

UNIVERSITY OF SHEFFIELD

**Rachel Crosby**

**Teachers managing work demands  
and maintaining a sense of  
wellbeing:**

**A Q methodology study to  
investigate the views of primary and  
secondary school teachers**

---

*Research thesis submitted in part requirement  
for the Doctor of Educational and Child  
Psychology Department of Educational Studies*

*May 2015*

## **Abstract**

Teacher wellbeing has been widely researched over the past 40 years. However, most research has used the causes of teacher stress and burnout as measures of wellbeing, with very few studies using qualitative methods to explore this phenomenon from the teachers' perspective. Only more recently has research explored the use of interventions in schools to promote teacher wellbeing. For this study, I opted to use the term *teacher wellbeing* rather than *teacher stress* to distance myself from this problem-saturated term, which I felt had the potential to cause distress for participants.

The aim of this research was to explore the ways in which teachers perceived and managed the demands of school life, to maintain a sense of wellbeing. Q methodology was chosen for this study as it satisfied the researcher's methodological criteria: to minimise the potential for researcher-bias and maximise the opportunity for participants to express their personal views. Thirty primary and secondary school teachers with Qualified Teacher Status (QTS), some with additional responsibilities, completed a Q sort of 54 statements which depicted strategies that might help a teacher to maintain a sense of wellbeing. Participants were then invited to discuss their Q sorts. The completed Q sorts were subjected to factor analysis, from which a Four Factor solution was interpreted.

The findings from the Q study were discussed in relation to existing literature, and the potential roles of school managers and Educational Psychologists in bringing about positive change to teachers' wellbeing were considered. Limitations were identified and avenues for further research suggested.

# Contents

<b>Chapter 1: Introduction</b>	14-16
--------------------------------	-------

<b>Chapter 2: Critical Literature Review</b>	17-44
--	-------

---

<b>2.a.</b>	<b>Introduction</b>	17-18
-------------	---------------------	-------

---

<b>2.b.</b>	<b>Stress and Wellbeing</b>	18-25
-------------	-----------------------------	-------

---

2.b.i.	Stress	19
--------	--------	----

---

2.b.ii.	Models of Stress and Burnout	20
---------	------------------------------	----

---

2.b.iii.	Wellbeing	23
----------	-----------	----

---

<b>2.c.</b>	<b>Is teacher wellbeing under threat?</b>	25-28
-------------	---	-------

---

2.c.i.	Self reports and surveys	25
--------	--------------------------	----

---

2.c.ii.	Objective measures: Sick leave and attrition rates	27
---------	--	----

---

<b>2.d.</b>	<b>Job factors that affect teacher wellbeing</b>	28-31
-------------	--	-------

---

2.d.i.	Emotional labour	28
--------	------------------	----

---

2.d.ii.	Change in job demands and status	29
---------	----------------------------------	----

---

2.d.iii.	Common demands of school life	30
----------	-------------------------------	----

---

2.d.iv.	Job resources that may support teacher wellbeing	31
---------	--	----

---

<b>2.e.</b>	<b>Individual differences between teachers</b>	32-37
-------------	--	-------

---

2.e.i.	Demographics	32
--------	--------------	----

---

2.e.ii.	Personality differences	34
2.e.iii.	Coping strategies	35
<b>2.f.</b>	<b>Interventions to support teacher wellbeing</b>	<b>37-40</b>
2.f.i.	Individual support: External services	38
2.f.ii.	Whole school support: Purchasing wellbeing programmes	39
2.f.iii.	School-based interventions	40
<b>2.g.</b>	<b>Supporting teacher wellbeing: The role of the EP</b>	<b>40-42</b>
<b>2.h.</b>	<b>Why is it important to study teacher wellbeing?</b>	<b>42-44</b>
2.h.i.	The aim of the current study: Addressing the “gap”	43

<b>Chapter 3: Methodology</b>	45-60
<b>3.a. Introduction</b>	45
<b>3.b. What is meant by methodology?</b>	45-46
<b>3.c. My positionality and philosophy</b>	46-50
3.c.i. My personal experience	46
3.c.ii. My professional experience	47
3.c.iii. My philosophy as a researcher	48
3.c.iii.1. Ontology and epistemology	48
3.c.iii.2. Social constructionism	49
<b>3.d. Finding a purpose for the research</b>	50
<b>3.e. My position in the research</b>	51
<b>3.f. What I wanted from the methodology</b>	52
<b>3.g. Q methodology</b>	53-56
3.g.i. What is Q methodology?	53
3.g.ii. Interpreting the Factors	55
<b>3.h. Alternative methodologies I could have used</b>	56-58
<b>3.i. Why is Q methodology appropriate for my research?</b>	58-59
3.i.i. Types of research which use Q methodology	58

---

3.i.ii.	Nature of Q methodology and my position as a researcher	59
<b>3.j.</b>	<b>Ethical considerations</b>	60

---

<b>Chapter 4: Procedures</b>	61-87
<b>4.a. Introduction</b>	61
<b>4.b. The structure of a Q methodology study</b>	61-62
<b>4.c. Preparing the Q study</b>	62
<b>4.d. Step 1: Formulating the research question</b>	63-65
4.d.i. Pilot study A	63
<b>4.e. Step 2: Generating the concourse and developing the Q set</b>	66-77
4.e.i. Establishing the Q set	66
4.e.i.1. Generating the concourse	66
4.e.i.2. Reducing the concourse	67
4.e.i.3. From concourse to Q set	69
4.e.i.4. Teacher/ SENCO focus group and questionnaire	71
4.e.i.5. Expert group	73
4.e.i.6. Pilot study B	73
4.e.ii. Testing the Q study	74
4.e.iii. Gathering supplementary data	75
4.e.iv. Alternative methods of data collection	77
<b>4.f. Step 3: Selecting a participant sample (P set)</b>	78-79
4.f.i. Salient features of the P set	79

<b>4.g.</b>	<b>Step 4: Collecting the data</b>	80-82
4.g.i.	Completing the Q sort activity	81
<b>4.h.</b>	<b>Step 5: Analysing the data</b>	82-87
4.h.i.	Factor extraction	83
4.h.ii.	Factor rotation	84
4.h.iii.	Realising the “best” solution	85
<b>4.i.</b>	<b>Step 6: Interpreting the data</b>	87



<b>Chapter 5: Results</b>	88-105
<b>5.a. Introduction</b>	88-92
5.a.i. Four Factor solution summary	88
<b>5.b. Interpreting the Four Factor solution</b>	93-95
5.b.i. Writing in first person	95
<b>5.c. Factor interpretations</b>	95-105
5.c.i. Distinguishing differences between Factors	96
5.c.ii. Interpretation of Factor 1	97
5.c.iii. Interpretation of Factor 2	99
5.c.iv. Interpretation of Factor 3	101
5.c.v. Interpretation of Factor 4	103
5.c.vi. The consensus viewpoint	105

<b>Chapter 6: Discussion</b>	106-126
<b>6.a. Introduction</b>	106
<b>6.b. The experience of teaching</b>	107-121
6.b.i. Factor 1: 'I am happy because I feel valued: I work hard but know how to relax'	108
6.b.ii. Factor 2: 'I'm unhappy but I am trying to look after myself'	110
6.b.iii. Factor 3: 'I have lost my confidence but I feel supported to get this back'	114
6.b.iv. Factor 4: 'My job is my life: My wellbeing needs to improve but I don't have the time'	117
<b>6.c. Understanding the Factors using the JD-R Model of Burnout (Bakker &amp; Demerouti, 2007)</b>	121-123
<b>6.d. Beyond job resources: The importance of external support and personal resources</b>	123-125
<b>6.e. Contributing factors to teacher wellbeing: A summary</b>	126

<b>Chapter 7: Implications and Future Directions</b>	127-146
<b>7.a. Introduction</b>	127
<b>7.b. Maintaining teacher wellbeing: Implications for schools</b>	128-134
7.b.i. Factor 1: Communicating a sense of value	128
7.b.ii. Factor 2: Creating a positive working environment	129
7.b.iii. Factor 3: Promoting healthy work-habits	130
7.b.iv. Factor 4: Making workloads manageable	131
7.b.v. Promoting a work-life balance	132
7.b.vi. Supporting teachers' mental health	133
<b>7.c. Implications for EP Practice</b>	134-137
7.c.i. Supervision and wellbeing training	135
7.c.ii. Using Q sorts in schools	136
7.c.iii. Systemic practice and policy making	137
<b>7.d. Strengths and limitations of the study and using Q</b>	137-144
7.d.i. Including the voices of participants	138
7.d.ii. Providing a context	138
7.d.iii. Personal reflection: As a former teacher	139
7.d.iv. Minimising researcher-bias	140

7.d.v.	Personal reflection: As a researcher	140
7.d.vi.	Participants' feedback on the Q sort task: Implications for future studies	141
7.d.vi.1.	Fixed versus Free distribution grids	141
7.d.vi.2.	Adjusting the wording of statements to improve clarity	142
7.d.vi.3.	Incorporating additional statements	143
<b>7.e.</b>	<b>Recommendations for future research</b>	<b>144-145</b>
7.e.i.	Personal reflection: As a Trainee Educational Psychologist	145
<b>7.f.</b>	<b>Conclusions</b>	<b>145-146</b>

<b>References</b>	147-172
-------------------	---------

<b>Appendices</b>	173-281
-------------------	---------

## **Figures**

<b>Figure 1.</b> The hypothesized Job Demands–Resources Model of Burnout (taken from Hakanen, Bakker & Schaufeli, 2006)	21
<b>Figure 2.</b> The Q sort grid	82
<b>Figure 3.</b> Hypothetical space diagram illustrating the location of Factors 1-4 on the ‘Low Job Resources/High Job Resources’ bifurcation and ‘Engagement/ Burnout’ bifurcation	122
<b>Figure 4.</b> Diagram illustrating the hypothetical relationship that might exist between Job Resources and Personal Resources for teachers managing job demands to maintain a sense of wellbeing	124

## **Tables**

<b>Table 1.</b> Time line of the process used to establish the research materials	62
<b>Table 2.</b> Process of reducing the concourse	68
<b>Table 3.</b> Process of achieving the Final Q set	71
<b>Table 4.</b> Time line of the process used to establish the P set	79
<b>Table 5.</b> Time line of data collection and analysis procedures	80
<b>Table 6</b> Four Factor Solution following Varimax and Hand Rotation at $\pm 0.43$ Critical Value of Significance	89
<b>Table 7.</b> Correlation between Factors	90
<b>Table 8.</b> Factor arrays for each of the Four Factors at $\pm 0.43$ Critical Value of Significance	91

## **Chapter 1: Introduction**

The aim of the current study is to explore the experience of being a teacher today: What are the demands of school life? How are these perceived and managed? And what helps teachers to maintain a sense of wellbeing? I decided to adopt the term *teacher wellbeing* for the focus of the current study as I felt this reflected a positive goal for teachers, and I wanted to create a sense of optimism and hope to teachers who participated in this research.

I decided to study teacher wellbeing because there is evidence to suggest the experience of poor wellbeing is an increasing problem, as teachers' workloads continue to rise. I also felt that, although the prevalence of poor wellbeing is widely reported, there is scarce research that has explored this phenomenon from a positive perspective and asked teachers directly about what *helps* them to maintain a sense of wellbeing. As a teacher I observed and experienced how the demands of school life could impact upon teachers' wellbeing. As a Trainee Educational Psychologist (TEP), I now question the role that school managers and services, such as the Educational Psychology Service (EPS), play in promoting and protecting teacher wellbeing.

The current study sought to explore the views of teachers in a way which reduced the role and influence of the researcher and enabled all voices to be heard. Q methodology satisfied these criteria and was therefore selected for the current study.

In a Q methodology study, a group of people are presented with a set of statements about a topic which they are asked to sort according to their point of view. The organised array of statements is called a Q sort; this is said to reflect the individual's subjective viewpoint on the topic in question. Q sorts were gathered from 30 teachers, who worked in primary or secondary schools in the UK, some of whom had additional responsibilities; such as Special Educational Needs Co-ordinator (SENCO), curriculum co-ordinator or senior management roles. Additional data in the form of open questions was also gathered during the study, which provided contextual information to aid understanding.

***The following structure was adopted:***

- A critical literature review on teacher wellbeing is provided
- The aims and research question are presented
- My positionality as a researcher is discussed and the requirements for the methodology are outlined
- Q methodology is explained
- Possible ethical considerations are presented
- The procedures used to prepare and conduct the Q methodology study are explained in detailed steps
- The findings obtained from the teachers are analysed and interpreted. Four factors are realised and interpreted in detail
- The four factors are discussed in depth, in relation to the research question and the existing literature on teacher wellbeing

- The implications for school managers are considered and the possible roles for Educational Psychologists (EPs) are identified
- The limitations of the study are identified; participants' feedback is considered and personal reflections are presented
- Recommendations for future research are outlined

The purpose of the current study is to provide teachers with the opportunity to share their views on what it is like to be a teacher today. It is hoped that by sharing the views of teachers in this study, a better understanding of how teacher wellbeing could be promoted in schools is achieved.



## Chapter 2: Critical Literature Review

### 2.a. Introduction

To guide my literature search and review, the following questions were considered:

- Stress and Wellbeing: What terminology should be used in the current study?
- What is it like to be a teacher? What work experiences are reported?
- What are the job factors that affect teachers' sense of wellbeing?
- What individual differences affect teachers' sense of wellbeing? What coping strategies might be used?
- What helps teachers to manage job demands to maintain a sense of wellbeing and what interventions have been successful in enhancing teacher wellbeing?

These questions led to the development of the following working statement, which ultimately summarises my literature review and focus in research:

***Stress and Wellbeing are social constructs that interlink. Teaching is an increasingly dissatisfying profession. Teachers blame excessive workloads and rapid change for the negative work experiences they report. How teachers manage the demands of school life impacts upon their sense of wellbeing. Teacher wellbeing is not taken seriously enough in schools.***

The literature review focuses on peer reviewed research from the 1970s to the present day. To understand how teacher wellbeing could be enhanced, I first examined the history and prevalence of the types of demands and challenges, which impact upon teachers' wellbeing. To do this I predominantly focused on two reviews: Borg (1990) and Kyriacou (2001) which detail the research into teacher stress from 1970 to 2000. A third review, commissioned by the Teacher Support Network by Bricheno, Brown & Lubansky (2009), also provides helpful insight into the extended literature on teacher wellbeing over four decades.

To restrict the literature review, I searched for research conducted primarily within the UK, United States of America (USA) or Australia. I was cautious to rely heavily upon research from outside the UK, as I believe the Education Systems may vary in terms of teachers' duties and working conditions. I restricted the search to focus on studies of qualified teachers in mainstream primary and secondary schools (or the cultural equivalent), as this reflected the desired demographic of participants for the current study.

## **2.b. Stress and Wellbeing**

The aim of the literature review was to explore the factors in teaching that impact on wellbeing and what interventions could be implemented to reduce negative effects. My first literature search, using the phrase *teacher wellbeing*, *teacher well-being* and *teacher well being*, produced many articles which focused solely on the aspects of

teaching that threatened wellbeing. In addition to *teacher wellbeing*, I also searched the literature using the term *teacher stress* as this term frequently appeared in the first search. The second search produced many of the same articles as the first, but also provided some articles which focused on coping strategies. These initial searches did not provide any common definitions of (teacher) stress or wellbeing but indicated how these concepts interlinked. In subsequent searches, I explored the terms *stress* and *wellbeing*, to ascertain which term would be most helpful for the current study.

### **2.b.i. Stress**

Bricheno et al. (2009) suggest that the definitions of stress are no more unified than definitions of wellbeing. In an extensive analysis of the methods and theoretical approaches used in teacher stress research, Guglielmi & Tatrow (1998, p.68) state that 'a truism in the stress research area is that there is no consensus on what *stress* is', as researchers have the tendency to construct their own *home grown* measures of this phenomenon.

Stress in the workplace is already acknowledged in health and safety documents which provide guidelines to reduce the stress experienced by workers (Health & Safety Executive [HSE], 2013). According to the HSE website (HSE, 2013) work-related stress is defined as an:

(...) adverse reaction people have to excessive pressure or other types of demand placed upon them.

*Occupational stress* and *work stress* are terms used to describe the stress experienced in the workplace and are related to an individual's job demands. *Teacher stress* can therefore be considered the occupational stress that is experienced by teachers, caused by factors that are specific to the teaching profession (Kyriacou & Sutcliffe, 1978). It is believed that Kyriacou was first to define the phrase *teacher stress* in the late 1970s, which has been used extensively in the literature ever since (Kyriacou, 2001). In a review of teacher stress research in 2001, Kyriacou helpfully summarised his earlier work and provided a condensed definition of *teacher stress* as:

(...) the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher. p.28

A search of literature on teacher stress published after 2001 indicates Kyriacou's (2001) definition is still used in current research which continues to investigate the causes, consequences and mitigating factors of stress experienced by teachers in the workplace (Jennings & Greenberg, 2009; Klassen, 2010; Klassen & Chiu, 2010; Collie, Shapka & Perry, 2012; Larrivee, 2012).

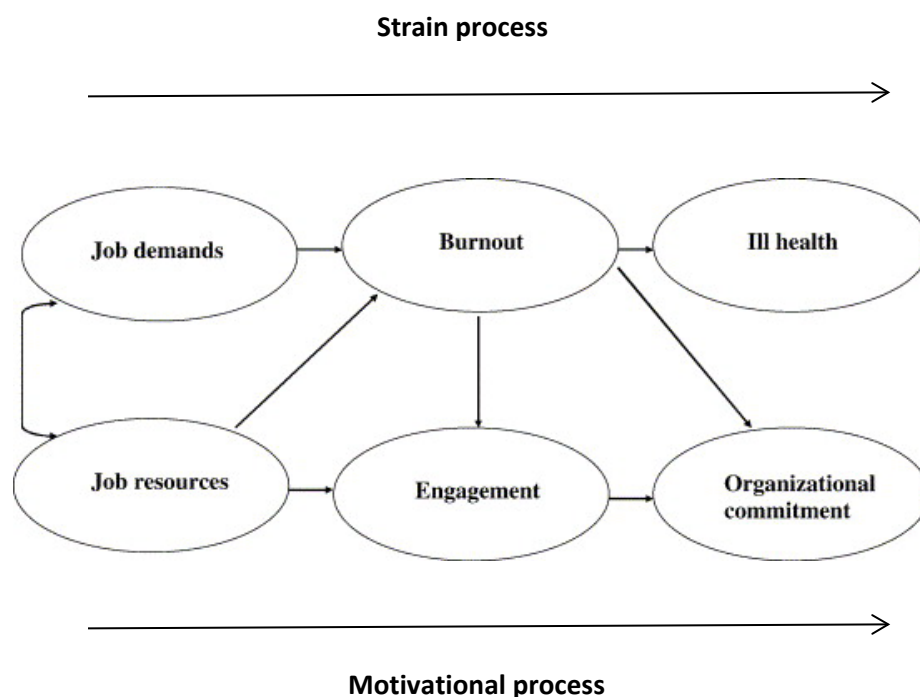
## **2.b.ii. Models of Stress and Burnout**

Various interactional models of stress have been developed in occupational research which provide simplified explanations of stress as the result of an ill-fit between the individual and their environment. Models such as the Transactional Model of Stress and Coping (Lazarus & Folkman, 1987) emphasise the individual's active role in

perceiving, managing and mediating potential stressors in the environment. Whereas, the Demand-Control Model of Stress (Karasek & Theorell, 1990) focuses on the interaction between job demands and the individual's level of autonomy and control (which is determined by their job role). The Job Demands-Resources (JD-R) Model of Burnout (Bakker & Demerouti, 2007) provides a more comprehensive explanation of how an individual's work experience affects their sense of wellbeing. This model has supportive evidence from a number of occupations, including teaching (Bakker & Demerouti, 2007; Bakker, Hakanen, Demerouti & Xanthopoulou, 2007; Brough, Timms, Siu et al., 2013) and has been used by Hakanen, Bakker & Schaufeli (2006) to explain the phenomenon of teacher stress.

**Figure 1. The hypothesized Job Demands-Resources Model of Burnout**

**(taken from Hakanen, Bakker & Schaufeli, 2006)**



According to Brough et al. (2013) the JD-R model identifies how positive and negative work experiences (in terms of *job demands* and *job resources*) impact upon an individual's psychological wellbeing. *Job demands* refer to physical, psychological, social or organisational work demands that require sustained physical and/or psychological (cognitive and emotional) effort and are therefore associated with certain physiological and/or psychological costs (Demerouti, Bakker, Nachreiner & Schaufeli, 2001). Examples are: high work pressure, role overload, emotional demands and poor environmental conditions. Whereas, *job resources* refer to physical, psychological, social or organisational aspects of the job that are (1) functional in achieving work goals; (2) reduce job demands and the associated physiological and psychological costs; or (3) stimulate personal growth and development (Hakanen et al., 2006; Brough et al., 2013). Resources may be located at the level of the organisation (e.g., salary, career opportunities, job security), interpersonal and social relations (e.g., supervisor and colleague support, working atmosphere), the organisation of work (e.g., role clarity, participation in decision making) and the level of the task (e.g., performance feedback, skill variety, task significance, task identity, autonomy) (Bakker, Demerouti & Verbeke, 2004).

The JD-R model explains occupational stress by two core processes (Bakker & Demerouti, 2007). The *strain* process refers to the stress experienced by an individual when additional effort is required to manage high job demands while maintaining job performance. If the experience of stress persists and causes strain to the individual, there is increased likelihood of burnout, absenteeism and ill health. According to

Maslach (2003, p.190), *burnout* is a stress response, with three key dimensions: ‘an overwhelming exhaustion, feelings of cynicism and detachment from the job, and a sense of ineffectiveness and lack of accomplishment’. According to the JD-R model, the availability of job resources to manage job demands might reduce the likelihood of burnout. Working in parallel to the *strain* process is the *motivational* process, which states that the availability of job resources that directly assist an individual to perform their job demands determines their level of work engagement which affects their level of work commitment (Bakker & Demerouti, 2007). According to Larrivee (2012 p.19), ‘engagement could be thought of as the inverse of burnout’, as work engagement refers to the individual’s dedication and persistent positive affect towards their job, which relates to their absorption at work and high energy, or vigour. It may be helpful therefore to consider the terms *burnout* and *engagement* as references to the extreme poles of a wellbeing continuum.

### **2.b.iii. Wellbeing**

Within the literature, the experience of *stress* and *burnout* are both referred to as measures for *wellbeing* (Bricheno et al., 2009). However, ‘while there is a gut feeling that we know what is meant by the term ‘wellbeing’, it is not something that is tangible or measurable and there is variation in the meanings attached to it’ (Bricheno et al., 2009, p.19). *Wellbeing* has been broadly described in terms of a person’s psychological wellness or mental health, which is distinct from their physical health and influenced by environmental factors (Antonovsky, 1979; Warr, 1987). However, in the study of

Positive Psychology, the term *wellbeing* is used frequently within different phrases. *Subjective wellbeing* is used to describe one's state of happiness, as defined by the sum of their life satisfaction and affective balance (Pavot & Diener, 2004) whereas *psychological wellbeing* is defined as the desired outcome of growth and fulfilment (Linley & Joseph, 2004).

Indeed the use of the term *wellbeing* is complicated and at times ambiguous. In educational documentation, a definition of *wellbeing* is not offered, but a common understanding of this flexible term is assumed. The National Healthy Schools documents (Department for Education and Schools [DfES], 2002) refers to wellbeing as a *condition* (of being contented, healthy or successful) and as a *process*, and a *product*. The flexibility of the term was also realised through a discourse analysis of documentation from the Department of Children, Schools and Families (DCSF), which led Ereaut & Whiting (2008, p.1) to conclude that *wellbeing* is 'a cultural construct and represents a shifting set of meanings'.

From studying the literature on *teacher wellbeing* it appears that no clear definition exists and a variety of operational definitions have been used, in accordance with the focus of study. One definition provided by Aelterman, Engels, Van Petegem and Pierre Verhaeghe (2007, p.2) describes *teacher wellbeing* in positive terms, as:

(...) a positive emotional state which is the result of harmony between the sum of specific environmental factors and personal needs and expectations of teaching.



Aelterman et al. (2007) suggest this definition may be used for research that focuses on the identification of factors that influence and enhance wellbeing, which in turn may lead to positive change in schools. In so doing, future research might approach the study of teacher wellbeing from a positive angle, rather than seek to measure wellbeing using indicators of stress and burnout. For the current study I chose to use the term *teacher wellbeing*, as I felt this provided an optimistic focus. Although it is evident that there are different meanings and understandings of this term, for my research I adopted the definition by Aelterman et al., as this encapsulates *teacher wellbeing* as the optimum positive experience I believe all teachers desire: the pursuit of which is the focus for the current study. To understand how teacher wellbeing can be supported, it is important to first explore the extent to which poor teacher wellbeing is a concern, and to ascertain what demands of school life are particularly challenging.

## **2.c. Is teacher wellbeing under threat?**

### **2.c.i. Self reports and surveys**

Surveys, that assess the impact of job demands on wellbeing experienced in different professions through self-report and questionnaire techniques, support the commonly held view that teaching is one of the most demanding occupations (Travers & Cooper,

1993; Smith, Johal, Wadsworth, Davey Smith & Peters, 2000; Kyriacou, 2001; Rose, 2003; Bachkirova, 2005; Johnson, Cooper, Cartwright et al., 2005; Seymour & Grove, 2005; Bricheno et al., 2009; Kinman, Wray & Strange, 2011). Although Bricheno et al. (2009) concluded, from an extensive literature review, that there was no consistent evidence to suggest teachers' wellbeing was lower than that of other professionals, recent research indicates that teachers have significantly lower perceived control and wellbeing compared to other non-teaching professionals (Grenville-Cleave & Boniwell, 2012).

When asked directly, teachers rate their jobs as stressful (Kyriacou & Sutcliffe, 1978; Borg, 1990) and identify their job demands as affecting their wellbeing (Cox & Brockley, 1984). This early research is supported by studies conducted recently by the Teacher Support Network (2009; 2014a), which found the vast majority of teachers surveyed reported experiences of a mental health difficulty in the previous two years, which most teachers identified as being related to workplace issues. However, caution is advised when comparing the self-reports of teachers and non-teachers, as Borg (1990) and Cox & Brockley (1984, p.86) warn that teachers are particularly articulate in defining and discussing their feelings (in comparison to other occupations) and may therefore give the 'appearance of experiencing and reporting more stress than other occupational groups'.

Care should also be taken when interpreting research findings as the meaning of wellbeing are likely to differ between individuals. For example, Pines (1993) suggests that chronically high levels of stress do not necessarily lead to burnout when the work

is still believed to be important. It is possible therefore that if teachers consider their work to be highly demanding but worthwhile, their sense of wellbeing may be unaffected.

### **2.c.ii. Objective measures: Sick leave and attrition rates**

An indicator of poor wellbeing amongst teachers may be gained from their levels of absenteeism and sick leave. According to the Department for Education (DfE, 2013) the percentage of teachers taking a period of sickness absence at any time during the year remained at approximately 55% from 2010 to 2012. The average number of days lost was 8.1, which in total resulted in 2.2 million days per annum lost to teachers' sickness absence. The cause of teachers' sick leave is frequently reported to be stress-related (National Union of Teachers [NUT], 2013). However, the Teacher Support Network (2014a) found that, although there was an increase in reported mental health conditions from 2008 to 2014, teachers reported taking less time off sick in 2014 compared to 2008, but more teachers were now deciding to leave their job.

This finding supports earlier research which indicates that poor mental health is related to teachers' decisions to leave the profession (Travers & Cooper, 1993). The attrition rate of teachers is a concern, as there is evidence from the UK and USA to suggest about half of all those who train and qualify as teachers either do not take up a post or leave the profession within five years (Bachkirova, 2005; Gibbs & Miller, 2013). It is possible that, for some teachers, the reasons for leaving the profession early on in their career relate to poor work experiences and an inability to manage job

demands and maintain a sense of wellbeing. Indeed, for older teachers this appears to be the case, as Brown, Gilmour & Macdonald (2006) state that in the UK there is a tendency for teachers to take early retirement based on ill health, as a means of regaining their sense of wellbeing, which was under threat by the demands of teaching.

## **2.d. Job factors that affect teacher wellbeing**

### **2.d.i. Emotional labour**

Emotional labour defined as ‘the effort, planning and control needed to express organisationally desired emotion during interpersonal transactions’ (Morris & Feldman, 1996, p.987), is associated with the helping professions, such as nursing and teaching (Johnson et al., 2005) and is considered to be a significant source of strain (Zapf, 2002) and potential contributing factor to the onset of burnout (Maslach, 2003; Goldberg & Grandey, 2007; Philipp & Schupback, 2010). Emotional labour is an intrinsic part of teaching (Hargreaves 2000; Sutton, 2005; Bricheno et al., 2009; Kinman et al., 2011): on a daily basis teachers are required to ‘regulate’ their emotions to provide warmth and care to their pupils, whilst suppressing negative feelings, such as anger or frustration. Undoubtedly, the emotional demands of teaching can negatively affect teachers’ wellbeing (Bricheno et al., 2009) and this is an area in which EPs could potentially provide support.

## 2.d.ii. Change in job demands and status

Kyriacou (2001) identifies *coping with change* to be a commonly reported factor that can affect teacher wellbeing. Some studies suggest that the change in relation to Education Reforms that have affected teachers' duties, pay conditions and the curriculum, and the introduction of Ofsted inspections, have negatively impacted upon teachers' wellbeing (Carlyle & Woods, 2002; Griva & Joeekes, 2003; Lambert, McCarthy, Donnell & Wang, 2009; Grenville-Cleave & Boniwell, 2012; Teacher Support Network, 2014a). The increase in bureaucratic tasks is documented by Government funded studies (DfE, 2014; Gibson, Oliver & Dennison, 2015) which highlights how teachers' working hours have increased considerably in recent years. These surveys, completed in 2013 and 2014, found that teachers felt they spent considerable time on unnecessary tasks which were related to accountability for pupil progress, preparation for Ofsted inspections and an increase in forms and paperwork. The duplication and level of detail for some paperwork tasks, such as planning, marking and data input analysis, were identified as the most unnecessary and time consuming duties teachers had to complete. The findings from the Education Staff Health Survey (Teacher Support Network, 2014a) perhaps provide a summary of teachers' views on what threatens their sense of wellbeing: this study found 89% of teachers blamed the excessive workloads and more than half cited the rapid pace of change and unreasonable demands from managers as contributing factors. From the research into teacher attitudes, Grenville-Cleave & Boniwell (2012, p.4) conclude that for many teachers in England and Wales, teaching is a 'dissatisfied and dissatisfying profession'. The status of teachers has been perceived to decline over the past four decades

(Hargreaves, Cunningham, Hansen, McIntyre, & Oliver, 2007) and this perhaps contributes to the concerning increase of absenteeism, turnover and early retirement among UK teachers over the last few decades (Griva & Joekes, 2003).

### **2.d.iii. Common demands of school life**

In 1990, Borg conducted a detailed review of the literature over the previous 15 years to ascertain the prevalence, sources, symptoms and effects of teacher stress in the UK. Borg concluded that the demands of school life were varied and could change from one context to another and over time. Nevertheless, a number of demands, which teachers regard as challenging, recurred in most of the reported studies, which Borg organised into the following categories:

- **Pupil behaviour** (e.g. indiscipline, disobedience, misbehaviour, poor motivation, poor attitudes to work)
- **Workload and time pressures** (e.g. having too much work to do, meeting deadlines)
- **Working conditions** (e.g. poor or inadequate equipment/facilities, large classes)
- **Relationships with colleagues** (e.g. conflict with or lack of support from colleagues and management)
- **School ethos** (e.g. lack of agreement on standards)

The challenging demands identified by Borg from the literature that reflects the experiences of British teachers working in mainstream primary and secondary and Special Educational Needs (SEN) schools in the 1980s, have also been documented as

the common challenges for teachers in studies and reviews of literature conducted between 1990 and 2012 in the UK and other countries (Dworkin, Haney, Dworkin & Telschow, 1990; Travers & Cooper, 1993; Griffith, Steptoe, & Cropley, 1999; Kyriacou, 2001; Griva & Joekes, 2003; Hastings & Bham, 2003; Goddard, Brien & Goddard, 2006; Bricheno et al., 2009; Lambert et al., 2009; Kinman et al., 2011; Grenville-Cleave & Boniwell, 2012; Gibbs & Miller, 2013; Pietarinen, Pyhältö, Soini & Salmela-Aro, 2013). Additional demands that teachers regard as challenging include managing difficult parental behaviour (Griffith et al., 1999; Bricheno et al., 2009), dealing with the advances in technology (Griva & Joekes, 2003) and perceiving an imbalance between efforts and rewards (Kyriacou, 2001; Griva & Joekes, 2003; Kinman et al., 2011).

#### **2.d.iv. Job resources that may support teacher wellbeing**

According to Hakanen et al.'s (2006) research into teachers' work experience, teachers who are able to draw upon job resources like job control, supervisory support, and innovativeness may become more vigorous and dedicated, i.e., engaged in their work, and may feel stronger commitment. These findings support the Self-Determination Theory, which states that any social context which satisfies the human needs of *autonomy*, *competence* and *relatedness* enhances wellbeing and increases commitment (Deci, Vallerand, Pelletier & Ryan, 1991).

## **2.e. Individual differences between teachers**

Based on the extensive collection of challenging demands experienced by teachers, it could be assumed that at some point in their career, all teachers have difficulty in maintaining a sense of wellbeing. However, not all teachers suffer sustained periods of stress, to the extent that they suffer burnout, absenteeism or ill health. The availability of job resources in the workplace may account for the differences in work experience reported by teachers. However, it is possible that there are also personal differences at play: in terms of how the demands of school life are perceived and managed and what coping mechanisms, and personal resources, are drawn upon to maintain a sense of wellbeing. There are many factors which *may* influence teachers' perception and experience of challenging demands and coping; these include their gender, stage in career and personality traits.

### **2.e.i. Demographics**

There is little evidence to suggest a relationship exists between a teacher's gender or age and their level of wellbeing. Larrivee (2012) suggests that female teachers' wellbeing may be negatively affected by conflicting challenges between home, childcare and job demands, which Acker (1992) describes as a *triple shift*. Whereas, Bricheno et al. (2009) conclude that there is evidence to suggest male teachers may have lower job satisfaction and lower wellbeing than females (although this trend is reversed for younger male teachers). An interpretation of this trend may be related to the fact that male teachers are more likely to enter into the profession with the



intention of fast-tracking to managerial positions; therefore experiences of low wellbeing may relate to unfulfilled professional ambitions, rather than the teachers' age or gender. This interpretation supports the research by Day, Stobart, Sammons, Kington, Gu, Smees et al. (2006) which suggests that the level of teaching experience, rather than age per se, can be a moderating factor for teacher effectiveness and could be a factor related to teachers' work experience and sense of wellbeing (Pretsch, Flunger & Schmitt, 2012).

According to Day et al. (2006), teachers in the first eight years of their career are motivated to develop a professional identity and are therefore likely to report a positive work experience and sense of wellbeing. When teachers reach the mid-career stage (8-15 years) they experience a period of transition, which can negatively affect their wellbeing. At this stage, important career decisions are made and work-home tensions can be experienced if additional work responsibilities are gained. However, dissatisfaction might also be experienced if teachers do not fulfil their ambitions at this point in their career. There is evidence in the literature that more experienced teachers suffer the most emotional exhaustion, which is associated with burnout (Maslach, 2003). Day et al. (2006) suggest teachers in the later stages of their career experience difficulty in managing their work demands and can experience feelings of career stagnation. In general, older teachers report lower levels of job satisfaction, wellbeing and resilience.

## 2.e.ii. Personality differences

According to Bakker & Demerouti (2007) the availability of *personal resources* can predict work engagement independently from, or in combination with, the availability of job resources. *Personal resources*, such as *resilience*, refer to an individual's positive self-evaluations which enable them to control and impact upon the environment successfully (Hobfoll, Johnson, Ennis & Jackson, 2003). Resilience, defined as 'the process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances' (Masten, Best & Garmezy, 1990, p.425), is documented as an important personal resource for maintaining teacher wellbeing (Howard & Johnson, 2004; Gu & Day, 2007). A teacher's level of resilience contributes to their general health perception and rate of job satisfaction (Pretsch et al., 2012) and can act as a buffer against the emotional demands (Howard & Johnson, 2004). Other personality traits that may be regarded as personal resources are levels of *self-efficacy* (Skaalvik & Skaalvik, 2010; Kinman et al., 2011; Brown, 2012; Gibbs & Miller, 2013); the ability to regulate emotions (Brackett, Palomera, Mojsa-Kaja, Reyes & Salovey, 2010) and the individual's *locus of control* (Rotter, 1966).

The locus of control is a term which refers to a scale used to measure how much an individual believes they have control over their behaviour: i.e. their accomplishments and failures, life events and future (Akça & Yaman, 2010). The locus of control is considered to be a continuum, whereby an individual may position themselves somewhere between the two poles: internal and external. An individual who has an internal locus of control believes they are in control of their own destiny, whereas an

individual who has an external locus of control believes what happens to them is beyond their control (and rather in the control of others or fate). There is some research to suggest that an internal locus of control is associated with positive wellbeing (Spector, Cooper, Sanchez et al., 2002), as the beliefs of personal control help an individual to be able to handle stress in general life (Kobasa, Maddi & Kahn, 1982) and at work (Spector, 1982). In contrast, there is evidence to suggest that teachers with beliefs of external control have lower energy levels and poor mental resilience (Betoret, 2013) and are more likely to suffer burnout (Kyriacou, 1987). However, other research suggests that the relationship between locus of control and the individual components of burnout (emotional exhaustion, depersonalisation and reduced personal accomplishment) is complex (Dorman, 2003; Akça & Yaman, 2010).

### **2.e.iii. Coping strategies**

Kyriacou (2001) suggests teachers attempt to manage challenging job demands using direct action or palliative techniques. Direct action techniques involve taking a problem solving attitude to attempt to reduce the number or nature of challenging job demands to maintain a sense of wellbeing. Teachers who have a high sense of mastery are likely to adopt this approach (Parker, Martin, Colmar & Liem, 2012) and may use proactive behaviours to address the challenge, such as: planning, self-management, goal setting and seeking support from colleagues.

In contrast to direct action, palliative techniques do not deal with addressing the job demands but are rather aimed at reducing the impact the job demands have on wellbeing (Kyriacou, 2001). Parker et al. (2012) suggest that individuals who take emotion-focused coping strategies are likely to have failure-avoidant attitudes, which means they actively avoid chances of failure and will adopt self-handicapping strategies (such as procrastination and unrealistic goal setting) if they feel unable to meet job demands. The literature on coping mechanisms suggests the extensive use of palliative techniques (which includes drinking, smoking, medication) and avoidance strategies alone can be dysfunctional in the long term (Griffith et al., 1999; Kyriacou, 2001; Austin, Shah & Muncer; 2005; Parker et al., 2012; Pietarinen et al., 2013).

However some individuals can benefit from techniques that modify their emotional experience of challenging job demands, such as taking regular exercise, hobbies and learning relaxation techniques (Howard & Johnson, 2004) and there is some evidence to suggest that these palliative techniques can help teachers engage in social and direct action strategies (Pietarinen et al., 2013). Austin et al. (2005) conclude that rather than favouring one coping strategy as more effective than another, the effectiveness of any coping strategy may depend upon the individual concerned.

When considering the effect certain coping styles have on the management of challenging job demands, it is worth noting that some studies that investigate the coping styles of teachers are cross-sectional, therefore inferences about causality cannot be made (Griffith et al., 1999). It is possible that teachers' personal resources and personality traits determine the coping strategies they adopt (Parker et al., 2012)

and the success they have in maintaining a sense of wellbeing; but also the experience of sustained periods of stress and poor wellbeing, resulting from relentless job demands, may lead teachers to adopt certain coping strategies (Griffith et al., 1999), regardless of their personal characteristics.

## **2.f. Interventions to support teacher wellbeing**

My decision to focus on *teacher wellbeing* for the current study, led me to explore the literature on interventions that promote wellbeing. Bricheno et al. (2009) state that there are three categories of intervention: Primary, Secondary and Tertiary. Primary interventions aim to protect the wellbeing of the whole workforce, by working with individuals or organisations to address challenging job factors that pose as a potential threat to wellbeing. Secondary interventions aim to minimise the negative experience caused by job factors upon an individual's wellbeing, and Tertiary interventions focus on rehabilitating individuals back into the workplace, following a sustained period of poor wellbeing. According to Bricheno et al.'s (2009) literature review, interventions to address teacher wellbeing have been mostly Secondary or Tertiary, with little focus on developing preventative measures in the workplace.

### **2.f.i. Individual support: External services**

Interventions that encourage teachers to reflect on and evaluate their personal values and priorities, such as counselling, are considered to be effective for helping teachers manage mental health problems (Seymour & Grove, 2005), reducing the chance of Ill Health Retirement (IHR) and as rehabilitation following burnout (Carlyle & Woods, 2002). However, it would appear that external services, such as the Occupational Health Service, are under-used by teachers (Brown et al., 2006). This may be due to teachers' lack of knowledge of such services or their reluctance to seek professional help, for fear of stigmatisation, adverse consequences or a concern for their sickness absence statistics (Bricheno et al., 2009).

The use of Employee Assistance Programmes (EAPs), which assist the identification and resolution of employee concerns related to personal and/or work matters, appear to be one of the main Secondary interventions (Bricheno et al., 2009). However, despite all Local Authorities offering EAPs or other counselling services for all staff, the uptake from teachers has been low. Bricheno et al. (2009) suggest teachers may be unaware of EAPs or believe such services cannot effectively resolve challenging job factors unique to teaching.

## **2.f.ii. Whole school support: Purchasing wellbeing programmes**

Wellbeing programmes are designed to support organisations, such as schools, to improve staff wellbeing. Such programmes are bought in by school managers; therefore, the investment in such programmes perhaps indicates the value they place upon staff wellbeing. Reviews of the success of such programmes have been positive, in terms of reducing stress-related sickness absence (Bricheno et al., 2009) but rigorous evaluations of wellbeing programmes have not been carried out.

The Teacher Support Network aims to improve the wellbeing of teachers by providing online support and a telephone helpline for teachers in England and Scotland (Brown et al., 2006). The Teacher Support Network service usage report (2014b) states that in the academic year 2013-2014, a total of 29,172 calls and emails were taken, which was a 29% increase on the previous year. The vast majority of service users sought support via the telephone helpline, to seek advice on financial matters, mental health issues, general support and saying “no” at work. It would appear that the Teacher Support Network is accessed by classroom teachers in both primary and secondary education, who are aged between 26 and 55. According to the statistics gathered, on average the service user was reported to be a white British woman from London. This may suggest the Teacher Support Network is scarcely known to teachers in many parts of the UK and better promotion of this helpful service is required.

### **2.f.iii. School-based interventions**

The literature suggests schools can improve teacher wellbeing by supporting teachers' professional development. This may involve supervision sessions to help individuals reflect and re-evaluate personal values and professional identities (Parker et al., 2012), and providing opportunities for teachers to share practical coping skills (Howard & Johnson, 2004) and learn new ways to manage emotions, such as depersonalising from challenging events and writing emotional diaries (Zembylas, 2003; Kinman et al., 2011). School management teams can also embed systemic changes, such as establishing behaviour management strategies (Howard & Johnson, 2004), and develop initiatives to create a positive, supportive working environment that promotes group cohesion, peer support and a healthy work-life balance (Howard & Johnson, 2004; Austin et al., 2005; Kinman et al., 2011).

### **2.g. Supporting teacher wellbeing: The role of the EP**

The most recent literature on teacher wellbeing highlights the important role and unique position EPs have in supporting teachers' mental health in school (Annan & Moore, 2012; Critchley & Gibbs, 2012; Partridge, 2012; Salter-Jones, 2012). Gibbs & Miller (2013) suggest EPs are skilled professionals who can provide discrete support, through consultation, to individual teachers unable to cope with the demands of school life. There is evidence in the recent literature that EP interventions based on Positive Psychology principles (Seligman, 2002), which promote the reflection of daily



positive events, can be effective in improving teachers' sense of self-efficacy (Critchley & Gibbs, 2012). However, at present it is unknown as to how effective this intervention is in maintaining self-efficacy in the long term. Nevertheless, Gibbs and Miller (2013) suggest EPs are well-equipped to adopt Positive Psychology techniques in supporting teachers to manage challenging job demands and maintain a sense of wellbeing. Providing training sessions for school staff is a recognised and valued part of the EP role (Boyle & Mackay, 2007; Fox, 2009; Partridge, 2012) and there is evidence to suggest training sessions that educate teachers about how to maintain a sense of wellbeing can also be effective interventions (Austin et al., 2005; Gibbs & Miller, 2013).

Peer support can help teachers to manage job demands (Kinman et al., 2011). However, as Gibbs & Miller (2013) point out, peer supervision, which is regarded as an essential resource for maintaining staff wellbeing in 'helping professions', is severely lacking in schools. Mann (2004) and others (Shapiro, 2010) encourage schools to adopt policies that encourage teachers to express their emotion, as this is a fundamental part of the job. A valuable EP intervention could therefore be the facilitation of in-house peer supervision for teachers in school (Partridge, 2012; Gibbs & Miller, 2013). Providing "drop-in" consultations for groups of teachers are also recommended as valuable EP interventions in schools (Annan & Moore, 2012; Partridge, 2012; Salter-Jones, 2012); these could help teachers to manage the emotional demands of teaching. Other EP interventions, such as the Staff Sharing Scheme (Annan & Moore, 2012) and Work Discussion Groups (Partridge, 2012), that adopt consultation techniques encourage colleagues to share problems and analyse challenging situations together. Finally, Annan & Moore (2012) suggest EPs can play an effective role in

empowering school staff to understand and manage challenging job demands, by sharing a model of problem solving (consultation) with senior management teams, who can then support teachers make sense of challenging situations.

## **2.h. Why is it important to study teacher wellbeing?**

The study of teacher wellbeing and how this can be enhanced is important because, from the literature reviewed from studies in the UK and beyond, it is evident that the consequences of sustained periods of poor wellbeing, as described in terms such as dissatisfaction, ill mental health and burnout, is causing teachers to take increased sick leave, retire early or change career. The attrition rates of teachers in the UK could influence teacher training uptake in the future and, as well as affecting teachers' personal lives, having a poor sense of wellbeing could have significant effects on teachers' effectiveness, performance and ultimately pupil wellbeing and attainment.

The literature suggests a whole range of job factors that contribute to teachers' work experience, and I would suggest most, if not all, teachers are likely to experience challenges at work that negatively affect their wellbeing at some stage in their career. I am therefore satisfied that the job factors that threaten teacher wellbeing are generally the same across schools in the UK, and I am more interested to explore the actions individuals, schools and EPs can take to ensure teachers' sense of wellbeing is maintained.

