituality and the transcendental are not always set in a religious context for everyone**. In modern, secular British society, with the existence of many New Age Movements and beliefs, religion (in the traditional sense) is not the supreme, dogmatic influence that guides peoples' behaviour and it is not always the basis of justifications and meanings that people ascribe to their identities, action and purpose. The transcendental experience of wellbeing is vast; depending on what drives an individual it can be tangible and material goal orientated or likewise more intangible. Transcendental wellbeing, however it is experienced, forms a framework that guides, drives and fortifies purpose, (a reason for being and a reason for doing) that influences one's outlook, interests, behaviour, approach and attitude to life (Csikszentmihaly, 1998; Goral, 2007; Redman and Deal-Redman, 2009). Transcendental wellbeing is:

“...not so much about dogma and beliefs as about attitudes, values and practices, about

what motivates us at the deepest level, influencing how we think and behave, helping us find a true and useful place in our community, culture and in the world" (Culliford, 2011: 4)

Spirituality and the transcendental can be an individualistic experience based on a spectrum of different values symbolised through representations and feelings within different religious, social, cultural arenas: consumer and popular culture, art, family, nature, work, relationships and interactions. In later research, Fisher (2009) accepts that religion and spirituality in a growing secular society may not always be a relevant determinant of wellbeing, thus this is also something to consider. It is argued that on the contrary, spirituality has evolved and is not merely connected to the idea of God and mystical references to higher beings; it can incorporate the experience of psychological growth, the nurturing of the soul, the experience of flow. My research develops Fisher et al's (2002) definition of spiritual wellbeing into something that is more inclusive, personally malleable and all-encompassing according to what intrinsically drives, motivates and provides meaning for an individual (the transcendental). The transcendental is a part of wellbeing that is always relevant; it is an important component to the wider individual experience of personal wellbeing. **Transcendental wellbeing is experienced differently by each individual.** Indeed, people experience the conditions within their environment and interactions with their community in different ways and thus can be influenced by their unique past and present differently and therefore build a very unique self-concept and belief system around what they do in life (Singer, 2007). **Transcendental wellbeing** in this research incorporates this and directly **creates the purpose and meaning teachers attribute to their work**, whether they are conscious of it or not. Certainly, it is also important to recognise that the transcendental may not always be a conscious / tangible factor readily described by an individual; this is context dependent and depends ultimately on the individuals' level of connection with a wider sense of self or purpose (Singer, 2007).

However, its presence (whether valued and recognised or not) is omnipresent and touched upon in varied and numerous forms throughout working life. This is something that is supported and demonstrated through wellbeing literature and discourse. It could be argued that Sammons and Day et al (2007) refer to the transcendental elements of a teacher's professional experience as *commitment*, whilst Pink (2009) calls it *intrinsic motivation* and *purpose*, Csikszentmihaly (1998) class it as an experience of *flow*, Redman and Deal-Redman (2009) call it *soul*, Barrow (1980) calls it *fulfilment* and Woodman (2009) calls it *emotion*. This research argues that all of these terms, described by the various authors and researchers, make up what is a fundamental part of the transcendental and thus personal wellbeing. This research amalgamates all of these terms and refers to it (the deeper experience that drives people) as **a transcendental experience**

that is underpinned by a sense or meaning and purpose that guides all that teachers do at work, how it reinforces and fortifies motivation, commitment, fulfilment, satisfaction and concurrently personal wellbeing is what is important in this research. Commitment, intrinsic motivation, purpose, meaning, flow, soul, fulfilment and emotion are all inextricably linked to each other and are key components of what can be a very unique and personal experience of transcendental wellbeing (Barrow, 1980; Csikszentmihaly, 1998; Sammons and Day et al, 2007; Pink, 2009; Redman and Deal-Redman, 2009; Woodman, 2009)

2.3.2 Wellbeing and happiness

American Psychologist, professor and author Ed Diener developed the term subjective-wellbeing which he conceptualised in general terms as a mixture between happiness and quality of life. Diener found that factors including social equality, individualism, high income and human rights correlated highly with each other and subjective-wellbeing (2008). Diener also asserts that subjective-wellbeing is dependent upon previous positive and negative life experiences and events as well as self-perceived success. It is clear that for Diener, the concept wellbeing is linked to subjective views of personal experience of happiness. Nonetheless, he still attempts to **create a coherent and rationalised framework for measuring subjective wellbeing**; for example through income levels, human rights etc. Evidently, there still remains an objectivist theory of happiness which sets a criterion of which to measure overall subjective wellbeing. Thus Diener's research measures both the subjective and the more tangible (objective) aspects of wellbeing. This is a pluralist approach which is similar to this research's approach to measuring wellbeing. There is **a criterion that exists outside of the participants against which we can measure wellbeing**; what we are measuring in this research are different aspects of working experience (environmental & communal) that ensure wellbeing (overall personal wellbeing). In most research, these aspects must be measurable independently of the participants' views. My research attempts to go further by **allowing for both the reality and the perception to be valued equally**. This research aims to develop Deiner's subjective-wellbeing concept by investigating perceptions on conditions at work that create; **a good or satisfactory condition of existence**. With this, the term happiness can be removed from the discourse of wellbeing. It is accepted that happiness and wellbeing can at times be related, however it is argued in this research that they are in fact mutually exclusive; someone could be happy but their wellbeing at work could be low, or their workplace wellbeing could be positive and healthy but they could feel unhappy. Hence the need for external measures of general workplace conditions within the environmental and communal domains. For example, Prabhat Pankaj's (2008) empirical study in Bhutan, investigates the construction of

wellbeing through external measures in terms of living standards and their impact upon individual as well as society's level of happiness. His analysis was based on district level data obtained from a national census and survey. Again we see an example of the connection between the terms wellbeing and happiness, however it is clear from this research that they are not as closely connected as has been implied in previous research (Diener, 2008). In Pankaj's study, the indicators (specific elements of standards of living variables) that determined wellbeing did not necessarily always correlate with levels of happiness. Thus the connection between wellbeing and happiness is weakened justifying the direction of my research's workplace wellbeing model.

Here wellbeing is a set of satisfactory conditions that can be concretely identified, measured and quantified, happiness on the other hand is a feeling that cannot be always be measured in an objective and scientific way. What happiness is to one person is not the same to another; **what wellbeing is to one, it is argued can be applied to different people in different contexts within Western cultures**. The feeling of happiness is sometimes unexplainable; dependent on individual mood, hormones, diet, exercise, life events; the list goes on. Wellbeing is not dependent on and affected by a multitude of internal extraneous and confounding variables. Wellbeing in essence is a stable concept that can be applied and studied empirically. What has been capricious however, are the various models of wellbeing that have been offered in the past, each drawing upon different components and domains of a range of factors. This research has offered a stable definition of workplace wellbeing that withstands cultural differences and upholds a level of external reliability so that workplace wellbeing can be applied across time place and culture.

2.3.3 Wellbeing and fulfilment / satisfaction

The term wellbeing is interconnected with fulfilment because of the relationship this term has with desire; what an individual 'wants' at work is inextricably linked to work-place wellbeing. Indeed, Bailey (2008) discusses this research connection through the *desire fulfilment approach*. This explains the concept of wellbeing as being 'the satisfaction of desires'. **Wellbeing is determined by our ability to fulfil our desires and make choices towards meeting our goals**. The problems that arise with this approach are the permeability of desire. Our desires transform through time and place and our satisfaction levels are constantly changing depending on constantly evolving psychological and social states. Further, between cultures, institutions, societies, identities, genders and ethnicities etc. what equates to a fulfilling life does not always encompass the same components once these environments and characteristics have changed.

For example;

“Women in particular often find their options constricted by notions of obligation and legitimacy, which affect the decisions they feel they are able to make...In societies where women have fewer options, they settle for less” (Bailey, 2008: 800).

According to Bailey, in addition to gender, cultural differences can impact our views and definitions of our desire and fulfilment and hence our wellbeing. The conceptual grey area is further compounded by international diversity of lifestyles and cultural values which may impact how one feels about one's experience of wellbeing and thus how one can ultimately measure wellbeing.

Another problem with this approach is that 'desires can lead to actions that are actually harmful to wellbeing' and so what constitutes being well is not always supported by one's desires and one's actions (Bailey, 2008: 800). Bailey concludes on this issue by suggesting 'if what I want and what I need came into conflict, I would be best served by turning to the latter' (Bailey, 2008: 796). Within this subjectivist account, the desire fulfilment approach implies that from a rational adult standpoint, judging solely on his/her/others general opinions on wellbeing is not necessarily a robust way of measuring wellbeing accurately; thus the reliability and credibility of the desire fulfilment model can be questioned (O'Niel, 1998 in Bailey 2008). Thus my research aimed to investigate not only desires but perceptions of current conditions and experiences within the workplace. Layard (2012) similarly listed the types of experiences, skills, knowledge and understanding that are facilitative of concepts such as wellbeing and asserts that as well as the initial categorisation of measurable indicators within the conceptualisation process (such as environmental, communal), there also needs to be a degree of subjectivity (personal), **what the person wants or values has an overall impact on their wellbeing** (O'Niel 1998 in Bailey 2008).

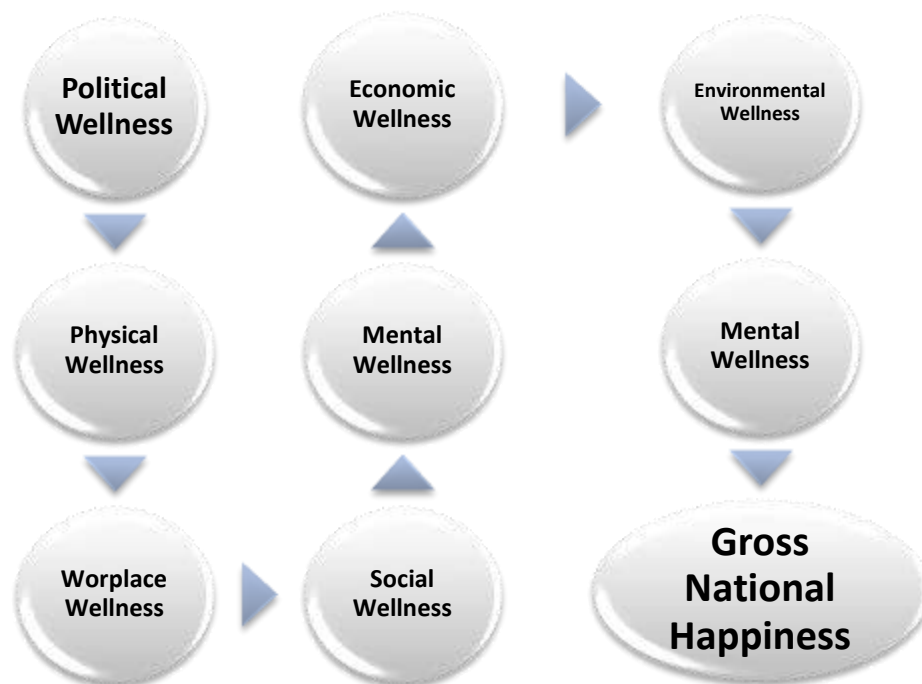
2.3.4 Developing and defining the model of wellbeing in the educational context

My research developed Fisher's (2009) framework on Australian youth and spirituality. However, there were other influential studies which supported and informed the framework within my research. The following section will look at the research and *models* of wellbeing that have informed the design of this framework within the UK secondary school context.

A model that explains wellbeing through broader organisational structures and systems is reflected in research by the President of International Institute of Management, Med Jones' (2006) who researched

wellbeing on a national scale. Jones describes wellbeing as *wellness* and used seven factors to measure wellbeing against socio-economic development. He then used the results of this measurement to indicate the level of Gross National Happiness (GNH). Thus wellbeing, according to Jones, is dependent upon economic wellness (debt, income), environmental wellness (pollution, noise, traffic), physical wellness, mental wellness (antidepressants, psychotherapy patient no's), workplace wellness (change, conflict, lawsuits), social wellness (discrimination, safety, divorce, domestic/family suits, crime) and political wellness (local democracy individual freedom and conflict). This model is holistic and encompasses all three domains from the main framework of my research. It mirrors the context in which this research is set (the school representing wider society and the relationships within it) and enables a justification for the inclusion of a focus on finances, sleep patterns, conflicts, change, discrimination, family time and diet (to name a few) within the deeper folds of the three domains. Indeed Jones' model represents the finer detail of the final model of wellbeing which enabled the inclusion of relevant factors such as conflict. This model is directly related to *environmental and communal wellbeing*. These factors can then be measured quantitatively; as Med Jones has demonstrated in his seven metric measures of socio-economic development.

Figure 2.3: Med Jones Seven Metric Measure Model of Gross National Happiness (2006)



The above 7 metric measures created by Med Jones were incorporated into the first Global GNH Survey. All of Jones' seven domains encompass and support my research's approach and the focus on environmental, communal and personal factors. Similarly, Kelly and Colquhoun (2003) demonstrate the attempts of one Department of Education in Australia to tackle wellbeing through addressing seven key categories for improving wellbeing and building effective schools: Policy and Leadership, Professional Health, Organisational Health, Personnel Operations, Physical Environment, Social Recreational Health, Personal Wellbeing and Physical Health. Here **successful wellbeing involves all components of the inner and outer networks of the school and education system**. A subsequent checklist for schools that addressed all seven areas, ultimately asked school management teams questions including whether teachers have a time-out or rest area that is free of interruptions, or whether the school encourages a healthy balance between home and work activities (2003).

Wellbeing has been explained by Morin and Patino (2010) in the context of climate change with a criteria based on a set of indicators grounded in how far individuals are affected by factors such as sea level rising, temperature increase and extreme weather and how far they have the capacity to enjoy their basic human rights. How far are an individual's human rights protected in this particular setting or context of climate change? Morin and Patino's model has **identified a set of satisfactory conditions of existence and used them as a benchmark** of international human rights and thus wellbeing (Morin and Patino, 2010). The way in which Morin et al identified a set of conditions was considered relevant to the *environmental wellbeing domain* that teachers experience and was applicable to the model formation for this research, albeit in different contexts such as constantly changing educational policy and shifting demographic or curriculum landscapes within schools/education and how this may or may not impact the practices and thus the wellbeing of teachers.

Writers such as O'Neil, 1998 explain the *satisfactory condition of existence* in a holistic sense. They derive their criteria from notions about human nature and what it is that makes human beings fulfilled holistically. Similarly Woodman et al in *Emotion and Sport Performance* (2009) have argued that **wellbeing encompasses a pursuit of pleasure and that it is this pursuit coupled with the feeling of hope that facilitates effective performance**. In Woodman et al's research, the word pleasure has been married with wellbeing and this theory was considered in relation to the *personal wellbeing* of teachers, namely the opportunities available for continued professional development programmes located within school and the accessibility of these programmes and other forms of professional pursuits that would/could provide teachers with other motivational goals that they may aspire towards.

Indeed, Robin Barrow's (1980) concept *happiness* focuses on the elements of fulfilment or fulfilling human

nature according to what benefits the individual on a personal level (Bailey, 2008). As Barrow (1980), O'Neil (1998) and Woodman (2009) suggest, **the ability to engage in a pursuit that one feels motivated to carry out through desire rather than obligation**, a pleasurable pursuit that carries with it hope for a particular outcome is fulfilling and thus contributes in part to the satisfactory condition of existence and ultimately increased positive experiences of wellbeing. Again this was connected with the personal wellbeing domain and was identified as a crucial component of wellbeing. For Fisher, Francis and Johnson (2002) **wellbeing is related to religion, spirituality and the soul**. Although the definition of wellbeing in my research is focussed primarily on the quality of environmental and communal conditions and is measured through the experience of these two domains, the overall personal wellbeing is also measured and this can involve a significant transcendental experience which can also impact overall perceptions of workplace wellbeing.

2.3.5 Wellbeing as a concept: summary

This definition of wellbeing and the three part model illustrates the importance of a pluralistic philosophical approach as well as the choice of a mixed methods approach within this research. In order to ensure that objective quantitative measures are included whilst there is manoeuvre for subjective and qualitative expressions of wellbeing from participants, this research is underpinned by a post-positivist philosophical standpoint. The conceptualisation of wellbeing is therefore central to this philosophical and empirical approach and in light of the uncertainties that can exist within the terminology of the definition of wellbeing: What is the benchmark of a *satisfactory state* of wellbeing in each domain?

With respect to teachers within Secondary education a clear framework has been developed based on the criteria from other researchers in the field such as Fisher, Francis and Johnson's 2002 study of 311 primary school teacher's spiritual wellbeing in England as well as Fisher's 2008 study of Australian students' spiritual wellbeing. My research can be described as a study of secondary school teachers' professional wellbeing in the workplace and so the variables have been adapted in line with findings from previous studies, primary and secondary data collection and literature reviews of wellbeing in the workplace in order to analyse consolidate and develop data and thus measure wellbeing in an effective way (Fisher, 1998, 2002, 2008; 2009).

Three different categories of environmental, communal and, personal wellbeing were identified of which measurements will be made within the data collection. Here we can see that with wellbeing there are

factors which may contribute to and assist the quantitative measurement of the term. Subjective expressions of wellbeing within the school working environment it is argued in my research can be transformed into meaningful quantitative data to explore issues that surround wellbeing (Jones, 2006). Jones (2006) identifies the need for a fusion of philosophical approaches in his Gross National Happiness research for the socio-economic policy in the USA.

“The purpose of the... framework is to bridge the development gap between objective western, yet incomplete socioeconomic policy framework and holistic yet subjective eastern philosophy” (International Institute of Management, 2012)

Objective and subjective accounts of wellbeing are not mutually exclusive and a merging of the two is where Layard and O'Neil (2012) meet and is indeed where this research positions itself. **This research investigates subjective reality (desires and perceptions) and objective reality (the facts about the conditions teachers' experience)** (Layard, 2012). Further, it aims to do so by accepting that both the subjective and objective realities of wellbeing are so interconnected that they cannot truly be captured without using both qualitative and quantitative data collection methods (Pring, 2000). Teachers have their own individual desires and ideas about what constitutes their own wellbeing based on their own backgrounds and experiences thus it is important to investigate this on an individual level with participants in the form of an unstructured or semi-structured interview. The research will also use a questionnaire in the data collection process which will allow for the representation of the more objective elements which have been broadly presented within wellbeing academia as the main conditions that affect their wellbeing. It is suggested that teachers may or may not desire (or may/may not be aware that they desire or need) these particular wellbeing factors/conditions presented within the questionnaire. However, as will be shown in the next part of the literature review, wider research and literature on wellbeing has equated the concept with these particular conditions in the working environment and so they have been reproduced here and conceptualised for this research as *environmental wellbeing*, *personal wellbeing* and *communal wellbeing* and these will be acknowledged and investigated further within the research (Fisher, 1992, 2009).

Because of this pluralistic approach which combines positivist and interpretivist ideals, wellbeing can encompass the subjective views/perceptions one has of their own fulfilment, agency and control and their abilities to contribute to their surroundings and community in a positive way (Fisher, 2008 and Goral, 2010). **Wellbeing in this current research is simultaneously both static (objective) in its broader definition**

and flexible (subjective) in its individual definition which must acknowledge to some degree, the particular circumstances that people experience. This is why, as shall be shown in the *methodology section*, the research methods selected allows for respondents to answer questions subjectively using a scale which allows them the freedom to measure particular conditions of wellbeing and convey their own views. At the same time the questionnaire and interview also allow for the identification of more value-free data in order to establish some of the basic reality experienced by teachers. In order to further understand issues such as high staff-turnover and low retention rates, frequent sickness, stress, depression etc. it is essential to obtain rich data in this way. In addition the pluralistic approach embraces the other side of the philosophical debate, where factual quantitative data can be collected and comparisons can be made between factors such as ethnicity, gender and marital status.

2.4: The Three Domain Framework of Wellbeing

Wellbeing is the satisfactory state of an individual's physical safety, mental health, professional development and personal welfare within three domains of: environment, community and personal conditions within the workplace. It is facilitated through the systems and structures within the workplace that stimulate deliberate personal and professional progress of the employee. According to Fisher, environmental, communal and personal wellbeing were all components that formed an overall concept of wellbeing. Fisher called this *spiritual wellbeing* and this concept was based on a foundation of values related to questions about human origin, meaning and purpose in life; 'spiritual wellbeing is reflected in the quality of relationships that people have with themselves, others, environment and/or God' (2008: 253). For my research **workplace wellbeing is based instead on the quality of provision of physical resources and information** teachers have access to in order to fulfil their teaching roles, it is based on the **quality of relationships and working communities** that teachers have to support their work and guide them through progressive teaching practice and continued development, it is also based on a general view of **personal fulfilment and quality of working life**. The detail in which these three domains were developed was informed by extensive primary and secondary research some of which will be described within the subsequent paragraphs of this chapter and others of which will be described within the methodology chapter to follow. In Fisher's multiple extensive studies of wellbeing in Australian schools spiritual wellbeing was measured by firstly acknowledging that people have varying beliefs and world views about life and so therefore this was utilised as a beneficial research objective, to use each teacher as a

source of information to explore views and compare this to their lived experience. Indeed each respondent was asked what they thought was 'ideal' for spiritual wellbeing in Fisher's research and my research's qualitative and quantitative data collection procedures mirrored this approach. Their lived experience (personal wellbeing item within the quantitative questionnaire and critical question within the qualitative semi-structured interview) was the standard against which the answers to these questions were measured. Lived experience was therefore the leading factor in determining teacher's wellbeing. Within Fisher's research people were asked what they thought spiritual wellbeing should comprise and this subjective measure informed the outcome of his research (2008: 254). It is argued by Fisher that although these subjective measures create questionable population and external validity because of the cultural and social differences that the participants have, it has been suggested that this has had minimal impact on the conditions that people need and often value within the workplace. It is argued that on some levels, social and individual wellbeing regardless of background and location can be universally applied and defined through common trans-cultural factors such as the experience of good governance, strong and frequent social ties and living within healthy ecosystems (Evidence-based Mental Health Resource, 2006). The view that one's culture, gender, class and ethnicity may affect their desires at a very basic level at work has been questioned here. Levels of life satisfaction and feelings of fulfilment which impact wellbeing can rest on a set of common variables; environmental wellbeing, communal wellbeing and personal wellbeing, domains which are shared across cultures; (Evidence-based Mental Health Resource, 2006)

The below sections on environmental, communal and personal wellbeing present a concise but comprehensive and relevant critical review of the previous research that have informed the direction of this investigation, as well as the construction of the themes and questions within the questionnaire and interview created for data collection.

2.4.1 Environmental wellbeing

For this research, environmental wellbeing is defined as the physical setting which includes the school grounds, the building, the facilities and resources within it, the structure of the working day and the systems and processes within the working day, the school ethos, the students and other members of teaching, administrative and support staff and how they may contribute to the provision of basic resources and quality of the physical working environment that teachers work within. Indeed, for Warren (2001) **environmental wellbeing refers to the physical, aesthetic surroundings, the systematic processes**

that take place and structures that teachers work within; this could encompass the school facilities, the school building or the work-day structure; it could also encompass the school/departmental resources, school ethos, customs or the students themselves; all of these factors make up the working environment (Warren, 2001). In addition, all of these areas can impact a teacher's wellbeing positively or negatively impacting the ease at which one can carry out their teaching duties thus affecting levels of stress, anxiety, confidence, enjoyment.

When it comes to physical surroundings and resources, it is important once again to recognise the relativity of such a concept; Pankaj's (2008) study in Bhutan on lifetime satisfaction discusses the contingent nature of concepts such as environmental wellbeing; according to Pankaj, **environmental wellbeing will depend upon an individual's particular standards**, and this can vary according to the background and social-economics of the individual. Presumably the teachers that experience the most degradation and damage in their schools will report poor or negative experiences of environmental wellbeing on the questionnaire (Pankaj and Dorji, 2008). Other independent variables such as age, ethnicity, gender, etc. may further impact the responses on perceptions of environmental wellbeing as standards may vary according to these sub-variables. To clarify, Warren's 2001 research that encompasses work-day environmental wellbeing in American Elementary schools sets the ground work for a coherent view on environmental wellbeing. From a work-day structural level of working environments, Warren's (2001) USA study on 8th Grade teachers and the impact of *middle grades systems*, its organisational patterns and how it has affected teachers' efficacy and their perceptions of their working environment has helped to develop the explanation of this sub concept further. Environmental wellbeing according to Warren is the working atmosphere of teachers, which includes the physical conditions of their environment such as classroom or school layout, quality of furnishings and décor and access to resource. My research upholds this part of Warren's definition however excludes the connection that Warren makes between environmental and communal wellbeing. For this research, environmental and communal wellbeing are two separate variables. However Warren describes environmental wellbeing as also being affected by perceptions. For example a teacher's view of their environmental wellbeing will be affected by their perceptions of factors such as faculty cohesiveness, collaboration or shared values. My research separates faculty cohesiveness, collaboration and shared values from the physical environment and categorises them within the communal wellbeing domain which will be discussed below. For my research environmental wellbeing is defined as the physical setting which includes the school grounds, the building, the facilities and resources within it, the structure of the working day and the systems and processes within the working day, the school ethos, the students and other members of teaching, administrative and support staff and how they may contribute to the provision of basic resources and quality of the physical working environment that teachers work within. Similarly,

Fragoulis' (2010) research in Greece suggests that environmental wellbeing is affected by aspects of the school environment such as a large number of students in the classroom. In Fragoulis' research, this was one of the most stress causing factors; also students with learning difficulties and behavioural problems was a stress causing factor; this was followed by poor working conditions, pressure of time and high work-loads. Fragoulis suggests that all of this, combined with multiple duties, the need for continuous acquisition of new skills and knowledge, demands of new curricular; lack of support staff etc. culminate into factors that increase stress for teachers. These are factors that all take place outside the educational process but within the educational working environment (Fragoulis, 2010).

With regards to the systems and structures that make up environmental wellbeing, Warr et al (1979) highlight the need for a robust system within working environments to create adequate conditions of wellbeing during working life and stresses **the need to uncover what it is that creates the ideal conditions**. Warr et al presented seven measures of which to use to assess the quality of life in the work place: work involvement, intrinsic job motivation, higher order need strength, perceived intrinsic job characteristics, self-rated anxiety, job satisfaction and life satisfaction. These factors adhere more closely to the systematic environment created by management rather than the physical resources. These measures would be used to assess whether the working environment was conducive to creating adequate levels of wellbeing. Perryman and Kyriacou (2007) develop this idea further by looking at school systems. In particular, **school inspection, observation and performativity and claims that these systems often produce a lack of control that teachers can feel** within the *panoptican of inspection* that amplifies this feeling of stress and thus reduces positive experiences of wellbeing. The term performativity was first used by Lyotard in 1984, when he claimed that the postmodern society was focussed on efficiency and effectiveness; within the education system this was reflected in the focus on schools' outcomes and performance through exam results and league table publication. Perryman and Kyriacou (2007) link performativity to the *panoptican*, Foucault's 1977 term, which suggests that Jeremy Bentham's design of a circular prison which allowed a small group of managers to observe many inmates within an institution, was used as parallel to metaphorically describe the disciplinary mechanism used within social institutions and society as a whole. This mode of mass observation enables managers to exert power over the minds of the inmates. For Perryman and Kyriacou, the 'constant surveillance of a panoptic regime relies on internalised fear' where teachers behave as though they are being inspected all the time and the feeling of being watched by an institutional authority increases levels of stress for teachers (177).

"Panoptic performativity describes a regime in which frequency of inspection

and the sense of being perpetually under surveillance leads to teachers performing in ways dictated by the discourse of inspection in order to escape the regime. Lessons are taught to a rigidly prescribed routine, school documentation and policies closely mirror the accepted discourses of school effectiveness and the whole school effort is directed away from education and towards passing inspection. It is this sense of relentless surveillance which leads to negative emotional consequences.” (Perryman and Kyriacou, 2007: 1)

It causes teachers to be in full-performance-mode at all times, exhibiting feelings that are not a true reflection of their real emotions. It could be argued that this constant full-performance-mode described by Perryman and Kyriacou is not altogether a negative thing. Indeed, as Perryman and Kyriacou point out, the original definition of stress is neutral and has not always been a negative concept. Thus it is important to recognise in the research that stress can enhance job performance and emotions are important to teaching as performance plays an important part of classroom practice. Equally, on the other hand, “stress becomes problematic when it leads to negative emotions” (2007: 174).

Perryman and Kyriacou (2007) describe teacher stress as ‘the experience by teachers of unpleasant negative emotions, such as anger, anxiety, tension, frustration, depression resulting from some aspect of work as a teacher’. **Inspection is described as part of the teaching environment and an intrinsic aspect of teachers’ work that is often noxious and its impact profound** (Perryman and Kyriacou, 2007:28). Therefore it is argued in this research that, employers have a duty of care to staff members as well as students who are affected indirectly by these systems. In addition, in the interests of teacher retention and recruitment it is suggested that measures are put in place to counter what Perryman et al call *panoptican* effects (Perryman and Kyriacou, 2007:28).

Indeed, in the same way that Perryman et al. describe stress as possibly having both positive and negative effects, Woodman et al (2009) **found that a positive emotion or perception did not correlate positively with successful performance**. This has an important implication for the recommendations and outcomes of this research. If positive perceptions of experience have no bearing on actual performance, then it could be argued that management and policy makers may have less incentive to implement change for teacher wellbeing policies within a highly results driven educational climate. Instead, for Woodman et al **hope rather than positive perceptions facilitated performance on particular tasks**. This is supported by Lewig et al (2010) who claims that **emotions and emotional intelligence are essential to the service industries** and thus emotional dissonance would be extremely harmful to workers and their levels of

performance in any environment. Emotional dissonance which occurs through increasing and excessive emotional demands, emotional conflicts and emotional labour all lead to emotional exhaustion, the effects of which are played out through attrition, absenteeism and poor mental health (Fimeman, 2000; Lewig and Dollard, 2010). Thus regardless of the quality of physical environmental conditions within schools, if the systems and processes that exist in schools enable teachers to aspire (hope) and to connect emotionally to aspects of their working life it is suggested here that adequate conditions of environmental wellbeing can be created and sustained.

2.4.2 Communal Wellbeing

Communal wellbeing refers to the supportive and collaborative relationships as well as the systems and structures that facilitate these relationships within the educational working environment. Communal wellbeing materialises in daily support, communication and collaboration between staff, departments and schools including whole-school initiatives for professional learning communities, mentoring and coaching programmes. An early example of the birth of this focus is demonstrated in the research of Marland (2002). This research saw an exploration of the **evolution of general pastoral education** for pupils which has led to additional research by other educationalists into pastoral care for teachers (or student teachers in particular) (Best, 2014). The historic rise of pastoral care was born out of the immense social and cultural changes and the rapid industrial, economic and political developments of the 'swinging sixties' and 70s, which saw the emergence of human/civil rights and liberation movements for various social groups. All of this influenced a revolutionary educational reorganisation in the UK which came with a negotiation of new identities for young people/students that teachers would now have to engage with differently. This point onwards signalled a shift to a more humane view of students as people that had to be considered holistically and empathically (Best, 2014). Indeed, Marland emphasised the need of an awareness of the importance of the social development of children from the 1930s and the gradual attempts by the English Board of Education to try and find new ways to implement structures that would enable this pastoral pursuit (Marland, 2002). This led to the recruitment of Pastoral Deputy Heads, Pastoral Assistant Heads, Pastoral Managers and other pastoral roles, responsibilities and structures throughout schools, demonstrating this growing recognition and adjustment (Ahghar, 2008). The **focus on community and importantly pastoral support among teachers has naturally followed suit** although the amount of research and literature in the area of pastoral support for teachers has been overdue and minimal to date (Carrol, 2010 and Philpott, 2015). Further, it has been argued that many schools (and sometimes teacher

training bodies) have not been fully prepared in a systematic way for planning infrastructure, culture or ethos for effective and proactive pastoral care for teachers throughout their career stages (from teacher training to retirement) and that, in order for teachers to be adequate providers of pastoral care, they also need to receive it themselves (Ahghar, 2008; Philpott, 2015). It is apparent that **there is a need to explore the structures, career stages and events that may detrimentally affect teachers' wellbeing**. Concurrently, the structures and stages that may support and nurture wellbeing should also be explored (Black, 2008, Philpott, 2015).

"The importance of worker wellbeing is widely recognised as an important contributor to performance, however, within schools the focus is largely on pupil wellbeing rather than teacher wellbeing"
(Black, 2008:62)

There has been a case made for the **development of positive communities and collaborative relationships amongst teachers** and the resulting improvement of teacher wellbeing. Ahghar (2008) studied the impact of levels of communal wellbeing and organisational structures on levels of occupational stress. Using two questionnaires, one with 27 items and using four scales that focussed on the organisational climate and another 52 items that focussed on occupational stress using 11 scales. Ahghar sought to uncover whether organisational climates such as *open / closed, engaged / disengaged*, would affect stress levels and thus experiences of wellbeing. These different working communities were measured against factors such as: *job insecurity, time pressure, physical exertion* and *social support*. The frequency, percentage and mean values were calculated as well as a stepwise regression analysis to judge the statistical significance of the findings. Among other findings, the results revealed that **teachers working in the disengaged and closed climate experienced higher levels of occupational stress than those teachers working within an open climate**.

It has been suggested by Fragoulis (2010) that **systems and supportive roles that create positive communities within schools to support teaching staff can alleviate the stress** that teacher's experience and thus improve teacher wellbeing. In particular, Fragoulis studied the role of the School Counsellor and how it could play a crucial role in alleviating teacher stress and anxiety; conditions that ultimately have adverse effects on teachers' wellbeing and ultimately the achievement of students in Achaia, Greece; this had been a long-standing issue in Greece according to Fragoulis. Fragoulis used survey questionnaires to research 149 randomly selected kindergarten teachers in rural, urban and suburban areas in 2009. To ensure validity, triangulation was used and structured interviews were also employed to research 5 other kindergarten teachers who had not been given the questionnaires. Fragoulis suggests that among other factors one of the main reasons for increased stress was a lack of support staff

within the school community. Final conclusions in the study presented the view that the **role of a school counsellor, through the supportive, democratic, mediating and advisory functions can maintain cooperation; organisation, networks and training that can significantly alleviate stress** and increase communal wellbeing for teachers in schools. Ghodsy (2008) also investigated the effect of different school organisational structures, the communal climates they created and concurrently, the level of occupational stress and thus the conditions of wellbeing that teachers experienced. Day et al's (2007) research suggested that **supportive school cultures** were crucial to primary and secondary school teachers' self-efficacy and general effectiveness throughout their careers and this was a recurring feature of what teachers reported as important.

Research in the area of communal wellbeing has suggested that **taking a whole-school approach** is the solution to minimising work-related stress and increasing wellbeing. **Reducing structural barriers and strengthening the community with open communication channels and collaborative working styles** can reduce occupational stress (Mental Health Foundation, 1999; Evans, 2011). Further, wellbeing should be fully integrated into the school system and school life. It is suggested that there needs to be a whole-school approach that challenges unhealthy attitudes and behaviours and encourages people to integrate with their inner and wider communities. This could create a positive working culture and environment that enables the development of skills and processes that support and allow positive experiences of wellbeing for teachers (Evans, 2011). Kelly and Colquhoun (2003) concur by claiming that it is indeed **the way in which teachers' work is regulated and managed that often leads to greater levels of stress and ineffective schools**. This implies that government reform and directives play a part in the wellbeing of teachers.

Other research that is aligned with my research in the study of wellbeing is Cook and Wall's 1980 study into the quality of working life of British blue-collar workers through assessing their levels of *interpersonal trust*, *organisational commitment* and *personal need non-fulfilment*. **Interpersonal trust referred to the extent to which one is able to have confidence in and attribute good intentions to the actions and words of other people**. Organisational commitment refers to the 'feelings of attachment to the goals and values of the organisation... [an individual's] role in relation to this and the attachment to the organisation for its own sake' (Cook and Wall, 1980:40). Lastly Cook and Wall explain personal need non-fulfilment in terms of a subjective report on **perceived lack of meeting expectations, needs and satisfactions**; comparing what they are currently experiencing in their manual work, with what they would like more of. Cook et al aimed to build on the work of Warr et al (1979) by adding their three measures of communal wellbeing. Although this research, as mentioned above, studied blue-collar workers in Britain, not teachers, it did highlight some

interesting relatable conclusions. The interpretation here was that as the workers got older their need for fulfilment and their expectation for change and improvement in their jobs reduced. At the same time the older the employee, the longer the duration of their time served at the place of work and the stronger the desire to commit to and remain with the employer. Another finding was that *trust* correlated positively with *organisational commitment* but correlated negatively with *personal need non-fulfilment*; showing that **need fulfilment created trusting relations with employers**. Overall, Cook et al concluded that quality of working life significantly correlated with all three of their new measures: *trust*, *organisational commitment* and *personal need fulfilment*. These were all areas that this research aimed to incorporate in the design of the data collection tools which will be discussed in more detail below. Research by Fisher (2002) has found that on the contrary, age was not a determinant of differences in variables, wellbeing issues affected all ages and it is reported that the most conscientious and hardworking teachers can be more prone to burnout, stress and thus inadequate experiences of wellbeing, regardless of age. In addition, with regard to communal wellbeing and feelings of commitment; Deal and Deal Redman, 2009 claim that **emotional ties between employee and organisation are imperative for retention, motivation and loyalty** and thus improved wellbeing.

“If people relate to the company they work for, if they form an emotional tie to it and put into its dreams, they will pour their hearts into making it better. When employees have self-esteem and self-respect they can contribute so much more to their company, to their family, to the world... The key is heart” (Schulzt, 1997: 6)

Albeit a business model by Schultz (1997), this greatly applies to ever commercialised UK secondary school context. As Kelly and Colquhoun (2003) argue, **it is the responsibility of the school to create a community that fosters good health and healthy work-life balance for teachers**. They use an Australian case study in the Department of Education for Victoria Australia, that introduced a programme within schools titled “Staff Health and Wellbeing and Effective Schools” to demonstrate this. This programme promoted the idea that ‘the school can contribute to the personal health of staff by fostering a positive work atmosphere which encompasses a healthy balance between work and home activities’ (Kelly and Colquhoun, 2003: 194). Although the **programme recognises the role of the individual and his/her responsibilities to ensure healthy decisions are** being made for their own physical and emotional health, **it establishes the irrefutable need to responsibilise the school** (with designated school leaders and allocated health / wellbeing co-ordinators). Consequently, a supportive culture that can assist staff at all levels in making healthy decisions thus create systems within schools that ensure all staff participate in

activities and practices that maintain healthy experiences of wellbeing.

Within the communal wellbeing domain, my research aims to explore whether teachers feel that there are adequate systems and structures in place in their own working communities to support and facilitate their own wellbeing.

2.4.3 Personal Wellbeing

Personal wellbeing, in its very name assumes **a level of subjectivity** that this research embraces and values. Further, this research aims to embrace the very individual and unique perceptions of personal wellbeing in order to gather a holistic view from which to obtain general judgments by each teacher. Tina Rae, Senior Educational Psychologist in the London Borough of Hillingdon (2010) adds to this as she suggests **that the fundamental factors to focus on when exploring and measuring wellbeing** are the teacher's:

1. Individual mental attitude toward development and learning
2. Capacity to self-organise and integrate work-life balance
3. Ability to understand their purpose in life
4. Desire to become a fuller and more rounded person
5. Ability to recognise express and understand their own and others emotions
6. Ability to empathise with others
7. Energy levels and resistance to illness

This was very important to the personal wellbeing domain as although there were set items to measure the reality of personal wellbeing conditions there were also items included within the research tools to judge aspects of personality such as motivation, commitment and the ability to manoeuvre work and family life balance. Thus **personal wellbeing refers to the overall quality of working life that a teacher experiences and the extent of positivity and contentment attributed towards aspects of desire, meaning and purpose** within the workplace that motivates and strengthens teachers. As Sammons and Day et al (2007) also found in their research, commitment plays a crucial role in experiences of personal wellbeing and overall effectivity. Day et al found that committed teachers, through their own identities as teachers, their knowledge, skills and their personal and professional values had an: 'enduring belief that

they can make a difference to the learning lives and achievements of students' (2007: 696).

This links with the **transcendental aspects of wellbeing** (ascribing purpose and meaning to one's work that drives them to commit to working positively and effectively). Goral (2010) suggests that the deepening of teachers' spiritual lives is paramount to their personal wellbeing and thus their sustainability and commitment to their work as teachers. In Goral's research, a Waldorf and Steiner approach, a 3 day course was carried out by participants, where teachers could establish a renewed sense of meaning to their lives and their work within education. By using the term spirituality, Goral defined this in **the sense of the passion and joy that teachers initially hold for their role**. Through this spirituality, she refers to the **meaning that teachers instil into their work, opening their hearts** in order to inspire and create wonder and awe in the classroom, not only through imparting and seeking knowledge but most importantly through seeking meaning in what they do. This corroborates Mihaly Csikszentmihalyi's (1990 and 2008) theory that flow (being absorbed in activity that creates a mental, timeless and effortless state that enables peak performance, optimal skill and creativity) is the ideal and most productive state to work in. If this state can be controlled and induced on demand and not left to chance, it could impact the way we work and how we teach others. Csikszentmihalyi claims that when fully engaged in work practices that involve a level of skill, that stretch our mind or body to its limits in a voluntary effort to achieve something worthwhile, flow can be achieved and these are the best moments in our lives (1990 and 2008). This theory is a fundamental part of transcendental wellbeing (ascribing purpose and meaning to one's work that drives them to commit to working positively and effectively) and thus personal wellbeing in this research's framework.

It is suggested by Goral that in order to enable teachers to experience passion, joy or flow, the pastoral support for teachers needs to exist. Goral argues that all staff members should feel valued and part of the school community and that the lack of care can create a barrier to experiences of engagement and passion and thus prevent teachers from fulfilling their role effectively (Goral, 2010 and Marland, 2002). It could be argued that Goral's approach is idealistic and perhaps leans towards the Waldorf approach to education with a confirmation bias that is rooted in a Waldorf world of teacher education and niche, independent schools that rarely face the types and volume of demands and measures experienced by the average state school in England. That being said, it doesn't make her proposals redundant; there is certainly a lot to be learned from different systems, approaches and forms of education management and pedagogy that simultaneously support the teacher in maintaining their personal wellbeing. Indeed as mentioned by Gregory, 2009:

“...additional consultation should address the well-being of the teacher, as evidence suggests that the teacher's stress affects his or her success with students”

(Gregory, 2009:1110)

Gregory implies that in order to ensure the wellbeing and quality of education of students, teachers' wellbeing should be addressed forthwith in all schools for all teachers. **Both teachers and students need to feel they belong and are valued** and the extent to which this is so is often difficult to measure. Within this research, teachers' views will be investigated in order to explore some of the measures that management teams and policy makers can take in ensuring that teachers' wellbeing is given the equal attention to student wellbeing or teaching and learning. Health and Safety laws and regulations with regard to teacher wellbeing can be monitored and protected much more within schools (Fragoulis, 2009 and Evans, 2011).

Tomic and Tomic's (2008) study extends this focus in their research which used survey questionnaires to which 215 teachers and 514 principals responded in a national study in the Netherlands to find out the existential fulfilment of teachers and its relation to burnout. **Existential fulfilment was defined as general life fulfilment or fulfilment in life.** This is linked to personal wellbeing within this research as it refers to the perception of teachers' quality of working life; fulfilment as mentioned earlier is an important component of this domain. Tomic and Tomic found that **lack of existential fulfilment (life fulfilment) was an important burnout determinant** and thus a sign of very poor experiences of personal wellbeing. For Tomic and Tomic, burnout is:

“...a psychological syndrome of emotional exhaustion, depersonalisation and a sense of low personal accomplishment that can occur among individuals who work with other people in some capacity” (2008:11)

Tomic and Tomic (2008) used the Maslach Burnout Inventory which consisted of 3 sub-scales; emotional exhaustion, depersonalisation and personal accomplishment. Existential fulfilment was measured using the Existence Scale. It consisted of 46 items using a 6 point Likert scale ranging from 'fully disagree' to 'fully agree'. This research found that *Self-distance* - distinguishing oneself from the surrounding world, *Self-transcendence* – entering into valued relationships with people and objects, *Freedom* – the choice of one's purpose in life and *Responsibility* – having meaning to one's life **are all prerequisites to the decreased likelihood of someone experiencing burnout.** Thus higher scores on the dimensions of existential fulfilment result in fewer burnout complaints (2008: 22). This research, more than any other forces us to ask the question: **whose responsibility is it to ensure that personal wellbeing or overall wellbeing at work is a positive or at least satisfactory experience for all teachers?** It could be argued that teachers need

to take personal responsibility for establishing self-distance, self-transcendence, freedom and responsibility within their lives. How can educational managers impact these personal levels of wellbeing with what are often very large teams of teachers? In an attempt to deal with these issues and answer some of these questions the National Association of Schoolmasters Union of Women Teachers (NASUWT) has created an **online 'wellbeing at work' tool which takes form as a questionnaire that enables members to identify early warning indicators for key stressors that affect wellbeing** and offers sources of remedial action and support (Teaching Today, August 2011). In addition, Understanding Anxiety (2012) a UK self-help guide to dealing with anxiety in workplace environments, offers treatments and solutions to manage and control anxiety through therapies such as CBT (Cognitive Behavioural Therapy) or journal writing. The message here is that **it is important for individuals themselves to proactively manage, maintain and create their own positive experiences of wellbeing** in order to reduce the effects of feelings such as stress and anxiety regardless of the communal situation that they find themselves in. Here personal wellbeing is accepted as being fluid and shifting within different working and family environments; however, if one is educated about the warning signs of anxiety and stress usually caused by environmental and communal conditions then a reduction in the experience or negative personal wellbeing symptoms can be achieved. Thus it could be argued that empowering individuals to secure their own personal wellbeing is more valuable and currently more achievable than trying to control the working environments and communities that teachers find themselves working within.

Additionally, Deal and Deal Redman (2009) theorise on an immovable aspect of the experience of teaching that this research also recognises as significant (personal / transcendental wellbeing) and will subsequently aim to explore. These authors highlight what they describe as the undeniable aspect of **the soul within the profession of teaching**; they showcase existing literature which has previously given *the soul* a platform within teaching and pedagogical discourse all of which puts spirituality and the transcendental at the heart of their theory. At the same time they present the conflict this causes within the context of US education policy reform with *no child left behind* and the impact that this has on increasing accountability measures, data, performance management and concurrently the stifling of creativity, expression, passion, emotion and spirituality.

"The connections made by good teachers are held not in their methods but in

their hearts - meaning heart in its ancient sense, as the place where intellect

and emotion and spirit and will converge in the human self... teaching tugs at the heart, opens the heart, even breaks the heart – and the more one loves teaching, the more heart-breaking it can be. The courage to teach is the courage to keep one's heart open in those very moments when the heart is asked to hold more than it is able so that teacher and students and subject can be woven into the fabric of community that learning and living requires" (Palmer, 1998: 11).

This conflict can also be seen in the experiences of teachers working in Secondary schools in England; there is a passion and a drive that good / effective teachers have (the soul, the transcendental) that enables them to persevere through the many environmental, communal and personal challenges faced in teaching. This may also be the key to balancing the stifling effects of increasing accountability measures, data driven practices and performance management (Palmer, 1998; Goral, 2007; Deal and Deal Redman, 2009).

2.5: Conclusion

However it has been defined in the past, the sustenance of personal wellbeing has been noted as a key to fortifying effective working professionals and thus uphold standards (Palmer, 1998; Goral, 2007; Tomic and Tomic, 2008; Deal and Deal Redman, 2009; Fragoulis, 2009; Evans, 2011). The components; environmental and communal wellbeing included in the 61 item questionnaire that comprises a teacher's wellbeing will ultimately be able to sufficiently measure the teachers' perceptions of their personal wellbeing at work. Concurrently, it is also necessary to acknowledge that there may be other factors that influence perceptions of wellbeing: experience and duration as a teacher, gender, age, ethnicity, marital status, educational background. There is a gap within this compelling literature, which has informed the focus for this research investigation. What is missing is a focus on the real and everyday experience of secondary teachers. The literature excludes this in-depth approach to this specific area and it has not yet connected the transcendental (soul, passion, emotion, commitment etc.) to a professional wellbeing context for secondary school teachers in England. This research may begin a discussion about how teachers are trained, how leaders lead and how managers manage within the rapidly changing and dynamic climate of secondary teaching. Indeed, an example of this is the focus in education over the past 60 years on

classroom based pedagogy to improving standards within education. Highly esteemed and utilised work carried out by Black and Wiliam (1998) which recognises the ways in which formative assessment within the classroom can increase motivation and self-esteem for students, creates a dynamic environment for students and enables them to engage in a processes of interaction, feedback and self-assessment, is a clear example of this emphasis and classroom focus. It is not suggested that this pedagogical focus should not be at the forefront of teacher training; indeed securing student teachers' technical expertise is a very important part of promoting their wellbeing. Rather what is being suggested here is that policy, teacher training, management and leadership styles could be adapted to meet the needs of a new professional environmental and the staff that work within it. There could be more emphasis on mental and physical health and fitness, professional development, collaboration, community building and managing workload. It is suggested here that it is necessary to look into what happens outside of the classroom in teachers' working lives, so that they can flourish professionally for the benefit of themselves and their students. Managing their personal wellbeing, their ability to control the direction of their careers, to develop professionally, to have the time to focus on their individual strengths, to voice their opinions, make contributions and feel heard is important to teacher wellbeing. In the communal domain, the opportunities open to teachers to build healthy working relationships, friendships, to collaborate and share resources, to engage in community based projects and to feel like part of a team is crucial. Lastly, environmentally, the tools and resources available to teachers to carry out their roles effectively, the information provided to them about their students, the comfort level and aesthetics of their surroundings and their journeys to and from work, are areas that are vital to teachers fulfilling their roles effectively. Environmental, communal and personal wellbeing are areas that the previous literatures have not explored in a focussed, empirical way, utilising secondary teachers' first-hand accounts in conjunction with their material experiences and conditions to discover common patterns and phenomena. Indeed, some of these particular issues such as environmental wellbeing have generally been under researched in the field of education. Wellbeing is an area that teachers feel strongly about and yet existing efforts such as schools joining organisations like *Investors in People* often seem cosmetic and have a questionable impact on teachers' daily working lives. This research aims to explore teachers' perceptions of their wellbeing in the three domains (environmental, communal and personal) in order to start a deeper dialogue about the long-term implementation of proactive measures that can systemically support teachers at all stages of their teaching careers.

2.6: Research Focus

This section attempts to sum up the arguments for an investigation into the perceptions of wellbeing for teachers. I will provide an overview of the justification of the direct research focus taking into account the critical analysis of the literature review above.

An exploration of teachers' perceptions of their wellbeing, it is suggested in this research, is significant not only because of the lack of research that leaves a gap in the current literature on teachers' wellbeing, also it is suggested that the impact that perception has on wellbeing can determine the reality of experience of it and ultimately whether in the individual's mind, it exists at an adequate level or not. Indeed, teachers' perceptions of their own wellbeing will have an impact on the reality of their actual wellbeing, regardless of how well-supported by their environment or community they may seem to be from an outsider's perspective. It has therefore transpired within this research that there needs to be active involvement of teachers at all levels towards reforming how we view and manage wellbeing in the working environment and working community, thus perhaps improving the overall personal experience of the workplace within secondary schools. Teachers' views about the realities of their experience and what changes or programmes can be put in place are at the heart of his research because it is what (and how) teachers' feel about their wellbeing that impacts most on how they feel about their ability to carry out their roles effectively and thus concurrently their wellbeing. If we think we are receiving low levels of support, guidance, professional development and that this is limiting our professional performance then that indeed, becomes our real experience; i.e. a self-fulfilling prophecy takes place. Through the questionnaires and the semi-structured interviews teachers' perceptions of their own wellbeing against what they feel may be ideal experiences of wellbeing will be explored within the environment, community and personal aspects of their working lives. The wider implications of this study lie not only in educational policy and education management but a possible reformation of educational teaching standards, practices and teacher education (what is expected of a secondary teacher inside and outside of the classroom in the new political climate where the stressed-self now exists and needs to be managed) in new and diverse self-governed schools. The implications cover the need to provide student teachers and experienced teachers with their own pastoral support, to improve the quality of their lives. The effective delivery of pastoral education for pupils is also dependent on this. Teachers, who are receiving pastoral care, it is argued, are more capable of dealing with students' individual pastoral and academic needs (Engels, 2008 and Philpott, 2015). This research will uncover perceptions of teachers on their own well-being, exploring the views of teachers and

whether they feel that their feelings and experiences of their environment and community may have an impact on their personal progress and their performance at work. The overall implications are that policy makers and school leaders may have to consider investigating further how to manage wellbeing in a sustainable and meaningful way.

2.6.1 Research Objectives

Research objectives in this study are to explore teachers' perceptions of their own wellbeing within the three contexts of communal, environmental and personal. To meet these objectives, they will primarily be asked about their perceptions of wellbeing at work in general, and using a new framework of workplace wellbeing, developed from Fisher's (2009) spiritual wellbeing research, Personal, Communal and Environmental wellbeing domains will be explored in depth. These factors/categories will be used to compartmentalise aspects of overall wellbeing to enable teachers to clearly express different levels of support that they may or may not experience at work. The questions and topic areas raise issues such as support, collaboration, resources, satisfaction, extracurricular life, friendships, working relationships and time. Both the questionnaires and the interviews focus on extracting the views of teachers on these issues.

The aim: is to evaluate the perceptions of a group of Inner and Outer London secondary school teachers about their own wellbeing in relation to environmental, communal and personal factors at work.

2.6.2 Objectives:

To evaluate teachers' perceptions of the environmental wellbeing within secondary education

To examine teachers' perceptions of the communal wellbeing within secondary education

To explore teachers' perceptions of their personal wellbeing within secondary education

To investigate teachers' views of the ideal level of wellbeing

To identify the relationships between environmental wellbeing, communal wellbeing and personal wellbeing

CHAPTER 3

3. METHODOLOGY & METHODS

In order to meet the research objectives identified in the previous Chapter 2, questionnaires and semi-structured interviews were selected. This chapter will sequentially describe the methods and procedures used to answer the research questions whilst justifying their suitability for meeting the research objectives. The research design was a mixed-methods approach utilizing both a Likert questionnaire and semi-structured interview method. The purpose of the design was to investigate the perceptions of the teachers on their wellbeing and measure the interrelationships of the responses within both sets of quantitative and qualitative data as well as correlate the scores of the questionnaires with the responses to the semi-structured interviews. This chapter will therefore begin by presenting the research questions and then will describe each stage of the method selection, design and data collection in order of chronology.

The research questions:

1. What are the perceptions of a group of Inner and Outer London secondary school teachers of their environmental wellbeing?
2. What are the perceptions of a group of Inner and Outer London secondary school teachers of their communal wellbeing?
3. What are the perceptions of a group of Inner and Outer London secondary school teachers of their personal wellbeing?
4. What does the ideal wellbeing look like for this group of Inner and Outer London teachers?
5. To what extent do environmental wellbeing and communal wellbeing contribute to personal wellbeing?

