PRIMARY SCHOOL TEACHERS' EXPERIENCES OF WELL-BEING. HOW CAN WELL-BEING BE SUPPORTED BY SCHOOLS AND EDUCATIONAL PSYCHOLOGISTS?

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ABSTRACT

With the additional responsibilities that come from the new SEND Code of practice and a government focus on supporting the mental health of children, the well-being of teachers was deemed a relevant and useful focus of research.

This study aimed to elicit teachers' experiences of well-being and the factors that support well-being, considering the role for the school and the Educational Psychologist.

Data was collected from five Key Stage Two teachers in the same local authority using semi-structured interviews and analysed using Interpretative Phenomenological Analysis (Smith, Flowers and Larkin, 2009).

The concept of well-being, professional identity, interpersonal relationships and interpersonal approaches, managing the demands of the role and personal resources were developed as superordinate themes. Conclusions and suggestions have been provided for schools and Educational Psychologists to discuss, which focus on a whole school approach to supporting well-being.

DEDICATION

I would like to dedicate this thesis to my mom, for always being so proud of me.

To the rest of my family and my friends, I thank you all for supporting me through the doctoral process.

To Dave, I owe special thanks for your words of encouragement and for being so responsive to my needs throughout the final year of the course.

I also dedicate this research to all teachers who do an amazing job in supporting the needs of our children.

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CHAPTER ONE: INTRODUCTORY CHAPTER

1.1 Researcher positionality

Teacher well-being was the focus of the December, 2012 edition of the Educational and Child Psychology Journal. These articles inspired me to explore the factors that support the well-being of teachers, considering the potential role for the Educational Psychologist (EP), as my belief is that the well-being of teachers is important for the well-being of children and the well-being of schools as organisations. I have never personally worked as a teacher. Prior to reading the articles highlighted above and beginning my doctoral training in Educational and Child Psychology, I worked as an Assistant Psychologist and witnessed the negative effects of poor staff well-being on outcomes for pupils and the general functioning of the organisation. My reflections at the time were that staff well-being was negatively affected by a lack of support and guidance from the senior leadership team and a 'blaming' culture. Since working as a Trainee Educational Psychologist (TEP) in a number of different schools, my experience with teachers has been varied. In the worst cases, I have worked with teachers who have indicated that they are 'struggling' to manage the high demands of the teaching role. This has meant that at times they have not had time to, or have not felt equipped to put recommendations from consultation with the EP, in place to support the children they work with. I do not aim to attribute blame to teachers, instead I think these experiences support the national context of the current research to explore teachers' experiences of well-being and to consider the factors that support well-being, with a view to thinking about the EP role in promoting and supporting the well-being of teachers in future work.

1.2. Rationale

In this section I introduce the national context; discussing policy documents and guidance and go on to discuss stress, as this is the focus of much of the existing research.

1.2.1. National context

There have been recent changes to education and special educational needs (SEN) policy including a new National Curriculum (Department for Education, 2013a) and a new Special Educational Needs and Disability (SEND) Code of Practice (Department for Education and Department of Health, 2015). The Code of Practice includes a lengthy list of 'musts' and 'shoulds' for schools to support children and young people with SEND which increases the level of responsibility on the teacher. As well as the Code of Practice, there has recently been Government focus on pupil well-being and mental health and there have been a number of publications on the subject. The documents in the table are the ones I came across during my practice as a Trainee Educational Psychologist.

Table 1. Guidance and policy documents

Title	Author
Mental Health and Behaviour in Schools	Department for Education (2016)
Promoting children and young people's emotional health and well-being: a whole school and college approach	Public Health England and Children and Young People's Mental Health Coalition (2015)
Future in Mind: Promoting, protecting and improving our children and young people's mental health and wellbeing	Department of Health and NHS England (2015)
What works in promoting social and emotional well-being and responding to	Weare (2015)

mental health problems in schools?	

The Department of Health and NHS England (2015) and also The Department for Education (2016) identified the important role for schools and teachers in supporting the mental health of children and suggested that training should be provided for teachers to help them support children's mental health. There was not however an acknowledgement of the well-being and mental health of the adults providing such support. The Public Health England document however highlighted eight principles to represent health and well-being at an organisational level, including the well-being of teachers. In this document, a chapter was devoted to the health, well-being and development of staff. This was mainly concerned with developing skills, knowledge and understanding so that school staff can better support the well-being of pupils, but also considered the well-being of staff (Public Health England and Children and Young People's Mental Health Coalition, 2015). Similarly, Weare (2015) discussed the importance of staff well-being alongside pupil well-being and suggested that a whole school approach to well-being should minimise the stress experienced by staff and promote staff well-being (Weare, 2015). She acknowledged the impact of staff stress on whole school well-being therefore I introduce the next section; stress and negative outcomes.

1.2.2. Stress and negative outcomes

Stress is not a new concept experienced by teachers. An early study demonstrated the links between stress and dissatisfaction with time off work and intentions to leave the profession (Kyriacou and Sutcliffe, 1979). The Teacher Support Network (2009) also supported these findings, highlighting that high levels of stress were linked to

having time off work and leaving the profession. Furthermore, in a freedom of information request from the Guardian (2012), 40 out of the 66 local authorities that responded reported an increase in teachers taking time off due to stress. It is not however just experiences of stress that have been reported. In 2009, the Teacher Support Network conducted a survey on well-being. Stress was reported by 87% of teachers, as well as reports of anxiety and depression. More than 60% of the participants identified that their feelings of stress, anxiety and depression were due to factors in the workplace.   Furthermore, in 2004, head- teachers reported that 44% of long term absences from 280 schools were directly linked to mental health difficulties including depression, breakdown and stress (Bowers, 2004).

These experiences of stress, anxiety, depression and intentions to leave the profession are clearly concerning and much of the focus of the research has been on these negative experiences of well-being and mental health which leads me to offer an alternative way of looking at well-being. Early research identified that satisfaction and stress are negatively correlated, with reductions in satisfaction being linked with increases in stress and vice versa (Kyriacou and Sutcliffe, 1979). I argue that there is a need to focus more on how to promote the positive elements such as satisfaction, rather than focus on stress and burnout, which seems to have been the main focus of much of the literature on teacher well-being. Feelings of general satisfaction alone however are not fully representative of the concept of well-being (Huppert and So, 2011) which will be explored in the literature review. With arguably ever increasing pressures on teachers it is important to attempt to understand from a more positive and solution focussed angle, what supports teacher well-being.

1.3. Aims, focus and research questions

Due to my personal dissatisfaction with focussing on problems and deficits, which tends to be the main focus in Educational Psychology practice (Bozic, 2013) and the main focus on the research into teacher well-being, I aimed to use a positive approach to inquiry to elicit from teachers their thoughts, feelings and constructs around positive well-being, based on their own experiences. This was with the aim of considering how positive experiences of well-being can be maintained and generalised. Focussing on problems can be problematic as this focus can affect the language used and the way that a situation is perceived (Bozic, 2013). In my view, this is summed up perfectly by the following quotation, which has influenced my practice as a Trainee Educational Psychologist, ''Deficit based questions lead to deficit based conversations, in turn leading to deficit based patterns of action'' (Ludema, Cooperrider, and Barrett, 2006, p.155). I do not suggest that problems and deficits should be ignored, but I think this exploration should use a more positive perspective (Cooperrider and Whitney, 2005). Positive psychology considers the subjective level of the individual with a focus on experiences, including well-being, optimism and happiness (Seligman and Csikszentmihalyi, 2000). It suggests that psychology should focus on positive human experiences, strengths and virtues and with a preventative perspective, should consider what it is that promotes resilience and helps one flourish, rather than focussing on pathology and deficits and how things might be improved (Seligman and Csikszentmihalyi, 2000). My research project aims to consider best functioning in terms of positive experiences of well-being at the individual level as I argue that there will always be something that has contributed to positive experiences of well-being for individuals, which can then be

promoted at both the individual and organisational level. This is not the first piece of research to explore teacher well-being from the perception of teachers but this research was conducted with the aim of prompting discussions in the local authority I work in as a Trainee Educational Psychologist about how teacher well-being can be promoted and supported. The research questions that will be addressed in this research can be seen below:

- Research question 1- What does the concept of well-being mean for teachers?

- Research question 2- What factors contribute to the well-being of teachers?

- Research question 3- How might teacher well-being be supported by schools and Educational Psychologists?

These research questions were developed prior to engaging with the literature on teacher well-being but have changed slightly over time. I now go on to discuss the process of addressing my research questions and the structure of this volume.

1.4. Structure of volume

Following this introductory chapter, the literature review outlines relevant research related to teacher well-being. Following the literature review, I outline the methodology employed, including the approach taken and the methods used and go on to outline and discuss my results, considering implications for schools and Educational Psychologists. Following this, I reflect on the research including the limitations and make concluding comments. In the literature review that follows, I outline the search strategy and the structure of the literature review before focussing on the concept of well-being, the links between teacher well-being and outcomes for

pupils, the factors that contribute to well-being at different levels and the role of the

EP in promoting and supporting teacher well-being.

CHAPTER TWO: LITERATURE REVIEW

2.1 Search strategy

With my initial research questions in mind, I began my literature review by engaging in a systematic search of the literature. The initial literature search was done in October, 2014 using The EBSCO Educational Databases, comprising of five databases: British Education Index; Child Development & Adolescent Studies; Educational Administration Abstracts; Education Abstracts; ERIC. I also searched psycINFO, ProQuest Education Journals and Web of Science (ISI). These databases were searched on a number of occasions between October, 2014 and May, 2015 using a range of terms including teacher AND well*, teacher AND well-being, teacher AND wellbeing, teacher AND confidence, teacher AND self-efficacy, teacher AND stress, teacher AND burnout, teacher AND resilience, teacher AND mental health, teacher AND support. The literature search highlighted that there is much more research on stress and burnout than on well-being and that there has been a lot of research conducted outside of England. I made the decision to focus only on research conducted in England due to a number of reasons, firstly due to the sheer amount of research covering teacher well-being to teacher burnout and secondly and most importantly, because of the differences between education systems due to social and cultural factors. Even within the UK, the accountability framework in England means that there is more of a focus than in the rest of the UK on testing, measuring performance and school inspections (Croxford, 2011). English research aligns more closely to the experience of the participants. For the same reason, I also decided to focus the literature search on research conducted with primary school

teachers as this is the focus of my own research. Once the search criteria had been refined, I came to realise there was little English research on teacher 'well-being' as a concept, which supported my rationale to include search results on 'self-efficacy', 'resilience' and other determinants of well-being. It is important to note that much of the literature found has been commissioned by sources that might be seen as having a vested interest in teacher well-being or not being objective regarding the issues being researched. These organisations include the Department for Education, and the Teacher Support Network. Potential bias can reflect the social, organisational or the political context, which is something I have considered throughout the literature review.

Although in this research I aimed to use a positive approach in order to answer my research questions, in the literature review I do not focus on positively framed research alone as this would not be reflective of the literature. I do however try to move away from a focus just on deficits.

What began as a systematic search of the literature developed into a snowball technique to find further literature, this involved searching for research that had been cited in other articles. Following the initial scope of the literature, the literature review was put aside so that data could be analysed in an inductive way, without being influenced by the literature. Following data analysis in March, 2016, I re-engaged with the literature in an iterative way, making links between the original literature and my findings. I also repeated the original searches to identify if any new research had been conducted and sought additional research specifically related to my findings, one example of this is 'locus of control'. For the purpose of this volume I have removed much of the literature that does not link to my research findings and

have structured my literature review based on the links between my findings and the literature. I acknowledge there could be an element of bias in terms of how the literature is presented but this was done to ensure that my literature review and discussion fitted well together. It also seemed most appropriate given the word limit for the research and due to my aims of the research, which do not include generalisation of the findings to a wider population. I now go on to outline how the literature review will be structured.

2.2 Structure of this chapter

In this chapter, in line with the first research question, the meaning of the concept of well-being will be explored. To address the second research question, which aims to explore the factors that contribute to well-being, I have split the literature up to focus on contributors to well-being at multiple levels; personal, interpersonal, organisational and national. These levels were determined based on the findings from previous literature and my own research findings. The final research question focuses on the role of the Educational Psychologist in relation to teacher well-being, which has been considered in this research, but there is a gap in the literature related to this area.

2.3 The issue of defining well-being

In this section I provide a number of definitions, descriptors, and models of well-being to demonstrate the similarities and differences between the conceptualisations of well-being and thus the complexities of defining it. I decided to focus on well-being rather than mental health, although the two have been closely aligned. Well-

being was referred to in an early definition of health. **''**Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity'' (The Constitution of WHO, 1946). Here, a salutogenic rather than a pathogenic perspective has been applied, where health is not seen as just the absence of disease (Antonovsky, 1996). Other researchers have suggested however that mental health and well-being can be seen on a continuum as the opposite to disorders such as anxiety and depression (Huppert and So, 2011).

The following definition draws a link between mental health and well-being.

> ''Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community'' (World Health Organization, 2014).

Furthermore, following a large scale study conducted across 23 European countries including the United Kingdom, Huppert and So (2011) proposed that well-being is highly equated with mental health. I agree that the concepts of mental health and well-being are similar and complimentary but in my personal view, based on my experience of working within schools, mental health is less understood as a term than well-being, and has clinical connotations which would perhaps promote thinking about mental ill health including the concepts of anxiety and depression which is not the aim of the research. Well-being is also a concept that is focussed on in positive psychology which has influenced my practice and my research aims. For these reasons well-being was seen to be a more appropriate term for my discussions with teachers in an educational setting. Some conceptualisations of well-being can be seen in the table below.