The HSE (2013) states organisations have an ethical, legal and economic responsibility for addressing work-related stress. School managers therefore have a duty of care to monitor job factors that pose as a potential threat to teachers' wellbeing. Dunlop & MacDonald (2004) found when inviting teachers in Scotland to offer their own ideas of interventions, a total of 40 suggestions were made. This suggests that, when given the time to reflect and voice opinions, teachers have the capacity to identify what strategies and interventions have the potential to help them to manage the demands of school life and maintain a sense of wellbeing.

I agree with much of the recent research which suggests EPs are in a good position to support schools in promoting teacher wellbeing. However, I suggest that it is only by understanding *teachers'* viewpoints on wellbeing that the effectiveness of interventions to support teacher wellbeing can be explored and research-based strategies can be implemented in schools. Once greater understanding is gained, it can raise awareness of the important role school managers have in promoting and protecting teacher wellbeing, and how EPs can help.

### **2.h.i. The aim of the current study: Addressing the “gap”**

From the literature reviewed, it is evident that the phenomenon of teacher wellbeing has been widely documented through a “teacher stress” lens; much of the research is therefore problem-focused and the ways in which teacher wellbeing can be improved is considerably less researched. It is also apparent that the majority of research studies

have adopted quantitative methods to study teacher wellbeing, whereas very few studies have used qualitative methods to explore the phenomenon from the teachers' perspective. The literature review therefore highlighted a gap in the research and a purpose for the current study. A qualitative research study was undertaken to explore teachers' views on the following research question:

***What helps teachers to manage the demands of school life, to maintain a sense of wellbeing?***

# **Chapter 3: Methodology**

## **3.a. Introduction**

In this chapter I will explain how and why I chose Q methodology for my research. In doing so, I will outline the following:

- What is meant by the term “methodology”
- My positionality and philosophy: as a person, professional and researcher
- What I wanted from the methodology
- Q methodology
- Possible alternative methodologies
- Why Q methodology is appropriate for my research
- Ethical considerations

## **3.b. What is meant by methodology?**

For the purposes of this research, the term *methodology* will be understood by the following definition:

This is a theory of how inquiry should proceed. It involves analysis of the assumptions, principles, and procedures in a particular approach to inquiry (that, in turn, governs the use of particular methods)

(Schwandt, 2001, p. 194).

The *methodology* therefore identifies the general approach to studying a research topic; it shapes and is shaped by research objectives, questions and the study design, and prescribes the choices of *methods*, which are the specific research tools or techniques used to produce data and analyses (Carter & Little, 2007).

### **3.c. My positionality and philosophy**

How research is approached is determined by the researcher's theoretical perspective and epistemological stance (Robson, 2002), which reflects their philosophical view of the world. Before I describe my philosophical position, it is important to first explain my position as a person, professional and researcher, as these provide the context within which my view of the world is formed.

#### **3.c.i. My personal experience**

Before training as an EP, I worked as a teacher and then additionally as a SENCO in a large primary school for five years. Reflecting upon my personal experience, I maintain my belief that teaching can be an exciting and rewarding profession. However, I cannot forget the relentless demands of school life, which often blurred the boundaries between home and school. During my teaching career I experienced the added pressure of working in Year 6 and being accountable for my pupils' SATs results, and I also experienced how it felt to teach whilst being the SENCO. This responsibility

created a strain on my time as I tried to juggle the various demands of the SENCO role whilst striving to uphold the status of being a “good” teacher. Throughout my teaching career I tried to keep my work in perspective and achieve a work-life balance, to maintain a sense of wellbeing.

In addition to my own experience, within my social circle I have several friends and family members who work as teachers in primary, secondary and further education settings. I have therefore been in a position for many years to observe and question the level to which teachers perceive the demands of school life as similar or different between schools and across key stages of education. I have also listened to the strategies, interventions and policies school managers and individual teachers have adopted to promote teacher wellbeing.

### **3.c.ii. My professional experience**

In my current role as a Trainee Educational Psychologist (TEP), I have experienced a transition from being immersed within the teaching profession to a position as an empathic outsider. I endeavour to work with teachers, SENCOs and parents using a consultation model and advocate the use of solution focused strategies to help schools to move forward with problem situations they experience with children and young people. Within the Local Authority in which I work, there is a feeling within the EPS that a large proportion of our work consists of listening to the anxieties and difficulties teachers and SENCOs experience within their school and providing strategies to

manage challenging situations. Teachers' anxieties sometimes relate to their skills in supporting individual children but commonly reflect wider school or teaching issues, which impact on their abilities to manage demands and maintain a sense of wellbeing.

### **3.c.iii. My philosophy as a researcher**

My experiences of the world have shaped the philosophy I take to making sense of it. In explaining how I have made decisions regarding the methodology for this research, it is necessary to first explain my ontological and epistemological beliefs.

#### **3.c.iii.1. Ontology and epistemology**

Ontology refers to the assumptions that are made about the nature of the world and the question "*What is there to know?*" (Willig, 2008, p.13); whereas epistemology refers to the theory the researcher follows in deciding what kinds of knowledge is legitimate and the question "*What it means to know*" (Gray, 2004). Philosophical positions are distinctly different from one another in terms of ontology, epistemology and the purpose of research. To highlight the difference, I will outline two opposite positions: positivism and interpretivism. Positivism claims that the world is made up of discrete and observable events, where only that which can be observed can be regarded as *real* and worthy of research (Blaikie, 2007). Knowledge, for positivists, takes the form of objective, quantifiable truths, which is gained through scientific enquiry. In contrast, interpretivism posits that reality is constructed by an individual through their interactions with the social world; there can therefore be no one truth (Burr, 2000), as meaning is *relative* to the individual. The purpose of interpretivist



research is for the researcher to study and interpret these constructs to gain an understanding of how they are formed. Knowledge therefore takes the form of interpretation. Positivism and interpretivism are often presented as mutually exclusive positions; however, there are many nuanced positions which, to varying degrees, reject or agree with the positivist or interpretivist ontology and epistemology (Blaikie, 2007). With this in mind, it is perhaps more appropriate to consider philosophical positions to exist along a continuum. A researcher may therefore adopt the position, which best suits their personal beliefs and values.

Personally, I am drawn towards the relativist view of reality: that it is a subjective experience an individual has with their world; that the two do not exist in isolation, but realities are formed by people to make sense of the world around them. I feel that the social constructionist epistemological viewpoint compliments this ontology and suits my research.

### **3.c.iii.2. Social constructionism**

Social constructionists take the view that people actively construct their meaning of *reality* through social interactions. Therefore social constructionists state that 'what we perceive and experience is never a direct reflection of environmental conditions but must be understood as a specific reading of these conditions' (Willig, 2008, p.7). This belief implies that all that can be known about the world are the shared understandings constructed through the use of language within a historically and culturally specific social sphere. The *meaning* placed to explain a phenomenon

experienced by a number of people is constructed according to an individual's interpretation, which is influenced by their history, culture and social experience. Social constructionism uses interpretative methods to seek to understand the socially constructed meanings ascribed by people to situations (Blaikie, 2007). Social constructionism appeals to me as it highlights how the meaning of *reality* can differ between people and over time, depending on an individual's social interactions at any one moment; whilst the emphasis of reality as a social construct, formed by shared meaning, maintains that *realities* of the world do exist beyond the individual's mind.

### **3.d. Finding a purpose for the research**

My philosophical position and chosen theory of social constructionism informed the purpose of the study and the research question. These in turn guided me in choosing the methodology for this research.

#### ***To recap the purpose of this study:***

The aim of the research was to explore teacher wellbeing from the perspective of the teachers themselves, by asking participants *"How do you manage the demands of school life, to maintain a sense of wellbeing?"* A secondary aim for the research was to consider new avenues that EPs might take to promote teacher wellbeing in schools. I therefore regarded my doctoral research as a preliminary step in the journey to bringing about positive change.

### 3.e. My position in the research

It is inescapable to see that the focus for my research has personal and professional significance: it has developed from my own teaching experience, the teaching experiences of close family and friends, my awareness of the current demands described by teachers and SENCOs with whom I work and my understanding of the potential role EPs have in promoting teacher wellbeing. In developing the research, I was keen to guard against the *affect heuristic* whereby the validity of the research data is interpreted by the emotional reaction it elicits in me (Lilienfeld, Ammirati & David, 2012). I was mindful that, since I held my own views about the factors that threatened teacher wellbeing, I could easily place greater credence on my own introspections when interpreting data and oversee alternative perspectives (Pronin, Gilovich & Ross, 2004). To address this potential bias, I sought to use a methodology that relieved me from being central to the interpretation process and I adopted a reflexive position throughout the research. Through the use of my research journal and tutorials, I was able to critically examine the ways my values, assumptions and experiences might have shaped my decision making at each stage of the study.

### 3.f. What I wanted from the methodology

Taking my positionality, the purpose of the research and the research question into account, the chosen methodology needed to meet the following criteria:

- To enable the voices of a diverse group of teachers to be heard in a way which minimised the extent to which the *a priori* beliefs and expectations of the researcher could influence the views gained
- To allow for participants to provide a context within which their viewpoint was held
- To ensure all voices were heard and equally valued throughout the research process
- To provide the security of anonymity in the analysis, to encourage participants to feel comfortable and safe to express their views openly about a potentially sensitive topic
- To allow the researcher to gather and analyse viewpoints as objectively as possible; to reduce researcher-bias
- To minimise the power differential between the researcher and participants
- To ultimately gain insight into the experience and perspective of teacher wellbeing from the viewpoint of teachers
- To provide results that might be used to inform future research, to bring about positive change

### **3.g. Q methodology**

Q methodology appealed to me because it uses both qualitative and quantitative methods to gather viewpoints from a range of participants, whilst providing the means to work in a more objective and transparent fashion as a researcher. As such, I felt that Q methodology met the full set of criteria and also suited my philosophy as a researcher. The details regarding how this Q methodology study was conducted are described in full in Chapter 4.

#### **3.g.i. What is Q methodology?**

Q methodology was invented in 1935 by British physicist-psychologist William Stephenson, who worked as an assistant to two highly regarded psychologists, Charles Spearman and Cyril Burt, at the University College of London during the 1930s. Such psychologists at this time used factor analysis (which Stephenson referred to as *R methodology*) to study individual differences, such as intelligence, across a population of people. Stephenson was dissatisfied with R methodology as he argued it could only provide information of a general kind rather than reveal understanding about an individual person. By focusing on people's specific traits, variables and abilities, R methodology invoked a kind of 'methodological dissection' (Watts & Stenner, 2012, p. 12). Stephenson set out to address this by inventing Q methodology, which was distinctively different to R methodology.

In Q methodology the participant is presented with a heterogeneous set of stimulus items (known as a *Q set* or *Q sample*) about a subject matter, which they actively sort according to their viewpoint. The Q set is selected from the *concourse*, which is a large group of items (usually statements, although pictures might also be used) that relate to the subject matter. Stephenson (1986, p 44) notes that the word *concourse* derives from the Latin *concursum*, which means 'a running together' this indicates that the items gathered should reflect all conversational possibilities, not merely informational. Researchers may gather statements for the concourse from a range of sources; from ordinary conversations, interviews and existing literature (Akhtar-Danesh, Baumann & Cordingley, 2008; Paige & Morin, 2014). As the researcher is keen to gather a diverse set of viewpoints about the phenomena of interest, the statements reflect opinion rather than fact (Brown, 1980). Care is taken to ensure the Q set reflects the breadth and depth of the concourse and that each statement can be easily understood by the participants.

Each participant is invited to actively rank order the Q set according to some criteria, such as *most agree/most disagree*, using a distribution grid to produce a *Q sort* (which is the final array of statements organised by the participant). Through the active process of sorting, the Q set is made homogenous relative to the individual, thus the complete Q sort for the participant resembles their subjective viewpoint about the subject matter (Stainton Rogers, 1995). The statements are said to have been sorted according to their psychological significance, which is based on the participant's interpretation. All subjective points of view are formed from a personal frame of

reference (McKeown & Thomas, 2013) and therefore the arrangement of the Q sort is likely to reflect a conscious or unconscious expression of feelings (Goldman, 1990). The completed Q sorts from every participant are compared, using by-person analysis, which Stephenson invented as an inverted form of factor analysis. It is so called because a by-person analysis is the opposite of the by-variable analysis used in R methodology. The inverted factor analysis reveals groups of people who have ranked the Q set in a similar fashion and whose subjectively shared viewpoints thus bear a 'family resemblance' (Brown, 1980). The groups, termed *Factors*, are qualitatively described through interpretative methods, and can be used to indicate the different types of viewpoints held about the given topic at that particular time.

### **3.g.ii. Interpreting the Factors**

Although Q methodology can be used in single-participant studies, it is more commonly used to explore the subjective viewpoints of a group of participants in relation to a given topic or phenomenon, using multiple-participant designs. However, it is important to note that the purpose of the study and interpretation of results can vary depending on the researcher's philosophical position. Q methodology was predominantly used for constructivist research, namely Stephenson's work and that of American Q methodologists; whereas in UK and European Q methodology, the primary research target has been one of social constructionism (Watts & Stenner, 2012).

For constructivist researchers using Q methodology, the Factors that emerge from a multiple-participant study reflect different *types* of viewpoints or people that exist within a population in relation to a specific phenomenon. However, researchers who adopt a social constructionist position might prefer to acknowledge the Factors as reflecting viewpoints that are *not fixed* but subject to social influence. Indeed, some social constructionist researchers adopting Q methodology might use terms such as *stories* or *accounts* rather than *viewpoints* to emphasise the possibility that a Q sort may not reflect the participant's viewpoint, as a fixed or honest perspective, but rather be seen as the 'one they gave' (Stainton Rogers & Stainton Rogers, 1990); others may adopt the term *social viewpoints* (Watts & Stenner, 2012). For the purpose of the current study, I chose to use the term *viewpoint*, acknowledging that this was not fixed but could be subject to social influence.

### **3.h. Alternative methodologies I could have used**

Instead of using Q methodology to explore teachers' *viewpoints*, I could have measured their *attitudes* regarding teacher wellbeing and assessed the popularity and effectiveness of a range of coping strategies for managing work demands, to maintain a sense of wellbeing. The term *attitude* is commonly described as 'a predisposition to behave in a particular way' (Proctor, 2001, p.106), which distinguishes it from a



*viewpoint*, which I consider as an individual's holistic view of a phenomenon, that is not fixed but subject to social influence (see 3.g.ii. *Interpreting the Factors*).

Had I opted to measure teachers' attitudes towards wellbeing, I could have used self-reports such as Likert scales. This method would have been quick and easy for teachers to access and the convenience of this method would have enabled me to select a large sample of participants. The results produced could have been generalised across the wider population of teachers and used as an evidence base for developing wellbeing interventions. However, I felt that using questionnaires would not capture the viewpoints about teacher wellbeing as participants would be confined to respond to questions that reflected my *a priori* assumptions. I was also vehemently against the use of self-reports, since I felt that this method had been used extensively in the research into teacher wellbeing, and seldom provided the contextual information needed to understand a participant's attitude or experience.

I recognise that there were several qualitative methodologies, such as Interpretative Phenomenological Analysis (IPA) or narrative research, which I could have used to gather rich data from a selection of participants. However, I felt an aversion to using such methodologies, as these place great value upon the researcher's interpretation of the data. In so doing, this would create a power imbalance between the researcher and participants and, for reasons outlined above (see 3.e. *My position in the research*), I would feel the integrity of the research could be called into question. Additionally, qualitative research explores the participants' stories of their *experience* of a phenomenon, whereas I was interested in gathering the *viewpoints held about* teacher

wellbeing. Although this is a subtle difference, I felt that if I only heard the voices of teachers who had experienced difficulties in maintaining a sense of wellbeing, the diversity of my data might have been limited and marginal viewpoints that exist amongst teachers about teacher wellbeing, and how this can be maintained, might have been left unheard.

### **3.i. Why is Q methodology appropriate for my research?**

To conclude this chapter I shall provide a summary which explains why Q methodology was chosen for this research.

#### **3.i.i. Types of research which use Q methodology**

Q methodology is used in social science research, including health psychology (see Akhtar-Danesh et al., 2008 for a review), environmental studies (e.g. Eden, Donaldson & Walker, 2005; Venables, Pidgeon, Simmons et al., 2009) and education (e.g. Lecouteur & Delfabbro, 2001; Bradley & Miller, 2010). Q methodology has also been used to examine occupational stress (see Leary, Gallagher, Carson, Fagin, Bartlett & Brown, 1995) and teachers' sources of stress (Manera & Wright, 1981).

### **3.i.ii. Nature of Q methodology and my position as a researcher**

Q methodology is sometimes regarded as *qualiquantological* (Stenner & Stainton Rogers, 2004, p.101) as both qualitative and quantitative methods are used for data collection and analysis (Watts & Stenner, 2005a). Brown (1996) states Q's purpose is to reveal subjective structures, attitudes and perspectives from the standpoint of the person or persons being observed. The individual indicates what is important, what the values are, and the themes (Stephenson, 1986) and their identities are protected, as Q sorts are anonymous (Peritore, 1989). The analysis produces Factors which are an approximation to the subjectivity at issue, which guide the researcher's interpretations and 'put checks upon mere speculation and unsupported understandings' (Stephenson, 1986, p. 56), thus reducing the potential for researcher-bias.

Q methodology appeals to me as it is compatible with social constructionist research and suits my values as a researcher. I am keen to use a scientific and systematic approach to study the subjective viewpoints about teacher wellbeing, in my endeavour to reduce researcher-bias. However at the same time I wish to gather rich, contextual data, to retain 'the depth, diversity and individuality of a more humanistic approach' (Eden, Donaldson & Walker, 2005, p. 413).

### 3.j. Ethical considerations

This study was carried out in accordance with the British Psychological Society's [BPS] *Code of Research Ethics* (BPS, 2010) and complied with the ethical standards of the University of Sheffield's Ethics Committee. Ethical approval was granted in April 2014 (*see Appendix 1*), following a rigorous examination of the research proposal. As part of the ethical requirements, participants were provided with an information sheet (*see Appendix 4.ii.*), which detailed the aims of the research, what activities the participants were invited to complete and who to contact should they have any concerns or wish to withdraw. Participants were also asked to sign a consent form (*see Appendix 2*) prior to the research tasks, a copy of which was countersigned by the researcher and sent to the participant via email. Throughout the study I reminded participants that their identity and data would be anonymised and withdrawal from the study was permitted up until December 2014. I also reminded participants that they could email me with questions about the research at any time during the research study. Participants were also informed prior to consenting to the study, that the time required to complete the activity was between one and two hours maximum. To address any potential discomfort or uncertainty experienced during the Q sort task, detailed instructions were provided and an emphasis was made on the fact that there was no "incorrect" way of completing the Q sort task. Participants who completed the Q sort task in my presence were able to ask any questions to clarify their understanding of the task at any point. For remote participants, this support was offered via email.

# Chapter 4: Procedures

## 4.a. Introduction

In this chapter the procedures taken to preparing and conducting the study are described in detail. To ensure transparency at this stage of the research process, I make explicit my decision making processes and the strategies used to guard against researcher-bias. These are included to demonstrate my reflexivity as a researcher, which is necessary to ensure the quality of this research (Yardley, 2000; Tracy, 2010).

## 4.b. The structure of a Q methodology study

There are a number of Q methodologists who provide guides to completing a Q methodology study (see Van Exel & de Graaf, 2005; Watts & Stenner, 2005a). For this research, I used the *Q Methodology Step by Step* guide outlined by Stenner, Watts & Worrell (2008). Following this guidance, the following steps were taken to design and complete the research study:

- **Step 1: Formulating the research question**
- **Step 2: Generating the concourse and developing the Q set**
- **Step 3: Selecting a participant sample (P set)**
- **Step 4: Collecting the data\***
- **Step 5: Analysing the data**
- **Step 6: Interpreting the data**

\*It is important to note that in addition to the Q sort task, I also gathered qualitative data in the form of open questions (based on the participant’s Q sort). The rationale for gathering this data is provided in section 4.e.iii.

### 4.c. Preparing the Q study

At the preparation stage, several processes occurred in parallel over the course of 10 months. This involved developing the research materials and recruiting participants. To help the reader to understand the preparation stage, the time lines of these research processes are outlined in Table 1 and Table 4.

**Table 1. Time line of the process used to establish the research materials**

<b>Month</b>	<b>Development of research materials</b>
January	Research proposal and presentation Conducted pilot study A: informed research questions
February	Research proposal and ethics request submitted
March	Developed concourse from the literature review
April	Ethics approved Reduced concourse from 283 to 115 statements
May	Reduced concourse to 105 statements Generated Draft Q set of 48 statements
June	Conducted Teacher/ SENCO focus group, expert group and pilot study B Final Q set established
July	Final Q pack established

## 4.d. Step 1: Formulating the research question

Watts & Stenner (2012) state that it is important to have a clear and definitive research question before starting the Q set construction. Throughout the preparation stage of the research study, I developed my research question (*see section 2.h.i.*).

### 4.d.i. Pilot study A

Pilot study A took place in January 2014.

The purpose of the pilot study was to test out the meaning of terms such as *demands of school life* and *work-related*

**Decision Making Reflection:** *I invited teachers from my previous workplace to participate in pilot study A. The sample was selected for ease and convenience. I also felt that I would have a greater chance of recruiting participants, if I knew them personally. However, the uptake of teachers was generally low.*

*stress*, to aid the development of the research question, and to gather viewpoints from teachers that might be added to inform the concourse. Pilot study A consisted of a focus group session with a convenience sample of six teachers (one Key Stage 1 teacher and five Key Stage 2 teachers), which took place in a quiet classroom in the teachers' place of work after school hours. The participants gave consent for the session to be recorded on a Dictaphone; for the content of the focus group to remain confidential and for comments to be anonymised by the researcher and used as part of the research study proper. The duration of the focus group session was approximately one hour. At the end of the session, the participants were invited to ask questions or add comments, and I provided my email address for participants to use, if they had queries or concerns regarding the focus group session or research study in the future. After the focus group session, the tape recording was transcribed onto a Microsoft Excel spreadsheet.

### ***Content of pilot study A***

The focus group session was introduced to the participants as an opportunity for teachers to share their views in a discussion on teacher wellbeing, job demands and coping strategies. I used four questions to structure the focus group session. The questions were developed through reference to the literature and guided by my aims of the research study.

#### ***The four questions used:***

- *Question 1: “What are the causes of work-related stress?”*
- *Question 2: “How do you manage work-related stress?”*
- *Question 3: “What would be helpful for you to manage work-related stress in future?”*
- *Question 4: “What does a ‘teacher-friendly’ school look like?”*

I led the discussion by introducing the four questions in turn. A written version of each question was placed in the centre of the group, to act as a prompt for participants. The participants were invited to contribute to a discussion in response to each question. Additional questions were asked, to prompt the discussion; for example, whilst discussing the first 3 questions, I asked whether participants viewed the phrase *“demands of school life”* to hold the same meaning as *“work-related stress”*. These additional questions helped me to gain an understanding of what type of language would be appropriate for using with participants in the research study proper.



### ***Useful feedback***

The participants felt that the “*demands of school life*” referred to everyday requirements, whereas the phrase “*work-related stress*” referred to challenging situations or difficult job demands that occurred less frequently. This feedback informed the development of the research question: I decided the phrases *demands of school life* and *wellbeing* might be appropriate for the research question and instruction during the Q sort task, as I felt these terms might help teachers to reflect upon how they managed everyday job demands to maintain a sense of wellbeing, rather than focus upon their experiences of serious incidents or challenges. I was also mindful, following the focus group session, that the term *stress* had the potential to cause distress for participants, and was therefore an inappropriate term to use in the research study proper, as my research aim was to explore teacher wellbeing through a positive, solution-focused lens.

## **4.e. Step 2: Generating the concourse and developing the Q set**

### **4.e.i. Establishing the Q set**

Between January and June 2014, statements were gathered from the following sources:

- **Literature Review:** Statements which related to coping strategies for teachers or factors which related to teacher stress and teacher wellbeing were recorded verbatim, alongside the source reference
- **Occupational Health Inventory** (Cooper, Sloan & Williams, 1988): The 28 item questionnaire was recorded verbatim
- **Pilot study A:** Direct quotes from participants were recorded
- **Teacher/SENCO focus group and questionnaire:** Direct quotes from participants were recorded

#### **4.e.i.1. Generating the concourse**

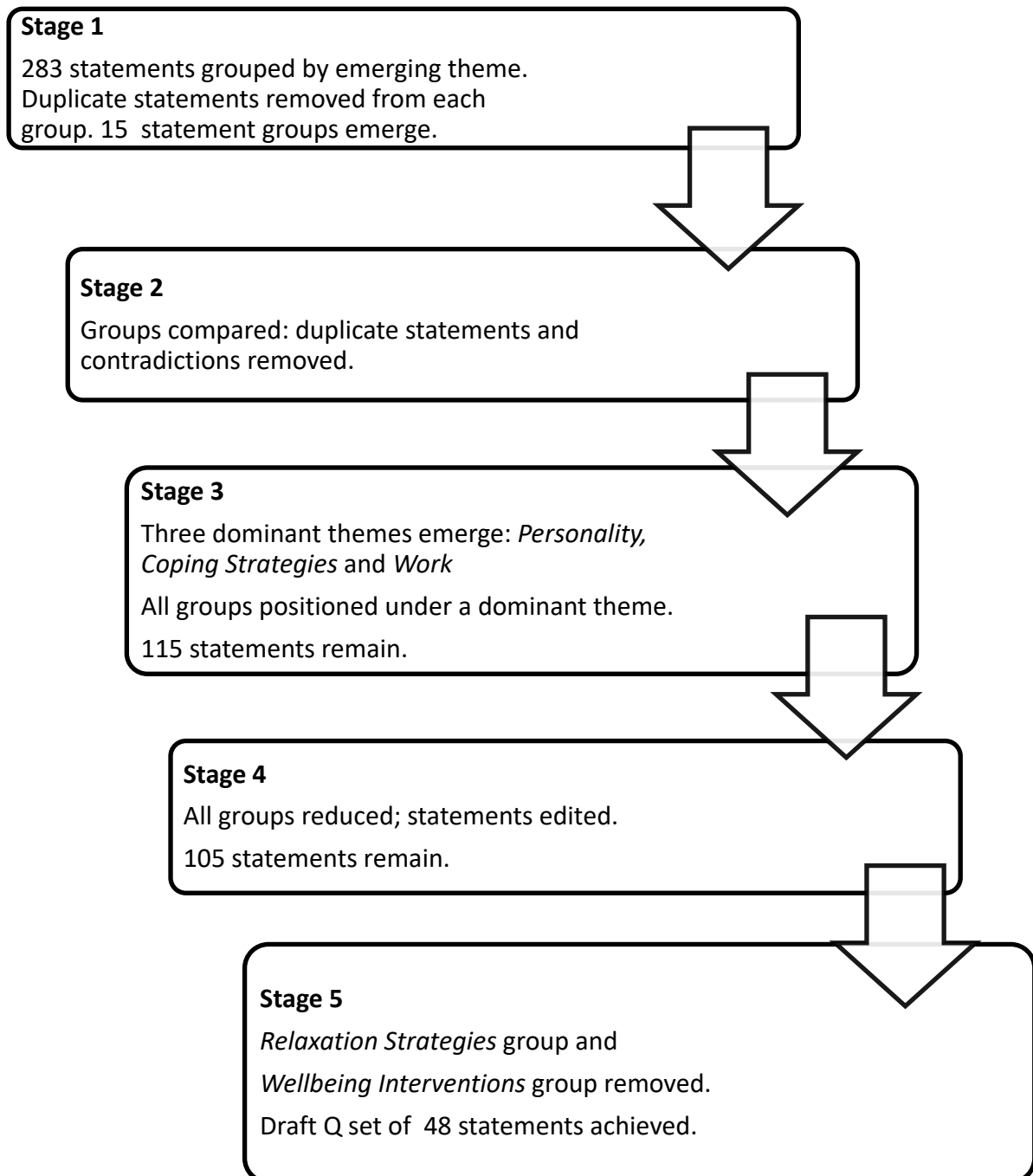
Statements from each source were recorded onto spreadsheets using Microsoft Excel. Each statement was coded according to a category: Personal; Organisation/ School Characteristic and Organisation/ Management, and to which theme each statement related (*see Appendix 3.i. Initial concourse*).

#### 4.e.i.2. Reducing the concourse

By April 2014, a concourse of over 200 statements existed based on the literature, Occupational Health Inventory and pilot study A. It was therefore necessary for the concourse to be reduced to a workable size before entering further statements from the Teacher/SENCO focus group and questionnaire data. Paige & Morin (2014) advocate the use of a tool, such as Post It notes, to enable the researcher to visualise the entire concourse. They suggest that having a gestalt view of the concourse can be helpful when deciding on the point of saturation and statement selection. To enable a holistic view of the concourse, I decided to print all the statements onto strips of paper and group them by hand, according to their theme. This enabled me to view and manipulate the concourse in its entirety, which had been previously visible across a series of spreadsheets. As a result of this initial stage, 15 statement groups emerged (*see Appendix 3.ii.*). I reduced the concourse from 283 to 105 statements, by an inductive process of grouping; comparing and eliminating duplicate or ill-worded statements (*see Table 2*). There were four stages to this process, which took place over one month.

***Decision Making Reflection:*** *I was guided by the themes that emerged from the literature to sort and reduce the concourse. The dominant themes which emerged in Stage 3 reflected the findings from the literature review. The sorting process was completed meticulously to ensure themes were genuinely evident and not influenced by my own assumptions.*

**Table 2: Process of reducing the concourse**



#### 4.e.i.3. From concourse to Q set

A Q set consists of 40-80 statements (Watts & Stenner, 2012); therefore it was necessary to further reduce the concourse by half to achieve a suitably sized Q set. The selection of statements from the concourse for inclusion in the Q set is of crucial importance (Van Exel & de Graaf, 2005) as the final Q set should represent the breadth and depth of the concourse. However amongst the Q methodology community, there is a difference in view regarding how the Q set should be achieved. One method to aid the construction of the Q set is to use a scheme which samples an equal proportion of statements from each theme within the concourse (Paige & Morin, 2014). Taking a structured approach might make the task more manageable; however there is danger, perhaps, that the representativeness of the Q set may be damaged if the themes are ill-defined or reflect the researcher's views (Watts & Stenner, 2012). To avoid this potential bias, the researcher may prefer to take an unstructured approach whereby the Q set is conceived from reviewing the concourse as a whole. It would appear to me that the means by which a Q set is constructed should be decided by the researcher, using any tool they see as fit in aiding their statement selection process.

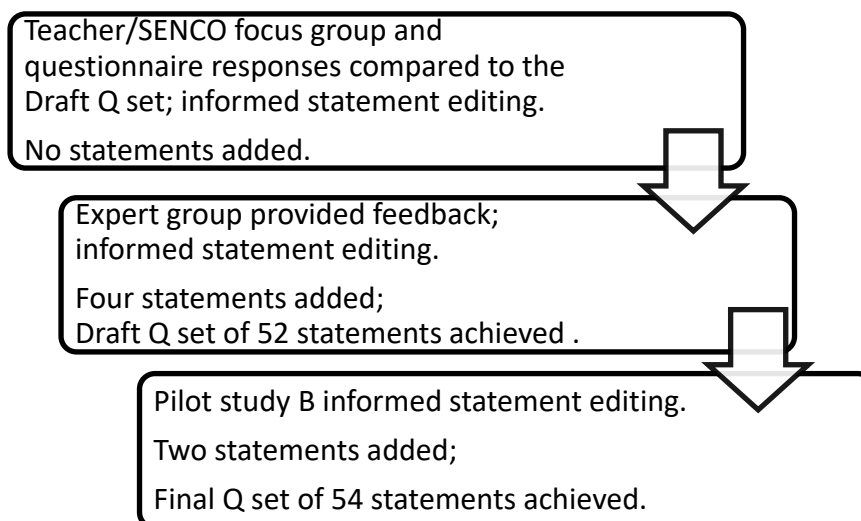
**Decision Making Reflection:** *I selected the Q set from reviewing the reduced concourse as a whole, but was also guided by the themes that emerged in Stage 3. To reduce the risk of researcher-bias at this stage, I sought guidance from a secondary researcher, Dr. Martin Hughes.*

In Stage 5, all the statements which related to *Relaxation Strategies* and *Wellbeing Interventions/School Initiatives* were removed from the concourse. This decision was made because the researcher felt these statements reflected specific coping strategies, personal to the individual, or actions from school managers of which some teachers may have little or no experience, and would therefore find difficult to sort. With support from Dr. Martin Hughes, it was agreed that these statement groups could be represented in the Q set using the umbrella statements ***I try to find time to relax*** and ***Management take teachers' wellbeing seriously***. Participants would then have the opportunity to discuss the statements in the Post Sort interview, should these be perceived as valuable for the maintenance of their wellbeing. By the end of Stage 5, the concourse consisted of 48 statements, which could be categorised by the following dominant themes:

- Work
- Non-work
- Personality

This concourse formed the Draft Q set (*see Appendix 3.iii.*). A series of strategies were then used to ensure the Draft Q set reflected the breadth of the concourse.

**Table 3. Process of achieving the Final Q set**



#### **4.e.i.4. Teacher/SENCO focus group and questionnaire**

Researchers using Q methodology frequently include the opinions provided by members of the targeted participant group in the concourse, to ensure the views of the participants are represented accurately (Cross, 2005) and the Q set is not the personal product of the researcher (Stainton Rogers, 1995). In June 2014, I conducted a focus group session for teachers who held the SENCO position in their schools. A questionnaire was sent to those who were invited but unable to attend the focus group session. Three participants attended the focus group and four questionnaires were returned to the researcher.

**Decision Making Reflection:** Participants for the focus group and pilot study B were selected based on their location (local or remote) and their relationship to the researcher (i.e. all the participants knew me either in my professional capacity as TEP or personally, as a friend or family member). A convenience sample was used, to ensure feedback was provided within the time frame.

The following questions were used for the focus group session and questionnaire:

- *Question 1: What are the main demands of school life?*
- *Question 2: Are the demands of school life the same for teachers and SENCOs?*
- *Question 3: In your current role in school, what do you do to maintain a sense of wellbeing?*
- *Question 4: What other things do you think might help you (and other teachers) to maintain a sense of wellbeing?*

The purpose of the Teacher/SENCO focus group and questionnaire was to ascertain whether the demands of school life differed for teachers and SENCOs, and whether the terminology adopted for the research question was appropriate. The feedback suggested that similar demands exist for teachers and SENCOs and the language used was accessible and appropriate to the reader. I felt it was also necessary to compare the responses from the Teacher/SENCO focus group and questionnaires to the statements in the Draft Q set, as this predominantly reflected the literature, and not teachers' views. The comparison ensured that any opinion statements that addressed a new theme (which had not emerged in the literature) were represented in the Q set. From this process, statement editing took place but no additional statements were added.



#### 4.e.i.5. Expert group

To check the integrity of the Q set I sought advice from an expert group, which consisted of a number of professionals who were experts within the domain of education and teachers' wellbeing or Q methodology. From the experts' feedback, four statements were added to the Draft Q set. Advice also informed the structure of the instruction used to direct the Q sort and the phrasing of the statements. A member of the expert group commented on my decision to use the term *teacher wellbeing* instead of *teacher stress*, remarking that this 'indicates positive change, and that your study can help them get better...' (see Appendix 3.iv.).

**Decision Making Reflection:** *All statements were written positively- to avoid bias towards a particular viewpoint. Given the feedback from the expert group, I felt it was important to ensure the statements did not read negatively or cause participants to experience a low mood whilst completing the Q sort; but instead were read with an air of optimism.*

#### 4.e.i.6. Pilot study B

Pilot study B was the final preparation activity, whereby four participants were invited to complete the Q sort task using the Draft Q set.

From pilot study B, two statements were added to the Q set. Participant feedback and discussion with Dr. Martin Hughes informed the final editing of the 54 statements. I was mindful to ensure the essence of the statements was retained and the phrasing reflected that of the original source where possible (Paige & Morin, 2014) (see Appendix 3.v. for the Final Q set).

#### 4.e.ii. Testing the Q study

Advocates of Q methodology emphasise the value of conducting a Q pilot to ensure the instructions are clear (Watts & Stenner, 2012); the Q set is suitably sized (McKeown & Thomas, 2013) and the length of time it takes for participants to complete is reasonable (Akhtar-Danesh et al., 2008). To ensure the research materials and instructions were robust and easy to follow, two participants completed the pilot Q sort remotely and two participants completed it in my presence. Participant feedback confirmed the time taken to complete the Q study was between 45 minutes and one hour. For one participant, a longer time was spent discussing the Q sort. Akhtar-Danesh et al. (2008) report an average time of 30-60 minutes for completing a similarly sized Q sort. However I anticipated that a longer time would be required, given the number of additional tasks the participants were asked to complete. From this feedback, I ensured all correspondence to participants explained the time commitment of between one and two hours maximum for completing the activity. From pilot study B, changes were made to the instructions and research materials. Additional information was included to describe the nature of the task and definitions were provided for the terms *demands of school life* and *teacher wellbeing*, to aid participants when sorting the statements. In pilot study B, participants received a Q pack consisting of instructions and task sheets printed on sheets of A4 paper, a pack of column headings, an envelope of statements (the Q set) and a self-addressed envelope (for remote participants). The feedback from the remote participants led me to colour code and number the different task sheets, to improve the clarity of each task (see Appendix 4 for Q pack resources).

**Decision Making Reflection:** *To ensure the Q sort task could be used for a number of participants reliably, a script was used to introduce the task and the research materials were standardised to ensure all participants received the same information and completed the same task.*

The final Q pack contained:

- Introduction sheet
- (1) Participant consent form
- (2) Information leaflet
- (3) Pre Sort questions (*YELLOW*)
- (4) Instruction sheet
- (5) Column headings
- (6) Q set (pack of statements)
- (7) Q sort grid (*BLUE*)
- (8) Post Sort questions (*PINK*)
- Self-addressed envelope

#### **4.e.iii. Gathering supplementary data**

Qualitative data was gathered before and after the Q sort task. Before completing the Q sort task, participants completed the Pre Sort questions, where they were asked to record the following personal information: initials, gender, age, number of years teaching experience (with QTS), type of school and current role in school. This data was included in the Factor interpretations. The inclusion of a semi-structured interview, as a post sort activity, is commonly used in Q methodology, as it is

considered that the two methods (Q sort and qualitative interview) should cross-validate and prove mutually informative (Kitzinger & Stainton Rogers, 1985). Participants who completed the Q sort task with me were then invited to complete a brief semi-structured interview, which was structured around the following questions. Remote participants were invited to respond to these questions in writing.

***The questions used:***

- *Question 1: Can you give any reasons for your 3 statements in the “**MOST DISAGREE**” column?*
- *Question 2: Can you give any reasons for your 3 statements in the “**MOST AGREE**” column?*
- *Question 3: Are there any statements that you had difficulty in sorting? Can you give reasons why this was?*
- *Question 4: Looking at the Q sort as a whole, please pick 3-5 statements that you think **could make** a positive difference to your sense of wellbeing. Please comment on your choice*
- *Question 5: Are there any statements that **you would have liked** to have included, but were absent from the set? If so, please state, and suggest where you would have positioned them on the Q sort grid*
- *Question 6: Please feel free to comment on the experience of the Q sort task*

The purpose of asking Questions 1, 2, 3 and 4 was to gain a rich understanding of each participant’s Q sort and provide them with the opportunity to reflect on how their wellbeing could be improved. The responses were recorded in note-form and typed onto a Microsoft Excel spreadsheet and salient quotes which depicted the Factors

were used as part of the Factor descriptions. Factor summaries were created by gathering the responses to Question 4 into a table (*see Appendix 10*). This data was considered at the Factor interpretation stage and used to identify possible implications for school managers and EPs, in promoting and protecting teacher wellbeing, which is presented in the discussion. The purpose of including Question 5 and 6 was to gather participant feedback on the experience of the Q sort task to inform future research studies, which is discussed in Chapter 7.

#### **4.e.iv. Alternative methods of data collection**

When designing the Q study, I considered the use of on-line software, such as FlashQ or QAssessor, which participants could access remotely from their home computer (Watts & Stenner, 2012). There is growing evidence to suggest these programmes are easy to use and as effective as the by-hand sorting method (Reber, Kaufmann & Cropp, 2000; Watts & Stenner, 2012). However, some researchers are hesitant to use electronic sorting as they question the participants' attention and engagement in using such a method. Paige & Morin (2014, p.10) report that many participants in their study favoured the by-hand method as they 'liked to see all the statements at one time, think about them and move them about'. As I was less familiar with these programmes and unsure as to how comfortable and confident teachers would be in completing the task on-line in isolation, I favoured the by-hand sorting method for the current study.

#### **4.f. Step 3: Selecting a participant sample (P set)**

Q methodology does not require large numbers of randomly selected respondents (Kitzinger & Stainton Rogers, 1985); rather participants are selected to achieve a P set that is representative of the breadth of the wider pool of potential participants. Watts & Stenner (2012) suggest it is sensible to use samples (P sets) of between 40-60 participants, however good studies can be carried out with smaller numbers.

I recruited participants from February 2014 to October 2014. Initially I endeavoured to establish a P set of 30 teachers from primary and secondary schools within one Local Authority (LA). However, due to the low response rate in February, the study was extended in March to include SENCOs. To increase the P set further, in April the study was adjusted to include SENCOs and teachers across the UK. Further recruitment from between May and September was made via personal contacts and in October several participants were recruited at an Open Day, for people interested in the Education and Child Psychology Doctoral course, at the University of Sheffield. Table 4 provides a summary of how the P set was established (*see Appendix 5 for the recruitment methods used*).

**Table 4. Time line of the process used to establish the P set**

<b>Month</b>	<b>Methods used to recruit participants</b>
February	Letter to Head teachers of all schools in one LA Personalised letters to one Learning Community Flyer to teachers
March	Letter to SENCOs and teachers via EPS Letter to union representatives within one LA Letter to union secretaries in the wider county region
April	Letter posted on SENCO forum
May to September	Participant recruitment via personal contacts
October	Participant recruitment via University of Sheffield Open Day

#### **4.f.i. Salient features of the P set**

It was important to ensure the P set included a diverse range of teachers to maximise the potential for different viewpoints on the issue of teacher wellbeing. Therefore, when recruiting participants I encouraged teachers to participate regardless of their personal work experience or level of wellbeing. I also endeavoured to establish a diverse P set in terms of gender, age, years' teaching experience and type of setting, subject or year group and role/responsibility additional to teaching (*see Appendix 6 for P set demographics*).

## 4.g. Step 4: Collecting the data

The data collection and analysis procedures are outlined in Table 5 (see Appendix 4 for Q pack documents).

**Table 5. Time line of data collection and analysis procedures**

<b>Data gathering and analysis activities</b>	
<b>Month</b>	<b>Activity</b>
July	Completed Q sort activities with local participants, at a convenient time and place Distributed Q packs to remote participants by post Received completed Q sorts by post (using the self-addressed envelope)
August to October	Reminded outstanding participants about the study via email Returned counter-signed copies of consent forms via email Entered qualitative data onto Microsoft Excel spreadsheet Entered completed Q sorts onto PQMethod software (Schmolck, 2014)
November	Analysed data using PQMethod

Thirty-two Q sorts were completed between July and October 2014, of which 30 were entered for analysis. Two Q sorts were discounted at the analysis stage, as it was felt that the participants did not meet the P set criteria (one teacher worked in a Key Stage 3-5 Pupil Referral Unit and one teacher was a deputy head who had a predominantly non-teaching timetable). Of the 30 participants, 17 who lived or worked locally were invited to complete the Q sort task with me; of which 13 agreed and four declined (and opted to complete the Q sort task remotely instead). Of the 13 Q sort tasks which I



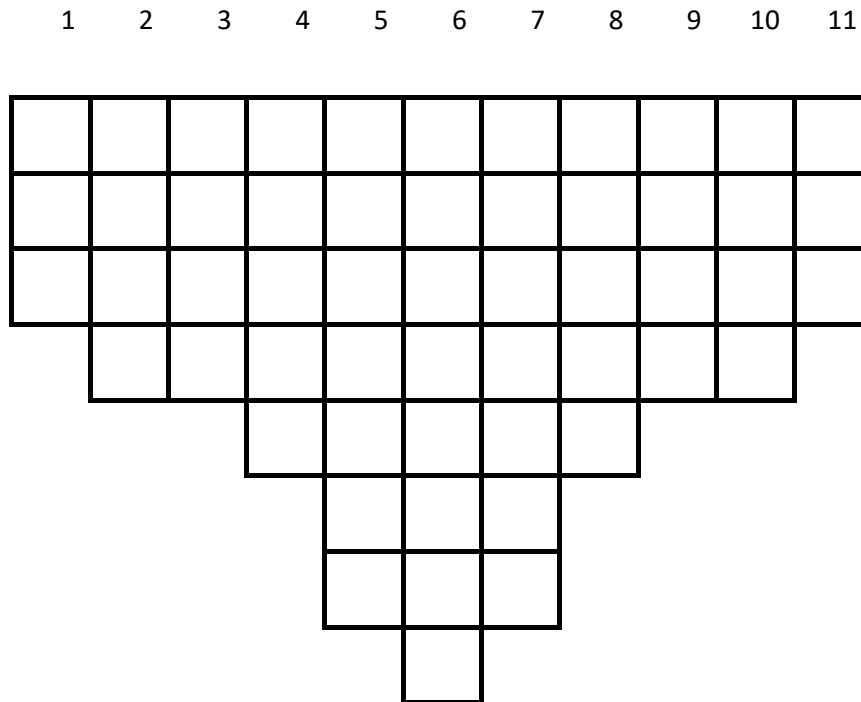
attended, seven took place in the participants' school; five took place in the participants' home and one participant requested to complete the task in my home (as they did not have ample space to complete the task in their own home). Remote participants who lived and worked outside of the two Local Authorities closest to my home address were invited to complete the Q sort in their own home and send the documents back to my home address, using the self-addressed envelope provided. A total of 13 participants completed the Q sort with the researcher present and 17 participants completed the Q sort task remotely.

#### **4.g.i. Completing the Q sort activity**

Before they began the Q sort activity, participants were invited to read the instruction leaflet and sign the consent form if they were happy to proceed. Each participant was instructed to complete the Pre Sort Questions, Q sort task and Post Sort Questions (in the form of an interview or questionnaire).