Table 3.1 Research questions, objectives and methods

Questions	Objectives	Methods
What are the perceptions of a group of Inner and Outer London secondary school teachers of their environmental wellbeing?	To evaluate teachers' perceptions of environmental wellbeing within secondary schools	Questionnaire Semi-structured Interview
What are the perceptions of a group of Inner and Outer London secondary school teachers of their communal wellbeing?	To examine teachers' perceptions of the communal wellbeing in secondary education	Questionnaire Semi-structured Interview
What are the perceptions of a group of Inner and Outer London secondary school teachers of their personal wellbeing?	To explore teachers' perceptions of their personal wellbeing within secondary education	Questionnaire Semi-structured Interview

What does the ideal wellbeing look like for this group of Inner and Outer London teachers?	To investigate teachers' views of the ideal level of wellbeing	Semi-structured Interview
To what extent does environmental wellbeing and communal wellbeing contribute to personal wellbeing?	To identify the relationship between environmental wellbeing, communal wellbeing and personal wellbeing	Questionnaire

3.1: Introduction

a.) General summary

To begin, this research as a whole and the research questions that I sought to answer needed a lot of thought in terms of how I would approach the investigation philosophically, how I would gain access to a range of willing participants, how long it would take to gather enough rich and relevant data and what ethical issues I would need to consider.

The extensive portfolio building process of investigating the epistemological and ontological assumptions of philosophical approaches stood me in good stead to confidently attest to the benefits of a post-positivist outlook. I believed that establishing a known objective reality whilst embracing and validating the subjective experiences of all individuals was valuable for the aims of this investigation.

For research within the topic of wellbeing, in the context of secondary schools in Inner and Outer London, I knew that it could be a challenge gaining access. I had to decide whether I would approach schools from an organisational level (a top down approach), gaining consent first from senior management. Or would it be more effective to seek out individual teachers and approach them as independent entities, gaining their consent as individuals? I made this decision very early on in the exploratory process, knowing that the sensitivity of the topic could make schools/management wary of the outcomes and the subsequent implications of any data that did not turn out to be at least satisfactory. At the same time, the association with management and the school consent route may have also made my potential participants wary and less trusting of the research, knowing that management had an involvement or an interest in the research (or their perceptions); it may have been more difficult to gain their trust and assure them of confidentiality and anonymity. In addition as a teacher myself, I was aware of the limits on teachers' time, their freedom (or lack of) to commit to long-term projects and how this would impact their ability to participate comfortably and provide the broad and rich data that I required. I needed to design a data collection tool that was robust, efficient and high quality in order to gain trust as well as participation for busy and challenging

teacher participants.

In addition to this it was important for me to ensure that I protected each participant from potential harm and did not leave anyone worse-off than when they started. I wanted to design research tools that enabled illuminating data to be gained but at the same time empowered and informed teachers about themselves and their working conditions. Indeed, the standard consent, right to withdraw, confidentiality and anonymity would be upheld and ensured at every level and at the same time, despite the potential for unearthing negative experiences for the participants, I wanted to ensure that they were able to reflect on their working lives and experiences honestly. The research topic is about wellbeing at work and so it was important that participating in the research did not compromise anyone's wellbeing. I felt that the methods that I selected for this research ensured that I was able to sufficiently protect the participants according to the type of data that they were providing. The quantitative process, from a distance would provide a reflective and cathartic experience for the participants and the qualitative process would be a reporting and discussion exercise to assess the positives and negatives of their environmental, communal and personal wellbeing as well as articulate and share ideas about what their ideal level of wellbeing would look like in reality. I felt it was the responsibility of this research to allow the participants to freely contribute to developing possible solutions, making recommendations as well as reporting success and positive experiences. Generating valuable knowledge for the public, policy makers and other educational professionals through the illuminating and instructive insights provided by the secondary school teachers was not only key to making sure that the experience of participating in the research was a positive one for the teachers but also was central to meeting all of the main research objectives.

b.) Philosophical overview

Philosophical guidelines concerning ontology and epistemology respectively; what is reality and how we acquire the knowledge of reality determine the route one takes in conducting research. For this research it is important to be very clear of one's philosophical position, not only for the broader reasons of explaining which methodological route was taken but also because it is crucial in explaining the definition of wellbeing and reconciling the juxtaposition between the simultaneous fixed reality of the concept and the malleable experience of each participant in their experience of it. The question of what are the perceptions (subjective reality) of wellbeing for teachers and how this should be measured are constantly underpinned by the philosophical standpoint. Indeed, the positionality, arguments, validity, methods, sample selection and data collection systems are all affected by the philosophical view point taken. It informs us of what we need to

do and how we need to do it from the beginning to the end of the research process (Yin, 1994, Robson, 2000; Brew, 2001; Hart, 2001; Maxwell, 2005; Flick, 2006; Mertons, 2007 and Agee, 2009).

Post-positivism underpinned this research and guided the methodological decisions considered through the investigation process. Post-positivism is said to be the compromise between epistemological absolutism (positivism) and relativism (interpretivism) which enabled an appropriate mixed methods approach to answering the research questions and meeting the research objectives. Positivism provides a solution to this question by promoting the idea that human behaviour can be studied on the premise of empirical verification, collecting data to establish cause and effect. From this we can develop and apply theories to the outcomes of our research (May, 1999). Interpretivism on the other hand asserts that through discovering reality, methods should be employed that allow for the subjectivities that people bring to their own individual realities; and according to interpretivists this is the real value in social research and ensures validity and *truth*. This research aimed to merge the strengths of both sides of this philosophical debate.

“The world of real life or the world of common sense...cannot be captured by either one or the other [qualitative or quantitative] and indeed there must be integration and overlapping of the two” (Pring, 2000: 45).

My research is underpinned by a post-positivist approach, which enables the incorporation of a pluralistic stance towards methodological choices. The mixture of both qualitative and quantitative data collection systems were semi-structured interviews and questionnaires. The on-going debates about appropriate methods that should be used within philosophical realms are vast and in this research we can conclude that the positivist school of thought, which generally values highly the use of quantitative methods and the interpretative school of thought, which in the main, promotes the use of qualitative methods are met with mutual respect. In this research, both quantitative and qualitative methods are utilised in order to extract the most valid and reliable data, in a robust and coherent way to meet the research objectives.

The positivist roots of the post-positivist approach, maintains that valid and reliable knowledge can only be gathered through a systematic process of controlled, repeatable scientific inquiry (Wittgenstein, 1972 and Popper, 1959). In this research the 62-item Likert scale questionnaires aimed to fulfil this role by investigating teachers' perceptions of their environmental, communal and personal wellbeing. The positivist side of the methods undertaken in this research, aimed to ensure that the research practices upheld, as far

as possible, objectivity, reliability and 'truth'. This meant exploratory primary and secondary research, content validity tests, and pilot studies. Importantly, wellbeing is defined in my research as the satisfactory state of an individual's physical safety, mental health, professional development and personal welfare within three domains of; environment, community and personal conditions within the workplace; ensuring that all participants had an understanding of what wellbeing meant in this research and could apply it to their own lives was a crucial part of upholding the post-positivist standpoint. With a clear definition of wellbeing, it is assured that, in line with our philosophical standpoint, there is a firm truth or a reality that exists outside of individuals that is waiting to be discovered (Bernstein, 1983 and May, 1997). This was important to establish for this research as wellbeing is a term that has often been paired with other ambiguous and ubiquitous words such as happiness and satisfaction. Ensuring that a clear definition of the wellbeing concept was provided meant that this clarity allowed the research process (data collection and analysis) to be reliable and objective when investigating teachers' perceptions of their wellbeing.

The post-positivist philosophy that underpins this research accepts that although there can be one true reality; in this case a standard level of wellbeing experienced or not by secondary school teachers, different people also have different subjective views of the world or experience different realities. The subjective realities of individuals can therefore be analysed as an entity in themselves and also measured in relation to that one true reality. Thus by taking the post-positivist approach, the strict absolutism of positivism was diluted and instead there were allowances for various forms of reasoning from participants, multiple subjective realities and knowledge that at some levels had to be context-specific and hermeneutic. There was an acceptance that interpretations and accounts for the particular time, place and culture of the individual had to be considered and pre-judgments and opinions that these generate were also an important part of my research (Robson, 2002). According to interpretivism, reality is not universal but plural, with many realities based on different learnt rules encoded within each individual's mind-set (Hart, 2001). In addition, the appropriateness of a controlled 'natural scientific' method being used in this type of a social research is ethically and practically incongruous. People are conscious and purposive actors with ideas about their world, they attach their own value and meaning to what is going on around them and this is a crucial part of what was extracted from the participants in order to investigate their perceptions of wellbeing (Robson, 2002).

c.) The mixed method approach

Before describing the data collection procedure that was undertaken for this research, it is necessary to explain the mixed method approach that was selected in relation to the research aims and objectives. Having developed a post-positivist standpoint which has underpinned my outlook and approach to research over the past 6 years it was important to consider carefully the most appropriate route to take that would meet the research objectives whilst at the same time respecting the philosophical parameters within which I had positioned myself. When exploring teachers' perceptions of their own wellbeing inside the three domains of communal, environmental and personal, I believed that a mixed methods approach would successfully meet the research objectives in what is a sensitive and topical area within education. I recognised that whilst a wider numerical and statistical perspective would add value to the scope and breadth of the research, the ability to focus on detail and explore themes more closely in the contexts of the individual teachers would also be extremely valuable to the investigation.

One of the ways in which this was achieved was by establishing what wellbeing was in an absolute and objective way through providing interviewees with a clear definition of the concept so that clarity (as far as possible) could be established and comparisons could be made against one, standard truth. At the same time it was important that sufficient value was placed on the individual realities created by the participants and that they had a platform to share their experiences and feelings about these experiences. Both of these dimensions (the objective reality and the subjective experience) hold equal value in this research and thus the employment of both the quantitative questionnaire and the qualitative semi-structured interview allowed the researcher to draw out the stronger, beneficial elements of each method. Asking participants about how they felt about their wellbeing in two very different ways (quantitative and qualitative) helped to provide a bridge between what is often perceived as the methodological gap and support the philosophical approach of this research. Using the two different methods strengthened both the reliability (replicability) and validity (context accuracy) of the data set as a whole and merged them in a way that reinforced the emerging issues within the results (Pring, 2000; Sammons and Day et al, 2007 and Meade, 2010). Patterns could be established, relationships unpicked and connections made when attempting to explain issues faced by teachers and further when endeavouring to make recommendations for future research. Simultaneously, upholding the traditions of the post-positivist approach whilst ensuring that the research aims and objectives were met in the most appropriate way.

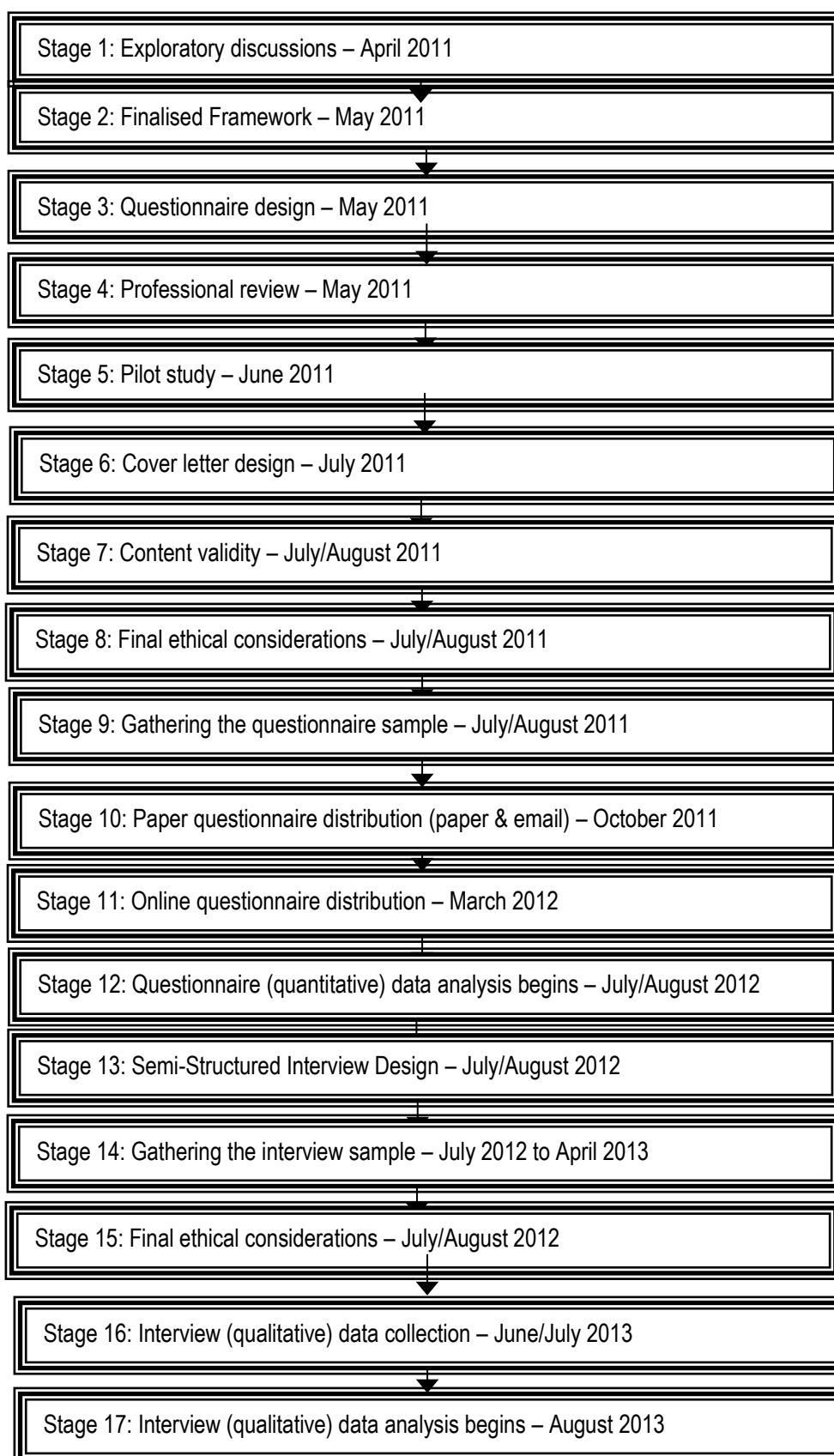
Previous studies with similar research objectives such as Nick Mead's investigation, the impact of Every Child Matters on trainee secondary teachers' understanding of professional knowledge (2010) demonstrated the effectiveness of this route. Here the mixed methods approach was also used to capture teachers' perceptions of their responsibilities for developing professional knowledge. The researchers used both questionnaires and interviews in order to gather their data of teachers' perceptions; there were two questionnaires, one in 2005 and the other in 2007. These were followed up by four semi-structured interviews. In a similar vein to my research, the intention of conducting the supplementary interviews was to 'provide a bridge' of qualitative data between the questionnaires previously conducted (12:2010). Likewise, the interviews asked the same questions as the questionnaires, (albeit phrased as open and closed questions) and the qualitative data were able to highlight any differences or similarities between the two different sets of results. In addition, Day et al's longitudinal research that aimed to gather the perceptions of teachers in England on their work (perceived effectiveness), their lives and the possible effects of this on pupil attainment (Math and English) also used a mixture of both qualitative and quantitative data collection methods and techniques such as semi-structured interviews and surveys.

The mixed methods approach meant that not only was data collection more reliable because of the systematic and standardised nature of the questionnaire process, but also the ability to then present data swiftly in a clear and quantitative manner served the research objectives well. This approach enabled the identification and measurement of patterns, relationships and correlations of the three domains (environmental, communal and personal) as well as patterns between background variables such as age, gender and ethnicity. The benefits of the quantitative research tool also resulted in quantitative methods of data analysis. This was a useful way of summarising results numerically and identifying common features, patterns or correlations. This was an important part of guiding the rest of the data analysis process and concurrently forming conclusions.

Thus a quantitative method of data collection and analysis was of great value to this research, in particular because of the complex nature of the inter-relationships between different aspects of a participant's experience of wellbeing and the unique conditions that they each person was situated within. Also, quantitative data was especially useful to this research because significant results had to be drawn out from the rating scale questionnaires and then explored further within the transcriptions of the semi-structured interviews. The quantitative methods of data analysis inform and allow a deeper discovery of relationships between variables as well as the existence of extraneous and confounding variables within the topic of workplace wellbeing (Abeyasekera, 2005).

It was also deemed valuable to use both quantitative and qualitative methods to provide a variety of data

sets that can explore themes in different ways and thus together provide more context and perhaps add to the validity of the research (Day et al, 2007). For example, asking respondents about their perceptions of their own wellbeing in Likert scale questionnaires will create expansive sets of numerical (quantitative) data that may bring to light similarities or differences from the large body of written/textual (qualitative) semi-structured interview data. Patterns of frequently occurring answers on a particular subject such as the issue of regular and effective communication between teachers and line-managers can be analysed and compared between the two data sets. Analysing data from the questionnaires in a combined way with the interview data meant that from a post-positivist perspective, it could be argued that the questionnaires and the interviews could provide an element of triangulation or test-retest technique, where the quantitative and qualitative measures can be compared and checked for 'reliability'. It was the intention that the written qualitative responses would 'shed light' on the meanings behind the numbers gained in the questionnaires (Robson, 2002 and Johnson and Onwuegbuzie, 2004). However, this was not done with the naivety of hope that this would act as complete validation for the responses in the questionnaires. The aim instead was to add to this data by allowing the teachers' perceptions and attitudes to be the basis of a discussion which was collaborative. Being less intimidating and intrusive, with a pre-planned schedule was important to the validity of the individual responses, thus gaining open and honest answers was crucial (Holt and Pamment; 2010)

Table 3.2: Timeline of research procedure

3.3: Procedure

3.3.1 Stage 1: Initial exploratory discussions

In the initial stages of the investigation exploratory research took place in order to understand the main issues facing teachers in their working environment with regards to their wellbeing. Four small groups of between 2 to 4 teachers were gathered separately as a scoping exercise to probe and enquire about the general issues that teachers experience that may impact their workplace wellbeing. As well as this, informal conversations with colleagues and associates within education helped to develop a context from which the main domains emerged iteratively. There was a process of deduction and induction, exploring theory and generating new theories connected to the domains, environmental, communal and personal wellbeing. Form of these theories had been highlighted previously by researchers such as O'Neil (1998), Jones (2006), Fisher (2009) and Morin and Patino (2010). These exploratory conversations also simultaneously helped to form and develop the questions within the questionnaire and concurrently the content of the semi-structured interview schedules. Notes were taken during these group discussions with teachers and any cross references with previous research such as issues concerning anxiety and lack of sleep were highlighted to ensure that they were included within a final edit of the questionnaire and interview schedule. The teacher contributors in the exploratory research comprised serving and retired teachers who were sought using an informal word- of-mouth (similar to an opportunity sampling method) and these informal conversations took place within and outside of the professional/school setting. In addition, the aim of this exploratory research was to clarify and validate the definition of wellbeing within the educational/working context through discussion and to establish what general factors teachers believed affected the quality of their wellbeing. This helped to shape what became the final concept of *workplace wellbeing*. This discussion process also improved the quality of the data collection tools as common issues that were raised at this stage were connected, reinforced or discarded throughout the subsequent research tool design cycles. In particular, this concerned the development of the framework, the design of the questionnaire and interview through to the final stages of analysis and discussion.

3.3.2 Stage 2: Finalised Framework

Therefore the development of the framework was validated by the primary exploratory research as well as the literature review which enabled the inclusion of relevant concepts as well as temporally and internally valid domains and items. The framework was based upon Fisher's (2009) structure which originated through his study of the concept spiritual wellbeing among children and youth. Fisher's work provided a detailed critique of the available quantitative measures of spirituality and wellbeing that had been used on children/students to uncover ways of improving pastoral care for young people. This provided a valuable guide in the construction of the wellbeing questionnaire. Fisher (2009) found 4 main reoccurring factors that defined the concept of spiritual wellbeing (self, community, environment and transcendent) and highlights these within four domains titled respectively. Each component part makes up the complete form of spiritual well-being (SWB) and should, according to Fisher, be the basis of any research on well-being. Fisher classified these items in the four domain model in the following way:

- If the item indicates relationship with self, it is classified as P (for Personal SWB)
- If the item indicates relationship with other people, it is classified as C (for Communal SWB)
- If the item indicates relationship with environment, it is classified as E (for Environmental SWB)
- If the item indicates relationship with Transcendent Other/God it is classified as T (for Transcendent SWB).

(Fisher, 2009: 275)

With these indicators in mind, the categories and recording units used in my research were based on Fisher's framework of: Personal/Self well-being, Communal well-being and Environmental well-being within the context of secondary schools and to be administered on adult teachers within Secondary Education.

The three domains were separated into sections and would ensure that the data could be categorised. Environmental well-being was identified through questions about time, support, facilities, resources, physical workplace conditions, school rules and students. This domain represented one of the independent variables. Communal well-being was identified with questions about the team, others within the workforce, collaboration, communication, friendship and the community. This domain represented the second independent variable. Personal well-being was identified through questions about the self, motivation, satisfaction, agency, professional development, value and control. In contrast to Fisher's framework, within this new design, the personal wellbeing domain would represent overall work-place wellbeing. Thus rather

than being treated as an independent variable along with environmental and communal, in this research it stood to represent a total level of wellbeing. In doing so, personal wellbeing would encompass transcendental aspects of an individual's working life looking at areas such as satisfaction, motivation, meaning and purpose. Having these clear variables adequately positioned and prepared the data analysis later in the research process. The semi-structured interviews also followed the questionnaire framework as a guide in order to allow for consistency, validation, context and depth on given topics. Comparisons could then be made directly between the two data sets having used an identical framework on both data collection tools. Adding the second interview method in this way will also increase the strength of internal validity of the research tools as well as the validity of the study as whole. Validity means how far or accurately the resulting data answers the research question (validity will be discussed further in Stage 11). Ensuring that both tools contain the same items and topics enabled participant responses to be gained in a focussed way that replicated the first method in a different format also adding to concurrent validity and reliability (Fisher, 2009).

The questionnaire and interview were divided according the framework in three sections; Environmental Wellbeing, Communal wellbeing and Personal Wellbeing:

- Environmental wellbeing section will question on physical/tangible aspects of the working conditions, facilities, resources and location of the school.
- Communal wellbeing section will question on relationships with friends/colleagues/peers/teachers/superiors/ management teams/support staff and the ability to express and communicate concerns and ideas that impact on school policy or decision making.
- Personal wellbeing section will question on the extent of individual/professional/academic goals/targets being met, feelings of contentment, motivation, satisfaction, the ability achieve and develop. This domain allows a spiritual component to be expressed through meaning, purpose and satisfaction ascribed to working experience.

Although incorporating the transcendental into the components that make up overall personal wellbeing arguably move it further away from the empirically measurable factors sought within this research, this

should not be a deterrent. The validity of my research depends on recognising the potential significance of this component. Transcendental is not a concrete, tangible object open to conclusive scientific analysis.

3.3.3 Stage 3: Questionnaire Design

The questionnaire method can provide a 'reassuring, scientific ring of confidence' to social science research (Robson, 2008: 68). It was the aim of this research to be robust, reliable, and have a set of quantifiable, statistically analysable data from which to draw innovative conclusions that could meet the research objectives of investigating teachers' perceptions of their wellbeing. Thus, selecting methods that would enable all of this was crucial for the validity of the research. Thus in accordance with the work of Fisher, 2001, 2004, 2008, 2009; Gomez and Fisher, 2003 and Bradford, 2002 the Likert scale questionnaire was selected as the quantitative mode of data collection. The next steps were to create a mock questionnaire by designing Likert statements/questions that were relevant and valid, appropriate and ethical. Guided by the previous literature review and the initial exploratory discussions, common topical issues such as trust, anxiety, stress, motivation, sleep patterns, nutrition, work-life balance, communication, departmental support, counselling, friendships, extracurricular activity, student-teacher relationships and senior management expectations were extracted and turned into Likert questions that would be able to measure the level of positive experience of each topic area.

(a) Justification

The Likert questions were selected for four main reasons; (i) a wide range of topic areas could be covered in a relatively short space of time, (ii) it is easy and simple for respondents to complete, (iii) it is a useful and efficient measure of attitudes and (iv) it is highly suited to the lifestyles and time constraints that secondary teachers face during term time.

The Likert scale questionnaire had the potential to contain a wide range of topic areas. Bryman (1989) identifies several advantages of using questionnaires; he claims that questionnaire research allows the collection of data on a number of units allowing vast topic areas to be covered. The questionnaire was thus selected and concurrently designed in such a way as to allow a large amount of data to be collected through a systematic format which was organised around a topic related structure (environmental, communal and personal). For example: environmental wellbeing contained the items concerning the

working environment such as, *I have regular access to a comfortable work space/office/classroom*, communal wellbeing contained the items related to community and relationships with others such as, *I have friends or colleagues at work that I can trust with confidential information about myself* and personal wellbeing contained the items about overall personal aspects of wellbeing such as, *I have job satisfaction*. These Likert topic areas became large quantifiable data sets which were then possible to highlight as variables which could be examined to explore relationships and patterns between them (Robson, 2008). In the main, I aimed to uncover perceptions on wellbeing by exploring whether a person has a positive or a negative experience to the statements/questions within the questionnaire such as: *If I get things wrong, I feel supported by my superiors*. I believe that this was an appropriate and fitting route to take given the scale of topics and the detail within them that needed to be covered within a short space of time. The way in which participants are expected to respond and record their answers is simple and quick and needs little explanation (Labowitz and Traylor, 1996).

Thus Likert scale questionnaires were also selected because they are a useful and efficient measure of people's attitudes. Likert scales are a common choice of method when researching people's attitudes because of the ability to obtain a quantitative measure of feelings, perceptions and opinions, in a less cognitively taxing way than a questionnaire with open questions or interviews. People's attitudes are something that is usually sought through qualitative means (Fisher, 2009). This mode of investigating teachers' perceptions is also a fixed choice which enables easy, direct and affirmative responses, which produce set answers on a value scale that enables convenient comparison and measurement (van Laerhoven, 2004).

"Likert questions have proven to be convenient and valid quantification instruments... The Likert scale response is often applied because of the few cognitive demands it places on respondents" (van Laerhoven et al, 2004: 1).

An added benefit of using Likert questions was that it enabled the creation of engaging questions that would encourage deeper thought during completion of the questionnaire. Indeed, the general feedback from the reviews during piloting was that the experience of completing the questionnaire was 'fun, enjoyable, cathartic and enlightening'; further as Robson (2008) highlights:

"Items on a Likert scale look interesting to respondents, and people often enjoy

completing a scale of this kind. This is of importance...[because] if they are interested they are likely to give considered rather than perfunctory answers" (2008: 293)

Because of this ability to engage and encourage deeper thought and reflection through Likert questions and because of the cognitive ease and time efficiency that this particular method allowed, it was judged as well suited to the work-life conditions and time constraints that secondary school teachers experienced. For these reasons as well as the ability to ensure clarity, to obtain quantitative data and the resulting potential for data analysis, the Likert questionnaire was finally selected (Somekh and Lewin, 2005).

(b) Design Structure

The rationale behind the structure of the questionnaire was to have the outer, most tangible physical domain ordered first (environmental wellbeing), the second domain was next in terms of tangible experience (communal wellbeing) and the last was generally the inner feelings that teachers experienced or aspects of life that affected overall wellbeing (personal wellbeing). Background questions about role, age, marital status, gender etc. were placed at the very end of the questionnaire. The questionnaire therefore contained 90 items that encompassed four pages, one page for each section. The rationale for this structure was in the main, to try and standardise the experience for each participant and eliminate responder bias and variations in interpretations of questions. The questionnaire would be presented in the same way to each respondent who would then experience each domain in the same order (as far as this could be controlled). Thus the issue of the *survey context effect* in the design of the questionnaire was considered. This means that the order in which the items environmental, communal and personal were placed within the questionnaire was important when designing the structure research tool. According to Tourangeau et al (1991) overall responses to items on a questionnaire can be affected by what proceeds each section or question.

"The literature on *survey context* effects suggests that earlier questions can affect answers to later ones through a number of distinct mechanisms... earlier questions can change how respondents interpret later items, what information they retrieve in formulating their answers and how they make judgments required by later items" (Tourangeau, 1991: 255).

For example, Tourangeau suggests that asking about perceptions on marital conditions first sometimes reduces reported overall perceptions, either positively or negatively due to positive or negative experiences within the respondents' marriage. In this research the personal wellbeing domain was placed last in order of variables/domains to reduce any order effects that may bias or influence answers that may have some after it. For example a question about overall job satisfaction (an item within the personal wellbeing domain) was positioned at the back to reduce the possible impact that this may have on the responses that follow.

The Likert questionnaire did not use the actual term *wellbeing* in any of the questions within the questionnaire. The research avoided using the term wellbeing completely and used topics and statements that affected wellbeing such as "I feel physically safe in my working environment" (see questionnaire in Appendix 2). This would allow the respondent to answer without being influenced by any general preconceived views about the term wellbeing or indeed about their own wellbeing. Any repetition or overuse of the term wellbeing within the actual questions it is suggested could have been a form of indirect researcher bias and an overriding effect on the accuracy or honesty levels and thus the validity of their responses. This structure design allows clarity and simplicity, minimising misinterpretation, potential bias and preconceptions (Shenton, 2004 and Somekh and Lewin, 2005).

Despite some of these efforts to standardise the experience of participants through the structure within the research tool, the problem lies potentially in the lack of control on the order in which the respondent ultimately completes the questionnaire. The questionnaires were self-administered and on the paper questionnaires it may be possible that the respondents skimmed the whole questionnaire first and then chose the order in which they would respond. The online questionnaires were more controlled and it is unlikely (due to the style and logistics of the design) that respondents would have diverted from the set order of questions. This variance in order between the two modes of questionnaire may have affected the consistency of experience for participants and thus the validity of the data overall; the two types of questionnaire may have caused variations in the way that participants completed the questionnaire and thus variations in the type of data collected (Easterby-Smith et al., 2002).

Questions

Because of the busy working lives experienced by teachers great care was taken in the construction of each statement as described, each Likert statement was cleared of any ambiguity. Potential obscurity within questions could have been problematic and counter effective to the validity of the resulting data.

Thus the scrupulous process of design and planning continued into the design of the Likert questionnaire items.

The Likert items were constructed to have a positively inclined direction so that all responses were either: *strongly disagree* = 1, *disagree* = 2, *neutral* = 3, *agree* = 4, *strongly agree* = 5 according to each statement and all statements could be measured against this same pattern using these values. Although some researchers chose to use a mixture of both positively and negatively inclined statements intermixed, it was decided in this research that the data collection would not be compromised in any way if all statements were positive, on the contrary, it would serve to aid a smoother process of data analysis. In addition to this, pre-coded questionnaires were used to ease computer analysis; for example, each questionnaire itself was numbered so that each respondent (although anonymous in name and identity) had a number and could be traced back to their questionnaire. Also, each question/statement was coded and numbered according to the section it was in (Environmental, Communal or Personal). For example, each Likert statement was coded and numbered according to the section it was in: Environmental E1, E2, E3 etc., Communal C1, C2 etc. or Personal; P1, P2 etc. (Bryman and Bell, 2003).

It has been debated extensively whether Likert responses should be expressed and analysed as an ordinal or interval level of measurement (Churchill, 1995). It has been argued by Clarke, (2002) that accepting Likert data as interval instead of ordinal would ignore their arbitrary nature and thus imply that the data was linear, on a continuum and that each respondent was aligned in their subjective values that they ascribed to each number on the scale. Researchers such as Kanner, Coyne, Shaefer and Lazarus, (1981) have attempted to prevent these arbitrary attributions within Likert scale questioning by establishing a mutually agreed baseline value (for all participants before they conduct the questionnaire) such as, on a scale of 1 – 10, the value 9 represents how stressful a wedding in the immediate family is to most people. In order to address this I ensured that the Likert scale options contained equidistant categories representing the attitudes: *strongly disagree* = 1, *disagree* = 2, *neutral* = 3, *agree* = 4, *strongly agree* = 5 instead of an imbalanced alternative that would have, *disagree* = 1, *neutral* = 2, *agree* = 3, *strongly agree* = 4 with more options on one side of the neutral position than the other. Because of this it is argued that the validity is increased and the problems that arise through possible variations in subjective ascribed values are reduced because the equidistant categories representing the attitudes infer equal distance between each option (Labowitz and Traylor, 1996).

“The number of choices on the scale should be evenly balanced to retain a continuum of positive and negative statements with which the respondent is likely to agree or disagree..... This will help avoid the problem of bias and improves reliability as anyone who answers 'agree' all the time will appear to answer inconsistently.”

(Page-Bucci, 2003: 3)

The positions upheld by researchers such as Labowitz and Taylor (1996) and Page-Bucci (2003) enable Likert scale data to be treated as an interval level of measurement. Likert himself intended that all items should be treated as if they are replications of each other and thus be analysed as parallel, interval instruments (Rensis, 1932). It was decided that on an operational level, the level of measurement would be considered at interval level, bearing in mind the data analysis process and the research objectives. The data obtained from the Likert scale questions were presented in a logical equidistant form (Labowitz and Taylor, 1996). The data were found to communicate interval properties to the respondent as individual, respondents can assign their own perceptions to a scaled response and therefore it would be possible to produce data that can be assumed to be interval scaled which would be beneficial to the data analysis process (Easterby-Smith et al., 2002). The post-positivist standpoint within this research meant that the consistency between each participant on the arbitrary value attribution and thus alignment of individual values that each respondent placed on the numbers was not important in this particular study (Clarke, 2002). Rather, the final selection of a number was what I wanted to analyse (regardless of the differences in attributions). I would use the respondents' data to probe further within the interviews. How the numbers may or may not have aligned between each respondent was secondary. To support this, Dyer (1995) states,

“Attitude scales do not need to be factually accurate - they simply need to reflect one possible perception of the truth.we will not be assessing the factual accuracy of each item, but will be responding to the feelings which the statement triggers in them”

(Dyer, 1995: 73).

Other than the issue of which level of measurement to ascribe to Likert data, another debate is based around the total number of points/values to be used on a scale and whether to have an even or an odd number of points from which to choose. An even number of points does not allow the respondent to identify a middle or neutral position, which is something that I wanted to avoid because it was thought that being

forced into a particular response (fixed choice) is less valid than the option of (honestly) stating a neutral position (Churchill, 1995). Robson (2008) also claims that 'odd numbers permit a neutral mid-point which is usually considered desirable' (2008: 294). With regard to the total number of points, it is argued that more points such as a 10 point rating scale as opposed to a 5, give the respondent a more precise and accurate selection from which to make a choice. However, it was believed in this research that this greater choice may have confused the respondents, added more time to the estimated completion period of the questionnaire and would not necessarily produce richer data (Easterby-Smith et al., 2002). For these reasons, I decided that, that a neutral position would be available from within a five point scale.

3.3.4 Stage 4: Professional review

To ensure that the quality, clarity and objectivity of the questions were robust, a thorough review process was carried out. The surplus of secondary school teachers from the discussion groups were asked to form a small group of 4 experts that examined and discussed the questionnaire in order to identify the problems and issues that could arise in completing and administering it. Questions that were unclear or misleading were changed or removed. A group of Higher Education/Research professionals, who I also had contacts with were then sent four copies of the amended questionnaire and were individually asked to provide general feedback on clarity and structure and to assess whether the questions would meet the research objectives and/or answer the research questions. Indeed, Robson (2008) maintains that questions need to *accurately link* to the central research point and they need to be *exhaustive*, for instance, they should include all possible options for potential answers (Robson, 2008: 244). These professionals ultimately provided feedback individually on accuracy and exhaustiveness as well as: phrasing, structure, clarity, repetition and general grammar and spelling mistakes, and possible operational difficulties and oversights.

There was a general consensus between both groups (secondary experts and higher education/research experts), that there were too many questions/items within the questionnaire and there was a concern that secondary school teachers would be deterred from completing the questionnaire as it would take too long to complete. It was decided that the questionnaire would be reduced in length/amount of questions. After more timed rehearsals by volunteer teachers (who were associates of the researcher - their data not included) to test run the questionnaires it was deemed that full completion of the questionnaire would take roughly 20 to 25 minutes depending on the respondent. Based on the feedback each section on the questionnaire was reduced, aiming to keep the most valuable questions and deleting repetitions or *distractor* questions (questions that were purposely included to ask the same question in a different way to establish validity) with the final count of questions being 90 questions overall reduced from an initial 120

questions. Some amendments to terminology were made for easier comprehension. The structure of the questionnaire was also reviewed and remained. This would now make estimated time of completion 15 to 20 minutes. In the final edit of the questionnaire, the Environmental section had 20 questions; for the Communal section there were 29, for the Personal section, 28 and for the Background section 13. Twenty five questionnaires were then piloted to Secondary teachers within one London borough Independent secondary school.

3.3.5 Stage 5: Pilot study

It was also necessary to test the feasibility of the research, to consider the practical efficiency of the delivery of the questionnaire to real secondary school teachers and to pre-test the research instrument itself (the questionnaire) (Somekh and Lewin, 2005). Firstly, opportunity sampling was used to gather 25 pilot study participants within the secondary school that had already assured / guaranteed access for the pilot study. I had close ties with this school and the teachers who worked there were familiar to me to varying degrees. The teachers were therefore informed about the study, in person, at random, opportune times and were asked if they would like to participate in the research preparation process. They were informed of their right to withdraw and were assured anonymity and confidentiality in the same way that the participants would in the main research. These participants were handed paper questionnaires throughout the period of a week (within the working day) and all 25 questionnaires were returned within the following week. This process took two weeks to complete data collection. In the third week a review of the data took place.

The pilot study raised three main issues: firstly the importance of confidentiality and anonymity (and reducing the risk of social desirability), secondly the sampling method and the issue of access, and thirdly the practicality of the questionnaire delivery and submission. Firstly with regards to confidentiality and anonymity, the professional connection and association between me and the 25 teachers could have influenced the pilot study outcomes either positively or negatively. The existing relations and familiarity could have established trust and therefore encouraged more open and honest responses. On the other hand it could have had the opposite effect and the responses could have been affected by social desirability bias, with participants responding in a way that they felt was socially desirable to the researcher or others. For example, in the case of communal wellbeing, they may not have wanted to be openly negative about levels of support they receive from their line manager due to feelings of distrust. Although respondents were informed that confidentiality and anonymity would be ensured they were aware that they were one of a small number of teachers (all of whom I knew) and thus could be identified if the background

data were scrutinised (Somekh and Lewin, 2005). They would have to trust me to feel completely free to respond openly and this was a dynamic that would be very difficult to completely avoid in the main study because of the sampling methods that I would be using. Because of this, it was therefore important to ensure that the quality and presentation of the questionnaire was professional, that all ethical guidelines concerning confidentiality and anonymity were stringently upheld and that the participants were presented with this information at the beginning of the research process. Prior to the pilot, these ethical considerations had already been planned for, however having gone through the process, this was highlighted as an area that needed careful attention. A cover letter would be attached to every questionnaire explaining the right to withdraw data as well as the assurance of confidentiality and anonymity (participants would not be asked for their names or any details that would identify them) (Robson, 2008). In addition within the cover letter the participants would now be informed that this was a large scale study that aimed to collect responses from a number of schools in and around London, contact details for the researcher and the associated university were also provided. It was considered important with the sensitivity of the topic, that the participants would feel more comfortable in responding openly to the questionnaires if they were aware that the research was legitimate, professional and large scale.

The sampling method was the second issue that was raised. In the pilot study an opportunity sampling method was used through directly approaching teachers in person. In the pilot study these respondents were teachers who I knew and worked with in this particular school and this meant that the questionnaires were not truly anonymised in addition, the experience or feeling of anonymity by the respondent was compromised. This would not be an approach that I could take in the main research as it was practically unfeasible with a target sample of 200 teachers. Although opportunity sampling would still be used, it was decided that I would utilise teaching and education professional contacts who worked in schools (or universities that had links with secondary schools) in and around London. Approximately 10 of these contacts were asked if they would help me to gain access to 20 teachers and help me to distribute the questionnaires either by post, email or contact delivery. This would enable me to distance myself from the possible effects of researcher bias or social desirability bias.

The final issue was the practical efficiency of the delivery and submission of the questionnaire. It was noted that collecting the questionnaire once it had been completed was an area that needed to be thought through. Handing the questionnaire back to the researcher was achievable for the pilot study. However for the main research, different modes of submission would need to be planned. Thus post, scanning/email / pigeon hole / boxes would be introduced to allow for increased sample size/responses which would benefit gaining a larger, representative sample and further allow questionnaires to be anonymised aiding the

ethical goals as well as higher levels of validity.

3.3.6 Stage 6: Cover Letter

A cover letter was written in order to meet ethical guidelines and support the authenticity of the questionnaires, (which at this stage were being delivered via hand, post or email) (see Appendix 1 for cover letter). The cover letter was constructed with the aim of introducing the researcher and explaining the general aim of the research. It was important to keep it succinct whilst not being too vague. The letter conveyed the potential importance and value of the research, and mentioned the potential positive outcomes it could have on informing future practice. The cover letter assured confidentiality and/or anonymity and encouraged respondents to make contact with the researcher to be part of the study's second stage of data collection, the semi-structured interviews (Robson, 2008).

3.3.7 Stage 7: Content validity

The content validity procedure was the last part of the design preparation process to take place. The purpose of the content validity procedure was to enable a critical review of the clarity, coherence and relevance of the content within the questionnaire. This process allowed feedback in two stages on any ambiguities or difficult to answer questions. Copies of the questionnaire were distributed to a separate set of 12 professionals who were associates of the researcher, from teaching and education backgrounds as well as non-teaching/educational backgrounds such as an accountant, a secretary, retail assistant, electrician, a doctor and a librarian. The first stage of the content validity process involved the whole questionnaire and the second stage included only the responses that had been highlighted as an issue and amended for a second assessment. The assessors were asked to read each Likert-scale statement and re-write each statement out again below it in their own words. This process took approximately two weeks to complete and submit. Their written interpretations were read through and any meaning that did not correspond with the intended meaning was highlighted, re-worded and put through the second stage of the content validity process again. As a result of the feedback from the content validity process, the main changes were elements of the language used that were amended to the level of understanding, accessible

to a representative group of respondents of varied educational levels, abilities and educational backgrounds. It was assumed that amongst the teacher sample, most would have at least a basic level of literacy skills (if trained in England), depending on when they qualified (TDA/QTS Literacy tests have been a requirement for the past 15 years). For example a Likert statement that read: *I am committed to my work*, was changed to: *I am consistently committed to my work*. The wording on each question was designed to be very clear to accommodate the respondents who may have varied English literacy and comprehension skills or may have had English as an additional language; realities that exist within the teaching profession today (GEM, 2002). Care was taken to make sure that the choice of words was easily and quickly accessible for a range of respondents without bias. Repetitious questions were removed and elongated questions were shortened. At the end of this stage, a version of the Likert scale questionnaire was finalised.

3.3.8 Stage 8: Ethical Considerations

Informed consent was sought from each participant through a letter that accompanied the questionnaires which asked for their input into educational research and explained the wider purpose of the research (see Appendix 1). The letter also explained each respondent's rights to withdraw as a contributor to the research. Although they had given consent by completing the questionnaire, they could withdraw their contributions at any stage. Contact details were provided in the case that a respondent wanted to withdraw their data.

Protection from harm was a priority within the research. Although the questions within the data collection tools were not controversial or directly upsetting, the main ethical issue that arose within this study was the potential to unearth negative views about working life and concurrently personal life. Indeed the research placed a spotlight on wellbeing, what it is, and ideas about what it should be and how it was experienced. The questionnaire procedure was subsequently informally reported by some of the participants as a positive experience which was a reflective and cathartic process. The research may have brought to peoples' attention their own feelings of contentment or discontentment with regards to their working or personal lives or indeed, the level of support their Line Manager, Headteacher or school provides for them and whether positive or negative experiences were identified the impact on the respondents' psychological state was difficult to identify. Uncovering poor levels of wellbeing would not necessarily lead to negative or sad feelings and uncovering good levels of wellbeing may not ultimately lead to positive or happy feelings

(Somekh and Lewin, 2005).

As well as raising awareness about the importance of wellbeing, the impact that it could have on performance and health, and the responsibility of all levels within education to ensure wellbeing is promoted, participating in this process could have highlighted teachers personal conditions (possibly, previously unidentified) circumstances and perceptions of their own wellbeing. The particular issues that were raised in the questionnaires and interviews such as the ability to collect children from school or the extent to which they felt valued by senior members of staff could have possibly heightened respondents' negative feelings or encouraged/motivated change and improvement.

How respondents were dealing with or reacting to their situations was also highlighted within the interview process and this was also an area ethically that needed attention because the implication that low levels of wellbeing was something that could be controlled, changed or improved by the individual alone on a personal level may have also affected feelings about oneself. The balance between including what are sometimes sensitive issues whilst keeping the content relevant and internally valid was a fine one. Allowing the participants to respond anonymously and in confidence was an important part of reducing the potential stress and negativity that could have been experienced by the respondents through the process of completing questionnaires and interviews. Anonymity means ensuring that identities are kept private and that total privacy (any other identifiable information or clues that could compromise this privacy) of respondents are upheld. Totally eliminating harm through anonymisation however is not guaranteed because of the experience of reliving potentially stressful or difficult experiences (Somekh and Lewin, 2005)

“Confidentiality is a principle that allows people not only to talk in confidence but also to refuse to allow publication of material that they think might harm them [the participants] in any way” (Somekh and Lewin, 2005: 57)

The focus of the research on environmental and communal wellbeing also placed a spotlight on management teams and systems and structures within schools. How effectively teachers' wellbeing has been managed by leadership teams and how teachers felt about this was revealed. Again, the ethical implications of how the schools or certain members of senior staff were represented were important to control. Indeed, the questionnaires may have also been used as a platform (genuinely or not) to express discontent. This may potentially have been an issue for the management teams of the schools in how the school may be represented if this research sought access through the management teams. This is why the

teachers were approached as individuals and not at an organisational level. This meant that respondents would feel free to speak openly without their identities being exposed to their schools. This would reduce stress, minimise the tendency to use the questionnaires to inadvertently express discontent or to paint a particular school in a negative light. To counter some of these issues confidentiality and anonymity were assured at the beginning of the process (within the introductory cover letter) and these ethical guidelines were upheld. This also worked towards ensuring that the possible negative impact of the research was reduced and thus schools/individuals were not identified and/or represented in a negative light. Pseudonyms were used when presenting details within the data which could potentially identify schools or individuals. Finally, all participants were advised of their right to end participation and withdraw from the research, though none took this opportunity (Robson, 2008).

Overall the possible psychological harm to the respondents was reduced by ensuring anonymity, confidentiality and the right to withdraw was provided. On the one hand, taking part in the process may have served as a cathartic, enlightening or reassuring experience that enabled reflection and brought to light gratification and satisfaction at work. Simultaneously it could have revealed dissatisfaction and discontent with working conditions. In either outcome I would suggest that in the long term the process would be beneficial for respondents towards empowering them with knowledge that would contribute towards improving their working environments. Being able to identify areas that are problematic is a crucial step towards progress (May, 1997). At the end of each interview, details of the Teacher Network were provided.

3.3. 9 Stage 9: Sampling method and Sample

The opportunity sampling technique was selected to obtain the secondary school teacher sample. Opportunity sampling, sometimes referred to as convenience sampling is a method that takes advantage of the researcher's local or inside knowledge that enables the recruiting of participants that are often difficult to gain access to through the help of contacts, associates or gatekeepers (Somekh and Lewin, 2005). The main criteria for selecting subjects were, in the main to obtain a varied sample of teachers who were as typical of Inner and Outer London teachers as possible and the initial contacts were loosely reminded of this. I wanted to avoid impeding the response rate and so was mindful not to reject participants' data due to the event of over representation. The geographical area was chosen because this was seen as a relevant starting point at which to gather relevant data from a variety of schools and teachers with varied levels of

experience from diverse backgrounds. Questionnaires accompanied by a cover letter and a large, self-addressed envelope (see Appendix 1 and 2) were initially sent out by post to teacher / education contacts who had access to secondary school teachers willing to complete the questionnaires. These contacts were associates of mine or were people who had been recommended by associates. They were firstly contacted via email or phone and asked if they would be willing to distribute some questionnaires to teachers within their school or to associates who had access to teachers in other schools. Once this agreement was established, questionnaires were sent out and then distributed by the associates, who were then able to distribute the questionnaires to a range of teachers. The value of having a sample such as this would be high as it would allow for a broader range of teachers and would make it possible to generalize the results. Thus the schools used were selected for reasons of differentiation and access and the participants who were asked to take part in the research were asked with this in mind. Access to them, their availability, and their potential to enlist other teachers to add to the sample were important to their selection (Somekh and Lewin, 2005). The network of teachers that I had contact or associations with was then built upon by encouraging them to recruit other potential contact and participants through the snowball sampling method. The snowball sampling method is a technique usually used for hard to reach subjects. In this research the snowball effect meant that via word of mouth (through email or conversation etc.) contacts and associates would be encouraged to name other potential participants for the researcher, which could open up a larger network of accessible secondary school teachers (Robson, 2008). The sampling methods used enabled the inclusion of teachers' with varied experience, roles, ethnicities, positions, gender, socio-economic backgrounds and religions. The target age range was within the qualified teacher range which spanned from the approximate ages of 22 to 65 years of age. In the final sample the age range was 22 to 60 years. This did not affect the study because a relevant age range was still achieved and this was important in exploring the different life events through various life stages within the data analysis that may impact the experience of wellbeing. Using random or quota sampling could have compromised this and would have been unnecessarily time consuming as it could have inadvertently excluded a particular sample characteristic or social group. Therefore it was important to have a strategy that would enable a mixture of backgrounds and avoid one clear homogenous set of teachers. It was deemed that with the resources available and the amount of contacts established, achieving the variety that mirrored the true teaching landscape within this geographical area within the sample would be a feasible goal, as long as the net was cast wide in terms of quantity (Robson, 2008). Indeed, as Somekh and Lewin state:

“...it is necessary to select a ... sample of the population, one in which the same range of characteristics or attributes can be found in similar proportions.”

(B. Somekh and C. Lewin, 2005: 217)

Approximately 200 questionnaires were distributed to teachers and this would have enabled the goals of achieving a broad sample to be met through the opportunity sampling method; a 33% response rate was achieved. Indeed, the typical response rate of self-administered questionnaires is approximately 36.1% and so the amount of questionnaire responses submitted was anticipated (Baruch, 2012). The resulting demographic make-up of the final sample was not untypical of the general teaching Inner and Outer London target population. As table 3.4 shows, the Department for Education statistics on demographic characteristics of teachers in England was not widely different from that of this research sample with regards to features such as gender and ethnicity (DFE, 2012). The age groups 30-39 and 50-59 were slightly lower in my research. Thus, table 3.4 shows that although not necessarily a totally representative group, my research sample's background characteristics are not completely untypical of the population of teachers nationally. It is possible that the sample for this research is more representative of teachers in the London region, given the age profiles but regional-level background data has not been available for comparison. The 200 questionnaires were distributed over the course of 8 months and the majority (90%) of the questionnaire responses were submitted within the last two months of this period which were within the second half of the summer term, June/July 2012 this would increase context validity as most of the teachers would be able to reflect on a similar time period (academic year 2011/12).

Using random, quota, stratified, systematic or cluster sampling would have been impractical given this goal, the resources available and the nature of the research (Somekh and Lewin, 2005 and Robson, 2008). Indeed, using these methods would have involved gaining permission from schools and asking for direct access to research their teacher cohort. Gaining access through the management was not the intention of this research due to the sensitive nature of the topic and the desire to gain open and honest responses. Teachers were approached as individuals and not as part of a school, names of schools were not asked for and any school identities known to the researcher were anonymized. Email, letter or telephone contact (which included the cover letter and questionnaire) was made both formally (with associates) and informally (with contacts), which were either based at or connected with around 20 secondary schools within Inner and Outer London. Simultaneously cover letters and questionnaires were distributed directly to participants.

The resulting participants in the study as a whole comprised 66 teachers; the schools consisted of grammar schools, co-educational (mixed gender) state schools, comprehensive girl's schools, comprehensive boys' schools, faith schools, academies, free schools, independent co-educational boarding and day schools in and around London. Sixty teachers completed the questionnaire and another 10% of this figure was separately sought, again using the opportunity and snowball sampling method for

the semi-structured method. The 6 teachers selected for interview were in addition to and separate from the questionnaire sample and these semi-structured interviews took place after the questionnaire data had been collected (stage 13 to be described below).

Table 3.3: A table to show the sample characteristics of the teacher questionnaire participants

Name	Variables	Percentages
Respondents	60	100%
Ethnic origin	British White Black African White European Black British Asian British White Irish Mixed British Chinese British Greek Cypriot	56.8% 9.1% 9.1% 6.8% 6.8% 4.5% 2.3% 2.3% 2.3%
Gender	Female Male	53.3% 46.7%
Name	Variables	Percentages
Age	22 years and under 23 to 26 years 27 to 30 years 31 to 40 years 41 to 50 years 51 to 60 years 61 and above	10% 20% 10% 28.3% 15% 15% 1.7%
Marital Status	Married Single Living with a Partner Divorced	43.3% 36.7% 15% 5%
Teachers with Children	No Children One Child 2 Children Three Children	35% 30% 31.7% 3.2%

Age of Children	Age 3 or below	38.7%
	4 to 7 years	12.9%
	8 to 11 years	3.2%
	12 to 17 years	16.1%
	18 to 24 years	22.6%
	25 and Over	6.5%
Length of service	1 to 2 years	21.7%
	3 to 4 years	8.3%
	5 to 9 years	31.7%
	10 to 15 years	18.3%
	16 to 20 years	1.7%
	21 and above	18.3%
Distribution of teaching subjects	Business	28.6%
	English Literature	14.3%
	History	12.2%
	Mathematics	10.2%
	Physical Education	8.2%
	Modern Foreign Languages	8.2%
	Sociology	
	Drama	4.1%
	Golf	4.1%
	Geography	2%
	Psychology	2%
	Law	2%
	Science	2%
	11 respondents did not answer this question	
Name	Variables	Percentages
Education route	PGCE	56.9%
	GTP	17.2%
	Cert in Education	12.1%
	Miscellaneous route	10.3%
	Teaching First	3.4%
School Sector	State/Comprehensive	65.1%
	Independent/Private	23.3%
	Academy/Free School	9.3%
	Faith	2.3%

Journey Time to Work	120 minutes long	
	60 minutes	22.6%
	40 minutes	9.4%
	20 minutes	15.1%
	15 minutes	9.4%
	10 minutes	1.9%
	5 minutes	7.5%

Table 3.4: A table showing gender, ethnicity and age ratio comparisons between questionnaire sample and Department for Education 2014 figures.

Sample characteristics	Current research %	DFE % 2014
Gender	Female 53% Male 47%	Female 62% Male 38%
Ethnicity	White British 57% Others 43%	White British 52% Others 48%
Age	Below 30 years and below: 40% 31-40 years: 28% 41-50 years: 15% 51-60 years: 15% 60+ years: 2%	Below 30 years: 30% 30-39 years: 33% 40-49 years: 18%, 50-59 years: 17% 60+ years: 2%

Achieving the 30% response rate with the above demographic make-up does not destroy the data in any sense. As we can see from Table 3.4 we can establish valid comparisons within the DFE data to show similarities between the sample and the national London figures.