Table 2. Descriptions of well-being

Author	Quotation/ description	Key elements
Deci and Ryan (2000)	According to self-determination theory, well-being refers to the innate need to fulfil one's potential. This includes fulfilling three basic needs which if met, provide a sense of positive well-being and if not met, result in poor health and well-being. These three basic needs are relatedness, autonomy and competence.	Emotional needs Potential Interpersonal Personal experience + external factors
Huppert and So (2011)	Positive well-being is made up of ten elements: competence which refers to feelings of accomplishment, engagement in learning, having meaning or purpose, being optimistic, experiencing positive emotion, having positive and meaningful relationships, being able to cope with adversity or in other terms, resilience, self-esteem which refers to positive beliefs about oneself and finally, vitality or having energy.	Feelings/ emotions Interpersonal Personal experience + external factors Coping
Seligman (2011)	PERMA; positive emotion, engagement, relationships, meaning and achievement. Each contributes to well-being and positive emotions include happiness and satisfaction.	Feelings/ emotions Interpersonal Personal experience + external factors
Dodge et al., (2012 p. 230)	''Stable wellbeing is when individuals have the psychological, social and physical resources they need to meet a particular psychological, social and/or physical challenge.''	Coping
Mind (2013)	Good well-being involves self-confidence, being able to experience and express emotions, being connected to the wider world through relationships and community, being productive in life and work and being able to cope effectively with stresses, change and uncertainty.	Feelings/ emotions Interpersonal Coping Personal experience + external factors
Weare (2015, page 3)	''Social and emotional well-being' refers to a state of positive mental health and wellness. It involves a sense of optimism, confidence,	Feelings/ emotions Interpersonal

	happiness, clarity, vitality, self-worth, achievement, having a meaning and purpose, engagement, having supportive and satisfying relationships with others and understanding oneself, and responding effectively to one's own emotions''.	Personal experience + external factors
NHS (2016)	''Feeling happy is a part of mental well-being. But it's far from the whole… feelings of contentment, enjoyment, confidence and engagement with the world are all a part of mental well-being. Self-esteem and self-confidence are, too''	Feelings/ emotions Personal experience
The Human Givens Institute (2016)	There are nine emotional needs that are required for good well-being and mental health. These include feeling safe and secure, experiencing competence, having privacy and time for reflection, receiving and giving attention, having a sense of belonging to a community, having friendships and a sense of status, being loved and accepted by others, experiencing control and autonomy and having a purpose.	Emotional needs Interpersonal Personal experience + external factors

I could have found many more definitions of well-being and something new could have been highlighted in each which highlights the complexity of defining well-being (Dodge *et al*., 2012). Happiness is one of the emotions commonly referred to but there appears to be an acceptance that well-being refers to more than feelings of happiness. Seligman, in his most recent book, moved away from the concept of happiness and developed a theory of well-being, suggesting that his first book 'Authentic Happiness' would have been better entitled 'Positive Psychology' (Seligman, 2011). In this book, he added 'relationships' and 'achievement' to the three existing concepts of positive emotion, engagement and meaning thus suggesting that individual well-being is determined by a number of factors, internal and external to the individual. In line with this, rather than adopt one definition of well-being, in this research I aim to focus on the range of factors that contribute to

well-being according to the different descriptions and definitions provided. As well as referring to personal factors such as emotions, resilience/coping and beliefs, the explanations often refer to interpersonal factors and also suggest that there are interactions with the environment, both the immediate environment and the wider environment. For teachers their immediate environment will generally be the school they work in, so organisational factors as well as national factors will be discussed following personal and interpersonal factors. Before highlighting the factors that contribute to well-being, I now consider teacher well-being and the relationship between teacher well-being and outcomes for pupils.

2.4 Teacher well-being and outcomes for pupils

For the purpose of the current research I was not interested in exploring the links between teacher well-being and outcomes for pupils, but some research suggests that teacher well-being is important for pupil outcomes (Sturman *et al.,* 2005; Briner and Dewbury, 2007; Day, 2008), which highlights the importance of considering teacher well-being and the rationale to conduct this research. It was suggested by Day (2008) that the well-being of teachers should be of importance to schools and policy writers, due to findings that teacher commitment and resilience are correlated at a statistically significant level with pupil progress and performance (Day, 2008). In a report summarising the findings from research conducted by Birkbeck College and Worklife Support, which runs programmes to support the well-being of staff groups, Briner and Dewbury (2007) attempted to measure the following factors of well-being; feeling valued and cared for; feeling overloaded; and job stimulation and enjoyment. Data was gained from 24,100 teachers and other staff, across primary

and secondary schools. In 2004, teacher well-being and SATs results were significantly positively associated, with 8% of the variation in SATs results being accounted for by teacher well-being, linked to factors including job enjoyment and stimulation. The results suggest that there is a relationship between the way teachers view their work and the performance of their pupils. Interestingly, this was only the case for teaching staff; there was no such association between SATs results and other staff in schools. The direction of this relationship however is unclear; it could be that feelings towards the teaching role affect pupil performance, or it could be that pupil performance impacts on the way teachers' view their work. Briner and Dewbury (2007) suggest that teacher well-being is easier to affect than other factors that are known to contribute to pupil performance, which includes more fixed factors such as social class. The rationale behind such a claim could be questioned as this research was conducted with Worklife Support, which was established by the Teacher Support Network , who could be seen to lack objectivity. Furthermore, the research project referred to by Day (2008) was also commissioned by the Department for Education and Skills and the agenda to commission this research is likely to have been reflective of the organisational, social and political context at the time. The idea of objectivity is also of importance in the next piece of research, a large scale research project that was commissioned by the General Teaching Council for England (GTC). In this research, teacher satisfaction was reported to be related to helping pupils experience academic and personal success (Sturman *et al.,* 2005). Similarly, in other research a link has been found between pupil engagement and positive efficacy beliefs of teachers (Gibbs and Powell, 2011). Self-efficacy is one of the personal factors that will be introduced relating to well-being. For ease of

reading, personal factors will be discussed separately to factors at other levels but it is recognised that categories are not always obviously distinct.

2.5 Personal factors related to well-being

For the purpose of this volume, personal factors refer to factors that are within the individual therefore relationships outside of school have not been included as these have been viewed as an interpersonal factor contributing to well-being. In this section I discuss resilience, self-efficacy and competence, and also control and autonomy, including locus of control.

2.5.1 Resilience

It has been suggested that well-being can be promoted through developing teacher resilience (Margolis, Hodge and Alexandrou, 2014). As previously highlighted, resilience or the idea of coping was referred to by Huppert and So (2011); Dodge *et al.,* (2012); and Mind (2013), in their conceptualisations of well-being. The concept of resilience has adopted different meanings to different professionals and this has led to some controversy in recent literature. It has been argued that the widely accepted definition of resilience, which focusses on individuals' abilities to cope with adversity, is not sufficient enough to account for the circumstances that are required to be resilient across multiple levels (Gu and Day, 2007). Gu and Day (2013) suggest that the concept of resilience is wider than the individual level and changes over time. In 2014, Day and Gu stated that their earlier work had been misinterpreted by Margolis, Hodge and Alexandrou (2014) and stressed the important role of the school in promoting teacher resilience (Day and Gu, 2014). In

response to this, Margolis and Alexandrou (2014) confirmed their views on this matter; highlighting that literature focussed on the morality of teachers and the need for teachers to cope with the demands of the role, which is in line with current policy, encourages personal well-being to be sacrificed and where outcomes are not achieved, puts the blame on the teacher rather than the wider system. Supportive of this, a lack of resilience or experiences of stress and poor mental health can be seen as a failure on the part of staff members due to perceived expectations to look after one's own well-being (Hanko, 1995; Sharrocks, 2014). Due to this, Margolis, Hodge and Alexandrou (2014) stressed the importance of focussing on ways to promote individual rather than organisational well-being whereas Day and Gu (2014) highlighted that teachers can thrive and not just survive given the right conditions. There are clearly differing arguments as to how much resilience is an internal process and how far it is determined by external events and factors but both argue that teacher resilience is of importance.

There have been a variety of publications based on a four year long research project, called the VITAE project, which was funded by the Department for Education and Skills (DfES) and focussed on teacher resilience, commitment and effectiveness (Gu and Day, 2007; Day, 2008; Day and Kingston, 2008; Gu and Day, 2013; Day and Gu, 2014). Findings from the VITAE project suggested that the capacity to cope or demonstrate resilience is influenced by an interaction between individual values and internal supports, with relational level and organisational level factors (Gu and Day, 2013). Day and Kingston (2008) suggested that there are a range of factors that contribute to one's identity; personal factors, situated factors and professional factors, and these factors interact; factors in the teachers' lives outside of school

(personal) interact with factors in the teachers' school lives, including interactions and relationships with others, support from the senior leadership team, time pressures and organisational inequalities (situated), and also interact with the individual teacher's belief systems and values and external education forces (professional) (Gu and Day, 2007). The VITAE project data suggests that environmental factors and individual contexts that make up ones identity, influence resilience and that resilience affects commitment and effectiveness (Gu and Day, 2007). How each of these concepts were defined, separated and measured was not always clear; resilience for instance was used to refer at times to sustained commitment (Day and Kingston, 2008) but it could be argued that these terms cannot be used interchangeably. Resilience has also been linked to self-efficacy beliefs, in that strong self-efficacy beliefs help to develop resilience (Gu and Day, 2007). Self-efficacy will now be discussed.

2.5.2   Self-efficacy and competence

Self-efficacy refers to beliefs in one's own abilities to succeed and positive self-efficacy beliefs are related to well-being and increased levels of effort and motivation (Bandura, 1997). Some research suggests that the self-efficacy of staff can be improved through the use of a positive psychology intervention (Critchley and Gibbs, 2012). Staff who participated in the intervention were reported to apply different ways of thinking about situations and use more positive language following the intervention. This research could however be criticised as a mixed methods piece of research as the research was a small scale study and the school and the control group were not evenly matched (Critchley and Gibbs, 2012). Despite these

criticisms, being able to change the efficacy beliefs of teachers is important as the level of stress experienced in a particular situation is affected by one's self-efficacy (Bandura, 1997) and as previously highlighted, stress in schools is an area of concern. Reflecting on their teacher training, some teachers have suggested there is a gap between what they were trained to do and their ability to address the needs of children they have within schools (Rothi, Leavey and Best, 2008). This relates to the concepts of competence, achievement and productivity, which have been suggested by Deci and Ryan (2000), Huppert and So (2011); Seligman (2011); Mind (2013) Weare (2015); and The Human Givens Institute (2016) to be important for well-being. Self-efficacy and competency have been linked with the ability to manage pupils' behaviour (Grieve, 2009; Gibbs and Powell, 2011). Exploring teachers' beliefs about children's behaviour and inclusion, Grieve (2009) reported that teachers can feel that they lack the competence to support children with social and emotional needs. Later in this volume, I revisit the challenge of supporting children's behaviour and mental health, but these challenges may be associated with a lack of teacher input on relevant policy. Seeking the views of teachers from ten different countries, Bangs and Frost (2012) explored teacher self-efficacy. The authors acknowledged that the samples were not representative of the wider population but reported that one third of UK teachers in primary and secondary schools from their sample of thirty two, did not feel that regional and national teaching policy could be influenced by teachers and this led to feelings of voicelessness and frustration (Bangs and Frost, 2012). These self-efficacy beliefs are linked with feelings of a lack of control, which leads me to introduce the concepts of control and autonomy.

2.5.3   Control and autonomy

Control in terms of having a sense of volition and choice over important aspects of one's life was proposed by The Human Givens Institute (2016) to be an innate emotional need required for well-being. Research has also suggested that feeling empowered and feeling in control are significant for avoiding the negative effects of stress (Mintz, 2007). That being said, the perceived levels of control, choice and freedom of teachers are reportedly lower than the levels of control and well-being experienced by other professionals including social workers, health professionals and those working in finance and human resources (Grenville-Cleve and Boniwell, 2012). Autonomy has been proposed to be an innate need required to meet one's potential (Deci and Ryan, 2000) and is important to most professions in terms of their sense of control over the work they do (Grenville-Cleve and Boniwell, 2012). Control can be perceived in different ways, which leads me to introduce 'locus of control', which was developed in the late 1950s by Rotter (1966) and refers to how control is perceived by individuals. Locus of control has been viewed as one of four core-self evaluations, one of which has also been discussed in this chapter; self-efficacy, alongside neuroticism and self-esteem (Judge, Locke and Durham, 1997). However Judge *et al.,* (2002) since suggested that the four core self-evaluations are closely aligned and can be measured by the same factor, which means that they might be collectively representative of the same concept. According to the theory of locus of control, where an individual's locus of control is internal, this person perceives that they have greater control over their lives, or aspects of it, therefore would attribute responsibility to themselves for certain events. Where the locus of control is external, the individual believes that events are determined by other factors

and are therefore outside of their control and thus attribute blame or responsibility accordingly (Rotter, 1966). Some research has identified that teachers, more so than other professionals, value the importance of connections with others to promote well-being and overcome issues associated with a perceived or real lack of control (Grenville-Cleve and Boniwell, 2012). This leads me to move on from introducing personal factors and focus on the interpersonal factors that are related to well-being.

2.6 Interpersonal factors related to well-being

It has been suggested that there are a number of emotional needs that should be met for one to experience good well-being and mental health; a number of these are interpersonal factors including the need to receive and provide others with attention; to be accepted and loved by at least one other; to have a sense of belonging to a wider community; and to have friendships and status within a group (The Human Givens Institute, 2016). As previously highlighted, interpersonal factors were referred to in many of the conceptualisations of well-being presented previously (Deci and Ryan, 2000; Huppert and So, 2011; Seligman, 2011; Mind, 2013; Weare, 2015).