To complete the Q sort task participants were instructed to read and sort the Q set into a quasi-normal distribution, according to their point of view. The question used to guide the Q sort task was: ***What helps you to manage the demands of school life, to maintain a sense of wellbeing?*** Once the Q sort was arranged, it was recorded on a blank distribution grid. To do this, participants (or the researcher) recorded the number written on each statement card into the corresponding box on the distribution grid. The Q sort was therefore recorded numerically.

**Figure 2. The Q sort grid**



#### **4.h. Step 5: Analysing the data**

The Q sorts were entered into the PQ method software (Schmolck, 2014), which statistically analysed the data. PQ method is a software programme developed by Peter Schmolck (2014), which is free to access and download from: [www.lrz-muenchen.de/~schmolck/qmethod/](http://www.lrz-muenchen.de/~schmolck/qmethod/). PQ method is accompanied by an on line manual, to which I referred during the analysis stage. Additionally, I consulted the guidance provided by Watts & Stenner (2012). Before analysis could begin, the research project was first set up in PQ method. This required the researcher to enter the 54 statements used in the Q sort task and to establish the kurtosis of the fixed

distribution grid used, by entering the number of columns used and the number of rows provided per column. In PQ method, the columns for this study were distributed from -5 to +5 however on the distribution grid provided to participants, the columns were labelled 1 to 11; with column 1, 6 and 13 marked with 'MOST DISAGREE', 'NEUTRAL/ UNCERTAIN' and 'MOST AGREE' . This scale was chosen as I felt that negative numbers could have distracted participants whereas using positive numbers emphasised the continuum of rankings. Once this data was entered, the Q sort from each participant was entered numerically by hand. In total, 30 Q sorts were entered into PQ method.

#### **4.h.i. Factor extraction**

Once the Q sort data was entered, PQ method was then used to extract a number of Factors. The function of factor analysis is to reduce the data and explain as much variance (what is commonly shared within the group of participants) as possible. The portions of shared meaning are called Factors or *common factors* (Watts & Stenner, 2012). The first stage of analysis is to extract a number of Factors. For this study, I used Centroid Factor Analysis (CFA) to extract factors as this is often described as the preferred form of analysis in Q methodology. An alternative factor analysis is Principal Component Analysis (PCA), which is an option available on PQ method. Amongst Q methodologists, CFA is favoured above PCA as PCA provides only the "best" mathematical solution; it does not allow for the researcher to observe the Factors

from different perspectives i.e. factor rotation is not permitted if using PCA. Using CFA therefore provides the extracted Factors, which the researcher can then further analyse through rotation.

#### **4.h.ii. Factor rotation**

I used factor rotation to explore the possible solutions. This is an important aspect of factor analysis in Q methodology. At this stage, the researcher is able to view the factor loadings as coordinates on a graph, where two Factors are presented as the axes. Rotating the Factors allows the researcher to view the similarity and difference between factor loadings from different perspectives and enables factor loadings which are outliers to load onto a Factor. In so doing the number of significant loadings for each Factor changes. It is the purpose of factor rotation to establish an optimal number of significant factor loadings for each Factor. Factor rotation can take two forms: Varimax and by hand, both of which are available with PQ method. Varimax rotation is computerised; therefore, this function minimises the risk of researcher-bias at this stage of analysis. Varimax is also favoured as it is an easy procedure to conduct and, for a novice Q methodologist, rotation can appear quite complex. Rotation by hand is an alternative to Varimax, whereby the researcher rotates the Factors manually. Hand rotation is not an objective method and can therefore be susceptible to researcher-bias. However, as the intention is to maximise the number of significant loadings per Factor and achieve the “best” solution, this method can be useful at a later stage.

For this study, I chose to rotate up to six Factors using Varimax and viewed the rotated Factors using PQ Rotation, which is a graphics programme that accompanies the PQ method software (see Appendix 7.i. for Varimax rotation results summary). I then rotated the Factors by hand and decided to report a four Factor solution (see Appendix 7.ii. for Hand rotation at  $\pm 0.35$  results summary).

#### **4.h.iii. Realising the “best” solution**

A number of quantitative measures can be used in Q methodology to justify the extracted Factors and therefore act as measures of quality and credibility. In the current study, all four Factors meet the Kaiser Guttman criteria, which states that Factors with an eigenvalue of  $< 1.00$  account for less study variance than a single Q sort and should therefore be discarded, as it is the purpose of a factor analysis to reduce the data into clusters of similarity. The four Factor solution explains 50% of the total study variance, which is considered a sound percentage, and all four Factors have two or more significant loadings, so can be accepted as credible Factors. To establish a significance level for the current study, the following equation was used:

$$= 2.58 \times (1 \div \sqrt{\text{no. of items in Q set}})$$

$$= 2.58 \times (1 \div \sqrt{54})$$

$$= 2.58 \times (1 \div 7.3485)$$

$$= 2.58 \times 0.1361$$

$$= \mathbf{0.3511 \text{ rounded up to } \pm 0.35}$$

It is perfectly acceptable in the Q methodology community to disregard some of the quantitative measures if, by adhering to these rules, Factors which account for important or interesting views become overlooked. Q methodologists may consider the criteria provided by Webler, Danielson & Tuler (2009), which suggests that the best solution should have the fewest Factors, which are distinctive (with low correlations between Factors). Webler et al.'s criteria also suggests that clusters of Q sorts that are stable within different solutions should be preserved and the number of confounding or non-significant Q sorts should be minimised, as the best solution is one in which each Q sort loads highly onto a single Factor. Ultimately, however, the Q methodologist may adopt a number of measures to decide on what is the best Factor solution for their study.

I decided to raise the level of significance from  $\pm 0.35$  to  $\pm 0.43$  as I wanted to maximise the number of Factor loadings on the four Factors. This action reflected my intention to include as many participant voices as possible in the reported Factor solution. By rotating the four Factors by hand, at a critical significance level of  $\pm 0.43$ , the number of non-significant or confounding loadings was minimised, and a total of 23 participants loaded significantly onto a Factor (*see Appendix 7.iii. for Hand rotation at  $\pm 0.43$  results summary*).

I reported a four Factor solution because I felt this provided the best explanation for the variance of viewpoints held about teacher wellbeing, which could contribute to our knowledge and understanding of this phenomenon. Throughout the research process, my intention was to find a solution which was meaningful, in relation to the

current literature. I was not driven to find a statistically perfect solution, but one which offered clear and alternative perspectives of teacher wellbeing, which reflected subtleties between Factors that might have been statistically overlooked. Clusters of Q sorts that emerged within different Factor solutions, which indicated common viewpoints existed, were preserved in the four Factor solution. On close inspection of the Factor arrays, these clusters revealed four clear and distinctive viewpoints on teacher wellbeing.

#### **4.i. Step 6: Interpreting the data**

For each Factor a single factor array was generated by merging the highest loading Q sorts. This factor array represented the *point of view* of the Factor or the hypothetical Q sort produced by a participant loading perfectly on this Factor. Each factor array was interpreted holistically and additionally aided by the quantitative data generated from the factor analysis, demographic information gathered before the Q sort task and qualitative data provided by participants after the Q sort task. The outcome of this stage was a narrative description of each Factor. These interpretations are presented in Chapter 5.

## **Chapter 5: Results**

### **5.a. Introduction**

In this chapter, the reported four Factor solution and the factor arrays are presented. The process by which the Factor interpretations were created is described, and the four Factor descriptions are provided.

#### **5.a.i. Four Factor solution summary**

Factor rotation by Varimax and hand allowed for a total of 23 participants to load significantly onto a Factor, at a critical significance value of  $\pm 0.43$  at the 0.01 significance level. Seven participants did not load significantly onto one Factor: three of whom (P2, P13 & P30) loaded onto two or three Factors and were therefore confounded and four participants (P4, P11, P19 & P26) had idiosyncratic Q sorts as they did not load significantly onto any Factor.



**Table 6. Four Factor Solution following Varimax and Hand Rotation at**

**±0.43 Critical Value of Significance**

**Key:** Confounded Q sort

*Q sort which does not significantly load*

**Loading Q sort (indicating which Factor the Q sort loads on)**

Participant number	Factor 1	Factor 2	Factor 3	Factor 4	Notes
1	0.0835	0.1797	0.0983	<b><u>0.6426</u></b>	
2	<u>0.5507</u>	0.0999	<u>0.5374</u>	-0.0132	<i>Confounded Q sort</i>
3	0.4146	<b><u>0.4861</u></b>	0.1116	0.1643	
4	0.2918	0.2528	0.0946	-0.0004	<i>No Significant Loading</i>
5	<b><u>0.6861</u></b>	0.1249	0.0444	0.3692	
6	<b><u>0.5805</u></b>	0.2474	-0.0906	0.2722	
7	0.0811	<b><u>0.4884</u></b>	0.2279	0.1083	
8	0.1969	0.2802	-0.0492	<b><u>0.7951</u></b>	
9	<b><u>0.5113</u></b>	0.0593	0.1087	0.1909	
10	-0.0004	<b><u>0.7526</u></b>	0.2933	-0.1853	
11	0.1139	0.2514	0.1054	0.1208	<i>No Significant Loading</i>
12	0.3352	<b><u>0.6721</u></b>	-0.1938	0.1745	
13	<u>0.4984</u>	<u>0.5464</u>	0.1153	0.4135	<i>Confounded Q sort</i>
14	<b><u>0.5316</u></b>	0.0993	-0.1304	0.4060	
15	0.3504	0.2448	-0.0910	<b><u>0.4896</u></b>	
16	0.1346	-0.0184	<b><u>0.6999</u></b>	0.3202	
17	0.2958	0.2127	0.0942	<b><u>0.4623</u></b>	
18	<b><u>0.5447</u></b>	0.2247	0.2950	0.1980	
19	0.3071	0.1867	0.3208	0.3244	<i>No Significant Loading</i>
20	-0.0132	0.1498	<b><u>0.7681</u></b>	-0.1371	
21	0.1818	<b><u>0.7338</u></b>	-0.0873	0.2763	
22	<b><u>0.6849</u></b>	0.0315	0.1006	0.0124	
23	0.2909	<b><u>0.7496</u></b>	-0.1688	0.1991	
24	0.2547	-0.0498	0.1160	<b><u>0.5417</u></b>	
25	<b><u>0.5808</u></b>	0.3894	-0.0925	0.1647	
26	-0.0725	0.3950	0.2135	0.2318	<i>No Significant Loading</i>
27	<b><u>0.4368</u></b>	0.3762	-0.0168	0.0937	

28	0.3367	0.1545	0.0459	<b>0.4344</b>	
29	<b>0.7944</b>	0.2668	0.1383	0.2237	
30	<u>0.6282</u>	0.1973	0.0209	<u>0.4986</u>	<i>Confounded Q sort</i>
<b>Total participants</b>	<b>9</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b>23 loading participants + 3 confounded Q sorts + 4 no significant loadings</b>
<b>Explanation variance</b>	<b>18%</b>	<b>13%</b>	<b>7%</b>	<b>12%</b>	<b>50%</b>
<b>Eigenvalues</b>	<b>9.3802</b>	<b>1.9503</b>	<b>1.8860</b>	<b>1.3704</b>	

It is worth noting that the correlations between the Factor scores demonstrated that there was a high level of similarity between Factor 1 & Factor 4 and Factor 1 & Factor 2 particularly. Highly correlated scores are not desirable as they indicate a high level of similarity between Factors and could infer that a solution with fewer Factors is more appropriate. However, high correlations between Factors are acceptable if the Factors satisfy other criteria (Webler et al., 2009).

**Table 7. Correlation between Factors**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b>	<b>1.0000</b>	0.5038	0.1672	0.5658
<b>2</b>	0.5038	<b>1.0000</b>	0.1033	0.4159
<b>3</b>	0.1672	0.1033	<b>1.0000</b>	0.0469
<b>4</b>	0.5658	0.4159	0.0469	<b>1.0000</b>

The factor arrays are displayed in Table 8. This table provides a visual representation of how the 54 statements have been sorted by the four Factors. This data provides the basis for creating the Factor descriptions, at the interpretation stage.

**Table 8. Factor arrays for each of the Four Factors at  $\pm 0.43$  Critical Value of Significance**

Number	Statement	F1	F2	F3	F4
1.	There is a positive working environment in school	-2	-5	2	1
2.	School policies and procedures are easy to follow	-1	-1	-2	1
3.	I have a network of supportive colleagues in school	2	1	4	1
4.	I have access to the resources I need to work effectively	0	0	-2	-1
5.	The management team take teachers' wellbeing seriously	0	-4	1	-2
6.	My role in school is clearly defined	1	-1	0	1
7.	Teachers' efforts and achievements are celebrated within school	-2	-5	-1	-1
8.	I have control in how I work	1	0	1	3
9.	Everybody works to the same values and standards	-4	-2	-4	-4
10.	Teachers' salaries reflect their level of responsibility	-1	-2	-4	-3
11.	The management team set realistic targets and expectations	-2	-3	0	-2
12.	I receive career development advice	-2	-2	-2	-4
13.	I stop working at dinnertime	-5	-4	-3	-5
14.	The management team are approachable	2	-3	1	1
15.	I attend social events in school	-1	0	-1	-2
16.	I have a good relationship with parents	3	4	1	4
17.	I have the opportunity to talk about life beyond work with colleagues	0	0	3	0
18.	I have a good connection with pupils	4	5	4	4
19.	Additional duties are matched to teachers' skills	-1	-2	-3	0
20.	I try to find time to relax	3	3	1	-4
21.	Going to the staff room helps me relax	-3	-1	1	-4
22.	I make sure I am physically fit and healthy	0	0	2	0
23.	I feel valued at school	1	-5	2	-1
24.	I take sick leave from work when I am ill	-4	0	-1	-3
25.	I try to find time to pursue my interests	2	3	2	-2
26.	During the week, I work over my working hours on a daily basis to stay on top of my workload	5	4	-5	5
27.	I maintain my wellbeing at home	4	1	1	-5
28.	I am optimistic that there are some things that can be done to reduce my workload or stress	-1	1	0	-1
29.	I take medication when my health and wellbeing is affected by stress	-5	3	3	0
30.	I can be assertive to manage work demands	1	1	-5	2
31.	I deliberately separate home and work	-4	0	-4	-5

<b>32.</b>	I remind myself that I am here for the children and that is what matters	<b>3</b>	<b>5</b>	<b>0</b>	<b>4</b>
<b>33.</b>	I try to spend quality time with friends and family	<b>4</b>	<b>2</b>	<b>5</b>	<b>-2</b>
<b>34.</b>	I can accept constructive criticism	<b>-1</b>	<b>1</b>	<b>0</b>	<b>3</b>
<b>35.</b>	I take a break when I need to	<b>-4</b>	<b>0</b>	<b>-3</b>	<b>-3</b>
<b>36.</b>	If I fail to cope with work demands, I believe that my colleagues will still perceive me as “good enough”	<b>-3</b>	<b>-1</b>	<b>-3</b>	<b>0</b>
<b>37.</b>	I work part time	<b>-5</b>	<b>-4</b>	<b>5</b>	<b>-3</b>
<b>38.</b>	I try to deal with problem situations objectively, in an unemotional way	<b>0</b>	<b>-1</b>	<b>-1</b>	<b>0</b>
<b>39.</b>	I prioritise my workload	<b>2</b>	<b>2</b>	<b>-1</b>	<b>4</b>
<b>40.</b>	I set myself realistic expectations by reminding myself, “I can only do my best”	<b>-1</b>	<b>-1</b>	<b>-4</b>	<b>1</b>
<b>41.</b>	I try to keep problems in perspective	<b>2</b>	<b>1</b>	<b>-1</b>	<b>1</b>
<b>42.</b>	My job is important to me	<b>5</b>	<b>5</b>	<b>4</b>	<b>5</b>
<b>43.</b>	I usually know why I am feeling stressed	<b>1</b>	<b>2</b>	<b>0</b>	<b>3</b>
<b>44.</b>	I am persistent in solving problems at work	<b>1</b>	<b>3</b>	<b>-2</b>	<b>2</b>
<b>45.</b>	I deal with problems at work immediately as they occur	<b>0</b>	<b>1</b>	<b>-2</b>	<b>0</b>
<b>46.</b>	I am happy at work	<b>3</b>	<b>-4</b>	<b>2</b>	<b>3</b>
<b>47.</b>	I have a high tolerance to stress	<b>1</b>	<b>-3</b>	<b>-3</b>	<b>2</b>
<b>48.</b>	I know my strengths and use these regularly	<b>0</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>49.</b>	I know where to access confidential support and advice outside of school	<b>-3</b>	<b>2</b>	<b>4</b>	<b>-1</b>
<b>50.</b>	I complete school work in my free time (weekends/holidays)	<b>4</b>	<b>4</b>	<b>-5</b>	<b>5</b>
<b>51.</b>	I feel able to take leave from work to manage non-work related matters	<b>-3</b>	<b>-3</b>	<b>0</b>	<b>-1</b>
<b>52.</b>	Teachers are supported if they return to work from a period of absence (extended sick leave; maternity leave; etc)	<b>0</b>	<b>-1</b>	<b>2</b>	<b>0</b>
<b>53.</b>	Change (to the curriculum, staffing, leadership etc) is managed carefully by the management team in school	<b>-2</b>	<b>-2</b>	<b>0</b>	<b>-1</b>
<b>54.</b>	My close friends and family are supportive of my career and commitment to work	<b>5</b>	<b>4</b>	<b>5</b>	<b>2</b>

## 5.b. Interpreting the Four Factor solution

To develop my skills and understanding of how to plan and write Factor descriptions, I took guidance from Watts & Stenner (2012) and also attended a Q methodology training day, delivered by Simon Watts in December 2014.

The research question that guided the current study was:

***What helps teachers to manage the demands of school life, to maintain a sense of wellbeing?***

To address the research question, for each Factor a detailed qualitative description was created based on:

- The gestalt view of the factor array and its Q sort configuration
- The distinguishing statements and additional statements of importance
- Qualitative data: quotes and comments taken from the Post Sort interview or questionnaire
- The demographics of each participant who loaded onto the Factor

Q methodologists emphasise the importance of considering the Q sort as a whole rather than focusing solely on the statements that are placed at the extreme ends (column 1 and 11). This is because the participant is said to sort the statements according to their psychological significance (Stenner, Watts & Worrall, 2008); therefore the placing of each statement holds meaning and importance, which should not be overlooked.

To guide the Factor interpretation, Watts & Stenner (2012) recommend the use of crib sheets. These are documents compiled from a methodical analysis of the factor arrays, which create a holistic account of each Factor in terms of its highest and lowest ranking statements, and items ranked higher or lower in the factor array than other factor arrays (*see Appendix 8.i. and 8.ii. for Crib sheets and Factor arrays*). Distinguishing statements from each factor array are also useful, as these indicate the differences between Factors (*see Appendix 8.iii.*). All the comments made in the Post Sort interview or questionnaire were recorded to assist the Factor interpretation (*see Appendix 8.vi.*). From analysis of this data several statements were identified as important additions to the Factor crib sheets (*see Appendix 8.vii.*). Qualitative descriptions were written for each of the four Factors using the statements from the Factor crib sheets and those which were statistically distinguishing of the Factor or held importance, based on the supplementary qualitative data.

The study was conducted with participants from primary and secondary schools who had qualified teacher status (QTS). Participants varied in terms of their age, gender, years of teaching experience, role in school and whether they worked part time. Patterns of interest, in terms of participant demographics, were included in the introduction of each Factor (*see Appendix 8.v. for Factor demographics summaries*).

### **5.b.i. Writing in first person**

I decided to write the Factor descriptions in first person narrative as this allowed me to form a description as though a participant was speaking. Many of the participants completed the Q sort with me present (most of whom I knew personally or in a professional capacity) and were enthusiastic to talk at length about the reasons for their Q sort, therefore I felt I had sufficient insight into the distinguishing features of each Factor to be able to write in first person. To “bring alive” the Factor descriptions, I included several quotes, taken from the Post Sort interview/questionnaire, which I felt illuminated the Factor. My decision to include quotes reflects my intention to represent the participants’ voices as accurately as possible. Incorporating qualitative data into the Factor interpretation process also acted as a quality control, as I continuously cross referenced this data with the crib sheet and factor array to avoid researcher-bias at this stage. To ensure the voices of all participants were included, qualitative descriptions were also provided for the three confounded Q sorts and four non-significant Q sorts in Appendix 9.

### **5.c. Factor interpretations**

The Factors which emerge from the study are thought to reflect distinctive viewpoints held between groups of participants about the chosen topic of interest, at one particular time. This supports the social constructionist view that meaning and

understanding of a phenomenon is created through the interaction between participants and is influenced by culture, history and social context. As already described, it is recognised that the viewpoints, represented as Factors, are not fixed or necessarily stable but exist at the time of the study.

### **5.c.i. Distinguishing differences between Factors**

Interesting differences between Factors emerged, in the extent to which participants' wellbeing is affected by:

- The working environment and their relationship with colleagues
- The effectiveness and approachability of the management team
- Participants' level of control and role clarity
- How participants feel they are perceived and valued by school colleagues
- Participants' personality traits and work-habits
- The type of social support participants value and receive
- Participants' ability to separate work and home
- How much free time participants have for relaxation, recreation and spending with their family and friends

There is some suggestion that particular viewpoints may be supported more by participants who have a particular level of responsibility in school or who work in particular type of setting.



## 5.c.ii. Interpretation of Factor 1

### **'I am happy because I feel valued: I work hard but know how to relax'**

#### *Demographic summary:*

Nine participants (eight females and one male) significantly loaded on to Factor 1. Factor 1 has an Eigenvalue of 9.308 and explains 18% of the total variance. Most of the participants (7/9) work as teachers with additional duties: five are the designated SENCO for school and a total of four (including two with SENCO roles) have management/ curriculum lead duties. The participants' age ranges from 27 to 57 years; the mean age is 40 years. The participants' level of teaching experience ranges from two to 36 years; the mean number of years' teaching experience is 10.5 years.

#### *Interpretation:*

Generally, I am happy at work (46:+3); *'I love my job (...) and I enjoy making a difference (...)' (P5)*. Personally I think the management team are approachable (14:+2) and supportive; *'(...) I could talk to [my line manager] about anything in confidence and I know she will do her best to sort it. She is totally in my corner (...)' (3:+2)' (P5)* and I also think that teachers' salaries generally reflect their level of responsibility (10:-1). This view perhaps reflects my positive work experience, and how I feel valued at school (23:+1); *'I recently received a pay rise- I feel valued by the fact that my pay is now matched to the Heads of House- which I pushed for' (P9)*. I think having some control in how I work (8:+1) also helps me to manage my work demands; *'(...) I would struggle if I had to explain myself every day. I never have to justify my timetable, because I am trusted and valued' (P9)*.

However, the working environment in school is not always positive (1:-2) as *'there are a lot of teachers who talk negatively about the school and management, but then don't take any action. This can be a bit wearing and negative' (P27)* and change (to the

curriculum, staffing, leadership etc.) could be better managed (53:-2) as *'[the management team are] (...) sometimes poor at communication, decisions can be last minute, or changes can be made quickly'* (P27).

I don't work part time (37:-5) and in general, I would say I am quite healthy. I don't take medication when my health and wellbeing is affected by stress (29:-5) and believe that *'(...) when I need medication to do my job I will stop teaching'* (P5). I rarely take sick leave from work when I am ill (24:-4) and I am not sure where I would access confidential support and advice outside of school (49:-3), but I don't think I should ever need this.

I work in my free time (50:+4) and over my working hours on a daily basis to stay on top of my workload (26:+5); *'I work 60 hours a week. I couldn't do less [as this would affect my wellbeing, and my workload wouldn't allow it] (...)'* (P9). If I fail to cope with work demands, I believe that most of my colleagues will still perceive me as "good enough" (36:-3) but *'teaching is a bad job for a perfectionist. You have to accept "good" is "good enough". I wouldn't like to be perceived as "not good enough" but I am not striving for "outstanding" anymore. I am now trying to accept "good" and be happy with that (...)'* (P25). To help my wellbeing, I should probably take more breaks when I need to (35:-4); but this *'(...) is very difficult even at lunch'* (P29) as, *'(...) everyone wears "many hats"(...)'* (P14) and, due to my additional duties in school, I don't ever stop working at dinnertime (13:-5).

I maintain my wellbeing at home (27:+4): *'I know how to have time off'* (P25) and I do find time to relax (20:+3); *'(...) I run or walk the dog or have a drink'* (P22); *'(...) and I enjoy knitting and reading'* (P5). I am fortunate that my close friends and family are

supportive of my career and commitment to work (54:+5); *'My family being supportive means that I feel a sense of fulfilment, leading to wellbeing, even when my job is difficult' (P18).*

### **5.c.iii. Interpretation of Factor 2**

#### **'I'm unhappy but I am trying to look after myself'**

*Demographic summary:* Six female participants significantly loaded on to Factor 2. Factor 2 has an Eigenvalue of 1.9503 and explains 13% of the total variance. All the participants work with primary-aged children in different schools: one participant does not teach currently, but works as the SENCO in school; three are teachers and two are teachers with additional responsibilities (designated SENCO or management duties). The mean age of participants is 40 years and the mean number of years' teaching experience is 10 years, yet the range in teaching experience is 16 years.

*Interpretation:*

*'I'm not happy [at work] because I don't feel valued (46:-4; 23:-5). Anything you achieve is never acknowledged, [and feedback is] always negative (7:-5). [The] targets set are not a possibility; as soon as they are achieved [the management team] move them (11:-3)' (P23).*

At my school there is not a positive working environment (1:-5), which does not help my wellbeing; *'there is a "regime of terror" amongst staff (...)' (P12): '(...) someone is crying every day (...)' (P23) and 'everyone is bitched about and walks around very glum (...)' (P10).* I think that most people work to the same values and standards (9:-2), but it doesn't help my wellbeing that *'(...) some do the bare minimum and don't get pulled up despite there being monitoring (...)' (P3).*

Ultimately it is the management team that are the cause of teachers' unhappiness; they are not approachable (14:-3); they '(...) *don't listen and don't take responsibility (...)*' (P23) and they do not take teachers' wellbeing seriously (5:-4); '(...) [*they don't give] sympathy when people are off with stress*' (P10).

To help maintain a sense of wellbeing, I try to deliberately separate home and work (31:0); to pursue my interests (25:+3) and spend quality time with family and friends (33:+2); '*A few of us have put a new routine in to make sure we have time [off in the evening], for example not taking the laptop home so we can't be working*' (P3). I try to take a break when I need to (35:0) but '*I need to try to find more time to relax as more and more, every waking thought is about work and what still needs to be done* (20:+3)' (P21).

I try to look after my wellbeing by taking sick leave from work when I am ill (24:0) and I will take medication when my health and wellbeing is affected by stress (29:+3); '*without anti-depressants and supportive friends and family this job would be impossible for me*' (P7).

I have a good connection with pupils (18:+5); '(...) *for me, seeing them achieve is very important to my sense of wellbeing. Without that there would be little point*' (P7). I find it helps me to remind myself that I am here for the children and that is what matters (32:+5); '*This is my internal dialogue which is helping me (...)*' (P3). '*That's what keeps me going; it's the children I do it for (...)*' (P23).

### 5.c.iv. Interpretation of Factor 3

#### **'I have lost my confidence but feel supported to get this back'**

*Demographic summary:* Two participants significantly loaded on to Factor 3. Factor 3 has an Eigenvalue of 1.8860 and explains 7% of the total variance. Both participants are female and work part time; one works as a teacher in a primary school and one works as a SENCO in an infant school. The participants are aged 35 and 54 respectively and have taught for an average of 15.5 years.

#### *Interpretation:*

Having a positive working environment in school (1:+2) and a network of supportive colleagues (3:+4) helps my wellbeing; *'I am lucky to work with great people' (P16)*. I have the opportunity to talk about life beyond work with colleagues (17:+3) and I find going to the staff room helps me relax (21:+1). I am not sure that the targets and expectations the management team set are always realistic (11:0) but I do think teachers are supported if they return to work from a period of absence (52:+2).

I work part time (37:+5) and find spending quality time with family and friends (33:+5) *'(...) is the best way of maintaining a sense of wellbeing (...)' (P16)*. I try to make sure I am physically fit and healthy (22:+2) and take sick leave from work when I am ill (24:-1) but this can be difficult; *'I try to look after myself but I have asthma and have been hospitalised twice with pneumonia in the past 3 years (...). Days off during term time don't support my sense of wellbeing because I feel guilty' (P16)*.

I do know where to access confidential support and advice outside of school (49:+4) and I will take medication when my health and wellbeing is affected by stress (29:+3); *'Following [family bereavements] 2 years ago, my own health suffered in trying to support remaining family members (...). I struggled on at work for a while feeling I*

*should be "able to cope" but through support from the Teacher Support Network, I allowed myself to recognise I needed to look after myself too' (P20).*

My close friends and family are very supportive of my career and commitment to work (54:+5), which helps my wellbeing; *'(...) however they think I work too hard' (P16). '(...) I know that it is the many extra hours I work [during the week and in my free time] that can be most damaging to my wellbeing (26:-5; 50:-5)' (P16).* I don't think additional duties are matched to teachers' skills (19:-3) and I know I could have better work-habits. I am not assertive in managing work demands (30:-5) and I struggle to prioritise my workload (39:-1); I am not always persistent in solving problems at work (44:-2) and I don't always deal with them immediately (45:-2); *'(...) I sometimes spend too long thinking about an issue, thereby sometimes making it more of a problem than it actually may be' (P20).* I find it difficult to keep problems in perspective (41:-1) and I don't often remind myself that I am here for the children and that is what matters (32:0).

To improve my wellbeing, I need to try to set myself realistic expectations (40:-4); *'I have very high expectations for myself and I think my expectations can be unrealistic. I have to fight the sense that my best isn't good enough (...)' (P16).* If I fail to cope with work demands, I sometimes doubt that my colleagues will still perceive me as "good enough" (36:-3); *'I need to develop my self-confidence, which has diminished recently, and believe "more in myself" as colleagues have been telling me to' (P20).*

## 5.c.v. Interpretation of Factor 4

### **'My job is my life: My wellbeing needs to improve but I don't have the time'**

*Demographic summary:* Six participants (five females and one male) significantly loaded on to Factor 4. Factor 4 has an Eigenvalue of 1.3704 and explains 12% of the total variance. All six participants have teaching responsibilities, four of whom have additional responsibilities; two are the designated SENCO for their school and two have curriculum leadership or co-ordinator responsibilities. The mean age of participants is 36.5 years and the range in age is 19 years. The mean number of years' teaching experience is 12.3 years, yet the range of experience is 23 years.

#### *Interpretation:*

Being happy at work (46:+3) helps my wellbeing; *'(...) It's important to me, it's my life' (P8)*. I think the school policies and procedures are fairly easy to follow (2:+1) and I feel I have control in how I work (8:+3); *'(...) I decide what to do in lessons and I am comfortable with that (...)' (P24)*. My work-habits help me to maintain a sense of wellbeing. I can be assertive in managing my work demands (30:+2) and I prioritise my workload (39:+4); *'I'm a control freak. I work on lists and rank priorities (...)' (P8)*. I can accept constructive criticism (34:+3) and I try to set myself realistic expectations by reminding myself, "I can only do my best" (40:+1) and this helps me to manage the demands of school life.

Although I love my job I am not sure, as a teacher, that I feel valued at school (23:-1): I don't think teachers' salaries reflect their level of responsibility (10:-3) and there is very little career development advice (12:-4) or celebration of teachers' efforts and achievements (7:-1); *'(...) we do so much that is unappreciated, or that we have to do,*

*and I would like that noticing (...)' (P1). I don't find going to the staffroom helps me relax (21:-4) as '(...) I don't know many people and I am out of the habit of going in (...)' (P24) and I rarely attend social events in school (15:-2), but perhaps I should as '(...) it would be lovely to develop supportive relationships to (...) manage stress' (P17).*

I usually know why I am feeling stressed (43:+3); *'it always goes back to time (...): there is always a lack of time!' (P1)* During the week, I work over my working hours on a daily basis (26:+5) and I don't stop at dinnertime (13:-5); *'I NEVER have lunchtime off (...) I work 6.45am to 11pm every day' (P17)*. It is impossible for me to deliberately separate home and work (31:-5); I complete school work in my free time (50:+5), as this helps me to maintain a sense of wellbeing; *'if I didn't do [work in my free time] I would be flapping about it' (P24)*. I know my wellbeing could be better; *'I have never visited the doctor for stress related illness' (P28)*, but I may consider taking medication if my health and wellbeing is affected by stress (29:0) in the future. I am not quite sure where I would go to access confidential support and advice outside of school (49:-1), but I know *'the unions are really useful' (P1)*.

My close friends and family are usually supportive of my career and commitment to work (54:+2) and I do try to spend quality time with them (33:-2), but this can be difficult; *'I spend time but is it quality time? It should be focused time, not thinking about other demands' (P24)*. Ultimately, I don't maintain my wellbeing at home (27:-5) and *'I am poor at finding time to pursue hobbies [and interests] (...) (25:-2)' (P28)*. I need to find time to relax (20:-4) as this would *'(...) definitely make a difference [to how I feel] in school because it would ensure my wellbeing. [At the moment] I am either working or catching up on sleep and being a parent as well (...)' (P1)*.



## **5.c.vi. The consensus viewpoint**

Analysis of the factor arrays revealed nine consensus statements that were regarded as significantly similar across all four factor arrays, five of which were non-significant at significance level  $<.05$ . All four Factors describe similar positives and negatives related to the teaching profession:

- **My job is important to me (42)**
- **I have a good connection with my pupils (18)**
- **I have a good relationship with their parents (16)**
- **At school, I sometimes find it difficult to deal with problem situations objectively, in an unemotional way (38)**
- **I am not sure I always know my strengths or use these regularly (48)**
- **I do not think everybody work to the same values and standards at school (9)**
- **I don't have much opportunity to talk about life beyond work with colleagues (17)**
- **In general, I could look after my health better as I struggle to keep physically fit and healthy (22)**
- **Ultimately I am not optimistic that things can be done to reduce my workload and stress (28)**

## Chapter 6: Discussion

### 6.a. Introduction

The aim of the research study was to explore how teachers manage the demands of school life to maintain a sense of wellbeing, to gain a sense of how teacher wellbeing could be protected, supported and enhanced in schools.

In the Results chapter the stages of Factor interpretation were outlined and the qualitative descriptions of the four Factors were presented.

The four distinguishing viewpoints held were:

- **'I am happy because I feel valued: I work hard but know how to relax'**
- **'I'm unhappy but I am trying to look after myself'**
- **'I have lost my confidence but feel supported to get this back'**
- **'My job is my life: My wellbeing needs to improve but I don't have the time'**

In this chapter the four Factors revealed by the study and their implications as whole viewpoints are discussed. At this point, it is important to reiterate that the viewpoints presented are not considered to be fixed or reflect "types" of teachers, but are offered as points of view held in regard to *teacher wellbeing*, that reflect participants' social worlds at the time of the study.

## 6.b. The experience of teaching

The connection teachers have with the children and the relationships they have with parents are reported by all four Factors as aspects of teaching that help teachers to maintain a sense of wellbeing. This finding is unsurprising, since these relationships are reported to be strongly associated with job satisfaction and self-efficacy (Aelterman et al., 2007) and are considered by many teachers to be the “rewarding” aspect of teaching (Webb, Vulliamy, Hämäläinen et al., 2004). The consensus statements also indicate that all four Factors regard the long working hours, perceived inequalities between colleagues’ work ethics and emotional labour associated with teaching, as aspects of the job that impact upon teachers’ wellbeing. These factors are reported in the literature to have potential damaging effects on teachers’ wellbeing (Borg, 1990; Johnson et al., 2005; Bricheno et al., 2009). It is promising to note that, regardless of their work experience, all four Factors consider teaching to be important to them. However, there is evidence to suggest teacher wellbeing may be on the verge of crisis, as all four Factors acknowledge that they find it difficult to keep physically fit and healthy and are not optimistic that things can be done to reduce teachers’ workload and stress.

The four Factors should not be considered as the sum of all viewpoints held by teachers about teacher wellbeing. Indeed, in the current study, the fact that seven participants held idiosyncratic viewpoints indicates that other perspectives exist. However, the four Factors realised in the current study show that teachers’ views and

experiences of managing demands to maintain a sense of wellbeing differ. These differences are discussed in detail, with reference to the literature. The Job Demands-Resources Model of Burnout (Bakker & Demerouti, 2007) is also used to illustrate how the Factors can be understood in relation to the availability of job resources.

### **6.b.i. Factor 1: ‘I am happy because I feel valued: I work hard but know how to relax’**

Maintaining a sense of wellbeing is seen from the perspective of Factor 1 as an achievable goal, provided teachers feel valued for their hard work in school and have a good support network, and personal interests, at home. It is promising, and perhaps a little surprising, that Factor 1 accounts for 18% of the total variance and is therefore considered the dominant viewpoint revealed in the current study. This finding suggests that, in contrast to some of the recent reports that provide concerning statistics about teachers’ levels of wellbeing, many teachers experience good working conditions and are able to strike a healthy balance between work and home-life, and this provides them with a positive sense of wellbeing.

Factor 1 indicates that for some teachers, who are keen to further their career in teaching, wellbeing may be enhanced by the additional roles and responsibilities they are given in school, as this satisfies their need for *competence*, and reinforces their reputation in school. For Factor 1 wellbeing is achieved when a teacher’s worth is acknowledged in school. This view perhaps reflects Factor 1’s work experience; school is described as a workplace where teachers have good working conditions and

reasonable pay. Factor 1 contributes to our understanding of teacher wellbeing as it emphasises the impact that *feeling valued* has on teachers managing job demands to maintain a sense of wellbeing. According to Factor 1, *value* can be communicated through the provision of several job resources; for example having supportive interactions with line managers, in the form of positive feedback or appraisals; receiving tangible rewards, such as a pay-rise or promotion, or experiencing greater autonomy (in terms of how demands are managed) when given additional responsibilities in school. These job resources relate to the psychological needs, of *relatedness, competence* and *autonomy* described by the Self-Determination Theory (Deci et al., 1991) and reflect key factors of trust, respect, autonomy and efficacy, which are regarded as requirements for positive wellbeing (Butt & Retallick, 2002). The availability of supervisor support and job control are also reported in the literature to be positively associated with job satisfaction and aspects of self-efficacy (Skaalvik & Skaalvik, 2010). The self-efficacy felt by Factor 1 may be linked to the positive relationship they have with the management team or head teacher (Aelterman et al., 2007). This would indicate that for teachers to maintain sense of wellbeing, school managers should ensure that positive relationships between them and their staff are established, and messages of *value* are communicated, that increase teachers' self-efficacy and sense of job satisfaction. Based on Factor 1, it could be interpreted that the need for feeling valued is important only to teachers who take on additional responsibilities in school; however it is evident that these needs are communicated in all four Factors, therefore it is reasonable to deduce that all teachers want to feel valued, and consider this important for their wellbeing.

Factor 1 contributes to our understanding of how teachers maintain a sense of wellbeing, as it provides evidence of the positive effects of achieving a work-life balance: where teachers offset the hard work they complete at school with the pursuit of personal interests and family time at home. Indeed, this finding is supported in the literature, which suggests professional individuals who spend more time with family, or maintain a balance between family and professional roles, experience a higher quality of life compared to those that spend more time on work than family (Greenhaus, Collins & Shaw, 2003). Experiencing social support from family and friends is identified as important for Factor 1; the constant emotional support and understanding may act as a buffer for teachers who manage challenging demands at school. This external support may be particularly important for teachers who take on additional duties or managerial roles.

### **6.b.ii. Factor 2: ‘I’m unhappy but I am trying to look after myself’**

In contrast to Factor 1, the Factor 2 position describes an experience of poor teacher wellbeing, resulting from persistently poor working conditions. Based on the recent research that suggests the teaching profession is in crisis and teacher wellbeing is at a critical low (DfE, 2014; Teacher Support Network, 2014a; Deith, 2015; Gibson, Oliver & Dennison, 2015) it might have been expected that Factor 2 would emerge as the dominant viewpoint in the current study. There is a sense of hope for the teaching profession, perhaps, in the fact that Factor 2 does *not* account for the greatest

variance. Nevertheless, six out of 30 teachers loaded onto Factor 2, which indicates for some teachers, managing the demands of school life to maintain a sense of wellbeing is challenging. Factor 2 indicates a sense of determination that exists amongst some unhappy teachers, who take direct action in maintaining their own wellbeing. In this way, Factor 1 and Factor 2 share a positive outlook on how teacher wellbeing can be achieved.

Factor 2 draws on personal resources of resilience and a range of coping strategies to try to regain a sense of wellbeing. One strategy is to try to deliberately separate home and work and pursue personal interests; although this can be difficult to maintain, given the number of job demands teachers must complete (which inevitably requires after-school working). A more achievable, palliative coping strategy described by Factor 2 is to take time to reflect upon the purpose of teaching, and “remind themselves of the children”, when work is particularly difficult. The effectiveness of this coping strategy is supported by research that suggests if teachers perceive their job as worthwhile, the demands of school life impact less on their wellbeing (Pines, 1993). Indeed, holding the belief that teaching is an important vocation may act as a personal resource to motivate teachers to maintain a sense of wellbeing and stay committed to the profession, when working conditions are poor.

Factor 2 contributes to our understanding of how teachers maintain a sense of wellbeing, as it indicates that when working conditions are persistently poor, some teachers are resilient enough to find an inner strength and take direct action to

address their health and wellbeing needs, rather than experience burnout (Howard & Johnson, 2004; Gu & Day, 2007). As a result of their work experience, the Factor 2 position on taking sick leave and medication starkly differentiates itself from Factor 1. Factor 1 has experienced positive working conditions and reports no serious health concerns; as a result, medication and sick leave is not taken, or valued as helpful for maintaining wellbeing, and professional advice is not sought. In contrast, Factor 2 has experienced how poor working conditions can affect their health and wellbeing and as a result of this a pro-active attitude towards taking medication and sick leave, and knowing where to seek professional advice, is espoused. Ultimately, by acknowledging a need for direct action, and taking it, to maintain health and wellbeing, Factor 2 has managed to continue to work as a teacher and has developed strategies that buffer against the adverse effects of poor working conditions. This indicates that providing teachers with information as to where advice can be sought, and reducing the stigma of seeking support or taking sick leave, may be beneficial for many teachers who experience poor wellbeing.

Factor 2 identifies how the approach and capabilities of a school management team impact upon the working environment and conditions, school culture and overall experience of teaching. The influence the school management has on the school culture, environment and wellbeing of staff is widely cited in the literature (Brown & Ralph, 2002; Dunlop & MacDonald, 2004; Bricheno et al., 2009) and may be a predictor of teachers' work commitment (VanderStoep, Anderman & Midgley, 1994). For Factor 2, the lack of a personable, supportive management team is the root cause of their



poor wellbeing, as this is an important resource which impacts upon the working environment, staff morale and teachers' sense of value. It is interesting to note that Factor 2 reflects a primary school teachers' viewpoint, as all participants loading onto Factor 2 work with primary- aged children in different settings. It is possible that social support (between colleagues and from the management team) is likely to be more desirable in primary schools (rather than secondary schools) because staff teams are small and members of staff often have multiple duties in school therefore sharing a collective ethos and supporting each other is important. This finding supports research that suggests primary school teachers receive greater levels of support in the workplace, compared to secondary school teachers, which may relate to their higher rates of perceived self-efficacy and more positive views about rewards and respect (Bricheno et al., 2009). Therefore, in terms of Factor 2's experience, the absence of school cohesion, as an important job resource in a primary setting, is likely to negatively affect teachers' wellbeing.

Factor 2 tells us that school leadership is directly linked to teacher wellbeing: how a school management team operate affects teachers' work experience, in terms of their relationships with other colleagues, the school culture and ethos and the working conditions as a whole. The other Factors mention particular aspects of their work experience which affect their wellbeing, but ultimately these could all be related back to the way the school is led by the school management team. It is evident therefore that when we consider how teacher wellbeing can be maintained, the attitude, approach and capabilities of the school managers must be reviewed first.

### **6.b.iii. Factor 3: ‘I have lost my confidence but feel supported to get this back’**

Factor 3 identifies social support within the workplace as an important resource for teacher wellbeing. The perspective of Factor 3 on teacher wellbeing is largely positive; the availability of supportive colleagues and the opportunities teachers have to talk about “life beyond school” at work help to manage the demands of school life and maintain a sense of wellbeing. It is perhaps unsurprising that Factor 3 reports having positive wellbeing, since the social support they receive in school is widely regarded to be a protective factor against the emotional labour of teaching (Kinman et al., 2011) and the experience of burnout and work-related stress (Grenville-Cleave & Boniwell, 2012; Pietarinen et al., 2013), and may also boost the morale and motivation of a workforce (Gibbs & Miller, 2013). As was suggested when discussing Factor 2, the availability of social support in the workplace reported by Factor 3 is symptomatic of a positive working environment and school culture, which probably reflects the attitude and approach of the management team. Indeed, Factor 3 reports that their work experience is generally positive; this may be due to the management team’s approach but may also reflect the fact that Factor 3 only works part time, and is therefore less likely to be affected by school politics, which may affect teachers’ wellbeing (Borg, 1990).

Like Factor 2, the Factor 3 position on maintaining wellbeing is positive and pro-active, as it demonstrates how taking direct action to access external social support and

professional advice can help teachers to manage the demands of school life, and overcome periods of low wellbeing or personal challenge. It is interesting to note that Factor 3 is the only Factor which mentions using the SENCO forum, as a useful source of professional support. This is an online social network, which provides a significant number of SENCOs a supportive “virtual” community, where they can access guidance, advice and interpersonal support (Wedell, 2012). Factor 3 is evidently confident to seek social support from beyond the school grounds, and is competent to use new technology to do so. Factor 3 contributes to our understanding of what helps teachers, with SENCO roles, maintain a sense of wellbeing as it suggests that providing SENCOs with information about how to access social networks, such as the SENCO forum, may help some to feel more confident and competent in managing the demands of school life which, for SENCOs, have recently changed following new legislation and a revised Code of Practice (DfE, 2015).

In contrast to Factor 2 (which identifies working conditions as the cause of poor wellbeing) Factor 3 highlights how non-work issues such as family health, parental responsibilities and the availability of family support, in addition to job demands, can impact upon teachers’ wellbeing. This is an important aspect of many teachers’ lives, which appears to be less discussed in the other Factors, and thus provides useful insight that contributes towards our understanding of teacher wellbeing. Factor 3’s experience is similar to that described in research by Larrivee (2012) which found teachers who were unable to effectively manage both their professional and family roles suffered greater levels of exhaustion. It is possible that the decision to work part time, made by Factor 3, was a direct action taken in response to a personal challenge

or period of poor wellbeing, where overwhelming non-work demands affected their ability to manage the demands of school life. Factor 3 contributes to our understanding of teacher wellbeing, as it highlights how working part time can be beneficial for some teachers to maintain a sense of wellbeing, particularly when external demands can be challenging, as it enables a work-life balance.