3.3.10 Stage 10: Paper questionnaire distribution

The paper questionnaire was one mode of collecting the questionnaire data. Questionnaires were initially sent either by post (along with self-addressed and prepaid envelopes), delivered by hand or via email to be completed on an individual basis. This was considered lower in time and financial cost than conducting 60 face-to-face questionnaires which would take up considerably more time. It would lower travel costs and potential loss of earnings through time away from work. This method also allowed for a larger target sample to be reached. It enabled participants to complete questionnaires privately, in their own time and would thus arguably enable more honest and considered responses than perhaps a face-to-face questionnaire. The costs that were involved were mainly printing and postal expenses through sending bulks of questionnaires to schools which contained prepaid envelopes. The response rate for postal questionnaires however was extremely low, with only 1% return rate. As most of the postal questionnaires were not returned, postal send-out costs and the expenses for stamps/prepaid envelopes were lost. Email and hand

delivered questionnaires worked well and the majority of responses were submitted this way. It was considered at this time that self-administering, face-to-face questionnaires in a group setting could have been introduced at this stage to boost responses. This way, a larger amount of the sample is guaranteed to respond at the time and hand questionnaires back directly to the researcher when complete. This would have involved some added organisation and was deemed difficult to organise at that stage of the school term.

3.3.10.1 Response rate

The response rate for self-completion questionnaires was often problematic especially when using the postal method which was experienced in my research. It was acknowledge that this is a typical hazard when using this method and it was necessary to make contingency plans to follow-up on calls and emails to prompt and encourage completion especially in the cases where money had been spent to post bulk questionnaires out along with paid/self-addressed envelopes for return. The reaction to the initial low response rate was addressed by constructing a follow-up email or phone call in the event of delays and once this proved ineffective a final phone call was made where possible. Unexpectedly, once the online questionnaires were rolled out, the manual/paper responses started to come in more rapidly and the online questionnaire response was ultimately much slower overall consisting of approximately 30% of the total responses. The online questionnaire design would not allow submission unless all questions in each sub-section were answered; this may have affected response rate for the online mode because if a respondent had gotten to the end of the questionnaire, having thought that they had completed it, only to find that they had to go back and scroll through the whole questionnaire to find one missing/un-ticked box out of 90 questions, this may have led to them dropping out and not submitting at all. However, overall, the advantage of using the questionnaire method is that if response rates are low, attempts can be made in a short space of time in order to canvas again to the complete sample as a whole, in order to encourage and attract a sufficient amount of responses. The response rate in my research was 30%; of approximately 200 distributed questionnaires, 60 responses were returned (May, 1997).

3.3.11 Stage 11: Online questionnaire distribution

In reaction to the low response rate, online questionnaires were created and introduced towards the middle/end of the data collection period. I thought that this form of questionnaire would provide ease,

speed, larger samples and less cost (Somekh, 2005). I believed that this new mode of completing the questionnaire would add the much needed element of convenience and efficiency to the experience as well as the added benefit of collating and recording the subsequent data sets. The Google Docs survey softwear within which the questionnaire was designed replicated the paper format and was reconstructed within a webpage that was clearly structured and easy to use (see Appendix 3). The programme also offered a basic level of data analysis so that initial patterns could be explored as data was entered. An email which contained the succinct cover letter text and provided a link to the online format/webpage of the questionnaire was delivered to the same and new contacts, associates and teachers in Inner and Outer London. Respondents were informed in this email that the questionnaire would take roughly 15 minutes to complete and were instructed to answer all questions ensuring all boxes were ticked. The respondents were asked to reflect on the past one/full year of teaching only. The questionnaire would not allow submission unless all questions were answered. Once a questionnaire had been submitted online, an email would notify me that the questionnaire was complete.

The online questionnaires had a section at the end that allowed respondents to add more information at their discretion; they could add any other related thoughts or explanations that they thought appropriate or necessary. Respondents were also given my email address, in the case that they had any questions. The respondents of the online questionnaire also had the option at the very end of the questionnaire to opt to volunteer to take part in the second half to the research; the semi-structured interviews; none opted to do so through this route.

Both of the main modes of conducting the questionnaires meant that the researcher was not present during the completion of the questionnaire. This could have been beneficial; reducing the researcher influence and therefore bias, but on the other hand it could have been counterproductive as misconceptions or questions could not be addressed if needed by the respondents (Robson, 2008).

However, whether online or on paper, the disadvantages of using a self-completion questionnaire, in the main reside in the fact that the researcher is absent. The researcher could not build a rapport with the participants and therefore trust may have been difficult to gain when dealing with the sensitive topic of wellbeing. Also I was unaware of other influences that may have been impacting attrition or the quality of responses. Indeed, it was impossible to detect the other, possible influencing factors such as response bias (and the reasons for it), boredom, lack of focus, not taking the questionnaire seriously, not answering accurately (possibly due to social desirability) etc. The online method added to the variation of these effects (between the paper/email format and the online format) and perhaps the validity of the data.

Certainly, efforts to contextualise within a given context and point in time (the participants were all asked to reflect on the past academic year) may have been affected using the different modes of response. It was possible that participants' previous experiences beyond the targeted past year time period may have influenced or biased their responses. It is also possible that the questionnaire format may have decontextualized their responses. Mishler (1991) suggests that this is an issue with self-completion questionnaires which can be problematic when aiming to uphold validity. In Mishler's view, the question-response process using questionnaires decontextualises the meaning of the questions and the responses; contextually grounded conversations in social discourse in his view hold the true value and would be more effective (Mishler, 1991).

“Self-completion questionnaire are falsely prestigious because of their quantitative nature, the findings are seen as a product of largely uninvolved respondents whose answers owe more to some unknown mixture of politeness, boredom and a desire to be seen in a good light than to their true feelings, beliefs or behaviour” (Robson, 2008: 231).

Undoubtedly, respondents may inaccurately report their perceptions or attitudes on wellbeing outside of the desired time-period they were advised to reflect on, however on reflection I resolved that this would not take any value away from the data if this was the case, so far as the participants were reporting their current perceptions as they knew them. In addition, this issue is not exclusive to questionnaires only and can arguably be ascribed to other methods such as interviews or focus groups. Furthermore, directions given to the participants were clear and at the very least the teachers were expected to report on their experiences and their honest perceptions on the questions being asked. A researcher never knows what internal distraction may be influencing a participant's response, and thus we must account for this in our analysis and discussion (Somekh and Lewin, 2005).

3.3.11.1 Online ethical considerations

It is not possible with paper or online questionnaires to gain informed consent in the traditional way nor is it possible to provide an oral explanation of the study, or indeed to gain oral consent. This meant that all of the relevant information was provided within the 'cold-call' email/letter that contained the online link as well as on the first section of the online questionnaire. Indeed, all participants were provided with the option to contact the researcher via email in the case that they wanted to discuss any issues further or ask any questions.

For the online questionnaires anonymity was also assured for all respondents; the identity of each participant was unknown and they submitted their questionnaire through the online portal. All data for these questionnaires were untraceable to the individual respondents or their schools. The software used allowed the research to adjust settings and select the option to not collect IP addresses which could be traced back to the respondent. For those whose anonymity could not be guaranteed (such as those who may want to leave their details for further information or participation in stage 2 of the research) confidentiality was assured. Respondents, who wanted to withdraw/erase their data once online responses had been submitted however, would need to contact the researcher and in these cases their anonymity would be removed. This meant that whilst their identities may have been known, these were kept within the confines of the research and would not be made public at any time during or after the research. The advantage of using the online questionnaire was that confidentiality and anonymity could be assured in a convincing way. The manner in which questionnaires could be completed was secure and private and the potentially sensitive information that was gathered could be done so with care and sensitivity as and when the respondent wanted to complete it.

3.3.11.2 Reliability

Reliability requires consistency, and stability within the methodical systems being used as well as the object/s being measured. It necessitates a degree of repeatability within the study and the ability to retrieve the same or similar findings under the same research conditions (Robson, 2005). Therefore the reliability of the questionnaires in my research depended largely upon a sufficient level of standardisation. As discussed, it was difficult to control the situation and environment in which the participants completed the questionnaire, and steps could have been taken to organise group questionnaire-completion sessions to control and standardise conditions in which they were completed. Thus the manner, timing and style in which the teachers completed the questionnaires were dependent upon the individual teacher. Likert scale questionnaires were the main choice of method with regards to achieving high reliability because this system had been used previously in established wellbeing research by Fisher (2009). The method of using four variables within a Likert questionnaire were deemed reliable because of the extensive research that had been repeated by Fisher at different points in time from 2000-2009, but also by the exploratory/pilot research findings gained prior to the data collection.

Internal reliability testing was carried out using the Cronbach alpha test of reliability. This measures the extent to which a measure, test or procedure is consistent within itself, i.e., the wellbeing Likert questionnaire should measure the same valued perceptions with Teacher 1 in the same way as it does with Teacher 2. The questionnaire items should all be measuring the same thing. In order to increase reliability

the split-half method could have been used in addition to this. The split-half method compares a participant's performance on two halves of a test or questionnaire and there should be a close correlation between scores on both halves of the test. Questions in both halves should be of equal quality for good internal reliability. Similarly, the test-re-test method could have been applied, where participants take the same test at different times and the data is compared for consistency. The external reliability could also be tested in the future and beyond the 8 month data collection period. The external reliability measures the consistency from one occasion to another and the same result should be found on different days, in different schools, observations or interviews, by different researchers (Denscombe, 2002).

3.3.11.3 Validity

Validity is judged against the degree to which the research data answers the research question or meets the research objective (Robson, 2005). This was met through the exploratory research; piloting and content validity testing that was carried out before the final edit of the questionnaire was complete. Thus the validity of this form of data collection depended largely on the design; how well the questions were formed: clarity, coherence, meaning, structure, language and phrasing. Therefore ensuring internal validity through the technical competency of the researcher's questionnaire design skills is central to this research. If questions were ambiguous or misleading the research would not be obtaining accurate and thus valid information. For example, commonly used words and scenarios discussed by the teachers within the preliminary research were included in the items such as: time for family, work-life balance, trust, monitoring. A content validity measure was performed, to ensure that the language was coherent and unambiguous with the intended meaning explicitly expressed. In addition, ensuring that the sample was representative added to the validity of the research; if external validity is low and the sample is not varied enough or does not encompass the target population, this can affect how far findings can be generalised and depending on the aim of the research may not be useful to the researcher (Robson, 2008). For this research, generalising the results beyond the sample population was not the main aim; rather using the teacher's experiences to inform future policy and organisational practices within Inner and Outer London was deemed much more useful.

Internal validity was high and this was established through the replication of established research methods, systems, procedures and inclusion of established measures that ensured the research too was indeed measuring what it was intending to measure; teachers' perceptions of their own wellbeing. It would be interesting to explore in further research whether this study has established external validity. Can the findings be generalized beyond the context of the research situation? It is suggested that it can and exploratory research into organisations such as Investors in People and companies such as Google and

John Lewis would suggest that these points do have validity in their very different work contexts. Whether the findings of the research endure over time is yet to be established and no doubt the response to this question would largely depend on the working conditions of the teacher. Indeed, this was one of the theories that were to be explored, that working conditions; workload, resources etc. will impact the wellbeing of teachers. Social desirability is also a contributing limitation that would impact the validity of the research data. Due to the sensitivity, confidential and personal nature of the questions within the research tool it is possible that despite the assurances of anonymity and confidentiality, participants could have been biased in their responses; through not trusting these assurances or having a particular agenda or message that they wanted to communicate that dominated their honest opinions.

3.3.11.4 Summary

In summary the Likert scale questionnaire was selected because it was efficient, simple and an appropriate way of investigating perceptions on wellbeing. It was viewed as a way of combating the teacher respondents' lethargy or lack of time and thus was also considered highly suitable for this reason. It was seen as a route to gaining honest responses in the privacy of their (teachers') own space and during the liberty of their own time. Despite the potential pitfalls, and the amendments and additions that needed to be made throughout the process, the benefits of using this method of data collection could not be denied and this influenced the concurrent data analysis stages. What could be achieved were larger sets of data, that had the potential to be probed in innovative ways throughout the second stage of data collection (the semi-structured interview) as issues and new data arose. The ability to ensure anonymity and confidentiality was tantamount which possibly increased honesty and openness when answering potentially sensitive or private questions; this thus improves overall validity. Just as importantly this choice of method enabled extensive data analysis that could enable the exploration of a multitude of possible relationships and patterns between variables and sample characteristics. The next section, Stage 12 will describe step by step how this analysis took shape.

3.3.12 Stage 12: Questionnaire: Quantitative Data Analysis Procedure

A number of statistical procedures were carried out. These ranged from descriptive statistics, mean, one-sample t-Tests, Independent t-Tests, ANOVA, correlation and multiple regressions. The flow chart diagram 3.5 provides an outline of all of the procedures followed to analyse the quantitative data. This section will describe each test and justify the use of these procedures in relation to answering the main research

questions for this study.

3.3.12.1 Preparing the data

Firstly, the raw data was entered into the statistical package SPSS and before any analysis began, the data was checked for errors against the paper copies. Two separate checks were carried out and any (human input) errors were corrected. Although data had been checked twice, human error and oversight is common and so before data analysis began, results were looked through for a final third time by an external party to make sure that the final data set was checked and inputted with minimal researcher bias and with more accuracy. Further the final check would ensure the following:

- That each questionnaire item score was not out of range; only values 1 to 5 could be present in the data scores as these were the only options on the questionnaire.
- Once any errors were found, the 'correct' answer or value score had to be located on the online or manual version of the questionnaire and then amended on the main spread sheet

Each questionnaire (both online and paper) was allocated with a different number and as they were entered into SPSS, this number was also recorded within the programme. They were then entered into an excel spread sheet along with their allocated numbers and this provided a backed-up secured record and made it easier to track back via another format if and when needed. Numerical codes were used to identify each question as well as each respondent's answer of *strongly disagree* to *strongly agree*. The background questions and answers such as age group, gender and ethnicity were also given unique codes. For example strongly disagree, disagree, neutral, agree strongly agree were all allocated numbers 1 to 5 respectively. Gender, male and female was allocated numbers 1 and 2. The questionnaires were numbered 1 to 60. This helped to organise the data into easily identifiable cells and made the analysis process more accurate, efficient and systematic.

3.3.12.2 Descriptive Statistics

Once the questionnaires were entered into SPSS, the first statistical procedure was descriptive statistics. This was initially used to describe the characteristics of the sample. The description of the sample presented characteristics such as gender, age, and marital status, type of school, duration of employment, training route and experience. Frequency distributions presented how many people selected each response and classification variables were also obtained to represent the amount of participants in each background feature. By using mean, the averages on characteristics such as educational level were established.

Thus once the summaries on the initial averages and patterns from categorical variables such as gender were described, the descriptive statistics were employed to find the averages from the continuous variables such as age from the background questions also. An overview of the patterns and trends in the data based on the frequency distributions and mean statistics were reported; this enabled the explanatory analyses based on cross tabulations and measures of central tendency. It was also possible to then run a descriptive test to find out what percentage of missing values existed for each of the variables in the background data. Bar graphs were then used to present this data to represent the frequencies in each category.

At this stage, the mean tests were used to begin the initial analysis of the data in relation to each of the specific research questions such as research question number 1: *What are the perceptions of secondary school teachers on their environmental wellbeing?* Thus the mean responses for Likert statement questions such as *'I feel physically safe within my working environment'* were explored and the average response among the teacher sample as a whole was highlighted. Subsequently all mean responses to questions within the three domains; environmental, communal and personal were analysed and presented. As Fisher recommends;

"The standard practice with questionnaires is to ask for a single response to a question on a scale to indicate the current state of experience or existence of the respondent. The responses to each question may either be compared individually or grouped into a larger statistically sound construct. These items or grouped factors are then grouped into a larger statistically sound construct... these are then compared and/or classified into high or low based on arbitrary group norms" (Fisher; 2009:154).

As Fisher suggests, the experiences reported by the teachers were then compared according to the different sample characteristic groups such as age group. The differences and patterns in the mean

responses between these groups could then be analysed and reported

3.3.12.3 Independent samples t-Test

To achieve this, t-Tests were then used to produce statistics on differences between participant double variables. For t-Tests the variables can be manipulated or naturally occurring; this test always involves the means of interval or ratio variables and so this test was suitable for variables such as gender. Indeed, this procedure is used when there are two groups to compare such as male and female. These two variables were tested and compared using this technique to explore the differences or patterns between male and female teachers on each Likert item of the questionnaire and also to determine whether the means of these two groups were equal on the wider domains such as environmental wellbeing or communal wellbeing. Their scores on each question were analysed to explore any significant differences between results (Huizingh, 2007).

3.3.12.4 Analysis of Variance (ANOVA)

Analysis of variance was also used to compare the mean scores between three or more groups (such as the 5 different age groups) within the teacher sample and to determine whether these mean scores were equal or different to each other. Again the analysis of variance, like the t-test compares the group means of interval or ratio variables. In this test, the variance (variability in scores) between the different groups and the variability within each group are compared. Both of these variability scores are divided by each other to obtain the F-value. The F ratio was therefore calculated, which represented for example, the variance between the age groups divided by the variance within the age groups. When a large F ratio is obtained it indicates that there is more variability between the groups caused by an independent variable than there is within each group. As can be seen, ANOVA had a very similar function to that of the t-test but was used when there were two or more variables that needed to be compared against each other; for example age and marital status groups. After this however, it was necessary to reduce the factors to a manageable data set so that the analysis could be more focussed (Huizingh, 2007).

3.3.12.5 Factor Analysis

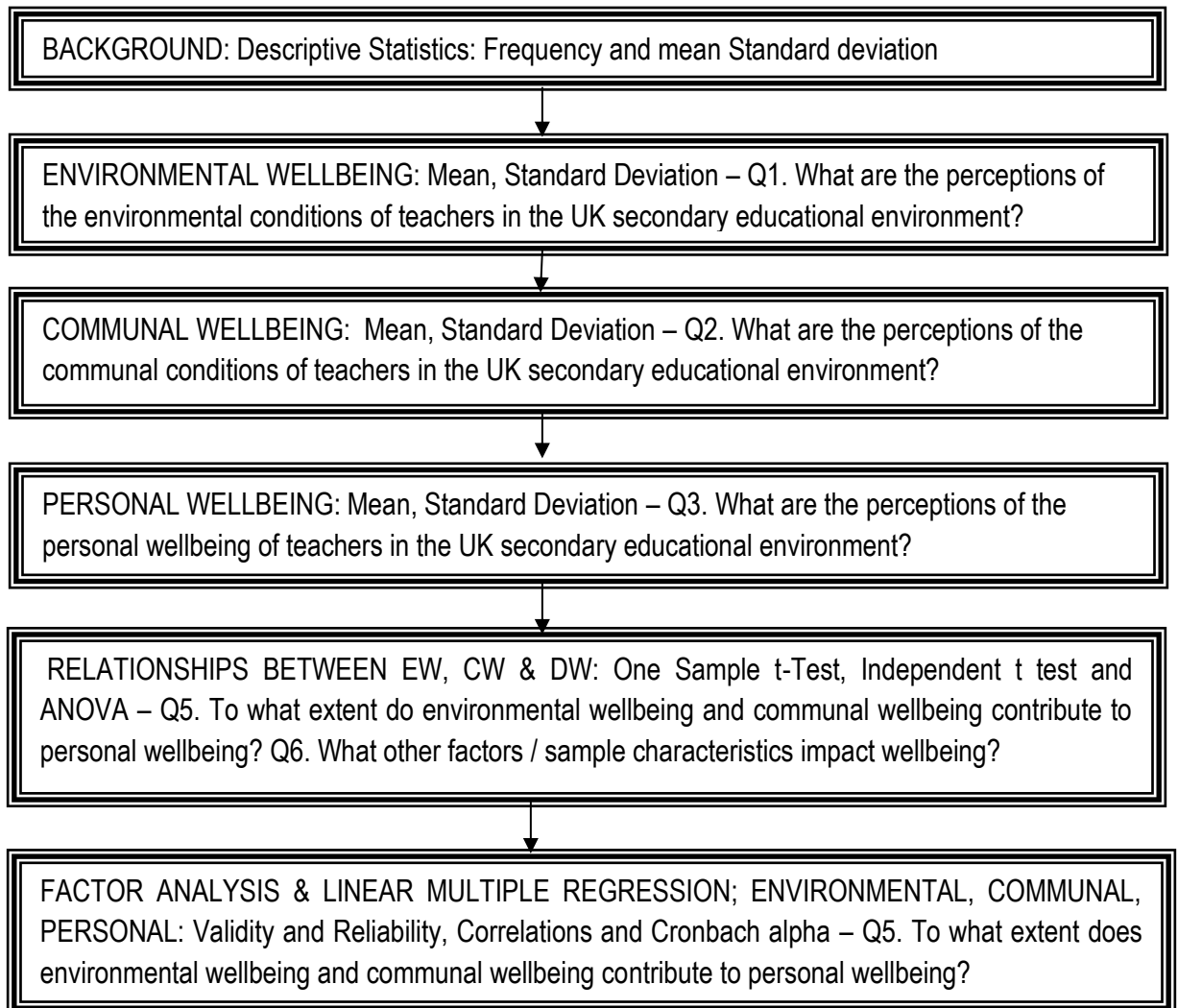
Factor Analysis was therefore used to refine and reduce the data by removing redundant or replicated variables/factors; it created a more manageable data set by summarising the deeper relationships and patterns of correlations of related variables. Factor analysis was also used to test content validity; the extent to which the measurement scales (1 strongly disagree to 5 strongly agree) accurately represents the reality of experience of the participants (the secondary school teachers) and how far the scales accurately measure the theory of workplace wellbeing under question (Pallant, 2007).

3.3.12.6 Validation of Reliability and Validity of Measures

Cronbach's Alpha was then used to measure the scale's internal consistency within the questionnaire. It thus validated the reliability and validity of measurement scales 1 *strongly disagree*, 2 *disagree*, 3 *neutral*, 4 *agree* and 5 *strongly agree* ensuring that these scales were all measuring the same underlying construct. The Cronbach alpha coefficient level should ideally be above .7 and the accuracy of this reading can be affected by the number of scales within the questionnaire. For this study, Cronbach's alpha was computed in terms of the average inter-correlation among the items measuring the concept and the total Cronbach's alpha was above 0.7, which is the recommended value (Pallant, 2007).

3.3.12.7 Correlation and Multiple Regression

Correlation explored the strength of the relationship between environmental, communal and personal wellbeing. Correlation coefficient gave an indication of how closely related the variables under investigation were. If the correlation between variables happened to be high, for example over 0.75 it was assumed that they are two different concepts or they are measuring the same concept. Multiple Regression is based on correlation, but allows a more sophisticated exploration of the interrelationship among a set of variables and it was used to address a variety of research questions (Tabachnick and Field, 2001). This technique can tell how well a set of variables is able to predict a particular outcome. It enables the examination of the relative contribution of each of the variables that make up the model (Pallant, 2007). It identifies which variable in a set of variables is the best predictor of an outcome and whether a particular predictor variable is still able to predict an outcome when the effects of another variable are controlled. For example, Multiple Regression as a General Linear Model predicted how high a participant's wellbeing score was. The variables of environment, community and personal wellbeing at work were looked at and through this process we could see which one of these variables gives rise to the most accurate prediction of overall workplace wellbeing (An Introduction to Multiple Regression). Thus, knowing the score of one variable relationship will enable a prediction score of another variable relationship. If for example communal and personal wellbeing scores had a strong correlation, then the closer their scores will fall into the regression line, and thus a more accurate prediction can be made against these two variables. Sometimes more than one predictor (independent) variable can affect the criterion (dependent) variable and therefore it is important to identify a selection of variables for accuracy (Huizingh, 2007).

Flow Chart 3.5: The Analyses Process

3.3.13 Stage 13: Semi-structured Interview Design

(a) Justification

Before the final design of the interview schedule went ahead, it was important to consider whether the decision to use the semi-structured method was appropriate given the topic, time availability and the respondents. Thus other modes of interview technique were considered. Indeed obtaining the most valid and reliable data that would reveal teachers' perceptions on their wellbeing had to remain a primary focus, regardless of the convenience or ease of the researcher. Interviews can be one of the most time expensive methods of obtaining information (Aaker et al., 1995). As suggested by Huseyin (2009) using the telephone interview method could have been beneficial in this research in order to reach a wider sample and to

reduce time and costs. The telephone method was considered for this research with the aim to reach more teachers across a wider geographical area.

“Telephone interviewing is much less expensive than face to face interviews, especially when the sample is geographically dispersed.... Although relatively low cost is the greatest advantage of telephone interviews, they have other significant advantages as well”

(Huseyin, 2009: 6)

However, for this research an adequate catchment was reached within the 4 week window that was allocated to the qualitative data collection. In addition, using the telephone interview method would potentially remove the ability to build the type of rapport that I felt important to the quality of depth of the research. I felt that it would be important to be able to read the visual cues that the interviewee would present in a face-to-face meeting. Also I was aware that I would eventually be a part of the transcription process of the recorded data and did not want to reduce the quality and accuracy of the interpretation of the meaning and intention interviewees ascribed to their responses. Taking the closeness of a face-to-face interaction away may have ultimately affected the validity of the data. On the other hand the interviewee would be unable to read non-verbal cues that I may present and so this could potentially reduce the level of social desirability from the interviewee; reducing the tendency to respond in a way that I would want them to (Denscombe, 2002). Literature indicates that the data collected through face-to-face interviews are more comprehensive and reliable than other methods such as a mail survey, postal or online questionnaire. The much needed time, confidence and appropriate social dynamics required to build a sufficient rapport on a face-to-face level when researching a topic such as wellbeing could only be achieved with this more informal and intimate method (Howard and Sharp, 1983; Brenner et. al., 1985; Powney and Watts, 1987; Bryman, 1989; Miller, 1991; Wiersma, 1991; Zikmund, 1991; Oppenheim, 1992; Churchill, 1995; Robson, 1995; Gall, et. al., 1996; Greenfield, 1996; McKernan, 1996; Huseyn, 2009).

Another alternative method that was considered when planning for time efficiency and maximum accessibility was the group interview; this was deliberated in order reduce time costs and to create the setting of flexibility and informality that a semi-structured interview might achieve. Further, it has been suggested that group interviews can encourage awareness, raise consciousness and empower people in these settings, providing valuable data. In this format an unstructured or semi-structured interview schedule could have also been followed using the planned questions which would be put to the group one at a time, fewer questions would be asked however due to inevitable time restraints. Because of the sensitive nature

of the topic wellbeing, which can raise some sensitive issues for some people, this method was thought unsuitable. Also the tendency for one or two dominant speakers providing most of the feedback, or the reluctance of some respondents from answering questions truthfully or not at all due to group dynamics or power hierarchies would have been an issue (Robson, 2008). Indeed, following up on the views of each individual, keeping track of valuable contributions and probing effectively for each interviewee would have also been difficult to achieve. Lastly, the level of organisation and time management that would be needed to get a large group of busy secondary school teachers in the same room at the same time could have been a difficult feat. Ultimately the risk of interviewees feeling prohibited from speaking their truth due to hierarchies, discomfort or group dynamics was the determining factor that enabled the final decision to select the more personal semi-structured, one-to-one interview.

Additionally, the semi-structured interview method would allow an individually tailored approach to conducting each interview. Indeed, it was important to take into account the crucial psychosocial, biographical and institutional contexts of the teachers involved in the research and to be aware of the different ways in which these contexts mediated the process/flow of data collection and concurrently the resulting data. The processes of interviewing are socially constructed, holding different meanings for each individual; meanings that may be conducive to the data collection or conversely counterproductive. Because of these value-laden dynamics, the decision to use semi-structured interviews was approached with caution. It was not merely a case of weighing up the general strengths and weaknesses of different research methods alone. Instead, the method's suitability to the particular contexts, climate and backgrounds in which I found myself in and in addition which the interviewees found themselves in, heavily dictated the whole process of method selection, data collection and analysis (Holt and Pemmant, 2010). In this case, with different Inner and Outer London secondary school teachers as respondents, gaining in-depth, personal responses meant it was important to be able to build a certain level of trust within a short space of time. My position and image at the time of the interviews was as a teacher relatively new to teaching (4-5 years of service), of a young appearance, female, Black British secondary school teacher may have affected my ability to build a rapport and to achieve the adequate level of trust. Making the teachers feel at ease by introducing myself, briefly explaining my role as a teacher and as a researcher as well as the purpose of the research, debriefing them on their ethical rights and my duties to them as researcher was also central to this process.

a.) Design

The semi-structured interview design process was significantly reduced because of the extensive preparation (group discussions, professional review, and content validity checks) that went into designing the questions for the questionnaire. In this research the same schedule and structure was followed for each participant starting with environmental, communal, personal and then background information, however a natural conversational style was achievable through the more informal style of a semi-structured interview that allows the interviewee (if allowed by researcher) to intermittently guide the direction of the interview.

The exact questions to use for the interviews were considered carefully during the design process of this particular research tool. The interview schedule was devised to get to the core of the issues on wellbeing and to encourage teachers to be open and speak candidly about their experiences and views. The journey to reach this stage however was not straightforward. Initially, it was intended that Tina Rae's (2010) recommendations on how to promote teachers' wellbeing within the professional development context would be utilised. Rae presented questions that could be used within the interview schedule between a teacher and a line-manager or coach. Initially, I thought that it may be beneficial to move away from the original questions from phase 1 of the questionnaire research and model phase 2 (the interviews) on Rae's (2010) style of questioning on the participants. These questions were to be used as a guide and were to be adapted to encourage interviewees to answer open questions in a structured and sequenced format and to speak openly about their perceptions of their environmental, communal and personal wellbeing. For Rae, in order to maintain a healthy level of wellbeing, managers should be asking teachers the following questions prior to any focus on the teacher's performance in terms of curriculum delivery and these questions seemed to be a useful route to gaining a deeper understanding about teachers' perceptions. **Rae's questions were:**

- How do you feel at this present point in time in terms of your well-being (physical, emotional, mental)?
- How are you getting on in terms of organising your time and balancing priorities?
- How would you describe your work-life balance at the moment and do you need to think about adjusting it in any way?
- How well do you feel that you're able to find time in order to think about and develop a purpose to what you're doing, both in and out of the school context?
- What do you think you could be doing differently in order to further foster and maintain your own

sense of well-being?

- Can you think of anything that you could change at this moment in time? Is there anything that you could think about changing in the future?
- How could I, as a manager, help and support you in this process?
- When shall we review this situation? Let's set a date.

(Rae, 2010; 2)

These questions were reconstructed within an interview schedule and would have been presented as the following:

1. Over the past year how have you felt about your environmental/communal/personal wellbeing?
2. How does this aspect of your wellbeing impact your work-life balance?
3. How does this aspect of your wellbeing impact your ability to lead a purposeful working life?
4. How does this aspect of your wellbeing impact your ability to lead a progressive working life?
5. How does this aspect of your wellbeing impact your ability to lead a physically healthy life?
6. What do you think you could be doing differently in order to further foster and maintain your own sense of well-being?
7. What do you think the school/management could be doing differently in order to further foster and maintain your own sense of well-being?

The seven open questions would form a semi-structured interview; the questions were to be asked in sequence three separate times, in an environmental section/context, a communal section/context and a personal wellbeing section/context. This design was abandoned after some evaluation. It was judged as not only practically inefficient, repetitive, time costly and unclear (the phrasing required a lot of explanation) it was also less reliable and valid as a research tool that was supposed to add to the reliability and validity of the questionnaire. The data collected from this schedule would not be easily and effectively linked or compared to the questionnaire data. Because of this it was decided that the original questionnaire would be used as a guide to rephrase the Likert statements into a list of open questions. Thus instead of reading the interviewee the statements (*I feel trusted by my line-manager*) and asking them to respond using the scale, the interviewee would be asked the same questions using an open format such as; *how far do you feel*

trusted by your line manager? Or for a statement in the questionnaire that read 'I feel physically safe within my working environment' the interviewee would be asked in the interview 'To what extent do you feel safe in your place of work?' This reformation was done for every question and the questions were read through to each of the 6 respondents (See Appendix 5 for interview schedule). The inclusion of the same rephrased questions from the original questionnaire would allow for comparability and ensure consistency and thus higher reliability and validity. This method allowed the element of planned and predetermined questions, however I was able to adapt the order, wording, exclude or include questions depending on the required flow and desired outcomes of the interview. Thus for the semi-structured interview, there was a planned sequence of questions which was the same sequence of themes or categories that the questionnaires followed. The respondents however were allowed to speak freely and interconnect themes as the conversation required; it was important that the interview felt natural to the participant and flowed in a way that encouraged honesty and openness. The planned sequence of questioning served to ensure the exploration of some of the dominant issues that arose in the literature review and the questionnaires (Yin, 1994).

It could have been organised so that the first half of the interview was a structured interview and the second half of the interview was an unstructured interview so that some parts of the interview were set and asked in a standardised way at the same point in the interview; as I knew exactly what information was categorically needed and could have planned the predetermined list of questions. After the required information had been collected a more free and unstructured format could have been used (Miller, 1991; Yin, 1994; Woodside and Wilson, 2003).

One question was formally added to the interview schedule in a very structured way, this question did not feature in the previous questionnaire. This was: *What does an ideal level of wellbeing at work look like to you?* Or *what is your ideal level of wellbeing?* This was added to ensure that the interviewees' understanding the main concept was in line with the research requirements and also to gain further insights into the teachers' experiences and perceptions of wellbeing. Additional (contingency) questions were included within the interview design to extract further depth on teachers' perceptions on each area of their wellbeing, if needed. Questions such as: *'How does the décor of your classroom affect your wellbeing?'* would be asked if a vague response was provided for the question *How far do you feel your working environment is aesthetically pleasing?* Similarly, the questions *'How would describe your relationship with your line-manager?'* and *'How does this affect your wellbeing?'* would be asked if the response to *'How far do you feel valued by your manager?'* lacked detail. These questions were designed to be short, clear, free of jargon and free of leading bias. Open questions were planned to be the dominant form of questioning in

order to ensure fluidity, detail, and lack of restrictions on content or disposition, but closed questions were also included within the schedule. In this particular line of questioning closed questions were not appropriate to use throughout the interview and were generally used to seek clarification on issues (May, 1997). Probing was planned and anticipated in situations where interviewees are not forthcoming or detailed enough in their responses (see interview schedule Appendix 5 for planned probing statements) (Zeisel, 1984). Techniques of talking less and listening more, clarity in phrasing of questions, non-emotive tones within questioning and reduced non-verbal cues were planned and practiced to increase reliability and validity of data.

3.3.14 Stage: 14 Sampling method and Interview sample

For this research it was decided that a selection of the teachers who had participated in the questionnaire study would be acquired for the qualitative stage of data collection. This would be 6 interviewees, 10% of the questionnaire sample. Indeed in the online questionnaire there was an option to opt-in to participate in further research (the interviews). Due to the low level of up-take from the questionnaire sample, of which only one participant had opted to be interviewed but subsequently dropped out, another sampling process began. Ultimately, the participants from the questionnaires were not used in a repeated measures design; rather an independent group was used for the interviews (Guohua et al, 2014). The sample used for the interview was obtained using a snowball sample via word of mouth through teaching contacts that had already been acquired during the questionnaire process. It was important that the participants used were not close friends of mine, and concurrently were not closely linked to me in work relationships so as to avoid response bias or researcher bias. Contacts were asked to ask teachers if they would participate in the interview research. The snowballing sampling method proved effective and although there was not an equal gender ratio, the sample was representative and typical of the teaching gender ratio (Denscombe, 2002). The interviewees comprised a variety of ethnicities, ages and backgrounds.

Table 3.6: Showing the background information of the 6 interviewees

Teacher	Gender	Age	Ethnicity	School Type	Length of teaching
1	Male	24	White British	State/comp - outer London	2 Years
2	Female	36	Black Afro/Carib British	Faith State - outer London	13 Years
3	Female	26	White British	Faith State - outer London	4 Years
4	Female	23	White Rep. Ireland	State/comp - inner London	1 Year
5	Female	40	Italian British	State/comp - inner London	5 Years
6	Male	32	Columbian	State/comp - outer London	10 Years

Ultimately, it could be argued that the interview sampling method was biased because the resulting sample heavily depended upon which teachers had the time and desire to take part; also the sample depended upon the location of the teacher/school and the geographical/logistical accessibility of the teacher. It was also important at this stage to attempt to take measures to ensure that the teachers within the interview sample were briefed about the nature and purpose of the research, that they had fully consented, were aware of their right to withdraw, and were open to being questioned about their working life and wellbeing. The interview sample was an asset to the study in the sense that the interviewees generally displayed an open demeanour and were willing to participate fully. Although not equal in the gender ratio, the sample included both male and female interviewees, from a diverse range of backgrounds. The gender ratio in the interview sample mirrored the gender ratio of the wider UK secondary school gender ratio; in 2014 on 38% of secondary school teachers in England were male, in Northern Ireland 24.7% were male, according to the Department for Education (2011). The 33% male cohort in this research was within the typical range of male teachers within the wider target population.

Ideally, interviewing teachers from the same group of participants in the questionnaire sample would have had an interesting and direct link to the questionnaire data. This could have provided the opportunity for triangulation, directly testing ideas from the questionnaire and gaining further/follow-up information to explore patterns further. However, what this new independent group was useful for was to gain the perspectives of different respondents from different schools working in the same and different contexts as the questionnaire respondents. This widened the sample and was considered useful to compare experiences and perceptions of wellbeing from both data locations. Interviewing teachers from different schools and social demographic areas in and around London does add an element of diversity to broaden the research sample. It is also possible to make comparisons between each interviewee as well as

between questionnaire and interview data.

As methods used in the two data collection systems were different, one could not be sure whether similarities or differences in results were due to the differences in sample characteristics, data location, or research method. To counter any criticism that asserts that the sample in this research was lacking, it is argued by Kuckhohn and Murray (1953) that 'every man is in certain respects, like all men, like some men, like no other man' and thus the interviewees used for phase 2 of the study were valid and representative within the context of the inner and outer London secondary school teachers. Thus, it is argued that, smaller scale, qualitative research with smaller sample is equally as valuable, valid, representative and generalizable (Wellington, 2000).

3.3.15 Stage 15: Ethical considerations

An issue that may arise is the sensitive and personal nature of the research topic that may lead to emotionally sensitive areas of discussion. It was important to encourage an open and honest conversation that would allow the teachers to be comfortable, whilst at the same time not exploit any apparent vulnerability that may lead to distress. I aimed to build a professional but friendly rapport with the teachers and leave them in the same or a better state than they were prior to the interview. Emotionally intense subject matter such as personal experiences of mental health issues would be handled delicately. Thus it was essential to ensure that I did not leave the participants emotionally vulnerable or dejected. Although I was not faced with any difficult scenarios in the interviews, in hindsight I could have prepared for this more, by perhaps ensuring that the final question or discussion point (in every interview) was on something positive, constructive and progressive. I was able to do this in most of the interviews; where the final question / point of discussion were based on the teacher / interviewee making recommendations for future wellbeing management.

Indeed, the potential for sensitive and delicate subject matter being broached meant that levels of trust needed to be built upon even more, in a short space of time. Again, confidentiality and anonymity assurance needed to be handled well and trust will had to be built upon in advance through thorough explanation of the research objectives before the interview took place with informal email or telephone contact. This was aided by the web of association (snowballing) that was built upon through the year via contacts and associates who had already been informed about the research and had helped to disseminate questionnaires. This meant that in some cases, trust was established before the day of the interview and I

was able to guarantee this trust through recommendation and word of mouth. Ensuring confidentiality meant that whilst their identities were known, these were kept within the confines of the research and would not be made public at any time during or after the research.

Another ethical consideration was the fact that the teachers were discussing their experiences about their schools, their management teams and their colleagues without their knowledge. It could be argued that not informing the schools that their employees were taking part in research that may reveal sensitive information about how their school is managed was deceptive. This was considered in some depth. Due to the sensitivity of the topic, I decided that treating teachers as independent of their schools and not involving management teams in gaining access was more valuable. This was also the best approach in order to gain open and honest responses. It was also the best approach to take in terms of gaining access to a variety of teachers from a variety of schools (not just teachers from schools who were happy with and confident in their wellbeing policies and practices and thus comfortable with what their teachers might reveal).

It could be suggested ethical issues were also apparent due to the nature of the data and the implications of what may have been revealed by the teachers. Presenting or exposing schools, managers and other individuals in a negative light through the data was avoided by using strict anonymity and confidentiality practices such as using codes instead of teachers names, pseudonyms for any names that were mentioned and keeping the geographical information about schools broad. Any other information / details within the data which could potentially identify schools or individuals were changed or removed. Finally, all participants were advised of their right to end participation and withdraw from the research (Robson, 2008).

3.3.16 Stage 16: Collecting qualitative data through semi-structured interviews

After the questionnaire data had been collected, the interviews took place over a 4 week period, during second half of the summer term; which crossed over the months of June and July 2012. Each interview was conducted separately during the working week (Monday to Friday) outside of the school day and official working hours and either in neutral venues such as a coffee shop local to their school, or an empty classroom or meeting room within their school. Each interviewee was greeted warmly. I attempted to make each interviewee / teacher feel at ease by introducing myself, briefly explaining my role and experience as a teacher and a researcher. I also explained the purpose of the research. They were told that the research was for a Doctorate in Education and that I would like the findings of the investigation to inform future education management practices and educational policy, for the benefit of teachers working in the UK. I

provided them with my contact details and informed them that they could contact me if they had any additional information that they would like to add after the interview. I briefed them on the ethical guidelines which I was working within and informed them of their rights to cease participation at any time, withdraw their data at any stage and informed them about the Teacher Support Network at the end of the interview, in the case that they may need any support or advice concerning their wellbeing in the future.

The interviews replicated the basic structure of the questionnaire; using open questions that had been adapted from the questionnaire (see Appendix 2 and 4). They varied in length; the shortest being approximately 1 hour long and longest 1 hour and 30 minutes. The longer the interview the more data one can extract but this doesn't mean that it is necessarily more useful or valid (Huseyin, 2009). It was important to guide the interviewee and keep the discussion relevant without controlling or interfering with their responses; this was demonstrated when interviewing one participant who was very vocal and passionate in his views and keen to talk about his personal experience. His contributions were encouraged but guided to remain within the scope of the research. It was intended in this research that once a rather inflexible questionnaire process had been carried out, the semi-structured interview would enable more freedom and depth in a quiet and controlled setting.

The only aspect that was controlled (other than the interview schedule) was the definition of wellbeing. Interviewees were asked to set aside and overlook any other definition that they had previously attributed to the term wellbeing. Whilst they were in the room with me responding to my questions wellbeing, and in particular workplace wellbeing was: the satisfactory state of an individual's physical safety, mental health, professional development and personal welfare within three domains of: environment, community and personal conditions within the workplace. It is facilitated through the systems and structures within the workplace that stimulate deliberate personal and professional progress of the employee. Interviewees were then asked, in light of the research definition what does the ideal level of wellbeing at work look like to you? This had two main purposes, firstly to establish interviewees' understanding of the term and secondly to collect data using an open question that gained insight into teachers' expectations and experience of wellbeing. In order to ensure high levels of validity, other key terms were also defined for each interviewee. The remaining key terms were: communal, environmental and personal; and the interviewees were asked if they understood these key terms to increase validity and ensure that interviewer and interviewee were discussing the same things at all times. Further clarification was established at the beginning of the interview and intermittently when the need arose (as identified by the interviewer or interviewee).

Once initial formalities of introductions and briefings had taken place, the interviews took the form of a

conversation which relaxed both parties. I had to keep in mind however, that these were always conversations with a purpose and so whilst there must be an element of flexibility in order to deal with the unexpected nature of the human mind and human subjects, I also had to ensure that the conversation followed the schedule (as much as possible) and stayed focussed. This was true for both parties, as I observed that it was just as important to the teachers being interviewed that they also were able to express themselves; clearly making sure their points were understood. I was able to encourage an open and fluid rapport, the respondents were given a voice and a platform for their viewpoints to be heard (Wellington, 2000).

Interviewees were encouraged to be open about their wellbeing at work, both positive and negative aspects. The semi-structured mode of interview was beneficial because of the flexibility and freedom to explore meaning, correct misunderstandings and explain concepts and key terms. This adaptable way of extracting information from participants was an advantage of the data collection method (Mertens, 2007) Using the semi-structured interview method meant that I was able to clarify meaning and probe for more detail and address any known misunderstandings/questions at the time. This is consistent with Brenner et al. (1985) who point out that one of the important advantages of the interview is that it allows both sides to clarify the meaning of the questions being asked and the answers being provided (see the copy of the interview schedule in Appendix 5). Explanations were given where needed and some questions were omitted due to the interviewees having already answered them earlier on in the interview. Because of the flexibility of this semi-structured method I was able to discreetly test the limits of the respondents' knowledge and understanding by subsequently including questions that asked them to describe their ideal wellbeing, or to describe a situation when they felt their wellbeing was/was not being considered by their employers. Their responses were a reflection of their understanding; if they responded within the limits of the main domain/definition explained to them for the purpose of this research, then the interview would continue with the scheduled questions, if they did not answer within the limits of the definition then the definition would be explained to them again. All respondents had a good understanding of the intended definition applied to this concept and there was little need to go over the meaning of key terms. Thus the semi-structured interview method allowed for this contingency if needed (Robson, 2008).

During the interviews the data was recorded using an audio recording device. The audio recording of the interviews proved to be a significant advantage during data collection; not only did they provide a record of the interview to follow up on detail, key ideas and patterns, they also enabled the researcher to be free of note taking and develop a natural rapport with the interviewee. During the first two interviews, brief notes were made during the interview. It was observed however that the note taking interrupted the flow of the

conversation, and at times seemed to stop the interviewee from speaking fluently, fully and openly about their perceptions of wellbeing. The recorder served as a more discreet and less disruptive mode of recording the events.

“If the interviewer uses the method of note taking, it might disrupt the effectiveness of the communication between interviewer and respondent. If sensitive or confidential questions are asked to the respondents, note taking may distract them from giving information they otherwise might have given.” (Huseyn, 2009:5)

A note pad was utilised not as a recording device but as a tool to note reminders/prompts for the researcher to go back to a question it was used to relieve tension, to release eye-contact or fill the silence to allow the interviewee thinking time and space to provide accurate responses. The use of the tape recorder prevented researcher bias, by presenting a true and full reflection of what was discussed rather than the researcher's, often unconscious selective representation of what was said during the interview period. It could be argued that the voice recorder is more of a deterrent to speak truthfully with sensitive areas such as wellbeing and management/schools' handling of it. However in this research, the respondents seemed relaxed and seemed to forget that the audio recorder was in the room. Indeed, the audio recorder was placed within good reach to pick up an adequate volume level of sound but was not in the direct sight or eye line of the interviewee for that purpose. The use of the audio recording and the subsequent transcriptions also offered the opportunity for not only thorough data analysis but also a thorough reflection of interview technique that was used and the events that took place during the interview that may have increased social desirability or compromised overall validity of the process. This was used as a reflective tool to develop robust interview technique as the interviews took place over the weeks.

The interviewee often unknowingly answered 3-4 questions in one response (in answer to one question), they interlinked the main themes (environmental, communal and personal) highlighting the interconnectedness between the three themes and they occasionally referenced other unrelated miscellaneous elements that affected their wellbeing and their working lives such as their upbringing or their personality attributes. This method was an advantage to the study as it produced unexpected and unanticipated answers that could possibly be explored in the quantitative data (Robson, 2005). Indeed, because of this flexibility, at times during the interviews there was a need to seek clarification from interviewees to establish the context of their contribution (environmental, communal or personal) and the semi-structured interview method allowed the researcher to use the necessary probing and clarification questions that would be required for this wellbeing topic area. Certainly, in the post-positivist approach in

which this research is positioned; it enables deeper discussion with the participants and the validation of their individual realities and their varied perceptions of wellbeing.

Indeed the interviews were designed to explore meaning, gather individual *truths* of each interviewee; regardless of whether responses fit neatly into the set research categories that were administered. Thus it was important to ensure that the process of data collection was organised and that information to be gathered in a coherent way that could be categorised if possible, but also that it did not limit the emergence of spontaneous and unexpected data. The recordings and the ability to refer back to what the interviewees had reported was crucial to this process.

However, a limitation of using the semi-structured interview can be the difficulty and complexity in recording information in an organised and coherent way meaning the subsequent data analysis can also be complicated. Jankowicz (1995) explained that, a good structured interview will have the ability to allow the researcher to standardise the questioning to such an extent that a more numerate, statistically-based collection and analysis is possible. A structured interview also permits the testing of hypotheses more explicitly. Although standardisation was important to ensure a higher level of reliability to the data collection procedure, a semi-structured interview method was deemed more suitable to meet the research objectives. The unstructured elements within the semi-structured interview enabled the spontaneous exploration of what was a complex and sensitive issue, it allowed depth and detail where the interviewee would be free to disclose and it allowed the researcher, where necessary to guide and establish correct meaning in areas that may not have been fully understood.

At the end of the interviews, I informed each interviewee again that they could withdraw their data at any time and that their data would be treated confidentially. I provided them with my contact details in the case that they had any further input that they wanted to offer and informed them of the Teacher Support Network organisation who offer guidance and support for teachers with personal and professional issues, in the case that they might need it (see script in Appendix 5).

3.3.16.1 Reliability

The lack of standardisation between each interview could be argued to be a disadvantage of the research. Depending on the direction of the interview and the contribution from the interviewee, questions were sometimes omitted, question order changed and/or re-worded to suit the need of the individual and the needs of the research. These differences reduced the standardisation between the interviews and inevitably led to a reduction in reliability (Robson, 2008). In addition, the varied and changing dynamic

between the interviewer and each interviewee also inevitably affected the consistency of the research. Interviewers may be influenced by the respondents and vice versa; it was a challenge to build rapport and communicate with a respondent who may have been tired, nervous or had suspicious or even negative preconceptions about the interviewer or the purpose of the interview (Kervin, 1992). Additionally, there were other issues that may have affected reliability such as interviewer bias, where the researcher (intentionally or unintentionally) may influence or sway a respondent's answers or views about a particular issue. I took measures to avoid this, by regulating my tone of voice, refraining from acquiescing on points, eliminating leading questions, emotive verbal and non-verbal reactions/cues etc. This could have worked against relaxing the participant to encourage frankness; however, the priority here was ensuring that the procedure (as much as possible) was carried out in a reliable and standardised manner. All respondents were asked questions in the same or a similar sequence; some questions were skipped as the nature of the semi-structured process meant that respondents had already answered certain questions before they had been asked (Kinnear and Taylor, 1987). In addition, social desirability and/or response bias where the respondents may answer in a way that he/she feels may be desirable or pleasing to the researcher – both events reduce the validity and reliability of the research and was avoided by explaining the purposes of the research, the position of the researcher (an independent researcher with no agenda, exploring teachers' perceptions) and by assuring confidentiality (Kinnear and Taylor, 1987; Easterby-Smith et al., 1991; Zikmund, 1991). Taking the above issues into consideration, it was crucial to take the necessary steps to minimise or avoid them altogether. Indeed, all of the above mentioned issues were considered during the design, collection and analysis of data and steps were taken to reduce, acknowledge and take account of events such as researcher/interviewer bias. Indeed, claiming to be totally confident that interviewees were not (directly or indirectly) influenced to respond in a particular way would be naive. It was important that the different possibilities of influence would be recognised and evaluated later in the discussion chapter.

3.3.16.2 Validity

In addition, to ensure validity it was crucial that the meaning of key terms were established, secondly that interviewees felt comfortable and at ease to be open and honest within the interview environment, thirdly that audio taping was planned in order to obtain a record for review of the interview content and fourthly, that the transcription process was carried out professionally, effectively and free of researcher bias.

Unlike the questionnaire, the term wellbeing was used directly within the interview schedule and so it was important to discuss the meaning and the context of the term with the respondents to ensure a clear definition was established and understood. If this had not been done this may have negatively affected levels of validity. The term wellbeing therefore was clarified before and during interviews. This balanced

possible confounding variables which may have arisen such as: variations in each teacher's understanding of the term wellbeing, each school's differing interpretations and expectations of what a teacher's role is (outside of their standard teaching duties) within their school. Confounding variables such as differing life expectations and goals could have also possibly impacted upon perceptions of wellbeing and thus the validity of the data collected in the semi-structured interviews. Thus the concept itself had to be clearly explained and an understanding of each interviewee's individual experience and working situation was important to establish within the interviews (Robson, 2008). Enabling the interviewee to contextualise the key concept and apply it to their own environment and circumstances was important and so asking the teachers what their ideal level of wellbeing looked like to them in their surroundings was an effective way for me to establish how far they had achieved this.

It was essential that interviewees felt uninhibited to share as much as they wanted with me. Indeed, at the end of the school day, the teacher participants would need to be suitably encouraged to be relaxed and mentally prepared for the interview. The interviewees were put in a one-to-one scenario (with me, an associate/contact of one of their colleagues) in the location of their choice to encourage this security. Location was crucial to this and thus the process of obtaining honest and valid data. Although, it was anticipated that interviewees would be in familiar surroundings and with someone they know of through an associate, it may still have potentially be an unusual or uncomfortable situation for them. Therefore the interview was designed with this in consideration; this data collection method would allow for the comfort and ease of the interviewee by giving them the choice of location (within reason and access to interviewer) and would make them feel in control by informing them of their right to withdraw at any time. I had planned a conversational and informal introduction at the beginning of the interview and engaged in brief, friendly and unscripted conversation with the interviewees from the start. The design sought to ensure that the interviewees felt able to express themselves freely, without fear of being judged or overheard. Again, the issue of taking (distracting) notes would be dealt with by ensuring audio taping was operational; note taking when done was discreet and only done when needed, but not at the expense of maintaining a fluid and relaxed verbal exchange between both interviewee and interviewer.

Implementing the audio taping of the interviews not only removed the burden of excessive note taking that would enable me to focus on building a rapport in the interview but it enabled the intricate review and analysis of the interview data. The more objective choice of hiring a transcription professional enabled less bias to be present in the final interpretation and presentation of the data. This increased the validity of the data. Indeed, the audio taping increased both the reliability and validity of the data because not only could the process of data collection be reviewed and replicated as the research progressed but the detail and

meaning behind the content that the interviewees offered could be more accurately evaluated. Not only did this work towards ensuring the validity of this particular qualitative data set, it also provided support and validation for the research as a whole. The quantitative questionnaire data was built upon through the qualitative process by developing theories and ideas that emerged from the initial quantitative data such as the relationship between gender and wellbeing or managing stress. It also provided the basis for the qualitative direction and depth in areas such as gender and wellbeing that much wellbeing research lacks (Somekh and Lewin, 2005). It provided a holistic picture of teacher's experiences in secondary schools today, thus adding to the strength of validity for the research as a whole (Day et al, 2007). With this union of mixed styles of data, the potential for development of new research within the topic on the main patterns and conclusions that emerged from both qualitative and quantitative data gain more credibility and interest (Wolcott, 1995).