Reporting on the Variations in Teachers' Work, Lives and Effectiveness (VITAE) project, a large scale longitudinal project commissioned by the DfES, Day (2008) discussed the importance of teachers feeling supported by those around them; 76% of teachers in this sample discussed the importance of support from leadership, 63% mentioned colleague support and 95% discussed personal support from family. Support at these three levels has been linked with high levels of commitment, resilience and a positive sense of agency, motivation and good self-efficacy beliefs

(Day and Kingston, 2008). Furthermore, in a case study of school staff who were mainly teachers, staff in focus groups linked their well-being to their relationships with others and a shared understanding with their colleagues, children's parents and other agencies (Sharrocks, 2014). Other research has also highlighted that positive relationships with children protect against stress (Trendall, 1989; Mintz, 2007) and that better relationships between teachers and children can serve as a reward for teachers (Sturman *et al.,* 2005). I have introduced the importance of relationships with children, which leads me to focus on relationships with leadership and colleagues, due to the level of importance placed on these relationships by Day (2008).

2.6.1 Colleagues

Positive relationships and interactions with colleagues can serve as a protective factor; allowing those with better relationships to better cope with stressful situations (Trendall, 1989; Gu and Day, 2007), which supports the mental health (Teacher Support Network, 2009) and self-confidence of teachers (Bangs and Frost (2012). Bangs and Frost (2012) suggested that self-confidence as a teacher is strengthened through collaboration and support with colleagues. Where relationships with colleagues are not positive, the effects can be concerning (Teacher Support Network, 2009). In the worst cases, bullying can be experienced, which is known to cause stress (Teacher Support Network, 2009). Where there is not an experience of bullying, but where teachers feel unable to discuss concerns with colleagues, this can reflect a collective anxiety, resulting in support being sought from outside of the school (Mintz, 2007). This supports the rationale for internal support teams for

teachers in schools, which were previously set up in some UK schools, including in the local authority I work in. EPs were involved in setting up and facilitating teacher support teams (TSTs) or staff support groups, with a focus on sharing knowledge and understanding as well as problem solving with colleagues about children with SEN in a confidential and supportive environment (Creese, Daniels and Norwich, 1997). Improvements following TSTs were reported for teachers' confidence and self-efficacy (Hanko, 1995; Norwich and Daniels, 1997). In the local authority I work in, such teams are no longer in effect and although short term findings were mainly positive, longer term outcomes were not evaluated (Hanko, 1995). Interventions such as these that are supported by the local authority, are likely to reflect the social and political context at the time which will be further explored when I introduce the factors that affect teacher well-being from a national level. I now however go on to introduce the impact of school leadership on teacher well-being.

2.6.2 School leadership

Some research has reported correlations between satisfaction and school leadership, with higher levels of satisfaction being related to better experiences of leadership (Trendall, 1989; Dinham and Scott, 2000). It has been suggested that an approachable senior leadership team can improve teacher mental health (Teacher Support Network, 2009), however some may be sceptical of the source as it could be argued that they have a vested interest in teacher mental-health and well-being. Other research has suggested that an unsupportive senior leadership team is one of the pressures experienced by teachers (Day, 2008), including a lack of appreciation

(Sharrocks, 2014) and unreasonable demands; which have been reported as a cause of stress (Teacher Support Network, 2009). Furthermore, some teachers have reported feelings of 'voicelessness'; feeling that their views are not considered and that there is not a shared vision and culture where everyone is valued (Bangs and Frost, 2012). This leads me to discuss the interpersonal approaches that determine the school ethos and how well-being is viewed by the school.

2.6.3 Acknowledgement and promotion of well-being

One study highlighted that staff members perceive that their own well-being is not important to the school and something that they have to take care of themselves (Sharrocks, 2014). In this small scale study, participation in a well-being intervention was found to improve relationships, perceptions of happiness, well-being and job performance but the staff members demonstrated a desire to be seen as able to cope and viewed well-being as their own responsibility (Sharrocks, 2014). As this study was only conducted in one school and for a short space of time, it has limited generalisability but I feel it raises some very interesting points which were supported by Weare (2015). She discussed the need for a school ethos which acknowledges that staff might be experiencing stress and that this might mean they need additional support. Weare (2015) suggested that the school culture should promote the celebration of successes, connections with others and a work-life balance, as well as communicating at a school wide level that it is OK to make mistakes. In a short section of a recent publication, Public Health England and Children and Young People's Mental Health Coalition (2015) discussed the importance of promoting the well-being of staff by assessing their needs and

supporting staff to engage in activities that improve their well-being. This publication signposted readers to the 'Workplace Well-being Charter National Standards' (The Workplace Well-being Charter, 2016), which offers a guide for organisations to support their employees based on the understanding that staff belonging to a healthy workforce are more likely to work productively and are less likely to spend time off work due to sickness and to leave the profession.

This leads me to introduce the organisational and national factors that contribute to well-being.

2.7 National and organisational factors that contribute to well-being

Educational change, expectations and accountability have been found to be important factors, among others that contribute to the well-being of teachers at both the national level and the organisational level. National level factors will now be discussed before moving on to the organisational level influences on well-being.

2.7.1   National factors

In this section I refer to change, responsibility and accountability as a result of decisions at the national level and the impact of these on teachers. It has been acknowledged that in the UK, the education system has experienced significant change since the Education Reform Act of 1988 (Margolis, Hodge and Alexandrou, 2014) and it has been suggested that local authorities have failed to provide additional support for teachers so that they can adequately adapt to changing expectations about their role (Rothi, Leavey and Best, 2008). Change is seen to affect the well-being of teachers who are required to adapt accordingly to an increase

in responsibility (Dinham and Scott, 2000; Grenville-Cleve and Boniwell, 2012). Fast paced changes have been reported as a cause of stress (Teacher Support Network, 2009; Weare, 2015) and have been linked to lower levels of intrinsic satisfaction due to decreasing levels of control (Dinham and Scott, 2000). As highlighted previously, in the section on self-efficacy, although teachers felt that they could not influence policy, in one study, 87.5% of the UK teachers felt it was either very important or crucial to have an influence on policy development, which highlights that there is a gap between policy and practice in the view of teachers (Bangs and Frost, 2012), perhaps due to the lack of input from teachers in developing policy documents. Margolis, Hodge and Alexandrou (2014) suggest that the language used in UK policy documents such as the Teaching Standards (Department for Education, 2013b), promote the ideas of accountability (at an individual level), as well as morality (at the collective level) for teachers to achieve outcomes with pupils, which puts increasing pressure on teachers to maintain standards. This has been picked up on in the media. The Guardian (2014) acknowledged that there are an increased number of agencies to which teachers are now accountable and suggests that the education system can be blaming of teachers. Although policy documents focus on what teachers can do to make schools more effective and put the responsibility on the teacher, the well-being of teachers is often not mentioned within such documents, which suggests that the potential negative effects of an increase in responsibility are not recognised (Kelly and Colquhoun, 2003). This again links back to research I presented earlier which highlights that teachers are not involved in the development of policy documents but think they should have a voice (Bangs and Frost, 2012). Feelings of voicelessness, as

mentioned previously have also been reported at an organisational level (Bangs and Frost, 2012) therefore organisational factors that influence teacher well-being will now be discussed.

2.7.2   Organisational factors

In this section, I introduce the factors that are seen to contribute to teachers' experiences of well-being from an organisational level. I have previously introduced the concepts of expectations and change from a national level but these also exist at the school wide level. It has been suggested that communication about change would support the mental health of teachers (Teacher Support Network, 2009). Where there is effective communication within a school, this can contribute to positive well-being (Worklife Support, 2010). Change is known to impact on the workload of teachers, in terms of their typical workload and the additional roles that now come with being a teacher, including managing the behaviour of pupils and supporting their mental health needs. These factors will now be discussed in turn.

2.7.2.1 Workload and additional pressures

This section will introduce the workload and additional pressures experienced by teachers at an organisational level. It will not however discuss the ability of teachers to cope with these pressures, which might refer to their resilience or self-efficacy, as this was already introduced in section 2.5.

In a number of countries, including England, workload is strongly associated with teacher satisfaction, with higher levels of satisfaction being related to more manageable workloads (Dinham and Scott, 2000). It has been suggested that

workload is a barrier for positive well-being (Worklife Support, 2010) and a reduction in workload would increase positive mental health (Teacher Support Network, 2009). As highlighted by a survey of over 600 teachers in England, workload was one of the main negative pressures experienced by teachers (Dinham and Scott, 2000). An unmanageable workload can contribute to teachers feeling vulnerable (Day and Kinsgston, 2008), stressed (Trendall, 1989; Teacher Support Network, 2009) and frustrated due to a lack of time for planning (Trendall, 1989), large quantities of paperwork and a poor work-life balance (Sturman *et al.,* 2005). In an attempt to address poor morale in teaching, Nick**y** Morgan initiated the Workload Challenge consultation which received 43,832 responses. The findings suggested that a number of factors contribute to unmanageable workloads including expectations for planning and marking, change, school leadership and engagement in activities that are seen to be meaningless (Gibson, Oliver and Dennison, 2015). In line with previous comments, this is another piece of research which was commissioned by the Department for Education, therefore one may be sceptical of the results however it is a large scale research study that generated a lot of interesting data. The Government's response to the workload challenge consultation included providing strategies for schools to consider making changes in the following areas: curriculum and planning, assessment and data, support and professional development, school administration and management (Department for Education, 2015b). Supportive of these findings, over ten years ago, Bubb and Earley (2004) wrote a book on teacher workload and the impact on well-being and highlighted the importance of the interpersonal approaches used by the senior leadership team, the need for professional development and steps to be undertaken to help teachers to

manage workload and to promote satisfaction and motivation. Regarding satisfaction and the additional pressures experienced by teachers, it has been suggested that managing the behaviour and mental health of children is an additional pressure. This will now be discussed.

2.7.2.2 Managing the behaviour and mental health of children

Additional to the typical workload of a teacher, as highlighted previously, there has more recently been a national shift which has meant that schools are seen to be accountable for the behaviour and mental health of its pupils, which puts more pressure on teachers. Teachers can experience the behaviour of pupils as a negative pressure (Day 2008) and dealing with behaviour can cause frustration (Sturman *et al.,* 2005), dissatisfaction, stress (Trendall, 1989; Teacher Support Network, 2009) feelings of vulnerability (Day and Kingston, 2008) and even teacher burnout (Hastings and Bham, 2003). In a case study of teacher stress, Mintz (2007) reported teachers' feelings of exhaustion and at times anger due to children's poor behaviour and other teachers have raised concerns about the impact of behaviour on other children in the class (Grieve, 2009). In research on pupil behaviour and burnout, Hastings and Bham (2003) indicated that the relationship between pupil behaviour and burnout is not clear, insofar that it cannot be known whether pupil behaviour contributes to teacher burnout or whether pupils were more likely to exhibit undesirable behaviour due to the teacher experiencing burnout and this impacting on their practice. Considering this, it is important for schools to have a good behaviour policy that teachers feel confident with (Teacher Support Network, 2009).

Due to the removal of the term 'behaviour' in the Code of Practice (Department for Education and Department of Health, 2015) and the focus on social, emotional and mental health, it could be argued that behaviour policies should now be called mental health or well-being policies, which leads me to focus on children's mental health. Teachers have reported feeling unprepared to deal with the challenges of supporting children's mental health (Rothi, Leavey and Best, 2008). One study highlighted that teachers in a range of schools, including primary schools, have acknowledged that poor mental health is a barrier for children's learning and have accepted some responsibility for recognising these issues and supporting children (Rothi, Leavey and Best, 2008). CAMHS (2009) argued that teachers have an important role to play in supporting the mental health and well-being of children, due to the amount of time they spend with children. It has also been acknowledged though that teachers lack appropriate training to support the mental health and well-being of children (CAMHS, 2009). Public Health England and Children and Young People's Mental Health Coalition (2015); and Department for Education (2015a) also emphasised the importance of professional development for teachers to improve their skills, knowledge and understanding so that they can best support the emotional well-being and mental health of children. Furthermore, in the media it has been suggested that the professional development of teachers should be seen as an investment (The Guardian, 2014). Training alone however may not be sufficient. It has been argued that in order to maximise the benefits of training for teachers, as well as time to attend training, time is needed to reflect on training and think about implementing it in practice (Rothi, Leavey and Best, 2008). As well as training on mental health and knowledge of agencies to refer to, Hornby and Atkinson (2003) stated that teachers

require supervision and support to be able to cope with the stress that supporting children in this area entails. In this section I have focussed on some of the requirements for schools to be able to support the well-being of teachers, but I have not yet focussed on the role of the Educational Psychologist. In the next section I will summarise the literature on teacher well-being and introduce the role of the EP.

2.8 A summary of teacher well-being and the role of the Educational Psychologist

I have highlighted that defining and describing well-being can be complex and that there are challenges associated with this. The conceptualisations of well-being that I have focussed on tend to indicate that well-being is much more than an internal process and is determined by a number of factors at different levels, including within the person, their interpersonal relationships and interactions and factors within their immediate and wider environment. This is why I have focussed on the factors from different levels that contribute to well-being. I have also demonstrated that teacher well-being is not only important for teachers but is important to schools and to outcomes for pupils and therefore it is important to think about the role of the Educational Psychologist and schools in promoting teacher well-being at each level. At the personal level, resilience, self-efficacy and feelings of control have been linked to well-being and the literature suggests that having a positive internal sense of control, having positive thoughts and feelings about themselves and their roles and being able to cope with the demands of the role are important for teachers. At the interpersonal level, research highlights the importance of positive relationships within schools; with colleagues, school leadership and children. As well as

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collaborative and supportive relationships, the interpersonal approaches used within schools that promote well-being and provide a sense of belonging are important. At the national and the organisational level, research suggests that change and expectations have contributed to teachers experiencing difficulties with managing their traditional and their additional workload, which now includes supporting the mental health of children.