Unlike the other Factors, Factor 3 provides important insight into how personality traits and self-beliefs, which relate to personal resources of resilience, self-efficacy and mastery, can impact on teachers' wellbeing (Skaalvik & Skaalvik, 2010; Parker et al., 2012). Factor 3 experiences low self-confidence and lacks the skills to be assertive in school; this affects how demands are perceived and managed, which can impact upon wellbeing. Factor 3 demonstrates how palliative coping behaviours, such as procrastination and setting unrealistic personal goals, can be ineffective in managing job demands and may cause poor wellbeing, if persistently adopted (Martin, 2002; Parker et al., 2012). Factor 3 identifies that their wellbeing could be improved by having better work-habits, such as "prioritising workloads", "dealing with problems immediately as they occur" and "keeping problems in perspective". Factor 3 would benefit from adopting these problem solving strategies, as these behaviours are associated with high levels of self-efficacy, mastery and competence (VandeWalle, Brown, Cron & Slocum, 1999; Martin, 2002). It is possible that, at times, Factor 3 experiences periods of negative emotion, which may enhance the adverse impact of emotional labour associated with teaching (Kinman et al., 2011) and perpetuate feelings of self-doubt. It would therefore benefit Factor 3 to receive support in monitoring and managing their emotions, to recognise when they are experiencing

low mood and poor wellbeing, and be taught strategies to cope with the demands of school life proactively. Friedman (2004) suggests teachers should be encouraged to continually reevaluate their professional identities to ensure that expectations about what it means to be “good” teacher are realistic and achievable. Factor 3 may benefit from this intervention, to instil positive self-beliefs which they recognise need restoring.

Factor 3 provides a perspective on teacher wellbeing which is wholly distinctive from the other Factors. It contributes greatly to our understanding of the phenomenon as it demonstrates how a sense of wellbeing can be maintained through multiple sources of support in the workplace, through family and friends at home, and through online social networks. Factor 3 also highlights how wellbeing can be maintained by taking direct actions to restore a work-life balance and how, regardless of whether other resources are available, having effective personal resources are crucial for maintaining a sense of wellbeing.

#### **6.b.iv. Factor 4: ‘My job is my life: My wellbeing needs to improve but I don’t have the time’**

At first glance, there are many similarities between Factor 1 and Factor 4 in terms of how job demands are managed and additional duties are taken on in school. Indeed, for both Factors teacher wellbeing is maintained (to some extent) by completing job demands in free time (after-school and in the holidays) and feeling a sense of control over how job demands are managed. This alleviates anxiety for Factor 1 and Factor 4 and helps them to maintain their enjoyment at work. For Factor 1 and Factor 4

wellbeing is supported by the possession of positive self-beliefs, regarding their self-efficacy as teachers (Skaalvik & Skaalvik, 2010). However, Factor 4 differs from Factor 1 in terms of how *value* is communicated and experienced by teachers in the workplace. Unlike Factor 1, Factor 4 reports a negative work experience; teachers' pay is unfair, professional development opportunities are lacking and work efforts are not acknowledged. As a result, the experience of teaching described by Factor 4 is one of dissatisfaction. This would suggest that when several job resources that are perceived to communicate *value* are lacking, teachers' wellbeing is negatively affected; this finding is in keeping with existing literature (Travers & Cooper, 1993; Griffith et al., 1999; Griva & Joeke, 2003).

Working hard to be "the best they can be" in school is incredibly important for Factor 4, as their job is a large part of their identity. Factor 4 could be described as having the trait of *achievement striving*, which some research suggests is a significant predictor of perceived stress (Jex, Adams, Elacqua & Bachrach, 2002). According to this research, challenging job demands have the greatest negative impact on individuals who are motivated to strive for high levels of achievement. I would suggest that *achievement striving* is only detrimental for teacher wellbeing if job resources are lacking. For example, I would argue that both Factor 1 and Factor 4 possess the trait of *achievement striving*, as both work hard to uphold their reputations in school; however Factor 4 lacks the job resources, of supervisory support and work autonomy (amongst others), that Factor 1 experiences. These job resources provide a buffer for Factor 1, as they communicate the message of *value* which reconfirm their beliefs of

self-efficacy; this enables them to experience success at work, to manage challenging demands *and* maintain a sense of wellbeing. For Factor 4, the absence of these job resources, coupled with persistent high effort, may have contributed to the feelings of poor wellbeing and the signs of workaholism or work addiction that are reported; such as working long hours to satisfy an irresistible drive to do so (Schaufeli & Salanove, 2008); completing job demands in the holidays and “free time” and not taking “time out” at home. It is possible that Factor 1 does not feel the need to work to these great lengths because their efforts have been acknowledged in school and their reputation is secure. In this way, it is possible that Factor 4’s behaviour reflects personal insecurities about how their skills as a teacher are perceived. These self-beliefs are likely to persist, and may lead to symptoms of burnout, if their efforts are not directly acknowledged by school managers or they feel their sense of personal accomplishment as a teacher is under threat (Pines, 1993). This can occur when teachers derive their self-concept from their work roles alone and are intrinsically motivated to do their job well to the extent that their wellbeing and home life suffer.

Factor 4 provides valuable insight into our understanding of teacher wellbeing as it highlights how important it is for school managers to acknowledge and commend teachers on their efforts and hard work, as teachers’ wellbeing can be damaged if effort is not rewarded, with job resources such as adequate pay, career development opportunities and recognition of achievements (Travers & Cooper, 1993; Griffith et al., 1999; Griva & Joeke, 2003; Bricheno et al., 2009). Comparing Factor 1 with Factor 4 also indicates how teachers who have the drive to achieve professional goals and

maintain high standards need to receive suitable support (in terms of social support from colleagues and line managers) in order to maintain job satisfaction and a sense of wellbeing. Ultimately, Factor 4 gives the message to school managers that allowing teachers to work with great effort to maintain incredibly high standards without appropriate reward and support may damage their wellbeing in the long term (Bricheno et al., 2009).

In terms of work experience and dissatisfaction, Factor 4 is akin to Factor 2; however there are contrasting differences again between these Factors, in terms of teachers' direct action. Like Factor 1 and Factor 3, Factor 2 demonstrates a positive "can-do" attitude towards maintaining wellbeing; they deliberately try to separate home and work and pursue personal interests. This action may result from Factor 1, 2 and 3 having internal beliefs of control. In contrast, Factor 4 does not take direct actions to maintain wellbeing at home. In this way, Factor 4 presents a different perspective of how some teachers work excessively to try to manage job demands at the cost of maintaining their wellbeing at home as, although all four Factors work hard and regard their jobs as important, Factors 1, 2 and 3 all value and strive to achieve a balance between work and home to a greater or lesser extent. It is possible that establishing a work-life balance is not valued as highly by Factor 4, as their work is the priority. Alternatively Factor 4 may consider a work-life balance to be unobtainable. This view may suggest Factor 4 has external beliefs of control, where wellbeing is perceived to be determined by uncontrollable factors (such as workload, school structure or government policy), which they cannot affect. Whatever the reason, the perspective

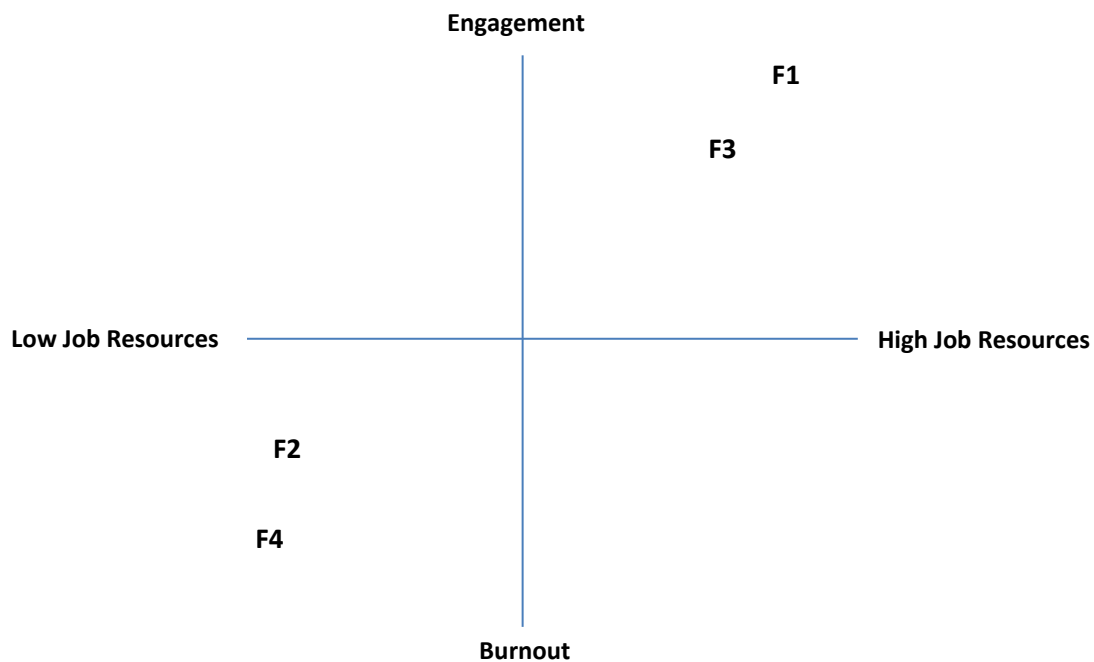


that a work-life balance is something which is *not* actively worked towards, posits Factor 4 as a distinctive Factor, which stands in stark contrast to the other three Factors. Factor 4 contributes to our understanding of teacher wellbeing as it shows how some teachers, who work passionately at school and at home to be the best teachers they can be, need to be supported to find time to participate in non-work activities, as time pressure (which Factor 4 identifies as a main stressor) is related to emotional exhaustion (Skaalvik & Skaalvik, 2010), which is a symptom of poor wellbeing and burnout.

### **6.c. Understanding the Factors using the JD-R Model of Burnout (Bakker & Demerouti, 2007)**

The findings from the current study support the notion that the interaction between job demands and job resources determines an individual's psychological wellbeing at work (as identified in the JD-R model as *burnout* and *engagement*). The differences between the work experience and wellbeing described in the four Factors can be explained by the availability of job resources. This is demonstrated graphically in Figure 3. In simple terms, Factor 1 and Factor 3 have high job resources and report high engagement; whereas, Factor 2 and Factor 4 have low job resources and report behaviours, such as taking sick leave and medication, and working long hours to manage job demands, which may be symptomatic of the onset of burnout.

**Figure 3. Hypothetical space diagram illustrating the location of Factors 1 - 4 on the 'Low Job Resources/High Job Resources' bifurcation and 'Engagement/Burnout' bifurcation**



*(The design of the orthogonal graph was inspired by Watts & Stenner, 2005b)*

In accordance with the JD-R model (Bakker & Demerouti, 2007), Factor 1 and Factor 3 indicate how the availability of social support (from line managers and colleagues), the sense of value communicated through pay, autonomy and acknowledgement and the experience of working in a school which has a positive working environment, are job resources that are invaluable for managing job demands and preventing burnout, *and* maintaining work engagement and commitment. Using the JD-R model, the positions of Factor 2 and Factor 4 demonstrate how high job demands coupled with a persistent lack of vital job resources may lead teachers to experience burnout, ill health and low

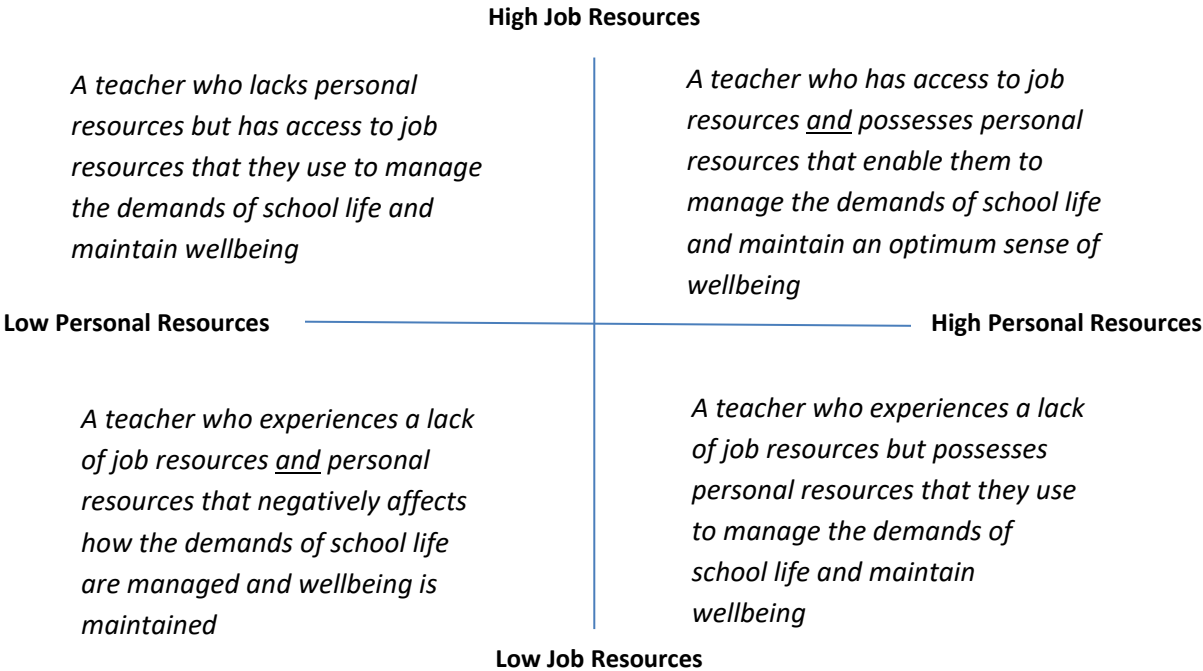
work commitment. Factor 2 and Factor 4 highlight how an effective management team, social cohesion and the recognition of teachers' efforts (through fair pay and professional development) are important job resources that affect teacher wellbeing. These findings also support the Self Determination Theory which states that a social context that satisfies the human needs for autonomy, competence and relatedness will promote positive wellbeing and commitment (Deci, Vallerand, Pelletier & Ryan, 1991).

#### **6.d. Beyond job resources: The importance of external support and personal resources**

It is evident that the availability of job resources, which support teachers' psychological needs in the workplace, contribute to teacher wellbeing. However, from close inspection of the four Factors, it is evident that external sources of social support and the possession of personal resources also contribute to the management of job demands and maintenance of wellbeing. All four Factors identify external sources of support (namely family and friends) as helpful for their wellbeing; however the Factors differ in terms of how personal resources are used. According to the JD-R model, personal resources may work independent of, or in conjunction with, job resources. Indeed, the influence of personal resources (in terms of a teacher's level of resilience, self-efficacy, self-beliefs and strategies for coping) complicates the relationship that appears to exist between job resources and wellbeing (as demonstrated in Figure 3.)

The hypothetical relationship between job resources and personal resources is demonstrated graphically in Figure 4, using the findings from the four Factors. This diagram represents job resources and personal resources as two continua on two axis; both of which are important for maintaining teacher wellbeing. The term *optimum* is used to illustrate how teachers’ wellbeing may be optimised when both job resources and personal resources are available for the teacher to use to manage the demands of school life.

**Figure 4. Diagram illustrating the hypothetical relationship that might exist between Job Resources and Personal Resources for teachers managing job demands to maintain a sense of wellbeing**



Using the diagram presented in Figure 4, the four Factors can be understood thus:

**Factor 1** reports a positive work experience (with high job resources) and also possesses good personal resources and coping strategies (in terms of self-efficacy and a work-life balance, with interests outside of school). In sum, these resources help Factor 1 to manage the demands of school life and maintain a sense of wellbeing.

**Factor 2** reports a negative work experience (with low job resources) which impacts upon their wellbeing. Factor 2 relies on personal resources, which may work independent of job resources, to manage job demands and maintain a sense of wellbeing. The personal resources alone may not be sufficient in protecting against burnout in the long term.

**Factor 3** reports a lack of personal resources (in terms of work-habits and self-beliefs) which impact on the perception and management of job demands, this in turn affects their wellbeing at times. Factor 3 relies on the job resources available in the workplace, of which there are many, to manage the demands of school life and maintain a sense of wellbeing. Reliance on job resources alone may not be an effective strategy for maintaining wellbeing in the long term.

**Factor 4** reports a negative work experience (with low job resources) which impacts upon wellbeing. Factor 4 relies on personal resources; some of which are effective (work-habits) but others do not help their wellbeing (excessive work drive, no direct action to find time for relaxation or recuperation), which results in poor wellbeing. Deficient job resources and ineffective personal resources may leave Factor 4 vulnerable to experiencing burnout in the long term.

## **6.e. Contributing factors to teacher wellbeing:**

### **A summary**

Using the JD-R model, it is evident that teachers' wellbeing is determined, in part at least, by the availability of job resources in the workplace. These can affect how teachers perceive and manage the high demands of school life and maintain a sense of wellbeing. It would appear from close inspection of the Factors, the type of job resource that is preferred by teachers may be influenced by their role in school, the type of education setting in which they work and their current working conditions. Personality traits, non-work stressors and demographics may also affect the types of job resources teachers perceive to be valuable. In addition, the availability of personal resources to manage the demands of school life and maintain a sense of wellbeing are also important, particularly at times when job demands are challenging and job resources are scarce. The hypothetical relationship between job resources and personal resources for teachers managing job demands to maintain a sense of wellbeing has been illustrated. Suggestions for how job resources and personal resources might be protected and enhanced in schools, to promote teacher wellbeing, are provided in the final chapter.

## **Chapter 7: Implications and Future Directions**

### **7.a. Introduction**

In this final chapter, the implications for school managers and EPs are considered and a critique is provided, both of the use of Q methodology in this research as well as the study in general. Personal reflections from my position as a former teacher, researcher and TEP are shared, and avenues for further research and action identified. A conclusion is provided, which summarises the findings.

### **7.b. Maintaining teacher wellbeing: Implications for schools**

The four Factors indicate that teachers maintain wellbeing by using the resources around them, at school and at home, and drawing on their personal resources. Hakanen et al. (2006) note, to improve teacher wellbeing the best option is to apply organisational and individual interventions to simultaneously affect both the *strain* (or *energetical*) process (Job Demands→ Burnout→ Ill health) and the *motivational* process (Job Resources→ Engagement→ Work Commitment). Where possible, school managers should reduce teachers' job demands to improve their work-life balance and attrition rates. Understandably however, many of the demands imposed on teachers are the result of changes to Government policy and therefore to improve teacher wellbeing, perhaps the focus should be improving job resources at the task, social and

organisational level, to help teachers to maintain good health and commitment to the profession. In addition to Hakanen et al.'s (2006) recommendations, I suggest that attention should be drawn to the importance of personal resources for teacher wellbeing. Therefore, alongside the development of job resources, efforts should be taken by school managers to instil healthy work-habits and positive self-beliefs amongst teachers, to help them to continue to manage the demands of school life and maintain a sense of wellbeing. The four Factors indicated a number of strategies that teachers use to manage the demands of school life to maintain a sense of wellbeing. These could be supported further by schools, to help to promote, protect and maintain teacher wellbeing.

### **7.b.i. Factor 1: Communicating a sense of value**

To manage the demands of school life and maintain a sense of wellbeing, Factor 1 identified that acknowledging teachers' efforts and achievements and being made to feel valued in school, in terms of pay, job control and having supportive line management was important. There is evidence to suggest that working in a school that celebrates teachers' professional achievements (Kokkinos, 2007) can help to reduce burnout levels and promote job satisfaction and performance.

***To ensure teachers feel respected and valued, school managers could:***

- Provide teachers with fair salaries, clear job roles and the resources they require



- Give job control to teachers who take on additional responsibilities and maintain high standards, for example: allow teachers with additional duties to manage their own timetables
- Provide teachers with career development opportunities; through network meetings, training courses and regular professional appraisal meetings
- Acknowledge teachers' efforts and hard work; through whole school initiatives and personalised feedback

### **7.b.ii. Factor 2: Creating a positive working environment**

The importance a positive working environment and social cohesion for maintaining wellbeing was emphasised by Factor 2. This view supports existing literature which suggests that a positive working environment, which promotes and supports teachers' psychological needs, will enhance wellbeing and work commitment (Deci et al., 1991).

***To ensure a positive working environment, school managers could:***

- Be more approachable
- Introduce interventions such as team building exercises, in school and across Learning Communities, to boost staff morale, improve relationships and establish common goals
- Provide teachers with opportunities to voice their concerns; through directed time during staff meetings or by establishing a Teachers' Council

### **7.b.iii. Factor 3: Promoting healthy work-habits**

The development of effective work-habits was identified by Factor 3 as important for managing the demands of school life to maintain a sense of wellbeing. Work-habits may include prioritising tasks, taking direct action to solve problems and drawing on the support of colleagues to manage challenging demands (Parker et al., 2012). Having effective work-habits may help teachers to feel a greater sense of self-efficacy and confidence, which in turn may affect their wellbeing.

#### ***To ensure teachers maintain healthy work-habits, school managers could:***

- Recognise the personal goals, values and individual needs of teachers, and provide the necessary support they require to adjust their personal standards and practise new skills. This might include emotional literacy training, shared planning, ICT support
- Provide teachers with opportunities, such as staff support groups, to talk about their concerns or share good practice with other colleagues. This might improve teachers' sense of belonging and self-efficacy, and reduce feelings of isolation or inadequacy
- Communicate the value of social support by providing teachers with opportunities to socialise with colleagues to build supportive networks, who can provide practical and emotional support when required. This might include organised social events and shared planning, preparation and assessment (PPA) periods with other colleagues and using online support networks

- Identify and promote teachers' individual strengths and give additional duties that complement teachers' skills and interests; this could be discussed at professional appraisal meetings
- Provide specific praise and constructive feedback; this may help teachers to set themselves realistic targets and expectations and remind themselves that they "can only do their best"
- Support teachers' decisions to work part time and consider ways in which information is shared in school during the week, to ensure these teachers continue to feel a sense of belonging to the school

#### **7.b.iv. Factor 4: Making workloads manageable**

Having school policies and procedures that are easy to follow was identified by Factor 4 as helpful for managing the demands of school life and maintaining a sense of wellbeing. How job demands, targets and changes are communicated to teachers can also affect teachers' workloads and their wellbeing.

***To ensure teachers' workloads are manageable, school managers could:***

- Ensure school policies and procedures are easy to follow and adhered to by all members of staff
- Set realistic targets and expectations

- Communicate unexpected changes to job demands (such as changes to curricula, staffing or targets) to all staff via transparent communication pathways
- Provide guidance and fair policies to reduce the extent of teachers' workloads in terms of planning, marking and assessment
- Relinquish non-teaching responsibilities to administrative staff

### **7.b.v. Promoting a work-life balance**

The findings from the current study suggest teachers are working over their working hours on a daily basis and this can affect their health and wellbeing. The consensus statements and qualitative data indicated that all four Factors found it difficult to deliberately separate work from home at times and they recognised that their physical health and fitness could be improved, if they took the time to stop working and take a break. Taking time to relax and pursue hobbies and interests were identified by Factor 1 and Factor 3 as helpful strategies for maintaining a sense of wellbeing.

#### ***To ensure teachers maintain a work-life balance, school managers could:***

- Provide teachers with rest breaks, where they can socialise, relax and recuperate during the day. However, as Sharrocks (2014) notes, to establish this routine within a school can require substantial change to school systems
- Develop a Staff Wellbeing Policy, which provides guidance on working hours. Research suggests that the Staff Wellbeing Policy must *always* be

implemented, if it is to be effective in improving teacher wellbeing (Teacher Support Network, 2014a)

- Provide opportunities for teachers to address their health needs; for example, providing exercise classes or sports clubs after school. Promoting these opportunities could help teachers to incorporate regular exercise into their daily routine
- Communicate the importance of rest and recuperation; develop whole school initiatives, such as closing school early on Fridays or setting school goals to reduce the time spent working at the weekends could be trialled (in conjunction with initiatives to make targets and workloads realistic) to attempt to reduce the amount of time teachers spend working in their free time

### **7.b.vi. Supporting teachers' mental health**

In addition to school-based interventions, for some teachers the provision of professional health programmes may be required to prevent burnout (Gold & Roth, 2005). The four Factors differed in terms of their use of confidential support and advice outside of school. Accessing confidential advice was not considered to be necessary for Factor 1, but Factor 2 and Factor 3 had experienced this support and valued it greatly. School managers have a duty of care to safeguard teachers' wellbeing and should be equipped to detect the signs of poor wellbeing and signpost teachers to places where confidential support can be sought, when this is required.

***To support teachers' mental health, school managers could:***

- Provide all teachers with information about external services which can access independently, for confidential support, such as: the Occupational Health Service, unions, Teacher Support Helpline and online network forums (such as the Teacher Support Network). By providing the information to *all* teachers, this may reduce the stigma some may associate with seeking mental health support
- Provide “in-house” confidential support, through private counselling services, professional supervision or through services, such as the EPS, who may provide a “drop-in” service for staff

## **7.c. Implications for EP Practice**

Teacher wellbeing is a concern that EPs encounter regularly in their everyday practice. Through consultations and observations in schools, EPs are able to assess the wellbeing of teachers, and school issues which impact upon teachers' wellbeing are often disclosed to EPs by Head teachers, SENCOs, teachers or support staff. The actions of an EP can also have an effect on teachers' wellbeing: when writing reports, EP recommendations impact upon teachers' classroom practice and may increase workloads at times. It is important therefore that EPs are mindful of the impact their advice may have on teachers' wellbeing. To help teachers, EPs could ensure that their

recommendations reflect good teaching practice; support is offered when new strategies or interventions are suggested and the importance of emotional support for teachers and support staff is also highlighted to the SENCO or Head teacher, to ensure staff wellbeing.

Unfortunately, EPSs operate different models of service delivery therefore the level of wellbeing support offered to schools by EPs may vary. Nevertheless it is documented in the literature that, given their multi-faceted role, EPs are well positioned to promote teacher wellbeing. They can do this by improving the perception and utility of job resources at an individual, group or whole school level and promote healthy work-habits and the development of personal resources.

### **7.c.i. Supervision and wellbeing training**

EPs have the necessary skills to provide confidential support to teachers; through supervision sessions, group consultations, staff support groups or “drop in” sessions. These interventions could be offered to promote healthy work-habits and develop social support networks in schools. EPs are also able to offer training sessions to enhance teachers’ skills in managing challenging demands, to practice strategies to build resilience or develop emotional literacy.

## 7.c.ii. Using Q sorts in schools

The comments made by some of the participants at the end of the Q sort task indicate that this activity could be an effective tool for EPs working with schools to promote teacher wellbeing.

- **Using Q sorts as a therapeutic intervention with individual teachers**

Some participants commented that the Q sort task was *'very therapeutic!'* (P29) and that doing the Q sort *'helped to clarify some of [their] current negative feelings about teaching'* (P12) and *'(...) the things [they would] do to have a work-life balance'* (P23).

- **Using Q sorts as a planning and evaluation tool when implementing a wellbeing intervention in school**

One participant stated that they *'(...) would be interested for school to know the results [of the current study]. [The Q sort task] could be used as an evaluation tool'* (P8). The Q sort task could be used with a whole school to assess which interventions may be most effective for enhancing teachers' wellbeing. The Q sort task could also be repeated at the end of the intervention period, to evaluate the intervention's impact.

The use of Q sorts as a tool for consultation and/or intervention planning has not been documented in the literature reviewed, but could prove to be an innovative method of supporting teacher wellbeing in the future.



### **7.c.iii. Systemic practice and policy making**

Many EPs work within school clusters and are therefore well placed to support or lead on initiatives that are established across Learning Communities, to promote social cohesion and share good practice. Where appropriate, EPs may be able to support a school in developing a Staff Wellbeing Policy, as they possess expertise and knowledge of Positive Psychology, which promotes wellbeing; the development of such policies could be used in schools to promote the importance of teachers having a work-life balance and developing healthy work-habits.

### **7.d. Strengths and limitations of the study and using Q**

I feel Q methodology was appropriately chosen for this research as it met the requirements as intended. The requirements of the methodology were:

- To enable the voices of teachers to be heard, including minority or individual viewpoints
- To allow for participants to provide a context within which their viewpoint was held
- To provide the security of anonymity in the analysis
- To minimise researcher-bias throughout the research process

- To minimise the power differential between the researcher and participants
- To provide results that might be used to inform future research, to bring about positive change

### **7.d.i. Including the voices of participants**

It was my intention to include the voices of all participants whose data was entered for analysis. Using Q methodology meant that participants were not restricted to Yes or No responses, as would be the case on a questionnaire. The inclusion of Post Sort questions also allowed participants to provide comments about their Q sort.

### **7.d.ii. Providing a context**

The qualitative data I gathered during this study was valuable for providing the context in which the participants' viewpoints were held. As the viewpoints are not fixed, it is possible that those gathered at the time of study have since changed; perhaps due to actual or perceived changes in participants' work experience, the time of year and the subsequent level of work demands, or external factors; such as changes in family circumstances or personal health, which have affected their wellbeing and perspective.

However I am mindful that, as Watts & Stenner (2005a, p.86) point out, in Q methodology the importance is less on '*who* said what about X?' but rather 'what is currently being *said* about X?' At the time of writing, the findings of the current study appear to reflect the contemporary trends in the social and political world of teaching that have recently been reported in large-scale surveys of teachers and in the media (Department for Education [DfE], 2014; Teacher Support Network, 2014a; Deith, 2015; Gibson, Oliver & Dennison, 2015).

### **7.d.iii. Personal reflection: As a former teacher**

The extent of qualitative data gathered reflects characteristics which are true of many teachers, in my experience, in that they like to communicate and relate to others and are articulate in their expression. The amount of data may also reflect the sensitivity of this topic for teachers in the current climate. As a former teacher, I could empathise with the experiences many of the participants described.

I am mindful of the fact that I recruited many participants personally, by direct invitation, whereas others responded to invitations posted on online forums or through university events. I wonder how representative the P set was of all primary and secondary teachers: could I have heard the voices of teachers who are less concerned about their wellbeing or indifferent about their working conditions or career? Are there any teachers who fail to see teaching as a vocation and lack the passion expressed by the participants in the current study?

#### **7.d.iv. Minimising researcher-bias**

I felt it was very important to reduce the potential for researcher-bias, at all stages of the research process. Using Q methodology allowed me to follow a process to develop the concourse and establish the Q set. This ensured the statements I used in the Q sort mirrored the literature and viewpoints of potential participants and experts in the field of teacher stress and wellbeing, rather than my own experience and opinions. I was pleased that the analysis stage of the study was statistical in nature which reduced the influence I had as a researcher. There was the potential for researcher-bias at the interpretation stage and I was therefore thankful for the guidance provided by Watts & Stenner (2012) in creating crib sheets, to reduce my influence when formulating the Factor descriptions. Throughout the interpretation stage I endeavoured to triangulate the factor arrays, crib sheets and additional qualitative data gathered, to ensure the Factor descriptions reflected the data to the best of my ability. I am aware that there are other Factor solutions and Factor descriptions that could be reported, based on the interpretation of the factor analysis. The data used in creating the Factor descriptions is provided, to ensure transparency in the process used at the interpretation stage (*see Appendix 8.i. - vii.*).

#### **7.d.v. Personal reflection: As a researcher**

As a researcher I am aware that knowing many of the participants in a personal or professional capacity could have influenced the way in which they responded to the Q sort and Post Sort questions, and the comments they chose to share. At the

interpretation stage, I was mindful that the comments that these participants made did not overshadow those of less familiar participants. I was also aware that my own knowledge of these participants' work experiences and personal lives could influence my interpretations. To address this potential bias, I ensured that comments were included from a range of participants where possible. At every stage I ensured that the participants' details and comments were anonymised and any information which I felt could identify the participants was removed. To reduce the potential for researcher-bias further in future studies, I would consider using a second researcher to analyse and interpret the data independently, to ensure the findings I report reflect the data. Alternatively, to reduce the potential of researcher influence, in future I could recruit participants that I did not know personally.

## **7.d.vi. Participants' feedback on the Q sort task: Implications for future studies**

### **7.d.vi.1. Fixed versus Free distribution grids**

Participants commented that the Q sort task was easy to follow and interesting to complete. However the comments from some of the participants, who had completed the Q sort remotely, suggest that they felt restricted by the fixed distribution grid; *'It would have been useful to not be restricted to a set number of cards per column'* (F1:P18). This comment was also made during the Q sort task by some participants who completed the study with me and, on these occasions, I explained that a free sort was permitted if preferred. I recognise that in permitting some participants to free

sort, this creates a discrepancy in the procedure taken with remote and local participants. However, Stephenson (1986, p.54) remarks that 'different Q sort distributions (forced or unforced) and even different conditions of instruction may have little intrinsic influence on a factor' therefore these inconsistencies are likely to have made minimal effect on the resulting Factor solution.

#### **7.d.vi.2. Adjusting the wording of statements to improve clarity**

Several participants commented on the difficulty they had in sorting some statements and some sought clarity over the meaning of statements at times. I am also aware that participants sometimes responded to the statements in isolation, rather than reading and responding to the whole sentence (as directed in the instructions). This might be because some statements triggered strong responses and resembled work-habits which participants viewed as inevitable (rather than a choice). For example: for Statement 26, the completed sentence to be sorted would read thus:

***During the week, I work over my working hours on a daily basis to stay on top of my workload; this helps me to maintain a sense of wellbeing.***

Inspection of the factor array and qualitative data indicates that participants on Factors 1, 2 and 4 placed Statement 26 in the +5: Mostly Agree column; however many felt that doing extra work was just a "fact of life" as a teacher rather than something that helped them to maintain a sense of wellbeing. This suggests that the participants responded to the statement in isolation, rather than the complete sentence. In contrast, participants on Factor 3 placed Statement 26 in the -5: Mostly Disagree

column and their comments reflected this belief: that doing extra work on top of their working hours did not help their wellbeing. To avoid this confusion in future studies, rather than instructing participants to mentally “insert” each statement into a sentence on the prompt card, the *entire* sentence could be presented onto each statement card.

On the whole, the statements were written to reflect one idea however if I was to use the same Q set again, I would rephrase Statement 48: ***I know my strengths and use these regularly***; as this statement reflects two ideas. I would also omit Statement 37: ***I work part time***; as this statement (when inserted into the full sentence to sort) was only relevant for participants who worked part time. Instead, I would gather this data and information about the participants’ non-work demands (such as family responsibilities or other roles outside of school) as part of the Pre Sort questions.

### **7.d.vi.3. Incorporating additional statements**

Participants agreed that the Q set encapsulated the topic of *teacher wellbeing* quite well; however the following additional statements were offered, which reflect themes that could be incorporated in future Q sets:

- *‘Helping others has a huge positive impact upon my self-esteem and wellbeing’*
- *‘Achieving what’s expected/desired of me’*
- *‘Ticking jobs off a list- completion of tasks’*

- Reference to the Government and *'the (lack of) support teachers receive really affects wellbeing'*
- *'Data input and photocopying should be admin duties not teachers'*
- *'(...) Particular staff (...) have an influence on your wellbeing'*
- *'The impact of school policy/management decisions has a positive effect on teaching and learning'*
- *'I have thought about leaving the teaching profession'*

## **7.e. Recommendations for future research**

As a researcher, I would be interested to conduct the study again at different times of the year, to explore whether teachers' perceptions of work demands and their wellbeing varies in accordance with "hot spots" of high work demands (such as the beginning of term or during assessment periods). I would also be interested to explore the viewpoints which are held by teachers working in the same school, and whether these viewpoints differ across types of settings (primary, secondary, tertiary and special schools).



## **7.e.i. Personal reflection: As a Trainee Educational Psychologist**

The findings from the current study have informed my practice and my approach to working with teachers. In future, I would be interested to explore how a package of EP support could be offered to schools, to promote teacher wellbeing in the future. As more EPSs move towards a traded service model, the opportunities for implementing evidence-based, bespoke wellbeing interventions are widening; at a time when the need for such support is ever increasing.

## **7.f. Conclusions**

The current study explored teachers' viewpoints on teacher wellbeing. The findings revealed a consensus view that teaching is an important but challenging occupation. Four distinctive viewpoints were revealed that reflected how different factors, such as job resources, external sources of support and personal resources, were used by teachers to manage the demands of school life and maintain a sense of wellbeing.

The findings indicate that the issue of teacher wellbeing is not perceived by teachers to be taken seriously enough by school managers and this is a concern since teachers' workloads appear to be steadily increasing. However, the Factors suggest that, regardless of their work experience, many teachers are taking direct action to establish a work-life balance and improve their wellbeing. The findings indicate a clear role for

school managers and supporting services, such as the EPS, in promoting teacher wellbeing to help teachers to maintain good health and commitment to the profession.

The limitations of this study were identified; however on the whole choosing Q methodology for this research and gathering supplementary qualitative data, to provide contextual information, appear to have been sound decisions. Further research includes repeating the study at different times of the year or within a single setting.

It is hoped that by providing the viewpoints of teachers regarding how teacher wellbeing is maintained, school managers and researchers might consider adopting some of the strategies identified in this study to protect and enhance job resources and promote the development of healthy work-habits and personal resources in schools. It is the intention of the researcher, in her capacity as an EP, to seek opportunities to implement and evaluate such interventions in schools during her career.

## References

Acker, S. (1992). Creating Careers: Women Teachers at Work. *Curriculum Inquiry* 2 (2:2) 141-163.

Aelterman, A., Engels, N., Van Petegem, K., & Pierre Verhaeghe, J. (2007). The Well-being of Teachers in Flanders: The Importance of a Supportive School Culture. *Educational Studies*, 33(3), 285-297.

Akça, F., & Yaman, B. (2010). The Effects of Internal-External Locus of Control Variables on Burnout Levels of Teachers. *Procedia Social and Behavioral Sciences*, 2, 3976–3980.

Akhtar-Danesh, N., Baumann, A., & Cordingley, L. (2008). Q-Methodology in Nursing Research. *Western Journal of Nursing Research*, 30, 759-773.

Annan, M. & Moore, S. (2012). Using the Staff Sharing Scheme within the Targeted Mental Health in Schools (TaMHS) Pathfinder. *Educational and Child Psychology*, 29(4), 88-108.

Antonovsky, A. (1979). *Health, Stress and Coping*. London: Jossey-Bass.

Austin, V., Shah, S., & Muncer, S. (2005). Teacher Stress and Coping Strategies Used to Reduce Stress. *Occupational Therapy International*, 12(2), 63-80.

Bachkirova, T. (2005). Teacher Stress and Personal Values: An Exploratory Study. *School Psychology International*, 26(3), 340-352.

Bakker, A.B., Demerouti, E., & Verbeke, W. (2004). Using the Job Demands-Resources Model to Predict Burnout and Performance, *Human Resource Management*, 43(1), 83–104.

Bakker, A.B., & Demerouti, E. (2007). The Job Demands-Resources Model: State of the Art. *Journal of Managerial Psychology*, 22(3), 309-328.

Bakker, A.B., Hakanen, J.J., Demerouti, E., & Xanthopoulou, D. (2007). Job Resources Boost Work Engagement, particularly when Job Demands are High. *Journal of Educational Psychology*, 99(2), 274–284.

Betoret, F.D. (2013). Teacher Psychological Needs, Locus of Control and Engagement. *Spanish Journal of Psychology*, 16 (29), 1–13.

Blaikie, N. (2007). *Approaches to Social Enquiry* (2<sup>nd</sup> Ed.). Cambridge: Polity Press.

Borg, M. (1990). Occupational Stress in British Educational Settings: A Review. *An International Journal of Experimental Educational Psychology*, 10(2), 103-126.

Boyle, J. E., & Mackay, T. (2007). Evidence for the Efficacy of Systemic Models of Practice from a Cross-sectional Survey of Schools' Satisfaction with their Educational Psychologists. *Theory, Research and Practice in Educational Psychology*, 23(1), 19-31.

Brackett, M. A., Palomera, R., Mojsa-Kaja, J., Reyes, M. R., & Salovey, P. (2010). Emotion-Regulation Ability, Burnout, and Job Satisfaction among British Secondary-School Teachers. *Psychology in the Schools*, 47(4), 406-417.

Bricheno, P., Brown, S., & Lubansky, R. (2009). *Teacher Wellbeing: A Review of the Evidence*: Teacher Support Network. Accessed 22.02.2015 via <http://www.teachersupport.info/research-policy/research-reports?page=1>

British Psychological Society [BPS] (2010). *Code of Human Research Ethics*. Leicester: British Psychological Society.

Brough, P., Timms, C., Siu, O., Kalliath, T., O'Driscoll, M.P., Sit, C.H.P., Lo, D., & Lu, C. (2013). Validation of the Job Demands-Resources Model in Cross National Samples: Cross-sectional and Longitudinal Predictions of Psychological Strain and Work Engagement. *Human Relations*, 66(10), 1311-1335.

Brown, S.R. (1980). *Political Subjectivity: Applications of Q Methodology in Political Science*. London: Yale University Press.

Brown, S. R. (1996). Q Methodology and Qualitative Research. *Qualitative Health Research*, 6, 561-567.

Brown, J., Gilmour, W., & Macdonald, E. (2006). Ill Health Retirement in Scottish Teachers: Process, Outcomes and Re-employment. *International Archives of Occupational and Environmental Health*, 79(5), 433-440.

Brown, C. G. (2012). A Systematic Review of the Relationship between Self-efficacy and Burnout in Teachers. *Educational and Child Psychology*, 29(4), 47-63.

Burr, V. (2000). *An Introduction to Social Constructionism*. London: Routledge.

Butt, R., & Retallick, J. (2002). Professional well-being and learning: A study of administrator-teacher workplace relationships, *Journal of Educational Enquiry*, 3(1), 17-34.

Carlyle, D. and Woods, P. (2002). *Emotions of Teacher Stress*. Stoke-on-Trent: Trentham Books.

Carter, S. M., & Little, M. (2007). Justifying Knowledge, Justifying Method, Taking Action: Epistemologies, Methodologies, and Methods in Qualitative Research. *Qualitative Health Research*, 17(10), 1316-1328.

Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School Climate and Social-Emotional Learning: Predicting Teacher Stress, Job Satisfaction, and Teaching Efficacy. *Journal of Educational Psychology*, 104(3), 1189-1204.

Cooper, C.L., Sloan, S.J., & Williams, S. (1988). *Occupational Stress Indicator: Management Guide*. Windsor: NFER-Nelson.

Cox, T., & Brockley, T. (1984). The Experience and Effects of Stress in Teachers. *British Educational Research Journal*, 10(1), 83-87.

Critchley, H. & Gibbs, S. (2012). The Effects of Positive Psychology on the Efficacy Beliefs of School Staff. *Educational and Child Psychology*, 29(4), 64-76.

Cross, R. M. (2005). Exploring Attitudes: the Case for Q Methodology. *Health Education Research*, 20, 206-213.

Day, C., Stobart, G., Sammons, P., Kington, A., Gu, Q., Smees, R., et al. (2006). Variations in Teachers' Work, Lives and Effectiveness. London: DfES. Accessed on 01.12.2013 via

<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/RB743.pdf>

Deci, E.L., Vallerand, R.J., Pelletier, L.J., & Ryan, R.M. (1991). Motivation and Education: The Self-Determination Perspective. *Educational Psychologist*, 26(3-4), 325-346.

Deith, J. (Reporter). (2015, March 17th). Sick of School [Radio broadcast episode]. In M. Precey (Producer), *File on 4*, London: BBC Radio 4. Accessed on 23.03.2015 via <http://www.bbc.co.uk/programmes/b055g8zh>



Demands [Definition 1.1] (2014). *Oxford Dictionaries Online*. Accessed on 22.02.2014 via <http://www.oxforddictionaries.com/definition/english/demand>

Demerouti, E., Bakker, A.B., Nachreiner, F. & Schaufeli, W.B. (2001). The Job Demands-Resources Model of Burnout. *Journal of Applied Psychology*, 86(3), 499–512.

Department for Education and Skills [DfES] (2002). *National Healthy Schools: Staff Health and Wellbeing*. Wetherby: Health Development Agency. Accessed on 01.12.2013 via <http://www.nice.org.uk/nicemedia/documents/wellbeing4.pdf>.

Department for Education [DfE] (2013). *Statistical First Release, School Workforce in England: November, 2012*. SFR 15/2013. Accessed on 23.02.2015 via [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/223587/SFR15\\_2013\\_Text\\_withPTR.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/223587/SFR15_2013_Text_withPTR.pdf)

Department for Education [DfE] (2014). *Teachers' Workload Diary Survey 2013 Research Report February 2014*, TNS BMRB, DFE- RR316. Accessed on 22.02.2015 via [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/285941/DFE-RR316.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/285941/DFE-RR316.pdf)

Department for Education [DfE] (2015). Special educational needs and disability code of practice: 0 to 25 years. Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities, January 2015. DFE-00205-2013. Accessed on 16.08.2015 via [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Dunlop, C., & Macdonald, E. (2004). *The Teachers' Health and Wellbeing Study Scotland. Healthy Working Lives Group*. University of Glasgow for NHS Health Scotland.

Dorman, J. (2003). Testing a Model for Teacher Burnout. *Australian Journal of Educational & Developmental Psychology*, 3, 35-47.

Dworkin, A. G., Haney, C. A., Dworkin, R. J., & Telschow, R. L. (1990). Stress and Illness Behaviour Among Urban Public-School Teachers, *Educational Administration Quarterly*, 26(1), 60-72.

Eden, S., Donaldson, A., & Walker, G. (2005). Structuring Subjectivities? Using Q Methodology in Human Geography. *Area*, 37(4), 413–422.

Ereaut, G., & Whiting, R. (2008). *What Do We Mean By "Wellbeing"? And Why Might It Matter?* Research Report No: DCSF-RW073.

Faupel, A., & Sharp, P. (Eds.) (2003). *Promoting Emotional Literacy*, April 2003. *Guidelines for Schools, Local Authorities and Health Services*, Southampton City Council, 2/03/16974.

Fox, M. (2009). Working with Systems and Thinking Systemically- Disentangling the Crossed Wires. *Educational Psychology in Practice*, 25(3), 247-258.

Gibbs S., & Miller, A. (2013). Teachers' Resilience and Well-being: A Role for Educational Psychology. *Teachers and Teaching: Theory and Practice*, 1-13.

Gibson, S., Oliver, L., & Dennison, M. (2015). *Workload Challenge: Analysis of Teacher Consultation Responses*, Research Report, February 2015, Department for Education [DfE]. DFE-RR445. Accessed on 22.02.2015 via <https://www.gov.uk/government/publications/workload-challenge-analysis-of-teacher-responses>

Goddard, R., Brien, P., & Goddard, M. (2006). Work Environment Predictors of Beginning Teacher Burnout. *British Educational Research Journal*, 32(6), 857-874.