3.3.17 Stage 17: Interview / Qualitative Data Analysis Procedure

Firstly, each interview was saved as *Interview 1* to *6* respectively on the audio recording device. This device was delivered to the professional transcriber by hand who then undertook full transcriptions (every utterance) of each of the 6 interviews that were carried out. After approximately two to three weeks, the transcriber delivered the audio and the written/word-processed transcriptions back to me for review. I went through the transcriptions and listened to every interview word-for-word, comparing them to the word processed documents and checked them against my own notes and deductions to ensure meaning and interpretation corresponded with each other. It was then necessary to explore the data in relation to the research questions and to search for patterns and / or new themes that could support or contradict the questionnaire data.

3.3.17.1 The research questions:

1. What are the perceptions of a group of Inner and Outer London secondary teachers of their wellbeing environmental?
2. What are the perceptions of a group of Inner and Outer London secondary teachers of their communal wellbeing?
3. What are the perceptions of a group of Inner and Outer London secondary teachers of their personal wellbeing?
4. What does the ideal wellbeing look like for this group of Inner and Outer London teachers?
5. To what extent do environmental wellbeing and communal wellbeing contribute to personal wellbeing?

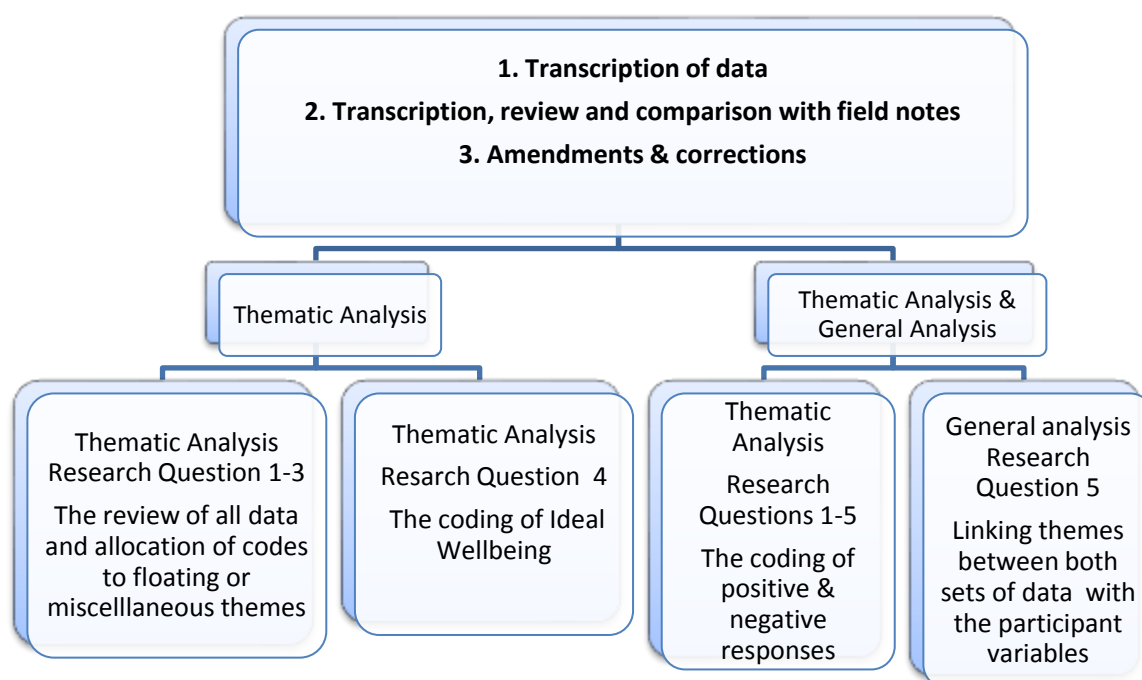


Diagram 3.6: Showing the qualitative data analysis procedure

Thus to meet the research objectives Thematic Analysis was used to analyse aspects of the qualitative data. Thematic analysis is the technique that enables the researcher to identify, analyse and report patterns within a set of data (Braun and Clarke, 2006). Each response within a particular domain, environmental, communal or personal was checked for consistency; i.e. was the interviewee talking about communal wellbeing only, when asked a communal wellbeing question? This was designed so that cross references or mixing up domains could be spotted. Thus if the interviewee included subject matter in a response that referred to a different domain to the one they were being asked about, this was highlighted to improve clarity and validity and to ensure that the relevant subject matter was being analysed in relation to the correct domain. This would be identified by matching key words or themes that matched either the phrasing/wording of questions or key words from the descriptions of each domain. This was not dependent on interpretation, rather identifying specific words (or subjects) that referred to or included words from the questions of each domain (See Appendix 4 for Key Word Coding Scheme).

Thematic Analysis was also used to meet objective 4 to investigate teachers' views on their ideal level of wellbeing. Thematic Analysis enabled the identification and coding of the issues that arose in the responses. This open question (*What does the ideal level of wellbeing at work look like to you?*) allowed the participants to describe their ideal level of wellbeing spontaneously and without the limits of the

domains that I had created for the research. Through analysing the transcribed responses to this question I was able to identify which domain, if any, featured in their descriptions. For example if a respondent described their ideal level of wellbeing in terms of their *ability to be healthy and motivated in a school that allowed them to work in harmony collaboratively with their peers*, this would be allocated to both communal and personal wellbeing. According to the domain definitions or criteria, communal wellbeing refers to supportive collaborative relationships and systems and personal wellbeing to the overall feeling of satisfaction, fulfilment, motivation and purpose. Thus responses were coded by hand and in note form using a E, C, T or a P (for environmental, communal or transcendental /personal) according to which domain they fall under in order to explore any dominant or reoccurring themes within the responses to this particular question. Both the questionnaire and interview schedule were used to match references to key words within the definition and wording of questions within the domains which were then used to categorise and group responses into environmental, communal or personal wellbeing subject areas in a consistent and standardised way. Again, in order to ensure objectivity and rigour, this method was based on identifying clear key terms only and not on inferring what the interviewees may have been talking about. The importance and relevance of each domain for each interviewee may then be explored in terms of their ideal level of wellbeing and then compared with the quantitative data.

Further, Thematic Analysis enabled the linking together of themes between each of the qualitative interview transcriptions, the key themes that emerged within the earlier literature review and the significant themes that arose within the quantitative data analysis. For example, by highlighting key themes such as '*the need for matching roles with expertise and interest*' which was categorised within the personal wellbeing category or '*having access to adequate resources*' which was categorised within the environmental wellbeing category and being able to link them to the work of Cifre et al's (2013) job-person fit theory and its impact on wellbeing and the work of Warren (2001) on the importance of access to facilities in relation to wellbeing was illuminating.

Finding patterns and commonalities between both sets of data meant that research question 4 (what are teachers' perceptions of the ideal experiences of wellbeing that should be achieved for teachers?) could be analysed. Through this technique, the qualitative and quantitative data were not only easily linked through the connections made between the themes within the content of the two data sets, but also through the background information / characteristics for each interviewee. These background characteristics acted as variables that would be analysed within it and also compared with the quantitative data. For example were teachers with children experiencing higher levels of wellbeing than those without and was this consistent between the two data sets?

In order to meet the objectives 1 to 5; to explore and examine teachers' perspectives on their own environmental, communal and personal wellbeing in their working environment, it was necessary to describe and analyse the transcribed data generally and report factually on what the responses were. This process was made easier by the design of the semi-structured interview, as the questions were structured and sequenced in a set order. Although interviewees moved between domains freely, often crossing over and interlinking them, it was possible to analyse each response in relation to the domain of wellbeing in each section because of the coding processes that took place. Allowing interviewees the freedom to respond naturally and cross-over to move between themes enabled fluid and natural discussion which was important to obtaining valid data. Again, where there was crossover the transcribed data was reviewed and analysed and responses were manually coded with an E, C or P (environmental, communal or personal wellbeing) to ensure that the themes were not mixed during data recording and analysis.

Additionally, the transcriptions were reviewed again and each verbal/qualitative response that referred directly to a domain in either a positive or negative way was also highlighted and coded with either NE (negative) or PO (positive). The perceptions of wellbeing and whether interviewee's views were either positive or negative were only categorised as such if they used positive or negative language or linked/discussed them within a positive or negative context, either through emotive language or the direct negative or positive verbalisations such as: *I think it's bad, I didn't have a lot of support, this made my day difficult, I was really stressed out by this etc. or this was great for me, I really benefitted from, or thankfully I had...* It was then possible to report the positive or negative context in which the interviewee discussed these points and this could be used to support or question the quantitative data.

To summarise, the open questions in the semi-structured interview enabled the emergence of more detailed and contextual data as well as an analysis of both the qualitative and quantitative data that was directly compared and contrasted. This enabled a form of external reliability that through both methods tested participants on different days, in different school contexts and in different ways on their perceptions of wellbeing. As well as this, content validity was ensured which enabled an analysis of whether all areas and relevant content poignant to teachers on the topic of wellbeing were included and discussed within both of the research tools. This data also offered both concurrent and context validity as patterns could be identified and discussed between both sets of quantitative and qualitative data.

3.4 Concluding summary

This chapter has outlined the philosophical guidelines and issues that were considered during method selection and early exploratory research. It addressed the need for a mixed method approach (using both quantitative and qualitative methods) in the context of researching secondary school teachers in the ever changing and challenging professional and political climates. It discussed these circumstances within the research context and rationalised the various methodological choices made against this very unique and sensitive backdrop of workplace wellbeing. It highlighted the delicate balancing act of addressing and uncovering very personal areas in people's lives in a sensitive way whilst maintaining standardised procedures and a scientific approach.

This chapter described each stage of research (stages 1 to 17) chronologically. Stage 1 described the initial exploratory discussion that served to develop an understanding for the issues faced by teachers within their working environment; Stage 2 introduced the starting point in which a framework was built based on John W. Fisher's 2009 work on student wellbeing in Australian schools. It described the development of workplace wellbeing domains (environmental, communal and personal) that were borne out of existing research by Fisher but rationalised in a new and specific context; Inner and Outer London schools in the UK. Stage 3 presented the questionnaire design; the structure and justified the use of the Likert questionnaire. Stage 4 explained the professional review process and described the iterative nature of forming a proficient, effective and robust measuring tool that was as internally valid and reliable as possible. Stage 5 discussed the pilot study and the importance to testing the questionnaire before release. This stage raised some important issues regarding practicality and logistics of dissemination, confidentiality and anonymity as well as access; which were crucial areas to resolve. Stage 6, 7 and 8 described the cover letter and the role this played in ensuring ethical guidelines were upheld, ethical consideration in general as well as the last part of the preparation process, content validity. Content validity enabled the final clarification to be made within the questionnaire items and was the last stage in ensuring the measuring tool was effectively meeting the needs of the research objectives and was thus valid. Stage 9 reviewed and justified the opportunity sampling method used and introduced the sample characteristics. Stage 10 and 11 looked at the paper and online questionnaire distribution and analysed the benefits and limitations of these techniques as standalone methods and the implications of them being used in

conjunction. Stage 12 discussed the data analysis procedures used from the quantitative data; such as the descriptive statistics to describe the characteristics of the sample, the Independent t-Tests to analyse the differences between variables such as gender and correlation and Multiple Regression to explore patterns and relationships between the environmental, communal and personal variable themselves. Stage 13 presented and justified the choice of the semi-structured interview in comparison to other interview techniques. This stage also explained the design of the interview and rationalised the choice of structure questions and approach to carrying them out. Stage 14 and 15 discussed the sampling method used for the interview sample, introduced the sample and explored the considerations in using this method. Stage 16 looked at the process of conducting the interviews such as when where and how they were conducted. This stage also addressed issues such as conceptualisation of the term wellbeing and the importance of clarifying the intended definition of the research at the beginning of the interviews and rechecking understanding at other sages through the interview process with each interviewee. The levels of reliability and validity of the unstructured interview method was discussed. Lastly, Stage 17 demonstrated how the qualitative data was presented and analysed using a professional transcriber and thematic analysis. Each of these stages throughout the method design and data collection was directly aimed at meeting the research objectives and addressing all of the research questions within a post-positivist framework. The next chapter will present the resulting data that emerged from these methods.

CHAPTER 4

4. RESULTS: QUANTITATIVE AND QUALITATIVE DATA

4.1 Introduction

This chapter presents the results obtained from the questionnaire and interview methods of data collection. To begin, the research questions and objectives are recapped, the background of the two samples' characteristics are reviewed, such as general demographic traits. The distribution of quantitative responses for environmental, communal and personal wellbeing will then be outlined and presented alongside some of the qualitative data. The general trends and patterns in the quantitative data, extracted from the various statistical tests that were carried out i.e. descriptive statistics, Anova, T-test, reliability and validity, factor analysis, correlation and regression will be presented in conjunction with qualitative data in an attempt to address the research questions that were initially posed in Chapters 1 and 2.

The below data represents both the questionnaire and the interviewees' responses; they have been presented alongside each other to demonstrate the importance of contextual information that illuminates or questions key results within each set of data. The data presented below allows a review of the results that go some way in answering the initial research questions and objectives.

Table: 4.1 Research Questions, Objectives and Method

Questions	Objectives	Methods
What are the perceptions of a group of Inner and Outer London secondary school teachers of their environmental wellbeing?	To evaluate teachers' perceptions of environmental wellbeing within secondary schools	Questionnaire Semi-structured Interview
What are the perceptions of a group of Inner and Outer London secondary school teachers of their communal wellbeing?	To examine teachers' perceptions of the communal wellbeing in secondary education	Questionnaire Semi-structured Interview
What are the perceptions of a group of Inner and Outer London secondary school teachers of their personal wellbeing?	To explore teachers' perceptions of their personal wellbeing within secondary education	Questionnaire Semi-structured Interview
To what extent does environmental wellbeing and communal wellbeing contribute to personal wellbeing?	To identify the relationship between environmental wellbeing, communal wellbeing and personal wellbeing	Questionnaire
What does the ideal wellbeing look like for this group of Inner and Outer London teachers?	To investigate teachers' views of the ideal level of wellbeing	Semi-structured Interview

4.2 Sample Background Questionnaires

The research explored the perceptions of secondary school teachers on their experiences of wellbeing in Inner and Outer London secondary schools. The quantitative data for the Likert-scale questionnaires were gathered from teachers over a period of 8 months from October 2011 to June 2012. The aim of the questionnaire was to investigate teachers' perceptions of their environmental, communal and personal wellbeing and to answer the research questions below in Table (4.1).

4.2.1 Descriptive statistics for sample background

Two hundred questionnaires were sent out and a total number of 60 useable responses were received via mail, hand or online (30%). The data analysis provided clear information on the proportions of the variables and demographics of the sample such as the gender, ethnicity, age, marital status, period of teaching, length of service at school, sector of education, teaching subject, route of training, educational level. Baruch (2012) claims the average current response rate for social science research is approximately 36.1% showing the usual share of responses mirrored in this response rate.

4.2.1.1 Ethnicity

As shown in table (4.2), the ethnic composition of respondents had a majority of *White British* teachers represented in the teacher sample with 57%. Whilst *Black African* teachers comprised 9%, *White European* 9%, *Black British* 7%, *Asian British* 9% and *Mixed British* 2%. This indicated that a wide range of ethnic backgrounds were covered in this study. As highlighted, a high proportion of the sample were White British, this is somewhat in line with the ethnic mix within the general population of teachers in England; 88.4 per cent of in-service teachers were recorded as being 'White-British' by the Office of National Statistics (2013). However, 33% of London comprises ethnic minorities and this could explain the higher proportion of ethnic minority teachers and the lower proportion of White British teachers (57%) in this sample. Indeed, in Inner and Outer London the DFE reported 52% of teachers were White British. The ONS (2013) reported that the remaining 11.6% of teachers to be from the other ethnic groups; the largest of these groups were teachers with 'Other White Background' (3.3 per cent), teachers with a 'White-Irish' background (1.6 per cent) and teachers with an 'Indian' background (1.3 per cent) (Office of National Statistics and Department for Education, 2013).

4.2.1.2 Gender

Additionally, the sample was female dominated with 32 females (53.3%) to 28 males (46.7%). Although not an exact match, the balance is similar to the national gender division of teacher figures reported by the

Department for Education in 2010; 63% of teachers in England were female and 37% were male. Furthermore, The Office of National Statistics also had females outnumbering males in schools in 2013 with 73.3 % of full and part-time regular teachers in England being female (2013) (The Office of National Statistics, 2013).

4.2.1.3 Age

The overall age demographic, presented in Table (4.2) shows that 10% were 22 years of age and under, 30% were between 23 and 30 years old. Therefore over half (60%) of the teachers within the questionnaire sample were over 30 years of age. This could be broken down to 28.3% between the age of 31 and 40 years, 15% between the age of 41 and 50 years, and 16.7% were of 51 and above.

4.2.4 Marital status

The proportion of teachers that were married, single, living with a partner or divorced was also reported. While married teachers comprised 43.3% of the sample, over half were unmarried; 56.7%. Within this unmarried group 36.7% considered themselves single, 15% were living with a partner and 5% were divorced.

4.2.1.4 Children

Further, in terms of the number of children that the teacher sample had, 35% had no children, 61.7% had 1 to 2 children and 3.2% had 3 children. For these teachers 38.7% had children that were age 3 or below, 16.1% had children that were roughly of primary school age, between 4 and 11, whilst 16.1% had children that were 12-17 years of age, secondary school age. The remaining 29.1% had children that were 18 years and above thus either in Further/Higher Education, Gap Year, employed or unemployed. These are all different circumstances that could impact teachers' experiences and perceptions on wellbeing.

4.2.1.5 Experience

Many of the respondents had extensive teaching experience in terms of the amount of years of teaching that they had undertaken. For example, 38.3% had taught for 10 years or more, whilst 31.7% that had been teaching for a period of 5-9 years, 30% had been teaching for 4 years or less.

4.2.1.6 Education sector

It can be seen from table (4.2) that the education sector breakdown was also representative of national sample of employment groups within these specific sectors. The majority of teachers (65.1%) worked in the State/Comprehensive system, whilst 23.3% worked in the Independent/Private sector, 9.3% worked in an Academy or Free School and 2.3% worked in a Faith School. There may be some time-lag inaccuracies with these particular statistics more than any other background statistics due to the rapid changes in school

status and/or privatisation towards Free School and Academy Status (A Profile of Teachers DFE, 2010). Indeed, from 2010 to 2012 the number of secondary schools that changed to Academy status rose steeply from 203 to 1312 (The Guardian, 2012).

4.2.1.7 Training routes

For the training routes taken by teachers, 57% had gone through the Post Graduate Certificate in Education (PGCE) route, whereas 17% went through the Graduate Training Programme (GTP) route, 12% undertook the Certificate in Education course which is usually a 4 (or more) year course, and 10% undertook another/miscellaneous route to teacher qualification, finally 4% had taken the Teach First route (the route for professionals or non-education graduates transitioning into the teacher career).

4.2.1.8 Subjects

The overall distribution of teaching subjects were varied (11 teachers did not respond to this question) with 28% Business and Economics teachers, 14% English Literature and English Language teachers, 12% History, 10% Mathematics, 10% Physical Education, 8% Modern Foreign Languages, 4% Sociology, 4% Drama, 2% Geography, 2% Psychology, 2% Law and finally 2% Science. Thus there was a good representation of different subjects within the teacher sample, however not an equal distribution between subjects.

4.2.1.9 Journeys to and from school

It generally took the respondents more time to get home from work than to get to work. The longest journey to work was 60 minutes/1 hour, whilst the longest journey to get home was 2 hours. The proportion of teachers that had a journey to work that took over 40 minutes was 32%, whilst 15.1% took 20 minutes and 18.8% took 15 minutes or less. The journey time home from work looked very different with 5.7% of teachers experiencing a 2 hour journey home an hour more than the journey to work. Additionally, 11.3% took 1 hour 30 minutes and 24.5% took an hour to get home from work. On their journey home from work, 33.8% of teachers took between 20 to 40 minutes whilst the remaining 13.3% took 15 minutes or less to journey home.

Table: 4.2 Questionnaire sample: characteristics of the teacher participants

Name	Variables	Percentages
Respondents	60	100%
Ethnic origin	British White Black African White European Black British Asian British White Irish Mixed British Chinese British Greek Cypriot	57% 9% 9% 7% 6% 5% 2% 2% 3%
Gender	Female Male	53% 47%
Age	Under 22 years 23 to 26 years 27 to 30 years 31 to 40 years 41 to 50 years 51 to 60 years 61 and above	10% 20% 10% 28% 15% 15% 2%
Marital Status	Married Single Living with a Partner Divorced	43% 37% 15% 5%
Teachers with Children	No Children One Child 2 Children Three Children	35% 30% 32% 3%
Age of Children	Age 3 or below 4 to 7years 8 to 11 years 12 to 17 years 18 to 24 years 25 and Over	39% 13% 3% 16% 23% 6%

Length of service	1 to 2 years 3 to 4 years 5 to 9 years 10 to 15 years 16 to 20 years 21 and above	22.% 8% 32% 18% 2% 18%
Education route	PGCE GTP Cert in Education Miscellaneous route Teaching First	57% 17.% 12.% 10% 4%
School Sector	State/Comprehensive Independent/Private Academy/Free School Faith	65% 23% 9% 3%
Journey Time to Work	120 minutes long 60 minutes 40 minutes 20 minutes 15 minutes 10 minutes 5 minutes	30% 27% 9% 15% 9% 2% 8%

Table: 4.3 A table showing Inner and Outer London gender, ethnicity and age ratio comparisons between questionnaire sample and Department for Education 2014 figures.

Sample characteristics	Current research %	DFE % 2014
Gender	Female 53% Male 47%	Female 62% Male 38%
Ethnicity	White British 57% Others 43%	White British 52% Others 48%
Age	Below 30 years and below: 40% 31-40 years: 28% 41-50 years: 15% 51-60 years: 15% 60+ years: 2%	Below 30 years: 30% 30-39 years: 33% 40-49 years: 18%, 50-59 years: 17% 60+ years: 2%

4.2.1.10 Sample Background Interviews:

The six teachers were all British citizens. Two of the participants were bilingual and had previously resided in their country of ethnic origin at some part of their lives (Teacher 5, Italy and Teacher 6, Colombia);

however, they had lived in the UK for 10 years and over. All the respondents interviewed had been through a similar process of numeracy, literacy and ICT qualification through the national Teaching Standards QTS board. Four of the interviewees (Teachers 1, 2, 4 and 6) had the traditional, longstanding, postgraduate route of training via the PGCE course, one had the undergraduate Certificate in Education full Degree course and another had the GTP route; a mixture of paid, professional practice learning on the job whilst attending taught lectures simultaneously. All interviewees continued to the same level of education; which was their relative, final teacher training course. Teachers 1, 2 and 3 are either married or living with a long-term partner, teachers 4 and 5 are single and teacher 6 is single and divorced. Teacher 2 has 1 child at the age of 1 year old and Teacher 6 has one child at the age of 8 years old. All the interview respondents worked in some form of state funded or partially state-funded, secondary educational institution.

Table: 4.4 Background data of secondary school teachers

Teacher	Gender	Age	Ethnicity	Teaching Years	Marital status	Children	School Type	Subject	Route	Ed Level
1	Male	24	White British	2	Living with partner	None	State/comp - outer London	Sociology	PGCE	Degree PGCE
2	Female	36	Black Afro/Car British	13	Married	1 – Age 1	Faith State - outer London	Law	PGCE	Degree PGCE
3	Female	26	White British	4	Living with partner	None	Faith State – outer London	History	GTP	Degree PGCE
4	Female	23	White Rep. Ireland	1	Single	None	State/comp - inner London	Geography	PGCE	Degree PGCE
5	Female	40	Italian British	5	Single	None	State/comp - inner London	English	Cert Ed	Degree PGCE
6	Male	32	Colombian	10	Divorced	1 – Age 8	State/comp - outer London	Business	PGCE	Degree PGCE

4.3 Descriptive statistics and teacher transcripts

Having exhibited the background statistics it is important also to present the descriptive statistics, showing the mean of the responses within the questionnaires. This will be done in conjunction with segments of the interview data. Together they will be presented in the structured format of the three domains: environmental, communal and personal wellbeing in the attempt to respond to 3 of the main research questions (questions 1, 2 and 3). Specifically, the below sections will highlight items that featured significantly, either positively or negatively in the mean (average) of responses among the questionnaire participants and the standard deviation (the average of the mean) showing whether there is a normal distribution i.e. how close all data is to that of the average or how tightly clustered the sets of data to the mean (See Appendix 6). Further, it is crucial to place the related qualitative data from the interview

responses alongside the descriptive (quantitative) statistics to contextualise the results whilst demonstrating the intricacies that impact teachers' experiences of wellbeing. Therefore, the key qualitative responses below represent excerpts from the interview transcripts that either support or contradict the quantitative data. Tables 4.6, 4.8 and 4.10 summarise the prominent issues raised to show the (positive or negative), patterns and congruence between the two data sets.

4.3.1 Environmental Wellbeing

What are the perceptions of a group of Inner and Outer London secondary school teachers of their environmental wellbeing?

Using the mean statistics, **most teachers enjoyed working with young people** (1=not enjoyed 5 = enjoyed) this showed a high level of enjoyment on this aspect of the teaching role (Mean=4.2 and SD= 0.8). The interview data supported this with all teachers responding unanimously in a similar way to **Teacher 4** who said: *"I enjoy it loads... wouldn't have got into this profession if I hadn't"*. **Teacher 2** stated: *"I enjoy working with young people a lot. I find it very rewarding and I think that they are good people to work with ... I think it sounds very corny but students, young people, they are our future so I enjoy working and developing them"*

On the issue of safety (1= not safe; 5 = safe); again, **the majority of teachers** (Mean=4.1 and SD = 0.8) **felt physically safe within their working environment**. The mean for this response was high which showed a high level of positive feelings around safety among the respondents. Similarly the teachers that were asked this question during the interviews generally responded in the same vein as **Teacher 2**: *"Yeah, I feel very safe. I think in that respect – in terms of wellbeing, I feel quite secure"*. **Teacher 1**: referred to lack of safety when it came to his belongings: *"one of the major things that affected me was places to put our things... previously we had our own learning a place we could safely put our own stuff in"*. Safety to teachers also included personal space for themselves and their possessions.

Teachers were neutral in their responses on journeys home from work (which fared less well than journeys to work) (1= stressed journey, 5= stressed free journey), on average participants were neutral in terms of *'I have a stress free journey home'*, (Mean= 3.1 and SD= 1.2). The interviewees' responses were varied with both positive and negative responses. **Teacher 3** stated that: *"My journey to and from work is relatively easy...straight forward, I would say that's because I have a car; but when I have no car, I think it's [the school is] very inaccessible on public transport"*. **Teacher 1** said: *"There's a small homeless community that make me feel a bit..... I wonder if they are receiving care and support from someone somewhere"*. Not only road and traffic conditions affect teachers but the level of deprivation they witness may impact

them.

Regarding, enjoyment of **the food provided at work** (1= not enjoying, 5= enjoyed), the teachers within the sample were **neutral** in their response for (Mean=3.0 and a SD= of 0.8). Indeed, **Teacher 1** said: *"The food on offer here is good and healthy, but is still at a price where I'd just rather bring my own food in. But with that, I do make wrong choices with food and I don't bring in enough to keep me going so the effect of the healthy food I bring in is nullified"*. **Teacher 4** responded: *"It could be a better standard... it's getting better I suppose... recently with all the variety that they brought inI would say that it's not too bad"*.

Similarly, **teachers were neutral** (1= not able, 5= able to) in their responses on the **ability to take breaks whilst at work** (Mean=3.0 and SD= 1.36). **Teacher 3** reported: *"Erm, totally dependent on your day. If you have a 5 period day, you don't get a break at all.... don't get a break until3.15. If you've got a period... which is adjacent..... period 2 or 3 free you feel like you have a bit more of a break....especially if you have period 5 free... that's nice, but if not you just have to power through.... until 3.15"*.

Generally teachers were not able to use their lunch time as free time (1= not able to, 5= able to) (Mean= 2.8 and SD= 1.33). **Teacher 6** stated: *"At the moment I am [able to use my lunchtimes for myself]"* **Teacher 2**: *"I think I am able to take breaks [my lunch time break].... maybe a couple of days I have not taken a break.... probably not eaten as much as I needed to and that's affected me ... I Kind of made that a personal choice, decision that I would make sure that I took my break"*.

Resources may not have always been readily available as teachers were neutral in their responses about access to resources; (Mean = 3.2 and SD = 1.03) with (1= strongly disagree, rarely available to, 5= strongly agree, available) as Teacher 3 expressed: *"It's swings and roundabouts, at the beginning of the year I had nothing, I had to go and buy my own stuff... [wasn't provided with an opportunity to] stationery order so I had to buy white board pens and quite a lot of things myself... suddenly when Ofsted came in, I suddenly got inundated with resources. Since then it's got a bit better but in the first 6 months I didn't have sugar paper."* **However, responses to gaining access to resources needed to carry out teaching duties were also neutral within the quantitative data** (Mean = 3.35 and SD = 1.00). Some of the interviewees confirmed this data as **Teacher 1** stated: *"Yep, I think we are well resourced for the subjects that we .teach... more the issue for me is, I think students also have access to resources. The problem here is initiative. I think students should be more practical by creating revision timetables, it should be their responsibility from day one rather than a teacher....task ...which is frankly a waste of time"*. **Teacher 6** commented: *"I don't think the school is bad.... The whiteboards work, we have books, the students don't really go without... they have what they need to learn... I mostly have what I need to do my job in terms of*

resources, we can't complain there. Where I grew up as a child we had much less but probably gained much more knowledge than the kids do here... The students... some don't value what they have".

About **physical working environment being aesthetically pleasing to teachers**, the responses were **generally neutral** (Mean = 3.4 and SD = 1.02). **Teacher 2** on the other hand said: *"I think the fabric of the place is a bit run down – like just certain aspects of it. For example, I don't like walking down the RE corridor, down those steps... 'cos it looks really manky... stuff like that. For example I rarely walk down that... corridor... I don't like looking at it... some of the rooms have got chewing gum and all sorts of rubbish, things like that. I guess after a while it does kind of drain your energy... nipping at you throughout the week... the day."* **Teacher 3** stated: *"Sometimes I look around some parts.... and it is really lovely... the stained glass windows in the old building... the fact that it is a faith school and some of the decor which looks really good...but yeah, it could do with a bit more greenery ...too much playground... is just a bit bleak; compared to other schools you go to..... it's not a very green campus"* She went on to say (about her departmental office): *"It's gloomy it's dark we have snails.....we have two fridges in there blocking the leg space under the desks.... the light is broken; it's been broken for 6 months... the computers are slow... the USB stick doesn't work in the computers it's just a state of an office. There's no sink... so it's just full of mouldy cups...and then in the classrooms, no one knows how to use the interactive white boards, there's no storage place.....but you need other things like somewhere where you can lock your bags.....that's annoying we don't have that. It needs to be clean..."*

Teachers were neutral about the level of monitoring that they undergo (Mean = 3.33 and SD = .99) (1= strongly disagree that they are comfortable with the level of monitoring 5= strongly agree). Some teachers talked about the purpose of monitoring and the importance of clear communication and constructive feedback rather than the amount of monitoring being a problem. **Teacher 2** discussed the overuse and underuse of observation but emphasised as key the need for transparency: *"...Probably not enough [monitoring]... but in terms of the monitoring itself ... what does happen... not comfortable with it at all. When it does happen... it's too much... there is no transparency."* **Teacher 3**: *"...people just swanning in [to your lessons] and looking at your books [students' exercise books] ...it's like there is no trust, worse than that... it's not just that they come in.....and leave, it's that you get nothing back. Like the Head Teacher has done a couple of drop-ins in my lesson a couple of weeks ago.... came in, looked at me. Give me some feedback; one positive and one negative, we wouldn't do that for the kids....that's the worse bit I think."*

4.3.2 Environmental wellbeing summary:

Generally, in both the qualitative and quantitative data teachers' responses showed that they believed environmental wellbeing to be highly important in their working lives and on areas such as journeys to work and the ability to take breaks, their individual experiences of environmental wellbeing sometimes varied. The interview data provided an account of what may have been indicative of the questionnaire context, for example teachers 2, 4, and 5 seemed to have the most positive experiences of environmental wellbeing and commented on how crucial this was to their capacity to perform their jobs well and how influential it was to their wellbeing. The teachers 1 and 3 reported experiencing environmental wellbeing that seemed to be satisfactory or even poor because of lack of work-space or an unpleasant journey to work. There was room for improvement for these teachers and they felt that it did impact on their teaching, the ease of their working day and their wellbeing. Teacher 6 was the only teacher that suggested poor experiences of environmental wellbeing may not affect quality of his teaching.

Table 4.5: A table showing reoccurring environmental themes present in the interview transcripts

Positive similarities	Negative similarities
<ul style="list-style-type: none"> Resources – sufficient access for teachers and students Working with young people good intrinsic satisfaction Décor and visual surroundings pleasant 	<ul style="list-style-type: none"> Décor of the school run down / drab (lighting, repairs, wear and tear, lack of greenery) Resources lack of access for teachers (computers, guillotine, space, desks, cupboards, place to secure belongings) Location of resources School layout

Table 4.6: A table comparing the overall positive and negative responses of environmental wellbeing between the qualitative and quantitative data

Issue	Generally positive ✓ or negative ✗ experiences Questionnaires	Generally positive ✓ or negative ✗ experiences Interviews
Enjoy working with young people	✓	✓
Feeling safe	✓	✓
Stress-free journey home	✗	Mixture
Enjoyment of food	Neutral	Mixture
Ability to take breaks	Neutral	Mixture
Ability to use lunchtimes	✗	Mixture
Access to resources	Neutral	Mixture
Aesthetics / physical environment	Neutral	Mixture
Level of monitoring	Neutral	Mixture

4.3.3 Communal Wellbeing

What are the perceptions of a group of Inner and Outer London secondary school teachers of their communal wellbeing?

Regarding working in a team (1=don't enjoy, 5= fully enjoy) the **majority of the teachers enjoy working in a team** (Mean=4.1 and SD= 0.7). There were varied responses within the interview data however, with most teachers having a negative experience when it came to team work which affected their enjoyment of it and the quality of their work. **Teacher 2** stated that working within the academic team was often less enjoyable but within her pastoral team her experiences were different: *"In terms of Year Team [pastoral]... got a nice year team. I think it's quite supportive... I think it's a nice group of teachers..... I think the Year Head is really straight forward... [clear] expectations.* **Teacher 5** said: *"I enjoy it when everyone works on the same page cos you get good ideas... but what I dislike is when it seems that someone is putting in more work than others,"*

Similarly, the **teachers also enjoyed working with people within their department** (Mean=4.1 and SD= 0.7). The two mean results (of working in a team and working within departments) show an element of internal reliability and internal validity of the data collection tool as these two statements could potentially be asking a very similar question. Again, the interview data showed varied experiences of communal wellbeing. **Teacher 3** stated that: *"There's no 'I' in team, but there clearly is in my department because I am the only person in my [department that] works as a team... We don't work as a team, we don't share anything... only since the NQT [arrived] we share some assessments and stuff otherwise there is no team stuff...the only team stuff is that someone will photocopy something... for the whole year group".* The other end of the spectrum was **Teacher 4**, who stated: *"I find the departmental staff really helpful... I just think they are always willing to help.... this impacts [my wellbeing] a huge amount."*

Teachers responded overwhelmingly positively (1= negative, 5= positive) **to having positive healthy relationships with students** (Mean=4.3 and SD= 0.5). The interview data however was a little less black and white with some teachers reporting positively and others describing strained relations with pupils. **Teacher 1** responded: *"Yeah, I do. My issue is I'm a bit too informal with them... so by calling students 'mate', 'pal'... but I do think that as I get older that will disappear... maybe it's an age thing".* **Teacher 2's** response shows the complexity of the issue as she states: *"I would probably say that the relationship with students is becoming more positive. That's what I'd probably say... taking over in the middle of the term...I suppose.....the support with the transition.....kind of hasn't really been there.... for both of us.... [students and teacher] haven't been supported with the transition..... The school hasn't supported the students with the transition; I haven't been able to support the students with the transition that's the main thing".*

On the subject of management understanding teachers' needs (1= not understanding, 5= understanding), **teachers generally did not feel that management had a good understanding of teachers' needs**, (Mean =2.8 and SD = 1.07). Most interviewees also agreed with only one teacher that had a perspective that hinged on either side of the scale. **Teacher 5** both supported and contradicted the general consensus by saying: *I think they probably do... [understand teachers' needs] a lot of them are recently promoted... they do get what it's like.... [on the other hand] if you got a noisy class it could even be that noisy or energetic Year 7 or 8 class..... they might say 'oh it needs to be more quiet'..... they might forget that they are really enjoying their learning... yeah...they can forget....what young children are like... they all have the individual project that they work on... they forget to sometimes piece it together...".*

The negative perception held by teachers of senior managements' understanding of their needs was also mirrored in respondents' views about being consulted before major changes were made within school (1= not consulted, 5= consulted). **Teachers felt that they were not consulted before major changes were made** (Mean =2.4 with SD= 1.1). This shows consistency between the general negative perception of management's understanding of teachers' as well as their management style / approach to decision making. **Teacher 6** said that: *"...what needs to happen is that leaders need to lead by example and the communication in my school is not what it should be; it often leaves a lot to be desired. We don't have meetings when we should and we have meetings when we shouldn't... the intercommunication between departments, between everyone means that when we do communicate effectively ... is when there is a problem which could have been avoided if people spoke to each other at the right time in the first place...it's just very frustrating, but what can we do, it's something that has to come from the top.."* **Teacher 1** stated: *"I think in this school there are a lot of decisions made without consultation sometimes and I would like more interaction between senior staff before making decisions with lower staff"*.

Teachers felt that they could not trust colleagues with confidential information (Mean = 3.8 and SD = .92) (1= strongly disagree, 5= strongly agree that they can trust colleague). **Teachers were neutral in their responses on whether they felt trusted by their employers or not** (Mean = 3.46 and SD = .99) (1= strongly disagree that they feel trusted by employer, 5= strongly agree that they feel trusted). When it came to **teachers trusting their employer, teachers also responded neutrally** (Mean = 3.05 and SD 1.0). The qualitative data showed that there may have been particular circumstances and individual cases that affected interactions and thus feelings of trust. **Teacher 1** said: *"The fact that I didn't get my contract renewed made me feel maybe I'm not trusted.... that trusted....I've not been disciplined... but it's a difficult time for me to feel trusted in my job. They trusted me to teach subjects, deliver the units, but I feel like I'm no longer needed here so trust has gone a little bit"*. **Teacher 5:** *"I think [Head Teacher] trusts me...*

because she sees me, she's been in my classroom..... she'd know... I know Head of Department trusts me because she's seen everything.....I do; it's quite personal... but you can tell."

4.3.4 Communal Wellbeing Summary

Generally, in both the qualitative and quantitative data teachers' responses showed that they believed communal wellbeing to be important in their working lives and on areas such as consultation, collaboration, teamwork and relations with students. The interview data provided an account of what may have been indicative of the questionnaire context, it also highlighted the complexities within the domain, with varying experiences impacting perception in unexpected ways. For example whereas all teacher interviewees agreed with the quantitative data, stating that the pleasure gained from working with young people was a major part of their enjoyment and drive as teachers, in other questions the disparity and variety of responses demonstrated the complexity that came to light within the communal wellbeing domain. For example Teacher 3 and 5 discussed personality clashes, working styles and general department apathy which affected their community. They said that they enjoyed working in a team but only when other members of the team contributed to the work equally and they felt that this did impact on their teaching, the ease of their working day and their wellbeing. Teachers 1, 2, 3 and 6 had experienced low levels of communal wellbeing such as poor communication, unconstructive or no feedback, unexplained observations/drop-ins, with Teachers 4 and 5 reporting more positive experiences such as good levels of administrative support, ideas sharing of ideas and helpful department colleagues. Thus overall responses for the communal wellbeing domain in the interviewee responses varied significantly with individuals reporting extreme ends of the positive and negative spectrum of communal wellbeing.

Table 4.7: A table showing reoccurring communal themes present in the interview transcripts

Positives	Negatives
<ul style="list-style-type: none"> • Meetings and training • Reinforcement of practical ideas and school ethos • Shared vision • Having people to talk to 	<ul style="list-style-type: none"> • Feedback – lack of • Feedback – inappropriate / no constructive • Undervalued / respected • Monitoring / Observation • Disproportionate workloads between staff • Ineffective communication

Table 4.8: A table comparing the overall positive and negative responses of communal wellbeing between the qualitative and quantitative data

Issue	Generally positive ✓ or negative ✗ experiences Questionnaires	Generally positive ✓ or negative ✗ experiences Interviews
Working in a team	✓	Mixture
Working in department	✓	✗
Relationships with students	✓	✓
Management's understanding of teacher's needs	✗	✗
Consultation before decisions are made	✗	✗
Trusting colleagues with confidential information	✗	No data
Feeling trust towards employer	Neutral	Mixture
Feeling trusted by employer	Neutral	Mixture

4.3.5 Personal Wellbeing

What are the perceptions of a group of Inner and Outer London secondary school teachers of their personal wellbeing?

Teachers generally felt that they met Line Managers' expectations (mean= 3.9; SD= 0.8). The qualitative data was illuminating however, with **Teacher 1** saying "*Yeah, I think [I meet my line manager's expectations], 'cos to me, I think she sets low ones*". **Teacher 2** stated: "*I'm not really sure. I am not really sure what their expectations are. Based on what I think their expectations are I'd probably say yes. But I don't really know what their expectations are*". **Teacher 5** responded: "*I think I had a lot placed on me under a new Year 10 class... I had two Year 11s through a controlled assessment which was my first time... I had to teach AS Level for the first time... it's quite a lot of... for me...it was achievable ... whether it was achievable in working hours is debatable, achievable at the expense of... it's not really achievable...*". Thus although teachers responses were initially positive; they believed that they were meeting their Line Manager's expectations on the surface; they also felt strongly about the poor quality of communication of expectations as well as the worth of the expectations in themselves.

Similarly, **teachers' positive feelings about meeting the Management Team's expectations**, (mean = 3.9 and SD = 0.9) **were equally high** within the questionnaire responses. The interviews showed that some teachers felt that management did not understand the impact of administration work on the quality of

teacher and wellbeing. **Teacher 4:** *"It can be a bit out of reach, just with time constraints..... the admin, we're all behind with everything.... you're making, delivering the lessons but then people forget that behind the scenes you have to do all your admin and stuff like that.... I think that could have more of an impact on... [wellbeing]. So I think that can be forgotten sometimes and that's a lot of pressure and stress."*

Teachers with children disagreed with statements concerning being able to fulfil parental tasks such as the morning school-run (1= not able, 5= able to). This was not possible for most teachers (mean= 2.9 and SD=1.0). **Teachers also felt that they were unable to collect their children from school** in the afternoons (1= not able to, 5= able to), (mean= 2.7 and SD=0.9). On the whole regarding morning and afternoon school-runs, Participants felt that they were unable to carry out this duty. The interview sample matched these responses. The only teacher who reported a positive experience with regards to collecting her children was one with a special, flexi-hour agreement with her employer, **Teacher 4**. This arrangement was unique in her school and she was the only teacher with one like it due to the circumstances in which she was employed. The school was eager to hire her due to the shortage of Law teachers, so she was able to negotiate. Despite having this flexibility, she still felt that: *"I feel like I would like to spend more time [with my children]. I don't get to everyday. But the fact that I have these arrangements compensates for that so I can live with it"*.

Work-life balance was also an issue that emerged that had an overall low / negative rating with regards to spending time with loved-ones and / or spending time pursuing hobbies (mean = 2.9 and SD = 1.1) (1= not able, 5= able to). Again the contexts in which the interviewees discuss these points are not clear cut. **Teacher 2** stated: *"At the moment my work-life balance is good.... It's mainly because I don't have any students in at the moment....September and it's kind of intense.....I think then I feel more pressure.... and it feels at some points like it's unbearable"* Indeed the time of the academic year, or the stage in the term invariably impacts different teachers in diverse ways. **Teacher 2** also said: *I feel like I would like to spend more time [with my children]*. **Teacher 4** stated: *"I do [spend time with loved ones] but not to the extent that I should. With the job, it has compromised it...definitely... work balance... my social life imbalanced. It's the way it goes isn't it"*. **Teachers also felt that they did not have time to pursue their hobbies on a weekly basis** (mean=2.6 and SD= 1.1). Most of the interview responses were similar to **Teacher 3:** *"I... don't have any hobbies... I wish I had a hobby"* and **Teacher 4** who said: *"Not really, it's just my time... with my friends and family and catching up"*.

Perceptions about pay and salary were generally negative. Most participants believed that they were not paid well for the job that they do (mean= 2.9 and SD 1.1). **Teacher 4** said: *"...the down side from there is the pay, I think I get paid insufficiently.... That's a major thing."* **Teacher 3** stated: *"Obviously we are not*

paid amazing... this time next year, I would probably answer differently. Right now I don't feel like I am paid a lot less of other people my age." **Teacher 1** said: "...wouldn't say well paid... but I am happy with the pay. My wellbeing wouldn't be increased necessarily if the money was increased I don't think"

The overall responses to the question about experience of stress was poor / negative (1= stressed, 5= not stressed). **Teachers disagreed that they were stress free at work** (mean=2.4 and SD= 1.1). Most of the teachers from the interview sample agreed, **Teacher 3** said: "*I rarely feel stress free... some days I feel less stress than others. That's when I decided I'm gonna sack it off and not do my marking... it's a sense of release... Parents can be a big source of stress....I always get really nervous and stressed when I have to meet with parents...It's different now cos we've got slightly fewer hours. But if you asked me a couple of months ago, I would have said 'never – no'... [to being] stress free."* **Teacher 6** stated: "...the more experienced you are in the job, the more you realise how much needs to be done and then the more stressed you can get from how overwhelming that thought is"

A significant number of teachers reported feeling anxious which affected their sleep at night (1=anxious, 5=not anxious) and disagreed that they generally slept uninterrupted by anxiety during the night (mean = 2.8 and SD= 1.2). The interview sample was not always indicative of this, however mostly the interviewees supported this data. **Teacher 3**: "*Erm, I think better now. I used to sleep really badly at the start of the year. Every Sunday night I used to be awake until about four in the morning - especially if it was a Sunday before I started Week 1.because I know that I wouldn't have a free period till Friday and that used to stress me out a lot"*. The exceptions were two male teachers: **Teacher 1**: "*I think I sleep really well. I don't wake up in the middle of the night stressed, [I don't have] falling feeling from dreams.... anxiety dreams.....I sleep well.....on average it would be about 6/ 6 -and -a -half... hours a night. But that's enough"*. **Teacher 6**: "*I sleep well because I know how to switch off and leave all of this at the school gates. I know what happens here and make sure my personal life comes first... I have stopped caring so much because I know that in the end it doesn't help"*.

Feelings and perceptions about access to counsellors and speaking about professional problems rated particularly lower than all other responses (1= no access, 5= access). Participants reported that they do not have access to a school counsellor to talk about their personal or professional problems; (mean= 2.6 and SD=1.2). Additionally, **participants reported not feeling comfortable to speak to the school counsellor about their personal problems** (1= not comfortable, 5= comfortable), (mean= 2.6 and SD=1.1). Generally, the interviewees supported this result with most stating that they would feel reluctant to open up about personal problems to a designated staff counsellor. **To report professional problems to a school counsellor also presented a low / negative response** (1= not comfortable 5= comfortable); when it came

to participants feeling comfortable enough to speak to the school counsellor; (mean = 2.7, SD 1.1). The interview responses were more varied here with **Teacher 5** saying: *"Maybe [I would talk to a school counsellor] about a professional issue but maybe wouldn't talk to them about personal things"* **Teacher 1**: *"I'm not sure I would [go and speak with the counsellor]"* **Teacher 2** said she would probably speak to a school counsellor about both personal and professional issues.

Teachers generally felt consistently committed to their work (Mean = 4.1 and SD = .70) (1= strongly disagree that they felt committed, 5= strongly agree). **Teacher 4** agreed saying: *I would say that I commit quite a lot to the job to be honest. Just even on a daily basis on time at home ...in the evenings or weekends.....Honestly I think teaching is a profession where you have to be committed and you have to be able to do it in the evenings and on the weekend.....otherwise it's just impossible."* **Teacher 3** on the other hand revealed the complexity of feelings of commitment as she stated: *"I am committed to my practice in the classroom but not committed to helping out my department.... so for example when we have to come.... writing my scheme of work for my department.... I've had no help all year ... in writing it ... I've not had any help this year... so I'm going to put minimal effort into it."* Other teachers revealed the tensions of defining commitment and establishing what commitment means whilst some teachers uncovered feeling of guilt, resentment and anguish about commitment. For example, **Teacher 5** stated: *"I would say a 4. I agree, I know that I am committed fully..... [but] I wonder.... today.....I had one lesson, if I had more lessons ... I'm fine cos I knew I was prepared I spoke to my friend and he told me that he had to plan a lesson.... and I thought to myself, 'what on the weekend?'..... I think I still am fully committed... I think there are times when I work....in my free period... and other times that I don't...."* **Teacher 1** said: *"...not as much as I should be.....I think I should be a lot more committed... Because I think, I've had the mentality all year, wrongly, that, it's just getting through it. And I've just had this mentality for too long."*

When it came to **job satisfaction, teachers generally felt that they were satisfied** (Mean = 3.6, SD = .92). Within the interviews most teachers overwhelmingly reported positive experiences of job satisfaction, most responses mirrored Teacher 3 and Teacher 5. **Teacher 3** stated: *"Yeah....good job satisfaction... I have had a lot more job satisfaction since I've had Penny [a Student Teacher]. I can help her... showing her how to do resources..... I have job satisfaction, but that is because I do things that..... are going to help me out.... The thing that I really enjoy doing is teaching and learning type stuff..... so I'll do that. So I get job satisfaction by myself but I don't share it with anyone."* **Teacher 5** said: *"I see examples of it every single day.....for example on Friday I had a group of year 12 girls, the group of Year 12 taught a Year 7 lesson [it was]....rewarding for me to seestudents doing the lesson, they enjoyed it and felt confident.... that was really positive.....and someone waves [at you in the corridor]... you say, yeah... .."*

It's just job satisfaction." **Teacher 2** on the other hand reported: *"It's getting there- I feel. I think I might get there. Not 100 per cent but getting there."*

Teachers felt that they did receive positive feedback from their students (Mean = 3.8 and SD = .93) (1= strongly disagree, 5= strongly agree). **Teacher 4** stated: *"Yeah all the time. Even today for example they have been working on their units; you can see just how pleased they are and they thank you for the help you offer them. I just think that is enough for me. Just a thank you and see how pleased they are that they they've finished the unit."*

Teachers were neutral about receiving positive feedback from their line manager (Mean = 3.4 and SD = 1.04) (1= strongly disagree that they receive positive feedback, 5= strongly agree). The qualitative data supported this with **Teacher 2**: *"Yeah, never received maybe a couple of things but never received appropriate or constructive advice; would never call it that.... It's just been this is what needs to happen. Never been advice if you can call it that (I'd just call it a directive)... makes you feel like you are not being valued or respected... Until you realise or decide to realise that it is part of the culture of the organisation.... It's up to the individual... and then you just basically.... choose a strategy on how you will deal and communicate with people and the organisation in order to ensure that you obviously don't go mad in order to survive."* **Teacher 5**: *"What I dislike is when it seems that someone is putting in more work than others, erm when you do something and you don't get any feedback, nothing comes back."* **Teacher 1**: *"I didn't feel like I would get feedback at all. I think that doesn't affect my wellbeing. I find feedback superfluous, I don't think I need verbally [verbal feedback]... to get through the day.....generally it's very scarce here. I don't get a lot of feedback really and I don't think it affects my wellbeing."*

4.3.6 Personal Wellbeing Summary

The overriding responses for personal wellbeing were the most varied of all three domains of wellbeing. These ranged from Teacher 1 responding overwhelmingly positively on his personal wellbeing to Teacher 3 having reported many negative experiences of personal wellbeing. The interviewees were open about their personal experiences of sleep patterns, nutrition, work-life balance, agency, control and professional development and responses included areas such as lack of opportunity for continued professional development which they claimed had an adverse effect on their job satisfaction and wellbeing. Generally teachers reported good levels of job satisfaction due to the enjoyment of working with young people. Overall, there is more agreement between the quantitative and qualitative data for the dependent variable; personal wellbeing.

Table 4.9: A table showing reoccurring personal themes present in the interview transcripts

Positives	Negatives
<ul style="list-style-type: none"> • Work-life balance during quieter terms • Job satisfaction – good • Mentoring others • Trust • Student feedback –positive 	<ul style="list-style-type: none"> • Feeling of lack of control • Continued professional development • Trust – lack of • Respect – lack of • Workload

Table 4.10: A table comparing the overall positive and negative responses of communal wellbeing between the qualitative and quantitative data

Issue	Generally positive ✓ or negative ✗ experiences Questionnaires	Generally positive ✓ or negative ✗ experiences Interviews
Commitment to work	✓	✓
Meeting line-manager's expectations	✓	✓
Meeting Management Team's expectations	✓	Mixture
Fulfilling parental / personal commitments	✗	✗
Achieving work-life balance	✗	✗
Pursuing hobbies	✗	✗
Time with loved ones	✗	✗
Salary	✗	Mixture
stress	✗	✗
Anxiety during sleep	✓	Mixture
Seeking personal support form a professional at work	✗	✗
Seeking professional support from a professional at work	✗	Mixture
Job satisfaction	✓	✓
Student feedback	✓	✓
Line Manager feedback	Neutral	✗

4.4 Exploring differences between groups

4.5 Independent T-Test Analysis

In order to investigate how the different genders responded to the questions, Independent T-Tests were used (with Normality Tests) to analyse gender differences. It was found that there were significant differences between men and women in 3 different questions across all three domains.

4.5.1 Environment Wellbeing

An Independent T test was conducted to compare if there was a difference between males and females in terms of being comfortable with level of monitoring by the management, (1 = not comfortable 5 = Comfortable). **Females** (mean= 3.68 SD= .97), **reported being significantly more comfortable with their level of monitoring than males** (mean=3.03 SD=0.92 df=2.52 p =0.014.). The interview data

supported this result:

Teacher 1: Male

"When asked to do last minute observations, I think if it's within a reasonable window of time, I think I'll do it happily but when it's last minute and I can't cope with it and I'm not given notice [it impacts my wellbeing]."

Teacher 4: Female

"It sort of makes you feel nervous at first, but as you've gone on you forget that it's there. It's completely fine now."

Teacher 2: Female

"I would say the level is probably ok. Probably not enough [monitoring]. But in terms of the monitoring itself ... what does happen... not comfortable with it at all. When it does happen... it's too much... there is no transparency... Communication..... doesn't really happen. It's kinda like very.... incoherent system where maybe they see, this period we're going to monitor you and we want ... this, this and this... and then you can go like weeks, there's nothing".