As a Trainee Educational Psychologist, I can see obvious roles for the Educational Psychologist based on the literature, but there is a gap in the research on the role of the EP in supporting teacher well-being. For this reason, I have held back my opinions regarding the role of the EP but these will be highlighted in chapter five: Conclusions and suggestions for practice.

CHAPTER THREE: METHODOLOGY

This chapter outlines the research questions and the ontological and epistemological assumptions underpinning the research. It also discusses the recruitment of participants using a purposive sample from four schools in one local authority and the method of semi structured interviews to explore teachers' experiences of well-being and support from the people and the systems around them. It discusses the use of Interpretative Phenomenological Analysis (IPA) (Smith, Flowers and Larkin, 2009) to identify themes from data collected from five Key Stage Two teachers. The alternative designs that were considered are highlighted as well as ethical concerns.

3.1 Research questions

To improve the professional practice of EPs and school staff, with a view to supporting the well-being of teachers and to satisfy my own curiosity, three deliberately broad research questions were developed prior to a systematic review of the literature. The initial research questions were developed at this time so that the literature search was focussed and therefore within the scope of the research. There was an expectation that the research questions would change throughout the research process. The literature search was revisited following data collection and analysis and the research questions were therefore refined over time. The final research questions that this volume aims to address can be seen below.

3.1.1 Research question 1- What does the concept of well-being mean for teachers?

Due to the complexity of the concept of well-being and the difficulties defining it (Dodge *et al.,* 2012), I decided not to provide a definition of well-being and instead be led by the participants' understanding of their own well-being. I was interested in interviewing teachers to find out what well-being means to them and to explore how they had made sense of their experiences of well-being. I attempted to explore their understanding of what had previously helped and what may be supportive in the future. IPA was deemed to be an appropriate approach in line with this because it is focussed on significant elements of a lived experience or experiences, for the individual and does not aim to categorise experience according to a pre-defined criteria (Smith, Flowers and Larkin, 2009). When providing definitions of concepts such as well-being or mental health, the development of the definition should be considered with caution as there may be underlying reasons why definitions refer to certain traits over others and it can be difficult to determine how far the definition reflects the concept being defined and how far is reflects the views of the author/s (MacDonald and O'Hara, 1998). Providing potentially arbitrary definitions can also be seen as reductionist and it can be more beneficial to look at practice and what is important to the individual and not focus on an abstract definition (MacDonald and O'Hara, 1998).

3.1.2 Research question 2- What factors contribute to the well-being of teachers?

Focussing on what works, I attempted to understand how teacher well-being can be supported. This question was developed as I wanted participants to reflect back on times where their well-being was positive and what contributed to positive experiences of well-being. The idea of reflecting on experience is consistent with IPA, which focusses on the participants' making sense of their experiences through the process of recalling such experiences (Smith, Flowers and Larkin, 2009).

3.1.3 Research question 3- How might teacher well-being be supported by schools and Educational Psychologists?

My final research question was developed to consider the future role of the school and the EP in supporting teacher well-being, as the previous research question focussed on past experience. This research question aims to explore the role of the EP, with the aim of initiating discussions about how as professionals, EPs can support teacher well-being. It is anticipated that support from the EP could be either directly through work with teachers or indirectly through EP work in schools. As highlighted, this question includes reference to 'support'; this positively framed research question was developed based on the assumption that there is always something that works (Cooperrider, Whitney and Stavros, 2008). I now highlight how the research questions developed fit with the approach taken.

3.2 Approach

Educational and psychological research tends to adopt one of two paradigms.

Traditionally, research was positivist, which aims to uncover the truth in an

objective, scientific and systematic way (Langdridge, 2004) but more recently, there

has been a wider acceptance of interpretivist research, which assumes that

knowledge is constructed, and is focussed on an understanding of the world

(Thomas, 2009). Interpretivist research is focussed on understanding experiences of

a sample of a wider population and is not focussed on the replicability and reliability

of findings (Thomas, 2009). This is relevant to the current research study which aims

to understand the experiences of a small sample of teachers in Key Stage Two from a

wider sample of Key Stage Two teachers from the same local authority and does not

aim to generalise their experiences to all teachers but to provide an insight into this

sample (Thomas, 2009). Ontological and epistemological assumptions underpin the

differences between the positivist and interpretivist paradigms, insofar that positivist

research generally tends to adopt an objectivist ontological position which assumes

there is a reality that can be studied objectively, and interpretivist research tends to

adopt a constructionist ontological position which assumes that there is not an

objective reality (Thomas, 2009). The ontological and epistemological assumptions

underpinning the current research will now be discussed.

3.2.1 Ontological and epistemological assumptions

Ontology is the study of reality and existence and considers what is real and true,

whereas epistemology is concerned with knowledge and the claims one can make

about knowledge (Thomas, 2009). The ontological position taken in the current

study assumes that no objective reality exists and instead, reality is individually constructed based on one's perceptions. In line with this, in terms of the epistemological approach adopted, in the current research, the researcher and participants were seen as collaborators in the construction of knowledge and understanding, which is consistent with IPA (Smith, Flowers and Larkin, 2009). The assumption that the researcher has a role to play in making sense of the participants sense making in a particular context, lends itself to a qualitative methodological position which is interested in the qualities of a phenomena, meaning and processes (Langdridge, 2004; Robson, 2011).

3.2.2 Qualitative methodological positions

Although acknowledging that there are other qualitative approaches, Langdridge (2004) proposed that there are four main theoretical approaches to qualitative research; discourse analysis, grounded theory, ethnographic research and phenomenological research. Similarly in part, Robson (2011) proposed that 'flexible designs'; the term he used to describe qualitative research, can take the following forms: case study, ethnography and grounded theory. Each will be discussed. For the social constructionist researcher, discourse analysis is interested in understanding the social world through communication; spoken, written and other forms and assumes that language is used to make sense of and construct the world and not just to describe it (Langdridge, 2004). Analysis can utilise Foucauldian Discourse Analysis and Discursive Psychology which have different focusses and different kind of research questions and view experience in different ways (Willig, 2003, p.159). In the current study, meaning rather than language was seen to be most important;

trying to understand the teachers' experiences of well-being and how they had made sense of these experiences. Grounded theory is focussed on meaning and interpretation but is focussed on generating theory (Langdridge, 2004; Robson, 2011). In the current research, I wanted to provide an in-depth analysis of experience from a small sample rather than generating a theory, therefore this approach was deemed inappropriate. Ethnographic research is focussed on meaning making of a social situation and views observation as an important tool (Langdridge, 2004) but unlike other approaches, the researcher is fully immersed in the research so they can get close to the data (Langdridge, 2004) which means that traditionally, ethnographic research has been very time intensive (Robson, 2011). I was interested in finding out from teachers themselves about their experiences of well-being and the factors that they deemed to be important contributors to well-being, therefore ethnographic research was also deemed inappropriate. Phenomenology is interested in significant experience and how this experience is made sense of (Smith, Flowers and Larkin, 2009) which fits with the interpretivist paradigm and case study research. The case study design will be revisited later in this section and I now introduce phenomenology.

3.2.3 Phenomenology

Phenomenological psychology is rooted in phenomenological philosophy, which was developed by Husserl in the early twentieth century (Langdridge, 2004). Phenomenological research can be viewed as offering an alternative view to realism, which suggests we have access to the world around us, and idealism, which suggests that an objective world cannot be accessed. Phenomenological research proposes that

we all have subjective access to shared experience and that we can subjectively identify a person's understanding of their world (Langdridge, 2004). Phenomenological philosophers like Husserl propose that we can 'bracket off' our presuppositions or prejudices and adopt a phenomenological attitude to uncover the meaning of a phenomena without bias, from different perspectives (Langdridge, 2004; Smith, Flowers and Larkin, 2009). Phenomenology is interested in intentionality, which was used by Husserl to refer to the idea that our consciousness or our experience is 'of something' and therefore is not internal, but public; focussed on an interaction between an individual and their world around them (Langdridge, 2004). In other words, there is an intentional relationship between the object and one's awareness of this object (Smith, Flowers and Larkin, 2009) so in the case of this research, well-being and teachers' awareness of this. Phenomenological research can fit into one of two schools, the Duquesne School, founded by Giorgi; and IPA, founded by Smith. IPA is more interpretative than the former as it is informed by hermeneutics (Smith, Flowers and Larkin, 2009). It was Heidegger, who was initially influenced by Husserl, who started to bring together phenomenology with hermeneutics (Smith, Flowers and Larkin, 2009). Heidegger started to move away from Husserl's theoretical teachings of phenomenology and was more interested in existence rather than individual psychological processes and the interpretation of meaning making about the world (Smith, Flowers and Larkin, 2009) which is relevant to the current research.

3.2.4 Hermeneutics

Hermeneutics is the study of interpretation, which comes from detailed analysis of a text (Smith, Flowers and Larkin, 2009). Interpretation can be seen as a threat to the validity of research (Robson, 2011) but being able to 'bracket off' preconceptions and allowing key points to emerge from the data in an inductive way, rather than by imposing a framework, minimises the threat of interpretation (Robson, 2011). Heidegger argued however that experience cannot be fully separated from interpretation and therefore the concept of bracketing introduced by Husserl, cannot be fully achieved (Smith, Flowers and Larkin, 2009). I agree with Heidegger insofar that in the current study, although attempts were made to 'bracket off' preconceptions, as a researcher, I clearly had views about the phenomena that was being explored; well-being, and teachers' experiences and perceptions of this, as I thought it was significant enough to be studied (Smith, Flowers and Larkin, 2009). It is important therefore to be aware of and attempt to separate bias and preconceptions, whilst also acknowledging that in order to interpret something, one uses their own experiences of the world (Smith, Flowers and Larkin, 2009). I now go on to discuss the approach used in more depth.

3.2.5 Interpretative Phenomenological Analysis (IPA)

IPA is a psychological approach that initially started out in the field of health psychology (Smith, Flowers and Larkin, 2009). At its most basic level, it aims to explore, investigate, examine and elicit views via an inductive process. It is descriptive and interpretive and aims to provide an in depth understanding of participants' experiences and sense making (Smith, Flowers and Larkin, 2009). It

was decided that IPA was the most relevant approach in the current research because firstly, I believe there is more to the construction of experience than just language, which ruled out discourse analysis (Smith, Flowers and Larkin, 2009). I aimed to provide an in-depth analysis of experience from a small sample therefore grounded theory was not deemed appropriate as it requires more data and is interested in theory generation (Smith, Flowers and Larkin, 2009). Ethnographic research was also deemed inappropriate as it is questionable how close to the data I could have got as an outsider to the teaching profession. I felt that IPA and the use of semi-structured interviews would provide me with the best way of addressing my research questions, which aimed to understand teachers' experiences of well-being and their sense making about how their well-being has been supported. This involves double hermeneutics, where the researcher is making sense of participant's sense making (Smith, Flowers and Larkin, 2009). IPA guidance suggests that interpretation should come from meaning within the data (Smith, Flowers and Larkin, 2009) which minimises the threat to validity (Robson, 2011). The stages of analysis that are involved in IPA research are discussed at the end of this chapter but I now go on to outline the research design.

3.3 Design Frame

In this section of the methodology I highlight the decisions that were made prior to analysis including the ethical considerations and application for ethical review, as well as the case study design employed, the sampling approach and participant recruitment.

3.3.1 Ethics and application for ethical review

Following the University of Birmingham Code of Practice for Research, I applied to the University Ethics Committee for ethical review, which was approved before research began. (See appendix 1 for application for Ethical Review and further information on ethical considerations). Care was taken to ensure the research was in line with British Psychological Society (2009) and British Educational Research Association (2011) Codes of Ethics and Conduct and the Health and Care Professions Council (2012) guidance.

3.3.2 Case study

In opposition to nomothetic research which aims to make generalisations and broad claims, IPA research is idiographic which means there is a thorough and detailed analysis of a case, with the aim of attempting to understand a particular phenomenon from the point of view of a small sample that is selected purposively (Smith, Flowers and Larkin, 2009). As such, this research can be categorised as a case study as it focusses on a small sample and uses an in-depth analysis in order to understand the particular case (Thomas, 2009). The focus of the case study was Key Stage Two teachers in one local education authority and I attempted to understand the experiences of well-being for this particular group and to try to make sense of changes to well-being due to appropriate supports. It could be argued that with idiographic research, generalisations *can* be made, but carefully and in relation to the particular and not in relation to other contexts or perspectives (Smith, Flowers and Larkin, 2009).

3.3.3 Sampling

Sampling was completed within the local authority I work in as it was identified that there was a need for supporting the well-being of teachers within this local authority. For the purpose of confidentiality, the local authority will be referred to as Trusall. Much of my work as a Trainee Educational Psychologist in Trusall has been around supporting the social, emotional needs and mental health of children and young people, in line with the changes to the SEND Code of Practice and a Government interest in supporting children to develop skills in these areas. Trusall is an urban local authority which has a population of around 320,000 people, one third of this population consists of children and young people between the ages of 0 and 25. Trusall is a highly deprived local authority and neighbours other highly deprived areas. Trusall has higher than average levels of unemployment than the rest of the region and Great Britain. Trusall is an ethnically diverse authority with more than 30% of the population being from ethnic backgrounds other than White British. More than 4% of the population of Trusall residents aged 3 or over have English as an Additional Language and speak little English.