Gold Y., & Roth R. A. (2005). *Teachers Managing Stress and Preventing Burnout: The Professional Health Solution* (2nd Ed.). London: The Palmer Press.

Goldberg, L.S., & Grandey, A. A. (2007). Display Rules versus Display Autonomy: Emotion Regulation, Emotional Exhaustion, and Task Performance in a Call Center Simulation. *Journal of Occupational Health Psychology*, 12(3), 301-318.

Goldman, I. (1990). Abductory Inference, Communication Theory and Subjective Science. *Electronic Journal of Communication/La Revue Electronique de Communication*, 1(1). Accessed on 20.10.2014 via <http://www.cios.org/EJCPUBLIC/001/1/00112.html>

Gray, D. E. (2004). *Doing Research in the Real World*. London: SAGE.

Greenhaus, J.H., Collins, K.M, & Shaw, J.D. (2003). The Relation Between Work–Family Balance and Quality of Life. *Journal of Vocational Behavior*, 63, 510–531.

Grenville-Cleave, B., & Boniwell, I. (2012). Surviving or Thriving? Do Teachers have Lower Perceived Control and Well-being than Other Professions? *Management in Education, 26*(1), 3-5.

Griffith, J., Steptoe, A., & Cropley, M. (1999). An Investigation of Coping Strategies Associated with Job Stress in Teachers. *The British Journal of Educational Psychology, 69* (4), 517.

Griva, K., & Joeke, K. (2003). UK Teachers Under Stress: Can We Predict Wellness on the Basis of Characteristics of the Teaching Job? *Psychology & Health, 18*(4), 457-471.

Gu, Q., & Day, C. (2007). Teachers' Resilience: A Necessary Condition for Effectiveness, *Teaching and Teacher Education, 23*, 1302–1316.

Guglielmi, R. S., & Tatrow, K. (1998). Occupational Stress, Burnout, and Health in Teachers: A Methodological and Theoretical Analysis. *Review of Educational Research, 68*(1), 61-99.

Hakanen, J.J., Bakker, A.B., & Schaufeli, W.B. (2006). Burnout and Work Engagement Among Teachers, *Journal of School Psychology, 43*, 495–513.

Hargreaves, A. (2000). Mixed Emotions: Teachers' Perceptions of their Interactions with Students, *Teaching and Teacher Education*, 16(8), 811-826.

Hargreaves, L., Cunningham, M., Hansen, A., McIntyre, D., & Oliver, C. (2007). *The Status of Teachers and the Teaching Profession in England: Views from Inside and Outside the Profession. Research Report: RR831A*. Nottingham.

Hastings, R. P., & Bham, M. S. (2003). The Relationship between Student Behaviour Patterns and Teacher Burnout. *School Psychology International*, 24(1), 115-127.

Health & Safety Executive (HSE) (2013). *What is Stress?* Accessed on 01.12.2013 via <http://www.hse.gov.uk/stress/furtheradvice/whatisstress.htm>

Hobfoll, S.E., Johnson, R.J, Ennis, N., & Jackson, A.P. (2003). Resource Loss, Resource Gain, and Emotional Outcomes Among Inner City Women. *Journal of Personality and Social Psychology*, 84(3), 632–643.

Howard, S., & Johnson, B. (2004). Resilient Teachers: Resisting Stress and Burnout. *An International Journal*, 7(4), 399-420.

Jennings, P. A., & Greenberg, M. T. (2009). The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. *Review of Educational Research*, 79(1), 491-525.

Jex, M., Adams, G. A., Elacqua, T. C., & Bachrach, D. G. (2002). Type A as a moderator of stressors and job complexity: A comparison of achievement strivings and impatience-irritability. *Journal of Applied Social Psychology*, 32(5), 977-996.

Johnson, S., Cooper, C., Cartwright, S., Donaldson, I., Taylor, P., & Millet, C., (2005). The Experience of Work-related Stress Across Occupations. *Journal of Managerial Psychology*, 20(2), 178-187.

Karasek, R. A., & Theorell, T. (1990). *Healthy Work: Stress, Productivity, and the Reconstruction of Working Life*. New York: Basic Books.

Kinman, G., Wray, S., & Strange, C. (2011). Emotional Labour, Burnout and Job Satisfaction in UK Teachers: The Role of Workplace Social Support. *An International Journal of Experimental Educational Psychology*, 31(7), 843-856.

Kitzinger, C., & Stainton Rogers, R. (1985). A Q-methodological Study of Lesbian Identities. *European Journal of Social Psychology*, 15(2), 167-187.

Klassen, R. M. (2010). Teacher Stress: The Mediating Role of Collective Efficacy Beliefs. *Journal of Educational Research*, 103(5), 342-350.

Klassen, R. M., & Chiu, M. M. (2010). Effects on Teachers' Self-Efficacy and Job Satisfaction: Teacher Gender, Years of Experience, and Job Stress. *Journal of Educational Psychology*, 102(3), 741-756.

Kobasa, S.C., Maddi, S.R., & Kahn, S. (1982). Hardiness and Health: A Prospective Study. *Journal of Personality and Social Psychology*, 42(1), 168-177.

Kokkinos, C. M. (2007). Job Stressors, Personality and Burnout in Primary School Teachers. *British Journal of Educational Psychology*, 77, 229-243.

Kyriacou, C., & Sutcliffe, J. (1978). A Model of Teacher Stress. *Educational Studies*, 4(1), 1-6.



Kyriacou, C. (1987). Teacher Stress and Burnout: An International Review. *Educational Research, 29*(2), 146-152.

Kyriacou, C. (2001). Teacher Stress: Directions for Future Research. *Educational Review, 53*(1), 27-35.

Lambert, R.G., McCarthy, C., Donnell, M., & Wang, C. (2009). Measuring Elementary Teacher Stress and Coping in the Classroom: Validity Evidence for the Classroom Appraisal of Resources and Demands. *Psychology in the Schools, 46*, 973-988.

Larrivee, B. (2012). *Cultivating Teacher Renewal: Guarding Against Stress and Burnout*. Plymouth: Rowman & Littlefield Education.

Lazarus, R. S., & Folkman, S. (1987). Transactional Theory and Research on Emotions and Coping. *European Journal of Personality, 1*(3), 141-169.

Leary, J., Gallagher, T., Carson, J., Fagin, L., Bartlett, H., & Brown, D. (1995). Stress and Coping Strategies in Community Psychiatric Nurses: A Q-methodological Study. *Journal of Advanced Nursing, 21*, 230-237.

Lilienfeld, S.O., Ammirati, R., & David, M. (2012). Distinguishing Science from Pseudoscience in School Psychology: Science and Scientific Thinking as Safeguards Against Human Error. *Journal of School Psychology, 50*(1), 7-36.

Linley, P., & Joseph, S. (2004). *Positive Psychology in Practice*. Hoboken, N.J: Wiley

Masten, A., Best, K.M., & Garmezy, N. (1990). Resilience and development: Contributions from the study of children who overcome adversity. *Development and Psychopathology, 2*(4), 425-444.

Manera, E. S., & Wright, R. E., (1981). Can You Identify Your Source of Stress? *The Clearing House, 55*(2), 53-58.

Mann, S. (2004). 'People-Work': Emotion Management, Stress and Coping. *British Journal of Guidance Counselling, 32*(2), 205-221.

Martin, A. (2002). Motivation and academic resilience: Developing a model for student enhancement, *Australian Journal of Education, 46*(1), 34-49.

Maslach, C. (2003). Job Burnout: New Directions in Research and Intervention, *Current Directions in Psychological Science*, 12(5), 190-192.

McKeown, B., & Thomas, D. (2013). Q Methodology. *Series: Quantitative Applications in the Social Sciences, Volume 66* (2<sup>nd</sup> Ed.). London: SAGE Publications.

Morris, J. A., & Feldman, D. C. (1996). The Dimensions, Antecedents, and Consequences of Emotional Labor. *Academy Of Management Review*, 21(4), 986-1010.

National Union of Teachers [NUT] (2013). *Teacher Stress: NUT Guidance to Divisions and Associations*. Accessed on 20.02.2015 via [www.teachers.org.uk/files/TACKLING-STRESS-0713.doc](http://www.teachers.org.uk/files/TACKLING-STRESS-0713.doc)

Paige, J.B., & Morin, K.H. (2014). Q-Sample Construction: A Critical Step for a Q-Methodological Study. *Western Journal of Nursing Research*, 1–15.

Parker, P. D., Martin, A. J., Colmar, S., & Liem, G. A. (2012). Teachers' Workplace Well-being: Exploring a Process Model of Goal Orientation, Coping Behavior, Engagement, and Burnout. *Teaching and Teacher Education*, 28(4), 503-513.

Partridge, K. (2012). Exploring Pastoral Staff's Experiences of their Own Emotional Well-being in a Secondary School. *Educational and Child Psychology*, 29(4) 121-132.

Pavot, W., & Diener, E. (2004). The Subjective Evaluation of Well-being in Adulthood: Findings and Implications, *Ageing International*, 29(2), 113-135.

Peritore, P.N. (1989). Brazilian Party Left Opinion: A Q-methodology Profile. *Political Psychology*, 10, 675–702.

Philipp, A., & Schupbach, H. (2010). Longitudinal Effects of Emotional Labour on Emotional Exhaustion and Dedication of Teachers. *Journal of Occupational Health Psychology*, 15(4), 494-504.

Pietarinen, J., Pyhältö, K., Soini, T., & Salmela-Aro, K. (2013). Reducing Teacher Burnout: A Socio-Contextual Approach. *Teaching and Teacher Education*, 35, 62-72.

Pines, A.M. (1993). Burnout: An Existential Perspective. In W.B. Schaufeli, C. Maslach, & T. Marek (Eds.), *Professional Burnout: Recent Developments in Theory and Research*, Washington, DC: Taylor & Francis. (pp. 33-42).

Pretsch, J., Flunger, B., & Schmitt, M. (2012). Resilience Predicts Well-being in Teachers, but Not in Non-Teaching Employees. *An International Journal*, 15(3), 321-336.

Proctor, M. (2001). Measuring Attitudes. In Gilbert, N. (Ed.) *Researching Social Life* (2<sup>nd</sup> Ed.). Sage, London. (pp. 105–122).

Pronin, E., Gilovich, T. and Ross, L. (2004). Objectivity in the Eye of the Beholder: Divergent Perceptions of Bias in Self versus Others. *Psychological Review*, 111, 781-799.

Reber, B. H., Kaufman, S. E., & Cropp, F. (2000). Assessing Q-Assessor: A Validation Study of Computer-Based Q Sorts versus Paper Sorts. *Operant Subjectivity*, 23(4), 192-209.

Robson, C. (2002). *Real World Research. A Resource for Social Scientists and Practitioner-Researchers*. (2<sup>nd</sup> Ed). Oxford: Blackwell.

Roeser, R.W., Schonert-Reichl, K.A., Jha, A., Cullen, M., Wallace, L., Wilensky, R., Oberle, E., Thomson, K., Taylor, C., & Harrison, J. (2013). Mindfulness Training and Reductions in Teacher Stress and Burnout: Results From Two Randomized, Waitlist-Control Field Trials. *Journal of Educational Psychology*, 105(3), 787-804.

Roger, D., & Hudson, C. (1995). The Role of Emotion Control and Emotional Rumination in Stress Management Training. *International Journal of Stress Management*, 2(3), 119-132.

Rose, M. (2003). Good Deal, Bad Deal? Job Satisfaction in Occupations. *Work Employment and Society*, 17(3), 503-530.

Rotter J. B. (1966). Generalized Expectancies for Internal versus External Control of Reinforcement. *Psychological Monographs: General and Applied*, 80, 1–28.

Salter-Jones, E. (2012). Promoting the Emotional Well-being of Teaching Staff in Secondary Schools. *Educational and Child Psychology*, 29(4), 18-31.

Schaufeli, W.B., & Salanova, M. (2008). Enhancing Work Engagement through the Management of Human Resources. In K. Naswall, M. Serke, & J. Hellgren (Eds.) *The Individual in the Changing Working Life*. Cambridge: Cambridge University Press. (pp. 280-404).

Schmolck, P. (2014). PQMethod (Version 2.35) [Computer software]. Accessed on 25.08.2014 via <http://schmolck.userweb.mwn.de/qmethod/downpqwin.htm>

Schwandt, T. A. (2001). *Dictionary of Qualitative Inquiry* (2<sup>nd</sup> Ed.). Thousand Oaks, CA: Sage.

Sharrocks, L. (2014). School Staff Perceptions of Well-being and Experience of an Intervention to Promote Well-being. *Educational Psychology in Practice*, 30(1), 19-36.

Seligman, M. E. P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. London: Free, c2002.

Seymour, L., & Grove, B. (2005). *Workplace Interventions for People with Common Mental Health Problems*. London: British Occupational Health Research Foundation.

Shapiro, S. (2010). Revisiting the Teachers' Lounge: Reflections on Emotional Experience and Teacher Identity. *Teaching and Teacher Education*, 26(3), 616-621.

Skaalvik, E. M., & Skaalvik, S. (2010). Teacher Self-efficacy and Teacher Burnout: A Study of Relations. *Teaching and Teacher Education*, 26(4), 1059-1069.

Smith, A., Johal, S., Wadsworth, E., Davey Smith, G., & Peters, T. (2000). *The Scale of Occupational Stress: The Bristol Stress and Health at Work Study. Contract Research Report 265/2000*. London: HSE Books. Accessed on 01.12.2013 via [http://www.hse.gov.uk/research/crr\\_pdf/2000/crr00265.pdf](http://www.hse.gov.uk/research/crr_pdf/2000/crr00265.pdf)

Spector P. E. (1982). Behavior in Organizations as a Function of Employee's Locus of Control. *Psychological Bulletin*, 91, 482-497.

Spector P. E., Cooper C. L., Sanchez J. I., O'Driscoll M., & Sparks K. (2002). Locus of Control and Well-being at Work: How Generalizable are Western Findings? *Academy of Management Journal*, 45, 453-466.

Stainton Rogers, R., & Stainton Rogers, W. (1990). What the Brits got out of Q: And Why Their Work May Not Line Up with the American Way of Getting into It! *Electronic Journal of Communication/ La Revue Electronique doe Communication*. 1(1). Accessed on 08.11.2014 via <http://www.cios.org/EJCPUBLIC/001/1/00113.html>



Stainton Rogers, R. (1995). Q Methodology. In J. Smith., R. Harre and I. Van Longenhove (Eds.), *Rethinking Methods in Psychology*. London: SAGE Publications. (pp. 178-193).

Stenner, P., & Stainton Rogers, R. (2004). Q Methodology and Qualiquantology: The Example of Discriminating Between Emotions. In Z. Todd, B. Nerlich, S. McKeown, & D. Clarke (Eds.) *Mixing Methods in Psychology: The Integration of Qualitative and Quantitative Methods in Theory and Practice*. New York: Psychology Press. (pp. 101–120). Accessed on 20.02.2015 via <https://www.questia.com/read>

Stenner, P., Watts, S., & Worrell, M. (2008). Q Methodology. In C. Willig, and W. Stainton Rogers (Eds.) *The SAGE Handbook of Qualitative Research in Psychology*. London: SAGE Publications. (pp. 215-239).

Stephenson, W. (1986). Protoconcurus: The Concourse Theory of Communication. *Operant Subjectivity*, 9(2), 37-58.

Sutton, R. E. (2005). Teachers' Emotions and Classroom Effectiveness: Implications from Recent Research. *The Clearing House*, 78(5), 229-234.

Teacher Support Network (2009). *The Path to Better Health and Well being in Education*. London: Teacher Support Network.

Teacher Support Network, (2014a). *Education Staff Health Survey 2014 Report*.

Accessed on 22.02.2015 via <http://www.teachersupport.info/print/595>

Teacher Support Network (2014b). *Teacher Support Network Service Usage Report*.

Accessed on 22.02.2015 via <http://teachersupport.info/print/649>

Tracy, S.J. (2010). Qualitative Quality: Eight “Big-Tent” Criteria for Excellent Qualitative Research, *Qualitative Inquiry*, 16(10), 837-851.

Travers, C., & Cooper, C. (1993). Mental Health, Job Satisfaction and Occupational Stress Among UK Teachers. *An International Journal of Work, Health & Organisations*, 7(3), 203-219.

VanderStoep, S.W., Anderman, E.M., & Midgley, C. (1994). The Relationship Among Principal “Venturesomeness”, a Stress on Excellence, and the Personal Engagement of Teachers and Students, *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice*, 5(3), 254-271.

VandeWalle, D., Brown, S., Cron, W., & Slocum, J. (1999). The influence of goal orientation and self-regulation tactics on sales performance: A longitudinal field test, *Journal of Applied Psychology*, 84(2), 249-259.

Van Exel, N.J.A., & de Graaf, G. (2005). *Q Methodology: A Sneak Preview*. Accessed on 20.10.2010 via <http://qmethod.org/articles/vanExel.pdf>

Warr, P.B. (1987). *Work, Unemployment, and Mental Health*. Oxford: Clarendon.

Watts, S., & Stenner, P. (2005a). Doing Q Methodology: Theory, Method and Interpretation. *Qualitative Research in Psychology*, 2, 67-91.

Watts, S., & Stenner, P. (2005b). The Subjective Experience of Partnership Love: A Q Methodological Study. *British Journal of Social Psychology*, 44, 85–107.

Watts, S., & Stenner, P. (2012). *Doing Q Methodological Research: Theory, Method and Interpretation*. London: SAGE Publications.

Webb, R., Vulliamy, G., Hämäläinen, S., Sarja, A., Kimonen, E. and Nevalainen, R. (2004). Pressures, rewards and teacher retention: a comparative study of primary teaching in England and Finland. *Scandinavian Journal of Educational Research*, 48(2) 169–188

Webler, T., Danielson, S., & Tuler, S. (2009). Using Q method to Reveal Social Perspectives in Environmental Research. Greenfield MA: Social and Environmental Research Institute. Accessed on 19.02.2015 via [www.serius.org/pubs/Qprimer.pdf](http://www.serius.org/pubs/Qprimer.pdf)

Wedell, K. (2012). SENCoS supporting each other: the SENCo Forum, *Support for Learning*, 27(2), 67-72.

Willig, C. (2008). *Introducing Qualitative Research in Psychology: Adventures in Theory and Method* (2<sup>nd</sup> Ed.). Maidenhead: McGraw-Hill Open University Press.

Yardley, L. (2000). Dilemmas in Qualitative Health Research, *Psychology & Health*, 15(2), 215-228.

Zapf, D. (2002). Emotion Work and Psychological Well-being: A Review of the Literature and Some Conceptual Considerations. *Human Resource Management Review*, 12(2), 237-268.

Zembylas, M. (2003). Emotions and Teacher Identity: A Post-structural Perspective. *Theory and Practice*, 9(3), 213-238.

# Appendices

<b>Appendix Number</b>	<b>Appendix Title</b>	<b>Page Number</b>
<b>1.</b>	<b>Ethics Approval Letter</b>	<b>176</b>
<b>2.</b>	<b>Consent form</b>	<b>177</b>
<b>3.i.</b>	<b>Initial concourse</b>	<b>178-190</b>
<b>3.ii.</b>	<b>Initial statement groups</b>	<b>191</b>
<b>3.iii.</b>	<b>Draft Q set</b>	<b>192</b>
<b>3.iv.</b>	<b>Expert group feedback</b>	<b>193-195</b>
<b>3.v.</b>	<b>Final Q set</b>	<b>196-199</b>
<b>4.i.</b>	<b>Q pack: Introduction sheet</b>	<b>200-201</b>
<b>4.ii.</b>	<b>Q pack: Information leaflet</b>	<b>202-203</b>
<b>4.iii.</b>	<b>Q pack: Pre Sort questions</b>	<b>204</b>
<b>4.iv.</b>	<b>Q pack: Instruction sheet</b>	<b>205-207</b>
<b>4.v.</b>	<b>Q pack: Column headings</b>	<b>208-209</b>
<b>4.vi.</b>	<b>Q pack: Q set (pack of statements)</b>	<b>210-211</b>
<b>4.vii.</b>	<b>Q pack: Q sort grid</b>	<b>212</b>
<b>4.viii.</b>	<b>Q pack: Post Sort questions</b>	<b>213-214</b>

<b>5.i.</b>	<b>Recruitment methods: Head teachers' letter</b>	215
<b>5.ii.</b>	<b>Recruitment methods: Flyer to teachers</b>	216-217
<b>5.iii.</b>	<b>Recruitment methods: Personalised LC letter</b>	218
<b>5.iv.</b>	<b>Recruitment methods: EPS Letter</b>	219
<b>5.v.</b>	<b>Recruitment methods: Union letter</b>	220-221
<b>5.vi.</b>	<b>Recruitment methods: SENCO forum letter</b>	222
<b>5.vii.</b>	<b>Recruitment methods: Teacher and SENCO letter</b>	223
<b>5.viii.</b>	<b>Recruitment methods: Open day flyer</b>	224
<b>6.</b>	<b>P set demographics</b>	225-227
<b>7.i.</b>	<b>Results: Varimax rotation results summary</b>	228
<b>7.ii.</b>	<b>Results: Hand rotation at <math>\pm 0.35</math> results summary</b>	229
<b>7.iii.</b>	<b>Results: Hand rotation at <math>\pm 0.43</math> results summary</b>	230
<b>8.i.</b>	<b>Factor interpretation: Crib sheets</b>	231-234
<b>8.ii.</b>	<b>Factor interpretation: Factor arrays</b>	235-242
<b>8.iii.</b>	<b>Factor interpretation: Distinguishing statements</b>	243
<b>8.iv.</b>	<b>Factor interpretation: Consensus statements</b>	244
<b>8.v.</b>	<b>Factor interpretation: Factor demographic summaries</b>	245-249
<b>8.vi.</b>	<b>Factor interpretation: Participant quotes provided during the study</b>	250-268

<b>8.vii.</b>	<b>Factor interpretation: Additional statements</b>	269
<b>9.</b>	<b>Qualitative summaries for Confounded and Non-significant Q sorts</b>	270-277
<b>10.</b>	<b>Post Sort questions summary</b>	278-281

## Appendix 1. Ethics Approval Letter

---



### **The School Of Education.**

Rachel Crosby  
DEdCPsy Programme

**Head of School**  
Professor Cathy Nutbrown

School of Education  
388 Glossop Road  
Sheffield  
S10 2JA

**Telephone:** +44 (0)114 222 8167  
**Email:** dedcpsy@sheffield.ac.uk

Dear Rachel

#### **ETHICAL APPROVAL LETTER**

***What teachers perceive as helpful coping strategies to manage work-related stress: A Q methodological study to investigate the views of primary and secondary school teachers.***

Thank you for submitting your ethics application. I am writing to confirm that your application has now been approved.

We recommend you refer to the reviewers' additional comments (please see attached). You should discuss how you are going to respond to these comments with your supervisor BEFORE you proceed with your research.

This letter is evidence that your application has been approved and should be included as an Appendix in your final submission.

Good luck with your research.

Yours sincerely



Professor Dan Goodley  
**Chair of the School of Education Ethics Review Panel**

Enc Ethical Review Feedback Sheet(s)



## **Appendix 2. Consent form**

### **1. Participant Consent Form**

**Title of Project:**

***What teachers and SENCOs perceive as helpful coping strategies to manage work-related stress: A Q methodological study to investigate the views of primary and secondary school teacher and SENCOs.***

**Name of Researcher:** Rachel Crosby

**Participant Identification Number for this project:**

- | <b>initial box</b>  | <b>Please</b>            |
|---|--------------------------|
| 1. I confirm that I have read and understand the information leaflet for the above project and have had the opportunity to ask questions.   | <input type="checkbox"/> |
| 2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason. (To withdraw please contact Rachel Crosby on 07880043834 or via email: <a href="mailto:edp12rc@sheffield.ac.uk">edp12rc@sheffield.ac.uk</a> ). | <input type="checkbox"/> |
| 3. I understand that my responses will be anonymised before analysis. I give permission for members of the research team to have access to my anonymised responses.   | <input type="checkbox"/> |
| 4. I agree to take part in the above research project.  | <input type="checkbox"/> |

\_\_\_\_\_  
Name of Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Lead Researcher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

**Copies:**

*Once this has been signed by both parties the participant will receive a copy of the signed and dated participant consent form and information sheet. A copy for the signed and dated consent form will be placed in the project's main record, which will be kept in a secure location.*

### Appendix 3.i. Initial concourse

concourse statement	source	Who acts?	theme
<i>What helps me cope with the demands of school life</i>			
<b>getting a clear idea of the source of stress</b>	Kyriacou 2001	personal	direct action /reflection
<b>managing or organising oneself</b>	Kyriacou 2001	personal	time management
<b>developing new skills and knowledge</b>	Kyriacou 2001	personal	direct action technique
<b>negotiating with colleagues</b>	Kyriacou 2001	personal	direct action technique
<b>try to keep problems in perspective</b>	Kyriacou 2001	personal	palliative mind-set
<b>avoid confrontations</b>	Kyriacou 2001	personal	avoidance
<b>try to relax after work</b>	Kyriacou 2001	personal	relaxation palliative
<b>take action to deal with problems</b>	Kyriacou 2001	personal	direct action technique
<b>keep feelings under control</b>	Kyriacou 2001	personal	palliative emo control
<b>devote more time to particular tasks</b>	Kyriacou 2001	personal	time management
<b>discuss problems and express feelings</b>	Kyriacou 2001	personal	social support talk
<b>have a healthy home life</b>	Kyriacou 2001	personal	home life
<b>plan ahead and prioritise</b>	Kyriacou 2001	personal	time manage/organise
<b>recognise own limitations</b>	Kyriacou 2001	personal	mind-set/reflection
<b>positive atmosphere of social support</b>	Kyriacou 2001	school	social support talk
<b>management set realistic targets</b>	Kyriacou 2001	school	management
<b>good communication btw staff</b>	Kyriacou 2001	org/school character	communication

<b>strong sense of collegiality</b>	Kyriacou 2001	org/school character	communication
<b>management decisions based on consultation</b>	Kyriacou 2001	org/school character	management
<b>consensus of values and standards</b>	Kyriacou 2001	org/school character	values and ethos
<b>whole school policies in place</b>	Kyriacou 2001	org/school character	management
<b>role and expectations clearly defined</b>	Kyriacou 2001	org/school character	values and ethos
<b>To receive positive f/b and praise</b>	Kyriacou 2001	org/school character	positive f/b
<b>good level of resources and facilities to sup</b>	Kyriacou 2001	org/school character	resources
<b>support avail to help solve problems</b>	Kyriacou 2001	org/school character	social support talk
<b>policies and procedures easy to follow</b>	Kyriacou 2001	org/school character	management
<b>paperwork minimised</b>	Kyriacou 2001	org/school character	paperwork
<b>additional duties matched to T skills</b>	Kyriacou 2001	org/school character	duties
<b>building env is pleasant to work in</b>	Kyriacou 2001	org/school character	environment
<b>management make good use planning</b>	Kyriacou 2001	org/school character	management
<b>career development advice is given</b>	Kyriacou 2001	org/school character	CPD support
<b>telephone 'help line' teacherline</b>	teacherline.org.uk	personal	helpline
<b>emotion control to reduce rumination</b>	Roger & Hudson 1995	personal	emotional control
<b>high level of control over work</b>	Bricheno et al 2009	org/school character	work control
<b>curriculum and job are stable</b>	Bricheno et al 2009	org/school character	work control and change
<b>opportunity to be creative and use talents</b>	Bricheno et al 2009	org/school character	work control and respect
<b>positive communication with parents</b>	Bricheno et al 2009	org/school character	communication and respect

<b>raise in salaries to reflect responsibilities</b>	Bricheno et al 2009	org/school character	money/ respect/ reward
<b>feel appreciated in my work</b>	Bricheno et al 2009	org/school character	respect/ valued
<b>management are supportive and approachable</b>	Bricheno et al 2009	org/school character	management
<b>supportive family and friends</b>	Bricheno et al 2009	home life	family
<b>connection and communication with pupils</b>	Grenville-Cleave & Boniwell 2012	org/school character	Relationship with pupils
<b>good relationship with colleagues</b>	Grenville-Cleave & Boniwell 2012	org/school character	Relationship with colleagues-support
<b>good relationship with parents</b>	Grenville-Cleave & Boniwell 2012	org/school character	communication and respect
<b>work part time</b>	Grenville-Cleave & Boniwell 2012	personal	home-work balance
<b>say no</b>	Grenville-Cleave & Boniwell 2012	personal	direct action
<b>involved in the decision making for new initiatives</b>	Grenville-Cleave & Boniwell 2012	org/school character	work control and change
<b>have autonomy in my work</b>	Grenville-Cleave & Boniwell 2012	org/school character	work control and respect
<b>have positive emotions to deal with demands</b>	Pretsch et al 2012	personal	resilience/ emotional control

<b>support for managing behaviour</b>	Hastings & Bham 2003	org/school character	behaviour management
<b>opportunity to exercise innovative practices</b>	Goddard et al 2006	org/school character	work control/respect
<b>detaching emotionally from work</b>	Kinman et al 2011	personal	emotional control
<b>"healthy catharsis" is encouraged</b>	Kinman et al 2011	org/school character	social support talk/ emo control
<b>reciprocal peer coaching</b>	Kinman et al 2011	org/school character	social support talk
<b>writing a diary</b>	Kinman et al 2011	personal	emotional control/perspective
<b>counselling</b>	Bachkirova 2005	personal	emotional control/perspective
<b>problems solving groups of colleagues</b>	Shapiro 2010	org/school character	Critical Friends Groups social
<b>I am persistent with problems</b>	Parker et al 2012	personal	direct action-persistence
<b>I don't attempt difficult tasks</b>	Parker et al 2012	personal	avoidance
<b>I reflect on my professional identity and keep realistic goals</b>	Parker et al 2012	personal	reflection/mind-set
<b>reducing the amount of work I do at home</b>	Austin et al 2005	personal	Direct action? Work life balance
<b>opportunities to skill share with colleagues</b>	Austin et al 2005	org/school character	social support/ CPD
<b>school provides guidance and counselling</b>	Austin et al 2005	org/school character	emotional support
<b>can reflect on my personal achievements</b>	Austin et al 2005	personal	reflection/mind-set/positive appraisal
<b>opportunities to share and discuss coping strategies</b>	Austin et al 2005	org/school character	social support/ emotional sup
<b>am assertive</b>	Austin et al 2005	personal	Direct action?

<b>am rational thinker</b>	Austin et al 2005	personal	reflection/mind-set
<b>I can recognise the signs and symptoms of stress</b>	Austin et al 2005	personal	reflection/mind-set/direct act
<b>meditation helps me relax</b>	Austin et al 2005	personal	relaxation palliative
<b>have good anger management skills</b>	Austin et al 2005	personal	mind-set/emo control
<b>take time off</b>	Austin et al 2005	personal	avoidance
<b>blame myself for the problem</b>	Austin et al 2005	personal	avoidance
<b>take medication</b>	Austin et al 2005	personal	avoidance/escape
<b>avoid people/recluse</b>	Austin et al 2005	personal	avoidance/escape
<b>ignore the problem by sleeping</b>	Austin et al 2005	personal	avoidance/escape
<b>deny there is a problem</b>	Austin et al 2005	personal	avoidance/escape
<b>learn new skills in my spare time</b>	Austin et al 2005	personal	lifelong learning
<b>seek support from occupational health services</b>	Austin et al 2005	personal	professional support
<b>organising my lessons thoroughly</b>	Howard and Johnson 2004	personal	direct action
<b>seek support from partner/significant other</b>	Howard and Johnson 2004	personal	home support
<b>supported from administration team</b>	Howard and Johnson 2004	org/school character	professional support
<b>eat healthy food</b>	teacher support network	personal	palliative- healthy eating
<b>regular exercise</b>	teacher support network	personal	palliative- exercise

<b>laugh to release feelings of stress</b>	teacher support network	personal	palliative-emotional control
<b>use religious support/pray</b>	teacher support network	personal	palliative-emotional control
<b>practice yoga</b>	teacher support network	personal	palliative-exercise
<b>get fresh air</b>	teacher support network	personal	palliative-exercise
<b>take a bath</b>	teacher support network	personal	relaxation palliative
<b>read a book</b>	teacher support network	personal	palliative-distraction
<b>stop at lunchtime, take time with colleagues</b>	teacher support network	personal	social support
<b>out of hours clubs</b>	teacher support network	personal	palliative-distraction
<b>attend social events with colleagues</b>	teacher support network	personal	social support
<b>attend social events with friends outside work</b>	teacher support network	personal	social support
<b>leave work early one night a week</b>	teacher support network	personal	Direct action? Avoidance??
<b>use breathing exercises</b>	teacher support network	personal	relaxation palliative
<b>do crafts or hobbies during the evening/ weekend</b>	teacher support network	personal	palliative-distraction

<b>listen to music</b>	teacher support network	personal	palliative-distractio
<b>plan holidays and events</b>	teacher support network	personal	Direct action-goal setting?
<b>talk to people not related to work</b>	teacher support network	personal	palliative-distractio
<b>seek union advice</b>	teacher support network	personal	Direct action?
<b>reflect on the positive aspects of the job</b>	teacher support network	personal	reflection/mind-set
<b>use mindfulness techniques</b>	Roeser et al 2013	personal	palliative/emotional support
<b>have a good work life balance</b>	Salter Jones 2012	personal	direct action work life balance
<b>make sure I am physically fit and healthy</b>	Salter Jones 2012	personal	direct action-health
<b>speak to use dedicated staff WB co-ordinator to voice concerns</b>	Salter Jones 2012	org/school character	social support/communication WB co-ordinator
<b>feel supported by the school community-small incentives to raise morale</b>	Salter Jones 2012	org/school character	WB coordinator-perks for teachers
<b>head teachers open door policy</b>	Salter Jones 2012	org/school character	management support
<b>good use of ICT and support</b>	Salter Jones 2012	org/school character	ICT systems in school
<b>consultation drop ins with professionals</b>	Salter Jones 2012	org/school character	EP role?
<b>individual or group supervision</b>	Salter Jones 2012	org/school character	EP role?
<b>positive working environment</b>	Salter Jones 2012	org/school character	environment



<b>learning how to practice mindfulness techniques</b>	Critchley & Gibbs 2012	org/school character	relaxation palliative
<b>I feel a sense of belonging and value at wk</b>	Annan & Moore 2012	org/school character	ethos/ respect
<b>I can be objective about a challenging situation</b>	Annan & Moore 2012	personal	inset/ emo control
<b>training sessions to improve my skills</b>	Annan & Moore 2012	org/school character	CPD support
<b>staff sharing scheme- to manage behaviour</b>	Annan & Moore 2012	org/school character	social suport/cpd
<b>time to reflect on own practice</b>	Annan & Moore 2012	org/school character	reflection/ perspectives
<b>work discussion groups</b>	Partridge 2012	org/school character	social support/cpd
<b>record and reflect on 3 positive things each day</b>	Critchley & Gibbs 2012	personal	mind-set/ positive outlook
<b>talking to a psychologist to help me reflect on my teaching helps me manage demands</b>	Miller 2003 in Gibbs & Miller 2013	eps	reflection/ perspectives
<b>I use mindfulness techniques to self-regulate my emotions</b>	Roeser et al 2013	personal	mindfulness/ perspectives
<b>I relax in the staff room during breaks</b>	Faupel & Sharp 2003	org/school character	environment/soci al/ emo lit
<b>I seek support from emotionally literate colleagues</b>	Faupel & Sharp 2003	org/school character	social/emo lit
<b>being optimistic helps me manage demands</b>	Faupel & Sharp 2003	personal	emotional literacy
<b>being a good listener helps me manage demands of others</b>	Faupel & Sharp 2003	personal	emotional literacy
<b>having commitment to my job helps me manage my work demands</b>	Faupel & Sharp 2003	personal	emotional literacy
<b>I am able to accept praise</b>	Faupel & Sharp 2003	personal	emotional literacy

<b>celebrating other people's achievements helps me manage demands</b>	Faupel & Sharp 2003	personal	emotional literacy
<b>I have a high tolerance to stress</b>	Faupel & Sharp 2003	personal	emotional literacy
<b>I have high self-regard</b>	Faupel & Sharp 2003	personal	emotional literacy
<b>I am emotionally resilient</b>	Faupel & Sharp 2003	personal	emotional literacy
<b>learning about emotional literacy and ways to develop this in school- in an emo lit group</b>	Faupel & Sharp 2003	org/school character	emotional literacy
<b>I set unrealistic professional expectations for myself</b>	Larrivee 2012	personal	mind-set
<b>support from my supervisor/line manager helps me</b>	Larrivee 2012	organisation	social support
<b>I am appreciated in my workplace</b>	Larrivee 2012	org/school character	value/respect
<b>there is a positive school climate</b>	Larrivee 2012	org/school character	environment/ethos
<b>I have a good work -life balance</b>	Larrivee 2012	personal	balance
<b>the roles I have in work and home are in conflict</b>	Larrivee 2012	personal	balance
<b>I work over my working hours on a daily basis</b>	Larrivee 2012	personal	balance
<b>I experience a "triple shift" of teaching, housework and caring for family</b>	Larrivee 2012	personal	balance
<b>I have a 'cut off' time to stop work every day</b>	Larrivee 2012	personal	balance
<b>there are days when I consciously do not take work home</b>	Larrivee 2012	personal	balance

<b>establishing a transitional task at the end of the day, such as recording my thoughts in a diary, would help me 'switch off' from work</b>	Larrivee 2012	personal	balance
<b>I work in a team in school</b>	Larrivee 2012	org/school character	social support
<b>working in a team helps me to engage in work</b>	Larrivee 2012	org/school character	social support
<b>teachers are involved in decision making in school</b>	Larrivee 2012	org/school character	value/respect
<b>the provision of social support groups in school would be helpful in managing stress</b>	Larrivee 2012	org/school character	social support
<b>I understand my work goals</b>	Larrivee 2012	org/management	value/respect
<b>I understand my responsibilities in school</b>	Larrivee 2012	org/management	value/respect
<b>celebrating teachers' success within the school staff</b>	Larrivee 2012	org/management	value/respect
<b>having the opportunity to share resources</b>	Larrivee 2012	org/management	direct action/resources
<b>talking about problems with peers in support group</b>	Larrivee 2012	org/management	social support
<b>sharing problems with a supportive colleague</b>	Larrivee 2012	org/management	social support
<b>recording the acts of kindness observed in school</b>	Larrivee 2012	org/management	value/respect
<b>support from a designated peer- secret friend</b>	Larrivee 2012	org/management	value/respect
<b>online support network</b>	Larrivee 2012	personal	online social support

<b>having a collaborative lunch with colleagues</b>	Larrivee 2012	org/management	social support/community
<b>reflecting and acknowledging the success I achieve</b>	Larrivee 2012	personal	value/respect
<b>opportunity to debrief after a stressful incident</b>	Larrivee 2012	org/management	social support
<b>change my expectations if the day is going badly</b>	Larrivee 2012	personal	reflection/emo management
<b>ignore small stressors</b>	Larrivee 2012	personal	reflection/emo management
<b>talk to myself</b>	Larrivee 2012	personal	reflection/emo management
<b>walk away from the situation to calm down</b>	Larrivee 2012	personal	reflection/emo management
<b>take deep breaths</b>	Larrivee 2012	personal	reflection/emo management
<b>use visualisation techniques to relax</b>	Larrivee 2012	personal	reflection/emo management
<b>reduce physical activity-try sitting still</b>	Larrivee 2012	personal	reflection/emo management
<b>acknowledge that difficult feelings such as anger can help make sense of own needs</b>	Larrivee 2012	personal	reflection/emo management
<b>I understand my feelings</b>	Larrivee 2012	personal	reflection/emo management
<b>I can question my goals and values to make sense of my behaviour</b>	Larrivee 2012	personal	reflection/emo management
<b>I can reframe a situation, and see it from a different perspective</b>	Larrivee 2012	personal	reflection/emo management
<b>I trust my capabilities</b>	Larrivee 2012	personal	value/respect
<b>I use a reflective diary to record my thoughts and feelings</b>	Larrivee 2012	personal	reflection/emo management

<b>I can be assertive to manage work demands</b>	Larrivee 2012	personal	value/respect/personality
<b>I remind myself that no perfect teacher exists</b>	Larrivee 2012	personal	reflection/mind-set
<b>I can accept constructive criticism</b>	Larrivee 2012	personal	reflection/mind-set
<b>I remind myself that students are the way they are</b>	Larrivee 2012	personal	reflection/mind-set
<b>I regularly list the things I 'should' or 'must' do for work</b>	Larrivee 2012	personal	reflection/emo management
<b>I regularly feel inadequate as a teacher</b>	Larrivee 2012	personal	reflection/mind-set
<b>I demand more from myself than I do other people</b>	Larrivee 2012	personal	reflection/mind-set
<b>I overreact in stressful situations</b>	Larrivee 2012	personal	reflection/mind-set
<b>I consider the worst case and best case scenario when faced with a stressful demand</b>	Larrivee 2012	personal	reflection/mind-set
<b>I regularly worry about what others think of me</b>	Larrivee 2012	personal	reflection/mind-set
<b>I use stress scripts to prepare for a potentially stressful situation</b>	Larrivee 2012	personal	reflection/emo management
<b>meditation helps me focus on the present moment</b>	Larrivee 2012	personal	relaxation/mind-set
<b>using relaxation techniques</b>	Larrivee 2012	personal	relaxation/palliative
<b>listing the things I am grateful for helps keep work demands in perspective</b>	Larrivee 2012	personal	mind-set
<b>carrying out acts of kindness to others</b>	Larrivee 2012	personal	mind-set

<b>savouring positive events and feelings</b>	Larrivee 2012	personal	reflection/mind-set
<b>having a ritual of reflection during the day</b>	Larrivee 2012	personal	reflection/mind-set
<b>identifying my strengths and using these regularly</b>	Larrivee 2012	personal	reflection/mind-set
<b>expressive writing helps me make sense of my thoughts</b>	Larrivee 2012	personal	reflection/emo management
<b>listing the achievements of the day</b>	Larrivee 2012	personal	reflection/mind-set
<b>appreciating positive daily events</b>	Larrivee 2012	personal	reflection/mind-set
<b>work through lunchtime to keep on top of work</b>	Focus group	personal	Direct action?
<b>drinking alcohol helps</b>	Focus group	personal	palliative- alcohol
<b>smoking helps</b>	Focus group	personal	palliative-smoking
<b>eating comfort food (chocolate, biscuits, crisps)</b>	Focus group	personal	palliative-junk food
<b>going to the gym after work</b>	Focus group	personal	palliative-physical
<b>walking the dog</b>	Focus group	personal	palliative-physical

## **Appendix 3.ii. Initial statement groups**

### **15 Statement Groups**

- 1. Wellbeing Interventions/ School Initiatives**
- 2. School Ethos/ Environment**
- 3. Understanding role/  
expectation/responsibility**
- 4. Personality**
- 5. Work-life Balance**
- 6. Relaxation Strategies**
- 7. Social Support**
- 8. Hobbies**
- 9. Bad Habits**
- 10. Outside Support**
- 11. Emotional Literacy**
- 12. Remove from situation**
- 13. Putting things in perspective**
- 14. Direct Action/Planning**
- 15. School Resources**

### Appendix 3.iii. Draft Q set *statements in italics added after expert group*

WORK	NON-WORK	PERSONALITY
There is a positive working environment in school	I try to find time to relax	There is nothing that can be done to reduce my workload or stress
I have a network of supportive colleagues in school	I make sure I am physically fit and healthy	I can be assertive to manage work demands
The management team take teachers' wellbeing seriously	I take sick leave at work	I remind myself that I here for the children and that is what matters
Teachers' efforts and achievements are celebrated within school	I work over my working hours on a daily basis	I can accept constructive criticism
Everybody works to the same values and standards	I try to find time to pursue my interests	If I fail to cope with the work demands, I believe I will be perceived as "not good enough" by colleagues
The management team set realistic targets and expectations	I maintain my wellbeing at home	I prioritise my workload and initiative
I stop working at dinnertime	I take medication to help my wellbeing	I try to keep problems in perspective
I attend social events in school	I deliberately separate home and work	I usually know why I am feeling stressed
I have the opportunity to talk about life beyond work with colleagues	I try to spend quality time with friends and family	I deal with problems at work immediately as they occur
Additional duties are matched to teachers' skills	I take a break when I need to	I have a high tolerance to stress
Going to the staff room helps me relax	I work part time	I know my strengths and use these regularly
I feel valued at school	<i>I complete school work in my free time (weekends/holidays)</i>	I try to deal with problem situations objectively, in an unemotional way
School policies and procedures are easy to follow	<i>My close friends and family are supportive of my career and commitment to work</i>	I set myself realistic expectations by reminding myself, "I can only do my best"
I have access to the resources I need to teach effectively		My job is important to me
My role in school is clearly defined		I am persistent in solving problems at work
I have control in how I work		I am happy at work
Teachers' salaries reflect their level of responsibility		
I receive career development advice		
The management team are approachable		
I have a good relationship with parents		
I have a good connection with pupils		
<i>Teachers are supported if they return to work from a period of absence (extended sick leave; maternity leave; etc)</i>		
<i>Change (to the curriculum, staffing, leadership etc) is managed carefully by the management team in school</i>		
<i>I feel able to take leave from work to manage non-work related matters</i>		
<i>I know where to access confidential support and advice outside of school</i>		



## **Appendix 3.iv. Expert group feedback**

### **Expert 1**

Hi Rachel,

Regarding the 3 methods of asking – it depends what you want to get from the activity

1. Thoughts about other staff in school – so perception.
- 2 & 3 What affects you personally – so more accurate.

I personally prefer the shorter instructions so either 2 or 3 dependent on the above.

In the statements, do you think you should use the phrase 'staff' instead of 'teacher' or are you purely looking at the qualified teacher status role?

I take sick leave at work – do you mean from work? or that they continue to work even though they are sick?

What about: I know where to access confidential support and advice out of school

What about a statement linked to time off work and how that makes the person feel?

Possibly linked to children being ill at home and pressure to deal with that before going to work (or not being able to go to work!)..... however, they would not be able to answer this if they do not have children themselves.

What about a statement linked to working weekends?

Also a statement linked to working in holidays?

What about a comment linked to Appraisal/performance management supporting them in their role – identify priorities, strengths and areas for development and methods to do so?

Hope this helps – sorry it's not very tidy.

It looks really interesting; I look forward to hearing about the results (I hope it's not negative but I fear it will be with the pressures in school!)