4.5.2 Communal Wellbeing

An independent sample T test was conducted to compare male and female teachers and their ability to find time to pursue their hobbies on a weekly basis, (1= not able, 5 = able). **Males were more likely to find time for their hobbies than females** (Mean= 2.96, SD=.76) Females (Mean=2.37 SD=.87 df =2.06. P=.043). Again, the interview data generally supported these findings:

Teacher 6: Male

"I play football, once a week with a Sunday League Team".

Teacher 3: Female

"I don't have any hobbies... I wish I had a hobby".

An independent T test was conducted to compare if there is a significant difference between males and females in terms of being able to support their colleagues (1= not able, 5= able). **Males** (Mean= 4.14 SD .75) **were more likely to support their colleagues than females**, (Mean= 3.65 SD= .86, p .024. df. 2.3). The interview data did not provide enough evidence that was directly related to this area to support this, but what was discovered instead may contradict the quantitative data, as a female teacher reported her ability

to support other members of staff and how this positively affected her wellbeing.

Teacher 3: Female

"Yeah....good job satisfaction... I have had a lot more job satisfaction since I've had Penny. I can help her... showing her how to do resources..... and stuff like that, data. Things like that so..... Yeah, that's made me feel better definitely".

Table: 4.11 Independent T-Test analyses

Item		Mean	SD	Two Tail Sig	T Value	Mean difference	ETA
Comfortable with the level of monitoring	Male	3.03	.92	.014	2.52	.620	.09
	Female	3.65	.97	.014	2.52		
Can find time to pursue hobbies	Male	2.96	.755	.043	2.06	.589	0.7
	Female	2.37	.865	.043			
Can support my colleagues	Male	4.4	.75	.025	2.3	.486	.08
	Female	3.65	.86	.024			

4.6 One Way ANOVA

A one-way between groups analysis of variance was used to explore the impact of age and work experience on environmental, communal and personal factors.

4.6.1 Environmental wellbeing

A9: A one-way between groups analysis of variance was conducted to explore the impact of age on levels of ability to take breaks during the day when needed. Teachers were divided into six groups according to their age (See table 4.5). There was a statistically significant difference in ability to take breaks scores for the six age groups: $F_{df} = \text{Critical value for } F_{268}, p = .01$. Post-hoc comparisons using the Tukey HSD test indicated that **22 years of age and under ($M=4.33, SD=.52$) was significantly more likely to take a break than those under the age of 27-30 years ($M=1.83, SD=.75$)**. All other comparisons were not significant. The teacher testimonials here in the qualitative data may affirm the reality that younger teachers who are more likely to be in training (and thus have a reduced timetable) have more opportunities to take breaks than older teachers.

Teacher 3: 26 years of age

"I think it is very dependent on your timetable [some days I am able and others not]"

Teacher 4: 23 years of age

"At the moment I am [able to take my breaks]"

Table: 4.12 A.9) I am able to take breaks during the day when I need them

	N	Mean	Std. Deviation	ETA .199
22 years and under	6	4.33	.52	
23 - 26 years	12	3.33	1.37	
27 - 30 years	6	1.83	.752	
31 - 40 years	17	2.71	1.40	
41 - 50 years	9	3.11	1.17	
51 and above	10	2.90	1.52	
Total	60	3.00	1.36	

A10: A one-way between groups analysis of variance was conducted to explore the impact of age on levels of **ability to use lunch time as free time for oneself**. Participants were divided into six groups according to their age (See table 4.6). There was a statistically significant difference in ability to use lunch time as a free time for the six groups. Fdf=Critical value for F(2.68), p=1. Post-hoc comparisons using the Tukey HSD test indicated that **those under the age of 22 years (M=4.16,SD=.752) were significantly different from 27 to 30 years (M=3.25, SD=.1.13)**, All others were not significant.

Teacher 4: 23 years of age:

"At the moment I am [able to take my breaks / lunch]"

Table: 4.13 A10 Ability to use lunch time as free time for myself

	N	Mean	Std. Deviation	ETA .199
22 years and under	6	4.17	.75	
23 - 26 years	12	3.25	1.13	
27 - 30 years	6	1.83	1.00	
31 - 40 years	17	2.71	1.3	
41 - 50 years	9	2.44	1.6	
51 and above	10	2.60	1.3	
Total	60	2.82	1.3	

C15 A one-way between groups analysis of variance was conducted to explore the impact of age on levels

of ability to pursue one's hobbies on a weekly basis. Subjects were divided into six groups according to their age (See table 4.7) There was a statistically significant difference in ability to pursue one's hobbies on a weekly basis for the six age groups: $F_{df} = \text{Critical Value } F(2.95) p=.01$. Post-hoc comparisons using the Tukey HSD test indicated that the **those under the age of 22** ($M=4.00, SD=.63$) **are more likely to pursue their hobbies on a weekly basis than** **23-26** ($M=2.67, SD=.1.07$); **27-30** ($M=1.8,3 SD= .75$); **31-40** ($M=2.41, SD=1.12$) **and 41-50** ($M=2.56 SD=1.13$). Age group 51 and above ($M=2.80 SD=1.14$) was not significant.

Teacher 2: Female, age 36:

"No [I don't find time to pursue a hobby]"

Table: 4.14 C15) I always find time to pursue my hobbies on a weekly basis

	N	Mean	Std. Deviation	Maximum	ETA .21
22 years and under	6	4.00	.63	5.00	
23 - 26 years	12	2.67	1.07	5.00	
27 - 30 years	6	1.83	.75	3.00	
31 - 40 years	17	2.41	1.12	5.00	
41 - 50 years	9	2.56	1.13	4.00	
51 and above	10	2.80	1.14	4.00	
Total	60	2.65	1.13	5.00	

4.6.2 Communal wellbeing

B26: A one-way between groups analysis of variance was conducted to explore if respondents have positive experience when dealing with Senior Management. Subjects were divided into five groups according to their years of experience (See table 4.8). There was a statistically significant difference for the five groups in dealing with senior management: $F_{df} = \text{Critical Value for } F=3.81 p=.01$. Post-hoc comparisons using the Tukey HSD test indicated that **those with 1-2 years' experience** ($M=3.69, SD=1.03$), **are more likely to have positive experience when dealing with senior management those of 10 to 15 years experience** ,($M=2.64 SD=1.03$) and all others are not significant.

Teacher 6: 10 years' experience:

"I don't think voices are heard or respected... or valued and that's sad ... we all have a lot of value to add to the running of this place ...and decisions that are made".

Teacher 4: 1 years' experience:

"Yeah a lot I would say [that my opinions are valued].I think that everyone has their different opinions on how... especially different subjects on how we work. And I think definitely, when it comes to having department meetings everyone is quite valued.....opinions valued ... it obviously does mean a lot..... as otherwise it would feel as if there's no point.....if things weren't taken into account. Yeah, definitely".

1-2 Years	13	3.69	1.03		
3-4 Years	5	3.80	.45		
5-9 Years	19	3.68	.67		
10-15 Years	11	2.64	1.03		
16 + Years	12	3.25	.62		
Total	60	3.42	.89		

4.6.3 Personal wellbeing

C2: A one-way between groups analysis of variance was conducted to explore if there were adequate systems in place to ensure continued professional development of staff. Participants were divided into five groups according to their years of experience (See table 4.9). There was a statistically significant difference in the scores for the five experience groups: $F_{df} = \text{Critical Value } F_{5,52} p=.01$. Post-hoc comparisons using the Tukey HSD test indicated that those of **1-2 years' experience** ($M=4.00, SD=.577$), **were more likely to obtain continuous development than those of 10-15 years' experience** ($M=2.45, SD=1.04$) and **16 years and above** ($M=2.83, SD=.94$). All other groups are not significant.

Teacher 1: 2 years' experience:

"I don't think the focus has been on my development this year... that's an area of concern I think. I don't think my needs have been considered to be honest"

Teacher 3: 4 years' experience:

"It's so tough to get on a CPD course..... they make life so difficult for a teacher to get on a ... CPD course, people don't wanna go on a CPD course to have a day off, they wanna go on a CPD course because they're being proactive about their professional development ... and obviously it's areas that they feel they're not good at...."

Table: 4.16 C.2) I feel that there are adequate systems in place to ensure continued professional development is available for all those who seek it

	Mean	Std. Deviation	F Value	Eta
			5.156	.272
1-2 Years	4.00	.577		
3-4 Years	3.40	.89		
5-9 Years	3.11	.937		
10-15 Years	2.45	1.04		
16 + Years	2.83	.94		
Total	3.15	1.00		

C3: A one-way between groups analysis of variance was conducted to explore if the concern of the staff are always followed up swiftly and appropriately. Participants were divided into five groups according to their experience (See table 4.10). There was a statistically significant difference in the five groups: $F_{df} = \text{Critical Value}$ $F_{4.52} p = .01$. Post-hoc comparisons using the Tukey HSD test indicated that **those who have 1-2 years' experience** ($M = 3.54, SD = .66$) **were more likely to have their concerns followed up swiftly than the 10 to 15 years** ($M = 2.27, SD = .78$). All others are not significant.

Teacher 1: 2 years' experience:

"I feel that I could happily approach SLT with... concerns and suggestions but I don't think they will be taken on board"

Teacher 4: 1 years' experience:

"Yeah. A hundred percent. I think that even when there are issues.... especially if you bring it straight to the attention of the Head of Year.....it's dealt with straight away.....it's pretty much dealt with straight away....that's good"

Table: 4.17 C.3) My complaints or concerns are always followed up swiftly and appropriately

	N	Mean	Std. Deviation	F Value 4.251	Eta .236
1-2 Years	13	3.54	.66		
3-4 Years	5	3.00	1.00		
5-9 Years	19	2.95	.78		
10-15 Years	11	2.27	.786		
16 + Years	12	2.58	.90		
Total	60	2.88	.88		

C24: A one-way between groups analysis of variance was conducted to explore if the respondents were confident to speak to the school counsellor about professional problems. Subjects were divided into six groups according to their age (See table 4.11) There was a statistically significant difference on the different groups of age in their level of confidence to speak to the school counsellor about professional problems: $F_{df} = \text{Critical Value } F = 2.77, p = .01$. Post-hoc comparisons using the Tukey HSD test indicated that **those of 22 years and under ($M = 4.00, SD = .63$) were more likely to speak to the school counsellor about their professional problems than the 23-25 years ($M = 2.25, SD = 1.06$) and 41-50 years ($M = 2.33, SD = 1.12$)**. All other groups are not significant.

Teacher 5: 5 years' experience:

"Maybe [I would talk to a counsellor] about professional issues but maybe wouldn't talk to them about personal things"

Table: 4.18 C.24) I feel comfortable to speak to the school counsellor about my professional problems

C24	N	Mean	Std. Deviation	F Value 5.156	Eta .272
22 years and under	6	4.00	.63		
23 - 26 years	12	2.25	1.06		
27 - 30 years	6	2.33	.817		
31 - 40 years	17	2.94	.89		
41 - 50 years	9	2.33	1.12		
51 and above	10	2.80	1.16		
Total	60	2.73	1.07		

C1: A one-way between groups analysis of variance was conducted to explore if the expectation placed on staff by their employers are achievable within their current working environment. Participants were divided into five groups according to their experience (See table 4.12). There was a statistically significant difference amongst the groups of years experience in expectation placed on staff scores for the five experience groups: $F_{df=}$ Critical Value $F_{4.79}$ $p=.01$. Post-hoc comparisons using the Tukey HSD test indicated that **those of 1-2 years' experience** ($M=4.076, SD=.49$) **are more likely to feel that they meet the expectation placed on them by their employers than, 5-9 years** ($M=3.056, SD=.91$); **10-15 years** ($M=2.90, SD=.83$) **and 16 years and above** ($M=2.67, SD=.89$). Group 3-4 years is not significant.

Table: 4.19 C1) believe that the expectations placed on me by my employers are achievable within my current working environment

C1	N	Mean	Std. Deviation	F Value	Eta
				4.787	.258
1-2 Years	13	4.0869	.49		
3-4 Years	5	2.80	1.64		
5-9 Years	19	3.06	.91		
10-15 Years	11	2.91	.83		
16 + Years	12	2.67	.89		
Total	60	3.15	1.00		

Teacher 3: 4 years' experience:

"I don't think they are being realistic at all. I don't think there is any credit for that, ever... for doing stuff over and above and the imbalance of the resources, time and teaching... and there's no recognition to that at all..."

To what extent do environmental wellbeing and communal wellbeing contribute to personal wellbeing?

In order to answer this research question there was a need to first use a factor analysis technique. This would enable the reduction of variables so that environmental and communal wellbeing could be analysed and compared in a manageable way and much more closely.

4.7 Factor Analysis: Content Validity, Consistency and Reliability

Factor analysis was used to reduce the number of related variables to a more manageable number prior to using them in multiple regression. This was done to ensure that all items are actually measuring their respective domain (environmental / communal / personal). They needed to be consistent before they could be combined. One measure was needed for each independent variable and each indicated how strong each item is to the factor being measured. A number / value that was equal to or more than .6 was good and thus was assessed by this bench mark.

4.7.1 Environmental wellbeing

Using principal component analysis test construct validity of all variables was tested. All variables of the Environmental Wellbeing were grouped together. Initially there were 20 original Environmental Wellbeing variables which were subjected to principal components analysis using SPSS version 20. An inspection of the correlation matrix revealed the presence of many coefficients above .3, the Kaiser-Meyer Olkin value was .687 above the recommended value of .6 (Kaiser-1974) and , Bartlett's Test was .638.043 Sphericity df : .190 with significance level of 1%, (Bartlett, 1954). The Principal components analysis revealed the presence of six components with eigenvalues exceeding 1, explaining 31.44%; 11.00%; 9.23%; 8.03%; 6.54% and 6.51% the variance respectively. The six components contributed to 68.186% of the variance with communalities scores for all ranging from .750 to .648. This supported the factorability of the items (see table 4.13). This shows that the factors could be retained in the analysis (Pallant, 2013).

4.7.2 Communal wellbeing

Using principal component analysis test, construct validity of all variables was tested. All variables of the Communal Wellbeing were grouped together. Initially there were 20 original Communal Wellbeing variables which were subjected to principal components analysis using SPSS version 20. An inspection of the correlation matrix revealed the presence of many coefficients above .3, the Kaiser-Meyer Olkin value was .717 above the recommended value of .6 (Kaiser-1974) and , Bartlett's Test was 946.457 Sphericity df : 406 with significance level of 1%, (Bartlett 1954). The Principal components analysis revealed the presence of seven components with eigenvalues exceeding 1, explaining 27.3% 19.3%; 9.6%; 1.76%; 1.73%; 1.48% 1.2% of the variance respectively. The seven components contributed to 68.77% of the variance with communalities scores for all ranging from .798 to .663. This supported the factorability of the items (see

table 4.13). This shows that the factors could be retained in the analysis (Pallant, 2013).

4.7.3 Personal wellbeing

Using principal component analysis test, construct validity of all variables was tested. All variables of the personal wellbeing were grouped together. Initially there were 28 original Personal Wellbeing variables which were subjected to principal components analysis using SPSS version 20. An inspection of the correlation matrix revealed the presence of many coefficients above .3, the Kaiser-Meyer Olkin value was .620 above the recommended value of .6 (Kaiser-1974) and , Bartlett's Test was 737.939 Sphericity df : .378, with significance level of 1%, (Bartlett 1954). The Principal components analysis revealed the presence of nine components with eigenvalues exceeding 1, explaining 24.11%; 10.68%; 7.71%; 7.00%; 6.74%; 5.41%; 4.71%; 4.14% and 3.82% the variance respectively. The nine components contributed to 74.35% of the variance with commonalities scores for all ranging from .708 to .587. This supported the factorability of the items (see table 4.13). This shows that the factors could be retained in the analysis (Pallant, 2013).

Table: 4. 20 Wellbeing Factor Analysis

Factor 1 Environmental Wellbeing	F. 1	F. 2	F.3	F.4	F.5
(A13)I have easy access to resources and facilities to carry out to carry out my teaching duties	.750				
(A12) All of the resources I need are available to me at work	.731				
(A8) The food provided is enjoyable	.679				
(A9) I am able to take breaks during the day when I need them	.668				
(A3) My working environment is Aesthetically pleasing	.662				
(A7) The food provided at work is nutritious	.648				
Factor 2 Communal Wellbeing	F. 1	F. 2	F.3	F.4	F.5
(B7) I feel that my work is valued by Senior Management within my school		.798			
(B5) I feel that my opinions are valued by senior management with my school		.785			
(B17) I believe that there are formal structures and systems in place that provide compassionate and helpful support when needed		.741			
(B26) In most of my dealings with senior management, I have a positive experience		.733			
(B10) I believe that senior management have a good understanding of teaching staff's overall working needs.		.716			

(B18) I believe there are informal structures and systems in place that provides compassionate and helpful support when needed		.668			
(B19) There are regular open channels for communication between myself and my line managers		.662			
(B4) I feel that my opinions are valued by my colleagues		.653			
(B15) I trust my employers		.651			
Factor 3 Personal Wellbeing	F. 1	F. 2	F.3	F.4	F.5
(C1) I believe that the expectations placed on me by my employers are achievable within my current working			.708		
(C15) I always find time to pursue my hobbies on a weekly basis			.685		
(C25) At work I feel energised			.665		
(C26) At work I am stress free			.656		
(C18) I have job satisfaction			.645		
(C3) My complaint or concerns are always followed up swiftly and appropriately			.613		
(C2) I feel that there are adequate systems in place to ensure continued professional development is available for all those who seek it.			.610		
(C24) I feel comfortable to speak to the school counsellor about my professional problems			.600		
(C22) I have access to a school counsellor to talk to about my personal or professional problems			.600		

4.7.4 Internal Reliability

The reliability of all Likert scale statements within each item; Environmental, Communal and Personal were tested to ensure the internal reliability or consistency of the questionnaire. All items in Section A (Environmental Wellbeing), were tested for internal consistency and had a Cronbach alpha ranging from the lowest, .862 to highest of .881. Overall the Cronbach alpha for Environmental Wellbeing was .873. All items in Section B, Communal Wellbeing were tested for internal consistency and had a Cronbach alpha ranging from the lowest, .881 to highest of .892. Overall the Cronbach alpha for Communal wellbeing was .887. All items in Section C, Personal Wellbeing were tested for internal consistency and had a Cronbach alpha ranging from the lowest, .812 to highest of .839. Overall the Cronbach alpha for Personal wellbeing was .823. According to Pallant (2007), the Cronbach alpha of .7 is a good sign of consistency. For Pavot, Diener and Sandvik (1991), the Cronbach alpha of .8 is a firm sign of good internal consistency.

4.8 Correlation Analysis

Correlation coefficient gave an indication of how closely related the variables under investigation are; the higher the value r , the stronger the relationship. The relationship between perceived environmental wellbeing and perceived personal wellbeing (as measured by the Wellbeing Likert Scale) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. **There was a strong, positive correlation and relationship between perceived environmental wellbeing** (independent variable 1) **and perceived personal wellbeing** (dependent variable), $r = .674$, $n = 60$, $p = < .0005 / 0.01$. **There was a medium, positive correlation and relationship between perceived communal wellbeing** (independent variable 2) **and perceived personal wellbeing** (dependent variable), $r = .581$, $n = 60$, $p = < .0005$. This suggests that there is a stronger relationship between perceived environmental wellbeing and perceived personal wellbeing than perceived communal wellbeing and perceived personal wellbeing.

There was a medium positive correlation and relationship between the two independent variables perceived environmental wellbeing and perceived communal wellbeing; $r = .437$, $n = 60$, $p = < .0005 / 0.01$. Meaning that the relationship that shows a pattern between the two independent variables however they are not necessarily closely linked or automatically affect by each other

Table: 4.21 Correlations

FACTOR	FACTENVIRON	TCOMMUF1	FACTORPERSONAL2	
Environment	1	.437	.674	
Communal	.437	1	.581	
Personal	.674	.581	1	

** Correlation is significant at the 0.01 level (2-tailed).

4.9 Multiple Regression.

Multiple Regression was used to explore the relationship between Environmental, Communal and Personal Wellbeing, which would enable a prediction to be made about teachers' personal wellbeing based on their EWB and CWB. On checking the assumptions, the relationship between the dependent variable and the independent variables are well over .3 this shows a good result. The relationship between the two independent variables is below .7. Therefore all variables are retained.

When the tolerance level was checked for Environmental wellbeing it scored .809 which again is good with VIF of 1.236. The tolerance level for communal is good at .809 with VIF of 1.236, this shows that environmental and communal wellbeing is not strongly correlated with each other (multicollinearity). The

normal P-Plot is reasonable and straight.

Subsequently, Multiple Regression was used to assess the ability of two measures Environmental wellbeing and Communal wellbeing to predict the level of Personal wellbeing. Preliminary analysis was conducted to ensure no violation of the assumptions of normality, linearity, multicollinearity and homoscedasticity. After entry of Environmental wellbeing scales and Communal wellbeing scales the total variance explained by the model as a whole was 54% using adjusted R squared value at $p < .005$. Environmental wellbeing and Communal wellbeing contributed 52% and 35.5% respectively. Environmental wellbeing makes the most significant and the largest contribution than Communal wellbeing to total Personal wellbeing.

Table: 4. 22 Regression

Factor	B	Std Error	Beta	t	Sig
Communal	.261	.072	.355	3.612	.001
Environment	.525	.099	.519	5.285	.00

a. Dependent Variable: FACTORPERSONAL2

What does the ideal wellbeing look like for this group of Inner and Outer London teachers?

During the interview, (generally at the beginning of each interview) every teacher was asked what their own ideal experience of wellbeing would look like. Each teacher responded sharing their own personal experiences and opinions. Each participant was detailed in their responses and had strong opinions about what *the ideal level of wellbeing* should be for the ultimate experience of wellbeing to be achieved. The below excerpts present the teacher responses from this question.

Table: 4.23 Reoccurring themes present in the interview transcripts

- Matching roles with expertise and interest – **Personal & Transcendental**
- Time availability for planning and paper work – **Environment**
- Shared vision - **Communal**
- Support networks of collaboration and communication - **Communal**
- Adequate resources - **Environment**
- Recognition and value of staff - **Communal**
- Extracurricular activity and responsibilities matched to teachers extracurricular interests and passions beyond specialist teaching subjects - **Personal & Transcendental**
- Continued professional development - **Personal & Transcendental**

Teacher 1: Male, age 24:

"A basic ideal level of wellbeing is ensuring that teachers are able to use their best skills... feel like they are contributing using their full talents in their role should be suited to them.. they should be able to teach the subject they want to teach, that they are passionate about not be filled in for the timetable into another subject they know nothing about... I guess, there needs to be more time for planning, there's too much paperwork in teaching now, you spend more time on the paper work that you do creating good lessons, you're burnt out before you've begun, yeah... also making the students more independent... spoon feeding is draining on time poor teachers in the long run".

Teacher 2: Female, age 36:

"I would say, definitely sharing a vision and getting staff to contribute to that ...so they're able to ...internalise, accept it and work towards it... I think providing adequate support, treating people well, I suppose investing in them, like this is their place of employment... Cos I feel like in teaching you get ... people focus...on students...which is why we're here, which is true but at the same time this is also a place of employment.... we are not here as students we are here as...employees... so they need to ensure that certain things are there...just like other companies Google... invest in their staff...and they've got adequate conditions".

Teacher 3: Female, age 26:

"If they want outstanding teachers, they need to realise that if you are an outstanding teacher ... (there's more to it than) to produce an outstanding lesson every half term for observations... If they want outstanding lessons then they need to do something to allow teachers more time to create outstanding lessons and to deliver those lessons consistently. ...[there needs to be a] change in terms of having more teachers per pupil count so that you're not marking, so that you are not teaching 300 students, 200 students...

...I also think resources are a big thing.... just things like giving teachers access to things, like why do I not have a guillotine in this building, a laminator, coloured paperin this building.....there's nothing here....

...Also, fewer meetings... I swear, the first few months here we had a meeting every day after school. What's that about?... until 5 O'clock. That is ridiculous.

...I just think they need to do more recognitions.... I am not talking about.... bottles of wine....recognition for everyday stuff. It's like small things. I think they should also allow teachers to do things that they want to do for example here, there's so few opportunities to do extracurricular stuff unless you're sporty and that's not fair".

Teacher 4: Female, age 23:

"The value of staff ...definitely.... good work environment.....and friendliness at work. For example SLT and the Head Teacheryou know, value your staff... I wouldn't say necessarily everyone deserves it, there are slackers but the people who do sometimes... get overlooked. Make sure you know what they are doing in that sense cause....otherwise you get a bit demoralised...I think those three things would be the main

priority”.

Teacher 5: Female, age 40:

“I think you have three different terms so you feel a lot different in each term, not necessarily better but different ... I think in the first term, I think it's really important to let teachers talk with other teachers so that they know they are feeling the same. I think there should be an opportunity to just share their feelings.

Two, I think it is important to... you do work here a lot this is where you spend most of your time, it's a big place but I think it's important to tell people that they are valued.. so it shouldn't be that there's this powerful person standing up at the front saying I did this, you should do this too. It should just be a lot more open showing people they are valued as well...it should be more reciprocal.

I think... extracurricular ... extracurricular trips... with the children... (trips / activities for) staff as well or I think that would help everyone work better with each other so like the Year 12 go on a school trip... that was really good for them...

Change around responsibilities... or it could be changing around responsibilities in school or in... or changing tutor teams ... you just go in Year 7 (and stay with this group as a tutor for a long time). Here, the 6th Form team, they just seem like the elite team..... I don't know, it's not fair... (there should be) opportunity for everyone so, people should be able to write a list of what they think they need to (or) could do to help them improve...”

Teacher 6: Male, age 32:

“I think respect, no matter what your position in the school you should show respect to everyone... all staff... the students... treating people like human beings not robots here to produce grades and get grades... time to plan, extracurricular roles so that you can contribute in other ways; I'm not just a business specialist – I have much more to offer to the students”

4.10 Results Summary

Both sets of results obtained from the questionnaire and interview methods of data collection have been presented to respond to each of the research questions. The general trends and patterns in the quantitative data, extracted from the various statistical tests that were carried out i.e. descriptive statistics, Anova, T-test, reliability and validity, factor analysis, correlation and regression have exhibited the general perceptions that teachers in Inner and Outer London hold of their Environmental, Communal and Personal Wellbeing. What has been interesting is the interaction between the quantitative data and the qualitative data from the semi-structured interviews. Chapter 4 has revealed the various contexts and sub-contexts that teachers experience their wellbeing and how this impacts their current perceptions. For example how a

recent Ofsted inspection may impact the perceptions on levels of monitoring and observation and thus environmental or communal wellbeing. This context was equally as important to the general picture presented in the questionnaires. Blending the two datasets and presenting them against each other enables a focussed discussion and analysis on the illuminating patterns that emerged.

CHAPTER 5

5. DISCUSSION

5.1 Introduction

This chapter firstly provides a brief overview of the aims of study, including a presentation of the main research questions and the main methods used. The rest of this chapter is then devoted to a discussion of the results that have been presented in Chapter 4 in relation to each of the research questions. It will analyse emergent results from the quantitative and qualitative data together and it will analyse the patterns and relationships between them. Previous and existing research will be considered and the implications of these findings outlined. The chapter begins with a summary of the findings, then moves on to discuss these results in the context of each research question; the chapter then ends with a summary featuring the main points from the discussion.

5.2 Summary of the research problem and methodology

The aim of this study was to investigate the perceptions of secondary school teachers on their environmental, communal and personal wellbeing; teachers are a useful source to report on their own experiences in both quantitative and qualitative ways. Fisher's 2008 study established a framework that was used as a foundation to redevelop a workplace wellbeing inventory that would question teachers using a Likert questionnaire. It was important and timely to look at this area because of the rapid reforms that have been taking place at all levels within education at this time and to uncover the reasons behind the increasing caseload and reports of teacher burnout, stress, attrition and general poor, physical and mental health within this changing climate.

The research questions were as follows:

1. What are the perceptions of a group of Inner and Outer London secondary school teachers of their environmental wellbeing?
2. What are the perceptions of a group of Inner and Outer London secondary school teachers of their communal wellbeing?
3. What are the perceptions of a group of Inner and Outer London secondary school teachers of their personal wellbeing?
4. What does the ideal wellbeing look like for this group of Inner and Outer London teachers?
5. To what extent do environmental wellbeing and communal wellbeing contribute to personal wellbeing?

Each research question will be discussed by exploring the key findings from the statistical tests within the quantitative data as well as the prominent findings from the interview transcriptions within the qualitative data.

5.3 What are the perceptions of a group of Inner and Outer London secondary school teachers of their environmental wellbeing?

The young people that teachers work with are a core part of the working environment, and reassuringly this research identified that all teachers **enjoyed working with young people**. Interestingly, teachers linked this aspect of their role (working with young people) to their transcendental wellbeing; the wider sense of purpose and meaning that they attributed to their work. According to Teacher 2 in her interview the rewards gained from teaching were linked to a wider sense of contributing to a larger cause which she found gave her work satisfaction and strengthened her commitment; 'I find it very rewarding... they are our future, so I enjoy working with them'. This indicates that some teachers create an individual sense of purpose that is tied to duty and/or making a positive contribution to students lives national/social progress and change. This has meaning and holds value to teachers. There is an element of intrinsic satisfaction linked to her own unique needs of transcendental wellbeing. What this teacher valued or desired is fulfilled through the enjoyment and rewards of her role. The transcendental element of wellbeing emerged here, suggesting that having purpose and meaning is a form of psychological capital that builds and reinforces teachers' motivation and commitment. This also shows that wider purpose and meaning can be inextricably linked to the non-mystical, non-religious elements of the transcendental experience.

The results from this data also support previous research on wellbeing. Cifre et al's (2013) job-person fit theory claims that 'the desired' and 'the actual' job features and how well they fit or align personal attributes and desires impacts one's experience of wellbeing (2013: 167). It also implies that there is an element of the transcendental (spirituality) involved in wellbeing in that teachers have connected their teaching role to a wider purpose and brought meaning to their work; in this case in the form of bettering 'our future' (Fisher, 2008). This data also concurs with Barrow (1980), O'Neil (1998) and Woodman et al (2009) who claim that wellbeing encompasses a pursuit of pleasure and fulfilment and that this pursuit coupled with the feeling of hope has a positive impact on not only wellbeing but effective performance. It is this pursuit of fulfilment and hope of a particular outcome that is at the very core of human nature and that promotes transcendental and concurrently personal wellbeing.

Even with relatively short journey times, the journey home can still be stressful (68% of teachers lived within 5-20 minutes) and evidently, a short trip may be more stressful than a long one and so we cannot infer that less time is better. Teachers generally indicated that they do not have a **stress free journey home**. This shows that journey time is not an indicator of experiences of wellbeing, indeed the assumption may be that the longer the journey the more stress experienced. Teacher 1 claimed that on his short journey to school the surrounding area on route to work doesn't make him feel good as he encounters a homeless community and worries for their welfare. This finding suggests that other unexpected factors within the periphery of the working day i.e. the surrounding area in which the school is located and the experience of travelling to and from work, on some level may affect how teachers feel when they arrive at school and ultimately how they approach the rest of their day. This may be an area that could garner further research as it implies that the social economic profile of the area (level of economic growth or depression) that teachers travel through can impact experiences of their wellbeing. Further, it suggests that if the GDP of an area is low, possible risk factors such as, students' material deprivation, cultural deprivation, underachievement, parental engagement, levels of funding may further compound poor experiences of wellbeing for teachers. Indeed, people are affected by what they see, hear and feel as they journey to work and this may impact students and teachers alike. In terms of what the school can do about this, for teachers, could be quite limited. In certain parts of Hertfordshire there are school buses that collect the students and staff where the London Transport infrastructure does not extend. The school bus has proven to be an effective supplementary service and thus a high percentage of students and teachers are supported in their journey which arguably avoids the depletion of mental and physical energy before pupils and teachers arrive at school. One less stress factor for teachers in this area of journeying to work may positively affect their experience of wellbeing.

Generally in terms of **being able to take breaks** respondents had a negative experience. This shows that the ability to take a break is an issue for most teachers. Teachers may have felt that they had to make the choice to not take a break. As Teacher 3 explains, 'it depends on the day' and sometimes she does not get a break until 3.15 p.m. when lessons are over, whilst on another day she has two free periods from 12.20 p.m. through to the end of the day. Teacher 2 on the other hand says, 'I think I am able to take breaks since I've been here ... maybe a couple of days I have not taken a break'. Similarly, their ability to use their lunch times as free time for themselves was also an issue for their environmental wellbeing. It is indicated from the data that many teachers do not take their breaks for various reasons and those that do, don't take them frequently. This supports existing research on the long-term impact of teachers not being able to take breaks. Mclean (2015) who studied work related stress among teachers suggests that there is a measurable difference in attainment amongst students who were taught by teachers who were suffering

from varying levels of depression. Consistent interventions such as mentoring and counselling which focus on coping with workload and work related stress as well as health insurance plans that include comprehensive mental health coverage may provide adequate psychological support for teachers to improve wellbeing (McClean, 2015). Indeed this links with suggestions from The Work Foundation (2013) and Investors in People (2014) that claim it is important to establish systems within organisations that facilitate wellbeing; without this, teachers will be vulnerable to burnout and stress. There are legal minimum breaks that every employee is entitled to. By law, for rest breaks at work: 'workers have the right to one uninterrupted 20 minute rest break during their working day (this could be a tea or lunch break), if they work more than 6 hours a day. For daily rest: 'workers have the right to 11 hours rest between working days (e.g. if you finish work at 8pm, they shouldn't start work again until 7am the next day)' and weekly rest: 'workers have the right to: an uninterrupted 24 hours without any work each week' (GOV.UK Contracts of employment working hours, 2014). ACAS gives advice and guidance on the Working hours and offers practical training for managers and leaders within organizations on issues surrounding health, work and wellbeing and Stress (Advisory, Conciliation and Arbitration Service, 2014). This could be of use for future practice within management teams working towards promoting teacher wellbeing as it is suggested by the data that workloads (and hours of work per day or per week) significantly exceeded that advised by the government and the ACAS. As Teacher 1 (male, age 24) claimed that there needs to be more time for planning. For him, too much paperwork meant that he spent more time on things other than creating good lessons 'you're burnt out before you've begun'. Teacher 5 (female, age 40) also supported this by claiming that work and life was unbalanced and that the expectations from senior management and the workloads placed on teachers were 'not really achievable' within normal working hours.

Despite the minimum requirements by law, employers may have to try to find ways to compensate staff for what may be an inevitable feature of a very stressful or busy natured job. The adverse consequences of this mean that vehicles for physical and mental recharge may be paramount to redressing the balance for teachers. The statutory requirements have been laid down for important reasons and management teams could look into how their school could respond to this issue. Introducing time-swap banks, time in lieu etc. as part of the system is something that is practiced in other organisations and where there is slack in one area this could be used to support another area. Thus addressing the question of how teachers can be tangibly compensated in a way that directly counters the negative effects of what may be inevitable and unavoidable overtime (i.e. loss of break-time) is important; knowing that there is a point of redress can psychologically help teachers. Feeling as refreshed, balanced and energised as possible will lead to better

health and higher efficiency (Kelly and Colquhoun, 2003).

When people are constantly working at a maximum speed, there is less opportunity to go over and above what is required for the role and aspects of the job such as crisis management, conflict resolution, relationship building, collaboration, professional development, problem solving, innovation, creativity are compromised and inhibited because the basics of being a classroom teacher and meeting the standard minimum of this role has become all-consuming in itself. It is suggested that when teachers are overloaded and 'struggling to keep their head above water' as Teacher 3 claims, the quality of teaching and learning is compromised and progress overall for all concerned is difficult. Ghodsy (2008) and Evans (2011) support this finding and suggest that there needs to be a whole school approach that challenges unhealthy attitudes and behaviours and alleviates stress and increases environmental wellbeing.

Interestingly, there were some patterns in the data that revealed variations according to the backgrounds of teachers and their ability to take breaks during the working day. **One illuminating difference was between age groups.** Teachers above the age of 27 generally were not able to take breaks during the day when needed and specifically were unable **to use their lunchtimes** as free time for themselves, whilst the younger age groups (below 27) were able to take breaks. Generally, the younger teachers were also more able to use their lunchtime as free time. Teacher 4 who has been teaching for 1 year claimed that at the moment she is able to use her lunchtimes as her own free time but indicated that this changes depending on how busy it is. Newer teachers tended to have more opportunities to take breaks; this may be because they have fewer responsibilities as newly qualified teachers (NQTs) or NQTs +1. Newly Qualified Teachers have reduced timetables (10% less) in comparison to fully qualified or full-time teachers and they usually have fewer responsibilities. It can be inferred that the patterns indicate that the longer the service in teaching the more responsibilities they undertake and the opportunities to take their breaks decrease too. It is presumed that most teachers over 27 years are more experienced and thus plan their working schedules differently, perhaps working through their break allows them to leave work at the end of the school-day or perhaps they may be more dedicated, feel more obligated or are under more pressure.

It could be argued that the more experienced a teacher is the greater the knowledge and expertise; because of this the wider the scope / area they can apply this knowledge (or indeed feel obligated to apply this knowledge) possibly making work life pressurised. As Teacher 6 suggested: "the more experienced you are in the job, the more you realise how much needs to be done and then the more stressed you get from how overwhelming that thought is". Because of this insight, teachers can identify issues on a wider scale and are more aware of the solutions; through this process teachers uncover more issues that can have an effect on the volume and nature of their work, and thus their wellbeing. It is suggested that new

teachers are centred and focussed on their own, immediate area and have an awareness of issues that generally only apply to themselves. The wider the professional development over time may mean that some teachers are more deeply involved and thus if presented with the same issue in a given situation, a new teacher and an experienced teacher may approach things completely differently. An experienced teacher may want to know the purpose and benefit of what they are doing much more, they may have more opinions on the advantages and disadvantages of policy, school and professional practice that they are being asked or forced to carry out and this may cause more inner conflict. Indeed the argument to increase pay with experience may be testament to this point, the longer a teacher works the higher the expertise; the length of service makes a teacher more powerful and more proficient and perhaps one that is much more prone to burnout and stress. Further, teachers over the age of 27 may be affected by other important external factors such as home commitments and children; all of which further limit the time they would be able to spend working at home, creating a much more compressed or pressurised working day. The psychological and physical manifestation of daily stress within the secondary school working environment may be a sign of poor environmental wellbeing (Tomic & Tomic, 2008). Also **older teachers felt that the resources they needed were not available to them at work**, again this could suggest wider issues for older teachers in schools. Older teachers may see the need for higher level, strategic and organisational resources that are need within the school whereas the type of resources younger teachers feel that they require are smaller in scale and related to their immediate environment.

However, the **male teachers were more able to use their lunch times regardless of age and experience**. In particular, males also felt more able to use their lunchtimes as free time for themselves. This could be explained through Cifre et al's (2013) research on job-person fit and wellbeing from a gender perspective. They investigated people's perceptions of their work and their suitability to it and they found that the features of a job and how well one is suited to those features affect perceptions of wellbeing. They also found that men perceived a better fit with their job characteristics than women; women were more likely to have a job misfit (Cifre et al, 2013: 167). Men reported job features that were of a healthier nature than women's (males working in more decision-making roles as opposed to women working in emotionally demanding care roles). Men find jobs that fulfil their expectations more than women and this was said to increase male workplace wellbeing. Similarly, my research on secondary teacher wellbeing found men to report more positively with regards to taking breaks. This could be explained in terms of social class theories, ethnicity, age and evolutionary explanations (Fuller, 2013). For example, from an evolutionist point of view where it is argued that based on biological, cognitive and physical sex differences; the need to adapt and survive is more prominent for men. Men may have different occupational interests and varied expectations and perceptions of their wellbeing. From the evolutionary perspective, men are said to have a

more single-minded approach to achieving success and place other aspects of life in a secondary position (Brown, 2011 and Cifre, 2013). In the secondary school context perhaps the female teachers may be more prone to self-sacrificing and may be inclined to put their needs last. This may be evidence of what Brown (2011) and Cifre (2013) suggest is the evolutionary explanation of the female instinct and survival of the fittest playing out within the professional environment. In the same way a mother can go without, for the sake of her children, the same can possibly be said for the female teacher, sacrificing for her students and school community. Alternatively, it could be suggested that the dynamics that come in to play for males and females are different due to social factors. The tensions and obligations of balancing work-life and family life manifest in different ways for men and women because of the roles and social identities that each gender typically develops over time and thus holds. Unconscious expectations of how men and women should behave could affect self-concept, feelings of confidence and guilt. Some of the wellbeing conditions faced by men and women may oppose their gendered self-concept and thus their wellbeing overall (Coleman, 2003). Women may also find that the time they have in school must be utilised for marking or other administration because time at home is limited. Arguably, the social constructions of gender and sex may mean that women build strong feminised identities, roles and ways of working that come in to conflict with their roles at home and therefore impact their wellbeing in a significant way. For example providing ongoing emotional support to students and other colleagues at work can leave some teachers emotionally drained with little left in reserve for children or other family members. This can have a negative impact if the female in the household is the primary caregiver and thus have serious implications in relation to marriage and family life (Coleman, 2003). These feminised ways of working may also conflict with the masculine systems and structures that exist in the workplace. Indeed, when women find themselves working within typically male networks, they are challenged with integrating themselves in to male norms and thus may be subject to behaviour that conflict with their identities. Therefore sacrificing ones break time may be viewed as a feminised approach to work and thus may create conflicts for male teachers that find themselves in this situation. What impact may apparently feminised ways of working have on some men that define their identities within traditionally male working styles? Likewise ethnicity may have a similar impact, causing emotional conflicts between perceived, ethnocentric self-identities and actual lived experience (Coleman, 2003 and Fuller, 2014). Certainly, the teaching profession as a whole (regardless of sex or gender) involves a substantial amount of self-sacrifice on a day to day basis, even to maintain the basic OFSTED standard of teaching to a satisfactory level. All teachers, including male teachers, need to be of a certain nature to be able to put the needs of others first and thus what may be interesting in future research would be to investigate whether the self-sacrificing nature of men and women within the teaching profession is any different to men and women in other fields and concurrently how this impact workplace wellbeing.

Interestingly, there were significant gender differences in the environmental domain; **males felt that they had access to a comfortable workspace whereas females did not**. This corroborates Warr's research (2007). He claims features of the environment are important for wellbeing and generally women are less satisfied than men. In this variable (access to workspace) female wellbeing was poor in comparison to males'. The congruence between the ideal and the actual is important to wellbeing according to Cifre (2013). For Warr (2007), who carried out a wide literature review on gender differences in wellbeing found that women score higher for anxiety and depression than men but they also score higher for job satisfaction and engagement. This supports the findings from this research as **women were more likely to experience more stress but also were more likely than men to report that they coped well with stress**. Warr (2007) claims that the experience of wellbeing and reactions to stressful situations was not just about gender but disposition and demography thus perhaps further research into the backgrounds of teachers (beyond sex/gender and age) and their experience of wellbeing is needed (Cifre, Salanova & Franco, 2011).

A significant number of the older teachers felt uncomfortable with the **level of monitoring** that they experienced, whilst the 22 and under age group are overwhelmingly positive about the level of monitoring that they receive. It could be said that the younger teachers are more open to the training routines that make observations a normal and essential part of their learning and are keen for the input of more experienced teachers in their development. Thus perhaps the less experienced teachers are more receptive to monitoring because of the familiarity with this routine. Also at a younger age the knowledge and experience is at a foundational level and therefore the need for this monitoring is essential to move to a higher level, the need to absorb is obvious, any training and monitoring is welcomed. When experienced, a teacher brings more personal nuances to their teaching style, which may or may not be in line with OFSTED teaching formulas and expectations. It is suggested that a teacher merges the culture of the school, the needs of the particular students and their own personal style of practice in a way that they deem is effective for their students. Teachers may feel that over monitoring can stifle their creativity, their personal style and the needs of their pupils. **The level of autonomy** is important to them and over monitoring can stifle the creativity and unique attributes of the teacher. Perryman and Kyriacou's (2007) research supports this data; they claim that school inspection and observation creates panoptic performativity which can often create a feeling of lack of control that teachers can feel within the panopticon of inspection that amplifies a feeling of stress. The systems that encourage constant inspection and observation rely on internalised fear. Relentless surveillance leads to negative emotional consequences and impacts wellbeing. Although the responses were overwhelmingly negative when it came to monitoring for all teachers, females felt more comfortable than males with the level of monitoring that they underwent.

This may be an area for further research, however on the whole the issue of how teachers are managed is an ongoing one. As Kelly and Colquhoun's (2003) research confirmed, this forces us to question the ways in which teaching is regulated and managed. If what managers are doing (e.g. as some of our interviewees claimed; persistent and unjustified learning walks, over-monitoring, and unconstructive feedback) is causing stress and thus poor experiences of wellbeing, then the implication is that it is within our control to change how schools monitor, observe and manage teachers to reduce stress, increase wellbeing and the effectivity of schools. How we can achieve this this needs to be discussed further. The latest OfSTED reforms that encourage greater self-evaluation and that have excluded the grading system may contribute to change in this area (GOV.UK, 2014).

5.4 What are the perceptions of a group of Inner and Outer London secondary school teachers on their communal wellbeing?

The study found that all teachers **enjoyed working in a team** and enjoyed working with colleagues in their department. In support of this teacher 4 stated: 'I find the department staff really helpful'. Also teacher 5 stated: 'I enjoy it when everyone works on the same page ... you get good ideas...what I dislike is when it seems that someone is putting in more work than others'. Generally, it could be assumed that when members of a department/faculty work together as a team, all teachers enjoy the benefits of this teamwork and this contributes to their wellbeing. However, in contrast to Teacher 5, Teacher 3 suggested that relationship and enjoyment levels in her team are not as strong as she expected or would have liked and this affected her wellbeing. Teacher 3 stated that she had no help writing the departmental scheme of work'; 'I've had no help in writing it ... I've not had any help this year... so I'm going to put minimal effort into it'. This response implies that lack of collaboration, unequally distributed workload and ineffective teamwork cause low morale, lack of motivation and impact the quality of teaching and learning. This finding corroborates the ideas of Marland (2002), Day et al (2007), Ahghar (2008) and Black (2008) who claim that a focus on community, team-work, support and collaboration is crucial for teacher wellbeing and ultimately teacher performance. It could be that when teams collaborate, share and allocate tasks equally, they can perform at a greater capacity. Working together as a team for the common good was also a common thread within the responses from teachers which also often referred to a sense of purpose and meaning (the transcendental); this mode of working is important for teachers. The high level of sacrifice carried out by teachers and the level of challenge experienced within the working environment combined with a low level of support can become very problematic with regard to teacher wellbeing. It seems that this imbalance of a combination (high sacrifice, high challenge and low levels of team support) of communal wellbeing

variables can be very detrimental to a teacher's wellbeing and to a school's organisational and teaching and learning effectivity. It is inferred that the teachers within this research, working at this level expect support systems and structures that are open, engaging, democratic and mediating and allow for and encourage collaboration and teamwork and that ensure fair and equal delegation/distribution of work and resources to carry out a very challenging role (Cook and Wall, 1980; Day, 2007; Ahghar, 2008; Black, 2008; Ghodsy, 2008; Fragoulis, 2010).

One reassuring and significant aspect of communal wellbeing was that teachers overwhelmingly agreed that they have **positive and healthy relationships with their students**. This was also generally supported by the interviews with all teachers reporting that they have positive relationships with their students. An exception was the case of Teacher 2 who reported short term problems with a Year 13 class and stated that despite the heavy impact on her wellbeing, she had support and someone to talk to and the issues were eventually resolved in good time. On the basis of the evidence, it seems fair to suggest that among the teacher sample, there are good relationships amongst peers, as well as between student and teacher. Further, these relationships would depend on the types of students within the school i.e. socio-economic backgrounds, the number of *looked after* children, the number of *free school meals* pupils and *Pupil Premium* students, the school culture, and effectiveness of the behaviour policy and code of conduct within the school; all extraneous variables that are difficult to control and that could be researched further to uncover their impact on wellbeing. Indeed, all of these factors may have an impact on experiences of personal wellbeing of teachers as students with less stability in their home lives can value and garner stronger bonds and relationships with their teachers ultimately taking a greater toll on the emotional and thus personal wellbeing of teachers. This is reinforced by research that recognises the importance of emotional intelligence and robustness within professional environments such as teaching (Deal and Deal-Redman, 2009). Increasing and excessive emotional demands as well as emotional conflicts and emotional labour can lead to emotional exhaustion and dissonance which can be extremely harmful to wellbeing and performance (Marland, 2002 and Lewig et al, 2010). Tomic and Tomic (2008) also stress the impact that this tension can have on senior leaders, where emotionally charged relationships with students and parents can cause severe burnout and poor wellbeing. Schools would do well to provide training and support to buffer and maintain the positive relationships that exist within their schools and also provide teachers with the skills to handle conflict and tension; as shown by Teacher 2, although short term, problems can crop up within the most well behaved cohort of students and this can still have a major impact on teacher wellbeing.

Furthermore, the results showed that teachers do not believe that **senior management have a good understanding** of their overall working needs, thus indicating communication between teaching staff and

senior management is not effective. There were some illuminating differences between age groups in this area which showed that this opinion (senior management do not have a good understanding) was highest for all teachers above the age of 27. This may be because younger teachers with less experience depend on the support, guidance and expertise of senior management and older teachers have higher expectations because of the increased demands of their roles. Indeed, Teacher 6 (age 32) claims 'the communication in my school is not what it should be...we do not communicate effectively... it's just very frustrating'. This confirms the ideas of Illingworth NASWUT (2006) and Brown et al (2002) that senior management teams have little understanding not only of teachers' working needs but their experience of wellbeing. Illingworth described it as a denial and a negative attitude towards the increasing problems of mental health and stress, burnout and attrition rates. Further, this corroborates issues also highlighted by Illingworth (2006), who claims that teaching is the most stressful job in the UK and that 1 in 3 teachers suffer from some form of mental health related issue at some point of their teaching career. Indeed, Teacher 5 claimed that her role was extremely stressful because she woke frequently during the night due to anxiety and that she would have to write down lists in the night to be able to go back to sleep. This reported figure and the data combined imply that it is imperative for management teams to become more aware of the experiences and challenges that teachers face and to become more equipped to put systems in place to prevent poor experiences of wellbeing. Certainly for some senior leaders, I suggest that the climate in which they once taught a full timetable is vastly different to the climate that teachers are faced with today (Deal and Deal-Redman, 2009). **Thus staying abreast of the day-to-day demands of the teaching role and the daily unexpected challenges that emerge should be a priority for management teams** in order for them to carry out their roles effectively and support the wellbeing of teachers. Indeed, further research may be necessary to investigate the wellbeing experiences of senior management teams exclusively; with the view to establish not only awareness but healthy working practices and cultures that can be filtered down through the various levels/hierarchies within the school structure (Ghodsy, 2008).

It also emerged from the data that the age group 27-30 and 41 years and over did not believe that **general communication between colleagues** and departments were good. There were some exceptions to this as Teacher 3, (26 years old) comments, the communication between her and the Head of Department are: 'quite limited... I can't ask him things, I email him and he just doesn't reply, so that's not very good' and Teacher 2, 36 years of age says: '*Communication..... Yeah, it doesn't really happen. It's kinda like very.... incoherent system*'. Lack of communication in schools could result in system break down and this could thus affect the performance of the staff and their overall wellbeing as the systems put in place to support staff become ineffective. This might suggest overcapacity of workload for teachers; perhaps lack of communication is indicative of being too stretched or time-poor. Also the need to be operationally efficient

may be overlooked by schools; are there water-tight procedures when it comes to dealing with students, conflict or challenges? When the core elements of the teaching role are complete, what about the peripheral; the pastoral duties, the organisational responsibilities, the tying up of paperwork and other bureaucratic loose-ends that need to be taken care of? Interestingly, this data is contradicted by Cook and Wall's research (1980); where age correlated negatively to personal need non-fulfilment; which means that as British blue-collar workers got older, the less their expectation for change and improvement and the less their need for fulfilment at work. Indeed, the opposite was true for teachers and Cook and Wall's research was not specifically focussed on teachers, but perhaps this indicates the unique nature and high levels of commitment shown by the teaching profession as opposed to other types of work (1980). In this particular area, it may be that for older teachers who may have more responsibility and a greater amount and diversity of workload, effective communication may be an expectation that is important to fulfilling their role effectively. As reflected in the teachers' responses about their wellbeing, it seems even more important in today's secondary education environment to establish networks and systems that enable swift communication without adding to workload; i.e. instant messaging systems such as Big Ant within the school network, school intercom facilities and weekly/daily staff briefings, may go some way to improve this need.

There was evidence of lack of constructive advice from line managers. This was supported by Teacher 2 who reported that she has 'never' received constructive advice from her line manager or senior leaders in her school; *'I'd just call it a directive...makes you feel like you are not being valued or respected'*. Further, Teacher 2 stated that, *'Some members of the leadership team are not aware of the need for constructive feedback... [after observation]'*. This may leave the teacher confused; not knowing whether they are performing well, this may also leave the teacher in constant performance-mode, exhibiting feelings that are expected rather than true. It is important there is a culture of learning and development amongst teachers and teacher trainers and that those teachers feel that they are a fully valued part of this process (Day et al, 2007 and Perryman and Kyriacou, 2007). The underlying argument here is that communal wellbeing is affected by how far the teacher feels part of the team working towards the same vision, rather than an employee under surveillance, constantly monitored and judged against standards that they may not entirely believe in or that are not necessarily authentic to their individual style of teaching. Thus work within schools could aim to foster learning communities that coach teachers through their teaching practice development, instead of manage and mentor. Empowering teachers in this reflective process and giving them ownership in their own development could be an effective way of reducing feelings of disenfranchisement and insignificance.

There is ample support for this suggestion, as the data further uncovered evidence of teachers feeling that there was a lack of consultation before changes were made. Teachers generally felt that **their views as teaching staff are not sought before changes** were implemented. Teacher 3 stated, '*they're [my views] not [sought]... that's not good, never ever, ever, ever*'. This implies that the experience of lack of autonomy, agency and control could indicate a high incidence of negative impacts on teachers' communal and personal wellbeing via national (government policy) and local or school based changes. Consultation was important to teachers in this research; involving teachers in decision making (wider policy and local, in-school) could result in the improvement of initiatives, programmes and policies as well as enhance the execution of these changes. Indeed, the teachers are the experts and hold valuable knowledge of what works in practice. This suggestion corroborates the ideas of Morin and Patino (2010), O'Neil (1998) and Woodman (2009) who all argue that the basic human rights and/or the fulfilment of human nature is the pursuit of pleasure, political wellness, agency and the existence of hope towards professional goals. If teachers are not consulted on decisions that greatly impact their professional and personal lives, how do they know that the change being made is beneficial for them or their students? However, Teacher 3 elaborated that despite this lack of involvement with decision making, she works well with change saying: '*I'm quite a flexible person ...I always have the ability to adapt*'. Thus there is an element of acceptance within the profession that this feature has become an expected part of the job and how far one adapts to the unexpected changes and its impact on wellbeing is a question under continual discussion.