A purposive sampling method allowed me to seek teachers to participate in the research according to a pre-defined inclusion criteria, to ensure a reasonably homogenous sample of five participants from one local authority. The inclusion criteria can be seen below:

- Key Stage Two teacher

- At least two years of teaching experience

- Some experience of working with/ receiving input from an EP during the last year

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Key Stage Two teachers were chosen as I work with mainly primary school teachers and in my own experience, Key Stage Two teachers experience different pressures due to requirements for them to prepare children for testing at the end of Key Stage Two. Based on questionnaire date from over 200 teachers in England, Ekins, Savolainen and Petra Engelbrecht (2016) suggest that key stage has an influence on the self-efficacy of teachers, with higher levels of self-efficacy being reported in teachers working with younger pupils. Teachers with at least two years of teaching experience were sought so that there was scope for them to think about their experiences of well-being over time. Although the third criteria is arguably vague, this was provided as a criteria to ensure that the participants had an idea in their mind of the role of the EP as the third research question considers the EP role in supporting well-being.

Recruitment was carried out between July, 2015 and February, 2016. The recruitment advertisement (in appendix 2) specified that I would like to gain between one and two participants from each school and my contact details were provided for participants to make direct contact. As highlighted in the University's Code of Practice for Research, participation was voluntary and the research process was transparent. This meant that care was taken to ensure that participants did not feel under pressure to engage with the research; they were fully advised as to the nature of the research and what would be expected of them throughout.

Following consultation with my university tutor, head-teachers of primary schools in the local authority in which I work were approached to share the recruitment advertisement with Key Stage Two teachers. Due to difficulties recruiting participants in this way, I then began distributing information sheets in meetings

with teachers, SENCOs and deputy head-teachers and asked other EPs I work with to do the same. It is difficult to know the exact number of schools who would have seen the recruitment advertisement due to other EPs also being involved in distributing this but I suggest that it was seen in at least 15 primary schools throughout Trusall. Of these schools, just four of them participated in the research. Some school leaders opted not to distribute the recruitment advertisement for reasons unspecified. It could be hypothesised that teacher well-being was not seen to be a main priority among these school leaders who had other priorities. It could also be argued that there may have been some anxiety from school leaders regarding the concept of well-being and what could potentially arise from the interview. They may have been less likely to volunteer to participate if they envisaged that the teachers' experiences of well-being were likely to be negative. This suspected suspicion from school leaders who opted not to participate could have meant that the teachers who did participate were more likely to have a positive sense of well-being or it could be that the schools who participated were more open to change. Once I was in contact with individual teachers, it appeared that the concept of teacher well-being as a research idea was valued but that the main barrier to recruiting individual teachers as participants appeared to be a lack of time for teachers to participate in the interview. The options for teachers were to be interviewed in their own time or for the school to provide cover for them to be out of the classroom, which is a demand on school resources that may have felt inappropriate for some, given the current climate.

3.3.4 Participants

I aimed to interview six Key Stage Two teachers from between three to six different schools in the local authority I work in. Six participants was deemed to be an appropriate number of participants for research using Interpretative Phenomenological Analysis (Smith and Osborn, 2003, p. 54) which usually involves between four and ten interviews (Smith, Flowers and Larkin, 2009) for professional doctorates. Five participants were successfully recruited. Information about each participant can be seen in the pen portraits below. Pseudonyms have been used for participant names and schools for the purpose of confidentiality.

3.3.4.1 Pen Portrait- Chloe

Chloe is between 35 and 45 years of age and teaches in Key Stage Two at ▮▮▮▮▮ ▮▮▮▮, which is an outstanding school, according to Ofsted, with around 350 pupils. Chloe has been teaching in Key Stage Two for 18 years with breaks and has been teaching in her current school for two years. She also has a role as a Special Educational Needs Coordinator (SENCO) and has been in contact with Educational Psychologists through training and support for specific children. She is married and has a young son and she likes spending time with her family, listening to the cricket and gardening.

3.3.4.2 Pen Portrait- Owen

Owen is aged around mid thirties and teaches in Key Stage Two at ▮▮▮▮▮▮▮. He has been teaching for three and a half years in the same school and also did his teacher training at this school. As well as being a Key Stage Two teacher, he is the

ICT leader and is a peer tutor mentor. He has had contact with an Educational Psychologist through staff training and following guidance for specific children. He is married and is a father of two small children. He is a Christian and likes to exercise and keep healthy. He is very driven to succeed and aspires to be a school leader. Owen works in the same school as Chloe but Chloe has more time out of the classroom due to her SENCO role than Owen. Chloe has also taught in other schools whereas Owen completed his teacher training in the current school. These differences may contribute to differences in experiences and the way those experiences have been construed.

3.3.4.3 Pen Portrait- John

John is a 36 year old husband and father to two children and he likes to play football when he has time. He has been teaching for seven years in the same school and teaches in Key Stage Two currently and has also taught in Key Stage One. He is also the assistant head-teacher and SENCO. He has had contact with EPs through meetings and casework as part of his SENCO role and as a teacher, meetings to discuss particular children. ▆▆▆▆▆▆▆ school is a small school with less than 300 pupils. It is a high achieving school and has been rated as Good by Ofsted. John has recently spent more time out of the classroom to fulfil his other roles and has reflected on the difficulties of being in the classroom.

3.3.4.4 Pen Portrait- Kelly

Kelly is 32 years old and has been teaching in Key Stage Two for twelve years. She has been working at her current school for two years and also has a lead role in

Religious Education. Kelly works in ▮▮▮▮▮▮▮▮ which is a primary academy with over 400 pupils. The school has been ranked highly in the country for pupil progress and has been rated as Good by Ofsted. Kelly has had contact with an EP regarding particular children. She lives with her boyfriend and enjoys her weekends.

3.3.4.5 Pen Portrait- Jean

Jean is a 56 year old wife, mother and grandmother who likes to go caravanning. She teaches in Key Stages One and Two and is an assistant head- teacher and Inclusion Manager. She has been teaching for 25 years, 11 of which has been in the current school. She has had ongoing contact with an EP to support children with SEN. She works in ▮▮▮▮▮▮ which is the largest school in the sample with more than 500 pupils. The school has been rated as Good by Ofsted.

3.3.4.6 Participation

As explored above, participants with a range of ages and experiences were recruited who all satisfied the inclusion criteria as previously specified. I aimed to explore teacher well-being by speaking to teachers directly and decided not to seek the views of EPs as during the 'reconstruction' of educational psychology, some research highlighted that as there was a shift by EPs to attempt to engage in more systemic work to support school development, the traditional EP roles, including casework were still valued the most by schools (MacKay and Boyle, 1994; Stratford, 2000; Ashton and Roberts, 2006; Boyle and Lauchlan, 2009). This indicated that there may at times be a mismatch between how EPs see their role and how school staff perceive the role of the EP. As well-being is a personal experience, I thought that the voice of

teachers themselves was most important in determining how teacher well-being can be supported by EPs. This being said it was always expected that EPs would be consulted following the research to think about changes that can be made within the local authority to support teacher well-being, based on what was seen to be important for the teachers. I think that the voice of the EP is important but it was within the scope of the current research to provide a detailed analysis of a small number of cases and the quality of the research may have been threatened if the number of participants was increased. A mismatch between how the teachers made sense of their experiences and how EPs perceive they can support teacher well-being would have been enlightening but the word count for the current research may have restricted the discussion around such themes.

3.4 Method

In this section of the methodology I discuss the use of semi-structured interviews to gather data for analysis using IPA. I discuss the approach used in the interviews as well as the development of the interview schedule and pilot interview.

3.4.1 Semi-Structured Interviews

In order to gain rich data about teachers' experiences of well-being, I used semi structured interviews as they allow flexibility for the researcher to ask questions that will address the research questions and better understand the participants' experiences (Smith and Osborn, 2003, p.55), in this case, their constructions around their experiences of well-being, which is in line with the ontological and epistemological assumptions underpinning the research. Semi-structured interviews

are commonly used in IPA research (Langdridge, 2004). The interviews lasted at least one hour for each participant, providing me with over six hours of data to transcribe for the purpose of analysis. It has been suggested that this is enough data to allow for a thorough and detailed analysis of the case and is in line with the expectations for professional doctorates using IPA (Smith, Flowers and Larkin, 2009). There is not a need in idiographic research for there to be a large amount of data, instead, what is important is that the data that has been gathered is analysed for more than just surface meaning (Hefferon and Gil- Rodriguez, 2011). More data may have meant that the depth of the analysis was compromised. Focus groups were considered as they are efficient in collecting data and allow the researcher to determine whether views are shared between participants but with focus groups a fuller understanding of individual participants is more difficult to gain (Robson, 2011). It was also anticipated that there could be practical difficulties with recruitment insofar as ensuring that multiple teachers could be together at the same time. Semi-structured interviews were chosen over structured interviews in order to promote a more comfortable interaction whilst still allowing the interview to be partly led by what is important to the participant (Smith, Flowers and Larkin, 2009). This allowed for a co-construction of knowledge as previously introduced, where the researcher and participant are both important in generating meaning. It has been argued that good research that utilises a flexible design, in particular, case study design, should include a range of methods to ensure validity (Robson, 2011) but I argue that in the current research, semi structured interviews with five teachers and the use of IPA allowed me to fulfil the purpose of the research, which was to explore participants' constructions about their individual experiences of well-being, in order

to think about how teacher well-being might be supported in the future. I considered triangulating these findings by using other methods and/or seeking more participants but it was deemed that a thorough analysis of the five interviews would be more beneficial than a less thorough analysis of more data (Hefferon and Gil- Rodriguez, 2011).

3.4.2 Positive approach

Positively framed, open ended questions were used to elicit from teachers their experiences of well-being in order to co-construct ideas about how their well-being can be promoted in the future and what role EPs might have in this. This approach was underpinned by positive psychology and strength based practice rather than talking about deficits and difficulties. Inspired by appreciative inquiry (Cooperrider, Whitney and Stavros, 2008) which considers how organisations can function at their best, I aimed to consider how teachers can function at their best by eliciting their experiences of positive well-being and the factors that support well-being, from their individual perspectives.

3.4.3 Development of interview schedule and pilot interview

During the development of the interview schedule, questions were phrased with intent to be neutral, open and easy to understand (Smith and Osborn, 2003, p. 61) as this enables a rich discussion around the topic (Smith, Flowers and Larkin, 2009). The original interview schedule can be seen in appendix 6.

The interview schedule was amended following the pilot interview which was conducted to test out the interview schedule. (See appendix 8 for final interview

schedule). Piloting was a useful process and enabled necessary changes to maximise

the potential of the interviews. Full notes on the pilot interview can be seen in

appendix 7. The pilot interview lasted just 30 minutes and following reflection, I

acknowledged that my first interview schedule was doing little more than asking my

research questions (Thomas, 2009) and recognised that instead, the interview should

be more conversational, which includes asking for clarification and summarising

throughout rather than just moving through the interview questions one by one

(Thomas, 2009). To ensure I did this throughout the interviews I made prompts on

the interview schedule related to questioning so that I could gain rich information

from the participants. An initial open question was added to ask the participants to

tell me about their roles as a teacher. This was added at the beginning to ensure the

teacher was confident to talk to me as this question requires less thinking than asking

about the concept of well-being. This could be seen as a warm-up activity to promote

a more comfortable exchange (Robson, 2011). For the final interview schedule, the

first three questions related to the first research question which aimed to understand

the individual participant's understanding and experiences of the concept of well-

being. Due to the difficulties with defining well-being (Dodge *et al.,* 2012) and so as

to avoid leading participant's responses, I asked each of them to define well-being

and used their own language to discuss further. The next set of questions related to

the second research question which aimed to explore the factors that contribute to

positive experiences of well-being. I wanted participants to recall their experiences

of positive well-being and consider what was in place to support their well-being

during these times. I prompted them to consider factors, at different levels, that have

contributed to their experiences of well-being. The different levels included the

personal level, the interpersonal level and also factors related to the school environment and school systems and protocols. The final set of questions related to the final research question which sought to determine the EP role in supporting the well-being of teachers.

3.4.4 Analysis of interviews: IPA

This section outlines the stages of analysis that are involved in conducting IPA and how these stages were followed in the current study (Smith, Flowers and Larkin, 2009). A summary table of stages can be seen in appendix 4.

The first stage of IPA involves familiarisation of the data through repeating listening of interviews and repeated reading of transcripts (Smith, Flowers and Larkin, 2009). (An exert from a transcript can be seen in appendix 10). This was done in the current research to focus on the participant's experiences and to become aware of my own biases. In the current research, interviews were transcribed to ensure accuracy and completeness of data. This minimises the threat of description, which relates to the validity of the research (Robson, 2011).

The second stage involves exploring the data line by line, with an attempt to better understand it, and commenting on anything of interest. A close analysis is required in order to fully engage with the text (Smith, Flowers and Larkin, 2009). In the current study, the transcripts were read through repeatedly, applying a different lens each time to focus on particular elements (Smith, Flowers and Larkin, 2009). (See appendices 10 and 11). First reading focussed on the more explicit content in order to attempt to understand what was important to the participant. Second reading focussed on the use of language, mainly the use of repetition, pauses and laughter.

Final reading focussed on underlying meanings and attempted to understand the data at a conceptual level, offering a greater level of interpretation by going beyond the data itself (Smith, Flowers and Larkin, 2009). Notes were made in the left margin of the transcript during the analysis and these notes were expanded with each new reading.

In an attempt to reduce the amount of data, the third stage of IPA involves generating initial themes that capture important aspects of the text (Smith, Flowers and Larkin, 2009). In the current research, initial generation of themes was done by making links between comments made by the participants and my own interpretations. Initial themes were typed in the right margin and linked with the comments in the left margin, the quantity of each theme was tracked to determine the significance of themes (See appendices 11 and 12).