Regards,

## Expert 2

1<sup>st</sup> email

Hi Rachel,

I think the statements look great! One thing that I did during my dissertation is organize the statements by theme, so that I could assess whether or not I had appropriately covered each theme, balanced the number of statements, and covered my theme analysis of the literature. I looked at the key words of my literature review, and made sure my Q Set covered the entire discourse in the given area - in your case, teacher well-being.

I like that you use the term "well-being" instead of "teacher stress." It indicates positive change, and that your study can help them get better, rather than teacher stress, which indicates complaining or getting worse. I really think you are doing something helpful. Great job!

I think you have a great foundation for your study, and I applaud all the time you've put into this so far. I think you're on the road to success!

Cheers!

2<sup>nd</sup> email

It was my pleasure!

I'll share this with you - this is one of my appendices of how I generated the Concourse. It's got each original statement, where it came from (either from the lit, or from various surveys I did with my teaching assistants), the theme, whether I changed it going into the Q Set, and how many from each theme I chose for my Q Set. I tried to make it proportional.

I had to do this to show the more quant people on my committee that there was a scientific process to making my Q Set and Concourse. And to demonstrate my purposeful selection of statements. Hope this helps!

### Expert 3

hi Rachel

just whizzed through the pack (sorry if bit rushed).

i think it is really good and should be easy to follow as a task...

in addition to the statements i thought of the following:

"Change is managed carefully at the school" (for me this is the biggest challenge to well being, don't know if its appropriate for your study though??)

here is how I performed the task:

printed column headings, cut and laid out

read through statement bank

cut out statements

started with 3 most agrees

placed 3 most disagrees

worked towards middle

I found that laying out the column headings first helped with my mild grid anxiety... then it felt like a doddle

I wonder if a simple statement about the nature of the task might ease participants into it before full instructions...

"the task involves placing a series of statements into a grid according to most agree / disagree" type of thing (sorry if I've missed this, I admit to rushing through the documentation a bit!!.... maybe just half a pint)

good on you for looking into this issue and "voicing" people

hope this helps a bit

don't hesitate to get back in touch

## **Appendix 3.v. Final Q set**

<b>Related theme</b>	<b>statement</b>	<b>source</b>	<b>theme of statement: Participant's perception of:</b>
<b>work</b>	There is a positive working environment in school	Kyriacou 2001	working environment
	I have a network of supportive colleagues in school	Focus Group/ Questionnaire Kyriacou 2001	social support
	The management team take teachers' wellbeing seriously	Sharrocks 2014	management attitude to teacher wellbeing
	Teachers' efforts and achievements are celebrated within school	Larrivee 2012/ Focus Group/ Questionnaire	management attitude to teachers' value
	Everybody works to the same values and standards	Kyriacou 2001	management: school ethos and expectations
	The management team set realistic targets and expectations	Kyriacou 2001	management: school ethos and expectations
	I stop working at dinnertime	Teacher Support Network	breaks
	I attend social events in school	Pilot study A	social support
	I have the opportunity to talk about life beyond work with colleagues	Sharrocks 2014	social support
	Additional duties are matched to teachers' skills	Kyriacou 2001	value and role expectations
	Going to the staff room helps me relax	Sharrocks 2014	breaks and social support
	I feel valued at school	Focus Group/ Questionnaire	value
	School policies and procedures are easy to follow	Kyriacou 2001	management: school ethos and expectations
	I have access to the resources I need to teach effectively	Pilot study A	resources
	My role in school is clearly defined	Kyriacou 2001/ Focus Group/ Questionnaire	value and role expectations
	I have control in how I work	Bricheno et al 2009	control
	Teachers' salaries reflect their level of responsibility	Bricheno et al 2009	value and role expectations
	I receive career development advice	Kyriacou 2001	management attitude to teachers' value

	The management team are approachable	Bricheno et al 2009	management
	I have a good relationship with parents	Grenville-Cleave & Boniwell 2012	parents
	I have a good connection with pupils	Grenville-Cleave & Boniwell 2012	pupils
<i>late edition</i>	<i>Teachers are supported if they return to work from a period of absence (extended sick leave; maternity leave; etc)</i>	<i>Expert Group</i>	<i>management attitude to teachers' wellbeing</i>
<i>late edition</i>	<i>Change (to the curriculum, staffing, leadership etc) is managed carefully by the management team in school</i>	<i>Pilot study B</i>	<i>management: school ethos and expectations</i>
<i>late edition</i>	<i>I feel able to take leave from work to manage non-work related matters</i>	<i>Expert Group</i>	<i>management attitude to teachers' wellbeing/ value</i>
<i>late edition</i>	<i>I know where to access confidential support and advice outside of school</i>	<i>Expert Group</i>	<i>health/ management attitude to teachers' wellbeing</i>

<b>non-work</b>	I try to find time to relax	Focus Group/ Questionnaire/ Sharrocks 2014	work life balance
	I make sure I am physically fit and healthy	Salter Jones 2012	health
	I take sick leave at work <b>REPHRASED TO:</b> I take sick leave from work when I am ill	Austin et al 2005	health
	<i>I work over my working hours on a daily basis</i> <b>REPHRASED TO:</b> During the week, I work over my working hours on a daily basis to stay on top of my workload	Larrivee 2012	work life balance
	I try to find time to pursue my interests	Pilot study A	work life balance
	I maintain my wellbeing at home	Sharrocks 2014	work life balance
	<i>I take medication to help my wellbeing</i> <b>REPHRASED TO:</b>	Austin et al 2005	health

	I take medication when my health and wellbeing is affected by stress		
	I deliberately separate home and work	Cooper et al 1988: Occupational Stress Indicator	work life balance
	I try to spend quality time with friends and family	Pilot study A	social support/ work life balance
	I take a break when I need to	Larrivee 2012	work life balance/ health
	I work part time	Grenville-Cleave & Boniwell 2012	work life balance
<i>late edition</i>	<i>I complete school work in my free time (weekends/holidays)</i>	<i>Focus Group/ Expert Group</i>	<i>work life balance</i>
<i>late edition</i>	<i>My close friends and family are supportive of my career and commitment to work</i>	<i>Pilot study B</i>	<i>social support</i>

<b>Personality</b>	There is nothing that can be done to reduce my workload or stress <b>REPHRASED TO:</b> I am optimistic that there are some things that can be done to reduce my workload or stress	Focus Group/ Questionnaire	attitude to work
	I can be assertive to manage work demands	Larrivee 2012	possessing proactive personal trait
	I remind myself that I am here for the children and that is what matters	Focus Group/ Questionnaire	attitude to work/ as vocation
	I can accept constructive criticism	Larrivee 2012	possessing proactive personal trait
	<i>If I fail to cope with the work demands, I believe I will be perceived as "not good enough" by colleagues</i> <b>REPHRASED TO:</b> If I fail to cope with work demands, I believe that my colleagues will still	Sharrocks 2014	self at work

	perceive me as "good enough"		
	I prioritise my workload and initiatives <b>REPHRASED TO:</b> I prioritise my workload	Pilot study A/Focus Group/ Questionnaire	possessing proactive personal trait
	I try to keep problems in perspective	Kyriacou 2001	possessing proactive personal trait
	I usually know why I am feeling stressed	Kyriacou 2001	in tune with self
	I deal with problems at work immediately as they occur	Cooper et al 1988: Occupational Stress Indicator	possessing proactive personal trait
	I have a high tolerance to stress	Faupel et al 2003	in tune with self
	I know my strengths and use these regularly	Larrivee 2012	in tune with self
	I try to deal with problem situations objectively, in an unemotional way	Cooper et al 1988: Occupational Stress Indicator	possessing proactive personal trait
	I set myself realistic expectations by reminding myself, "I can only do my best"	Pilot study A/ Focus Group/ Questionnaire	self at work
	My job is important to me	Faupel et al 2003	attitude to work/ as vocation
	I am persistent in solving problems at work	Parker et al 2012	possessing proactive personal trait
	I am happy at work	Focus Group	attitude to work/ as vocation

## Appendix 4.i. Q pack: Introduction sheet

# INTRODUCTION TO THE Q-SORT TASK

Thank you very much for taking the time to participate in this research. Your effort and commitment is very much appreciated.

I am interested to explore the ways in which teachers and SENCOs perceive and manage the demands of school life, to maintain a sense of wellbeing.

**Please find enclosed the following:**

1. Participant Consent form
2. Information leaflet
3. Pre Sort questions (*YELLOW*)
4. Instruction sheet
5. Column headings
6. Q set (pack of statements)
7. Q sort grid (*BLUE*)
8. Post Sort questions (*PINK*)
9. Self-Addressed Envelope

**To complete this activity you will need:**

- A large working space (a clear table top or floor space is required to complete the Q sort task)
- To allocate approximately 1 hour to 1  $\frac{1}{2}$  hours maximum (it is recommended that participants complete all parts of this activity in one session, where possible)
- A pen to complete the Pre and Post Sort questions

**How to complete the activity**

1. Firstly, please read carefully the Participant Consent form (1) and Information leaflet (2). If you are happy to



participate in this research, please complete the Participant Consent form.

2. Before the Q sort task, please complete the Pre Sort questions (3: *yellow*)
3. Next read through the Instruction sheet (4) carefully. This will explain how to complete the Q sort task.
4. Using the column headings and prompt card (5) to help you, please complete the Q sort task (6). The task involves placing a set of statements into a grid according to how much you agree or disagree.
5. Once you are happy with your Q sort, please complete the Q sort grid (7: *blue*). Keep the Q sort in front of you, to help you with the next stage.
6. The Post Sort questions (8: *pink*) allow you to explain your Q sort and give any comments you may have about the Q sort activity. Please give as much detail as you wish.

**Once the activity is completed...** Once you are happy with your responses, please use the **Self-Addressed Envelope** to post **ALL the documents** back to me, **EXCEPT the Information leaflet\***. \*This provides useful details should you have a query regarding this research in future.

Many thanks for your time and commitment. Best wishes *Rachel*

**What happens if the research study stops earlier than expected?** In the unlikely event that the research study stops earlier than expected, the participants will be informed and reasons will be provided.

**What if something goes wrong?** If you have a complaint you wish to share at any time during the research it should firstly be addressed to the lead researcher and the supervising tutor via email: [m.j.hughes@sheffield.ac.uk](mailto:m.j.hughes@sheffield.ac.uk). However, should you feel that your complaint has not been handled to your satisfaction you can contact the University's Registrar and Secretary via email: [registrar@sheffield.ac.uk](mailto:registrar@sheffield.ac.uk).

**Who is organising and funding the research?** The research project is part of the requirements for completion of the Doctorate in Educational and Child Psychology and does not have any sponsorship or funding.

**Who has ethically reviewed the project?** This project has been ethically approved via the University of Sheffield's Education Department ethics review procedure.

**Will my taking part in this project be kept confidential?** All the information that is collected from your involvement in the project will be kept strictly confidential. All data will be anonymised before being analysed. In signing the consent form you will be giving permission for members of the research team to have restricted access to your data once it has been anonymised. During the research tasks, participants will be referred to by their first initial. If desired, participants may adopt a pseudonym when completing the tasks. No third parties or schools will be made recognisable by participants during the focus group session or Q-sort task.

**What will happen to the results of the research project?** The results of the project will be drawn together to be included in a thesis and may be published in a journal.

**You and your school will not be identified in any reports or publications.** You will be informed of the research summary, once the thesis is completed and approved.

**Will I be recorded, and how will the recorded media be used?** The audio recordings of the focus group session will be used only for analysis. No other use will be made of them without your written permission, and no one outside the project will be allowed access to the original recordings.

Should you decide to take part, you will be given this information sheet and asked to sign a consent form. Thank you for taking the time to read this information and if you decide to take part then thank you for your participation.

#### Contact Details

If you have any further questions or concerns then please do not hesitate to contact Rachel Crosby (lead researcher).

Rachel Crosby

Educational Psychology Department

Children and Young Peoples Services,

1st Floor, Wing A,

Riverside House,

Main Street,

Rotherham.

S60 1AE                      07734312931

[edp12rc@sheffield.ac.uk](mailto:edp12rc@sheffield.ac.uk)

The supervising tutor for this project is Dr Martin Hughes and his contact details are as follows:

Dr Martin Hughes

The School of Education

University of Sheffield

Glossop Road

Sheffield

S10 2JA                      (0114) 2228087

## Appendix 4.ii. Q pack: Information Leaflet



The  
University  
Of  
Sheffield.

## Research Project Information Leaflet

What teachers and  
SENCOs perceive as  
helpful coping  
strategies to manage  
work-related stress:

A Q methodological  
study to investigate  
the views of primary  
and secondary school  
teachers and SENCOs.

You are being invited to take part in a research project. Before you decide whether or not to participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. ***Thank you for reading this.***

**What is the project's purpose?** The main purpose of this project is to explore the ways in which teachers and SENCOs perceive and manage the demands of school life, to maintain a sense of wellbeing. We are also interested to know what teachers and SENCOs think *could* help their wellbeing in future. The demands of school life relate to the tasks and responsibilities teachers experience on a daily basis, which could involve managing student behaviour; communicating with parents and colleagues; planning and delivering lessons; supporting children and young people's emotional wellbeing; completing data assessments, analysis and marking and so on. Some teachers may also have additional roles in school, such as being a SENCO, which also create demands.

For most teachers sometimes meeting these demands is difficult and can cause stress. Teachers use a range of coping strategies to manage the demands of school life, some of which they might be encouraged to use in school and some of which they use at home. Some coping strategies are effective but others can make the stress worse.

**We would like to know how teachers' wellbeing can be promoted in schools, as we feel it is very important that teachers are able to manage the demands of school life whilst maintaining wellbeing.** We feel it is important that we ask teachers and SENCOs what works for them and what else might help them manage these demands and maintain a healthy wellbeing in future. The project will run from March 2014 to July 2015.

**Why have I been chosen?** A number of primary and secondary teachers and SENCOs have been identified randomly and asked if they would like to take part in this research project. You have been asked to take part as your views are important in helping us to gain a better understanding of how teachers perceive and manage the demands of school life and what might help teachers to manage these demands and maintain wellbeing in the future. For example you may think taking exercise regularly during the week currently helps you manage work demands or you may think that having the opportunity to talk with colleagues about behaviour strategies might help you manage work demands in the future.

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information leaflet to keep and be asked to sign a consent form. You can still withdraw at any time without it affecting any benefits that you are entitled to in any way, and you do not have to give a reason.

#### **What will happen to me if I take part?**

The whole research project will last for nearly 16 months. However if you were to take part, you might be asked to be involved in approximately two sessions. Each of the sessions would last for about an hour. In total you could spend approximately two hours taking part in the study.

#### **What are the possible disadvantages of taking part?**

Following careful consideration there does not appear to be any reasonably foreseeable disadvantages or risks in taking part in this research. Any unexpected disadvantages that arise would immediately be brought to the attention of participants.

Given the topic and nature of the study, it is possible that participants who have experienced high levels of stress in the workplace, or are currently experiencing emotional or mental health difficulties, may find the tasks distressing or uncomfortable.

It is therefore advised that participants who are experiencing stress or emotional difficulties should not participate in the study and any participant who experiences distress or discomfort during any part of the research should withdraw and alert the researcher.

#### **What are the possible benefits of taking part?**

It is possible that some participants may find the tasks interesting and enjoyable and may find the study supportive, as an opportunity to express their views about the demands of school life and how teachers' wellbeing could be improved. Whilst there are no immediate benefits for those people participating in the project, it is hoped that this work will help to develop an understanding of how teachers can be supported to help manage the demands of school life and maintain wellbeing.

Support may be realised through personalised programmes for individuals; group programmes or school initiatives; the development of school policies and practice that affect the level of demand placed on teachers or the introduction of evidence-based interventions for teachers led by professional services, such as the Educational Psychology Service.

## **What do I have to do?**

Some participants were invited to complete a preliminary task; such as a focus group session or a pilot activity. These tasks enabled the researcher to develop the resources and test out the research activities.

Now, at this stage of the research process, all participants are being invited to complete a Q-sort task, which normally takes about an hour.

Before the Q-sort, you will be asked to complete a few questions about your role in school and your teaching experience.

Following the Q-sort, you will be invited to have a short interview with the researcher or complete a few questions about the Q-sort task.

You will have the opportunity to discuss your choices with the researcher and give feedback on the Q-sort experience.

If you have any questions at any time regarding the Q-sort task or research project, please email me: [edp12rc@sheffield.ac.uk](mailto:edp12rc@sheffield.ac.uk)

## Appendix 4.iii. Q pack: Pre Sort questions

### 3. Pre Sort Questions

Before you begin the Q sort task, please complete the following questions:

Initials \_\_\_\_ Male/Female (please delete) Age \_\_\_\_\_

Today's date \_\_\_\_\_

Number of years teaching experience: \_\_\_\_\_

Type of school: Infant/ Junior/ Primary/ Secondary (please delete)

Current role/ responsibility in school \_\_\_\_\_

## **Appendix 4. iv. Q pack: Instruction sheet**

### **4. Instruction sheet**

I am interested in the ways in which teachers and SENCOs perceive and manage the demands of school life, to maintain a sense of wellbeing.

Please think about how **you**, in your current role at school, perceive and manage the demands of school life, to maintain a sense of wellbeing.

The following definitions may help you when completing this task.

#### **Demands of school life-**

"Demands" is defined as "**pressing requirements**" (Oxford Dictionaries, 2014)

"School life" refers to all the daily events, routines, duties and experiences teachers encounter that are work-related.

#### **[Teacher] Wellbeing-**

"[...] a **positive emotional state which is the result of harmony** between the sum of specific environmental factors and personal needs and expectations of teaching" (Aelterman, Engels, Van Petegem, & Pierre Verhaeghe, 2007)

In this pack you will find a set of statements (6: Q set). All of the statements are things that a teacher or SENCO might say about what helps them to maintain a sense of wellbeing. Think about which of the statements are important to you and then which of them you agree with the most (through to disagree with the most). Sort each statement according to how much you agree or disagree with it.

#### **What you need to do:**

1. Make yourself a grid (or aim to lay out the cards in your final sort) exactly like the shape of the Q sort grid (7: *blue*), using the column headings (5). Make sure there is a space for each of the 54 statements. Place the prompt card in front of you, to refer to during the task.
2. Read through the statements in order to become familiar with them.
3. You could use the title cards below to help you remember which way to place the statements ('Most disagree' on the left, 'neither

disagree nor agree' in the middle and 'Most agree' on the right):

*(You may cut these cards out to help you, if you wish)*

<b>Most disagree</b>	<b>Neutral or uncertain</b>	<b>Most agree</b>
----------------------	-----------------------------	-------------------

4. 'Place' each statement, one at a time, to complete the following sentence (shown on the prompt card). Sort the statements according to how much you agree or disagree with the completed sentence:

**".....; this helps me to maintain a sense of wellbeing".**

(For example; "I try to find time to relax ; this helps me to maintain a sense of wellbeing.")

5. One way of sorting the cards is to follow steps 6-11, but you don't have to do it this way.
6. Sort the statements into **three piles**: place to the right those with which you agree, to the left those with which you disagree or agree much less and in the middle those that you feel neutral or uncertain about.
7. Choose the 3 statements which **you agree with the most** and place them vertically under the **furthest right column** (column 11). It doesn't matter which order in the column you place them.
8. Now look at the left side. Choose the 3 statements that **you disagree with the most** and place them under the **furthest left column** (column 1). Again, the order is unimportant.
9. Now look at the right side again and choose 3 statements which you agree with more than the remaining ones but not as significantly as

the ones you have already chosen. (You are perfectly free to switch statements between columns as you continue to sort).

10. Now turn back to the left side and continue.

11. **In this way you will work towards the middle position** which might be the ones left over after all the columns have been filled.

12. Review your sort and make any adjustments which more accurately portray your personal point of view. **You can re-arrange the statements as many times as you wish, until you are happy with your final Q sort.**

13. Complete the Q sort grid (7; *blue*) by entering the card number in the correct space on the record sheet.

**Many thanks**

**Appendix 4.v. Q pack: Column headings**

<p><b>Column 1 Left</b></p> <p><b>Place 3 statements here</b> <b>MOST DISAGREE</b></p>		<p><b>Column 2 Left</b></p> <p><b>Place 4 statements here</b></p>
<p><b>Column 3 Left</b></p> <p><b>Place 4 statements here</b></p>		<p><b>Column 4 Left</b></p> <p><b>Place 5 statements here</b></p>
<p><b>Column 5 Left</b></p> <p><b>Place 7 statements here</b></p>		<p><b>Column 6 MIDDLE</b></p> <p><b>Place 8 statements here</b> <b>NEUTRAL/ UNCERTAIN</b></p>



<p><b>Column 7 Right</b></p> <p><b>Place 7 statements here</b></p>		<p><b>Column 8 Right</b></p> <p><b>Place 5 statements here</b></p>
--	--	--

<p><b>Column 9 Right</b></p> <p><b>Place 4 statements here</b></p>		<p><b>Column 10 Right</b></p> <p><b>Place 4 statements here</b></p>
--	--	---

<p><b>Column 11 Right</b></p> <p><b>Place 3 statements here</b></p> <p><b>MOST AGREE</b></p>		<p><b>PROMPT CARD</b></p> <p><b>“ ..... ; this helps me to maintain a sense of wellbeing”.</b></p>
--	--	--

## Appendix 4.vi. Q pack: Q set (pack of statements)

01	There is a positive working environment in school	02	School policies and procedures are easy to follow
03	I have a network of supportive colleagues in school	04	I have access to the resources I need to work effectively
05	The management team take teachers' wellbeing seriously	06	My role in school is clearly defined
07	Teachers' efforts and achievements are celebrated within school	08	I have control in how I work
09	Everybody works to the same values and standards	10	Teachers' salaries reflect their level of responsibility
11	The management team set realistic targets and expectations	12	I receive career development advice
13	I stop working at dinnertime	14	The management team are approachable
15	I attend social events in school	16	I have a good relationship with parents
17	I have the opportunity to talk about life beyond work with colleagues	18	I have a good connection with pupils
19	Additional duties are matched to teachers' skills	20	I try to find time to relax
21	Going to the staff room helps me relax	22	I make sure I am physically fit and healthy
23	I feel valued at school	24	I take sick leave from work when I am ill
25	I try to find time to pursue my interests	26	During the week, I work over my working hours on a daily basis to stay on top of my workload
27	I maintain my wellbeing at home	28	I am optimistic that there are some things that can be done to reduce my workload or stress
29	I take medication when my health and wellbeing is affected by stress	30	I can be assertive to manage work demands
31	I deliberately separate home and work	32	I remind myself that I am here for the children and that is what matters

33	I try to spend quality time with friends and family	34	I can accept constructive criticism
35	I take a break when I need to	36	If I fail to cope with work demands, I believe that my colleagues will still perceive me as "good enough"
37	I work part time	38	I try to deal with problem situations objectively, in an unemotional way
39	I prioritise my workload	40	I set myself realistic expectations by reminding myself, "I can only do my best"
41	I try to keep problems in perspective	42	My job is important to me
43	I usually know why I am feeling stressed	44	I am persistent in solving problems at work
45	I deal with problems at work immediately as they occur	46	I am happy at work
47	I have a high tolerance to stress	48	I know my strengths and use these regularly
49	I know where to access confidential support and advice outside of school	50	I complete school work in my free time (weekends/holidays)
51	I feel able to take leave from work to manage non-work related matters	52	Teachers are supported if they return to work from a period of absence (extended sick leave; maternity leave; etc)
53	Change (to the curriculum, staffing, leadership etc) is managed carefully by the management team in school	54	My close friends and family are supportive of my career and commitment to work



## Appendix 4.viii. Q pack: Post Sort questions

### **8. Post Sort questions**

Thank you for completing the Q sort task. The following questions are designed for you to comment on the way you sorted the statements. Please answer with as much detail as you wish.

Firstly, can you give any reasons for your 3 statements in the **"MOST DISAGREE"** column?

Secondly, can you give any reasons for your 3 statements in the **"MOST AGREE"** column?

Are there any statements that you had difficulty in sorting? Can you give reasons why this was?

Looking at the Q sort as a whole, please pick 3-5 statements that you think **could make** a positive difference to your sense of wellbeing.

For example, there may be some statements that reflect actions that you don't do currently, but could make a positive difference if you tried to do them; or there may be things that don't occur in school, but could make a positive difference if they did.

Please comment on your choice.

1.

2.

3.

4.

5.

Finally, are there any statements that **you would have liked** to have included, but were absent from the set? If so, please state, and suggest where you would have positioned them on the Q sort grid:

I hope that you have found this task interesting to complete and not too time consuming. Please feel free to comment on the experience of the Q sort task:

If you have any questions at all, please do not hesitate to contact me via email:  
edp12rc@sheffield.ac.uk

## **Appendix 5.i. Recruitment methods: Head teachers' letter**

Dear Head Teacher

My name is Rachel Crosby and I am a second year Trainee Educational Psychologist, working in X. As part of my doctoral training, I am conducting research into how teachers maintain a sense of wellbeing in responding to and managing the demands of school life. I am particularly interested in gathering the views of primary and secondary teachers in X about this important issue.

I would really appreciate it if you could circulate the attached letter to the teachers in your school. Teachers interested in the research can contact me directly for more information.

It is anticipated that this research will commence in the coming Summer term and may continue in Autumn. All participating teachers will be asked to complete one or two short activities, which I anticipate will take place outside school hours, and take one hour each to complete.

A small selection of participants will be invited to attend a focus group to discuss how they perceive and cope with the demands of school life.

All participating teachers will then be asked to complete one sorting activity, which invites them to anonymously express their views on coping strategies used by teachers and what they think could help teachers' wellbeing.

**I would like to emphasise that individuals and schools will not be identified.**

The research findings will be shared with participants and if whole schools would like to participate in this research, the results could provide valuable insight into the views of teaching staff, which could inform school plans when promoting teachers' wellbeing.

If you would like more information or would like to express your interest, please contact me via email:

XXXXXXXXXXXXXXXXXXXXX

Please can all teachers interested in this research respond by **Friday 21<sup>st</sup> February 2014.**

I look forward to your response, Best wishes Rachel Crosby

## **Appendix 5.ii. Recruitment methods: Flyer to teachers**

### **Calling all teachers!**

**Are you a teacher interested in how to improve your wellbeing?**

**Can you spare one hour to give your views about how you manage the demands of school life and what you think could help teachers' wellbeing?**

My name is Rachel Crosby and I am a second year Trainee Educational Psychologist, working in X. As part of my doctoral training, I am conducting research into how teachers manage the demands of school life and maintain wellbeing. I am particularly interested in gathering the views of primary and secondary teachers in X about this important issue.

The aim of the research is to develop a better understanding of how teachers view work demands; what teachers do to manage the demands of school life and what they think could help improve their wellbeing.

Whether you have effective strategies that keep stress at bay or you would like to explore new ways to maintain wellbeing- I would like to hear your views!

**I would like to emphasise that individuals and schools will not be identified.**

### **What the research involves**

The research will be conducted in two stages, over the coming Summer and Autumn terms.

The first stage will focus on gathering the views of a small group of primary and secondary teachers through several focus group activities. Teachers who are interested in participating in the research *may* be asked to attend **one** focus group, to share their views on how they perceive and manage the demands of school life. This activity will involve a confidential discussion with a small group of teachers, which should take approximately **one hour**. **All views expressed in the discussion group will be anonymised.**

Following the focus groups the responses will be analysed and used to develop a set of statements about teachers' coping strategies for work demands (called a Q set).



The second stage of the research will invite all participants to complete one **sorting activity** (called a Q sort) using the statements gathered from the focus groups. This activity requires participants to sort a number of statements to represent their personal viewpoint on coping strategies for work demands, which should take approximately **one hour** to complete. **The Q sort activity will be completed independently and responses will be completely anonymous.**

The completed Q sorts will be analysed to understand what common views are shared by teachers about how they manage the demands of school life and what they think could improve teachers' wellbeing.

### **Why should I get involved?**

This research project offers teachers the opportunity to share their experiences and express their views on how they perceive and manage the demands of school life, in a confidential and safe way. It is hoped that participants will find the activities enjoyable and informative. However, participants may withdraw at any time during the research project and are assured that their contributions are confidential and anonymised.

The findings of the research project will be shared with participants and used as a resource to inform schools looking for ways to improve staff wellbeing.

If you are interested in participating in this research, or require further information please do not hesitate to contact me:

[XXXXXXXXXXXXX](#) Thank you

## **Appendix 5.iii. Recruitment methods: Personalised LC letter**

My name is Rachel Crosby and I am a second year Trainee Educational Psychologist, working in X. As part of my doctoral training, I am conducting research into how teachers maintain a sense of wellbeing in responding to and managing the demands of school life. I am particularly interested in gathering the anonymous views of primary and secondary teachers in X about this important issue.

The attached letter has been sent to all schools in X; however as I am particularly interested in working with teachers within one established Learning Community, I have written directly to all XX schools personally.

I understand from speaking to my colleagues, XXX and XXX, that as a Learning Community you have worked with TAMHS intervention in recent years and have previously expressed an interest in developing understanding around teacher wellbeing. For this reason, I am inviting you directly as a Learning Community to consider participating in my doctoral research.

I would really appreciate it if you could circulate the attached letter to the teachers in your school. Individual teachers interested in the research can contact me directly for more information.

It is anticipated that this research will commence in the coming Summer term and may continue in Autumn. All participating teachers will be asked to complete one or two short activities, which I anticipate will take place outside school hours, and take one hour each to complete.

If as a Learning Community you decided to participate in this research, one teacher per school would be invited to attend a one-hour focus group to discuss how they perceive and cope with the demands of school life. Later in the year, between 5-10 teachers per school would be invited to complete one sorting task. For the secondary school, a larger number of teachers may be invited. The sorting task would invite teachers to anonymously express their views on coping strategies used by teachers and what they think could help teachers' wellbeing. This activity would take one hour to complete and could be held in a staff meeting.

The research findings will be shared with participants and if whole schools or a Learning Community participate in this research, the results would provide valuable insight into the views of teaching staff, which could inform school plans when promoting teachers' wellbeing.

**I would like to emphasise that individuals and schools will not be identified.**

If you would like more information or would like to express your interest, please contact me via email: [XXXXXXXXXXXX](mailto:XXXXXXXXXXXX)

I will also be present at the Charter presentation as part of the XX Heads meeting, on 7<sup>th</sup> February, so will be able to meet you all in person. Please note that the doctoral research is not related to the Charter work. I look forward to your response,  
**Best wishes Rachel Crosby**

## **Appendix 5.iv. Recruitment methods: EPS letter**

Dear Team

As part of my EP training, I have chosen to conduct research into teacher wellbeing and would like to explore the coping strategies used by teachers to manage their work demands. I am hoping to attract both primary and secondary teachers for this study, with approximately 20-30 participants in total.

I am using Q methodology, so each participant would be invited to complete a Q sort (sorting task) which would take about an hour to complete. Some may be invited to a focus group in the preliminary stages of the study as well. These activities will take place in the Summer and Autumn terms.

I have distributed the attached flyer to all the head teachers in X, and have explained the research briefly in a covering letter.

As yet, I have had very little response. There are probably lots of reasons for this but I wonder if partly this is due to the fact that the initial emails were sent to the school email addresses, rather than to individual head teachers.

I have sent out a second 'gentle reminder' email and hope to get some response from this soon.

I wonder if I can ask a small favour: would it be possible for you to take a flyer to your schools when you are next in and mention the research very briefly, to either the head (if you work closely with them) or SENCO? If there are any schools that you think would be interested or willing to participate in this study, I would really appreciate it if you could see if they had received this information and signpost them (or me) to make contact for further details.

Ideally I would like to have a group of schools (randomly across the authority or as a patch) to commit to taking part in this study; however I will be pleased with any number of participants!! I am hoping to get my participants sorted before Easter at the latest...

Thank you very much

## **Appendix 5.v. Recruitment methods: Union letter**

Hello

I am hoping you can point me in the direction of someone who could help (I wasn't sure who on the committee my query applied to).

My name is Rachel Crosby and I am a second year Trainee Educational Psychologist, working in XX. As part of my doctoral training, I am conducting research into how teachers maintain a sense of wellbeing in responding to and managing the demands of school life. I am particularly interested in gathering the views of primary and secondary teachers in XX about this important issue.

For a number of decades there has been extensive research into the causes of teacher stress and the impact this has on teachers' health and wellbeing. Instead of focusing on the reasons why teaching is a stressful occupation, what I really want to know is: **How do teachers manage work demands and maintain wellbeing?** By asking this question I want to explore teachers' views on what helps them keep stress at bay and maintain a work-life balance.

What the research involves:

I am interested in gathering the views of a wide range of teachers: with different teaching years' experience, from across all key stages of education, and across the Local Authority. I encourage teachers to share their views on how they manage the demands of school life; whether they have effective strategies or would like to explore new ways to maintaining positive wellbeing.

All participating teachers will be asked to complete one or two short activities, which I anticipate will take place outside school hours, and take one hour each to complete. These activities will commence in the Summer term and continue into Autumn 2014. A small selection of participants will be invited to attend a focus group to discuss how they perceive and cope with the demands of school life. Some participants may be invited to give feedback on the researcher's analysis of this discussion and some participants may be asked to complete a pilot study.

All participating teachers will then be asked to complete one sorting activity, which invites them to anonymously express their views on coping strategies used by teachers and what they think could help teachers' wellbeing. I envisage that this activity will take place in early September 2014 and could be completed within a staff meeting (if whole schools took part) or in an after school session or even remotely from teachers' homes.

**In total a participant could spend approximately two hours taking part in the study.**

**I would like to emphasise that individuals and schools will not be identified.**

The research findings will be shared with participants and if whole schools participate in this research, the results could provide valuable insight into the views of teaching staff, which could inform school plans when promoting teachers' wellbeing.

My request for advice:

I have emailed head teachers twice with the attached flyer, to be distributed to teaching staff in schools, and have also invited them to consider participating in the research as a whole school. As yet I have had very little response. I imagine there are many reasons for this (one being the number of emails schools receive daily!) and I wonder whether you could help.

I imagine the focus of this research will be of interest to you and your NUT members. I recognise that the time commitment could be off-putting for teachers (being a former teacher myself) and I wonder whether you could provide me with any advice or point me in the direction of teachers or schools who you think may be interested in participating.

I would appreciate any advice regarding this research project and look forward to your response.

Best wishes

Rachel Crosby

Trainee Educational Psychologist

XX Educational Psychology Service

## **Appendix 5.vi. Recruitment methods: SENCO forum letter**

Hello SENCOs

I am a Trainee Educational Psychologist based in a local authority in the north of England. As part of my doctoral training I am conducting research into how teachers maintain a sense of wellbeing in responding to and managing the demands of school life. I am interested in gathering the views of teachers and SENCOs with a range of teaching years' experience, from across all key stages of education, about this important issue.

I am at the stage of finding participants for the study and wondered whether you would be interested in taking part?

All participating teachers will be asked to complete one activity, which can be completed in the comfort of your own home! It is likely that this activity will take place this Summer term or early Autumn.

The activity is a sorting task, called a Q sort. This invites you to anonymously express your views on coping strategies used by teachers and what you think could help teachers' wellbeing. A follow up interview or questionnaire will enable you to express your views on the activity and ask any questions.

Participating in this study might take about one hour but no more than two hours maximum.

**I would like to emphasise that individuals and schools will not be identified.**

If you would like more information or would like to express your interest, please do not hesitate to contact me:

edp12rc@sheffield.ac.uk

Many thanks

Rachel Crosby

## **Appendix 5.vii. Recruitment methods: Teacher and SENCO letter**

Dear

I am a Trainee Educational Psychologist based in XX. As part of my doctoral training I am conducting research into how teachers maintain a sense of wellbeing in responding to and managing the demands of school life. I am interested in gathering the views of teachers and SENCOs with a range of teaching years' experience, from across all key stages of education, about this important issue.

I am at the stage of finding participants for the study and wondered whether any of you would be interested in taking part?

A small number of participants will be invited to attend a focus group to discuss how they perceive and cope with the demands of school life. Some participants may be invited to give feedback on the researcher's analysis of this discussion and some participants may be asked to complete a pilot study.

All participating teachers will be asked to complete one activity, which can be completed in the comfort of your own home, or alternatively in an after school session. It is likely that this activity will take place this Summer term or early Autumn.

The activity is a sorting task, called a Q sort. This invites you to anonymously express your views on coping strategies used by teachers and what you think could help teachers' wellbeing. A follow up interview or questionnaire will enable you to express your views on the activity and ask any questions.

**Participating in this study might take about one hour but no more than two hours maximum.**

**I would like to emphasise that individuals and schools will not be identified.**

If you would like more information or would like to express your interest, please do not hesitate to contact me:

edp12rc@sheffield.ac.uk

Many thanks, Rachel

## **Appendix 5.viii. : Recruitment methods: Open day flyer**

### *Exciting research opportunity for teachers and SENCOs*

#### **Hello Teachers and SENCOs**

I am a Trainee Educational Psychologist based in a local authority in the north of England. As part of my doctoral training I am conducting research into how teachers maintain a sense of wellbeing in responding to and managing the demands of school life. I am interested in gathering the views of teachers and SENCOs with a range of teaching years' experience, from across all key stages of education, about this important issue.

**I am at the stage of finding participants for the study and wondered whether you would be interested in taking part?**

All participating teachers will be asked to complete one activity, which can be completed in the comfort of your own home!

The activity is a sorting task, called a **Q sort**. This invites you to anonymously express your views on coping strategies used by teachers and what you think could help teachers' wellbeing. A follow up interview or questionnaire will enable you to express your views on the activity and ask any questions.

Participating in this study might take **about one hour** but no more than two hours maximum.

**I would like to emphasise that individuals and schools will not be identified.**

**PLEASE NOTE: teachers and SENCOs who wish to participant in this study will be required to have returned the completed Q sort activity (using the self-addressed envelope) by the 1<sup>st</sup> November 2014 at the very latest. This is to ensure the data collected is analysed in time for the thesis deadline.**

If you would like to participate and are able to commit to completing the activity before 1<sup>st</sup> November 2014, **please take a Q sort pack**. Alternatively, if you would like more information, please do not hesitate to contact me:

[edp12rc@sheffield.ac.uk](mailto:edp12rc@sheffield.ac.uk), Many thanks, *Rachel Crosby*



## Appendix 6. P set demographics

Data gathered from the Pre Sort questions

### a) P set demographics

Q sort code~: 5 part key

- **School Role:** TS= Teacher & SENCO/ TO= Teacher Only/ SO= SENCO Only/ TL = Teacher with Leadership duties
- **Gender:** F/ M= Female/Male
- **Type of School:** P=Primary/ S= Secondary/ I=Infant / J=Junior
- **Type of job:** P/F= Part time/ Full time
- **Participant Number** (indicated by 2 digits: 01 to 30)

Q sort code ~	Type of Q sort	Type of School	Current Role in School	Age	Years with QTS	Recruitment method
TSFIP01	Local	Infant	Teacher (FS1) /SENCO	46	24	Head teacher letter
TSFPP02	Local	Primary	Teacher (Y2)/ SENCO	32	10	Known to researcher
TSFJF03	Local	Junior	Teacher (Y3) /SENCO/ <b>SLT</b>	30	6	Known to researcher
TSFSF04	Local	Secondary	Teacher/SENCO	50	14	Known to researcher
TSFSF05	Local	Secondary	Teacher/SENCO	57	36	Known to researcher
TSFPP06	Local *	Primary	Teacher (Y4) /SENCO	38	4	Known to researcher
TOFPP07	Remote	Primary	Teacher	44	4	Open Day
TLMSF08	Local	Secondary	DT Teacher/ <b>Dept. Leader</b>	34	12	Teacher/ SENCO letter
TSFSF09	Local	Secondary	Teacher/SENCO/ <b>SLT</b>	35	6	Known to researcher
SOFP010	Local	Primary	SENCO	30	8	Known to researcher
TOMSP11	Local *	Secondary	Teacher/ <b>leadership duties</b>	35	10	Open Day
TLFPP12	Remote	Primary	Teacher (Y5)/ <b>leadership</b>	47	21	Open Day
TSFSF13	Remote	Secondary	Teacher/SENCO	58	33	SENCO forum letter
TSFPP14	Remote	Primary	Teacher/SENCO/ <b>SLT</b>	42	9	SENCO forum letter
TSFSF15	Remote	Secondary	Teacher/ SENCO	41	20	SENCO forum letter
TOFP016	Remote	Primary	Teacher (Y3-Y6)	35	12	SENCO forum letter

TOFPF17	Remote	Primary	Teacher (Y6)	27	2	Open Day
TSFPSF18	Remote	Primary-Secondary	SENCO middle leader ( <b>SLT</b> ) and Transition Teacher	29	6	SENCO forum letter
SOFJP19	Remote	Junior	SENCO	54	23	SENCO forum letter
SOFIP20	Remote	Infant	SENCO	54	19	SENCO forum letter
TOFPF21	Remote	Primary	Teacher	38	4	Open Day
TOFPF22	Local	Primary	Teacher (Y5)	46	6	Known to researcher
TOFPF23	Local	Primary	Teacher (FS2)	50	15	Known to researcher
TOFJP24	Local	Primary	Teacher (Y3)	39	15	Known to researcher
TOMSF25	Local	Secondary	DT Teacher	46	9	Known to researcher
TOFSP26	Local	Secondary	Art Teacher	35	7	Known to researcher
TOFSF27	Local*	Secondary	Teacher	27	2	Teacher/SENCO letter
TOFSF28	Local*	Secondary	Teacher	32	1	Teacher/SENCO letter
TLFPF29	Remote	Primary	Teacher/ <b>SLT</b>	37	15	Known to researcher
TLMPF30	Remote	Primary	Teacher/ <b>SLT</b>	27	5	Known to researcher

*\*local participant, completed Q-sort by post*

**b) Number of local and remote participants**

Number of participants	Location of participants	
	30 (32*)	Local
	Remote	13

*\* 2 Q sorts were removed from analysis therefore are not included in the demographic tables.*

**c) Location of the Q sort task**

Location of Q-sort	Number of Participants
With researcher	13
By post	17 (including 4 local participants)

**d) Participants' School Role**

Role in School	Teacher Only (TO)	SENCO Only (SO)	Teacher / SENCO Only (TS)	TO/TS With additional SLT responsibilities (TL or demarcated)
Number of Participants	11	3	7	9

**e) Participants' Gender**

Gender of Participants	
Female	26
Male	4

**f) Participants' Type of School**

Type of School	Infant	Junior	Primary	Primary-Secondary	Secondary
Number of Participants	2	2	14	1	11

**g) Years of QTS experience**

Years of QTS Experience	1-5	6-10	11-15	16-20	21-25	26-30	31-35
Number of Participants	7	10	6	2	3	0	2

**h) Age of participants**

Age of Participants	20-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60
Number of Participants	0	6	7	4	3	6	2	2

## Appendix 7.i. Results: Varimax rotation results summary

### Factor solutions following Varimax Rotation at $\pm 0.35$ Critical

#### Value of Significance

Number of factors entered for analysis	Factor solution	Eigenvalues greater than 1.00	Two significantly loading participants per factor	Total number of participants accounted for in the solution*	Amount of variance explained	Highest correlation between factors
1	1	9.3802	yes	26	31	N/A
2	2	9.3802 1.9503	yes	19 (14;5)	38 (24; 14)	0.2245
3	3	9.3802 1.9503 1.8860	yes	18 (11; 4; 3)	45 (22; 14; 9)	0.3479 (between 1 & 2)
4	3	9.3802 1.9503 1.8860 0.2793	No loads on 1 factor	18 (11; 4; 3; 0)	45 (22; 14; 9)	0.3423 (between 1 & 2)
5	4	9.3802 1.9503 1.8860 0.2793 1.3704	No loads on 1 factor	19 (5; 6; 2; 6)	50 (17; 13; 7; 13)	0.5219 (between 1 & 4)
6	5	9.3802 1.9503 1.8860 0.2793 1.3704 0.9232	No loads on 2 factors	17 (4; 5; 2; 5; 1)	53 (16; 13; 6; 11; 6)	0.4990 (between 1 & 4)

\* Brackets indicate the number of participants accounted for in the solution per factor

Results provided from the Q Analyse function (option 7).

**Appendix 7.ii. Results: Hand rotation at  $\pm 0.35$  results summary**

**Factor solutions following Rotation by hand at  $\pm 0.35$  Critical Value of Significance**

Number of factors entered for analysis	Factor solution	Eigenvalues greater than 1.00	Two significantly loading participants per factor	Total number of participants accounted for in the solution *	Amount of variance explained	Highest correlation between factors
5	4	9.3802 1.9503 1.8860 (0.2793) 1.3704	Yes (4 factors)	20 (5; 6; 2; 7) 2 non-significant loadings 8 confounded loadings	50% (17; 13; 7; 13)	0.5405 (between 1 & 4)
6	5	9.3802 1.9503 1.8860 (0.2793) 1.3704 0.9232	Yes (5 factors)	20 (6; 5; 2; 4; 3) 1 non-significant loading 10 confounded loadings	53% (17; 13; 6; 9; 7)	0.5288 (between 1 & 4)

\* Brackets indicate the number of participants accounted for in the solution per factor

Results provided from the Q Analyse function (option 7).

## Appendix 7.iii. Results: Hand rotation at $\pm 0.43$ results summary

### Summary of 4 Factor and 5 Factor solutions at significance level $\pm 0.43$

Number of factors entered for analysis	Factor solution	Eigenvalues greater than 1.00	Two significantly loading participants per factor	Total number of participants accounted for in the solution *	Amount of variance explained	Highest correlation between factors
5	4	9.3802 1.9503 1.8860 (0.2793) 1.3704	Yes (4 factors)	23 (9; 6; 2; 6)  4 non-significant loadings 3 confounded loadings	50% (18; 13; 7; 12)	0.5658 (between factor 1 & 4)
6	5	9.3802 1.9503 1.8860 (0.2793) 1.3704 0.9232	Yes (5 factors)	24 (8; 8; 2; 5; 1)  3 non-significant loadings 3 confounded loadings	53% (15; 15; 6; 11; 5) **	0.5447 (between factor 1 & 4)

\* Brackets indicate the number of participants accounted for in the solution per factor

\*\*factor 4 accounts for 1% of variance explained

A four Factor solution accounts for 23 participants and 50% of the variance, whereas a five Factor solution accounts for 24 participants and 53% of the variance. However, by raising the level of significance to  $\pm 0.43$ , Factor 5 is reduced to a single loading, which raises the question of its significance as a Factor.