Upon examining some of the variables under communal wellbeing, it emerged that there were gender differences. **Men felt differently to women when it came to feeling valued** by senior management. Men felt that their work was valued by Senior Management whereas females did not. Indeed, the female interviewees corroborated these results. Teacher 3 was asked whether she felt valued by senior management, her answer was directly '*no*'. Teacher 2 also claimed that lack of constructive feedback (about her work inside and outside the classroom) made her feel like she is 'not being valued or respected' by senior management. Although she felt her work wasn't valued by senior management, Teacher 2 felt that her opinions were valued by one particular member of the senior team and she felt good about this. She also felt her opinions were valued by members of her department. Teacher 5 claimed that because she doesn't 'show off' and her personality is 'introverted' she does not get the recognition that she deserves; '*I've put things forward... I've put a lot of things in place... I am quite introvert... I get on with it... If I was more outgoing.... showing off a bit more, they'd see me more ... I am a good teacher...but I don't think they would necessarily notice*'. The lack of recognition and value felt by women could be as a result of the higher representation of males in senior or leadership roles; a notable disproportionate amount in terms of the general ratio of male to female teachers in secondary education in the UK. Therefore, it may be

easier for men to form relationships and friendships with their other male colleagues in senior positions, therefore having more opportunity to informally showcase their suitability to senior roles (Sandberg, 2013). In both Maintained secondary schools and Secondary Academies males outnumber females in leadership roles (5.3 males, 4.9 females in local authority maintained secondary schools, and 5.5 men to 4.6 women in secondary academies) and there is also a salary gap of at least £3,000 per year in both sectors (in maintained secondary schools, the average salary of men in leadership and management being £62,200 and women in leadership and management being £59,500 and in secondary academies the average salary of men being £63,100 and average salary of women £60,500) (Department for Education, 2014)

Prior studies noted the importance of **the feeling of trust towards and between employers and employees** in the experience of communal wellbeing for people at work (Warr, 1979 and Cook, 1980). Whereas Cook and Wall (1980) found that age correlated positively with trust, for a male sample of 650 British, blue-collar workers, my research which focussed on white-collar workers secondary school teachers was inconsistent with these findings and what was interesting was that **the more experienced and older the staff member, the more they did not trust their employer** and perhaps did not value the experience of senior management. In addition teachers within this older and more experienced group also **did not feel trusted** by their employers. These findings show a connection with the findings of Huberman (1993) and Day et al (2007). They both highlight specific stages in a teacher's professional life span that may or may not impact teacher efficacy. They both note that there is not a straightforward course of progression that guarantees greater skill or aptitude as time progresses. Experience, competence, efficacy and concurrently wellbeing do not automatically positively correlate with time served as a teacher in a predictable or linear way (Day, 2007). Instead, as can be seen from the data on feelings of trust, a teacher's wellbeing is affected by many, often spontaneous contextual factors such as school climate and relationships with management (communal) curriculum changes and access to resources and facilities (environmental) and the experiences of autonomy, control and motivation (personal). As teachers who were older felt less trust towards their employers and less trusted by their employers, this indicates poor communal and personal wellbeing overall as the perceptions of trust were fragile. Cook et al's (1980) blue-collar results cannot be extrapolated to the sample used in my research (male and female teachers, white-collar work, from a range of ethnic backgrounds). Perhaps this difference in the results indicates differences between blue collar and white collar work, social economic differences and different expectations of fulfilment, wellbeing and trust. What are similar however, in the sampling frame are the age range and the citizenship of the participants and perhaps it may be of use to explore what aspects of their

work (blue-collar workers) make them feel positive feelings of trust that teachers later on in their career lack and explore whether any of these factors can be carried over into the secondary school professional environment.

Teachers between the age of 27-30 and 41-50 in particular all felt that **they could not trust their employers** whereas teachers who were 26 years and under felt that they could trust their employers. Again, this could be explained by the nature of the training process early in the teaching career, the dependence on a support network made up of a mentor, buddy and observers may have been a reason for younger teachers to trust their employers more than the older teachers. Whereas a slightly older teacher with more experience, such as Teacher 3, (age 26, serving 5 years in teaching) on the other hand said, 'people just swanning in and looking at your books ...it's like there is no trust'. The practices of senior management for this teacher meant that she did not trust the authority, and the use of language by this teacher denoted a slight tone of resentment. Thus it could be suggested that full and clear explanations for learning walks, lesson drop-ins and general visits into classrooms should be communicated to all teachers to avoid feelings of insecurity and distrust. Further all teachers could be involved in the process and carry out learning walks themselves for the purpose of sharing good practice.

This trend in age and feelings of distrust may signal experienced teachers feeling professionally on par with some members of senior management in terms of age and expertise. This is further corroborated by the findings that reflected the age group 41-50 overwhelmingly **did not feel trusted** by their employers, whereas teacher 4 who is 23 says, 'I think you're quite trusted by your employer. There tends to be quite a lot of freedom with it which is good'. **The older teachers may have developed a different outlook over time** on how the school should be managed, they may have felt controlled and compelled to work towards a vision that they did not believe in. Older teachers have been trained in a very different time within education, with different values placed on philosophies, practices and strategies and this may become a source of conflict in a time that is now led by performativity, accountability and continuous assessment (Day et al, 2007). Indeed, experienced teachers may feel that they know what is effective in terms of what works and what doesn't work and perhaps they feel disenchanting. On the other hand, in the early stages of teaching, younger teachers may be more inclined to go with the flow. Over time, with the benefit of first-hand experience older / more experienced teachers may be quicker to see flaws within government and school policies and may have more opinions on the effectiveness of decisions being made. If the roles of older teachers do not enable them to voice their opinion and contribute to the school's overall vision and mission statement and effect change, over time this could lead to lack of trust and poor communal wellbeing (Diener, 2008). This data on trust has links with data obtained within the personal domain that

asked teachers their perceptions about opportunities for continued professional development (CPD). Similarly, teachers that were 27-30 and 41-50 felt that they did not have the opportunity for professional development and this may have contributed to feelings connected to lack of trust for employers and thus poor experiences of wellbeing. The reasons for this need to be explored further and it is suggested that this issue is possibly linked to a wider and more complex need within the teaching community and goes beyond just providing INSET and intermittent ad-hoc CPD courses for teachers who happen to apply for it. It is suggested that what is needed is a wider collective, body or organisation that encompass schools and Higher Education institutions in order to develop the profession of teaching as a whole. **Having an established professional collective that creates rights and responsibilities for teachers**, that produces a professional knowledge base that teachers have access to, that they can develop and challenge is important to the future of the teacher profession and it is argued teacher wellbeing (Ellis, 2012). The implication here is that teacher wellbeing depends on the individual and collective reclaiming of the profession. Indeed, this is supported by Day et al's research that found professional identities and professional agency was crucial to teachers' experience of wellbeing. A part of this wider initiative should be that all teachers have the right to ongoing and continuous teacher education and training that directly meet their needs throughout their teaching career or professional life phases (Day et al, 2007 and Ellis, 2012). In addition, ensuring that a solution such as this can come into fruition, means that the macro and micro regulatory bodies and systems within teaching and education must be committed to maintaining these rights for teachers.

5.5 What are the perceptions of a group of Inner and Outer London secondary school teachers of their personal wellbeing?

Personal wellbeing refers to the overall quality of working life that a teacher experiences and the level of positivity and contentment attributed towards aspects of personal wellbeing such as purpose, meaning, fulfilment, satisfaction, agency, control, commitment etc. within the workplace.

What emerged overall from the three domains (environmental, communal and personal) and what culminated clearly throughout the discussions and forming of conclusions was that overall wellbeing (personal wellbeing) was inextricably linked to what can be described as a **transcendental experience of wellbeing**. Transcendental wellbeing emerged as the purpose and the meaning that teachers ascribed to their work, such as why they entered the profession or why they remain working within it (i.e. to make a

difference in society or to work with children and change their lives or to be a role model to their children and take care of their family). It was the deeper reason, often beyond earning a living, which enabled them to continue to commit to their roles, duties and responsibilities as teachers, despite the challenges. Without the transcendental wellbeing experience, teachers' overall wellbeing was affected. This was substantiated by Fisher (1998), Deal & Deal-Redman (2009) and Goral (2010) who all suggest that the deepening of teachers' spiritual lives is paramount to their personal wellbeing and thus their sustainability and commitment to their work as teachers. Day et al (2007) also added that teachers find and maintain meaning in their work through a strong sense of moral purpose and that these 'contribute to their commitment and resilience' (Day et al, 2007: 687).

Further, what emerged consistently, weaving through the discourse of the qualitative data were themes that were undeniably related to a transcendental and intangible component that involved, meaning, purpose, inner-drive, motivation, commitment, passion, joy, heart, awe, and soul that teachers are inspired by or experience through their work. Indeed the recent movement away from lesson grading and snap-shot judgments during OFSTED and school observations, to a more holistic review of student progress over time has led to even more narratives within teaching practice that are more accepting of the teachers' more individual approach to teaching which arguably provides them and their students with the more transcendental / spiritual aspects of wellbeing within teaching and learning.

Within the personal wellbeing domain, the research found that **there was a high level of commitment by teachers when it came to their work and this was deeply connected to the transcendental experience of wellbeing**. Indeed as evidenced in the environmental and communal domains most teachers were **not taking their breaks** during the day. This was also shown and supported by the findings in the personal domain where teachers reported that they could not pursue their **hobbies** due to their need or commitment to complete work or meet the standards required for the job. Some teachers may have been driven to a level of self-sacrifice that, although provided them with positive experiences of transcendental wellbeing, did not nurture aspects of their environmental, communal or indeed personal wellbeing. Could the meaning and purpose that some teachers have, led them to make unhealthy choices, sacrifices that cause poor wellbeing in other areas? If what Goral (2007) claims are true 'most individuals go into teaching for reasons of the heart, in a purely metaphysical way, they are called to teach', what implications does this have on the way that they work? (52: 2007). Having resilience because of the strong meaning and purpose (transcendental wellbeing) that guides behaviour may lead a teacher to mark 60 books for their whole weekend and therefore miss out on time with their family or sufficient rest. They may

feel good about completing the marking (because of feelings of accomplishment, relief, avoiding reprimand, disappointing students, and missing deadlines) but they may also be feeling drained, tired and burnt-out. What was hard to distinguish with some of these teachers was whether breaks were not being taken out of choice (because they wanted to or because they felt that they had to?). Were breaks not being taken because perhaps because they preferred to complete work during the school day and leave work earlier to perhaps fulfil family duties? Are they driven by feelings of obligation to meet the expectations of management, because of practicality, or because they felt there was no other option. The lines between transcendental (purpose and meaning) and feelings of obligation need to be carefully separated here and further investigation is needed. Indeed, Teacher 6 was a good example of this; his particular transcendental framework (purpose and meaning ascribed to his role) allowed him to experience positive wellbeing in the work/life balance aspects of his life. Indeed what seemed to be 'at the heart' of this teacher was time with his family and time for himself. "I play football, once a week with a Sunday League Team". He took breaks, was able to have lunchtimes to himself, had hobbies, and had a good work-life balance. Notably, there were elements of his communal wellbeing that were not positive "I don't think voices are heard or respected... or valued and that's sad ... we all have a lot of value to add to the running of this place ...and decisions that are made" (Teacher 6). Further research could explore what areas of his wellbeing were not positive and why. Could the negative experiences have any relation to his the purpose and meaning he ascribes to his role (transcendental wellbeing)? This is an interesting area that could be explored further. How far may teachers' transcendental mind-set (their personal beliefs, frameworks, values, purpose) be hindering aspects of their environmental, communal or overall personal wellbeing? This is also a prominent and ongoing issue related to workload and how it can be managed within teaching as well as how other variables (such as personality, working and management styles) might determine risk factors that affect wellbeing further.

Further, when it came to interpreting the data related **to teacher commitment**, these results must be taken with caution. When being interviewed, Teacher 1 said that, '*I think I should be more committed than I am currently*'. Teacher 5 on the other hand, expressed greater commitment stating; '*I would say that I commit quite a lot to the job to be honest*'. However, Teacher 3 expressed a divide in her commitment levels: '*I am committed to my practice in the classroom but not committed to helping out my department*'. This finding on one hand corroborates the ideas of Cooke and Wall (1980) who claim that commitment at work refers to the individual feelings of connectedness and attachment to the goals and values of the organisation for the organisation's sake. However the teachers also refer to a commitment to the students, the job, their

responsibilities and their personal needs, indeed, the question asked them to reflect on how they feel about their commitment to *their work*. This suggests an additional connection to transcendental wellbeing; instead of discussing commitment to their work, teachers referred to a commitment to their own personal goals. It was their own sense of self-constructed purpose that drove them to make the best of their situation and to cope with the various challenges that they faced. The teachers' transcendental framework served as psychological armour that helped them to persevere. They seemed to reconstruct meaning for themselves, and thus instead of feeling committed to the organisation, the wider school, management or government, they were committed to *their work*, driven by their own purpose. Teacher 1 presented feelings of guilt and conflict '*I think I should be more committed than I am*'; showing that perhaps his sense purpose and his practice / action were incongruent, leading to poor experiences of wellbeing. Thus what has been found through the data is that the perceptions about commitment are varied and highly complex and may affect transcendental and personal wellbeing in differing and unexpected ways. This is because of the unique ways in which teachers may construct and interpret their responsibilities and identities at work as well as the meaning attached to them. This in turn affects how they create and act upon their sense of purpose and thus their feelings of commitment.

Generally, teachers' perceptions showed that **they felt that they met their line managers' expectations**. Teacher 1 stated: 'Yeah, I think so, 'cos to me I think she sets low ones'. Interestingly, Teacher 2 said; 'I'm not really sure. I am not really sure what their expectations are. Based on what I think their expectations are I'd probably say yes. But I don't really know what their expectations are'. There was a mixture of knowing what the expectations were, thinking that they were low and some general ambiguity. It is suggested that **not knowing what is expected from management and believing that expectations are low**, will hinder the performance and job satisfaction of the staff and therefore the personal wellbeing. This implies that although teachers felt that they successfully met expectations which are a positive for wellbeing, these teachers also felt that not only is there a lack of challenge but there is also poor communication about the short-term and long-term vision between management and staff. They felt that there was a lack of consistency and that the culture and core principles of success in the classroom are not being communicated or consistently practised in the wider school environment. It is suggested that this could lead to divisions amongst staff on outlook and if a counter-culture exists this implies that inner and outer conflicts may exist that disrupt the personal wellbeing of teachers. This finding is consistent with Tomic and Tomic (2008) as they claim that more frequently teachers are unable to complete their work, define their position and exercise independence, which leads to directionless action and role ambiguity which strains the individual teacher, the department and the school community. This finding about

ambiguous and / or a lack of expectations and its influence on teacher wellbeing has important implications for developing school infrastructure, networks, professional learning communities, mentoring systems etc. Further, it can be suggested that just as there is a pastoral focus for students within assemblies and PSE lessons there should also be regular input, briefings, INSET, pastoral life for the teaching community that instils a shared vision, ethos and code of practice that is clearly communicated consistently to all staff through internal and external pastoral, academic and senior management links.

Results also showed that teachers' personal wellbeing was negatively affected if their **ability to fulfil personal commitments were hindered**. Indeed, most teachers felt that they could not meet personal and family commitments. For example, teachers with children felt that taking and collecting their children to and from school was not always possible. In addition, teachers generally felt that they did not have enough **time to spend with their loved-ones and thus reported negative experiences of personal and overall wellbeing**. Indeed previous research such as Tomic and Tomic's (2008) study on existential fulfilment and burnout among principals and teachers found that without self-distance (the ability to distinguish oneself from the workplace/surroundings), and without freedom (the ability to choose one's purpose in life) and responsibility (the ability to carry out ones' own plans and have the inner self-determination to make decisions and put ones' plans into action) teachers and leaders within education are more prone to burnout and stress and thus poor experiences of wellbeing (2008). Day et al (2007) also found that difficulties in work-life balance negatively affected teacher efficacy and wellbeing. Thus schools need to look into solutions that enable teachers with family/personal/external commitments to also fulfil those. This should be recognised as an important part of securing teacher wellbeing bearing in mind the challenge to reduce workload and maintain a healthy work-life balance. Additionally, perhaps more research into the effects of not being able to fulfil personal commitments on teacher wellbeing needs to be carried out. Indeed the feeling that may be procured by negative emotional states such as guilt and shame may have a significant effect on stress and perhaps the quality of work that a teacher produces (Day, 2007 and Tomic and Tomic, 2008).

The teachers also do not have the time to regularly pursue their hobbies. Teacher 3 and Teacher 4 claimed that they did not have any hobbies but wished they did have, although they did not mention exactly why they did not have hobbies. The results found some interesting gender differences; males felt that they were able to pursue their hobbies on a regular basis significantly more than females. Again this may be an indication of the theories that explain gender differences through evolutionary explanations of behaviour where men are argued to be more able to put their needs first (Cifre, 2013). The consensus view from participants within the study is that initiatives within schools and educational organisations should **merge**

teacher hobbies and interests with extracurricular duties and responsibilities and should actively encourage the pursuit of interests outside of the classroom (Cifre, 2013).

Achieving a work-life balance and having time for family, friends, hobbies, and non-work-related commitments were important to the teachers and their wellbeing. This relates to Kelly and Colquhoun (2003) who suggest that teachers only work at their best when their emotional and physical selves are allowed to live in a balanced and integrated way (Allen, 1998). Again, effectively managing wellbeing and ensuring that leadership teams take ownership of this duty is important. Encouraging teachers to proactively maintain their own wellbeing, as well as create systems and policies that make wellbeing education a prerequisite within teacher training and a fundamental part of ongoing teacher education and CPD is vital for teacher retention in secondary schools. Creating positions such as Health and Wellbeing Co-ordinators in schools can also work towards this as well as making teacher wellbeing an intrinsic part of school cultures and systems, to make it a focus point and criterion within performance management and appraisal procedures where wellbeing practices and systems must be reported to management teams and external bodies such as OfSTED during review cycles. Moreover, the management of wellbeing surfaces as a crucial element of organisational risk identification and minimisation. It now must be recognised as a fundamental part of managing teachers and creating effective schools (Kelly and Colquhoun, 2003).

Additionally, the results show that the secondary school teachers under study did not have **access to counsellors** to talk to about their personal and professional problems. Teacher 3: *'I am not sure the staff can go'*... implying that she felt that the counsellors were only provided for the students. Teacher 2, *'No I wasn't aware of that'*. Teacher 1, *'I am not sure we do... If I had psychological issues I would probably go and consult a doctor'*. I am not alone in my view that as a preventive and proactive measure to improve teacher wellbeing, whether teachers decide to make use of this resource or not, it is important that objective/external bodies that currently exist (Teacher Support Network, 2015) are publicised within schools and that services both in-house and externally are made available to teachers so that issues or problems can be discussed, resolved and that advice, counselling and coaching can be provided if sought (Seligman, 2012). Seligman and Csikszentmihaly (1998) validate this view that securing positive experiences of wellbeing is a proactive movement, rather than a reactive one. Rather than focussing on the treatment for burnout, stress, disengagement, attrition, poor retention, etc. our focus should be on studying positive human functioning and effective interventions within schools which build upon strengths within thriving individuals, departments, faculties and schools as a whole (Bailey, 2008). The implications of this are that there needs to be systemic changes that are part of the everyday culture and practice of secondary schools that encourage and support not only reflective practice in terms of pedagogical practices but also and just

as importantly the reflective practice of workplace wellbeing (Goral, 2010). This is an important issue for future educational practice and research and more research needs to be done on the duty of care employers (management teams, local and national governments) have in implementing, regulating and monitoring teacher wellbeing (Evans, 2011). Several questions remain about the extent to which this should be a priority for individuals themselves or employers.

It emerged that there were two areas that were significant amongst the **gender differences** that revealed themselves within the personal wellbeing domain. Despite the overwhelming dominance of female representation within the teacher sample, males felt more strongly that they were **well paid** for the job that they do, compared to women. Indeed, male Teacher 1 stated; *'I wouldn't say well paid but I'm happy with the money that I earn'* he also said, 'money is not an issue and my wellbeing wouldn't necessarily be increased if my money was increased'. Contrastingly, a female Teacher 4 said that; *'the downside is the pay, I think I get paid insufficiently'*. Both of these teachers were of a similar age, position and level. This may indicate a correspondence with reports from the Secondary Education e-bulletin that male classroom teachers on average are paid between £1,000 to £3,000 more than female classroom teachers of the same age or position (2013). Most teachers felt that they are not paid well for the job that they do. Teachers between the ages of 31 and 40 feel the most dissatisfied with their pay. This may have something to do with the pay scale cap, perhaps they have reached the maximum pay scale point before Threshold which is more difficult to obtain. This combined with the challenges, the sacrifices and time invested may negatively impact wellbeing as there is less option and flexibility for payment increases without some form of promotion. Overall wellbeing could not be measured by money and the gender differences could be explained in other ways such as conscious or unconscious gender biases by senior management teams or forward negotiation skills by male teachers (Sandberg, 2013). Indeed, it could be that women feel that they give a lot of themselves (time, emotional support, sacrifice family time etc.) to the job and may thus expect more remuneration. Men may divide their time more strategically and therefore have a different outlook on how far they should be recompensed (Cifre, 2013).

Most significantly, the overwhelming majority of teachers disagreed that they were **stress-free at work**; and age did not show any significant differences in the experience of stress. Teacher 6, male and 32 years of age said *'the environment can be very stressful, other people, kids.... I have learnt to detach myself from the stress because it is not healthy'*. Thus it is suggested that the secondary school work environment can inhibit positive experiences of wellbeing, as teachers can invariably (depending on disposition and situation) become pressured, anxious, burdened, worried, over exerted etc. Within this type of work this can cause high levels of short-term and long-term stress which is a significant factor that impacts wellbeing.

For example an important question to ask from the findings of this research is why **women felt more strongly that they were able to cope well with stress than men**. When asked how far she felt stressed at work, female Teacher 4 stated: *'I feel it's about managing your time well and I'm quite organised so, in that sense, I haven't...felt too stressed about workloads'*. However, the majority of the interviewees, male and female said that they felt stressed at some point when they were at work; men rated more highly overall. The issue that should be under scrutiny here is how do schools ensure that teachers are well equipped to avoid stress and manage their wellbeing. As female Teacher 5 stated: *'I like to be organised, so part of my wellbeing and not making me stressed is to be organised and if I have an organised room it makes me feel better and that's quite important to me'*. Thus taking ownership of ensuring one's wellbeing and creating systems and styles of working that improve wellbeing is clearly important and plays a crucial role in maintaining healthy experiences of wellbeing. Individuals can enhance their wellbeing through strategies such as; reserving one afternoon a week solely for administration and organisation duties. Indeed some colleges implement this into the school schedule; a Wednesday or a Friday afternoon students will have independent study at home or sporting activities and teachers are able to organise and plan for the following week. It is suggested that in the light of increasing pressures of policy change in the form of curriculum modifications and performance management, using workable systems to facilitate work, reduce stress and increase healthy levels of wellbeing is something that should be part of teacher training and senior leadership and management courses. Important questions to ask are; are teachers using the available tools and strategies in the first instance? Is there time and opportunity? The implication here is that perhaps teachers need to take time to make at least one pre-emptive improvement and one remedial change thorough the academic year, taking ownership and responsibility to do something to improve one's wellbeing situation could be a performance management criteria. Indeed in some cases, the responsibility cannot always solely lie with the school / management teams.

The majority of teachers (notably, all age groups between 27 and 60) **did not feel that their complaints or concerns were followed up swiftly and appropriately**. However, this is not supported by some interview responses. Teacher 4 who is 23 years of age says: *'Yeah. I think that even when there are issues especially if you bring it straight to the attention of the Head of Year; it's dealt with straight away....that's good'*. This is juxtaposed to reports of lack of respect, validation and follow-up from other teachers in others schools. Dealing with issues swiftly builds confidence in teachers, knowing that issues will be resolved quickly and the slight anomalies may be indicative of the variations in school management styles (Ahghar, 2008). Certainly Ahghar's findings were consistent with my research, showing that a disengaged and closed school climate resulted in significantly higher rates of occupational stress and thus poor experiences of wellbeing (2008). This age based difference may be because of varied experience and thus perceptions

on complaints being followed up due to the younger, less experienced teachers possibly having more open channels of communication with senior leaders because they are supported and monitored more closely than the older and more experienced teachers. Again, this implies that the systems put in place for trainee and newly qualified teachers could possibly be mirrored and continued in some form for all teachers on a smaller scale. Introducing mentoring, professional coaching, using coaching models such as GROW (goal, reality, options, will) and FUEL (frame, understand, explore, lay out plan) to support all teachers in their teaching practice and career development may go some way to improving their experiences of wellbeing.

What was not surprising was that teachers between the ages 27 to 50 (68 % of the sample) did not believe that their **work/life balance** allowed them to spend satisfactory time with their family/loved ones. The teachers who were interviewed acknowledged that for most of the academic year **getting a healthy work life balance was difficult** but at the time of the interviews (end of the summer term) this becomes more achievable for most teachers. Teacher 5, age 40 said: *'cos we're in the summertime now, I've got a lot more time.beginning of the year, I'd only see them [family/loved ones] once every two weeks. It's difficult...'* Regarding finding time to see her family, Teacher 3, age 26 also said: *'Limited. I am always too tired'* showing that even the younger teachers felt that the work encroached too much on their personal time and prevented them from seeing their family having a detrimental impact on their wellbeing. This result is supported by the growing reports to teaching unions and government bodies on the issue of workload within UK schools. One report was based on 44,000 teachers, who responded to a workload survey that the Department for Education is now responsible for implementing changes to address (DFE, 2013). Some suggestions have included: reforming accountability systems so that teaching practice is based on trust, change requirements relating to marking, planning, data, meetings and observation policies, allow time for curriculum and SEN reform and force schools to adopt a binding work-life balance policy and set targets to reduce workload every year (The Teacher, NUT Magazine, 2015). This research suggests that the organisational elements of teaching itself should not be a cause of poor well-being. On the one hand teachers are trying to and are expected to build the wellbeing of young people and yet on the other hand the danger is that the profession, structures, climate, cultures and systems are potentially undermining the wellbeing of the teacher workforce and their respective families.

Teachers between the age of 41 and 50 felt that they were **unable to apply their best skills** within their current roles. Responses supported this data in different age categories too as 36 year old Teacher 2 stated that: *'I feel that at the moment that's particularly limited'*. Teacher 5 aged 40 on the other hand showed partial ability to apply her best skills and said that she excelled in making resources which enabled her to do this. She also said: *'I do have other skills such as, I really like orienteering, volunteering and*

exploring [but we don't offer the] Duke of Edinburgh here, so, no'. It is difficult to explain this result but it might be related to different aspects of the various schools' extracurricular programmes. Teachers that have joined the profession from different professional sectors and areas bring to their role a different and added value; this may have affected expectations and responses. Teachers who have been teachers all their adult lives may not see this as important; indeed their skills and interests may lie predominantly in their specific subject areas. Further the teacher responses to this question within the qualitative data were more subdued, their best skills were 'teaching' or very much teaching related. This data links to the teachers who were 27-30 and 41-50 years of age and felt that that there were not **adequate systems in place to ensure that continued professional development** was available for those who sought it. Generally, all teachers responded negatively to this question. Indeed the more experienced the teacher the less they believed that continued professional development was available. There is an issue of stagnation at particular stages that perhaps is related to **distrust, lack of commitment and lack of fulfilment**. This was also corroborated by Day et al who found that over time, more experienced teachers were more likely to be relatively less effective than new teachers (2007). Thus, it is further suggested that there needs to be a form of consortia that provides training and development for experienced and older teachers who would like to progress and move forward with their careers. Also it is essential that there is more awareness for teachers in the case that they do not want to retire in teaching, what other avenues they can explore. There needs to be consultancy for this. This data provides confirmatory evidence to American psychologist Diener's 2008 research in which subjective wellbeing comprised factors such as individualism, human rights and social equality. Further it is in agreement with the contributions made by members of senior leadership teams who stressed the need to create appropriate opportunities for older teachers who have a wealth of knowledge and a strong desire to contribute but are being overlooked in promotion and leadership responsibilities for newer, younger and perhaps more congenial and cheaper options. Keith Bartley (2009) former Chief Executive of the General Teaching Council and an OFSTED inspector supports this finding claiming that too many teachers are not provided with the opportunities for CPD and that continued professional learning (CPL) should be at the core of teachers' professional values. It is also the responsibility of teachers to seek out opportunities for CPD; in the same way that medical and legal practitioners must update their knowledge, so should teachers. This way, teachers will gain more opportunity to influence education policy (2009).

From the research data, it was identified that positive perceptions of communal and environmental wellbeing overall, improves perceptions of personal wellbeing, showing that these two domains are significant contributors to teachers' experience of workplace wellbeing.

5.6 To what extent do environmental wellbeing and communal wellbeing contribute to personal wellbeing?

To answer this question the relationships between each domain had to be explored. The correlation coefficient gave an indication of how closely related the environmental, communal and personal wellbeing variables were. Interestingly, there was a strong, positive correlation and relationship between perceived environmental wellbeing (independent variable 1) and perceived personal wellbeing (dependent variable). Therefore, if aspects of environmental working life, such as safety, aesthetics, resources and facilities were good, then generally this positively correlated with desirable conditions and experiences within the personal wellbeing domain such as commitment, motivation, work-life balance and satisfaction. This has interesting and moral implications for secondary schools in deprived areas with less funding and resources and the inequalities that teachers may face in comparison to schools in affluent areas.

In this study it was identified that there was only a **medium, positive correlation and relationship between perceived communal wellbeing** (independent variable 2) and perceived personal wellbeing (dependent variable). This relationship was expected to be much stronger in the initial stages of the research because the assumption was that despite lack of resources (information, poor facilities, poor departmental and administrative support, aesthetically displeasing décor, stressful journeys, over monitoring etc.) communal wellbeing would ultimately be more important to one's overall wellbeing and would have stronger links to overall personal wellbeing. This is because of the presumption that the tangible/material features of what comprise wellbeing would not be more influential / important in determining ones' personal and overall wellbeing. Perhaps one explanation of this finding could be that the expectations of environmental wellbeing are generally lower and those for communal are higher and therefore the relative benchmark of satisfactory on the Likert scale may have differed. For example Teacher 6 (male, age 32) said "I don't think the school is bad.... The whiteboards work, we have books, the students don't really go without... they have what they need to learn... I mostly have what I need to do my job in terms of resources, we can't complain there. Where I grew up as a child we had much less but probably gained much more knowledge than the kids do here... The students... don't value what they have". Again this teacher's perception is based on his background and his prior experiences and a subjective assessment of his environmental wellbeing based on his own views of a satisfactory benchmark. This links to what Kahneman (2012) described as a view of wellbeing based on past experience and memory. Daniel Gilbert (1998) also connects this with what he calls a psychological immune system that

fortifies once faced with disappointment; a psychological calibration occurs to posit one's current situation as satisfactory.

Alternatively, it could be suggested that although communal wellbeing is a crucial part of a teacher fulfilling their role and experiencing healthier modes of wellbeing, environmental wellbeing will ultimately have a more influential, immediate and debilitating effect on a teachers' ability to carry out their duties effectively; to meet basic standards, to fulfil the additional responsibilities of the teaching role as well as their own personal commitments. These direct consequences then have a knock-on effect onto feelings about meeting expectations, fulfilling their role, motivation, work-life balance, applying best skills, job satisfaction, energy levels, stress etc. Indeed, Teacher 2 (female, age 36) claimed that *"I enjoy working with young people a lot. I find it very rewarding and I think that they are good people to work with..."* Whereas Teacher 2 (female, age 26) said *"It's gloomy, it's dark we have snails.....we have two fridges in there blocking the leg space under the desks.... the light is broken... the computers are slow... the USB stick doesn't work in the computers ... no one knows how to use the interactive white boards, there's no storage place.....but you need other things like somewhere where you can lock your bags.....that's annoying we don't have that. It needs to be clean..."*

This refers to some of the main components that comprise environmental wellbeing and here it is suggested that these practical elements greatly impact overall teacher wellbeing. The strong relationship between perceived environmental wellbeing and perceived personal wellbeing therefore raises some important issues for future practice on an individual level and on a leadership and management level. It also has socio-economic implications because often the likelihood of the environmental conditions being adequate has a lot to do with location, social demographic of the school, school budgets, effective financial planning as well as the lifestyle, daily patterns and personal choices of the teacher. Thus the perceived communal wellbeing and perceived personal wellbeing have a weaker connection and although connected may not have an immediate impact on a teacher's daily working life, their ability to carry out their role from the grassroots, within the classroom and thus their feelings of value, satisfaction, fulfilment, quality of life and stress. Therefore, conditions concerning: community, relationships, friendships, trust, collaboration and communication, although important, were slightly less impactful on overall personal wellbeing than expected.

Environmental wellbeing characteristics are more overtly visible, they are part of the formal features and structures of the school practices, they are often recorded, for example, information about students is something that can be referred to, facilities can be measured and observed, access to resources can be scrutinised and levels of monitoring are often recorded. Thus environmental aspects of wellbeing are often

tangible and can be directly observed and assessed by the teachers. Their existence could be decided upon in a physical way. It is easier to observe and therefore assess. Communal wellbeing is more abstract, it can be more informal and elusive and thus it could be difficult to pinpoint. In addition, things that could go wrong or be lacking in the communal domain of wellbeing can be compensated for in other areas; certainly as Teacher 1 says: *'I never really have close friends at work, I have friends at work but I don't see anyone I work with honestly as good friends ... I'm not really someone to go to someone else at work and share my problems, if I do need to talk, I'll probably go to a friend or partner or family'*. Again this demonstrates the possibility of the variable value that teachers place on some aspects of communal wellbeing and the need to obtain certain types of support from their working environment.

Environmental wellbeing and secondarily communal wellbeing facilitate a personal wellbeing that encompasses a spiritual element that is dependent upon the purpose and meaning one ascribes to their teaching role or the work that they carry out within school. The spiritual aspect comprises working for a greater purpose whereby their teaching role helps to facilitate this greater objective. For example, the greater objective or purpose could include an individual's ability to positively influence pupils, the wider community and their family. The spiritual aspect also pertains to a sense of transforming themselves into what they aspire to be as a person and as a professional so that they derive optimal work satisfaction. As Teacher 3 claimed when referring to experiencing much deeper work satisfaction and thus positive wellbeing when it came to an aspect of her work that meant she could contribute to a Student Teacher / NQT's learning, development and transformation: *'I have had a lot more job satisfaction since I've had Penny. I can help her... showing her how to do resources..... and stuff like that, data. Things like that so..... Yeah, that's made me feel better definitely'*. Personal wellbeing is the sum of environmental and communal wellbeing. A high level of personal wellbeing is an outcome of high level of environmental and a medium level of communal wellbeing. Perhaps the schools have underestimated the importance of building community and collaborative networks and communication within their schools because it is easier and more measurable to focus on environmental aspects of school life (resources etc.). The tangible, that can be measured quantifiably, it is assumed is perhaps more important.

5.7 What does the ideal wellbeing look like for this group of Inner and Outer London teachers?

In discussion of the research question, it is apt to tie in all of the themes together. Within the semi-structured interviews, respondents were asked: *How they would describe the ideal conditions of wellbeing*

at work? In response to this question, the most frequent and prominent themes that arose for ideal wellbeing were: *matching roles with expertise and interest, time availability for planning and paper work, shared vision, support networks of collaboration and communication, adequate resources, recognition and value of staff, extracurricular activity and responsibilities matched to teachers' extracurricular interests and passions beyond specialist teaching subjects and continued professional development*. Indeed the quantitative data and the existing literature supported these issues that were raised by the 6 interviewees. The findings regarding **matching roles with expertise** as well as ensuring *extracurricular activity and responsibilities are matched to teachers' interests and passions* supports previous research by Cifre (2013) and job-person fit theory. The more closely personality and desired job features matched actual job features the closer the participants were to healthy levels of wellbeing. **The need for more time** in order to plan lessons and complete paper work related to significant patterns within the quantitative data, where the majority of teachers reported that as a norm, taking breaks whilst at work (mean of 3.0 and SD 1.36) and using lunchtimes as free time for themselves (mean 2.8) was not possible. This corroborated the DFS Teachers' Workload Dairy Survey (2013) where on average teachers reported to working over 50 hours per week. **Having a shared vision** was also consistent with the research conducted by Goral (2010) who claimed that a shared vision through a sense of community, passion and purpose was important to teacher wellbeing and performance. Again, transcendental wellbeing emerged here; teachers believe strongly that a shared sense of purpose within their schools will drive good teaching practice and will sustain their wellbeing in a positive way. Indeed, **having strong support networks** is what facilitates this and also what teachers reported as being a necessary component for creating the ideal wellbeing within schools, being able to support other colleagues was important to teachers (especially female teachers) and seemed to form a key part of their sense of purpose for being a teacher (transcendental wellbeing), without these relationships and networks to receive and, just as importantly, to provide support for others, teachers wellbeing was negatively affected. This finding is also in agreement with Brown et al (2002) who found that lack of communication, poor support levels and lack of community were some of the factors that negatively affected. **Recognition and value of staff**, as well as **opportunities for continued professional development** were also features that were raised when teachers described their ideal wellbeing; this corroborates the ideas of Woodman et al's research where opportunities for continued professional development programmes and other forms of professional pursuits had direct links to motivation and wellbeing.

Transcendental wellbeing

The concept of transcendental wellbeing contributes to a deeper understanding of the teachers' experiences of wellbeing overall. The environment, community and personal experiences are interwoven to support positive transcendental experiences. The purpose and meaning that the teachers ascribed to their work is core to the approach and spirit in which they undertake their roles. From their perspective, this ultimately influenced the quality of their work. Indeed, the majority of the teachers in this sample as shown in Chapter 4 enjoy working with young people. The teachers that were interviewed linked this enjoyment to the wider reasons (purpose) for entering and remaining in the profession. Teacher 4: *"I enjoy it loads... wouldn't have got into this profession if I hadn't"*. Thus what is highlighted here which is unique and thus of particular value to this research and the general field of wellbeing in education is that uncovering aspects of the teaching role that impede the experience of joy or distance the teacher from fulfilling the role that they perceive as a moral sense of duty, worthy, purposeful and meaningful is crucial to wellbeing and the quality of teaching' (Day et al, 2007). Transcendental wellbeing is at the heart of the profession because teaching is a profession that is dependent upon creative, goal-driven, self-sacrificing, emotion work. The nature of this work is bound to developing purpose and meaning that drives teachers to push through challenges, build rapport with student, resolve conflicts, manage heavy and conflicting workloads and meet targets. As Teacher 6 states: *"the more experienced you are in the job, the more you realise how much needs to be done and then the more stressed you can get from how overwhelming that thought is"*. Teacher 6 was very aware of the emotional dangers that teachers are exposed to daily, however he was very firm in his purpose at work and it seemed in life and this provided him with a robustness that enabled a healthy life-balance. He later explained that he made a point of leaving his work at school and spends ample time on himself and his family. My research suggests that the healthy transcendental experience of wellbeing that exists for all teachers (whether they are conscious of it or not) provides teachers with the resilience to work through diverse challenges; challenges, that for now are inevitable conditions within the secondary school workplace (Fisher, 2008; Deal & Deal-Redman, 2009).

The claim that transcendental wellbeing is an undeniable component of an overall wellbeing in the professional experience of teachers is further evidenced through Teacher 1. In his statements he accepts that he is not as committed as other teachers, he then reflects upon this. To him, not being highly committed as a teacher was wrong and this suggested that he didn't feel good about himself for having this approach. He continues, *"I think I should be a lot more committed... Because I think, I've had the mentality all year, wrongly, that, it's just getting through it. And I've just had this mentality for too long"*. Teacher 1 represents the psyche of many teachers in this sample that revealed a conflict between their transcendental wellbeing at work and their personal / transcendental wellbeing outside of their teacher role. It also represents what could be explained as negative experiences of environmental and communal wellbeing that are consequently having an impact on him personal and transcendental wellbeing. This highlights important points of discussion that I discuss later in Chapter 6 about how teaching could support and harness transcendental wellbeing in a way that would foster the creativity and energies of teaching professionals. Concurrently with the goal to create a bridge between the professional and the personal, allowing teachers to be fully functioning in all aspects of their lives and still be good teachers. Teacher 1 discussed the desire and the need to have time for himself and it is argued in my research that this is evidence of environmental wellbeing having a negative effect on transcendental wellbeing. Teacher 1 did not feel committed and much of his contribution within his interview revealed that he felt: detached from the 'vision' of the school, his manager set 'low expectations', he didn't have real friends at work etc. It is argued that these factors may all have some impact on the meaning and purpose that is developed over time as a teacher and thus transcendental wellbeing. Further the feelings of guilt experienced by teacher 1 shows that he is aware that positive transcendental experiences (meaning, purpose, and commitment) as a teacher are important. Thus the experience of not having a positive transcendental experiences (whether this can be articulated by the teacher or not, whether consciously experienced by the teacher or not) in itself adds to poor experiences of wellbeing and the cycle continues.

Therefore, if environmental and communal wellbeing are compromised and / or the bonds between the three domains EWB, CWB and PWB, are fragile, then the experience of transcendental wellbeing is at risk. For example, Teacher 3: *There's no sink... so it's just full of mouldy cups...and then in the classrooms, no one knows how to use the interactive white boards, there's no storage place.....but you need other things like somewhere where you can lock your bags.....that's annoying we don't have that. It needs to be clean...* Teachers need to feel valued and employers have a duty of care to ensure the safety, health and security of staff are protected. Teacher 3 presents negative experiences of both environmental and communal wellbeing and through her testimony, reveals a direct impact on her sense of meaning and purpose at work, within this school; not as a teacher overall but as a teacher of the particular school she was working within. Later in her interview she revealed that she was working for herself, on her own and building resources that she could use in another school.

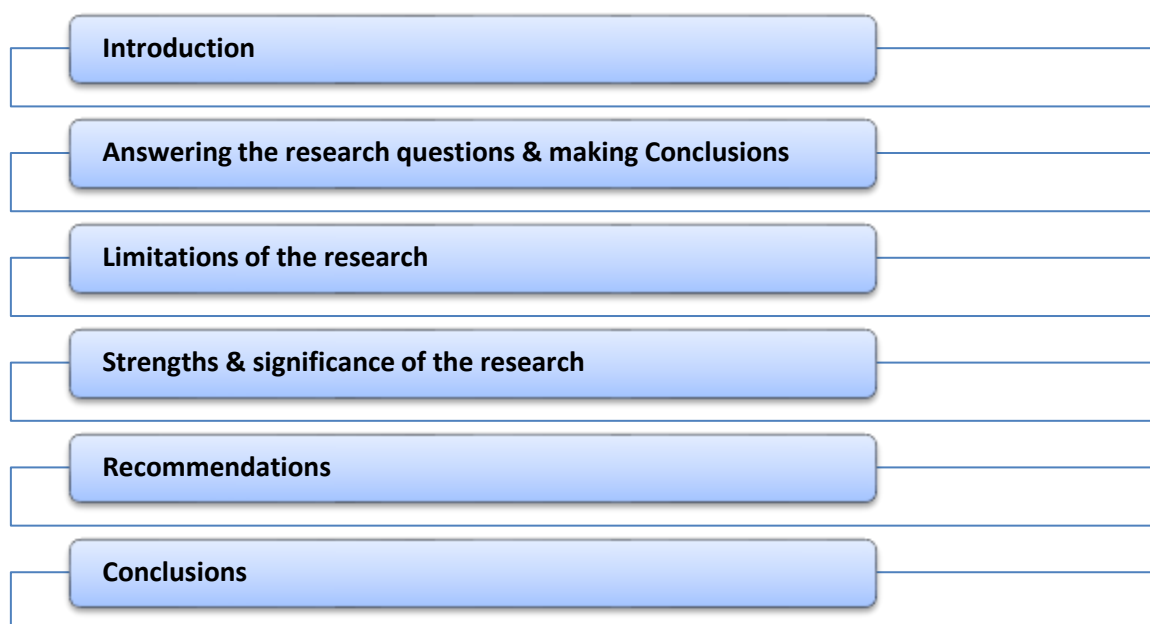
My research has uncovered the existence of a transcendental wellbeing for teachers in secondary schools. Many teachers within the sample entered the profession of teaching for reasons much deeper than producing grades for publicised league tables. The hope to make a valuable contribution to young peoples' lives is why many teachers remain in the profession. This, for many (among other reasons) is the foundation of their meaning and purpose as a teacher. The transcendental as Fisher (1998), Deal & Deal-Redman (2009) and Goral (2010) all suggest in their own ways, is paramount to personal wellbeing and thus the sustainability and commitment teachers endure over time.

CHAPTER 6

6. CONCLUSION

This chapter summarises and synthesizes the main empirical findings to address each research objective and question in sequence and presents the general conclusions that arose from the questionnaire and semi-structured interview data. Further, it will discuss some of the limitations of the research, argue its significance and settle on the conclusions and recommendations for further research, policy and practice.

Figure 6.1: List showing the structure of the Conclusion Chapter



6.1 Introduction

Human beings are our most valuable resource; understanding the science or indeed the mysticism behind what releases the highest level of human functioning within individuals and communities, particularly within secondary education is what has driven this investigation. The research of Inner and Outer London secondary school teachers' perceptions of wellbeing has shown that there are variations in teachers' experiences of wellbeing in their environment and community at work and both of these areas significantly contribute to their overall personal wellbeing. These perceptions of wellbeing were moderated intermittently by teacher characteristics such as age, experience and gender and this has shed light on ideas about

improving teacher recruitment, retention, and school management as well as education policy. Most importantly, it has shed light on how these areas can be improved pre-emptively through the governing of environmental and communal domains that teachers work within. Indeed, to develop positive conditions for healthy wellbeing experiences, it is important to understand and unpick wellbeing so that we are in a position to predict risk as well as provide timely and effective intervention.

The research aimed to investigate teachers' perceptions of their own wellbeing (environmental, communal and overall personal wellbeing). The positive or negative experience of these three domains influenced teachers' perceptions of their wellbeing. This has been an important area to investigate because recent retention figures in secondary school teaching have been decreasing, staff absence rates have increased minimally from academic year 2011/12 to 2012/13 and burnout and stress have become the major reason for this absence (Sammons & Day et al, 2007; Black, 2009; Deal and Deal Redman, 2009; Cameron, 2010; Investors in People, 2013). The research has provided useful insight to inform teacher training institutions, organisations and schools on how they can recruit, induct, train and retain teachers; it has enabled a new outlook that can be applied to how we create and implement educational policy and how we can develop the profession of teaching in broader terms.

It was important to research a problematic area that has also been an ongoing issue in education and to uncover the perceptions of teachers with the view to gaining a deeper understanding of teacher experiences of wellbeing. Furthermore, this research has also offered a new framework (see Figure: 6.3) to measure personal wellbeing within the professional context using a mixed method, post-positivist approach. The definition of wellbeing in this research is: *the satisfactory state of an individual's physical safety, mental health, professional development and personal welfare within three domains of: environment, community and personal conditions within the workplace. It is facilitated through the systems and structures within the workplace that stimulate deliberate personal and professional progress of the employee.* What is unique about this study is the emergence of a new or largely untouched area of workplace wellbeing for secondary teachers; transcendental wellbeing, which will be discussed further in the latter part of this chapter. In addition what has come out of this research are recommendations that suggest ways forward to maintaining and improving wellbeing for all teachers. Amongst many other suggestions, these recommendations included the need to establish and assign responsibility for wellbeing and the need to further professionalise teaching. Certainly, exploring teacher's perceptions of environmental, communal and personal wellbeing revealed that for teachers to work effectively at full capacity, ensuring high standards of teaching and learning in a healthy and sustainable way, it was relevant to discuss how policy and schools could assign responsibility for wellbeing and perhaps create

support systems to promote all elements of staff wellbeing (environmental, communal, personal and transcendental) in what has now arguably become an intensely pressurised, dynamic and fast paced working environment (Sammons and Day et al, 2007). The professionalization of education, its broader autonomy, self-management and governance within the UK could play a key role in achieving this through creating one single professional voice, supporting and guiding schools, head teachers and teacher professionals in this pursuit.

This research found that most teachers feel that the quality of their wellbeing is at the heart of their ability to work effectively and that the current climate of teaching is becoming increasingly difficult for teachers to manage and sustain healthy experiences of their own wellbeing by themselves. It is suggested that it is therefore important to allow more holistic discourses about efficacy, growth and enhancement of standards within education, which go beyond the classroom and data driven pedagogical practice. Indeed, my research investigates what happens outside of the classroom in teachers' working lives;

- Their **environmental wellbeing**: the tools and resources available to them to carry out their roles effectively, the information provided to them about their students which enables them to plan effectively, the comfort level and aesthetics of their surroundings and their journeys to and from work.
- Their **communal wellbeing**: the opportunities open to them to build healthy working relationships, to collaborate and share resources, to engage with their community and to feel like part of a team.
- Their **personal wellbeing**: their ability to control the direction of their careers, to develop professionally, the agency of which to voice their opinions, make contributions and feel heard and their ability to feel motivated and have purpose.

These are just some of the areas that previous literature has not explored in a focussed or deeper way within the secondary education context; certainly some of these particular issues such as environmental wellbeing have been largely untouched in previous literature on education. This research has explored teachers' perceptions of their wellbeing in these three domains and the possible impact that this may have on how teachers feel about the quality of their output.

The conclusions suggest that there is much value in researching further to explore how far wellbeing is a major component of achieving growth and raising educational standards. It is proposed that this should be a concern for educational leaders and policy makers. By uncovering teachers' experiences and perceptions of their workplace wellbeing within three domains: environmental, communal and personal, we can begin to address the reality of teacher wellbeing as they see it and involve them further in the research process and

subsequent action. With teacher contributions about all of the themes discussed in Chapter 5 (resources, information, trust, support, collaboration, commitment, fulfilment, expectation and control) research may move forward towards investigating the impact of policy and school /management practices on teacher health. It could open doors to more empirical / action research looking into the effectiveness of current interventions that have already begun to focus on promoting wellbeing in secondary education and beyond into primary education. The research can also assist in managing teacher wellbeing from the micro or individual level to educate teachers through each stage of their career and thus secure the health and efficiency of teaching professionals.

6.2 Addressing the gap

The gap within the literature on wellbeing has been addressed through the direct focus on secondary school teachers' perceptions of their wellbeing in the three main areas; environment, community and personal. Previous education research around this topic has focussed on stress, occupational stress, efficacy, impacts of student behaviour and spiritual wellbeing; most of this research has been conducted in America and in other parts of Europe (Fisher, Francis, Johnson, 2002, Sammons and Day, 2007). My research focussed solely on teachers' perceptions of wellbeing in and around London UK and allowed for the representation of the more objective elements of wellbeing whilst simultaneously acknowledging teacher subjectivities. These objective and subjective elements have been presented and supported within previous wellbeing literature as the main components that affect wellbeing. In addition this research has synthesised these objective measures with the subjective contributions from teachers in a unique way that validates and fortifies the findings. This study filled the gap within wellbeing research by adding to existing literature such as Fisher (2009) and Sammons and Day et al (2007). Within studies such as these, wellbeing is a key contributory factor in efficacy, but this concept of workplace wellbeing has not been researched in isolation within secondary schools in the UK (specifically Inner and Outer London) and attempts have not been made to unpick the components of workplace wellbeing within UK secondary schools. This research has offered a new outlook on teacher health, teacher efficacy, school management and leadership in a much more focussed and practical way using both quantitative and qualitative methods. Teachers have their individual desires and ideas about what constitutes their own wellbeing based on their own backgrounds and experiences; thus it is argued that it is important for policy makers and school management teams to be interested in what teachers think makes them flourish and to investigate this at a school level. Indeed, the impact that perception has on wellbeing, can determine the reality of the experience of it and ultimately whether in the individual's mind, it exists at an adequate level or not. Thus, teachers' perceptions of their own wellbeing will have an impact on the reality of their actual wellbeing, regardless of how well-supported by their environment or community they may seem to be from an

outsider's perspective. Therefore this research acknowledged both the tangible and intangible elements of wellbeing were equally significant. The research thus suggests that there needs to be active involvement of teachers in controlling their environments and communities, creating and developing initiatives that can improve the working environment, community and personal wellbeing experience within their schools. Teachers' views about the realities of their experience, the changes that can be made or what programmes can be put in place are at the heart of this research. This is because it is what (and how) teachers' feel about their wellbeing that impacts their health and thus how they feel about their ability to carry out their roles effectively and thus simultaneously affects their performance and the quality of education that they impart on students.

Answering the research questions & making conclusions

6.3 Environmental Wellbeing Conclusions

Objective 1: To evaluate teachers' perceptions of environmental wellbeing within secondary schools.

Question 1: What are the perceptions of a group of Inner and Outer London secondary school teachers on their environmental wellbeing?

- a) Secondary school teachers enjoyed working with young people. This suggests that the ability to fulfil this particular attribute of their vocation contributed to teachers' positive experience of workplace wellbeing. Enabling an appropriate balance of effective and healthy teacher to student contact time is important to these teachers' wellbeing.
- b) Secondary school teachers felt that the level of economic deprivation and the socio-economic profile of the surrounding area of their schools affected their wellbeing. This implies that the peripheral geographical elements of schools influence teachers' environmental wellbeing and thus impacts upon the overall quality of their wellbeing. Factoring this into teacher wellbeing interventions, schools could consider how they can ensure the school grounds and interior are suitably renewed.
- c) Secondary school teachers were generally unable to take breaks when needed. Most of the teachers unable to take breaks were above the age of 27. Therefore it seems that teachers who were in the earlier part of their professional life phase experienced a healthier working day and thus better perceptions of environmental wellbeing. Teachers and especially older teachers who perhaps have those additional responsibilities could be encouraged to take breaks when needed and could also be encouraged to communicate with their line managers when work expectations are overwhelming.
- d) Male secondary school teachers, compared to women were more able to use their lunch times

regardless of age and experience. This suggests that male day to day working practices were more conducive to positive experiences of wellbeing. Thus schools could provide a system where all teachers' working styles can be explored and evaluated to understand why these differences are occur and to see how efficient and effective working practices can be shared between staff in order to support those who are struggling. Opportunities for collaboration and sharing good practice should be increased.

- e) Male secondary school teachers felt that they had access to a comfortable workspace whereas females did not. Male teachers are more likely to be satisfied with the school workspace and experience better environmental wellbeing than women because of this. Thus, there are gender differences in the environmental wellbeing domain that it would be interesting to explore in more depth to establish why these differences exist between male and female teachers.
- f) Older secondary school teachers felt that the resources they needed were not available to them at work. Therefore it seems that as teachers get older their expectations change or there are generational differences in expectations for resources. Further, the perception of the quality and quantity of resources that facilitate their work seems to change. Again, further research in this area would be useful to explore why older teachers feel less equipped to fulfil their teaching role when it comes to having access to resources. In addition schools could try to ensure, as far as their budgets allow, that suitable resources and equipment are provided for teachers to enable them to work effectively.
- g) A significant number of the older secondary school teachers felt uncomfortable with the level of monitoring and observation that they experienced, whilst the 22 and under age group are overwhelmingly positive about the level of monitoring that they receive. The results show that monitoring; especially in the form of observation is an element of teaching that causes negative emotions, stress and thus poor experiences of environmental wellbeing for teachers. Opportunities for open communication between staff and management about why, when and how observations are taking place may be an area for school management teams to focus on. Furthermore future research could examine more closely the links between inspection / observation and efficacy.