The fourth step involves refining and clarifying themes by linking, merging and breaking them down in an attempt to sufficiently capture what is of importance within the data and linking this to the research questions and aims of the research (Smith, Flowers and Larkin, 2009). This was done in the current research by writing the themes down, mapping links between themes and identifying the prevalence and significance of themes (See appendix 14). Notes were taken on paper as well as electronically. A final list of themes was added to a table with supporting quotations (See appendix 13).

The fifth stage involved repeating the above processes for each interview with an attempt to 'bracket off' preconceptions and conduct each analysis without being influenced by the former (Smith, Flowers and Larkin, 2009). In the current research, this stage was difficult as in an attempt to 'bracket off', similar themes were

purposefully given different names in the first instance and then these were later

refined as their original meaning and links to other themes could not be ignored.

The final stage of the analysis involves making links between cases to identify

common themes and similarities and differences between cases (Smith, Flowers and

Larkin, 2009). In the current research, a decision was made to generate superordinate

themes and sub-themes for the whole data set as there was a high level of conformity

between participants. To make links between themes, all themes for the five different

interviews were written on post it notes and moved around in accordance with

similarities between themes to generate superordinate themes and sub-themes (See

appendix 15). The original transcripts were also revisited to check back the themes

with the original comments. Given more time and resources, a colleague would have

looked at my results but instead, the analysis was completed in full by one

researcher. I acknowledge that this a potential flaw in the research, but the stages set

out by Smith, Flowers and Larkin (2009) were followed systematically to ensure an

in-depth analysis.

CHAPTER FOUR: ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents and discusses the findings from the research which elicited, using interviews, teachers' perceptions and experiences of well-being and considered how well-being can be supported by schools and EPs. In order to analyse data generated from semi-structured interviews, the stages of the Interpretative Phenomenological Analysis as specified by Smith, Flowers and Larkin (2009, p.82) were followed. An inductive process was used to generate key themes relating to the data set. In line with IPA research, the findings will be presented in the form of superordinate themes and sub-themes represented by a figure and a table. The sub-themes related to each superordinate theme will be presented and discussed separately and quotations will be used to highlight the complexity of each sub theme and how it links to the superordinate theme. Appendix 13 includes a wider selection of quotations, linked to themes as generated in the analysis. Separate discussions for each sub-theme will be provided for ease of reading before a final discussion of each superordinate theme which highlights the most significant points that were generated from the data set. Discussions will be in relation to the research questions and the wider context determined by the literature review.

4.2 Presentation of superordinate themes and sub - themes

Five superordinate themes were identified from the interview transcripts using IPA and they link to the following research questions.

- Research question 1- What does the concept of well-being mean for teachers?

- Research question 2- What factors contribute to the well-being of teachers?

- Research question 3- How might teacher well-being be supported by schools and Educational Psychologists

The superordinate themes identified are shown in the figure below and also in Appendix 16.

Figure 1. Superordinate themes of teachers' experiences of well-being and the factors that support
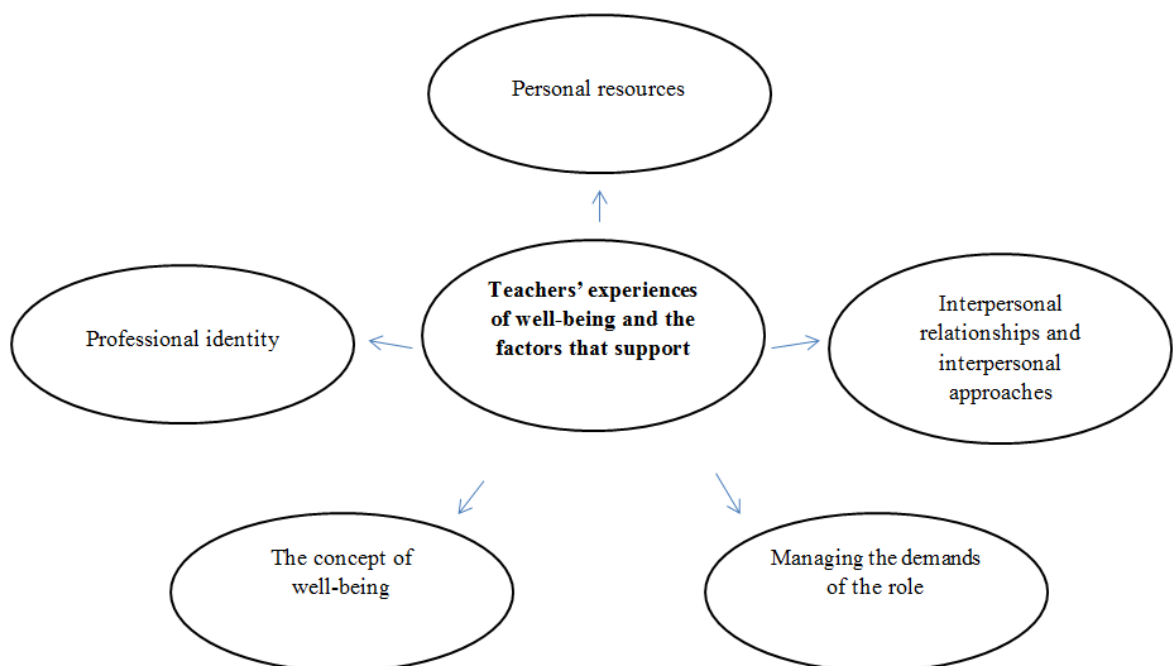
Appropriate subthemes were developed for each of the five superordinate themes. These will be highlighted in the table below:

Table 3. Superordinate themes and related sub-themes

Superordinate theme	Sub-theme
1. The concept of well-being	1a. States related to well-being 1b. Well-being as a continuum 1c. Stability of well-being
2. Professional identity	2a. Beliefs about oneself as a teacher 2b. Feelings about the teaching role 2c. Impact of professional identity on others 2d. Sense of purpose as a teacher 2e. Personal growth and professional development
3. Interpersonal relationships and interpersonal approaches	3a. School ethos and feeling supported 3b. Relationships and belonging 3c. The nature of feedback and recognition 3d. Feeling understood and valued 3e. Effectiveness and openness of communication
4. Managing the demands of the role	4a. External pressures and expectations 4b. Workload and time 4c. Balancing home life and being a teacher 4d. Ease of fulfilling the teaching role 4e. Having a sense of control
5. Personal resources	5a. Internal supports 5b. Relationships outside of school 5c. Hobbies and life style choices

I now go on to present and discuss each superordinate theme and the related sub-themes. Tables are provided which include quotations and a quotation reference, which is made up of the participant name (pseudonym) and the line number from the analysis of the transcribed interview. I now introduce the first superordinate theme

and the related sub-themes before providing an overall discussion of each theme and repeat this process for each superordinate theme.

4.3 Superordinate theme 1: The concept of well-being

During analysis, a significant theme was identified which focussed on the concept of well-being itself. There were similarities and differences between participants' understanding and experiences of well-being. The first sub-theme; states related to well-being will now be discussed.

4.3.1 Sub-theme 1a: States related to well-being

The states mentioned by participants included positive and negative states related to well-being. These were common throughout all of the interviews.

Table 4. Quotations for sub-theme 1a.

Quotation reference	Quotation
Chloe (1087-1091)	*So if you're enjoying what you're doing at work and you feel positive in what you're doing at work that tends to have a positive effect on the rest of your life*
Owen (1809-1812)	*There was a time where I did feel very low in terms of just feeling overwhelmed with everything*
Kelly (60-67)	*Not having any anxiety isn't it cause I think when you've got, I think it's almost easier to explain when you don't have good well-being, and it's all that feeling of stress and that you know you get quite pent up about things, you get very anxious about things*
Jean (119)	*It's burnout if you don't*

The positive states identified that relate to well-being include feelings of security, feeling relaxed, experiencing enjoyment, feeling positive and having a positive state of mind, health and welfare, experiencing joy, satisfaction, pride and happiness . Such positive states have also been linked to well-being by others; (Dinham and

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Scott, 2000; Weare, 2015; The Human Givens Institute, 2016; NHS, 2016). Having positive emotions is seen to be important for well-being (Seligman, 2011).

Negative states on the other hand were linked to feelings of unhappiness, frustration, low mood or negative emotions, feeling overwhelmed and fed up, experiencing anxiety and panic and feelings of stress and burnout, which have also been reported by others; (Hastings and Bham, 2003; Sturman *et al*., 2005; Mintz, 2007; Mind, 2013).

All participants initially attempted to talk about the positive states related to well-being when asked what the concept of well-being means to them. This could be due to the focus on positive well-being on the interview schedule, information sheet and consent form, but it could also be due to their understanding of well-being as being a positive construct. In support of this explanation, as will be discussed in the next sub-theme, negative emotions were sometimes referred to as being the opposite of well-being. This supports my rationale to explore the concept of well-being using a strengths based approach and a positive perspective, in line with positive psychology (Seligman and Csikszentmihalyi , 2000). Although participants started the interviews generally by focussing on the positive elements of well-being and despite positively framed questions, they also commonly discussed their experiences of negative emotions and generally indicated that these experiences were easier to make sense of and recall than more positive experiences of well-being. One participant explicitly stated that she found it easier to explain more negative experiences (Kelly). Positive experiences of well-being were commonly discussed as times where there was a lack of negative emotions such as not feeling that they were being criticised or as times where they did not have to take work home, which could

indicate that negative experiences are common. The findings indicate that the participants may ascribe to a pathogenic view, where a lack of disease, contributes to health (Antonovsky, 1996) or in this case, where a lack of negative experiences contribute to well-being.

4.3.2 Sub-theme 1b: Well-being as a continuum

Well-being as a continuum was identified as a theme as most of the participants indicated that there are opposite constructs of well-being where positive well-being is representative of well-being generally and negative states are representative of the opposite of well-being. This reflects how well-being was conceptualised by participants.

Table 5. Quotations for sub-theme 1b.

Quotation reference	Quotation
Chloe (68-70)	*If you feel constantly under pressure then that's sort of the opposite of well-being*
John (57-60)	*I understand it as (pause) I suppose feeling positive, and happy about, in your role er as opposed to you know the other side of it*
Kelly (69-75)	*You're not going to be happy about things so I guess that well-being is the opposite to that isn't it, if you've got good well-being you're not going to have all of those feelings, and that, it boils down to stress a lot of it doesn't it?*

In the current research, some participants discussed feelings of unhappiness and feeling under pressure as being the opposite of well-being. This supports findings from an early study with 218 teachers across 16 schools, in which results indicated that teachers who experience less stress are more satisfied in their roles (Kyriacou

and Sutcliffe, 1979). This would indicate that stress and satisfaction can be placed on a continuum where satisfaction is more closely related to well-being. It has also been suggested previously that well-being is on a continuum at the opposite end to disorders such as anxiety and depression (Huppert and So (2011).

4.3.3 Sub-theme 1c: Stability of well-being

The stability of well-being was regularly discussed or inferred by all participants and therefore was identified as a sub-theme for the concept of well-being.

Table 6. Quotations for sub-theme 1c.

Quotation reference	Quotation
Chloe (1088-1092)	*You feel positive in what you're doing at work that tends to have a positive effect on the rest of your life that isn't involved with work*
Owen (669-673)	*I'm trying to imaging a time where I felt my well-being was really good and I can't, you know, it's not as though, it's the little lights and flickers*
John (70-76)	*Peaks and troughs in terms of well-being where you can feel at one point, really positive and really fantastic about the job and then within a sort of space of a few days feel completely the other way about it*
John (191-198)	*End of summer term is the, usually the point where I feel most positive and my well-being is at its best because of all that combination, all of those things, and er inversely, I always find the sort of end of September, start of October is, the sort of hardest time*
Jean (1904-1908)	*I've got from being up there to down to here, you know I said at the beginning that it can change on an hourly basis, that's a good example of it*

Changes to well-being were discussed or inferred by all participants, in line with research that suggests that due to interactions at different levels, well-being changes over time (Gu and Day, 2013). The pace at which well-being can change was not agreed upon in the current research and I have not found other research that is able to clarify this. Time scales for changes to well-being referred to in the interviews included hours and days through to months and school terms. Jean expressed that well- being is something that changes rapidly in response to particular events and experiences. Owen also suggested that well-being is ever changing as a product of support from others and highlighted that maintenance of positive well-being over time is difficult due to workload demands. Chloe discussed experiences of well-being transferring between home and school settings, which may suggest that well-being is less amenable to change, whereas John suggested that the rate at which well-being changes is not consistent over time. Much of the discussion in the interviews was about the changing nature of well-being due to the impact of internal and external events. It could be suggested that it is only through the interactions at multiple factors that well-being is affected (Gu and Day, 2013), but that different events or experiences have different weightings in terms of how far they affect well-being and what other factors they are interacting with. This will be discussed more below in the overall discussion of the first superordinate theme.

4.3.4 Overall discussion of superordinate theme 1: The concept of well-being
Well-being in the current research seemed to be construed positively. Positive states, such as happiness and satisfaction were seen to be a part of well-being, whereas negative states, such as unhappiness and burnout were seen to be the opposite to

well-being, therefore indicating that well-being is seen to be on a continuum (Huppert and So, 2011).

The participants in the current research did not believe that well-being is a fixed concept (Gu and Day, 2013), but views varied between and within participants regarding the pace of change for well-being. It could be argued that when the participants discussed rapid changes to well-being, they were not referring to well-being but to the states related to well-being, for instance happiness. This depends on how well-being is construed. If well-being is viewed as the same as happiness or another such trait, the participants may see the concept as being more susceptible to rapid change in relation to an external event, whereas if well-being is seen to be a collection of states, it may be less open to rapid change as it is dependent on a number of different factors. In this research I take the view that well-being is a social construction and I am interested in understanding individuals' constructions about their own experiences of well-being, which is in line with the ontological and epistemological assumptions outlined and therefore think it is important to consider the meaning of well-being for individuals. What is clear is that due to a number of different factors, the participants reported experiencing rapid change to what they perceived to be their well-being.