## Appendix 8.i. Factor interpretation: Crib sheets

### Crib Sheet for Factor 1

*Italics denote consensus statements*

**Bold denote statements that are statistically distinguishing and/or ranked highest or lowest by at least one clear point (four in total)**

<b>Highest ranked statements</b>	42	<i>My job is important to me (+5)</i>
	26	During the week, I work over my working hours on a daily basis to stay on top of my workload (+5)
	54	My close friends and family are supportive of my career and commitment to work (+5)
<b>Statements ranked highest in Factor 1</b>	10	Teachers' salaries reflect their level of responsibility (-1)
	14	The management team are approachable (+2)
	<b>27</b>	<b>I maintain my wellbeing at home (+4)</b>
	41	I try to keep problems in perspective (+2)
<b>Statements ranked lowest in Factor 1</b>	24	I take sick leave from work when I am ill (-4)
	34	I can accept constructive criticism (-1)
	35	I take a break when I need to (-4)
	48	<i>I know my strengths and use these regularly (0)</i>
	<b>49</b>	<b>I know where to access confidential support and advice outside of school (-3)</b>
<b>Lowest ranked statements</b>	13	I stop working at dinnertime (-5)
	<b>29</b>	<b>I take medication when my health and wellbeing is affected by stress (-5)</b>
	<b>37</b>	<b>I work part time (-5)</b>

#### **Factor interpretation based on 20 statements**

- 11/15 statements from the crib sheet
- 8 additional statements (see Appendix 8.vii.)
- 1 additional distinguishing statement

## Crib Sheet for Factor 2

*Italics denote consensus statements*

**Bold denote statements that are statistically distinguishing and/or ranked highest or lowest by at least one clear point (nine in total)**

<b>Highest ranked statements</b>	42 18 32	<i>My job is important to me (+5)</i> <i>I have a good connection with pupils (+5)</i> I remind myself that I am here for the children and that is what matters (+5)
<b>Statements ranked highest in Factor 2</b>	9 15 24 25 28 31 35 44 45	<b><i>Everybody works to the same values and standards (-2)</i></b> I attend social events in school (0) I take sick leave from work when I am ill (0) I try to find time to pursue my interests (+3) <i>I am optimistic that there are some things that can be done to reduce my workload or stress (+1)</i> <b>I deliberately separate home and work (0)</b> <b>I take a break when I need to (0)</b> I am persistent in solving problems at work (+3) I deal with problems at work immediately as they occur (+1)
<b>Statements ranked lowest in Factor 2</b>	5 6 8 11 14 46 52	<b>The management team take teachers' wellbeing seriously (-4)</b> My role in school is clearly defined (-1) I have control in how I work (0) The management team set realistic targets and expectations (-3) <b>The management team are approachable (-3)</b> <b>I am happy at work (-4)</b> Teachers are supported if they return to work from a period of absence (extended sick leave; maternity leave; etc) (-1)
<b>Lowest ranked statements</b>	7 23 1	<b>Teachers' efforts and achievements are celebrated within school (-5)</b> <b>I feel valued at school (-5)</b> <b>There is a positive working environment in school (-5)</b>

### **Factor interpretation based on 17 statements**

- 14/22 statements from the crib sheet
- 2 additional statements (see Appendix 8.vii.)
- 1 additional distinguishing statement



## Crib Sheet for Factor 3

*Italics denote consensus statements*

**Bold denote statements that are statistically distinguishing and/or ranked highest or lowest by at least one clear point (18 in total)**

<b>Highest ranked statements</b>	33	I try to spend quality time with friends and family (+5)
	<b>37</b>	<b>I work part time (+5)</b>
	54	My close friends and family are supportive of my career and commitment to work (+5)
<b>Statements ranked highest in Factor 3</b>	1	There is a positive working environment in school (+2)
	<b>3</b>	<b>I have a network of supportive colleagues in school (+4)</b>
	5	The management team take teachers' wellbeing seriously (+1)
	<b>11</b>	<b>The management team set realistic targets and expectations (0)</b>
	13	I stop working at dinnertime (-3)
	<b>17</b>	<b><i>I have the opportunity to talk about life beyond work with colleagues (+3)</i></b>
	<b>21</b>	<b>Going to the staff room helps me relax (+1)</b>
	<b>22</b>	<b><i>I make sure I am physically fit and healthy (+2)</i></b>
	23	I feel valued at school (+2)
	<b>49</b>	<b>I know where to access confidential support and advice outside of school (+4)</b>
	51	I feel able to take leave from work to manage non-work related matters (0)
	<b>52</b>	<b>Teachers are supported if they return to work from a period of absence (extended sick leave; maternity leave; etc) (+2)</b>
	53	Change (to the curriculum, staffing, leadership etc) is managed carefully by the management team in school (0)
<b>Statements ranked lowest in Factor 3</b>	2	School policies and procedures are easy to follow (-2)
	4	I have access to the resources I need to work effectively (-2)
	10	Teachers' salaries reflect their level of responsibility (-4)
	<b>16</b>	<b><i>I have a good relationship with parents (+1)</i></b>
	19	Additional duties are matched to teachers' skills (-3)
	<b>32</b>	<b>I remind myself that I am here for the children and that is what matters (0)</b>
	<b>39</b>	<b>I prioritise my workload (-1)</b>
	<b>40</b>	<b>I set myself realistic expectations by reminding myself, "I can only do my best" (-4)</b>
	<b>41</b>	<b>I try to keep problems in perspective (-1)</b>
	42	<i>My job is important to me (+4)</i>
	43	I usually know why I am feeling stressed (0)
	<b>44</b>	<b>I am persistent in solving problems at work (-2)</b>
	<b>45</b>	<b>I deal with problems at work immediately as they occur (-2)</b>
<b>Lowest ranked statements</b>	<b>30</b>	<b>I can be assertive to manage work demands (-5)</b>
	<b>26</b>	<b>During the week, I work over my working hours on a daily basis to stay on top of my workload(-5)</b>
	<b>50</b>	<b>I complete school work in my free time (weekends/holidays) (-5)</b>

**Factor interpretation based on 24 statements:** 21/32 statements from the crib sheet & 3 additional statements (see Appendix 8.vii.)

## Crib Sheet for Factor 4

*Italics denote consensus statements*

**Bold denote statements that are statistically distinguishing and/or ranked highest or lowest by at least one clear point (12 in total)**

<b>Highest ranked statements</b>	50	<b>I complete school work in my free time (weekends/holidays) (+5)</b>
	26	During the week, I work over my working hours on a daily basis to stay on top of my workload (+5)
	42	<i>My job is important to me (+5)</i>
<b>Statements ranked highest in Factor 4</b>	2	<b>School policies and procedures are easy to follow (+1)</b>
	8	<b>I have control in how I work (+3)</b>
	19	Additional duties are matched to teachers' skills (0)
	30	I can be assertive to manage work demands (+2)
	34	<b>I can accept constructive criticism (+3)</b>
	36	If I fail to cope with work demands, I believe that my colleagues will still perceive me as "good enough" (0)
	39	<b>I prioritise my workload (+4)</b>
	40	<b>I set myself realistic expectations by reminding myself, "I can only do my best" (+1)</b>
43	I usually know why I am feeling stressed (+3)	
47	I have a high tolerance to stress (+2)	
<b>Statements ranked lowest in Factor 4</b>	12	<b>I receive career development advice (-4)</b>
	15	I attend social events in school (-2)
	20	<b>I try to find time to relax (-4)</b>
	21	Going to the staff room helps me relax (-4)
	25	<b>I try to find time to pursue my interests (-2)</b>
	33	<b>I try to spend quality time with friends and family (-2)</b>
54	<b>My close friends and family are supportive of my career and commitment to work (+2)</b>	
<b>Lowest ranked statements</b>	27	<b>I maintain my wellbeing at home (-5)</b>
	31	I deliberately separate home and work (-5)
	13	I stop working at dinnertime (-5)

### Factor interpretation based on 25 statements

- 19/23 statements from the crib sheet
- 3 additional statements (see Appendix 8.vii.)
- 3 additional distinguishing statement

## **Appendix 8.ii. Factor interpretation: Factor arrays**

### **Factor 1**

+5	42	My job is important to me
+5	26	During the week, I work over my working hours on a daily basis to stay on top of my workload
+5	54	My close friends and family are supportive of my career and commitment to work
+4	33	I try to spend quality time with friends and family
+4	18	I have a good connection with pupils
+4	50	I complete school work in my free time (weekends/holidays)
+4	27	I maintain my wellbeing at home
+3	20	I try to find time to relax
+3	46	I am happy at work
+3	16	I have a good relationship with parents
+3	32	I remind myself that I am here for the children and that is what matters
+2	25	I try to find time to pursue my interests
+2	39	I prioritise my workload
+2	14	The management team are approachable
+2	41	I try to keep problems in perspective
+2	3	I have a network of supportive colleagues in school
+1	23	I feel valued at school
+1	43	I usually know why I am feeling stressed
+1	44	I am persistent in solving problems at work
+1	30	I can be assertive to manage work demands
+1	47	I have a high tolerance to stress
+1	8	I have control in how I work
+1	6	My role in school is clearly defined
0	48	I know my strengths and use these regularly
0	22	I make sure I am physically fit and healthy
0	4	I have access to the resources I need to work effectively
0	17	I have the opportunity to talk about life beyond work with colleagues
0	52	Teachers are supported if they return to work from a period of absence (extended sick leave; maternity leave; etc)
0	38	I try to deal with problem situations objectively, in an unemotional way
0	45	I deal with problems at work immediately as they occur
0	5	The management team take teachers' wellbeing seriously
-1	2	School policies and procedures are easy to follow
-1	28	I am optimistic that there are some things that can be done to reduce my workload or stress
-1	15	I attend social events in school
-1	10	Teachers' salaries reflect their level of responsibility
-1	40	I set myself realistic expectations by reminding myself, "I can only do my best"

-1	19	Additional duties are matched to teachers' skills
-1	34	I can accept constructive criticism
-2	1	There is a positive working environment in school
-2	12	I receive career development advice
-2	53	Change (to the curriculum, staffing, leadership etc) is managed carefully by the management team in school
-2	7	Teachers' efforts and achievements are celebrated within school
-2	11	The management team set realistic targets and expectations
-3	49	I know where to access confidential support and advice outside of school
-3	36	If I fail to cope with work demands, I believe that my colleagues will still perceive me as "good enough"
-3	21	Going to the staff room helps me relax
-3	51	I feel able to take leave from work to manage non-work related matters
-4	31	I deliberately separate home and work
-4	35	I take a break when I need to
-4	9	Everybody works to the same values and standards
-4	24	I take sick leave from work when I am ill
-5	13	I stop working at dinnertime
-5	29	I take medication when my health and wellbeing is affected by stress
-5	37	I work part time

## **Factor 2**

+5	42	My job is important to me
+5	18	I have a good connection with pupils
+5	32	I remind myself that I am here for the children and that is what matters
+4	54	My close friends and family are supportive of my career and commitment to work
+4	50	I complete school work in my free time (weekends/holidays)
+4	26	During the week, I work over my working hours on a daily basis to stay on top of my workload
+4	16	I have a good relationship with parents
+3	25	I try to find time to pursue my interests
+3	44	I am persistent in solving problems at work
+3	29	I take medication when my health and wellbeing is affected by stress
+3	20	I try to find time to relax
+2	39	I prioritise my workload
+2	33	I try to spend quality time with friends and family
+2	49	I know where to access confidential support and advice outside of school
+2	43	I usually know why I am feeling stressed
+2	48	I know my strengths and use these regularly
+1	45	I deal with problems at work immediately as they occur
+1	3	I have a network of supportive colleagues in school
+1	27	I maintain my wellbeing at home
+1	34	I can accept constructive criticism
+1	30	I can be assertive to manage work demands
+1	28	I am optimistic that there are some things that can be done to reduce my workload or stress
+1	41	I try to keep problems in perspective
0	24	I take sick leave from work when I am ill
0	22	I make sure I am physically fit and healthy
0	17	I have the opportunity to talk about life beyond work with colleagues
0	4	I have access to the resources I need to work effectively
0	15	I attend social events in school
0	31	I deliberately separate home and work
0	35	I take a break when I need to
0	8	I have control in how I work
-1	40	I set myself realistic expectations by reminding myself, "I can only do my best"
-1	21	Going to the staff room helps me relax
-1	2	School policies and procedures are easy to follow
-1	52	Teachers are supported if they return to work from a period of absence (extended sick leave; maternity leave; etc)
-1	38	I try to deal with problem situations objectively, in an unemotional way
-1	36	If I fail to cope with work demands, I believe that my colleagues will still perceive me as "good enough"
-1	6	My role in school is clearly defined

-2	12	I receive career development advice
-2	19	Additional duties are matched to teachers' skills
-2	10	Teachers' salaries reflect their level of responsibility
-2	9	Everybody works to the same values and standards
-2	53	Change (to the curriculum, staffing, leadership etc) is managed carefully by the management team in school
-3	47	I have a high tolerance to stress
-3	14	The management team are approachable
-3	11	The management team set realistic targets and expectations
-3	51	I feel able to take leave from work to manage non-work related matters
-4	13	I stop working at dinnertime
-4	37	I work part time
-4	5	The management team take teachers' wellbeing seriously
-4	46	I am happy at work
-5	7	Teachers' efforts and achievements are celebrated within school
-5	23	I feel valued at school
-5	1	There is a positive working environment in school

### **Factor 3**

+5	33	I try to spend quality time with friends and family
+5	37	I work part time
+5	54	My close friends and family are supportive of my career and commitment to work
+4	18	I have a good connection with pupils
+4	3	I have a network of supportive colleagues in school
+4	42	My job is important to me
+4	49	I know where to access confidential support and advice outside of school
+3	17	I have the opportunity to talk about life beyond work with colleagues
+3	29	I take medication when my health and wellbeing is affected by stress
+2	23	I feel valued at school
+2	1	There is a positive working environment in school
+2	52	Teachers are supported if they return to work from a period of absence (extended sick leave; maternity leave; etc)
+2	25	I try to find time to pursue my interests
+2	46	I am happy at work
+2	22	I make sure I am physically fit and healthy
+1	16	I have a good relationship with parents
+1	20	I try to find time to relax
+1	21	Going to the staff room helps me relax
+1	14	The management team are approachable
+1	8	I have control in how I work
+1	5	The management team take teachers' wellbeing seriously
+1	27	I maintain my wellbeing at home
+1	48	I know my strengths and use these regularly
0	32	I remind myself that I am here for the children and that is what matters
0	6	My role in school is clearly defined
0	28	I am optimistic that there are some things that can be done to reduce my workload or stress
0	11	The management team set realistic targets and expectations
0	34	I can accept constructive criticism
0	51	I feel able to take leave from work to manage non-work related matters
0	53	Change (to the curriculum, staffing, leadership etc) is managed carefully by the management team in school
0	43	I usually know why I am feeling stressed
-1	7	Teachers' efforts and achievements are celebrated within school
-1	38	I try to deal with problem situations objectively, in an unemotional way
-1	39	I prioritise my workload
-1	24	I take sick leave from work when I am ill
-1	15	I attend social events in school
-1	41	I try to keep problems in perspective
-2	2	School policies and procedures are easy to follow

-2	45	I deal with problems at work immediately as they occur
-2	12	I receive career development advice
-2	44	I am persistent in solving problems at work
-2	4	I have access to the resources I need to work effectively
-3	36	If I fail to cope with work demands, I believe that my colleagues will still perceive me as "good enough"
-3	47	I have a high tolerance to stress
-3	19	Additional duties are matched to teachers' skills
-3	35	I take a break when I need to
-3	13	I stop working at dinnertime
-4	9	Everybody works to the same values and standards
-4	40	I set myself realistic expectations by reminding myself, "I can only do my best"
-4	10	Teachers' salaries reflect their level of responsibility
-4	31	I deliberately separate home and work
-5	30	I can be assertive to manage work demands
-5	26	During the week, I work over my working hours on a daily basis to stay on top of my workload
-5	50	I complete school work in my free time (weekends/holidays)



## **Factor 4**

+5	50	I complete school work in my free time (weekends/holidays)
+5	26	During the week, I work over my working hours on a daily basis to stay on top of my workload
+5	42	My job is important to me
+4	18	I have a good connection with pupils
+4	32	I remind myself that I am here for the children and that is what matters
+4	39	I prioritise my workload
+4	16	I have a good relationship with parents
+3	34	I can accept constructive criticism
+3	43	I usually know why I am feeling stressed
+3	46	I am happy at work
+3	8	I have control in how I work
+2	48	I know my strengths and use these regularly
+2	44	I am persistent in solving problems at work
+2	54	My close friends and family are supportive of my career and commitment to work
+2	30	I can be assertive to manage work demands
+2	47	I have a high tolerance to stress
+1	40	I set myself realistic expectations by reminding myself, "I can only do my best"
+1	2	School policies and procedures are easy to follow
+1	41	I try to keep problems in perspective
+1	1	There is a positive working environment in school
+1	6	My role in school is clearly defined
+1	14	The management team are approachable
+1	3	I have a network of supportive colleagues in school
0	45	I deal with problems at work immediately as they occur
0	17	I have the opportunity to talk about life beyond work with colleagues
0	52	Teachers are supported if they return to work from a period of absence (extended sick leave; maternity leave; etc)
0	29	I take medication when my health and wellbeing is affected by stress
0	19	Additional duties are matched to teachers' skills
0	22	I make sure I am physically fit and healthy
0	36	If I fail to cope with work demands, I believe that my colleagues will still perceive me as "good enough"
0	38	I try to deal with problem situations objectively, in an unemotional way
-1	28	I am optimistic that there are some things that can be done to reduce my workload or stress
-1	53	Change (to the curriculum, staffing, leadership etc) is managed carefully by the management team in school
-1	51	I feel able to take leave from work to manage non-work related matters
-1	49	I know where to access confidential support and advice outside of school
-1	23	I feel valued at school
-1	7	Teachers' efforts and achievements are celebrated within school
-1	4	I have access to the resources I need to work effectively

-2	33	I try to spend quality time with friends and family
-2	11	The management team set realistic targets and expectations
-2	15	I attend social events in school
-2	5	The management team take teachers' wellbeing seriously
-2	25	I try to find time to pursue my interests
-3	37	I work part time
-3	24	I take sick leave from work when I am ill
-3	10	Teachers' salaries reflect their level of responsibility
-3	35	I take a break when I need to
-4	9	Everybody works to the same values and standards
-4	21	Going to the staff room helps me relax
-4	12	I receive career development advice
-4	20	I try to find time to relax
-5	27	I maintain my wellbeing at home
-5	31	I deliberately separate home and work
-5	13	I stop working at dinnertime

## **Appendix 8.iii. Factor interpretation: Distinguishing statements**

Table shows distinguishing statements at  $P > .05$ . *Statements in italics are also significant at  $P > .01$ .*

<b>Factor</b>	<b>Statement Number</b>	<b>Distinguishing Statement</b>
<b>1</b>	1	<i>There is a positive working environment in school</i>
	49	I know where to access confidential support and advice outside of school
	29	<i>I take medication when my health and wellbeing is affected by stress</i>
	37	<i>I work part time</i>
<b>2</b>	33	I try to spend quality time with friends and family
	31	<i>I deliberately separate home and work</i>
	35	<i>I take a break when I need to</i>
	14	<i>The management team are approachable</i>
	46	<i>I am happy at work</i>
	7	<i>Teachers' efforts and achievements are celebrated within school</i>
	23	<i>I feel valued at school</i>
<b>3</b>	1	<i>There is a positive working environment in school</i>
	37	<i>I work part time</i>
	3	I have a network of supportive colleagues in school
	17	I have the opportunity to talk about life beyond work with colleagues
	52	Teachers are supported if they return to work from a period of absence (extended sick leave; maternity leave; etc)
	32	I remind myself that I am here for the children and that is what matters
	11	The management team set realistic targets and expectations
	39	<i>I prioritise my workload</i>
	44	I am persistent in solving problems at work
	40	<i>I set myself realistic expectations by reminding myself, "I can only do my best"</i>
	30	<i>I can be assertive to manage work demands</i>
	26	<i>During the week, I work over my working hours on a daily basis to stay on top of my workload</i>
	50	<i>I complete school work in my free time (weekends/holidays)</i>
<b>4</b>	50	<i>I complete school work in my free time (weekends/holidays)</i>
	34	I can accept constructive criticism
	54	My close friends and family are supportive of my career and commitment to work
	40	<i>I set myself realistic expectations by reminding myself, "I can only do my best"</i>
	2	<i>School policies and procedures are easy to follow</i>
	29	I take medication when my health and wellbeing is affected by stress
	49	I know where to access confidential support and advice outside of school
	23	<i>I feel valued at school</i>
	33	<i>I try to spend quality time with friends and family</i>
	25	<i>I try to find time to pursue my interests</i>
	12	I receive career development advice
	20	<i>I try to find time to relax</i>
	27	<i>I maintain my wellbeing at home</i>

## **Appendix 8.iv. Factor interpretation: Consensus statements**

Table shows consensus statements, identified through PQ method output data.

Non-Significant at  $P > .01$ . *Statements in italics are also Non-Significant at  $P > .05$ .*

<b>Statement number</b>	<b>Statement</b>	<b>F1</b>	<b>F2</b>	<b>F3</b>	<b>F4</b>
9	<i>Everybody works to the same values and standards</i>	-4	-2	-4	-4
16	I have a good relationship with parents	3	4	1	4
17	I have the opportunity to talk about life beyond work with colleagues	0	0	3	0
18	<i>I have a good connection with pupils</i>	4	5	4	4
22	<i>I make sure I am physically fit and healthy</i>	0	0	2	0
28	I am optimistic that there are some things that can be done to reduce my workload or stress	-1	1	0	-1
38	<i>I try to deal with problem situations objectively, in an unemotional way</i>	0	-1	-1	0
42	<i>My job is important to me</i>	5	5	4	5
48	I know my strengths and use these regularly	0	2	1	2

## **Appendix 8.v. Factor interpretation: Factor demographic summaries**

### **Factor 1**

Nine participants significantly loaded on to Factor 1. Factor 1 has an Eigenvalue of 9.308 and explains 18% of the total variance.

Participant Number	Gender	Age	Number of years teaching experience	Role/Gender/School code
5	Female	57	36	TSFSF
6	Female	38	4	TSFPF
9	Female	35	6	TSFSF
14	Female	42	11	TSFPF
18	Female	29	6	TSFPSF
22	Female	46	6	TOFPF
25	Male	46	9	TOMSF
27	Female	27	2	TOFSF
29	Female	37	15	TLFPF

Factor 1 consists of eight females and one male: four participants work in Primary schools; four participants work in Secondary schools and one works in a Middle school (Key stage 2-4).

Most of the participants (7/9) work as Teachers with additional duties: five are the designated SENCO for school and a total of four (including two with SENCO roles) have management/curriculum lead duties.

The mean age of participants is 40 years. However two participants are aged 27 and 29 respectively and one participant is aged 57, therefore the range in age is 30 years.

The mean number of years' teaching experience is 10.5 years. However, the youngest participant has taught for two years and the oldest participant has taught for 36 years, therefore the range in years' teaching experience is 34 years.

All nine participants completed the study between July 19<sup>th</sup> and September 9<sup>th</sup>, 2014. The majority of participants completed the study during the 6 weeks summer holiday.

Five participants completed the study with the researcher present; four completed the study by post. Of the nine participants, three participants knew the researcher in a professional capacity; two participants were personal friends with the researcher; one participant was a family friend and three participants did not know the researcher and found out about the study via the posting on the online SENCO forum or through their Masters tutor at university.

## **Factor 2**

Six participants significantly loaded on to Factor 2. Factor 2 has an Eigenvalue of 1.9503 and explains 13% of the total variance.

Participant Number	Gender	Age	Number of years teaching experience	Role/Gender/School code
3	Female	30	6	TSFJF
7	Female	44	4	TOFPF
10	Female	30	8	SOFPP
12	Female	47	21	TLFPF
21	Female	38	5	TOFPF
23	Female	50	15	TOFPF

Factor 2 consists of six females who work in Primary schools. One participant does not teach currently, but works as the SENCO in school; three are teachers and two are teachers with additional responsibilities (designated SENCO or management duties).

The mean age of participants is 40 years and the range in age is 20 years.

The mean number of years' teaching experience is 10 years. The range in years' teaching experience is 16 years.

Of the six participants, two participants knew the researcher in a professional capacity and one participant was a personal friend of the researcher. They completed the study with the researcher present; either during the summer holiday (1) or during the first week in September (2).

Half of the group did not know the researcher and found out about the study via a University Open Day. They completed the study, via post, during October.

### **Factor 3**

Two participants significantly loaded on to Factor 3. Factor 3 has an Eigenvalue of 1.8860 and explains 7% of the total variance.

Participant Number	Gender	Age	Number of years teaching experience	Role/Gender/School code
16	Female	35	12	TOFPP
20	Female	54	19	SOFIP

Factor 3 consists of two females; one who works as a Teacher in a Primary school and one who work as a SENCO in an Infant School. Both participants work part time.

The participants are aged 35 and 54 respectively and have taught for an average of 15.5 years.

The two participants did not know the researcher and found out about the study via the SENCO forum. They completed the study, via post, during August.



## **Factor 4**

Six participants significantly loaded on to Factor 4. Factor 4 has an Eigenvalue of 1.3704 and explains 12% of the total variance.

Participant Number	Gender	Age	Number of years teaching experience	Role/Gender/School code
1	Female	46	24	TSFIP
8	Male	34	12	TLMSF
15	Female	41	20	TSFSF
17	Female	27	2	TOFPF ~
24	Female	39	15	TOFJP
28	Female	32	1	TOFSF

*~with additional curriculum co-ordinator responsibility*

Factor 4 consists of five females and one male; three work in secondary schools; one works in an Primary school; one works in an Infant school and one in a Junior school. Two participants work part time.

All six participants have teaching responsibilities, four of whom have additional responsibilities; two teachers are the designated SENCO for their school and two teachers have curriculum leadership or co-ordinator responsibilities. There are no participants with senior management roles.

The mean age of participants is 36.5 years and the range in age is 19 years. The mean number of years' teaching experience is 12.3 years. The range of experience is 23 years.

Of the six participants, three completed the research with the researcher present; either during the summer holiday (1) or during the first week in September (2). Of the three, one participant was a personal friend of the researcher and two participants learned about the research through their school SENCO or head teacher, who had received an invitation from the researcher. Three participants completed the research via post: two completed it in the summer holidays and one completed it in October. Of the three, one participant found out about the study via the SENCO forum; one through their Masters tutor at university and one via a University Open Day.

## Appendix 8.vi. Factor interpretation: Participant quotes provided during study

Responses are recorded exactly as provided by participants

Comments in bold have been used in the Factor description

### Factor 1: P5, P6, P9, P14, P18, P22, P25, P27, P29

	Factor 1: 9 participants
42	I think that goes with the "vocation" of being a teacher and the desire to help" P29 my job is who I am personally and status wise: I used to worry if I haven't got a job what will I do or be? So it's all about me keeping my job " P9 my job is important to me (see 54 for rest of quote) P18
26	<b>I work 60 hours a week. Couldn't do less (for Wellbeing and workload).</b> I do more in week at school to compensate for weekends off. But should I be doing this much? <b>P9</b> This is something that could change for the better P18 There is not enough hours in the school day (or when school is open) to complete my workload. To mark the number of books, assess children and plan lessons in the 2 hours prep time given is unachievable therefore to stay on top of the workload the only option is to work during the evenings. (Links to 50 free time) P6 I couldn't do the job otherwise. Resigned to it. P25 I work over due to me (see control 08 and dinnertimes 13) P5 Most agree (see 50 free time) P14
54	they provide essential support and guidance (33)P29 <b>my family being supportive means that I feel a sense of fulfilment, leading to wellbeing, even when my job is difficult P18</b> my family know me, they know that Sunday night is a work night P5
33	I aim to spend time with them (But not enough!) P29 my family are also very important P5
18	I am justified in doing the job- for the kids. Get to give and receive direct feedback from kids because of practical tech tasks P25 especially those with SEN and feel they can be supported P5
50	This is something that could change for the better; there seems to be no alternative to this, but it doesn't help teacher wellbeing! P18 This is something that could change for the better; it's 24/7. It's not the kind of job to walk out and that it. I always do work early before go for a run at weekend. I try to have a day off but it doesn't always happen. I do an hour at night in week, and try to finish at 9. The workload needs to reduce for me not to need to do it at weekends. P22 This links to 26, P6 Every holiday I put together all the information for SEN students and it takes 3 weeks. But this year I got the TAs to organise the info and I organised the file which took one day. They felt good doing it, it happened due to the early transition (in July). It has not been asked to be done but it has to be done to be organised for September. I got a lot done before summer as this summer has been about a family wedding P5

	I regularly work a 10.5 hour day (average). I accept that the job cannot be carried out to the standard required by Ofsted. If I just had my class teacher role, I would still work over hours as I tend to manage the SENCO/Assistant Head role in the release time provided(links to 26) P14
27	<b>I know how to have time off. P25</b> yes, with the dog P5
20	<b>I do find time to relax. I run or walk the dog or have a drink P22</b> I work with a church youth group which is different to work. I <b>enjoy it and enjoy knitting and reading.</b> I have responsibilities with the church and I find it quite relaxing P5
46	I am happy at work- when I am there but I still have the "Sunday night dread" plus I miss being around to collect and take my own children to school P6 <b>I love my job</b> and have worked in SEN lots of years. As senco I can work with children on a 1:1 basis and get to know them more than a teacher can. I can find out their strengths and <b>I enjoy making a difference.</b> I enjoy working with TAs and I hope that they feel supported <b>P5</b>
16	It's varied- it's more difficult than the kids. Only have contact through parents evening P25
32	
25	
39	This would make a positive difference: at the moment it feels like "firefighting" P6
14	Now management has improved, they are more approachable. The Head is not always trustworthy P22 My line manager is very good. not all management are P5
41	
3	<b>The SEN governor and the line manager are very supportive. This is most important: the deputy is always in meetings and is my back up. I could talk to her about anything in confidence and I know she will do her best to sort it. She is totally in my corner.</b> The new governor I know and is very keen to be on our side for SEN. and I have trust in the new teacher from learning support, she is on a level with me and I could take criticism from her. (links to criticism) P5
23	<b>I recently received a pay rise- I feel valued by the fact that my pay is now matched to the heads of house- which I pushed for. P9</b> Sometimes I feel staff feel that SEN is too much and there is too much demand on teachers. I don't feel valued by all staff P5
43	I will know exactly why. I do try to organise meetings so they don't all come at once. I get angry with myself for not being organised better P5 I am very self-aware, having had some health issues (possibly stress related) and so I know when /why I am feeling stressed, even if I can't do anything about it. P27
44	
30	It depends who is asking, but I am getting better at deploying tasks to staff, my trust in them is increasing P9 Sometimes there's too much all at the same time. sometimes I have to say "I'll do it later", depending on the priority P5 This is something that could make a positive difference: knowing when to say no! P29
47	I don't handle stress very well. I take it out at home, and hold it in at work P22 I have been in teaching long enough to know what matters and what the limits are. There are times when I get stressed when I haven't organised my time well enough. I get stressed towards the end of term; I have headaches and am sick, which is

	probably due to my own high expectations. I had a mini stroke a few years ago, not sure why, not thought to be work stress related. P5 I am efficient and I compartmentalise well so I have a high tolerance to stress. P14
8	This is a big part to me. <b>I would struggle if I had to explain myself every day. I never have to justify my timetable, because I am trusted and valued P9</b> I can be myself as a Teacher but I have to do things I don't want to and am restricted by timetable P25 Control is important to me: I work dinnertimes and free periods to support students and I do the reports at home, but it is my choice. I have my own timetable. I could delegate but I like to have control P5
6	
48	This is something that could be changed for the better: I don't ever think I'm good enough anyway, I don't see myself as having any strengths P22
22	I know how much better you feel when you exercise, it links to how I like to relax P22 This could make a positive difference: I rely on alcohol to provide instant feeling of relaxation which is not an ideal long term plan. I am stuck in a pattern of behaviour, could do better! P14
4	This is something that could make a positive difference: more TAs; I have to "do what I can". With more TAs I wouldn't feel I couldn't meet students' needs. It's not necessarily more money that's needed but actual staff. Some are going down in the timetable but I have not had them replaced. The expectations from staff and parents; every dept. thinks they're important and every parent thinks their child is important. I have to do what I can P5 This is something that could make a positive difference: the diminishing of the LA funding and consequential support is very detrimental. We have lost experts whom we relied upon for CPD (teaching) plus the SEN services are suffering with budget cuts meaning I cannot provide the service I wish to for our families. P14
17	It's difficult in a school because you've got so much going on in the day, it's difficult to talk about anything else P22
52	
38	This is something that could change for the better: I need to have better self-esteem P18
45	I like to have a clear desk but a lot of problems involved other professionals- e.g. senco specific tasks P9
5	It depends who you are. If you go above and beyond, you are in it for the pupils, you have a good work ethic and likeable personality then they will help. not if you haven't or just in it for the holidays, then they get rid P9 My line manager is very good. not all management are P5
2	
28	Since beginning teaching, I think the stress and workload is getting worse. P22 my admin support loves doing more P5
15	The school I work at does not organise social events in school P6 yes within the SEN dept. P5 this is true but doesn't necessarily contribute to maintaining my wellbeing P14
10	
40	Having realistic expectations is not good enough, they expect more from teachers P22

	Sometimes I see myself as not very organised and others say I am very organised. Sometimes I am hard on myself and honest with myself. I like to hand things out to staff that represent me that is the best quality. P5
19	Mostly. sometimes people just volunteer for additional duties P5
34	I see criticism as a negative, like it's not good enough; this is something that could change for the better- if I could embrace criticism and not see as a negative P22 depends who from and what it's about P25 Depends on who it is. I have trust in the new learning support teacher, she is on a level with me and I could take criticism from her P5
1	This is something that could change for the better: <b>There are a lot of teachers who talk negatively about the school and management, but then don't take any action. This can be a bit wearing and negative P27</b> This is something that is improving: we are beginning to increase positivity in school [as we have just had a change of leadership]. P29
12	This would make a positive difference: I don't have time to plan my future and I feel responsibility for the current school I'm at P14 because I have stepped down from middle management, haven't received CPD P25 There is very little career development advice on offer. You have to ask for any further training etc. P27
53	This is something that could change for the better; with consultation and involvement of key staff P6 Something that could make a positive difference: changes in teaching; how things are shared and introduced. There is blame in that as well. Change panics most teachers. E.g. a new course to plan or teach for the new year, which is rushed through, or new judgement criteria or new staff and students. P25 This is something that could change for the better: <b>management is sometimes poor at communication, decisions can be last minute, or changes can be made quickly. It doesn't help with stress levels P27</b>
7	This would make a positive change: we all know positive praise works wonders! P6 This is something that could make a positive difference; it refers to the "positive working environment in school": it is certainly starting to happen. P29.
11	Although I feel overall as though they are supportive, at times I am not sure if they fully set realistic targets P6 The Head wants "outstanding" which is not realistic P5
49	
36	I will take stuff on because I want to have a good name (This links to 31). The pressures on as we move up from satisfactory to good to beyond- people don't share anymore there are backstabbers. There's pressure to be good enough plus. As my status increased, I have to maintain a higher professional standard- I don't chat with staff as much as I am now a "leader", because I don't want to put them under pressure. So I don't socialise now with the team I now manage but also deliberately distance myself from some of the SMT team because our work ethics differ P9 It depends on who I think about P22 no everyone wants to know you are doing your best to their standards P5 This is something that could make a positive difference: <b>teaching is a bad job for a perfectionist. You have to accept good is good enough. I wouldn't like to be perceived as not good enough but I am not striving for "outstanding" anymore. I am now trying to accept "good" and be happy with that</b> (I am not working as hard to chase "outstanding"). P25.
21	I can't walk down the corridor without being talked to; therefore don't go in the staffroom. P9

	I don't go to the staffroom but do go to the sen room. It depends who's in the staffroom. The sen dept. sets itself apart; the dept. is a little team, so it is more relaxing to be with them. there are other places I could go to but not the staffroom P5
51	I have never needed to take leave from work P18
31	But sometimes I do have to work at home. I sometimes take work home to do; the intention is to work but I don't do it. I have an "enough is enough" attitude at the end of the day, but will still worry about what others think (see 36) P9 This is something that could change for the better: I could have a separate workspace at home P18 I accept that it is part of the job. I separate work to mostly Sunday, to have a good weekend. I try to organise it so work is done before the holidays P5 I find it impossible to complete all my school work during the school day. I have to work some evenings/weekends, to get everything done. This is something that could make a positive difference: I could try to separate home and work more P27 Deliberately separating home and work could make a positive difference, but I don't think this will ever happen! P29.
35	<b>Having time out could make a positive difference, but it is very difficult even at lunch. P29.</b>
9	You can't just be here for payday. There are definitely some people still here just for payday and not for the right reasons. Some teachers don't help with SEN kids P9 some people seem to get away with it, especially middle management P25 This is something that could change for the better: my Head of dept. has high standards and expectations. I don't mind this as I want to be pushed to do my best but I have found that other depts. do very little in comparison P27
24	You have to justify sick leave to the Head so you end up coming back when still ill. if you have any two days off ill per year or more, you have to explain to the Head why and whether you are fit to do the job P5
13	These are the statements that of all don't apply to me, (13, 37 and 29), especially the "stop working at dinnertime" P29 The neediest are most vulnerable therefore I can't stop at dinnertime- I walk students to the dinner hall and provide a space for students, or discuss concerns with staff about students. P5 We work in a small school (100 pupils). <b>Everyone wears "many hats"</b> . We (teachers) serve dinners, help with playground duties, supply first aid and deal with discipline problems at lunchtime. <b>P14</b>
29	no- but I take Barocca- to try to support my skin, which is related to stress P9 I have never needed to take medication P18 I do not feel the levels of stress appropriate to take medication P6 I never take medication for stress. I am sometimes headachy but never had a long period of stress. <b>when I need medication to do my job I will stop teaching P5</b> I don't take medication but I drink alcohol most evenings as a treat/ stress release P14
37	You can't do it part time as SENCO; I know what it's like when I take a day out training; even if you were it would be full time on part time pay, P9 I don't work part time and I don't think this has a negative impact on my wellbeing P18 I would like to, but don't currently P22 This is something which would make a significant difference if I could afford to do it P6

	It wouldn't work as a senco. I was part time when I was a teachers and had my children P5
--	---

## **Feedback on the Q sort task**

		<b>Feedback comment</b>
P5	With researcher	I found it quite stressful as I am wondering whether others have the same pattern. It was stressful having to tease apart factors. But I am pleased that I can say I'm happy.
P6	Post	I struggled with the management type questions.
P9	With researcher	It wasn't as hard as I thought it'd be. I liked the flexibility of the free sort. I would have been irritated if I had to do a fixed sort.
P14	Post	Some statements were very true but didn't necessarily contribute to maintaining my wellbeing such as 32 and 15. In general, I'm an optimistic realist so I didn't like the fact that column 7 started to become negative of disagree. I would have neutral/uncertain somewhere between 4 and 5. Statements I would have liked to have seen: alcohol! Helping others has a huge positive impact upon my self-esteem and wellbeing. Achieving what's expected/desired of me. ticking jobs off a list- completion of tasks
P18	Post	I found it difficult that I had to put so many on the disagree side as I feel mostly satisfied in my job and lots of the statements were positive things about my workplace. It would have been useful to not be restricted to a set number of cards per column
P22	With researcher	Easier not being restricted by the grid. Made me think - is my job clearly defined? Can a teacher's job ever be defined? Still difficult to sort.
P25	With researcher	Thought provoking. Nice to talk about it and break it down. Good to do when detached from school (holidays)
P27	Post	Statements that began with "I try..." I found difficult to sort. I always try to relax, spend time with friends, pursue interests etc... but only sometimes am I successful, and other times I'm too busy/stressed etc.; no comment given on the whole Q sort experience
P29	Post	Very therapeutic! Overwhelming at first but very interesting

## **Factor 2: P3, P7, P10, P12, P21, P23**

	Factor 2: 6 participants
42	<p>I did love my job and it is very important to me P23</p> <p>My job is important to me P10</p> <p>I don't think any of us would do it if it wasn't. It links to 32- I am now letting go of the idea of how others view my practice and I am trying to separate the job itself from the kids. it got quite competitive here P3</p>
18	<p>I do with the small handful of kids I see. I feel withdrawn because I'm not in class. I would like to be in class and SENCO in a smaller school. I miss teaching and the fun, you don't get the light bulb moments and I don't see the rewards as much being out of class. Eventually I would want to go into class as I don't have the relationships with pupils at the moment. P10</p> <p>This statement is the only one that relates directly to pupils, which <b>for me, seeing them achieve is very important to my sense of wellbeing. Without that there would be little point. P7</b></p> <p>I get on well with the pupils but most of the paperwork etc. we have to do seems to be of no benefit to the children P12</p>
32	<p><b>That's what keeps me going; it's the children I do it for,</b> and the time spent with the children is amazing. I try to have fun with them, it is hard <b>P23</b></p> <p>I work with families more than children but the children are at the heart of the work P10</p> <p>(Links with 50) P21</p> <p><b>This is my internal dialogue which is helping me</b> keep to my routine. A few teachers have got together to say work won't take over home anymore and we question does the work impact on the children's' education tomorrow? I am not doing advance work anymore <b>P3</b></p>
54	<p>My husband is a teacher so we "get it". He works in an evening. My dad's always been very supportive and likes to give advice P10</p> <p>Without anti-depressants and supportive friends and family this job would be impossible for me P7</p>
50	<p>(Links to 26) P7</p> <p>Free time is very rare! P12</p> <p>In order to complete my job to the best of my ability I feel I have to work in my free time and during the week at home. If I didn't do this I would be feeling more anxious and worried about jobs I hadn't completed. I would also feel like I was letting the children down which again would make me feel more stressed P21</p> <p>That's a fact. I can't do the job without working in free time. I'd be surprised if anyone hasn't put it there. Realistically I don't think this could change. PPA is lip service and you can't get much done in that time. And people want to talk to you when you're not teaching so it's not possible to get the work done. P3</p>
26	<p>I am in school till 6 every night and work weekends. Sometimes work in the evenings in the week as well. I intend to leave at 5 next year. We were understaffed last year, it should help now we have not got supply teachers to be responsible for planning, and we were down one TA last year. The admin, such as sticking work in books could take an hour a night to do and changing books for kids after school- we don't have playtime in school now so we have to cover it ourselves, we used to have 3 breaks a day and could change books then P23</p> <p>The biggest issue I have with my job currently is the amount of hours I have to work to meet the demands put upon me. My average working week comprises of 60+ hours, spread over 6 or 7 days. One week it was 72 hours! P7</p> <p>I often work for about 17 hours a day P12</p> <p>(See 50) P21</p>



	Not on a daily basis anymore but I did. Four out of the 7 days I will work at night; two nights till midnight and one weekend day for 6 hours, to allow me other nights off. There is a core group with this attitude (saying work won't take over home life anymore) some are finding it quite stressful and feel guilty about school work if they are spending more time with their kids at home. there is a lot of guilt but I'm getting better at letting that go P3
16	I work more with the parents than the children because of the Child Protection and CAF/care duties. I find it difficult because a lot don't speak English so you are talking through someone else all the time. But over time I have built relationships with parents P10
25	I do, we've been camping and to Alton Towers. A lot of my interests are my daughter's as well. I read when she's asleep P10 This is something that could change for better: my interests are those I share with family and friends P7 I succeed at doing this. since I was off sick- links to 32 and 33 P3
44	
29	When I went back from maternity leave full time I found it very difficult. I had anti-depressants for 3 or 4 days only. Then found I had anaemia, which I still have to have injections for. I would take medication if I needed to P10 <b>Without anti-depressants and supportive friends and family this job would be impossible for me P7</b>
20	I try to but can't because I've got a toddler! P10 This is something that could change for the better: <b>I need to find more time to relax as more and more every waking thought is about work and what still needs to be done P21</b>
39	
33	I do see friends but spend more time with family. My daughter is more important to me than the job. I can't work at home, she won't let me. She keeps me going and smiling P10 This is something that could change for the better: I don't seem to have enough free time to spend with friends and family. When I do spend time with them it gives me an emotional boost P7 <b>A few of us have put a new routine in to make sure we have time, for example not taking the laptop home so we can't be working P3</b>
49	
43	
48	
45	I deal with them immediately I have to otherwise I forget. I am persistent (44) and will try to find solutions as I don't want it hanging over me P23
3	The learning mentor is one person I could trust in school P10
27	This relates to friends and family (33) P10
34	Not sure. It depends on how it is said P23
30	
28	A secretary would be lovely! P10
41	
24	
22	I'm getting better at it but I'm not brilliant at it P3
17	
4	
15	This is difficult to sort: the school is full of cliques. All staff are invited to night out once a year. Some leaving dos are done secretly. I felt quite lonely for a long time, but

	I have started speaking to some teachers more and started to be invited to some groups- I have been "accepted" and now have people to talk to P10
31	I will check emails and do have my senco coursework to do at home P10 It's something that could change for the better: I feel having clear cut off points and getting more jobs done at work would help with my sense of wellbeing. Having a set work space at home and not working weekends P21
35	I will go in the staffroom if I need a cup of tea, this is the freedom of having my own timetable P10
8	This is something that could change for the better: I really have to argue and fight to have staff released from class for a multi-agency meeting. It's little things like that that you don't get any say over P10 This is something that could change for the better: To an extent I have control. There is flexibility of the timetable but there are a certain set of non-negotiables in terms of planning and paperwork that I don't think has that much impact. P3
40	It is something that could change for the better: my high expectations of myself professionally means I find this very difficult, which puts added pressure on myself P7 It is something that could change for the better: I need to get better at this instead of putting such high expectations on myself that everything needs to be perfect P21
21	(See 35) It doesn't help me to relax. I don't like the people in there. I get picked at by people with "while you're here..." it comes with being part time P10 I now make myself go to the staffroom by 20 to 1. Last year I had stress related vertigo related to diet and intake of caffeine. All do to with working at break. links to dinnertime (13) P3
2	
52	I had depression, but it wasn't work based. It wasn't the job itself, so I think this made it ok to come back to work. I had a really good experience of coming back. I don't know if that depends on how you are perceived at work beforehand. People could see how hard I worked and knew it wasn't like me to be ill, and it was unavoidable to take time off to get better. P3
38	I don't think you can deal with problems unemotionally. Not at first, but then I logically process them P23
36	My immediate staff (TAs) are very supportive but management aren't and it's about my own self esteem as well. When we first got the damning Ofsted report I felt it was my fault but then I talked to others and they were supportive- those that have been there a long time. Except the deputy who isn't supportive of anyone, similar to the head. It was quite hard to sort P23
6	This is something that could change for the better (see 19) P10
12	
19	The CP duties could be done by a non-teacher; it is usually a Learning mentor. It used to be a learning mentor, and then the deputy then it landed at my door. It is not in my job description as "inclusion manager" as I am not a CP officer, and they don't go to the meetings. I feel misled by the job description. This relates to my job not being clearly defined (6), there's no value there, as I do the work for the CPOs. This is something that could change for the better: when I took the job I thought I would be working with SEN children more and using my skills I had developed, which I don't get to use. In the long term I would like to be back in class P10
10	
9	This could make a positive difference: Part of the problem is that <b>some do the bear minimum and don't get pulled up despite there being monitoring.</b> The SMT deal with it not the Head or it gets left. And there's the core group who have decided not to work to ridiculous levels anymore. one SLT still works to crazy high standards <b>P3</b>