Overall the research has shown educational environments have many elements and parameters which need to be managed to ensure the wellbeing of teachers. However, this would require active coordination by appointed staff who would oversee the processes and procedures required for the advancement of wellbeing in the workplace.

6.4 Communal Wellbeing Conclusions

Objective 2: To examine teachers' perceptions of the communal wellbeing in secondary education

Question 2: What are the perceptions of a group of Inner and Outer London secondary school teachers on their communal wellbeing?

- a) Secondary school teachers enjoyed working in a team and enjoyed working with colleagues in their department. These findings suggest that the need for team work, collaborative styles of working and strong community ties are important for teachers' positive experiences of wellbeing. Therefore providing regular opportunities for collaboration and channels for communication between departments is important for communal wellbeing. Indeed, to support this, future research could continue to explore the structures and events that will improve teacher wellbeing.
- b) Secondary school teachers saw their relationships with their students as positive and healthy, and when student teacher relationships were not positive, support from other colleagues and line managers were integral to their resolution. The results indicate that teachers value highly positive relationships with students and when there is conflict with students the support and validation from other teachers is instrumental. Indeed, enabling healthy student teacher relationships enhances experiences of wellbeing and thus finding ways to maintain and increase this are important. Accordingly, encouraging teachers to speak up when they are experiencing difficulty with students is also crucial to teacher wellbeing.
- c) Secondary school teachers felt that Senior Management did not have good understanding of their overall working needs. Teachers over the age of 27 held this perception more than teachers below this age. This pattern implies that the older the teacher is, the less likely they are to identify with Senior Management or to trust that senior management can relate to their work-life experiences. The teachers seem to thrive in open and engaged climates where they can express themselves and communicate with each other effectively. Thus there is a need to build authentic relationships between management and staff without intrusion. The need for management to understand the experiences and challenges of the teachers and how these affect their work (how they relate to their work) is central and this links to the teachers' transcendental experience of wellbeing.
- d) Secondary school teachers felt that communication between colleagues and departments were not good. Teachers between 27 and 30 and 41 and over held this perception the most. This shows that looking into the ways in which structural barriers can be broken down within schools would be useful for future research. Creating opportunities for open communication, and collaboration can be

created to build relationships and channels between all levels of staff. In addition Middle Managers and Senior Managers could explore and train for new leadership techniques and practices that allow them to recognise teachers for the work that they do and provide regular feedback. This pattern also suggests that there may be particular professional life phases during a teacher's career that make channels of communication less effective or defunct and the relationships within these phases needs to be analysed further.

- e) Secondary school teachers thought that there was a lack of constructive advice from line managers. Teachers feel that line managers often do not have the skills, ability or opportunity to provide the support that they need to do their job and this impacts their communal wellbeing. This implies that there may be a need for the continued professional development of managers and senior managers in schools to refine effective leadership and management skills.
- f) Secondary school teachers believed there was a lack of consultation before changes were made and that their views as teaching staff were not sought before changes were implemented. Lack of consultation regarding changes that impact teachers' working lives adversely affects teachers' communal wellbeing. Further the results show that the ways in which teachers' work is regulated and managed leads to feelings of lack of control and thus greater levels of stress. It is suggested that whenever possible consulting staff on decisions that affect their work should be regular practice; ensuring that dialogue is kept open with views taken into account as is reasonably possible.
- g) Male secondary school teachers felt that their work was valued by Senior Management whereas females did not. This pattern may be an indication of unconscious gender biases within Senior Management or may throw up gender differences in personality traits. Feeling that their work is valued leads to positive experiences of communal wellbeing for teachers. Creating opportunities for all members of staff to contribute to the school community, to ensure an equal distribution of time and access to Senior Management and encouraging open dialogue between all levels of staff is a key area.
- h) Older secondary school teachers did not trust their employer whereas teachers who were 26 years and under felt that they could trust their employers. This pattern indicates that the more experience a teacher gains, the more likely positive feelings of trust will erode over time; thus impacting wellbeing. This conflicted with previous research by Cook et al (1980) studying blue collar workers in the 1980s. Here, age was positively correlated with faith in management, loyalty and trust towards management. It would be interesting to investigate further the reason behind this, and explore whether this may have been a temporally specific feature of the 80s showing generational

differences in values or if there are specific leadership and management practices that could be explored and shared for the blue collar work to the school environment.

- i) Older secondary school teachers did not feel trusted by their employer. Feeling trusted by line managers and senior management teams is integral to teachers' experience of communal wellbeing. Again the results show a trend towards more negative experiences of communal wellbeing, the older a teacher becomes. Older teachers are more likely to become disenchanted with management and school life over time and further research needs to explore why this might be in order to utilise effectively the wealth of experience that older teachers may have.

Overall the research has shown communities in schools have many elements and boundaries which need to be managed to ensure the wellbeing of teachers. However, this requires active coordination by appointed staff who will oversee the processes and procedures required for the advancement of wellbeing in the workplace.

6.5 Personal Wellbeing Conclusions

Objective 3: To explore teachers' perceptions of their personal wellbeing within secondary education

Question 3: What are the perceptions of a group of Inner and Outer London secondary school teachers on their personal wellbeing?

- a) Secondary school teachers felt a wider sense of contributing to a larger cause. These findings suggest that in general there is a need for teachers to feel that they are contributing to a broader goal or purpose and this fosters positive experiences of wellbeing. Nevertheless these goals and purposes could vary and were very unique to each teacher. Further research in this area would be useful to explore the meaning and purpose that teachers ascribe to their work. It seems from this result that creating a sense of purpose and encouraging the articulation of wider goals is important for management teams to securing personal wellbeing at a school level.
- b) Secondary school teachers were highly committed to their roles and their work. The commitment factor was validated as a crucial ingredient for teacher personal wellbeing as shown by Day et al (2007) and the presence of emotional ties between employee and organisation were also shown to be imperative to the experience of wellbeing as agreed by Deal and Deal Redman (2009). This investigation has shown that teachers need to feel committed to their work or the purpose / meaning / outcomes of their work in order to experience progressive wellbeing. Taken together,

these two findings suggest that in order to establish and maintain positive experiences of wellbeing, there is a need to understand, harness and apply to the working environment the things that drive, impassion and motivate teachers to work effectively and often in challenging conditions (Shultz, 1997; Day et al, 2007; Seligman, 2008; Deal and Deal Redman, 2009). Further research to see if there is a relationship between teachers who have a greater sense of purpose behind their role / career and how well they coped with the challenges of their role and thus how effective they are would be beneficial.

- c) Secondary school teachers could not regularly pursue their hobbies due to their workload or their commitment to meet expectation and they acknowledged that this was detrimental to their psychological health and wellbeing. Therefore aiding teachers to achieve a healthy a work-life balance and to create time for and access to hobbies are important in ensuring their personal wellbeing in schools. The promotion of healthy lifestyle practices generally and the regular assessment of work-life balance and continued coaching or support is important to achieve this.
- d) Secondary school teachers felt that they met their line managers' expectations. This insight reflected the satisfaction that teachers generally experienced when it came to fulfilling their roles and feeling like they were working effectively. This finding indicates that meeting line-managers' expectations and also being aware of this are important to teachers' feeling of adequacy which contributes to their improved perceptions of their personal wellbeing. Thus clearly identifying roles and duties, having regular reviews of these duties are important. In addition regular collaborative planning of objectives, feedback, recognition and timely appraisals are also key to maintaining this.
- e) Secondary school teachers could not fulfil personal and family commitments because of workload and this negatively affected their personal wellbeing. Therefore the results indicate that achieving a work-life balance, having time for family, friends and non-work related commitments are very important to the teachers and their wellbeing. Allowing flexible working hours, part-time contracts and granting special leave for staff who need this as an option to balance their lives would be beneficial
- f) Secondary school teachers did not have enough time to spend with their loved-ones. This major finding was another feature of personal wellbeing that negatively influenced teachers' perceptions. Thus the research shows that it is important for teachers to feel that they are able to be present for their family and loved ones in a way that is proportionate to their own expectations, needs and desires of personal time. Wellbeing is determined by their ability to fulfil desires and make choices towards meeting both personal and professional goals. Teachers could be more supported with schools engaging in drawing a line between home life and work life. Perhaps teachers could have

INSET on healthy work-life practices. Further being encouraged to speak up when the balance is outweighed is also seen as crucial.

- g) Secondary school teachers did not have access to counsellors to discuss their personal or professional problems. It was also shown that teachers do not have an outlet within the professional environment that is designated to offer counselling support for personal or professional issues. Indeed, the results showed that there was a definite need to clearly identify staff within the school who can offer democratic, mediating support and guidance. In many cases this provision did not exist and thus if budgets cannot extend to this provision, schools may consider how they can publicise external services such as Teaching Unions and online teacher networks so that teachers can receive adequate support and advice when needed.
- h) Male secondary school teachers felt more strongly that they were well paid for the job that they do, compared to women. Thus although proportionately higher in the teaching population, women are less satisfied with their salary and this impacts their wellbeing more than men. Further research would be needed to uncover the deeper reasons for this. The results certainly showed that males were more like to be satisfied with their work space (environmental), to feel valued (communal) and so this may indicate that there are gender differences in expectation of standards and /or their bench mark and frame of reference may be very different. Future studies on the gender differences of wellbeing may be useful to explore this.
- i) Secondary school teachers were not stress-free at work and there were no variations on feelings of stress according to age or gender. Teachers feel stress at work and this significantly impacts their experiences of wellbeing. It is recommended that it should be compulsory for every school to establish a wellbeing policy and committee dedicated to implementing proactive and curative wellbeing support or indeed to adopt a binding work-life balance policy and set targets to improve environmental, communal and personal aspects of working life every year. With this there should be adequate wellbeing training for Head Teachers, and Senior Management to be disseminated proactive practices through to staff.
- j) Female secondary school teachers felt more strongly than males that they were able to cope well with stress. It could be suggested from this data that generally, female teachers are able to cope better with stressful events at work which could mean (depending on the level of stress) that they are more likely to experience healthier personal wellbeing than males. This has important implications for future practice as all teachers have reported stress with females reporting being able to cope better than males. Proactive stress management strategies and programmes could be implemented and be encouraged and promoted as a routine part of school working life.

- k) Secondary school teachers felt that their complaints or concerns were followed up swiftly and appropriately. Therefore through their systems, secondary schools are well equipped to follow up on issues that teachers raise as a concern and this positively impacts their wellbeing. What teachers value and their ability to access these things (such as feeling supported and valued) has an overall impact on their wellbeing.
- l) Secondary school teachers between the age of 41 and 50 felt that they were unable to apply their best skills within their current roles. This pattern may be an indication of the devaluing of older staff members and an inability to harness the skills, experience and aptitudes of older teachers for the benefit of the whole school community. There is a need to continuously work with staff regardless of age to agree and provide adequate training and development within normal working hours. Teachers should be encouraged to manage their careers and set themselves CPD and personal targets of their choice that enhance their skillset inside and outside of the classroom and that allow them to contribute and apply these skills to whole school projects.

Overall the research has shown that there are unique and subjective experiences that teachers go through within their professional setting, some of which can be managed and others that can be reinforced and enhanced through consistent support and monitoring as well as professional and personal development. This requires self-direction as well as direction by appointed staff who can oversee the processes and procedures required for the advancement of wellbeing in the workplace.

6.6 Teachers' Ideal Wellbeing Conclusions

Objective 4: To investigate teachers' views of the ideal level of wellbeing

Question 4: What does the ideal wellbeing look like for this group of Inner and Outer London teachers?

The data for this research question suggests that in order to further enhance teacher wellbeing in secondary schools:

- a) Matching roles within schools with existing expertise and interests ensure a sense of fun and enjoyment to teaching and helps teachers to feel energised, competent and raises their self-esteem. The ability to engage in pursuits that teachers feel motivated to carry out through desire rather than obligation is essential for positive experiences of wellbeing.
- b) Allowing sufficient time for planning and paper work means that teachers feel more equipped and

less stressed to work effectively within the classroom. Reducing the amount of paper work or increasing the level of administrative support available for teachers is important.

- c) Ensuring that a shared vision exists for school communities and that it is communicated helps teachers to fully engage in the school community and to work cohesively within their departments and at a whole school level. It encourages a sense of purpose and meaning to the work that they carry out.
- d) Establishing support networks of collaboration and communication within schools cuts down workload for teachers and enables them to share good practice. Reducing professional isolation is important to teachers' wellbeing.
- e) Making sure that adequate resources are available for teachers and students reduces workload and stress for teachers and enables them to work more effectively.
- f) Ensuring recognition and value of staff is consistently expressed builds motivation, satisfaction and fulfilment in their roles and reinforces commitment and transcendental wellbeing.
- g) To establish extracurricular activity and responsibilities matched to teachers extracurricular interests and passions beyond specialist teaching subjects fosters a sense of fun, passion and enjoyment opening opportunities to build closer relationships with other members of staff outside their department and healthier relationships with students.
- h) To make Continued Professional Development available to all teachers raises self-esteem, competency and improves student outcomes and standards for schools. Certainly it is recommended that schools have a Human Resources Manager or the appropriate personnel to support the aspirations of employees, aide recruitment and administer and record CPD in schools. Continued professional development is important at all career stages and in the same way that every medical and legal practitioner must update and hone their expertise in line with new and changing environments, so too should teachers.

Overall, this research question held a significant amount of value, as the teachers were able to provide direct data on the aspects of their role that they felt would provide purpose and meaning to their working experiences. Therefore, the research suggests that asking teachers directly within schools: 'What has particular significance to you when carrying out your role? What is your ideal experience of wellbeing?' is important to improving wellbeing. Schools can then assess whether they can unpick this and harness it, making it the heart of what they do, as individuals, departments, communities and schools? This was reported as an individual and personal coping mechanism for some teachers and could be utilised to guide and structure new school policies, department initiatives and individual projects within schools.

6.7 Relationships between environmental, communal and personal wellbeing – conclusions

Objective 5: To identify the relationships between environmental wellbeing, communal wellbeing and personal wellbeing

Question 5: To what extent does environmental wellbeing and communal wellbeing contribute to personal wellbeing?

Both environmental and communal wellbeing positively correlated with personal wellbeing, therefore both domains are important factors in maintaining positive experiences of wellbeing. However, environmental wellbeing has a stronger relationship with overall personal wellbeing than communal wellbeing. Therefore environmental wellbeing enables secondary school teachers to feel satisfaction, fulfilment, agency and control; it enhances their experiences of transcendental wellbeing through perhaps improving their experience of and ability to attach meaning and purpose to what they do. Environmental wellbeing is a vehicle towards overall personal wellbeing to a greater extent than communal wellbeing for these teachers. The implications of this for schools that are located within deprived areas or that are materially deprived are significant. Future policy can focus on redressing the balance between schools and ensuring that funding of schools is not a reason for poor experiences of wellbeing and thus student outcomes. Sammons and Day et al (2007) corroborate these conclusions; they also found that the social demographic of a school, will impact the efficacy of its teachers. Schools will need to consider how they can improve environmental wellbeing for teachers or indeed how they can compensate for this within the communal wellbeing domain to ensure that teachers are experiencing healthy work lives.

Thus personal wellbeing comprises strong community ties and working relationships between teachers, departments and managers (communal wellbeing). It involves established systems, access to resources and the structures and systems to disseminate this provision equally (environmental wellbeing). Transcendental wellbeing, the ability to understand and utilise purpose and meaning (consciously or not) in a way that drives, motivates and reinforces long term commitment and resilience, is also a key component of personal wellbeing and together creates a synergy that fortifies each teacher in their role.

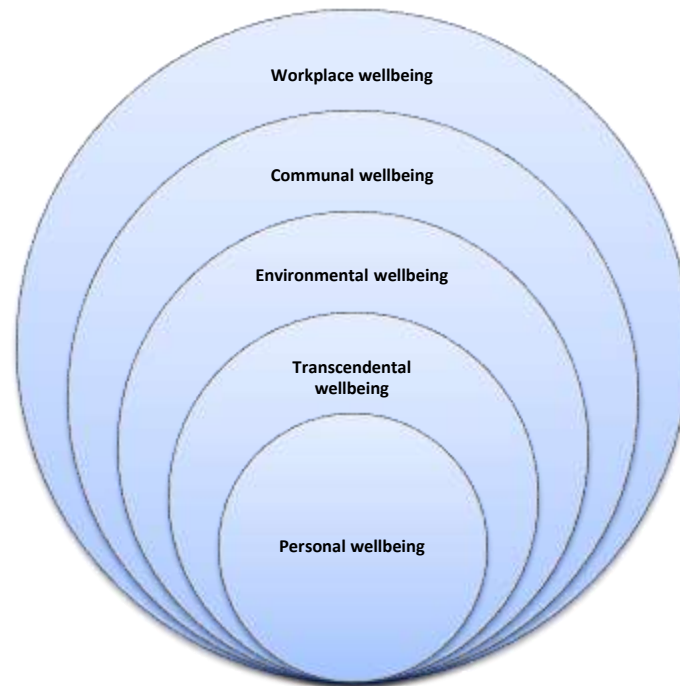


Figure: 6.2: Conclusion: Diagram showing the key elements of personal wellbeing

6.8 Limitations & Strengths

The limitations and strengths will be discussed in this section alongside each other to demonstrate the multifaceted challenges that were encountered within the research process and how these challenges were often both positive and negative. Overcoming the limitations by using rigorous processes to counter them and to reduce their possible negative effects was also an aspect which led to reinforcing the research. It is important to recognise these limits and strengths and to make recommendations for future research.

6.9 A unique time for teachers and teaching profession

This study has presented a set of teacher realities during a poignant time within education (2011/2012) when the teaching profession was in the midst of rapid change, uncertainty and strain. A new coalition government had brought with it a number of policy reforms introduced by Michael Gove (such as changes to Teachers' Pension Scheme, curriculum reform and the removal of prescribed pay scale point ascension). In conjunction with this, the teaching profession was experiencing the lowest rates of teacher recruitment and retention, along with other common professional tensions at the time such as workload, performance related pay and increased pupil numbers (DfE, 2014 and NUT, 2015). As a direct consequence of this particular juncture in time it is possible that the study encountered some limitations as well as some unforeseen benefits which need to be considered. In terms of limitations, the time of which the study took place may have affected teachers in ways that could have been atypical to what secondary teachers generally experience over time (thus the unique climate may have affected their experiences of wellbeing in

a way that could have been different prior to 2010 election). The events occurring at the time of the research could have meant that the results of the study may stand on shaky ground when it comes to temporal validity; would teachers have felt the same way 6, 8 or 10 years ago? Would they feel the same way now? In contrast, perhaps this unique window of time offered an invaluable opportunity to explore the impact of rapid and significant policy change on the wellbeing of teachers. Certainly, it was David Cameron in 2010 who declared that new policy should be preceded by an assessment of how this might impact the wellbeing of the stakeholders involved. Indeed this research was conducted during and after policy reform, and serves as not only cautionary advice or evidence to support the need to apply Cameron's (2010) wellbeing proposals, but also informs us of the possible counterproductive effects that recent reform has had on these particular schools and teachers. Indeed, extensive and rapid reform could be accompanied by transitional wellbeing support / initiatives in order to reduce the negative effects. Additional, longitudinal research within secondary education could explore whether there are direct causal relationships between policy reform and teacher wellbeing over a longer period of time (ideally 3-5 years). Future research can search for patterns in relation to micro and macro events in the immediate and broader context of policy change as well as other influential factors. Uncovering the wider risk factors such as policy change, organisational accountability systems, managerial shifts, cultural / economic change, CPD opportunities, workload, family life etc. can improve and enable the establishment of robust and long-term protective systemic boundaries that can weather the storms of political, social and economic change. The unique time at which this research was conducted therefore is beneficial. The questions raised regarding temporal validity are buttressed by overwhelming evidence that these wellbeing issues are not just unique to this time period; rather, this discussion has been relevant prior to 2010 elections and remain relevant today (Day et al, 2007; Bailey, 2008; Deal & Deal Redman, 2009; Fisher, 2009; Goral, 2010; Morin and Patino, 2010; Philpot, 2015; Kahneman, 2012; McClean, 2015; NUT, 2014; NASWUT, 2015).

6.10 Temporal and External validity

Further, with regards to the temporal validity of this research: whether the findings of a study hold true over time, and external validity: whether the findings of a study hold true in different contexts, are strengths of this research (Robson, 2000). This unique time period of change may also have been beneficial to the research in light of a newly elected Conservative government in May 2015. It is suggested that this research and the recommendations that emerge from it are extremely relevant today and will be in the future. Not only will there be a continuation of the same politics with regard to the educational reform that was introduced in 2010/11 this will most likely manifest within schools in a more permanent and forceful way than before, influencing teaching practice and thus teacher wellbeing. The continued shift towards marketization, privatisation, competition and choice within education is not exclusive to conservative

educational policy and thus this research will continue to be relevant regardless of the changes that will inevitably occur in government. Further, despite the unique time period in which the data were collected, it is likely that environmental, communal and personal tensions were present before this research and will indeed remain after 2015. The conflicts in schools that exist, such as the clash between a focus on measuring the quantifiable (such as assessment data and grades) and/or nurturing the intangible (the community, the transcendental and personal wellbeing of the teacher) are ever-present and most likely already existed albeit to a lesser extent. The results of this research may imply that recent reform has contributed to creating an even higher barrier to managing the wellbeing of secondary teachers. Previous research has raised the issue of wellbeing in the general sense and has indicated that it is an issue that should not be undervalued but to date it has not been given the focus and attention it needs. Therefore further research (and change) is needed during what will continue to be a challenging time for teachers over the next 5 years (Seligman, 1998; Sammons and Day, 2007, Bailey, 2008; Diener, 2008; Bourne and Franco-Santos, 2010; Goral, 2010; Morin and Patino, 2010; Evans, 2011; Kahneman, 2012).

6.11 The target sample

It could be argued that a limitation of the research was the sample. All of secondary school teachers worked within Inner and Outer London schools and although there was a wide range of ethnic backgrounds, ages and levels of experience; due to the different categories (age breakdowns and ethnicity definitions) available within the regional statistics it was difficult to know whether the research sample was completely representative of the general teaching population in Inner and Outer London (for age and ethnicity). We know that from comparison between DfES (2014) data on England as a whole, that the research sample is not untypical with respect to some background characteristics such as the gender ratio (see table 4.2). This does not devalue the research or the validity of the sample. It may have been useful to see if there were variations of wellbeing experience according to locality urban and rural, or differences in social demographic features within England. Sammons and Day et al's (2007) research was able to make distinctions in teachers' efficacy and compare this to whether the school/class cohort was largely Free School Meal (FSM), the socioeconomic background of the teacher could have been analysed and related to wellbeing in this way too. This research stopped short of being able to analyse this particular variable (and others such as type of school, marital status) in a concrete way. Indeed, the smaller sample meant that there were some background variables that could not be tested for comparison. In addition, the decision between whether to approach schools from an organisational level (a top down approach gaining consent first from senior management) or at an individual level, directly approach teachers as independent participants meant that there may have been a compromise with the sample size. This approach may have led to the sample being smaller and perhaps less varied in terms of age groups. However, approaching

schools to gain access to teachers may have led to less honesty in the questionnaires and interviews and also may have meant that schools that were willing to share wellbeing experience with me may have garnered slightly biased and less valid results. The link by association, if teachers did have negative experiences to report, could have been harmful to validity due to fears that anonymity and confidentiality would not be upheld fully. It was important due to the sensitivity of the topic wellbeing that the teachers felt they could be open and honest without ramification and allowing that anonymity and confidentiality was a strength of the research. Overall, the real strength of this sample of teachers was that it was focussed on a small group of Inner and Outer London teachers specifically. They were able to share their experiences in confidence for the purpose of this research about schools in these regions and this alone goes some way into revealing the genuine experiences of secondary and ultimately their views about their experiences. Rich data was collected because of this and the themes (i.e. transcendental wellbeing) and the patterns (the relationship between the environmental and personal wellbeing) that emerged from this research is valuable and can be used to focus and develop future research on these specific areas of teacher wellbeing.

6.12 Access to the secondary teacher sample

Because of this decision to approach teachers independently from their schools, gaining access was initially difficult due to problems in making contact and following up; the demands on their time and the nature of their work hindered this. Because of this, the goal was to gain as many teachers as possible and thus a quota sampling method was not utilised to obtain teachers within different levels of teaching, again this could have placed limits of the research. It would have been beneficial to know the proportion of teachers holding different types of posts, at different levels within the hierarchy of teaching. Gaining access to more Senior Leaders and indeed, Head Teachers would have been an interesting variable to compare experiences and perceptions of wellbeing. Subsequent research could draw from the patterns revealed from my research and explore the three domains of wellbeing in relation to whether a teacher was a classroom teacher, a middle manager / Department Head, an Assistant Head, Deputy Head or a Head Teacher. This would also be beneficial to improving wellbeing for all teaching professionals including those in Senior Management. Further, future research could widen the teacher sample and aim to explore the differences of wellbeing (environmental, communal and personal) perception between roles/levels within secondary schools and ask participants at all levels what they believe are the biggest obstacles to their wellbeing as well as what their ideal conditions of wellbeing would look like and why.

6.13 Sample bias

Because of the sampling method used, it is possible that the participants who volunteered for the

questionnaires and the snowball sample of interviewees collectively may have different interests from those who didn't volunteer to participate in the research. It could be argued that the participants contributed because they may have had their own personal axe to grind. It is always difficult to avoid this with hard to reach samples. However the fact that there was a very wide variation of teacher background characteristic, types of school, and also a presence of positive responses about wellbeing experiences amongst the respondents meant that a high level of bias was avoided. Further, even with the presence of some bias, it does not deem the data collected from the sample void and invalid. On the contrary, if teachers do have an axe to grind at all, then it is relevant to the research of wellbeing and beneficial to give those teachers a voice. This research embraces the subjectivities of the wellbeing experience and at the same time, hopes to objectify it so that it can stand alone and be identified regardless of the personal agendas, subjective and biased views that teachers may or may not have. Certainly what was positive about the study was the feedback from many of the teacher participants who mentioned that the process of completing the questionnaire was cathartic and helped them to evaluate their own working conditions, where it currently stands and how it could be improved. Ethically this has perhaps been beneficial and contributed to the knowledge teachers have, as they can take this realisation forward, into their own schools to develop or maintain existing good practice or improve / introduce substandard or non-existent practices. Indeed, through the interview process, the teachers were keen to discuss and contribute to solutions to enhance teacher experiences of wellbeing, a sign that action research in this field would also be beneficial in the spirit of research development in a self-improving school system.

6.14 Researcher bias

A strength of the research was that the researcher bias was reduced as much as possible within the methods of data collection. They were designed to minimise bias by rigorously checking and re-checking the language and phrasing of the data collection tools (the Likert questionnaire and the interview schedule. Certain words/phrases were eliminated completely, leading questions were removed and the word wellbeing was also taken out of the questionnaires. The Likert questionnaire did not use the term *wellbeing* in any of the main documents / text and questions within the questionnaire. The research avoided using the term wellbeing completely and used topics/statements that affected wellbeing such as "I feel physically safe in my working environment" (see questionnaire in Appendix 2). This would allow the respondent to answer in a more valid way without being influenced by any general preconceived views about the term wellbeing or indeed about their own wellbeing. Any repetition or overuse of the term wellbeing within the actual questions, it is suggested could have been a form of indirect researcher bias and had an overriding, negative impact on the validity of their responses. This was a strength of the research that enabled the

control of researcher bias (Shenton, 2004 and Somekh and Lewin, 2005).

6.15 Mixed Method Approach

Using both quantitative and qualitative methods for this research was a significant strength of the research and was advantageous to fully answering the research questions. The strength of this approach lay in what could be uncovered from using this combination of methods (Likert questionnaires and semi-structured interviews). The quantitative data established and explored the objective realities of wellbeing and enabled the confirmation and illumination of expected and unforeseen patterns and relationships based on characteristics such as gender, age and experience. These patterns were thought-provoking and stimulated much of the debate in the subsequent interviews and Discussion Chapter (i.e. the relationship between gender and stress, the patterns between gender groups and work-life balance, or the relationship between age and workload or experience and trust and commitment). Further, the Likert questionnaire enabled immense coverage of topics and themes that could then be analysed in depth, condensed and discussed further. In combination with the questionnaire method, the use of the semi-structured interview method facilitated revealing teacher perceptions that provided contextual depth to themes and topics in interesting ways. Surprisingly, the teacher interviews enabled some very candid and illuminating responses; subjective realities that only these teachers could share. What were established from the second method were teachers' perceptions about what constitutes wellbeing at work as well as their views about their own wellbeing (why they thought it was healthy or what they thought needed improvement and why) (Layard, 2007). Teachers hold valuable knowledge about what they need and what works well for them in their schools to promote health and efficacy; using these methods and subsequently obtaining this data is particularly valuable for that reason. Allowing an open platform for the six teachers to discuss their experiences and opinions added richness to the data set.

The mixed methods approach was an also real strength of this research because it enabled the emergence of transcendental wellbeing (the purpose and meaning ascribed to the work teachers do). This element of teacher wellbeing would not have been identified and subsequently analysed without taking this pluralistic approach and using this combination of methods. This component of wellbeing, the transcendental, is crucial to creating and sustaining healthy and resilient secondary school teachers in Inner and Outer London and this is an area that has not been researched previously. Therefore the mixed method approach was crucial to addressing the gap within existing literature. I believed that both the subjective and objective realities of wellbeing are so interconnected that they cannot truly be captured without using both qualitative and quantitative data collection methods. As Pring (2000) argues, the objective reality and the subjective experience hold equal value when trying to understand the real life and the world (2000: 45). We would not

be able to fully understand teacher wellbeing without this combination of methods. For example, the relationship between environmental wellbeing (the more tangible aspects of wellbeing that could be objectively measured) and transcendental wellbeing (the often intangible aspect of wellbeing - only accessible in the deeper sense through teacher dialogue and elaboration) were revealed because of this mixed methods approach. These patterns and connections existed in 'the gap' between the two data sets that when analysed together allowed an interaction between all three domains (environmental, communal and personal) and revealed a fourth sub component, transcendental wellbeing that was an intrinsic part of personal wellbeing (Pring, 2000).

What are also crucial to highlight, are the complexities discovered within the transcendental sub-domain (found in personal wellbeing). These complexities create fertile ground from which to develop this research. The differences between individual and very personal frameworks that teachers create subsequently require very individual routes to fulfilment of wellbeing. As we have seen from the data in Chapter 4, some teachers are able to reframe and create new meaning to their work in a way that suits /satisfies them. The transcendental wellbeing experience is not as clear and straightforward; it depends upon a teacher's ability to rationalise those very personal needs, harness the reasons (meaning) they ascribe to their role and reframe their own sense of purpose in order to guide work, meet their personal and professional goals and subsequently experience positive transcendental wellbeing. Figure 6.3 presents the new framework developed in this research with the emergent transcendental sub-domain included.



Figure: 6.3: Framework for Workplace Wellbeing (Ekwulugo, 2015)

6.16 Recommendations

6.16.1 Policy and Practice Implications and Recommendations

The next part of this chapter will synthesise the conclusions and make suggestions for future policy and practice. It is suggested that the experiences of environmental wellbeing (physical space, resources, time, information, facilities, support, working styles), communal wellbeing (collaboration, communication, understanding, trust, relationships, systems) and concurrently therefore, personal wellbeing (agency, control, work-life balance, resilience, satisfaction, fulfilment, motivation, commitment) can be underpinned through the development of two areas; the continued professionalization of teaching which may fortify the agency and control that teachers have over their work, their working conditions and their career trajectories and the management of wellbeing (assigning responsibility) which could elevate the position of wellbeing, clarify its components and establish both accountability and support for teachers and education managers. Personal wellbeing was fundamentally strengthened through transcendental wellbeing and the conscious or unconscious experience of it. Transcendental wellbeing, it is suggested, is a significant aspect of workplace wellbeing that cannot be overlooked. Transcendental wellbeing and the nurturing of it could resolve many of the concerns that secondary teachers face through the harnessing of individual strengths, talents, interest and passions, clarifying purpose and meaning behind every initiative and creating a people centric / teacher centric wellbeing policy in every school that is preventative whilst curative.

Policy

In 2010, **David Cameron stated his intention to put wellbeing firmly on the Coalition government's agenda**, by promising to screen new policy against the potential impact upon national wellbeing. He launched the National Wellbeing Programme to measure progress as a nation which includes domains concerning economic factors but also subjectively looking at quality of life and how we feel about our lives and whether they are improving (Cameron, 2010). New Conservative government policy on wellbeing in 2016 has not been at the forefront of political discourse but research commissioned by them continues. Subsequently, there has been little evidence of the policy changes that David Cameron discussed in 2010. As I highlighted in Chapter 2, when this research was in its first phase, wellbeing was discussed overtly by political leaders and there was recognition that the human resource was just as important as other economic related measures that impact the growth and development. David Cameron claimed that the by introducing the National Wellbeing Programme, a national debate about what really matters to people can begin and we can use this research data to work out the most effective ways of improving people's wellbeing (Cameron, 2010). In 2016 the discussions and the outcomes have been difficult to source. In the

context of secondary education under the leadership of Michael Gove and now Nicky Morgan, policy has done little to focus on or prioritise teacher wellbeing. Nicky Morgan has begun to initiate work in to student mental health and this is a positive step forward for students' wellbeing (Devon, 2016). It is suggested in light of my research data and others in the field of teacher wellbeing that policy works towards nurturing the human resource, teachers via direct policy. If the environmental, communal and personal / transcendental wellbeing of teachers had been considered over the past 6 years and head teachers were supported in managing wellbeing to the same extent as meeting student attainment targets the landscape of teacher recruitment and retention may be slightly different today. As David Cameron contended in his 2010 speech:

"Every day, ministers, officials, people working throughout the public sector make decisions

that affect people's lives, and this is about helping to make sure those government decisions

on policy and spending are made in a balanced way, taking account of what really matters".

I've said before that I want every decision we take to be judged on whether it makes our country

more or less family-friendly, and this new focus on wellbeing I believe will be an important

part of that" (Cameron, 2010)

Yet the experiences of some of the teachers in my research data demonstrated the opposite of this; poor work-life balance, lack of family time, stress, low commitment and inadequate community ties. To date, although there is evidence of the continued research in to national wellbeing by The Office of National Statistics and the Social Impacts Task Force from 2010 to 2013 (GOV.UK, 2014), policy has not been implemented with teacher wellbeing as a priority. There have been no direct or public recognition by the government to of wellbeing issues experienced by secondary teachers, which begs the question what policy changes have been made in reality in order to improve the quality of life for UK citizens generally? It is important for the current policy to reflect the ideas and to put in to practise the words voiced by David Cameron in 2010. Indeed, he highlighted the key issue raised within my research "having the purpose of a job is as important to the soul as it is to the bank balance... People have a real yearning to belong to something bigger than themselves" (Cameron, 2010). The transcendental nature of wellbeing exists for everyone and as recognised by Cameron, it is not enough to focus on data, student grades and league tables. What matters is giving teachers deeper purpose, meaning and thus drive to succeed personally and professionally in a dynamic setting; the results of student success, it is argued, will then follow.

6.16.2 The professionalization of teaching

From a policy level, it has been evident that when it comes to wellbeing, the teaching profession could benefit from further professionalization. This means that the conduct, aims and qualities that characterise the teaching profession could be more clearly defined. It also involves an acknowledgment of the deep personal commitment required to fulfil the teaching role through developing expertise and specialised knowledge, not only about pedagogy but also about work-life in preparation for healthy teaching life. As a profession, this should all be executed in a sustainable and solution driven way (Ellis and McNicholl, 2015). Indeed, the evidence from this study suggests that a recognised, overarching network that can embody these aspects of professionalization within teaching and support teachers and schools to have more control and autonomy over their work lives could enable progress for positive experiences of wellbeing. Aiding change such as gaining more clarity of teachers' role specifications, job expectations and professional working conditions in a more uniform way across all types of schools is just one way in which professionalization could contribute to this. Indeed, a cohesive consortia which comprises a culmination of strong partnerships and networks between teacher training schools and university based educators that formally endorses a set of recommendations that supports, guides, protects, trains, educates, and sustains teachers (environmentally, communally and personally) from the initial teacher training phase continuously, all the way through to the retirement phase would be beneficial. It is suggested that in particular, this consortia provides training and development for experienced and older teachers who would like to progress with their careers and in the case that they do not want to retire in teaching are provided consultation regarding other professional avenues they can move to. The practical implications of this would be that national resources may need to be drawn together; and all bodies within education (Higher Education, primary and secondary education, teaching unions etc.) would need to collaborate. Whether this would be a funded body, a free service or a paid provision with regional divisions would need further discussion and research into plausibility. Nevertheless, Teachers reported that many environmental and communal factors (such as the ability to take breaks, to use their lunch times to eat lunch, to have access to information and resources, to be consulted, to utilise a stable work-space and the level of monitoring that they underwent) were all negatively experienced when it came to their wellbeing. Despite attempts to address some of these issues; Working Time Regulations (1988), DFE Teachers Workload Survey (2013), Workload Challenge (2014), Investors in People initiatives, evidence from studies such as this one and the VITAE Study, Day et al 2007 show that teachers are not able to access the wellbeing support that they need to carry out their roles effectively. It is suggested by the data that the professionalization of teaching may play a role in securing the wellbeing of teachers.

Ultimately, this research implied that positive experiences of wellbeing were dependent on this type of professional validation, provision, support, self-regulation, consultancy, collaboration, community, shared values, agency and control as teachers and professionals. Policy reform may improve this by supporting this move towards the professionalisation of teaching and teachers as a professional group becoming more independent rather than merely being marketised / privatised. Government action could focus on how to support schools, universities and teachers in achieving all of this; which is a challenge but perhaps a necessary one. Empowering Head Teachers and teachers in this process and giving them ownership in their own development and control in the destiny of the profession as a whole could be an effective way of improving wellbeing.

6.16.3 Managing wellbeing & sharing responsibility

Overall, it must be noted that all employers have a common law duty of care to their employees. Although that duty is not defined by legislation it is upheld by decades of precedents determined by the courts. However, teaching has raised some complex issues that can be very specific to schools, to teaching as a profession and to individual teachers and what further compounds this issue is that there are no legal requirements specific to the management of wellbeing. The Health and Safety Executive (HSE) has offered guidance on standards for employers in the management of stress, therefore schools need to be held accountable to a degree (Macdonald, 2009). Therefore further work is required to explore the variations and different practices in school management of wellbeing nationally and internationally in order to acquire knowledge of broader wellbeing strategies and to develop an understanding of how to implement lasting change effectively.

The research raised opposing arguments about how and why wellbeing should be managed an area that needs further discussion and research. It was suggested from the data that it is not possible nor is it morally or ethically right to allocate the full responsibility of wellbeing on the modern-day secondary school teacher. Indeed, accepting that teaching today is now a multidimensional role, now involving daily pastoral outcomes is important to address and perhaps there should be provisions that should be available for teachers secondary schools. Teaching today requires much more emotionally demanding work that necessitates higher levels of emotional intelligence and emotional robustness on a daily basis. It would be interesting to compare the effectivity of teachers and student attainment outcomes in schools with emotionally demanding work/settings with those in less emotionally challenging settings to explore how

teachers can be supported and perhaps trained to cope and recover quickly from highly emotional work. Some schools have invested in training on mindfulness meditation, Yoga, mentoring, counselling, coaching and life skills programmes to enable inter departmental support and teacher networks within school communities. Further research might explore the effectiveness of such initiatives and schools may implement this into restorative practices to resolve wellbeing issues.

Although it is accepted that Head teachers need to lead the way taking a supportive and creative approach to their strategies for wellbeing policy, it has been suggested that to depend on schools, Senior Leadership Teams to assign responsibility for wellbeing, delegate, monitor and proactively attend to these issues effectively may also be naïve (Deal and Deal Redman, 2008). Some would perceive this as a profound burden of responsibility on school management teams. Certainly, it would also be naïve to ignore the predicaments that Head Teachers are faced with; multiple conflicts of interest and many dealing with challenging circumstances regarding their own wellbeing. Further empirical research needs to be carried out to explore and trial different structures and systems that can proactively spread the responsibility between all parties. Dr Martin Seligman's research has already demonstrated the plausibility of large scale implementation. Seligman introduced wellbeing-education within schools in the United States to tackle the growing levels of depression of students. As a proactive measure, students were taught skills of achievement as well as skills of wellbeing (1998). Again, Seligman's work with the United States Army Comprehensive Soldier Fitness Programme, established the plausibility of large-scale implementation of wellbeing practice that can be disseminated successfully and causing long-term change. The process of managing wellbeing in UK schools so that the management of it is real, effective and proactive needs to be divided between the government, Local Authorities, governors, schools, Head Teachers, Senior Management, Middle Managers and then teachers. Indeed a reasonable approach to tackle this issue would be to provide wellbeing training for all Head teachers, leadership teams and middle managers to support the delegation process. A key policy priority should therefore be to plan for long-term change and in doing so, to focus on wellness rather than reactively engaging in damage control once problems have arisen. Indeed, initial action based research to implement programmes such as this and the longitudinal evaluation of their impact on teacher wellbeing, efficacy and student outcomes would certainly highlight new ways forward.

It is therefore equally essential that policy and the wider education system can also adapt and meet the new infrastructural demands that are required to support teachers in these changing times. Thus it is suggested that in the same way that there are systems to assess and support teachers with regard to

pedagogy (teaching and learning) performance in the classroom, there needs to be new whole-school systems for professional development, personal development and emotional support. These new systems should be established within schools to ensure that teachers are able to release emotional tensions and stresses on a safe and objective platform. Indeed within the field of Psychotherapy professional practice, having regular one-to-one supervision, in the form of therapy and counselling is a mandatory part of psychologist's professional sustenance and development and in a very similar way; teachers' wellbeing can be protected and nurtured through regular methods appropriate to their needs. Indeed, some of the emotion work required for some teachers in some schools is often just as challenging as that of a therapist. Supervision, coaching or mentoring of some form throughout a teacher's career would be useful practice to ensure that teachers are protected from effects such as the emotional fatigue with challenging students or events. Managing wellbeing by establishing policy driven whole-school systems that support schools to implement wellbeing policies and appoint coordinators and personnel that are responsible for building support networks, allocating resources and securing annual budgets for the health of staff are important.

6.17 Filling the Research Gap:

6.17.1 Transcendental Wellbeing

My research has provided a unique contribution to the field of wellbeing education in two distinct ways:

- I have developed the term wellbeing in a significant and thought-provoking way.

In my research, wellbeing is the satisfactory state of an individual's physical safety, mental health, professional development and personal welfare within three domains of: environment, community and personal conditions within the workplace. It is facilitated through the systems and structures within the workplace that stimulate deliberate personal and professional progress of an employee. This term has not been contextualised in a focussed and isolated way. Secondary teachers' health matter and schools, governors, policy makers have a duty of care to protect their human resource for its own sake. The moral and ethical duty that exists to recognise wellbeing of teachers and thus continue the discourse that exists is more pressing today than it has been previously.

- I have developed a framework of which to measure wellbeing.

This new framework comprises environmental, communal, transcendental and personal domains that can be measured both quantitatively and qualitatively. I have confirmed and expanded upon the work of Fisher, (1998), Seligman (1998), Sammons and Day (2007) and Deal and Deal Redman (2009) by creating a robust model of which to assess the wellbeing of teachers in Western educational, professional contexts using mixed methods.

- I have uncovered a new and significant component of wellbeing; the transcendental.

The transcendental aspect of wellbeing is the part of a teacher's wellbeing that provides meaning and purpose to their work. This meaning and purpose is formed based on individual values and belief systems and this motivates goal driven action through challenge enabling a condition of teacher resilience to perform within dynamic settings. This aspect of wellbeing enabled teachers to continue to commit to their roles, duties and responsibilities as teachers, despite the challenges.

This section will discuss the implications and importance of these contributions together as they are inextricably linked; developing the concept wellbeing and understanding exactly what it is enabled the building of a clear framework of which to measure it in this specific professional context. In the measurement of wellbeing the significance of the transcendental emerged as an undeniable element of secondary teachers' experience of wellbeing.

Having developed the term wellbeing, what emerged overall from the three domains (environmental, communal and personal) and what culminated clearly throughout the discussions and forming of conclusions was that overall wellbeing, otherwise referred to as personal wellbeing was inextricably linked to a transcendental experience of wellbeing. Transcendental wellbeing emerged as the purpose and the meaning that teachers attributed to their work, unlike Fisher, Francis and Johnson (2002) whose version of transcendental incorporates matters of religion, spirituality and the soul. The data revealed instead a presence of psychological capital that teachers possessed which was a very individual framework, unique to their own personalities, experiences and backgrounds that underpinned their work, their reasons for undertaking their work and their resilience and commitment to seeing it through (Bin et al, 2014). The transcendental was the deeper reason, beyond earning a living that enabled them to continue to commit to their roles, duties and responsibilities as teachers, despite the challenges.

The implications of this are crucial because of the current climate within the profession of teaching and in

particular secondary school teaching that is experiencing high levels of stress and burn out and low levels of teacher retention and recruitment. Can this new knowledge contribute towards forming the way we train and develop teachers and the way we run and manage schools? Can validating transcendental influence the decisions that are made at policy level? The analysis of the evidence from this study suggests that wellbeing (and in particular the transcendental component of wellbeing) is greatly affected by the diversification of the secondary teacher role crossing over into other professional realms. Teaching is fast requiring a much more holistic approach to mind (intellectual), body (physical) and soul (social, moral, cultural, ethical values) teacher education. Indeed, the recent policy changes within the curriculum now require schools to educate students about British values, and The Common Good of British society. Although not explicitly articulated in this way, teachers, it seems are now responsible for educating students on the transcendental realms of life through PSE, Citizenship, the Common Good and British Values. Indeed, it is often part of a teacher's role to counsel, motivate and inspire students, to help them to make sense of life, work and relationships. Therefore striving to understand what inspires people, what procures reverence, awe, meaning and purpose is important to the success of teachers. This has deeper psychological implications for teachers and their wellbeing; implications that on the one hand can be extremely fulfilling whilst at the same time can put the teacher at risk spiritually and emotionally.

Consequently, new ways of managing and leading teachers by harnessing the elements that can create deeper fulfilment is the area that schools could assess in order to resolve some of the issues within schools such as teacher retention. This need for purpose and meaning is at the core of all human experience and is not exclusive to those who believe in God. Thus, it is important for managers to ask the question; what motivates and inspires teachers? It is also important to teach teachers to understand the value of harnessing this part of their wellbeing and using it to guide them to ascribe meaning to their work.

This research provides new solutions to enduring problems within secondary teaching. My conclusions reveal knowledge of the role and the potential power of transcendental wellbeing in the professional working environment. Because of this new understanding about what drives teachers in their working lives, it is suggested that schools can utilise this knowledge to implement new school cultures, philosophies and practices that prevent burnout, stress and negative experiences of wellbeing. To achieve this, discussion needs to clarify individual and community belief systems and goals and apply them to the foundations of teachers' work to enrich the quality of teachers' experience. Ultimately, my research has revealed a need to promote and challenge teachers' ideas about what drives them, what holds purpose and meaning in their work and what enables them to be creative, passionate, and to contribute and help others in spite of

challenges. Schools can also utilise this knowledge to prevent poor experiences of wellbeing and to design their own intervention programmes to support teachers already engulfed in a cycle of poor mental health and damaging working practices. Further research to explore the meaning that teachers attach to their work, the values that teachers have that inform their work and sustain their commitment should now be conducted to support this transition in schools.

The data suggests that transcendental wellbeing is an essential part of workplace wellbeing and is a crucial personal resource that sustains teachers in the workplace. It can also be used as psychological armour that can be called upon when communal and environmental wellbeing fall short. Having a feeling of meaning, optimism, resiliency, and self-efficacy is essential. Thus it is important to build upon the transcendental aspects of teachers' wellbeing experience.

The transcendental experience of wellbeing is evident in the research data and although the term may be curious or seem abstract it is important that schools do not shy away from it. If needed, schools should develop their own language for all domains of wellbeing. It is important that the wellbeing dialogue makes sense to teachers, that they are comfortable with it and this can be different across different schools. Indeed, Sammons and Day et al (2007) refer to the transcendental elements of a teacher's professional experience as commitment, whilst Pink (2009) calls it intrinsic motivation and purpose, Redman and Deal-Redman (2009) call it soul, Barrow (1980) calls it fulfilment and Woodman (2009) calls it emotion. It is suggested that through education and awareness of the transcendental aspects of working life, through acknowledging its inclusive and universal nature, teachers can begin to apply it to their vocation in a conscious and powerful way. This research suggests that the transcendental is underpinned by a sense or meaning and purpose that guides and influences how they relate to their community and their environment, it informs what they do at work and how they do it, it reinforces and fortifies motivation, commitment, fulfilment, satisfaction and concurrently their overall experience of personal workplace wellbeing.

Wellbeing is the satisfactory state of an individual's physical safety, mental health, professional development and personal welfare within three domains of: environment, community and personal conditions within the workplace. Teachers' perceptions of their own wellbeing has been studied and a frame has been established that presents the experiences of teachers in a contemporary, London, UK context and unpicks those experiences, so that educational leaders are in a better position to begin to discuss how to take steps to improve wellbeing. It is important to establish what is within our range to effect, improve and create change. How do we regulate behaviours of management and teachers? How can we intervene now to make change? Where do we need to intervene? What further knowledge do we

need to gain and from whom? What can be created for the future, for the new generation of teachers so that they are equipped for the often challenging landscape of self-managed / privatised, free schools and academies? How can we ensure that wellbeing does not impact the effectivity of teachers and schools? Where does the responsibility lie to ensure teachers wellbeing? How can we evaluate teachers' perceptions of accountability and responsibility of wellbeing for teachers? How may greater agency of the teacher profession impact wellbeing? This research has gone some way towards answering all of these questions and the final section of this Conclusion Chapter will draw together the practical applications of all of the recommendations that have been made.

6.17.2 Wellbeing and Performance Meeting / Model

It is suggested that the Wellbeing Performance Model or an equivalent is carried out in schools (see Figure 6.4). Within this model, all staff are encouraged to participate in a Wellbeing and Performance Meeting which could be held at least twice a term. The all-staff participation approach takes into account that everyone has a unique insight which can contribute in advancing Environmental, Communal, Transcendental and Personal (ECTP) wellbeing. The emphasis should be on getting all teachers to attain a condition of wellbeing which they aspire to achieve. A Wellbeing and Performance meeting held twice a term allows for enough collaboration, discussion and planning in the year to monitor trends, implement corrective actions and action prevention and enhancement measures so that the benefits are manifested.

6.18 Wellbeing Performance Model Steps

1. Within this model, all staff (irrespective of seniority) undertakes wellbeing training. Where possible, this training is taken soon after a new teacher is employed (regardless of experience or previous roles) and regular update training sessions to keep them abreast of new developments.
2. The red lines show the flow of feedback to and from the meetings. This comprises the information gathering required prior to meetings and the dissemination of findings after forums or sessions are over.
3. The black lines show the typical reporting lines within schools between teachers, middle managers [which includes, line managers and department heads], the Senior Management Team and the Head Teacher. In the day-to-day running of the school there may be instances where communication may skip a level without going through each level sequentially. However, for the purpose of the 'wellbeing and performance' diagram the flow of communication flows upward from the teachers to the head teacher.

Likewise communication should flow downward, level- by-level from the head teacher to teacher.

4. The Head Teacher is made aware of any issues that cannot be managed internally by the teachers and the middle management team [includes department heads and line managers]. In such cases the head teacher may be asked to give additional support, advice and resources to help resolve and bring about improvements.

5. An SLT coordinator can be assigned to ascertain a panoramic view and spot trends. This coordinator will also have a good understanding of the teachers, skills and resources that can be linked together in order to solve a problem and to strategically plan for the betterment of the school. In this regard, the SLT coordinator can help the implementing measures and issues identified by teachers.

6. This model proposes that teachers play an active part in developing wellbeing.

Before another Wellbeing and Performance Meeting is held, it is important that the Middle Manager/ Department Head ask, 'what steps have I taken to advance wellbeing?' Likewise, teachers need to also ask what steps they have taken to progress in their own wellbeing, especially when certain aspects of their work welfare lie within their control. The diagram / flow chart depicts a typical reporting line and therefore using this structure, wellbeing management can be applied using this chain of expertise.