4.3.4.1 The concept of well-being: The role of the Educational Psychologist
Regarding the concept of well-being, emotional support for teachers was one of the ideas proposed in the interviews with teachers. Owen suggested that the EP could provide emotional support for teachers in the form of counselling or a group session to address 'low morale' which is a negative organisational state related to the

concept of well-being. Others, including John and Kelly suggested that this would be less appropriate. John stated that he would not expect an EP to enquire about his well-being as that is not how he views the EP role. Kelly suggested that teachers may be stigmatised for accessing emotional support from an EP and others were aware of this. This indicates that there is a clear role for the EP in normalising the concept of well-being, and educating teachers on this. There is also a role for the EP in having further discussions with schools and teachers regarding whether emotional support for teachers is something that they feel could be beneficial from the EP.

4.4 Superordinate theme 2: Professional identity

The second significant theme that was identified related to a sense of professional identity, which participants indicated is determined by a number of factors. These factors have been identified as sub-themes and they include beliefs about oneself as a teacher, feelings about the teaching role, the impact of professional identity on others and personal growth and professional development. The first of these subthemes will now be discussed.

4.4.1 Sub- theme 2a: Beliefs about oneself as a teacher

All participants discussed their own beliefs about themselves as a professional and therefore this was identified as a sub-theme related to the superordinate theme of 'professional identity'.

Table 7. Quotations for sub-theme 2a.

Quotation reference	Quotation
Chloe (192-201)	*I felt I got away with it doing that. Erm if I didn't know something I'd be like oh yeah I'm a bit daft(………..) And*

	I've felt that erm, more confident in myself as teacher.
Owen (549-552)	*There was that sort of pride and satisfaction that, I was able to do what no one else wanted to*
Kelly (2092-2109)	*I wonder if there would be a bit of a stigma attached, possibly(....).it's a brave thing as well isn't it to actually put your hand up and say if somethings not going very well(.......)having the confidence and that, I suppose having that acceptance of everybody else*
Jean (112-113)	*I fell to sleep writing a report, and I don't do that, so that's not good*

Some participants spoke positively about themselves and their own abilities, demonstrating what could be viewed as a sense of pride in oneself and one's abilities, whilst others focussed on more negative beliefs about themselves. It is clear that beliefs about oneself as a professional are affected by external events and I anticipate these beliefs reflect participants' confidence in their own abilities or in other terms, their self-efficacy (Bandura, 1997). Chloe indicated that she previously questioned her own competence and suggested that by playing a role of someone who was 'daft' she could better cope with feelings of incompetence as she had control over this. This participant demonstrated that she experiences self-doubt, which can be recovered where there are positive efficacy beliefs (Bandura, 1997). Chloe indicated that she has not always been comfortable with failure. Previous research has highlighted that teachers can perceive experiences of stress and poor mental health as a failure due to perceived expectations to look after one's own well-being (Hanko, 1995; Sharrocks, 2014). In line with this, interestingly, Kelly indicated that receiving emotional support from an EP could be seen as an admission of failure and could negativity impact on the view that she and others have of her as a professional, due to her need to feel that she can cope and for others to think the same. This was supported by the research conducted by Sharrocks (2014) in which feelings of anxiety were experienced due to the participation in activities focussed on

well-being. This expectation that some teachers clearly have of themselves to be able to cope and not accept emotional support from a professional is likely to be affected by the expectations placed on teachers from school leadership.

As well as comments that indicate poor self-efficacy beliefs and feelings of incompetence, feelings of competence were also present throughout all of the interviews. In order to avoid the effects of incompetence or failure, it has been suggested that competence is an innate emotional need that is important for well-being (Deci and Ryan, 2000; The Human Givens Institute, 2016). Some participants made comparisons between themselves and other teachers to reinforce their own feelings of competence or self-efficacy.   For Chloe, she demonstrated feelings of competence due mainly to the positive feedback from the senior leadership team and her colleagues based on her performance and increased confidence over time. These could be seen as situated factors, which refer to factors within the teachers' school lives. These factors can affect teachers' self-efficacy beliefs (Gu and Day, 2007). Jean indicated that she holds positive beliefs about herself and her own abilities but discussed the impact of trying to cope and sometimes not being able to. Due to her positive efficacy beliefs, rather than attribute blame to herself, she appeared to attribute blame to the system, which is then likely to affect the way she acts within the system (Bandura, 1997). Self-efficacy will be discussed further in the overall discussion of the superordinate theme, but first I introduce another sub-theme related to the superordinate theme of professional identity

4.4.2 Sub-theme 2b: Feelings about the teaching role

Feelings about the teaching role were identified as a sub-theme as all participants discussed positive or negative feelings about their role as a teacher.

Table 8. Quotations for sub-theme 2b.

Quotation reference	Quotation
Chloe (1200-1207)	*Staff are being pulled here and there to go on trips and all of a sudden things that you relied on, that kind of communication system seems to kind of break down towards the end of term which it's quite insecure*
Owen (1694-1703)	*When Doctors make a decision or write a prescription they do it, nobody's checking up on them, when judges make a decision, or Lawyers do something then no one's coming up and checking on them but for teachers, the moment we do anything, someone's on our back, about everything that we do*
John (93-96)	*Make people feel, you know the not well-being side of it, and you feel very negative about your job and why do I bother?*
Kelly (391-416)	*If you're sitting in a good place it makes it a lot easier to be positive (……) if you're sitting down at the bottom of the league table then, it's a bit harder to be positive isn't it*

Chloe highlighted her feelings of insecurity due to a breakdown in the usual systems that support the role. Insecurity is a threat to well-being (The Human Givens Institute, 2016). For Owen, negative feelings about the role were related to the view of teachers in wider society which he indicated leads to high levels of accountability for teachers and a lack of trust. Supportive of this, other teachers have suggested that they should be given more trust (Gibson, Oliver and Dennison, 2015) and teacher dissatisfaction has been reported in relation to the negative view of teachers in society (Dinham and Scott, 2000). In contrast to this, Kelly indicated that views about teachers are not always negative and that this is determined by the ratings that schools receive from agencies such as Ofsted. She indicated that more trust can be provided once teachers can prove that they are doing a good job. Although this may affect how teachers are viewed at the local level, this cannot affect how teachers are

viewed at a national level. A spokesperson from the Teacher Support Network Charity, speaking to The Guardian (2014) suggested that since changes to Government in 2010, the discourse around teachers has been negative, with a focus on teachers and teaching being 'bad', which contributes to teachers feeling targeted and unsupported.

Some participants indicated that their motivation is affected by their negative feelings about the role, or their efficacy beliefs, John said 'why do I bother?' and other research has suggested that positive self-efficacy is related to increased levels of effort and motivation (Bandura, 1997; Critchley and Gibbs, 2012). It could also be said that this participant and other participants are questioning their sense of purpose which The Human Givens Institute (2016) and Weare (2015) indicate is a threat to well-being. Feelings about the teaching role will be discussed further when discussing the superordinate theme, professional identity. I now discuss another sub-theme related to this superordinate theme.

4.4.3 Sub theme 2c: Impact of professional identity on others

As well as discussing their positive and negative experiences of well-being, participants also highlighted the impact of their professional identity and their personal sense of well-being on their teaching effectiveness and the people around them.

Table 9. Quotations for sub-theme 2c.

Quotation reference	Quotation
Chloe (1116-1122)	*If I feel more positive about myself I'm more open. I'm more giving I think as well, more giving of my emotional support erm I think when I'm not feeling so good I close down erm*

	and then it is just perfunctory what I'm doing
Owen (1494-1535)	*When I'm exhausted, when I'm frustrated and angry, they say one thing and I snap (...) just because I was worn thin I, you know, in a small way I crushed him at that point(...) Thinking about you know where my well-being is low, it's then, erm the I struggle, you know those children that need the most support, patience, that need the most nurturing, that need the most love, don't get it from me*
Kelly (1315-1321)	*If you don't feel that you're prepared, then you're not going to teach as efficiently and I guess you're going to be more snappy with the children, you don't have as much patience with them and maybe other staff as well*

The impact of professional identity on others is linked to self-efficacy beliefs and the impact of beliefs about oneself and the role on teachers' practice. Some participants, including Chloe, linked their efficacy beliefs to their effectiveness as a teacher. Chloe suggests that negative feelings about herself serve as a barrier for engagement with pupils. This is supported by other research that has linked pupil engagement and positive efficacy beliefs (Gibbs and Powell, 2011). Owen discussed an interaction with a child that was negatively affected by his own well-being. The quotation provided indicates that he felt negatively about himself due to his reaction to this child as this experience conflicted with one of the subthemes that will later be discussed; his sense of purpose as a teacher. Owen and John linked their well-being with relationships with children and perceived job effectiveness. As other research suggests, the way one acts and the choices one makes are affected by self-efficacy beliefs (Bandura, 1997). Some participants indicated that their negative feelings about themselves and the role were transferrable to their feelings about the children. Other research has also reported that feelings of inadequacy can contribute to feelings of stress and uselessness and even blaming the children for their own feelings of inadequacy (Hanko, 1995). This sub-theme will continue to be discussed

as part of the overall discussion of the second superordinate theme, professional

identity. I now introduce another of the sub-themes related to this superordinate

theme.

4.4.4 Sub-theme 2d: Sense of purpose as a teacher

All participants discussed the reasons they went into teaching which were focussed

around helping children make educational progress. This appeared to be significant

for all participants, but for some more than others.

Table 10. Quotations for sub-theme 2d.

Quotation reference	Quotation
John (480-483)	*You do your marking, you finish everything and then you lie in bed thinking about so and so who, he's a worry*
Kelly (1097-1101)	*Everyone here's got the children's best interests at heart, obviously, so I think you know if you're, whatever you're doing, you're doing it for the children*
Jean (455-458)	*It gives me the motivation to keep me going, and wanting to come to school even when I am poorly because you're there for the children*

All participants discussed being driven by the purpose to meet the educational needs

of their students. Having a sense of purpose is proposed by the Human Givens

Institute (2016) as an innate emotional need that is necessary for well-being. Huppert

and So (2011) and Weare (2015) also referred to having purpose or meaning in their

descriptions of well-being. Kelly suggested that the sense of purpose teachers have

to do the best for children is not anticipated by others who apply restrictions that

make it harder to effectively meet the pupils' needs. John also reflected on the

emotional impact of the role including worrying about a child. This emotional

investment and involvement was not only discussed by John. Jean regularly
discussed her intrinsic need to support the children she works with, even though she
highlighted that this had previously meant putting the children before herself. She
suggested that this sense of purpose to support the children provides her with
motivation to continue with the role, despite finding it difficult. According to Self-
Determination Theory, the motivational state that is most useful is 'autonomous
motivation' and this means that the motivation comes from an internal drive rather
than from an external source. It is clear that the teachers have an internal drive to
meet the educational needs of their students, even if they find this challenging (Ryan
and Deci, 2000; Deci, 2012). This could also reflect a sense of commitment, which
research has suggested is positively associated with pupil performance and progress
(Day, 2008).

I now go on to highlight the final sub-theme related to the superordinate theme of
professional identity.

4.4.5 Sub- theme 2e: Personal growth and professional development

All participants acknowledged the need for personal growth and professional
development in their role as a teacher.

Table 11. Quotations for sub-theme 2e.

Quotation reference	Quotation
Chloe (1337-1344)	*We try so many different strategies there comes a point when were not sure what to do and then we're looking for that extra bit of advice, that extra bit of support that perhaps it is something we haven't considered before*
Owen (1641-1654)	*I, almost always come out of those trainings erm feeling very positive, feeling you know much better equipped, erm with lots of ideas to try out and implement….I wish I had*

	more time to go and do, what I try and do actually is that night I try and chew over what I've done, I know that reflection time to sort of process it, cause I'm a processor, usually a verbal processor
Kelly (1824-1827)	*I'm not a psychologist, I'm a normal person that's trained to be a teacher (laugh) I don't know how to deal with those sorts of things*

Participants reflected on their current levels of competence and spoke about the importance of personal and professional development in the form of advice and training. Participants discussed feeling ill equipped to deal with some of the challenges of the role including supporting children's mental health, due to a lack of input for this during teacher training (Kelly). Other research has also suggested that there is a gap between teacher training and the requirements of the role (Rothi, Leavey and Best, 2008). Participants indicated that they experience feelings related to a lack of control, due to the differences between what they were trained to do and what the job actually entails. Other research suggests that perceived levels of control can be increased by continued professional development (Weare, 2015) and supervision which addresses teachers feelings of inadequacy when supporting children's behaviour and promoting inclusion (Grieve, 2009), particularly by professionals who have knowledge of the school setting (Rothi, Leavey and Best, 2008). Owen highlighted a tension between the need for professional development and the restraints on time. He indicated that there should be an element of reflection and implementation time built in following training so that the training can be incorporated into practice. This was supported by Rothi, Leavey and Best (2008) who suggested that time should be provided for training but also for implementing the training in practice. In line with this, according to The Human Givens Institute (2016), humans have an innate emotional need to experience privacy which provides

time for thinking and reflection; this contributes to good well-being and mental health. This will continue to be discussed below as part of the superordinate theme; professional identity.