53	<p>Majority of stress in the workplace is due to not knowing the outcome of change such as assessment. The Head is not taking enough of a strong role re assessment and I think this is being managed better in other schools. I feel the Head is not taking school as a priority over his home life. Another change is the academisation and the impact this has had on our budget, which affects our way of working. This is something that could make a positive difference. P3</p>
47	<p>I did but not now, I am the only one <u>not</u> on anti-depressants at work. The feedback from other staff is that I have high tolerance. It's about my perception vs others. I did supply for a long time and it was easy to walk away and I was always on the outside and didn't have responsibility of a class. This is the first time I have had a class and everything P23</p> <p>I wouldn't say I had a high tolerance to stress, I get stressed the same as everyone else and can feel when I'm getting stressed. I can't get stressed when playing with (my daughter), it's the best way to cope P10</p> <p>I have a very high tolerance and then snap I stop functioning completely. therefore it's in the neutral column P3</p>
14	<p>The management were the problem with the last Ofsted. The Head has been drafted in to take school out of special measures. <b>The management don't listen and don't take responsibility.</b> They pass the responsibility to the teachers; the teachers have to sort out their own cover if they are off work. The Head doesn't communicate with staff and puts staff against each other. I don't feel I can talk to her about anything. It used to be an open staff now you don't know where you are <b>P23</b></p> <p>This could make a positive difference: a more approachable "human" management style would really help P12</p> <p>I am on the SMT. I'm not easily scared, so I find them approachable. other people might not find us approachable P3</p>
11	<p>(See 23) - this is something that could change for the better P23</p> <p>This is something that could change for the better: management decisions appear to be reactive and ill thought out which has a high impact on teachers and a low impact on learning P7</p> <p>This is something that could change for the better: management being more organised. Stop changing the goal posts i.e. completing work that management then decide they no longer need or receiving emails the night before something has to be handed in P21</p>
51	<p>I would never ask because I would get told no. When my nan died I was back in the next day. This is something that could change for the better: for example taking an hour off for your child's Xmas play or sister's or best friend's wedding- a member of staff was told they couldn't go, so took the day off sick. There is no flexibility. P10</p>
13	<p>This could make a positive difference: we have a 45 minute lunch hour which is usually taken up with work- and eating if we get time P12</p> <p>how I manage having free time for interests is by marking at dinner and break, this allows me time out at night P3</p>
37	<p>I work mornings and one full day and not Fridays. I work part time for a reason- to play with my daughter in the afternoons. I do check emails at home for maybe half an hour. I used to do more when teaching, I didn't do anything in the holidays and felt guilty about it (relates to 50 and 26) P10</p> <p>My job is full time and more besides! I often work about 17 hours a day P12 (not part time)</p>
5	<p>In my old teaching job there was a lot of training for wellbeing. Some was effective and some was a bit cringe. You weren't allowed to take books home. I think wellbeing was taken seriously by the Head as she had ME which was stress related.</p>

	<p>When I was pregnant I was told to "come back on Monday" when not well midweek. Not here. You are bitched about if you are off by the Head and people take it personally. The Head slags people off and it makes me feel very awkward and uncomfortable. I always wonder what he is saying about me. There is <b>no sympathy when people are off with stress</b> from SMT but do get it from other staff. One member of staff has returned from being off with stress, two others left. When I was off ill, no SMT knew why I'd been off and hadn't said anything. In my old job I would have been sent back home again <b>P10</b></p> <p>This is something that could change for the better: they have their own pressures to cope with, the assumption appears that we should be able to cope too P7</p>
46	<p><b>(See 23) P23</b></p> <p>My current job rarely makes me happy P12</p>
7	<p>(See 23) this is something that could change for the better P23</p> <p>In general after Ofsted, but no specific praise P10</p> <p>This would make a positive difference: it would help staff morale if credit was given when due P12</p> <p>Teacher's efforts and achievements are not celebrated within school and we are made to feel as if everything we do it not good enough. Feedback is always about what we are doing wrong never what we are doing right P21</p>
23	<p><b>I'm not happy because I don't feel valued. Anything you achieve is never acknowledged, always negative (links to 07). Targets set are not a possibility; as soon as they are achieved they move them (links to 11).</b> This is something that could make a positive difference <b>P23</b></p> <p>One deputy puts thanks on every email, I don't feel it is genuine but a tick box P10</p> <p>It would make a positive difference: it would help staff morale if credit was given when due P12</p> <p>(see 7) P21</p> <p>I do by staff. I feel valued when teachers don't know what to do with a child due to their skills or knowledge and I can give a quick fix strategy that works. I don't feel valued by some teachers, as I feel they expect the SENCO should do their SEN responsibilities. I'm not sure if the Head knows what I do. I am recognised for being good at thinking on my feet and being very self-directed but some things I do impact on the whole school and I don't think this is appreciated. P3</p>
1	<p>There isn't a positive environment, it is felt by all. School is in a difficult situation. <b>Someone is crying every day.</b> This is something that could make a positive difference <b>P23</b></p> <p>This is something that could make a positive difference: <b>everyone is bitched about and walks around very glum.</b> For a positive atmosphere we would have to get rid of the awkward bitchiness. I hear the Head do it the most and one TA whispers all the time in the staffroom <b>P10</b></p> <p><b>There is a "regime of terror" amongst staff.</b> Constant criticism and no praise <b>P12</b></p> <p>This is something that could make a positive difference: positive feedback from school leaders would help as you'd feel at least some things were going well. Staff morale would be higher. Expectations for children should be applied to teaching staff P21</p> <p>This is something that could make a positive difference: There is favouritism from the Head which causes negativity. There are cliques of communication and the SMT stay very neutral and don't get involved with gossip. P3</p>

## Feedback on the Q sort task

		<b>Feedback comment</b>
P3	With researcher	I found it tricky in places. For some statements, I go from one extreme to the other, for e.g., I usually know why I'm stressed: but it depends on the day. Yes for the most part, in extremes. There is a positive swell in my responses. That where I am at the moment.
P7	Post	It was hard to sort: 28: I am optimistic that things can be done, less optimistic that they will be done! : 10- teachers' salaries reflect their level of responsibility- some teachers only. 08; I have control in how I work- this is diminishing at a rapid rate, post Ofsted inspection. Missing statement: the impact of school policy/management decisions has a positive effect on teaching and learning. I would most disagree, but how nice if it could be true.
P10	With researcher	It was fine, it makes you think. If I had done it in the holidays I may have put things more negatively but since I have just had a nice 6 weeks and a bit of a break I've said to myself to think about what's important and remember it's just a job. I have a game plan to get out of XX school.
P12	Post	It was hard to sort: I attend social events- we have to! (15); staff go to work when they are ill as afraid to take time off (24); I was prescribed medication but haven't taken it- yet!(29) Possible missing statement: I have thought about leaving the teaching profession (would put in column 11) View on the Q sort: it was interesting to do and has helped to clarify some of my current negative feelings about teaching
P21	Post	No comment made
P23	With researcher	Thought provoking and quite therapeutic actually. Going back to work next week, I had been thinking of ways to put into place. I realise there are some positive things I do do. It has clarified the things I will do to have a work life balance.

### **Factor 3: P16, P20**

	Factor 3: 2 participants
33	This is something that could make a positive difference: <b>this is the best way of maintaining a sense of wellbeing</b> . I wish I had more time! <b>P16</b>
37	(See 26) P16
54	It was hard to sort as my family and friends are very supportive of me (they're wonderful and their support aids my wellbeing) <b>however they think I work too hard P16</b>
18	I have worked in very different settings with very different children but I have always connected with my pupils. The children really do make this job amazing! I have worked with children in a behavioural support unit and it could take a long time to make a real connection yet the first shared laugh or compromise was always worthwhile P16
3	<b>I am lucky to work with great people P16</b>
42	
49	
17	
29	<b>Following the death of my father and father in law 2 years ago, my own health suffered in trying to support remaining family members (who do not live locally). I struggled on at work for a while feeling I should be "able to cope" but through support from teachers support network, I allowed myself to recognise I needed to look after myself too</b> (links to 37 P/T and 33 family) P20
23	
1	
52	
25	
46	
22	This was hard to sort as was 24; <b>I try to look after myself but I have asthma and have been hospitalised twice with pneumonia in the past 3 years</b> . It can be an unforgiving job and I have worked myself into the ground in order to avoid days off (I was in hospital during holidays). <b>Days off during term time don't support my sense of wellbeing because I feel guilty P16</b>
16	
20	
21	
14	
8	
5	
27	
48	
32	
6	
28	
11	
34	
51	
53	
43	
7	
38	
39	

24	(See 22) This is something that could make a positive difference: I should be more proactive about managing my wellbeing by resting when necessary P16
15	
41	This is something that could make a positive difference, see 36 P20
2	
45	This is something I would change for the better: <b>I feel I sometimes spend too long thinking about an issue, thereby sometimes making it more of a problem than it actually may be P20</b>
12	
44	
4	
36	This is something that could make a positive difference; <b>I need to develop my self-confidence, which has diminished recently, and believe "more in myself" as colleagues have been telling me to P20</b>
47	
19	
35	
13	
9	
40	<b>I have very high expectations for myself and I think my expectations can be unrealistic. I have to fight the sense that my best isn't good enough.</b> This is something to change for the better: I say do your best to children and really do mean that's good enough. I should try that for myself <b>P16</b>
10	
31	
30	This is something that could make a positive difference: I think I should be more assertive. I should maybe say no more P16
26	(Link to 6 and 50) Putting them into the complete sentence <b>I know that it is the many extra hours I work that can be most damaging to my wellbeing;</b> this is something that could change for the better: I don't know how to change this other than by going part time as I have done (2 full days and three half days) but work seems to expand to fill the days! <b>P16</b> As a SENCO I find there are so many competing demands on my time I find it difficult to fit everything in during the day. Although I might prioritise paperwork tasks for the day, my time is continually interrupted by seeing/placating/cajoling parents, dealing with children's behaviour issues, phone calls or demands from the Head (links to 26,30 and 50) P20
50	(see above)

## Feedback on the Q sort task

		Feedback comment
P16	Post	It made me think! Having taught in different places I really had to focus on my present setting
P20	Post	No comment

## **Factor 4: P1, P8, P15, P17, P24, P28**

	Factor 4: 7 participants
50	<p>Absolute fact- if I didn't do it I would be anxious. I can't fit it all in in the school day. <b>If I didn't do it I would be flapping about it, P24</b></p> <p>I love my job, as simple as that P15</p> <p>I plan work tasks per day for the summer holidays. I have had 10 days off. If I had had 6 weeks off I would be more anxious. I like being busy. The curriculum leaders are the most over worked in school; we have a full teaching timetable and management responsibilities. It may change with new Head and new "regime". I'm completely here for the kids P8</p> <p>In my free time me and the other teacher have to complete detailed planning for two levels differentiation, I have to look at the curriculum and organise adults. Monday and Tuesday are my days off but I was told to come in on inset days, this impacts on my salary (10). The new initiative is "how many children have you saved?" so there is no excuse for children not hitting national curriculum targets. It doesn't consider the developmental gaps, so there is more pressure for evidence and being held accountable. We have to plug massive gaps P1</p> <p>(Similarly to number 13) I work all day Sunday and all weekdays of the holidays P17</p>
26	<p>It is impossible to do the whole workload without working long hours. It winds me up the perception of teachers who only work till quarter to 4 and have lots of holidays. I work 50-60 hours per week P8</p> <p>I work weekdays till 10pm and on Monday and Tuesday (Days off) at least a couple of hours a day but not the weekends. I feel I have them back, that is why I work part time (37), but I don't feel like a part time worker. I need that time to make sure it's all done. I don't feel like one P1</p> <p>(Similarly to 13 and 50)- if I didn't, my work wouldn't get done P17</p> <p>The number of work days that I have not worked in the evenings is probably in single figures P28</p>
42	<p>It reflects my personal perception and what's happened recently P24</p> <p>My job has always been one of the most important things to me P28</p> <p>It's my life P8</p> <p>I love my job and I am proud of my job. I worked hard to get a degree and I want to do the very very best I can for me and the kids P1</p> <p>I absolutely love working with children and the reason I work so hard is because of how important my job is to me P17</p>
18	My number one strength is the connection I have with the pupils P8
32	
39	<p><b>I'm a control freak. I work on lists and rank priorities. I prioritise deadlines first, as they impact on the kids.</b> I put what I don't like doing last, but I'm trying to change that (For e.g., finishing a report for a masters module; I have done all the work but I don't want to do it so I keep putting it off <b>P8</b></p>
16	
34	Yes, as I absolutely need to be the best at my job P1
43	<b>It always goes back to time.</b> All week I have been playing catch up. <b>There is always a lack of time P1</b>
46	<p>Yes, I am happy at work; it reflects my personal perception and what's happened recently P24</p> <p>I love my job, as simple as that P15</p> <p>I am happy at work. <b>It's important to me, it's my life P8</b></p>



8	This is important to me. <b>I decide what to do in lessons and I am comfortable with that. It is easier that mind reading colleagues' planning P24</b>
48	I learned about myself and I know my strengths and know my weakness too. I am sure I could do time management better P1
44	
54	All of my family, including my husband, are very supporting P28
30	
47	
40	
2	
41	This is something that could make a positive difference: this is a personal trait P24 You need humour to put problems in perspective. I am very proud of our school. I love working here. There is a family environment P1
1	For a school that's in special measures, there is a good atmosphere P24 See 3 P1
6	
14	The Head of infants is approachable P1
3	This is something that could make a positive difference: supportive colleagues who share values and standards (9) would mean we all put the same in and I'd perhaps feel less resentful at times P15 In a more affluent school there is less teamwork needed. Here you need to be a team as sometimes it's "us and them". The school is a friendly team. We are an infant and junior school and the executive Head has worked really hard to get us together, but problems, stresses and strains are different in juniors to ours. We're now like a primary school with usual infant/junior battles. There's an age difference between the infant staff and junior staff. The infant staff are all 40+ with grown up families and the junior staff are all young with babies or are single. We work well (as we are a similar age) but we do need freshness and younger teachers (links to 15 and 1) P1 This is something that could change for the better: I probably do but actually discussing it would help P17
45	I know I should but I don't (this is something that could make a positive difference) P24
17	
52	
29	<b>I have never visited the Dr for stress related illness P28</b>
19	
22	I know I should look after myself but don't P24 I trained for a half marathon and lost two stone, but when at work I don't have the time, and put weight back on. My health is affected; blood pressure, weight and on tablets and I get headaches. Government want teachers to work till 70. I'll be dead by 70, might not even make it to 60 (currently 34) P8
36	
38	Everything is dealt with emotionally, as it involves people, and this affects my wellbeing P24 I am an emotional person. I always wear my heart on my sleeve and always have and find it hard to show a neutral face. This is usually related to parents. Sometimes they feel they have a right to insult you P1
28	I'm not sure what they are but I am sure there are P1 As long as I continue to teach in my current school/ role etc. I see nothing which can or will be done about my workload P17
53	

51	
49	<b>The unions are really useful P1</b>
23	Yes, this reflects personal perception and what's happened recently P24 No, the department isn't valued- resources/ budget need to bid for more money P8 This was difficult to sort. <b>If it is linked to pay then no, as no one could afford to pay us. If it is linked to progression then no (links to CPD) and we do so much that is unappreciated, or that we have to do and I would like that noticing. This is probably true in every job. Sometimes it would be nice for individual acknowledgement;</b> this could be in performance management because we do it all the time with children. It would be nice to hear from SMT now and again- something specific. (Links to efforts celebrated: 7) <b>P1</b>
7	See above P1
4	This is something that could make a positive difference: I end up buying them myself which causes difficulties with the husband P15 We have our own budget so we can buy our own equipment. We have a high pupil premium P1 This is something that could change for the better: better resources would reduce my workload as I wouldn't have to make them from scratch P17
33	This is something that could make a positive difference: <b>I spend time but is it quality time? It should be focused time, not thinking about other demands P24</b> I have no time for friends. Any free time is for family P8
11	Yes, relative to bad previous experience. It's important for management to recognise and remember life as a Teacher P24
15	This is something that could change for the better: social events. <b>It would be lovely to develop supportive relationships to deal with/manage stress P17</b>
5	SMT are not interested in wellbeing when I have asked for help they have done nothing P8
25	<b>I am poor at finding time to pursue hobbies due to lack of time.</b> This is something that could make a positive difference: I need to undertake more physical exercise and try to find time to do activities <b>P28</b> This is something that could make a positive difference: to pursue interests- running with dogs again (links to 22) P8
37	Yes, because of the kids. I will go full time when they're older P24 No, I work full time and didn't take maternity leave P15 Yes, but I don't feel like one (see 26) I work in weekdays P1
24	When I'm ill I might as well go in, as it is more work to sort out in the morning if not well. I might as well go in and give 50% than get a supply teacher to go in and give 5% P8 I feel so guilty, I just don't. I had cancer and was off for 14 months and I had so much guilt. I know the world won't cave in without you but I don't want to put a burden onto colleagues. The management (Head of infants) are supportive and very kind. It depends on the type of person you are, you will be treated so P1
10	Yes, in comparison with other professions like police and nursing P24 This is something that could make a positive difference: my salary does not reflect my role at all (nor my purchases) P15 This is something that could make a positive difference: the pay doesn't reflect how much the job takes up of my life. The school is outstanding because of the teachers not the SMT. If I did SMT I would miss the kids but would have less to do at home P8 I have a huge amount of responsibility in my school and work on average a 60 hour week- I get paid for 34 hours and my salary only just covers my mortgage etc. This is

	something that could make a positive difference: if I was better paid it would make my workload easier to deal with P17
35	<p>This is something that could make a positive difference: I need to take more breaks during the day, after school and during holidays P28 (Links to 13) We have a half hour dinner in nursery. I ensure the support staff go at 11.45 to 12.15 and the knock on effect is mine. If a parent wants to talk to me it's then. We have morning children and afternoon children all year. The most difficult thing you have to manage. You don't switch off and can't leave (the nursery). One member of staff has to be outside and two inside. This is something that could make a positive difference: a break now and again away from everything in nursery. E.g. going to the staffroom for 10 minutes with a cup of coffee. Being in different breaks and dinners from the rest of school, you miss out on seeing other staff and feel very isolated from the rest of school. If once a week we had a break per staff member in nursery it would help keep relationships in school P1</p> <p>This is something that could change for the better: being able to have a night off when I am tired would boost my morale- not possible in Y6! P17</p>
9	<p>This is something that could make a positive difference: (see 3) P15</p> <p>This is something that could make a positive difference: It upsets me a lot at school. I know how hard I work. I want others to work as hard as me or meet my bar, or have my bar lowered. Some peoples' faces fit. But I am expecting change with the new Head P8</p> <p>This is difficult to sort because people don't work to the same standards P1</p>
21	<p>It doesn't help me relax, I use it functionally. I find it uncomfortable with my job share (who has a different personality). <b>I don't know many people and I am out of the habit of going in.</b> I probably need to change and go in and make new friends but don't like doing it (this is something that could make a positive difference) <b>P24</b></p>
12	<p>I have just signed up for a masters course, which I need as a requirement for SENCO but trying to get advice from school is tricky. There is no one I feel I could go to for advice. You do get professional development but unless you wanted to go in to SMT, it's all pretty settled here. The infant staff are all a similar age, the junior staff are younger. I feel ready for something else, I'd quite like to do a masters as I like research P1</p>
20	<p>This is something that would make a positive difference: it <b>would definitely make a difference in school because it would ensure my wellbeing, as I am either working or catching up on sleep and being a parent as well.</b> I expect most of the staff would find this helpful. (Links to 25 and 27) <b>P1</b></p>
27	<p>This is something that could make a positive difference P24</p> <p><b>Because I am so tired</b> I don't maintain my wellbeing at home or my weight but I know I should P1</p>
31	<p>Can't do it. It's not necessarily a bad thing, most Teachers do it. have to when at home with kids P24</p> <p>I find it difficult to separate my work home life due to the amount of time I spend having to work. This is something that could make a positive difference P28</p> <p>It is difficult to separate home and work, my children join me at 3.30 each day so the two merge. This is something that could make a positive difference: it would be good to have a boundary between Home and Work P15</p> <p>It is an emotional job. You can't switch off. I'm always thinking "what could I do..?"</p> <p>This is something that could make a positive difference: if I could separate work and home better I could switch off from thinking about school. I can do in the long holidays but in term time I am just a teacher and that's that P1</p>

13	<b>I NEVER have lunchtime off. I have 90 books to mark every day as well as planning and lesson preparation which means I work 6.45am to 11pm every day P17</b> See 35 P1 / I work through lunch as it means students are not in lessons P15
----	---

## **Feedback on the Q sort task**

P1	With researcher	I found it enjoyable, I like stuff like this and like to talk. It made me think I really need to think about these things (relax, take a break, separate home and work), which is what I should do...
P8	With researcher	Missing statement: data input and photocopying should be admin duties not teachers'. It helped doing the first sort, I wasn't sure what to expect at first. I would be interested for school to know the results. It could be used as an evaluation tool. But nothing's going to change- it will need people with power at the top to take note of it for things to change
P15	Post	No comment
P17	Post	It was difficult to sort: 46 (I am happy at work)- it fluctuates minute by minute!; 37(work part time)- I don't work part time- should I disagree with this statement?; 47 (tolerant to stress)- my tolerance fluctuates depending on external/internal factors. Missing statements: reference to the government and the (lack of) support teachers receive really affects wellbeing. View on the Q sort: I am glad this aspect of education is being explored- teacher morale has never been so low and it needs to be addressed. I know lots of teachers who have left the profession due to wellbeing issues raised in the investigation.
P24	With researcher	I was daunted at first by the wording but then ok. The three way split definitely helped
P28	Post	No comment

## Appendix 8.vii. Factor interpretation: Additional statements

*In addition to the crib sheet and distinguishing statements, these statements make an important contribution to the Factor interpretation.*

### Factor 1

46	<b>I am happy at work (+3):</b> This was ranked joint highest in Factor 1; it relates to (42) and (23) for some participants
3	<b>I have a network of supportive colleagues in school (+2):</b> This relates to (14) for some participants
53	<b>Change (to the curriculum, staffing, leadership etc.) is managed carefully by the management team in school (-2):</b> This was ranked joint lowest in Factor 1; it relates to (1) for some participants
23	<b>I feel valued at school (+1):</b> This relates to (46), (10) and (8) for some participants
8	<b>I have control in how I work (+1):</b> This relates to (23) for some participants
50	<b>I complete school work in my free time (weekends/holidays) (+4):</b> This relates to (31)
36	<b>If I fail to cope with work demands, I believe that my colleagues will still perceive me as “good enough”:</b> This was ranked joint lowest in Factor 1
20	<b>I try to find time to relax (+3):</b> This was ranked joint highest in Factor 1; it relates to (27)

### Factor 2

20	<b>I try to find time to relax (+3):</b> This was ranked joint highest in Factor 2; it relates to (31) and (35) for some participants
29	<b>I take medication when my health and wellbeing is affected by stress (+3):</b> This was ranked joint highest in Factor 2

### Factor 3

24	<b>I take sick leave from work when I am ill (-1):</b> This relates to (22)
29	<b>I take medication when my health and wellbeing is affected by stress (+3):</b> This was ranked joint highest in Factor 3; it relates to (22) and (49)
36	<b>If I fail to cope with work demands, I believe that my colleagues will still perceive me as “good enough” (-3):</b> This was ranked joint lowest in Factor 3; it relates to (40)

### Factor 4

46	<b>I am happy at work (+3):</b> This was ranked joint highest in Factor 4; it relates to (42)
10	<b>Teachers’ salaries reflect their level of responsibility (-3):</b> This relates to (23) for some participants
7	<b>Teachers’ efforts and achievements are celebrated within school (-1):</b> This was ranked joint highest in Factor 4; it relates to (23) for some participants

## Appendix 9. Qualitative summaries for Confounded and Non-significant Q sorts

### Confounded Q sorts

There were three participants whose Q sorts were confounded between two factors.

#### Participant 2

Participant 2 loaded significantly on Factor 1 and 3. This participant is a female SENCO and teacher in a primary school, who is 32 years of age and has 10 years of teaching experience. The qualitative data gathered indicates that this participant is happy in her role at school and has a healthy work-life balance, with social support both inside and outside of school (3; 33). She recognises that she struggles with the emotional aspects of the job, which she considers is a personality trait (38; 47).

	<b>P2 Confounded Q sort: Comments provided during the study</b>
1	The school got a high grade from ofsted last time- this was good for school. There are a lot of young staff and a young deputy who energises people. There are always people laughing
3	school is good with people skills- I get support from staff when I have had difficult meetings with parents etc. people are able to leave for a funeral or something without being asked about it (51)
5	As it is a small school there are more demands on everyone. But the head and deputy do care about staff.
6	SENCO and CP role have merged when I thought they were different roles. Some people think it is the same role. SENCO stuff creeps in all the time. There's been times when I've cut corners with teaching for SENCO/CP duties
9	People have different priorities. SEN is just one aspect for them but the biggest aspect for me.
12	neutral: to an extent
16	Parents are really good in our school; they can be demanding but also giving with praise. You know where you stand with them
23	neutral: sometimes I do and sometimes no
32	Moments like nice messages, thank you cards remind you why you're there. Unforgettable moments sustain you through difficult times
33	Always try to have Sunday off to see friends and family. To switch off. It sustains you through the week!
38	If I could manage to switch off that would be better things going around in my head- daily events, not necessarily negative. Sometimes I emotionally react, if it is quite serious, eg a parent giving me trouble
40	At the beginning I found it really difficult to accept constructive criticism, now I'm better at it (in column 7). Now I think you try your absolute hardest and it can be difficult
46	sometimes I am happy, sometimes it's difficult
47	Some people are more resilient and relaxed in nature. I'm a bit of a worrier. As times gone on, different things, demands worry me- related to SENCO role

50	I do but it doesn't help my wellbeing, therefore I have put it in column 4; this is something that could make a positive difference;; I often work at weekends and holidays but I have to, to an extent, as it's the nature of a teaching job
53	Big changes have been managed really well (like changing reading groups) but sometimes people aren't sure what's going on. It is dependent on the teachers to tell TAs what happening (TAs don't attend staff meetings)
54	Talking through with a close friend that teaches on a Friday night helps put things in perspective. They understand and it's not boring to them.

## **P2 Feedback on the Q sort task**

P2	With the researcher	ok once we went through the instructions
----	---------------------	--

## **Participant 13**

Participant 13 loaded significantly loaded on Factor 1 and 2. This participant is a female SENCO and teacher in a secondary school, who is 58 years of age and has 33 years of teaching experience. The qualitative data gathered indicates that this participant enjoys her job and knows her role is important (32; 42). However, she finds the management team do not support teachers' wellbeing (5) and she feels some frustration by the changing demands she has experienced as a SENCO (6).

<b>P13 Confounded Q sort: Comments provided during the study</b>	
5	Management don't take teachers wellbeing seriously at all. we have had a number of staff who have gone under or disappeared
6	The role of SENCO is changing with the new code. I feel in my work place I am now asked to take on EAL and medical needs
32	I am fortunate to work with some wonderful young people and their parents they are why I do what I do.
35	I do not take breaks at work frequently do not have a drink or use the loo.
42	My job is extremely important to me as I have changed the lives of many young people and their families

## **P13 Feedback on the Q sort task**

P13	Post	(Any difficulty sorting statements): no I put them in the three columns and then chose three most disagree and three most agree and worked back. It did take some time but I went with my gut feelings
-----	------	--

## **Participant 30**

Participant 30 loaded significantly on Factor 1 and 4. This participant is a male primary school teacher who has leadership responsibilities. He is 27 years of age and has 5 years of teaching experience. The qualitative data gathered indicates that this participant values his job greatly (42) but has some unhealthy work-habits (13; 26; 24; 47), which is impacting on his work-life balance (20; 31), which he would like to change. Some members of the management team are not approachable (14) or supportive (5) which affects how he feels in school (23).

<b>P30 Confounded Q sort: Comments provided during the study</b>	
13	This is something that could make a positive difference
20	This is something that could make a positive difference
23	Feeling valued at school-(6) it is dependent upon whom. I am congratulated and thanked by some staff but that can be overridden by other managers' actions
24	pride and a "not giving up" attitude prevents me from taking sick leave from school
26	I regularly work into the late evenings and definitely Sundays
31	This is something that could make a positive difference
42	My job is very important to me; I enjoy the good parts. I only wish there were more good parts at the minute
47	stress has been a permanent state of being for me since I began teaching

## **P30 Feedback on the Q sort task**

P30	Post	Suggested statement: are there particular staff who have an influence on your WB?
-----	------	---



## Non-significant Q sorts

There were four non-significant Q sorts in total. One participant loaded significantly on Factor 2 at the original level of  $\pm 0.35$  but did not load when this increased to  $\pm 0.43$ . Three participants did not load significantly on any factor at the original or reported level of significance.

## Participant 26

Participant 26 is a female secondary school teacher who works part time. She is 35 years of age and has 7 years of teaching experience. The qualitative data indicates that her viewpoint is similar to those loading on Factor 2 in that she feels dissatisfied with the working conditions in school (5; 11; 2) but recognises that she does use her strengths in school, which makes her happy. *“The positives outweigh all the negatives because I love my job. It’s nice to realise that I am happy and my job is important to me and it’s such a nice feeling to know you’re using your strengths all the time to help the kids” (Post Sort comment)*. She identifies that she sometimes finds it difficult to manage stress and takes medication for this (29). She puts this down to her personality traits, which impact on how she manages some of the school demands. She works part time to manage her work-life balance (37). These comments suggest that the current situation in school is not damaging her wellbeing enough for her to take action. In this way, her viewpoint differs from those loading on Factor 2.

	<b>P26 almost loading on Factor 2 (0.40) Non significant loading: Comments provided during the study</b>
42	You wouldn’t be a teacher if it wasn’t important to you. There’s not enough value put onto creative subjects. I completely love art so much, it’s part of me. So I want everyone to love it and it’s why I get good things out of the kids. How could teaching be just a job? You’ve got to be passionate about your subject and the kids. In secondary school it’s your subject that keeps you being a teacher. You live creativity through the kids’ work.
54	I don’t think (my partner) fully understands when I do things for school that I don’t have to do but do for my own benefit but he will allow me the time to do it at home
26	The workload is unreal, it’s not “un-copable” but you have to work it around your life. I’d rather come home and then do work. I can’t be at work late because of the girls (daughters) and I can’t concentrate past 4pm. It’s better to come home, see the girls then work
25	I can’t always fit it in. It is something that could change for better: I would feel I was getting more out of life for me. I put me on the back burner; everything is for my kids and work. The routines that family bring stop you doing your own interests
44	I’m quite good at it, if the head of department would let me- they hold me back because they don’t want to change. I have developed target books to solve the problem of assessment

29	It's for my personality more than stress. If you're an emotional person, teaching can be very hard
48	I'm allowed to work to my strengths by my head of department
20	I do but I fall asleep. That's not relaxing. Relaxing is time on my own. I never get it. My way to and from work is the only time I have on my own, and listening to music is escapism. Playing with the girls (daughters) is not relaxing
3	To an extent but they can't because they've got enough on themselves. We are small department and that can be a disadvantage
34	It depends what mood I'm in. From my last observation the SMT was lovely and told me it was alright to not be outstanding if I was constantly getting good with outstanding features. It made me feel more confident. If it's given by the right person who gives some positives. I do try my best all the time and I do think I'm a good teacher
30	I've started asking the technician to do jobs now- I have no choice, if I did all the admin jobs I wouldn't have time to do teaching
28	Yes something can be done. If I had a scheme of work for each year group on a PowerPoint - making the schemes could be easier but it depends on whether we get a chance to do it: it is something that could change for the better, but it takes time to do what needs to be done
22	I'd like to but I don't: it's something that could change for the better: when I have been running before I have felt loads better. I was staying awake more and it's relaxing because it's getting the stress out. Exercise has that effect on me
15	I wouldn't want to go to social events but I would like a friend at school. A lot in my department mother me
31	It's hard to do, it's not always possible. P2
40	I have started to do more but can't because I'm a perfectionist!
21	(Links to 13) I don't always do it but I do think it's important else you make yourself ill. Last year I worked a lot at dinner and felt ill
2	It annoys me. Procedures are made complicated on purpose especially to do with behaviour, so you don't put a consequence form in because you don't have time and you don't understand it, which makes the behaviour look better when it isn't
6	It is but they're (SMT) always adding things on
52	You just get chucked back in and if you can't cope you go off again
13	(Links with 21) I go to the staffroom at dinnertime; we always have as a department because we haven't got a proper office. It's nice to go in the staffroom because there's others there. If I stay in the classroom, kids want to come in
37	If I worked full time I'd go insane. If I worked three days I would love it even more. It gives me more of a home work balance and I love that. I would like to do 3 days but doing 4 days I think you are still considered as full time. Enjoying being part time would stop me becoming head of department
10	It bothers me that HR people get paid more and we're on the front line dealing with it
9	My standards are higher than my colleagues. Everything is made by me in the department
11	The pressure of levels and targets is ridiculous. It doesn't mean anything to the kids. They are pleased if they do a good piece of work and they do it because they enjoy it in art. The assessment side can be so stressful because it is hard. We all have to do differentiated assessment grids. The kids don't take any notice. It doesn't work in art, it might in other subjects. Some of it is crazy talk and unnecessary. Talking about assessment turns the kids off the subject and there's not enough time to do all the assessing
51	I would more than others because if I'm not mentally able to do it, I take time off but I do feel guilty for the kids. This is something that could change for the better: I would like to take time to go to my daughter's Xmas play
5	It's not genuine care; the head acknowledged that teachers had come in when they were a bit ill last year and this was seen as a positive. We are expected to be superhuman
7	I think it's fake. We got congratulations for our art GCSE results, which were good but the head teacher said it and left. It's not genuinely meant. It's partly my personality but I think that if people do good things I think they should get a big thanks. We don't get it enough, having time to receive a proper appreciation from SMT. It's very sterile; it's not honest or sincere. I think the SMT think it is something they should do. We should have a proper

	conversation with SMT: this is something that could change for the better: we do it to the kids, I would like it myself. The more praise I get the more I'll do. I do it for my own satisfaction but would like to hear appreciation from staff as well and them to realise the effort I put in
--	---

## **P26 Feedback on the Q sort task**

P26	With researcher	It's nice to talk about it, its cathartic because you think all these things but I don't talk about work as much as I used to. It's quite nice to think about why I do it and what annoys me. The positives outweigh all the negatives because I love my job. It's nice to realise that I am happy and my job is important to me and it's such a nice feeling to know you're using your strengths all the time to help the kids.
-----	-----------------	--

## **Participant 4**

Participant 4 is a full time SENCO and teacher at a secondary school. She is 50 years of age and has 14 years of teaching experience.

	<b>P4 Non-significant loading: Comments provided during the study</b>
2	This is something that could make a positive difference: too often people will say "but in the school policy..." . But they're not two page documents. If it is important enough for people to know about it should be displayed on a flyer around school. There is emphasis placed on paperwork and you get ground down
6	This is something that could make a positive difference: My job is so diverse. Everyone seems to think i do lots of things, and things become your job as you do them. my actual job description is probably different
12	We do as a school. I have to say how I want to develop myself but I don't want it. I don't want to develop my career, I'm not sure what else I would develop as a senco. and it takes a long time to complete
13	I don't stop because a lot of time is admin time and on duty. kids comes into the class, as it is an open room (links to 26 and 35)
14	you can talk to them and they will listen but they don't always task action re wellbeing (in column 4) and will say things like "we really sympathise but it's your job"
21	I avoid going to the staffroom because people want me when I do go. it is quite nice to chat to people but I never go in at teaching time as I would feel guilty as there's lots to do in the office
23	I had a very good relationship with the head and felt valued. It is a bit unknowing with the new head. Everyone is upping the ante a bit at the moment. I don't know what else I would do- I cant up the ante anymore. I am focusing on keeping records up to date.
24	I have 100% most years but if I was ill it would be important to take time off
26	I don't have a break and don't stop at dinnertime so I do over do my working hours and also get here at 7.15 and work late and sometimes at home as well. I have chill out time driving and need quiet time to do admin tasks, I couldn't do that if I got here at 8.30 (links to dinnertime 13 and 35 having a break)

28	There is nothing that can change my workload because of the role in school, only I can do it. I have admin support so the SEN paperwork has gone from me but I am the key lead for the CAFs a lot of the time. The access for examinations responsibility has gone from me. The job is the job anywhere. There is a lot to do with relationship with parents. I couldn't delegate to tutors the SEN reports for pupils. The title of the SENCO has changed from "being hands on" to being SMT with SENCO role title and not to getting back to "hands on". I'm quite a control freak. There needs partnership with parents (with me) for it to work. If I didn't do it it couldn't work, it would be like Chinese whispers.
29	I had two days off due to stress and had two days in bed and felt better. I have a dip in Jan after xmas and may get a SAD light to see if that helps this year
31	At work I don't say much about home and at home I don't say much about work. If I am working at home I do it straight away (when I get in). Home starts with my pyjamas on. It is a clear demarcation of being at home. I switch off unless there's been something really bad- a child protection issue or issue with pupil. Once I've eaten I'm usually ok. it's usually around 7pm
34	it depends who it is: if it's from someone I respect I can, but not if it's from someone I don't respect or like
37	I don't, but if I did it may help my wellbeing
42	If it wasn't I wouldn't be here. It is incredibly important!
43	I don't, I do get stressed and recognise the signs but I can't identify one thing; it's like the straw that broke the camel's back. It's like "I'm ok, I'm ok and then suddenly I'm not. My cups overflowing. I don't recognise when I'm about to pop. I get really tired when I'm stressed.

## **P4 Feedback on the Q sort task**

P4	With the researcher	It was interesting. I wonder whether if I did it again would there be much difference. Don't usually think about these things as conscious thought.
----	---------------------	---

## **Participant 11**

Participant 11 is a male secondary school teacher, who has some curriculum responsibilities and works part time. He is 35 years of age and has 10 years of teaching experience.

	<b>P11 Non-significant loading: Comments provided during the study</b>
3	the people in my faculty keep me sane and support me
11	the management team constantly ask for information/data at the last minute
21	going to the staffroom doesn't help me relax because people generally ask me to do extra things
31	As much as possible I try and separate home and work. it helps me keep a balance in life
37	I work part time- this helps because I am no longer sure I could keep on top of a full time timetable (marking, planning, monitoring etc)
40	The leadership mentality is one that suggests it doesn't matter what your best is.. just get it done/it has to be done

## **P11 Feedback on the Q sort task**

P11	Post	No comments made
-----	------	------------------

## **Participant 19:**

Participant 19 is a female SENCO in a junior school, who works part time. She is 54 years of age and has 23 years of teaching experience.

	<b>P19 Non-significant loading: Comments provided during the study</b>
47	This is something that could make a positive difference: stress at school can be overwhelming sometimes- it's good to remember that it is "just a job" P19
25	I have an allotment which forces me to stop sometimes... P19
37	Yes, I work 0.7 every morning and two afternoons P19
15	This is difficult to answer: some, such as after school plays and fairs, are an additional pressure which we are expected to help at : staff meals are usually fun but a pressure to organise life and get to them P19
35	See 13 P19
31	I am not very good at "stopping" work and it takes over at home sometimes P19
13	I rarely stop at lunchtime often eating and working or simply stopping just to eat and the restart work again P19
38	This is something that could make a positive difference: I deal with the problems but not usually unemotionally P19
28	My husband always says that there are better ways to deal with the data analysis P19

## **P19 Feedback on the Q sort task**

P19	Post	I found it easier to sort the "agree" statements than the disagree. I was not completely sure that I had done those correctly
-----	------	---

## **Appendix 10. Post Sort questions summary**

Participant responses to the question: *What do you think could make a positive difference to your sense of wellbeing?*

### **Factor 1**

<b>Participant number</b>	<b>Statement number</b>	<b>Response</b>
<b>5</b>	4	I have access to the resources I need to work effectively
<b>6</b>	39 7 37 53	I prioritise my workload Teachers' efforts and achievements are celebrated within school I work part time Change (to the curriculum, staffing, leadership etc) is managed carefully by the management team in school
<b>9</b>	25 33	I try to find time to pursue my interests I try to spend quality time with friends and family
<b>14</b>	12 4 22	I receive career development advice I have access to the resources I need to work effectively I make sure I am physically fit and healthy
<b>18</b>	31 38 26 50	I deliberately separate home and work I try to deal with problem situations objectively, in an unemotional way During the week, I work over my working hours on a daily basis to stay on top of my workload I complete school work in my free time (weekends/holidays)
<b>22</b>	34 48 50	I can accept constructive criticism I know my strengths and use these regularly I complete school work in my free time (weekends/holidays)
<b>25</b>	53 36	Change (to the curriculum, staffing, leadership etc) is managed carefully by the management team in school If I fail to cope with work demands, I believe that my colleagues will still perceive me as "good enough"
<b>27</b>	53 1 31 9	Change (to the curriculum, staffing, leadership etc) is managed carefully by the management team in school There is a positive working environment in school I deliberately separate home and work Everybody works to the same values and standards
<b>29</b>	1 30 35 7 31	There is a positive working environment in school I can be assertive to manage work demands I take a break when I need to Teachers' efforts and achievements are celebrated within school I deliberately separate home and work

## Factor 2

Participant number	Statement number	Response
<b>3</b>	53	Change (to the curriculum, staffing, leadership etc) is managed carefully by the management team in school
	1	There is a positive working environment in school
	8	I have control in how I work
	9	Everybody works to the same values and standards
<b>7</b>	33	I try to spend quality time with friends and family
	25	I try to find time to pursue my interests
	40	I set myself realistic expectations by reminding myself, "I can only do my best"
	11	The management team set realistic targets and expectations
	5	The management team take teachers' wellbeing seriously
<b>10</b>	51	I feel able to take leave from work to manage non-work related matters
	19	Additional duties are matched to teachers' skills
	1	There is a positive working environment in school
	8	I have control in how I work
	6	My role in school is clearly defined
<b>12</b>	7	Teachers' efforts and achievements are celebrated within school
	23	I feel valued at school
	13	I stop working at dinnertime
	14	The management team are approachable
<b>21</b>	20	I try to find time to relax
	31	I deliberately separate home and work
	1	There is a positive working environment in school
	11	The management team set realistic targets and expectations
	40	I set myself realistic expectations by reminding myself, "I can only do my best"
<b>23</b>	14	The management team are approachable
	23	I feel valued at school
	1	There is a positive working environment in school
	7	Teachers' efforts and achievements are celebrated within school
	11	The management team set realistic targets and expectations

## Factor 3

Participant number	Statement number	Response
<b>16</b>	30	I can be assertive to manage work demands
	40	I set myself realistic expectations by reminding myself, "I can only do my best"
	26	During the week, I work over my working hours on a daily basis to stay on top of my workload
	33	I try to spend quality time with friends and family
	24	I take sick leave from work when I am ill
<b>20</b>	45	I deal with problems at work immediately as they occur
	36	If I fail to cope with work demands, I believe that my colleagues will still perceive me as "good enough"
	41	I try to keep problems in perspective

## **Factor 4**

<b>Participant number</b>	<b>Statement number</b>	<b>Response</b>
<b>1</b>	20	I try to find time to relax
	35	I take a break when I need to
	31	I deliberately separate home and work
<b>8</b>	25	I try to find time to pursue my interests
	22	I make sure I am physically fit and healthy
	9	Everybody works to the same values and standards
	10	Teachers' salaries reflect their level of responsibility
<b>15</b>	4	I have access to the resources I need to work effectively
	31	I deliberately separate home and work
	10	Teachers' salaries reflect their level of responsibility
	3	I have a network of supportive colleagues in school
	9	Everybody works to the same values and standards
<b>17</b>	15	I attend social events in school
	3	I have a network of supportive colleagues in school
	10	Teachers' salaries reflect their level of responsibility
	35	I take a break when I need to
	4	I have access to the resources I need to work effectively
<b>24</b>	41	I try to keep problems in perspective
	45	I deal with problems at work immediately as they occur
	27	I maintain my wellbeing at home
	21	Going to the staff room helps me relax
	33	I try to spend quality time with friends and family
<b>28</b>	31	I deliberately separate home and work
	35	I take a break when I need to
	25	I try to find time to pursue my interests
	22	I make sure I am physically fit and healthy



## Factor response summary

<b>Factor 1 (9 participants)</b>	31 (3/9)	I deliberately separate home and work
	53 (3/9)	Change (to the curriculum, staffing, leadership etc) is managed carefully by the management team in school
	50 (2/9)	I complete school work in my free time (weekends/holidays)
	4 (2/9)	I have access to the resources I need to work effectively
	1 (2/9)	There is a positive working environment in school
	7 (2/9)	Teachers' efforts and achievements are celebrated within school
	Overall, four responses relate to work experience (53, 4, 1, 7) and two relate to changes to non-work behaviour (31, 50)	

<b>Factor 2 (6 participants)</b>	1 (4/6)	There is a positive working environment in school
	11 (3/6)	The management team set realistic targets and expectations
	23 (2/6)	I feel valued at school
	8 (2/6)	I have control in how I work
	40 (2/6)	I set myself realistic expectations by reminding myself, "I can only do my best"
	7 (2/6)	Teachers' efforts and achievements are celebrated within school
	14 (2/6)	The management team are approachable
Overall, six responses relate to work-based problems (1,11,23,8,7,14) and one response relates to change in a person's beliefs (personality) (40)		

<b>Factor 3 (2 participants)</b>	No common responses
	All responses relate to changes in personal beliefs (personality) and non-work behaviour

<b>Factor 4 (6 participants)</b>	31 (3/6)	I deliberately separate home and work
	35 (3/6)	I take a break when I need to
	10 (3/6)	Teachers' salaries reflect their level of responsibility
	4 (2/6)	I have access to the resources I need to work effectively
	9 (2/6)	Everybody works to the same values and standards
	3 (2/6)	I have a network of supportive colleagues in school
	22 (2/6)	I make sure I am physically fit and healthy
	25 (2/6)	I try to find time to pursue my interests
Overall, four responses relate to work experience (10,4,9,3) and four responses relate to non-work behaviour (31,35,22,25)		