Figure 6.4 Chart showing the course of feedback from the bi-termly wellbeing meetings

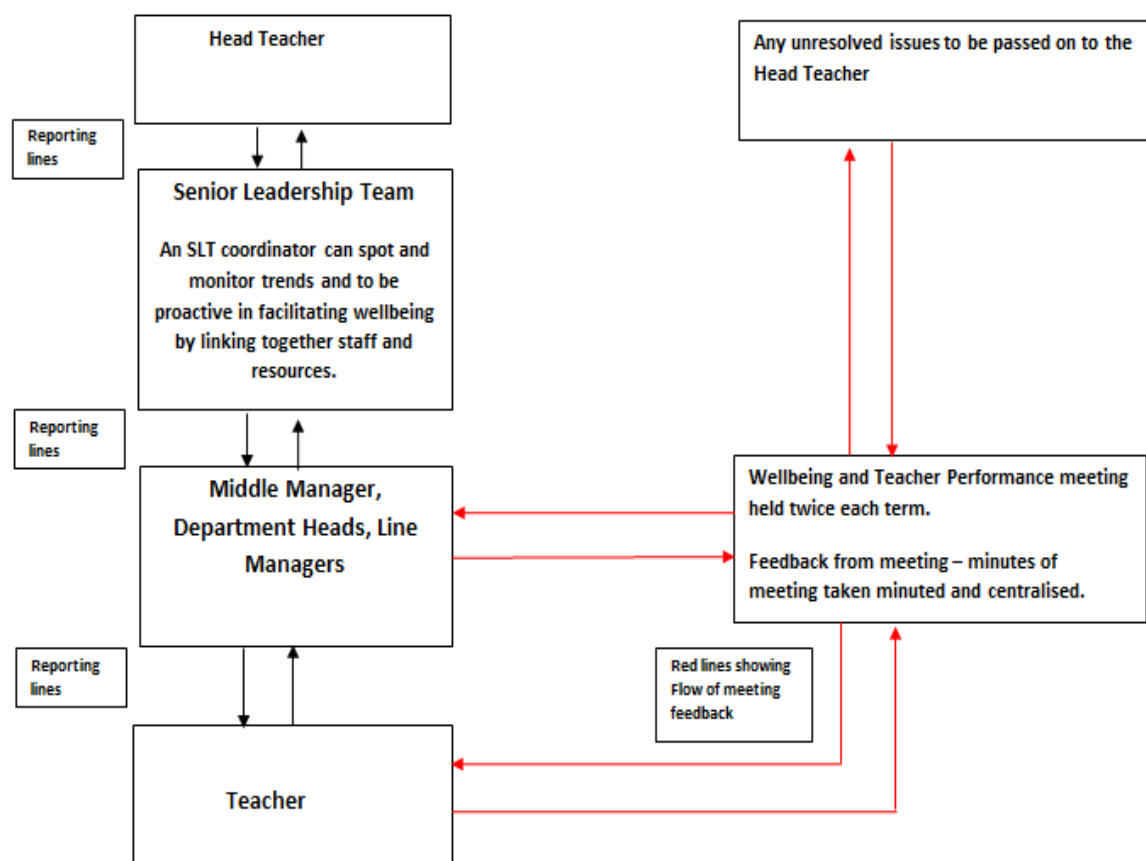


Figure 6.5: Table showing example categories of preventative measures to be discussed in a Wellbeing and Teacher Performance meeting forum

Prevention and Enhancement (examples of categories of preventative and enhancement measures)	
Staff sharing ideas on ECTP Wellbeing:	All staff are encouraged to share ideas on how Environmental, Communal, Personal and Transcendental factors can be enhanced and developed in the Wellbeing and Teacher Performance meeting /forum. The forum will include creating opportunities to share knowledge and good practice.
Wellbeing Culture:	This also means creating a culture where wellbeing is at the forefront rather than an afterthought.
Training:	all teaching staff including the Deputy Head and Head Teacher to undergo wellbeing training programmes. In recent studies and according to the research, many head teachers are retiring early due to work pressures and a high number of newly qualified teachers leave the profession within 5 years. The implementation of wellbeing training programmes should therefore be undertaken by all staff in an attempt to reverse the negative trend and minimise work distress and excessive work pressure which ultimately lead to poor wellbeing and poorer educational attainment for pupils.
Relationships:	building up relationships and trust among staff. Ultimately this should result in developing good will, support and benevolence between colleagues, increasing work synergy and academic attainment for pupils.
Threshold awareness:	encouraging teachers to be aware of their individual thresholds and tolerances. This includes tolerances in workload, work-rate and managing priorities and deadlines and discussing this with their line manager or department head. This will also include the line manager or department head asking the right questions to ensure that the teacher is working within thresholds that does not deplete their wellbeing. The issues that need to be addressed are as follows: The line manager should ask: (1) if the work/issue/problem to be completed/faced by the teacher is generally 'urgent' or important and find a way forward making sure the teacher is making the correct assessment in this regard. (2) how the teacher is managing work priorities, (3) invite the teacher to comment about life-work balance if they wish to do so (or do so in private), (4) look into the possibility of developing any transcendental aspects which is mentioned in the section immediately below.
Transcendental/ developing aspiration:	to expand on point 5 above that is, looking into the possibility of developing the transcendental (purpose, meaning and aspiration) aspects of wellbeing, the line manager may ask: (5a), How would you like to develop your role so that it allows you to enjoy it more?' The purpose of this is to explore opportunities for the teacher to develop a solid foundation or motivation for continuing in the profession and in their job role. This in turn will serve as an anchor and form of strength to keep the teacher focused and contented during arduous and demanding work challenges.
The donation and sharing of skills, time and resources:	to minimise workload for teachers. This can be considered as a voluntary bank where teachers can donate time, skill and resource to other colleagues to alleviate work pressure and exertion. Colleagues can therefore contribute to the wellbeing of others in a practical and tangible ways.

6.19 Prevention and Enhancement

The identified preventative and enhancement points for discussion are designed to avoid 'firefighting' and work related distress which leads to poor wellbeing. These actions may include areas that facilitate smoother operation or measures that add (significant) value and boost the educational outcomes of pupils. The prevention and enhancement involves strategic action which can be based on lesson learnt from previous academic reviews and academic sessions.

6.20 Cure or Curative measures

The identified 'curative points of action' should deal with work distress and difficulties that are inevitably lead to poor wellbeing which have already manifested. These are matters which impact negatively on ECPW. This assumes these situations could not have been anticipated. Where possible curative measures could be adopted as preventative measures in the future.

6.21 The overall significance of the study

Teacher wellbeing influences teacher efficacy and thus may significantly impact pupil attainment. The educational attainment of an individual, impacts on his or her ability to compete for economic and job opportunities in the local, national and global marketplace. Generally, but not in every case, pupils with a stronger educational background have higher earning potential throughout their career. Such individuals can impact the national economy more qualitatively by using their knowledge and skills to add greater value, which results in bringing wealth to a nation. This wealth can be measured in the form of **Gross Domestic Product** [GDP]. A nation is more competitive and economically robust when a sound level of education has been imparted to pupils. Not only does education act as a vehicle for wealth creation but education also serves as a social equaliser and can be used to instil values in pupils to bring about a healthy and civilised society. Consequently, there is a direct link between receiving a good education and being able to '**add value**' to the society and economy.

It is evident that education is key for society to progress and develop. As a result, any factors impeding or retarding educational outcomes must be identified and ideally stopped. This is why the study is so significant. If the wellbeing of teachers can affect educational outcomes and in turn the prospects of pupils after they leave school then **it is critically important that we understand wellbeing in all its facets** to ensure the afore mentioned benefits of education are attained through eradicating poor wellbeing in the workplace communal, environmental, transcendental and personal environments.

6.22 Conclusion

Educational environments have many parameters which must be managed to ensure a good level of wellbeing. However, the research generally showed there were no prominent trends giving clear structures and processes for managing wellbeing within the school systems that were researched. Instead, the research revealed a more ad-hoc and patchwork approach for managing wellbeing. This lack of structure and process has provided an open gateway to a multitude of problems and challenges when managing wellbeing in today's schools. Simultaneously it revealed a gaping opportunity for innovation and change. Indeed, the research indicated through teacher testimony, strong relationships between healthier conditions of wellbeing and teacher health, creativity and flourishing. It also highlighted links to enhanced efficacy, productivity and quality of teaching and learning. Therefore one would postulate that wellbeing should be well coordinated in order to produce excellent outcomes for both teachers and pupils and thus improve the performance of schools nationwide. In order for many schools to fulfil their duty of care to their employees and to consistently operate in the upper echelons of quality and performance it is critical that structures and processes are put in place to adequately manage teacher wellbeing. This will require a new education and training for teachers and active coordination of consistent delivery by appointed staff. These designated staff will oversee the processes and procedures required for the advancement of wellbeing in schools. This conclusion aims to **formulate permanent solutions and initiate the continued discussion and development of teacher wellbeing in schools for the future.**

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APPENDICES

Appendix 1: COVER LETTER

Dear teacher,

I would like to introduce myself as Viv Ekwulugo, a researcher at the Education Department, Brunel University.

We are currently undertaking a medium scale research project in the UK that aims to explore secondary teachers' views about their wellbeing within their place of work.

If you are (or have recently been) a secondary school teacher, please take the time to fill in this 5-10 minute questionnaire.

All submissions are completely anonymous. The system is such that respondents can never be electronically traced.

It is intended that the results of this study will be published internationally within the field of professional educational research, and inform future governmental policy within England and Wales.

If you would like further information about this project feel free to contact me by email and I will be pleased to help.

Please read each of the statements carefully and choose ONE response per question.

Thank you for your participation.

To fill out the form [Teachers' Wellbeing in Secondary Education](#), visit:

<https://docs.google.com/spreadsheet/viewform?formkey=dDc5bDM3U2ZMZTdtM0phYXpFTjh3V0E6MQ>

Vivienne Ekwulugo
Researcher
Education Department
Brunel University
Kingston Lane
Uxbridge
UB8 3PH
vivienne.ekwulugo@brunel.ac.uk

APPENDIX 2 Questionnaire

PERCEPTIONS OF WELLBEING IN EDUCATION

RESEARCH QUESTIONNAIRE



Ms Vivienne Ekwulugo
Researcher
Brunel University
School of Sport and Education
Kingston Lane
Uxbridge Middlesex
UB8 3PH
Email: Vivienne.Ekwulugo@brunel.ac.uk

ALL ANSWERS WILL BE TREATED WITH COMPLETE CONFIDENTIALITY AND ANONIMITY; YOUR IDENTITY IS NOT REQUIRED. ANSWERS WILL NOT BE PASSED ON TO OTHER PARTIES UNDER ANY CIRCUMSTANCES

SECTION A

This section measures your feelings about wellbeing in relation to environmental conditions; how your physical surroundings and access to resources affect how you feel about your wellbeing. There are a number of

statements with a set of possible responses listed below.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Please read each of the statements carefully and **circle** the best response considering your feelings within the situation and environment of your school/college/university. Please try to reflect over the past year, in relation to your current/recent role. Please circle only **one response** per statement and answer all the questions.

A-/ ENVIRONMENT

1. Conditions	Statements	Please Circle				
		Strongly Disagree =1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5
	I enjoy working with children/young people/undergrads	1	2	3	4	5
	I feel physically safe within my working environment	1	2	3	4	5
	My working environment is aesthetically pleasing	1	2	3	4	5
	I have a stress free journey to work	1	2	3	4	5
	I have a stress free journey home	1	2	3	4	5
	I have regular access to a comfortable work space/office/classroom	1	2	3	4	5
	The food available at work is nutritious	1	2	3	4	5
	The food available at work is enjoyable	1	2	3	4	5
	I am able to take breaks during the day when I need them	1	2	3	4	5
	I am able to use my lunchtimes as free time for myself	1	2	3	4	5
	I am comfortable with the level of monitoring that I undergo	1	2	3	4	5

2. Resources	Statements	Please Circle				
		Strongly Disagree =1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5
	All of the resources I need are available to me at work	1	2	3	4	5
	I have easy access to resources and facilities to carry out my teaching duties	1	2	3	4	5
	The students have all the resources they need to achieve	1	2	3	4	5
	Students make good use of the facilities available to them	1	2	3	4	5
	I have the support from other departmental staff when I need it	1	2	3	4	5
	I have the support of administration staff when I need it	1	2	3	4	5
	Relevant information about students are easily accessible to staff	1	2	3	4	5
	If I get things wrong I receive an appropriate constructive response from my line manager	1	2	3	4	5
	If I get things wrong I feel supported by my superiors	1	2	3	4	5

B-/ COMMUNAL

SECTION B

This section measures your feelings about wellbeing in relation to your professional community and the relationships within the working environment. There are a number of general statements with a set of possible responses listed below. Please answer all questions.

Community	Statements	Please Circle				
		Strongly Disagree =1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5
	I enjoy working in a team	1	2	3	4	5
	I enjoy working with the people within my department	1	2	3	4	5
	I feel that I am fully able to support my colleagues	1	2	3	4	5
	I feel that my opinions are valued by my colleagues	1	2	3	4	5
	I feel that my opinions are valued by Senior Management	1	2	3	4	5

I feel that my work is valued by my colleagues	1	2	3	4	5
I feel that my work is valued by Senior Management	1	2	3	4	5
I voluntarily contribute to extra-curricular duties	1	2	3	4	5
I contribute to extra-curricular duties because I enjoy it	1	2	3	4	5

Statements	Please Circle				
	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5
I believe that Senior Management have a good understanding of teaching staff's overall working needs	1	2	3	4	5
I always have someone to go to at work when I need to talk about my problems	1	2	3	4	5
I have close friends at work	1	2	3	4	5
I have friends or colleagues at work that I can trust with confidential information about myself or others	1	2	3	4	5
I feel trusted by my employers	1	2	3	4	5
I trust my employers	1	2	3	4	5
I usually co-operate with my management team/employer	1	2	3	4	5
I believe that there are formal structures and systems in place that provide compassionate and helpful support when needed	1	2	3	4	5
I believe that there are informal structures and systems in place that provide compassionate and helpful support when needed	1	2	3	4	5
There are regular, open channels for communication between myself and my line manager/s	1	2	3	4	5
General communication between colleagues and departments are good	1	2	3	4	5

Statements	Please Circle				
	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5
I have positive and healthy relationships with students	1	2	3	4	5
Generally, students are a pleasure to teach	1	2	3	4	5
Changes driven by government and or management are made regularly	1	2	3	4	5
I feel that our views as teaching staff are sought before major changes are made	1	2	3	4	5
I am flexible to the change that are made	1	2	3	4	5
In most of my dealings with senior management, I have a positive experience	1	2	3	4	5
In most of my dealings with colleagues, I have a positive experience	1	2	3	4	5
In most of my dealings with parents/guardians I have a positive experience	1	2	3	4	5
In most of my dealings with students, I have a positive experience	1	2	3	4	5

C-/ PERSONAL: Over the last year

SECTION C

This section measures your feelings about wellbeing in relation to your general personal fulfilment, satisfaction and quality of life.

Personal fulfilment, satisfaction & quality of life	Please Circle
---	---------------

Statements	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5
I believe that the expectations placed on me by my employers are achievable within my current working environment	1	2	3	4	5
I feel that there are adequate systems in place to ensure continued professional development is available for all those who seek it	1	2	3	4	5
My complaints or concerns are always followed up swiftly and appropriately	1	2	3	4	5
I am consistently committed to my work	1	2	3	4	5
I feel that I meet my line manager's expectations	1	2	3	4	5
I feel consistently motivated to do my job well	1	2	3	4	5
I receive positive feedback from my line manager	1	2	3	4	5
I receive positive feedback from my students	1	2	3	4	5
I feel that I meet the Management Team's expectations	1	2	3	4	5

Statements	Please Circle				
	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5
I have breakfast every morning before work	1	2	3	4	5
I am able to take my children to school in the mornings (if no children, skip next 2 statements)	1	2	3	4	5
I am able to collect my children from school in the afternoons	1	2	3	4	5
Collecting or dropping my children to school is reassuring	1	2	3	4	5
My work/life balance allows me to spend satisfactory time with my family/loved ones	1	2	3	4	5
I always find time to pursue my hobbies on a weekly basis	1	2	3	4	5
I generally sleep uninterrupted by anxiety during the night	1	2	3	4	5
I feel that I am able to apply my best skills within my current roles	1	2	3	4	5
I have job satisfaction	1	2	3	4	5
I do not experience any kind of discrimination in my position	1	2	3	4	5
I feel that I am well paid for the job that I do	1	2	3	4	5

Statements	Please Circle				
	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5
I receive complementary phone calls/letters from parents/past students	1	2	3	4	5
I have access to a school counsellor to talk to about my personal or professional problems	1	2	3	4	5
I feel comfortable to speak to the school counsellor about my personal problems	1	2	3	4	5
I feel comfortable to speak to the school counsellor about my professional problems	1	2	3	4	5
At work I feel energised	1	2	3	4	5
At work I am stress free	1	2	3	4	5
I feel that I manage and cope well with stress	1	2	3	4	5
I enjoy the diverse and unexpected challenges that my role brings	1	2	3	4	5

Background Information

Please Tick the appropriate answer:

1. What is your gender? Male ☐ Female ☐
2. How long have you been teaching?

1-5 years	6- 10 years	11- 15 years	16-20 years	21 years and over
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. What is your marital status? Married ☐ Single ☐ Divorced ☐ Living with partner ☐
4. How many children do you have? (if no children go straight to Q.6)
5. If applicable, please tick what age group they are in:

0-2 years	3-5 years	6-12 years	13-19 years	20 years & over
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. What level and sector of schooling do you teach in?

Primary <input type="checkbox"/>	Secondary <input type="checkbox"/>	college <input type="checkbox"/>	University <input type="checkbox"/>
State <input type="checkbox"/>	Independent/Private <input type="checkbox"/>		Faith/Charity <input type="checkbox"/>

Other please specify:
7. How long have you been working at your current school/college/university?
.....
8. What is/are your teaching subject/s?
9. What is your journey time: To work From work
10. What is your journey time: To work From work
11. What teacher training did you undertake?

PGCE <input type="checkbox"/>	GTP <input type="checkbox"/>	Certificate in Ed <input type="checkbox"/>	Teach First <input type="checkbox"/>	Other Please specify
-------------------------------	------------------------------	--	--------------------------------------	----------------------------------
12. Highest Educational Level:

Degree <input type="checkbox"/>	Masters <input type="checkbox"/>	MPhil <input type="checkbox"/>	PhD <input type="checkbox"/>	EdD <input type="checkbox"/>	Other Please specify
---------------------------------	----------------------------------	--------------------------------	------------------------------	------------------------------	----------------------------------
34. What is your age?

Under 22 years <input type="checkbox"/>	23 – 35 years <input type="checkbox"/>	36 – 45 years <input type="checkbox"/>
46– 55 years <input type="checkbox"/>	Over 56 years <input type="checkbox"/>	
35. What is your ethnic origin?
.....

Thank You

Appendix 3B: ONLINE QUESTIONNAIRE DOC

SECTION B

This section measures your feelings about your work conditions in relation to your professional community and the relationships within your working environment. There are a number of general statements with a set of possible responses listed below. Please SELECT 1 option per question and answer all questions.

B.1) I enjoy working in a team *

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Neutral
- ☐ 4. Agree
- ☐ 5. Strongly agree

B.2) I enjoy working with the people within my department *

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Neutral
- ☐ 4. Agree
- ☐ 5. Strongly agree

B.3) I feel that I am fully able to support my colleagues *

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Neutral

Appendix 3C: ONLINE QUESTIONNAIRE RAW DATA SHEET

Teachers' wellbeing in Secondary Education

File Edit View Insert Format Data Tools Form Add-ons Help

Comments

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Timestamp

	A	B	I	J	K	L	M	N	O	P
1	Timestamp	I enjoy working with children/young people	A.2) I feel physically safe within my working environment	A.3) My working environment is aesthetically pleasing	A.4) I have a stress free journey to work	A.5) I have a stress free journey home	A.6) I have regular access to a comfortable work place/office/classroom	A.7) The food provided at work is nutritious	A.8) The food provided at work is enjoyable	A.9) I am able to take breaks during the day when I need them
5	03/11/2011 14:25:18		Agree	Disagree	Agree	Disagree	Disagree	Disagree	Disagree	Disagree
6	12/12/2011 19:51:17		Agree	Disagree	Strongly agree	Neutral	Strongly disagree	Disagree	Disagree	Strongly disagree
7	31/08/2012 13:43:50		Agree	Neutral	Disagree	Disagree	Agree	Agree	Agree	Disagree
8	02/09/2012 19:57:29		Agree	Agree	Agree	Disagree	Strongly agree	Agree	Agree	Disagree
9	15/10/2012 10:42:04		Agree	Agree	Disagree	Disagree	Agree	Disagree	Disagree	Strongly disagree
10	05/01/2013 00:06:55		Strongly agree	Strongly agree	Neutral	Neutral	Agree	Disagree	Agree	Agree

+

Sheet1

Pivot Table 1

Appendix: 4 Interview Coding

Interview Key Words

Environmental wellbeing:

Physical features of the workplace and the surrounding areas such as: environment, building, playground, dining hall, outside, road, street, journey, classroom, corridors, room, resources, facilities, area, restrooms, staffroom, chairs, food, atmosphere, climate, setting, surroundings, backdrop, conditions, context, scenery, poverty, affluence, students, pupils, safety, aesthetics, comfort, break time, lunchtime, day structure, observation, monitoring, staff, management style, work culture, information, structures , systems.

Communal wellbeing:

Communal aspects of the workplace such as: community, society, people, association, company, neighbourhood, public, commonality, friends, support, help, communication, team, department, colleagues, relationships, contribution, trust, understanding, co-operation, help, compassion, openness, consultation.

Personal wellbeing:

Personal factors affecting teachers wellbeing such as: commitment, drive, motivation, feeling valued, meeting expectations, professional development, being listened to , having complaints and concerns followed up, receiving feedback, work-life balance, family time, time for self, breakfast, family duties, sleep quality, applying best skills, anxiety, stress, extracurricular contribution, satisfaction, discrimination, salary, feedback, access to emotional support, energy, stress management, challenges, psychological tools, purpose, meaning, connection, happiness, joy.

Cv

Appendix: 4 Interview Coding

Recording Transcription: Teacher 3

E C T/P
NE Negative
PO Positive

Vivienne: What does wellbeing mean to you?

Teacher 3: Being happy, being healthy, being more motivated at work, getting work satisfaction. Wellbeing would mean having balance between work and life and not feeling overly stressed.

Vivienne: The definition I'm using is everything about your welfare; your mental wellbeing, how you feel about your work, your personal life. The definition of wellbeing in this research is the adequate level of care for all aspects of an individual's physical safety, mental health, professional development and personal welfare within three domains: environment, community and personal fulfilment. It is facilitated and epitomized through the systems and structures that allow for the sustenance and assistance of an individual's personal and professional fulfilment and development, the capacity to realise potential and stimulate dormant prosperity, the provision of opportunity that is accessible if desired and the time and space to develop awareness and expression of personal needs and professional goals.

(1.41) Vivienne: Your understanding of wellbeing sounds ... (inaudible) **ENVIRONMENTAL**

Vivienne: What do you think is ideal for ... (inaudible) in terms environmental conditions in your work place?

Teacher 3: In terms of ... classroom (2.10). They need an office but with that they need things ... the right technology, they need the right interactive white boards.

Need to know how to use, my one I don't even know how to use ... They need a computer in the office, a sufficient number of computers, ... needs to be a place [where] you're actually going to work from, when I have got a free period, I basically sit in the office with my classroom ... (2.42) I don't actually do anything in there really ... it's not a very nice working environment.

Vivienne: To what extent do you feel that your working environment is aesthetically pleasing?

Teacher 3: It's gloomy it's dark we have snails ... we have two fridges in there blocking the ... the light is broken for 6 months ... the computers are slow ... the USB stick doesn't work in the computers ... It's just a state of an office. There's no sink so it's just full of mouldy cups ... and then in the classrooms ... interactive white boards (inaudible) (3.11) storage place but you also need other things somewhere where you can lock your bags ... that's annoying we don't have that (3.20) then you need resources for your lessons ... at hand ... pens and all these sorts of things. It needs to be clean (3.46) ... if you're always struggling to keep your head above water, that's not going to lead to outstanding.

Vivienne: In terms of resources, how far do you think you have access to the things that you need to do your job?

Teacher 3: Its swings and roundabouts at the beginning of the year I had nothing, I had to go and buy my own stuff ... Didn't have any stationary order so I had to buy white board pens and quite a lot of things myself ... suddenly ... when Ofsted came in, I suddenly got inundated with resources. Since then it's got a bit better but in the first 6 months [of the year] I didn't have sugar paper ... I think it depends on the department, Geography **PO?**

Vivienne: Tell me how far you enjoy working with young people

Teacher 3: Yeah ... good job satisfaction ... I have had a lot more job satisfaction since I've had Paula. I can help her ... showing her how to do resources ... and stuff like that, data (12.27). Things like that so ... Yeah, that's made me feel better definitely **C**

Vivienne: OK. Do you volunteer for any extracurricular activities?

Teacher 3: Yes. I do ... the Model UN for Geography.

Vivienne: How does that impact your wellbeing?

Teacher 3: Love it. Really enjoy it ... It makes me remember why I wanted to be a teacher ... (12.55) ... Kids love it ... you see a different side of the kids, it's unstructured ... gives ownership to the kids ... yeah, really good ... definitely enjoy it ... Really good (13.09). Even ... after a 5 period day ... I love it.

Vivienne: Do you feel that senior management have a good understanding of your working needs?

Teacher 3: I don't think that they have that at all, at this school ... but I think in other schools they do ... purely for the things ... (13.36) it's so tough to get on a CPD course ... they make life so difficult for a teacher to get on a ... CPD course, people don't wanna go on a CPD course to have a day off, they wanna go on a CPD course because they're being proactive about their professional development ... and obviously its areas that they feel they're not good at, so it things like that.

Community
What does this suggest about the community?

Environment
What does this suggest about the environment?
"Suddenly" getting resources when needed is due.

Appendix 5: Interview Schedule

Introductions and briefing:

Introduce myself, allow interviewee to tell me about themselves (background details and anything else that arises – see last page of questionnaire). Allow natural conversation to flow for 2-3 minutes. Explain the background and aims of the study and remind teacher interviewee of the audio recorder and inform them of their right to withdraw at any time during or (their data) after the interview.

General Structured Questions:

What does wellbeing mean to you?

[Inform teacher of the definition of wellbeing in the context of this research]

What does an ideal level / condition of wellbeing at work look like to you?

What is your ideal experience of wellbeing at work?

Environmental: Unstructured Questions

To what extent do you enjoy working with children/young people/undergrads?

How far do you feel physically safe within my working environment?

To what extent do you feel that your working environment is aesthetically pleasing?

How far do you have a stress free journey to work?

How far do you feel that you have a stress free journey home?

To what degree do you have regular access to a comfortable work space/office/classroom?

How would you describe the nutrition of the food available to you at work?

How do you feel in general about the food available to you at work?

To what degree are you able to take breaks during the day when you need them?

To what degree are you able to use lunchtimes as free time for yourself?

How comfortable are you with the level of monitoring (including observation) that you undergo?

Describe the availability / access that you have to resources at work

How does this affect your teaching duties?

How far do you feel that your students have all the resources they need to achieve?

Do you feel that students make good use of the facilities available to them? Why? Why not?

To what degree do you feel that you have the support from other departmental staff when you need it?

Do you have the support of administration staff when needed?

Do you feel that relevant information about students is easily accessible to you?

If you get things wrong at work, what types to level of support do you receive from your superiors?

Communal: Unstructured Questions

How do you feel about working in a team?

How do you feel about working with the people within your department?

Do you feel that you are fully able to support your colleagues? Why? Why not?

Do you feel that your opinions are valued by your colleagues? Why? Why not?

How far do you feel that your opinions are valued by Senior Management?

How far do you feel that your work is valued by your colleagues?

To what extent do you feel that your work is valued by Senior Management?

Do you voluntarily contribute to extra-curricular duties? Why? Why not?

Do you think that Senior Management have a good understanding of teaching staff's overall working needs? Why? Why not?

Do you always have someone to go to at work when you need to talk about your problems? Why? Why not?

Do you have close friends at work?

Do you have friends or colleagues at work that you can trust with confidential information about yourself or others?

How far do you feel trusted by your employers?

How much do you trust your employers?

To what extent do you co-operate with my management team/employer?

Are there formal structures and systems in place that provide compassionate and helpful support when needed?

Are there informal structures and systems in place that provide compassionate and helpful support when needed?

Do you feel that there are regular, open channels for communication between you and your

line manager/s?

How would you describe general communication between colleagues and departments?

How would you describe your relationships with students?

Do you feel that changes driven by government and or management are made regularly?

How does this affect your work?

To what extent would you say that your views are sought before major changes are made within your school?

How flexible are you to the changes that are made?

How would you describe your dealings /relationships with senior management?

How would you describe your dealings /relationships with colleagues?

How would you describe your dealings /relationships with parents/guardians?

Personal: Unstructured Questions

Do you feel that the expectations of your employers are achievable within your current working environment?

Do you feel that there are adequate systems in place to ensure continued professional development is available for all those who seek it?

Are your complaints or concerns are always followed up swiftly and appropriately?

Are you consistently committed to your work? Why / Why not?

Do you feel that you meet your line manager's expectations?

How far do you feel motivated to do your job well?

Do you receive positive feedback from your line manager?

Describe the types of feedback you receive from your line manager?

Do you receive positive feedback from your students?

Describe the types of feedback you receive from your students?

Do you feel that you meet the Management Team's expectations? Why / Why not?

Do you have breakfast every morning before work?

Are you able to take your children to school in the mornings?

How does this make you feel?

Are you able to collect my children from school in the afternoons?

How does this make you feel?

Does your work/life balance allow you to spend satisfactory time with your family/loved ones?
Why / Why not?

Do you find time to pursue hobbies on a weekly basis?

Would you say that you generally sleep uninterrupted by anxiety during the night?

To what extent are you able to apply your best skills within your current roles?

Describe your experience of job satisfaction

Have you experienced any discrimination in your role, that you feel comfortable sharing with me?

Do you feel that you are well paid for your job?

Would you say that you have access to a school counsellor to talk to about personal or professional problems?

Would you feel comfortable to speak to the school counsellor about your personal problems?

Would you feel comfortable to speak to the school counsellor about your professional problems?

How far do you feel energised at work?

How far do you feel stress free at work?

Describe how you manage / cope with stress at work

How far do you enjoy the diverse and unexpected challenges that your role brings?

Planned probing stems:

Silence

Tell me more about that.

Can you explain what you mean?

Why? Why not?

Because....

Can you elaborate further?

How does this affect your wellbeing?

Debrief:

Inform interviewee again that they can withdraw their data at any time, that this was an anonymous interview and that their data would be treated confidentially. Provide them with contact details and inform them of the Teacher Support Network organisation who offer guidance and support for teachers in the case that any issues arise in the future.

Appendix: 6 Descriptive Statistics

ENVIROMENTAL

QUESTION	NUMBER	MEAN	STANDARD DEVIATION
A.1) I enjoy working with children/young people	60	4.2167	.86537
A.2) I feel physically safe within my working environment	60	4.1333	.81233
A.16) I have the support from other departmental staff when I need it	60	3.7333	.98921
A.18) Relevant information about students are easily accessible to staff	60	3.7167	.92226
A.17) I have the support of administration staff when I need it	60	3.7167	.86537
A.6) I have regular access to a comfortable work space/office/classroom	60	3.6000	1.13794
A.3) My working environment is aesthetically pleasing	60	3.4167	1.02992
A.19) If I get things wrong I receive an appropriate constructive response from my line manager	60	3.3833	1.13633
A.11) I am comfortable with the level of monitoring that I undergo	60	3.3667	.99092
A.13) I have easy access to resources and facilities to carry out my teaching duties	60	3.3500	1.00549
A.14) The students have all the resources they need to achieve	60	3.3333	1.12997
A.7) The food provided at work is nutritious	60	3.3167	1.09686
A.4) I have a stress free journey to work	60	3.3167	1.20016
A.12) All of the resources I need are available to me at work	60	3.2000	1.03825
A.5) I have a stress free journey home	60	3.1833	1.22808
A.20) If I get things wrong I feel supported by my superiors	60	3.1167	1.09066
A.8) The food provided at work is enjoyable	60	3.0833	.88857
A.9) I am able to take breaks during the day when I need them	60	3.0000	1.36543
A.15) Students make good use of the facilities available to them	60	3.0000	1.10469
A.10) I am able to use my lunchtimes as free time for myself	60	2.8167	1.33393
Valid N (listwise)	60		

COMMUNUAL

QUESTIONS	NUMBER	MEAN	STANDARD DEVIATION
B.21) I have positive and healthy relationships with students	60	4.3333	.57244
B.1) I enjoy working in a team	60	4.1667	.78474
B.2) I enjoy working with the people within my department	60	4.1333	.70028
B.29) In most of my dealings with students, I have a positive experience	60	4.0333	.66298
B.22) Generally, students are a pleasure to teach	60	4.0000	.82339
B.16) I usually co-operate with my management team/employer	60	3.9333	.70990
B.4) I feel that my opinions are valued by my colleagues	60	3.9333	.68561
B.8) I voluntarily contribute to extra-curricular duties	60	3.9333	1.05552
B.23) Changes driven by government and or management are made regularly	60	3.9167	.78744
B.3) I feel that I am fully able to support my colleagues	60	3.8833	.84556
B.27) In most of my dealings with colleagues, I have a positive experience	60	3.8667	.74712
B.13) I have friends or colleagues at work that I can trust with confidential information about myself or others	60	3.8667	.92913

B.12) I have close friends at work	60	3.7833	.94046
B.25) I am flexible to the changes that are made (department / school / local or national government level)	60	3.7667	.81025
B.6) I feel that my work is valued by my colleagues	60	3.7167	.76117
B.28) In most of my dealings with parents/guardians I have a positive experience	60	3.6667	.75165
B.18) I believe that there are informal structures and systems in place that provide compassionate and helpful support when needed	60	3.6000	.97772
B.9) I contribute to extra-curricular duties because I enjoy it	60	3.5333	1.15666
B.11) I always have someone to go to at work when I need to talk about my problems	60	3.5167	.96536
B.14) I feel trusted by my employers	60	3.4667	.99943
B.26) In most of my dealings with senior management, I have a positive experience	60	3.4167	.88857
QUESTIONS	NUMBER	MEAN	STANDARD DEVIATION
B.19) There are regular, open channels for communication between myself and my line manager/s	60	3.4167	1.06232
B.7) I feel that my work is valued by Senior Management within my school	60	3.4000	1.09235
B.5) I feel that my opinions are valued by Senior Management within my school	60	3.2500	1.11424
B.17) I believe that there are formal structures and systems in place that provide compassionate and helpful support when needed	60	3.2333	1.01458
B.20) General communication between colleagues and departments are good	60	3.2000	1.03825
B.15) I trust my employers	60	3.0500	1.03211
B.10) I believe that Senior Management have a good understanding of teaching staff's overall working needs	60	2.8833	1.07501
B.24) I feel that our views as teaching staff are sought before major changes are made	60	2.4667	1.11183
Valid N (listwise)	60		

PERSONAL

QUESTIONS	NUMBER	MEAN	STANDARD DEVIATION
C.4) I am consistently committed to my work	60	4.1000	.70591
C.5) I feel that I meet my line-manager's expectations	60	3.9167	.67124
C.9) I feel that I meet the Management Team's expectations	60	3.9000	.72952
C.8) I receive positive feedback from my students	60	3.8000	.93519
C.28) I enjoy the diverse and unexpected challenges that my role brings	60	3.7500	.79458
C.27) I feel that I manage and cope well with stress	60	3.7167	.73857
C.6) I feel consistently motivated to do my job well	60	3.6667	.81650
C.18) I have job satisfaction	60	3.6167	.92226
C.19) I do not experience any kind of discrimination in my position	60	3.5500	1.19922
C.21) I receive complimentary phone calls/letters from parents/past students	60	3.5500	.90993
C.7) I receive positive feedback from my line-manager	60	3.4000	1.04476
QUESTIONS	NUMBER	MEAN	STANDARD DEVIATION
C.17) I feel that I am able to apply my best skills within my current roles	60	3.3833	.86537
C.13) Being able to drop-off or collect my child/children to and from school is important to me	51	3.3333	.84063
C.10) I have breakfast every morning before work	60	3.2500	1.40971
C.25) At work I feel energised	60	3.1667	.92364
C.2) I feel that there are adequate systems in place to ensure continued professional development is available for all those who seek it	60	3.1500	1.00549
C.1) I believe that the expectations placed on me by my employers are achievable within my current working environment	60	3.1500	1.00549
C.14) My work/life balance allows me to spend satisfactory time with my family/loved ones	60	2.9667	1.13446
C.20) I feel that I am well paid for the job that I do	60	2.9333	1.07146
C.11) I am able to take my children to school in the mornings (if no children, skip this & next 2 statements)	52	2.9038	1.01479
C.3) My complaints or concerns are always followed up swiftly and appropriately	60	2.8833	.88474
C.16) I generally sleep uninterrupted by anxiety during the night	60	2.8500	1.23268

C.24) I feel comfortable to speak to the school counsellor about my professional problems	60	2.7333	1.07146
C.12) I am able to collect my children from school in the afternoons	51	2.7059	.94433
C.23) I feel comfortable to speak to the school counsellor about my personal problems	60	2.6667	1.11487
C.15) I always find time to pursue my hobbies on a weekly basis	60	2.6500	1.13234
C.22) I have access to a school counsellor to talk to about my personal or professional problems	60	2.6333	1.16396
C.26) At work I am stress free	60	2.4333	1.14042
Valid N (listwise)	51		

Appendix: 7 Recording Transcription: Teacher 3

Vivienne: **What does wellbeing mean to you?**

Teacher 3: Being happy; being healthy; being more motivated at work; getting work satisfaction. Wellbeing would mean having balance between work and life and not feeling overly stressed.

Vivienne: The definition I'm using is everything about your welfare; your mental wellbeing, how you feel about your work; your personal life: The definition of wellbeing in this research is the adequate level of care for: all aspects of an individual's physical safety, mental health, professional development and personal welfare within three domains; environment, community and personal fulfilment. It is facilitated and epitomized through the systems and structures that allow for: the sustenance and assistance of an individual's personal and professional fulfilment and development, the capacity to realise potential and stimulate dormant prosperity, the provision of opportunity that is accessible if desired and the time and space to develop awareness and expression of personal needs and professional goals.

(1.41) Vivienne: **Your understanding of wellbeing sounds ...**(inaudible)

Vivienne: **What do you think is ideal for...**(inaudible) **in terms environmental conditions in your work place?**

Teacher 3: In terms ofclassroom (2.10). They need an office but with that they need things...the right technology, they need the right interactive white boards...

Need to know how to use, my one I don't even know how to use... They need a computer in the office.. a sufficient number of computers, ... needs to be a place [where] you're actually going to work from.. when I have got a free period, I basically sit in the office with my classroom(2.42) I don't actually do anything in there really..... it's not a very nice working environment...

Vivienne: **To what extent do you feel that your working environment is aesthetically pleasing?**

Teacher 3: It's gloomy it's dark we have snails.....we have two fridges in there blocking the.... the light is broken....for 6 months... the computers are slow... the USB stick doesn't work in the computers..... It's just a state of an office. There's no sink... so it's just full of mouldy cups... and then in the classroom... interactive white boards...(inaudible)... (3:11).....storage place.....but you also need other things somewhere where you can lock your bags.....that's annoying we don't have that (3.20) then you need resources for your lessons..... at hand... pens and all these sorts of things. It needs to be clean.....(3.46) ...If you're always struggling to keep your head above water, that's not going to lead to outstanding.

Vivienne: **In terms of resources, how far do you think you have access to the things that you need**

to do your job?

Teacher 3: Its swings and roundabouts at the beginning of the year I had nothing, I had to go and buy my own stuff... Didn't have any stationery order so I had to buy white board pens and quite a lot of things myself..... Suddenly... when Ofsted came in, I suddenly got inundated with resources. Since then it's got a bit better but in the first 6 months [of the year] I didn't have sugar paper... I think it depends on the department, Geography always have resources for example.

Vivienne: **Tell me how far you enjoy working with young people...**

Teacher 3: Yeah with sixth form they're unpredictable in a good way, they say what they think, they're honest. I really enjoy working with young people.

Vivienne: (4.55)... **Tell me about how you feel... your level of safety... in your work environment. How does that affect you?**

Teacher 3: ... (5.04) I feel safe at work... At first I was thinking, I wouldn't know what I would do if there was a fire drill, in the first few months, so I was a bit panicked as I would not know where I was going if the fire alarm went off (5.13)... and I remember following 'Pete' the teacher down the corridor, and his class..... and letting the kids leave..... (5.21) but I remember thinking shit, what if I had a year 7 class and that stressed me out ... ridiculous... but other than that yeah, I would say.... safe in the school....

Vivienne: **Tell me about how your work environment makes you feelwhat you see... how does that make you feel?**

Teacher 3: (5.39)... I would say it's mixedmy classroom is nice but there are other areas which are gloomy.... That makes life gloomy..... (5.47) and there are other areas which are quite nice.....So it's got a bit better.... some of the classrooms are dark and gloomy. I think the building, when you come in... the entrance...is really, really nice. It's got nice pictures on the wall.... that's really nice and I like that they've got the posters on the wall and that corridor the displays look lovely but yeah they could do with a bit more of a playground, it just looks a bit bleak, it's not a very green campus..... (6.01).

Vivienne: (**Silence**)

I really enjoy working with young people... challenging, but... also funny. (06.08)... is really lovely.... the windows and.... (6.16) look really good...but yeah could do with a bit more (6.20)...playground... is just a bit bleak... (6.23) compared to other schools you go to..... it's not a very green campus...

Vivienne: **Ok, thank you, tell me about your journey to work... to work and from work... (6.37).**

Teacher 3: My journey to and from work is relatively easy...straight forward, I would say, that's because (inaudible)... car.... (long silence)... but when I have no car I think it's very inaccessible on public transport(7.00) The kids have to get a School bus..... that's how inaccessible it is.

Vivienne: **To what degree are you able to take breaks during the working day when you need them?**

Teacher 3: Erm totally dependent on your day. If you have a 5 period day, you don't get a break at all.... don't get a break until3.15 at all... If you've got a period... which is adjacent..... period 2 or 3 free you feel like you have a bit more of a break....especially if you have....if you've got period 5 free... that's nice but if not you just have to power through.... until 3.15. So I think it is very dependent on your timetable.

Vivienne: **Tell me how comfortable you are with the level of monitoring that you undergo**

I think it's eased off since Ofsted but I don't think it's a nice environment for that [prior to Ofsted]. I just..... feelon edge.... Like the first 3 months up until Christmas, I felt sick every lesson, I felt like someone was going to come in the door (8.29). Every time someone came in late or a kid [came back in to the room from getting] to get water ... (inaudible) turned back... (inaudible) classroom or someone came [in] to tell that a kid was in inclusion or to deliver something... .. deliver a message.....thought it was going to be ... drop in.... felt sick... I haven't done the criteria for this lesson.....

Vivienne: **How does this impact your wellbeing?**

Teacher 3: (8.53)... people just swanning in and looking at your books ...it's like there is no trust..... worse than that... it's not just that they come in.....and leave... it's that you get nothing back.... Like 'Olivia' has done a couple of drop ins in my lesson, couple of weeks ago.... came in, looked at me. Give me some feedback; one positive and one negative, we wouldn't do that for the kids....that's the worse bit I think.... 3 or 4 drop-ins on my 6th form lessons....

Vivienne: **Tell me about the support that you receive and how that affects your wellbeing**

Teacher 3: I think [Teaching & Learning] meetings are useful... (9.32) ... figure, I think....[the meetings] tell [us] loads of new stuff....lots to remind you of things and reinforce... I think they are good....they are definitely good, although sometimes it's annoying to have to go to the meeting but thank god they're there....[they are] probably the only support..... so thank God they're there..... Otherwise.. [the meetings are] very good... (10.00).

Vivienne: **(10:04) Department Head or your Line Manager, how supported do you feel by them?**

Teacher 3: Erm I don't know, I never really speak to them. I've spoken to 'Hilary' about.... 3 times in a year.....

Vivienne: **OK.**

Teacher 3: (10.24) that's probably right.....No [no support].

Vivienne: **Not really there?**

Teacher 3: In some way she might be supporting me... but I don't know it exists... (10.36)... I don't know ... they exist.... supporting me she should make it known if she is....(10.41).

Vivienne: **Tell me a bit about your experiences of teamwork in your role and how that impacts your role and wellbeing**

Teacher 3: OK..... in my department there's no 'I' in team, but there clearly is because I am the only person in my department... We don't work as a team, we don't share anything, only since 'Paula' came... we share some assessments and stuff otherwise there is no team stuff...the only team stuff is that someone will photocopy something... for the whole year group..... [none] at all (11.31). In terms of Year Team... [I've] got a nice year team. I think it's quite supportive... I think it's a nice group of teachers..... I think 'Karl' is really straight forward- what you see is what you get..... [her] expectations (11.45) If you have a question you can ask her..... she won't bark at you.

Vivienne: **Do you feel your opinions are valued?**

Teacher 3: No.

Vivienne: **How does that make you feel?**

Teacher 3: Not great.

Vivienne: (*Silence*)

Vivienne: **How far do you feel that you are able to support other people in your team?** (12.15)

How does this impact your wellbeing?

Teacher 3: Yeah....good job satisfaction... I have had a lot more job satisfaction since I've had Paula. I can help her... showing her how to do resources..... and stuff like that, data (12.27). Things like that so..... Yeah, that's made me feel better definitely

Vivienne: **OK. Do you volunteer for any extracurricular activities?**

Teacher 3: Yes. I do.....the Model UN for Geography.

Vivienne: **How does that impact your wellbeing?**

Teacher 3: Love it. Really enjoy it.... It makes me remember why I wanted to be a teacher... (12.55)....Kids love it... you see a different side of the kids, it's unstructured....gives ownership to the kids... yeah, really good... definitely enjoy it. ... Really good (13:09). Even... after a 5 period day... I love it.

Vivienne: **Do you feel that senior management have a good understanding of your working needs?**

Teacher 3: I don't... think that they have that at all, at this school... but I think in other schools they do...purely for the things.... (13.36) it's so tough to get on a CPD course..... they make life so difficult for a teacher to get on a ... CPD course, people don't wanna go on a CPD course to have a day off, they wanna go on a CPD course because they're being proactive about their professional development... and obviously its areas that they feel they're not good at, so it things like that.

Vivienne: **Do you have someone to go to when you need to talk about problems?**

Teacher 3: Yeah... (inaudible)

Vivienne: (inaudible)

Teacher 3: (inaudible)

Vivienne: **Do you have colleague you can trust with confidential information?**

Teacher 3: Yeah and I chat to her a lot....She is someone I think is a good....quite straight forward....

Vivienne: **Do you feel trusted by your employers?**

Teacher 3: I think... trusts me, yeah.

Vivienne: **How far do you cooperate with your management team?** (14.56)

Teacher 3: I'm quite good at doing that...but I think that's because of my stage of my career.....

(inaudible).....best things about the job.

Vivienne: **How far do you feel that there are open communication channels between you and your Line Manager?**

Teacher 3: Quite limited.... (15.13)... I can't ask him things, I email him and he just doesn't reply... so that's not....very good (15.21).

Vivienne: (16.07) **Describe your relationships with students. How does this impact your wellbeing?**

Teacher 3: I have a lovely Form class so that brightens up my day..... (16.13).... start to my day..... Even if I am stressed....they lift me up if I am stressed in the morning.... (16.22) that's good I think.... kids.... always good.... I think although it's one of the [challenging things]....it's... best things about the job....like...[it's sometimes] frustrating...It's sometimes nice to come in to work and not have conversations with adults. I don't think I could work in a normal adult environment.... (16.53). Like if you're tired and angry and pissed off....you can pretend ... to be happy or whatever and I think that's... quite good.... (16:56)... definitely lifts me up, definitely....

Vivienne: (inaudible) (17:12)

Vivienne: **How far do you feel that your views are sought before changes are made?**

They're not... that's not good. Never, ever, ever, ever.

Vivienne: **Tell me about your dealings with parents and guardians.**

Teacher 3: I haven't had loads of impact on parents....I think it's very; very beneficial to have contact with parents..... Parents' Evenings with difficult students like 'Kacey'.....helped a lot... but her Mum.....(17.58)....was supportive of me ... then....but I was stressed [leading up to that].....parents can be a big source of stress....I always get really nervous and stressed when I have to meet with parents [of challenging students].... Erm here though, I think that has helped because the Heads of Year are really good.... I think the Heads of Year are really good here..... I go through them first and go and check with them.....should I ring the parent or not because there is an issue. (18.25).....The parents not there or the parents not interested....It can be a source of stress.

Vivienne: **For personal; (18.40) do you feel the expectations placed on you by your employers are achievable at work? How does this impact your wellbeing?**

Teacher 3: No. Full stop... but I think things like... expecting us to do our entry two year [reports]. I don't think they are being realistic at all. I don't think there is any credit for that ever... for doing stuff over and above and the imbalance of the resources, time and teaching... and there's no recognition to that at all.

Vivienne: (19:49) **How far would you say that you are committed to your work your job?**

Teacher 3: I am committed to my practice in the classroom, but not committed to helping out my department, so for example when we have to come (20.03) to writing my Scheme of work for my department....this year... I've had no help all year (20.07) ...which I'm not gonna use this year. I've had no help in writing it. I've not had any help this year... so I'm going to put minimal effort into it.

Vivienne: **How far do you feel motivated to do your job this year?**

Teacher 3: Motivated to do well in the classroom, (20.22) like my actual practice.... and trying out things

that I could use later on in my career but I don't feel motivated to contribute to my department (20.28).

Vivienne: (20.39) **How far would you say that you receive positive feedback from your Line Manager?**

Teacher 3: Very rarely..

Vivienne: (20.39) **How far would you say that you receive positive feedback from your students?**

Teacher 3: I suppose with students it's the little things (20.56). They say thanks Miss, I really liked that Miss..... that recognition.....you know what I mean? (21.02). With the younger ones you have to take the recognition from them in class. Like today, they were all doing a quiz,....the...TA came up to me and she saidI didn't even do a PowerPoint for the lesson, they were really engaged.... really engaged I think you have to take things like that with the little ones and you can see for yourself that they're enjoying it and they are happy..... I supposeand all that stuff.....I also don't think that's a true reflection of pupil recognition.... (21.36).

Vivienne: **Breakfast! Do you get to have breakfast in the morning before work and how far does that impact your** (inaudible)?

Teacher 3: No, no time. It makes me **grouchy**, if I don't eat breakfast.

Vivienne: **How far does your work life balance allow you to spend satisfactory time with your friends and family?** (21.59).

Teacher 3: Limited. I am always too tired. (22.02).

Vivienne: **How far does your work-life balance allow you to pursue hobbies?**

Teacher 3: I don't have any hobbies. (22.09)...I wish I had a hobby.

Vivienne: **How far do you sleep uninterrupted by anxiety during the night?**

Teacher 3: Erm, I think better now. I used to sleep really badly at the start of the year. Every Sunday night I used to be awake until about four in the morning, especially if it was a Sunday before I started Week One, because I know that I wouldn't have a free period till Friday and that used to stress me out a lot (22.36). It used to stress me out a lot.

Vivienne: **How far do you feel you are able to apply your best skills and your talents in your current role?**

(22.53).

Teacher 3: ...Teaching to the best of your ability? (23.00).

Vivienne: **It could be, yeah... or anything else... in the department. Something that you are really good at..... excel in, something that you are really good at and you're in charge of it for example....**

Teacher 3: No. I'm not in charge of anything like that no (23.15).

Vivienne: **How far do you feel you have job satisfaction at the moment?**

Teacher 3: I do have job satisfaction but that is because I do things that..... books (23.29).... things

that are going to help me out....apply to loads of things [that benefit me] and I can apply them to.....[what I need] I can use them in the next few years (23.34). The thing that I really enjoy doing is Teaching and Learning type stuff..... so I'll do that. So I get job satisfaction by myself but I don't share it with anyone.

Vivienne: **Do you feel like you have experienced any kind of discrimination at work?**

Teacher 3: I feel maybe discriminated is maybe too strong a word. I do feel I am treated differently. (24.02).

Vivienne: **(Silence)**

Teacher 3: Not so much now but I did feel treated differently and would have to do a lot more than everyone else.....(24.07).

Vivienne: **Why?**

Teacher 3: Because I was asked to do a lot more than him (24.11).....

Vivienne: **Why do you think that was?**

Teacher 3: Because I would always say yes.....(24.14).

Vivienne: **Say yes?**

Teacher 3: Yes. (24.17).

Vivienne: **How do you think the differential treatment would have changed if you responded differently?**

Teacher 3: (inaudible) this time I would answer it differently.

Vivienne: **How far do you feel that you are well paid for the job that you do? (24.25).**

Teacher 3: I think it's hard to answer that now asa newish teacher. Obviously we are not paid amazing (24.43) Right now I don't feel like I am paid a lot less of other people my age.....(24.46) may age a lot of my friends.....

Vivienne: **...outside of teaching? (24.50)....** (inaudible)...

Teacher 3: Yeah.....but probably with time..... that will change (24.58):But suppose I have to remember that we do get holidays...

Vivienne: **Do you have access to a school counsellor at work to talk to you about your problems... professional or personal?**

Teacher 3: (inaudible).....Students... I am not sure the staff can go. (25.21).....(25.26).

Vivienne: **How far do you feel energised at work?**

Teacher 3: Pass. Never.

Vivienne: **How far do you feel Stress free? (25.28).**

Teacher 3: No, I rarely feel stress free..... some days I feel less stress than others. That's when I

decided I'm gonna sack it off and not do my marking.....it's a sense of release.

Vivienne: **So do you find a way to cope / manage and cope with the stress?** (25.56).

Teacher 3: It's different now cos we've got slightly fewer hours. But if you asked me a couple of months ago I would have said 'never – no'.....stress free (26.07).

Vivienne: **How far do you/ how do you deal with the diverse unexpected challenges? (silence) ... Behaviour ... or government changes... all the different... that you have to ... How far do you cope with that or how well do you cope with that?** (26.27).

Teacher 3: I actually think that I cope with that stuff all right.....I think changes like new initiatives things like that. I quite like it.... (26.37)..... Changes....curriculum ... things like that stress me out.... but new policies in school which stress me out... (26.45). I quite like those... I am a bit keen.

Vivienne: **Ok. If you're were gonna give advice to a team of experts who ... are hired by Gove to implement.....new wellbeing policies what are the top five things you would say a teacher needs in any area... (27.13) E/P/C or whatever you think you would. What would you say are the first five things that a teacher needs to have sufficient wellbeing and thus perform their job well?** (27.23).

Teacher 3: If they want outstanding teachers, they need to realise that if you are an outstanding teacher you..... produce an outstanding lesson.....every half term.....for observations. If they want outstanding lessons then they need to do something (27.35)...to allow teachers more time to create outstanding lessons....and to deliver..... those lessons..... That will either.... a change in the assessment policies (27.44) because like marking policy is what eats up all....(27.48)... time (27.50)..... change, in terms of having moreteachers per..... pupil... a headpeople count so that you're not marking, so that you are not teaching 300 students... 200 students something like that.....because the lesson planning and the marking take up so much time. So if you have less students to see..... then that would be better. Some would argue that that would make teachers more lethargic but I think too many student is what would be bad for some teachers.... (28.33).....teachers and better quality lessons they need to allow more time to prepare those lessons..... preparing resourcestake longer (28.31). I also think resources are a big thing.... just things like giving teachers access to things, like why do we not have a guillotine in this building, a laminator, coloured paperin this building? (28.42)..... Why..... a couple of photocopiers. Paper, Laminator.....there's nothing here (28.50). So the resources that I make.....resources....they are not laminated ... for another time so I'm gonna have to make them again next year cos I don't have the time to get them laminated right now, things like that.. That's quite annoying so we need to have better access to things like that.

(Silence)

Teacher 3: Supposenot such an issue now but earlier on.... fewer meetings.... I swear the first few meetings this year... we had a meeting every day after school (29.20)..... what's that about?.... until 5 O'clock. (29.26). That is ridiculous. Yeah so few meetings dunno. I just think they need to do more recognitions.... I am not talking about..... bottles of wine....recognition for everyday stuff. It's like small things. I think they should also allow teachers to do things that they want to do...(29.50) for example here, there's so few opportunities to do extracurricular stuff unless you're sporty and that's not fair.....cause that's one of the things that bring you things... brings you job satisfaction. There's no outlet for it.....(30.03). by chance I happened to get an opportunity... that's not goodmeans there's no outlet for people to do the things that they like..... so if you want a hobby whycouldn't you set up a photography club? We couldn't do that here 'cos it would be like to do that here it would be so micro

managedit would be too much effort. So there's just like no outlet for like (30.21) for teachers to be creative.....original (30.24).

Vivienne: **Thank you very much for your time. I know you have to rush off ...** (inaudible)

R: My Pleasure.

Vivienne: **If there is anything that you would like to add to your responses or for that matter remove or withdraw you can do so. My contact details are here, so just send me an email. If there are any issues that you feel that you need to discuss for your own personal reasons, to with your workplace wellbeing for example, as a result of this interview, I've also provided the Teacher Network link.**

Teacher 3: It felt really good to feedback to someone. I wouldn't recommend teaching to anyone at the moment.... (inaudible)... a great job and I love being in the classroom, but when it's not managed (inaudible) right things.... It gets ridiculous (33.11)

Vivienne: **Your feedback has been very helpful and it will be available for you to read. I will email 'Kate' with details... (inaudible)... But like I said, any questions or issues just let me know.**