4.4.6 Overall discussion of superordinate theme 2: Professional Identity

Professional identity, according to Day (2008) refers to one's identity as a teacher, in line with professional expectations that are placed on teachers from multiple sources (Day, 2008). One's professional identity interacts with one's personal identity, which refers to factors in the teachers' home lives, and one's situated identity, which includes factors within the school. Situated factors including time pressures and organisational inequalities, interpersonal interactions and relationships with others and support from the school leaders (Gu and Day, 2007). In my own research I used the term professional identity to reflect the teachers' general comments about their identity which appeared to be related to situated factors according to the criteria provided by Gu and Day (2007). The teachers who participated in the current research expressed both positive and negative beliefs about themselves. The participants expressed that experiences of competence (Deci and Ryan, 2000; The Human Givens Institute, 2016) are important to avoid the development of negative efficacy beliefs (Bandura, 1997) and that competence can be experienced through positive feedback (Gu and Day, 2007) and personal and professional development (Grieve, 2009).

The feelings teachers have about the role are affected by expectations at a local and at a national level and the view of teachers held by society (Dinham and Scott, 200; The Guardian, 2014). Participants indicated that they experience negative feelings

such as resentment due to high levels of accountability and a lack of trust, which clearly is a conflict (Gibson, Oliver and Dennison, 2015). They expressed that negative beliefs about the role can affect motivation (Bandura, 1997; Critchley and Gibbs, 2012) and effectiveness of practice and can lead to teachers questioning their purpose, which can be damaging for well-being (Huppert and So, 2011; Weare, 2015; The Human Givens Institute, 2016). On the whole however, this sense of purpose, despite the challenges of the role, appears to provide the teachers with motivation and commitment to continue with the role which is based on an internal drive to make a difference for children (Deci and Ryan, 2000).

4.4.6.1 Professional identity: The role of the Educational Psychologist

Regarding the theme of professional identity, Chloe suggested that the EP can affect teachers' beliefs about themselves in the teaching role and help teachers to feel better equipped to do their jobs, this may be through training and through the positive feedback given by EPs. Some participants, including John and Jean, indicated that EPs should also have a sense of purpose to fulfil the role which includes being enthusiastic about the work and keeping the children at the centre of the work. Supporting the personal growth and professional development of teachers was seen to be an important role for the EP, all of the participants in the interviews spoke about the role of the EP in helping to move teachers' thinking forward around casework, this could be in terms of problem solving about a particular situation, providing training on a particular area and offering, support, advice and expertise.

4.5 Superordinate theme 3: Interpersonal relationships and interpersonal approaches

Interpersonal relationships and interpersonal approaches were linked to make up a superordinate theme as these interpersonal elements were the focus of much of the interviews. Each of the sub-themes related to this superordinate theme will be discussed in turn.

4.5.1 Sub-theme 3a. School ethos and feeling supported

This theme relates to feelings of being supported in the role at a school wide level. It relates to the general feeling of the school and the general school environment.

Table 12. Quotations for sub-theme 3a.

Quotation reference	Quotation
Chloe (956-957)	*I think it doesn't feel like it's an institutionalised space*
Owen (983-989)	*I feel particularly angry about it this time, at the moment because this term it was scheduled for the day when me and all my staff were out on a trip so for this term you know we've not had our well-being looked after at all*
Kelly (223-228)	*The head-teacher's quite keen on that erm if you've got a positive state of mind you've got a positive workforce, that are feeling good about themselves, they will be more effective in their work*

The importance of the school ethos was discussed either implicitly or explicitly by each participant. Chloe suggested that the people in the organisation and the school environment contribute to the overall school ethos. This was supported by Public Health England and Children and Young People's Mental Health Coalition (2015) who suggested that the school ethos and environment is important to promote the well-being of everyone in a school; staff and pupils. Kelly made regular comments

throughout the interview on the school ethos and the interpersonal approaches used by others. She emphasised the importance of friendly and informal approaches that allow staff to be effective in their roles and she spoke positively about her experiences in her current role, highlighting that the head-teacher demonstrates that he cares about the well-being of the staff members in the school and actively seeks to improve well-being. This is in line with the guidance provided by Weare (2015) who discussed the need for a school ethos which acknowledges the needs of staff and is able to provide support accordingly.

Public Health England and Children and Young People's Mental Health Coalition (2015) suggest that at least one person should champion organisational well-being. This however did not seem to be the case for all participants and may be uncommon. Owen, at times spoke positively about the school support networks and feeling well-supported but also commented on a 'well-being day' which he perceived to be tokenistic and not meaningful. He went on however to show dissatisfaction that this day was missed as it reinforced his feelings of a lack of support for his well-being. This is in line with the findings from other research which highlighted that staff members perceive that their own well-being is not important to the school (Sharrocks, 2014). Owen suggested that attempts to support well-being are often ineffective as the most significant factor contributing to well-being is workload, which the school have not been able to reduce, despite attempts to do so. There is some evidence that teacher well-being can be improved when schools address the concerns raised by staff regarding their well-being. In one primary school, self-reported well-being was 18% higher across the staff group after the well-being intervention was put in place (Worklife Support, 2010).

I now go on to discuss the findings on the next sub-theme related to interpersonal

relationships and interpersonal approaches; relationships and belonging.

4.5.2 Sub-theme 3b. Relationships and belonging

Interpersonal relationships and statements referring to a sense of belonging were

discussed by all participants throughout the interviews and were clearly seen to be

important contributors to well-being.

Table 13. Quotations for sub-theme 3b.

Quotation reference	Quotation
Chloe (503-507)	*The relationships side? (pause) I would say, previous year, that wasn't in place and I was, I'll use the word carefully, I was bullied erm by a particular member of staff*
Chloe (603-615)	*My own educational beliefs, are mirrored in senior management(……..) Feeling of I'm a part of the fabric of the school*
Owen (498-501)	*This is where there is a line between the teachers and teaching assistants, the teachers are going through what I'm going through*
John (547-552)	*Gone through the SATS and everything with them and the big end of year show with them, and then just you know, real close bond with this class who'd had a difficult time in fact in year 4*
Kelly (1366-1369)	*I think for me it's a bit of, an impossible situation really, but my main thing is that I'm quite lonely in not having a year partner now*
Jean (1052-1063)	*We're very much on the same wavelength, very much, and she's got the same ethos, about her for the children, yeah, very much so and I don't have to watch my back with her, you know that's a big, I know that come what may she'd battle my corner and she knows come what way, well I'd battle for all of them, that one that's just come in, she's a god send*

This sub-theme highlights the importance of belonging to a school and belonging to

a group of teachers as well as the importance of relationships at multiple levels; with

colleagues, the senior leadership team and pupils. Relationships, which provide a sense of connection, relatedness and belonging are important for well-being (Deci and Ryan, 2000; Huppert and So, 2011; Seligman, 2011; Weare, 2015; The Human Givens Institute, 2016). Owen indicated that he has a sense of belonging to a group of teachers due to shared responsibility and shared understanding, which has also been proposed in other research as being important to relationships with colleagues (Sharrocks, 2014). Chloe discussed the importance of positive interpersonal relationships with school leadership. The quality of support from the leadership team is a situated factor in the school life of teachers that interacts with other factors to determine resilience (Gu and Day, 2013). Chloe discussed how her relationship with the senior leadership team has helped her to develop more positive views about herself due to being able to contribute to the school and belong to the community. Other research has suggested that positive changes in the self-efficacy beliefs of individuals can impact on relationships with others (Critchley and Gibbs, 2012) and I suggest that the direction of this relationship might be two way. The same participant also discussed her earlier experiences of being bullied by a colleague. It has been suggested that a school bullying/ harassment procedure would improve the mental health of teachers (Teacher Support Network, 2009). The importance of good relationships with colleagues were also highlighted by Jean. Other research has indicated that positive relationships with colleagues are important (Day, 2008; Sharrocks, 2014) and can enable teachers to better cope with stressful situations (Trendall, 1989; Gu and Day 2007) and this certainly appeared to be the case for the participants in the current research. Belonging and interpersonal relationships protect against feelings of isolation which was captured by Kelly, who discussed her

feelings of loneliness due to not having a 'year partner'. She discussed being able to better cope with the demands of the role when she has more contact with her colleagues. As previously identified, a collective anxiety can result from a lack of support from colleagues, meaning support is sought from elsewhere (Mintz, 2007). This is arguably a threat to feelings of belonging to a school community. As well as relationships with the school leadership team and colleagues, relationships with pupils were also discussed. John discussed the importance of positive teacher- pupil relationships and previous research has demonstrated the importance of positive relationships with children as they can help teachers cope with stressful situations (Trendall, 1989). I now go on to introduce the next sub-theme related to the superordinate theme of interpersonal relationships and interpersonal approaches; the nature of feedback and recognition.

4.5.3 Sub-theme 3c. The nature of feedback and recognition

The differences between the impact of positive feedback and negative feedback were discussed by most of the participants.

Table 14. Quotations for sub-theme 3c.

Quotation reference	Quotation
Chloe (345-347)	*Here my strengths are highlighted and then it looks at, what can we do to improve?*
Owen (704-707)	*Public recognition of the work that's been achieved, erm, both are valued and both make a difference*
Kelly (1348-1354)	*And I think even having areas to develop, that can be positive as long as it's put in a positive way, you know, have you tried this? Or maybe you could do it like this, that can be really positive as it can actually impact in a really good way*

Positive attention is an innate emotional need that contributes to well-being according to The Human Givens Institute (2016). Chloe compared her experiences over time; expressing that her current experience of feedback is more positive, with a focus on strengths rather than deficits. She identified that this has improved her confidence and made her less fearful of receiving feedback, whether positive or more constructive. This supports the rationale of this research to focus on the positive elements that contribute to well-being in line with positive psychology, which focusses on strengths and factors that promote resilience (Seligman and Csikszentmihalyi, 2000). Owen made a distinction between the need for both private and public recognition. Private recognition reinforces to himself that he is doing a good job, whereas public recognition serves the purpose of communicating to others that he is doing a good job, which may potentially be useful for his future aspiration of becoming a school leader. Kelly suggested that staff are more likely to take comments for professional development on board if they have been provided with positive feedback as well as more negative comments, or if comments are framed in a more positive way. In line with this, reporting on the use of the Working on What Works (WOWW) intervention which provides children and teachers' with positive feedback about their strengths, Lloyd, Bruce and Mackintosh (2012) stated that teachers have reported feeling more in control and more confident. In other research teachers' use of their own strengths has been found to be related to well-being over time, including higher levels of self-esteem, vitality, positive affect and lower levels of self-reported stress (Wood *et al*., 2011). This study however only assessed perceived use of strengths and this is not a predictor of actual use of strengths.

Furthermore, the whole idea of strengths is subjective, although one could argue that perceived use of strengths will reflect one's feelings of competence and self-efficacy. I now go on to introduce the next subtheme which links to the superordinate theme of interpersonal relationships and interpersonal approaches.

4.5.4 Sub-theme 3d. Feeling understood and valued

All participants highlighted the importance of interpersonal approaches that communicate to teachers that they are valued and understood.

Table 15. Quotations for sub-theme 3d.

Quotation reference	Quotation
Chloe (53-56)	*I think a level of empathy, you know people need to understand and actually recognise*
Owen (1742-1751)	*Coming in and without any communication to me and completely belittling my views and what I'd said about this child when they turned around and said there were no problems what so ever, I lost all sorts of respect for that person and for what they were doing because it completely didn't value what I'd said.*
John (1147-1155)	*I suppose, it depends on the, the person, as in their awareness of the demands of a, as a class teacher(.....) some are not so aware*
Kelly (1174-1177)	*For what I'll be doing next week and nobody checks it, you know, you're trusted to do that, which is a big thing*
Jean (2027-2030)	*Yes, and offer different strategies and work alongside you not against you, or not sort of erm (long pause) and doesn't cancel unless they've got to, cause that's another thing erm (pause) and all those things, support you with your emotional, teacher well-being*

Kelly expressed that being trusted by senior leadership teams is important as a teacher as this communicates that one is valued. Feeling valued by those at a higher level has an impact of on self-confidence (Bangs and Frost, 2012). Some participants expressed that an understanding of the role is often promoted by shared experience for instance, where leaders have more recently had a teaching commitment, their

expectations on teachers are more realistic. This has been supported by other

research (Sharrocks, 2014). Participants suggested that an understanding of the role

means that there are less likely to be unrealistic demands which promote a sense of

value for the staff. Where there is not a shared experience, such as in the case of

external agencies, positive and negative experiences were discussed, which will be

explored further in section 4.5.6.1. I now go on to introduce the final sub-theme that

relates to interpersonal relationships and interpersonal approaches.

4.5.5 Sub-theme 3e. Effectiveness and openness of communication

Most participants discussed the need for effective and open communication within

schools and with external agencies, including EPs, therefore this emerged as a sub-

theme for interpersonal relationships and interpersonal approaches.

Table 16. Quotations for sub-theme 3e.

Quotation reference	Quotation
Chloe (94-96)	*I think it's the not knowing. If you don't know stuff you feel insecure*
John (1310-1311)	*There wasn't that transparency in that we didn't know*
Kelly (1062-1080)	*We're very open on email as well, we communicate a lot on emails(……)the tone of the emails are generally quite nice, they're quite positively written*
Jean (1999-2003)	*The bad example, the one's that never ring you back, they never get back to you, they never email you back*

Effectiveness of communication refers to communication within the school and

between the school and external agencies. The participants demonstrated the

negative effects of ineffective communication including one's own feelings of safety

and security, which are important emotional needs as outlined by The Human Givens

Institute (2016). Kelly discussed her positive experience of communication via

email which she found to be effective and efficient, whereas other participants suggested that face to face communication was more effective. Other research has suggested that well-being can be promoted through systems which promote effective communication and sharing of information (Worklife Support, 2010). Effectiveness of communication was also highlighted to impact on relationships within the school and with external agencies. John and Jean reflected on negative experiences with an EP due to ineffective communication and they suggested that this impacted on their relationships, which are important for well-being (Seligman, 2011; Weare, 2015; The Human Givens Institute, 2016; Deci and Ryan, 2000; Huppert and So, 2011).

4.5.6 Overall discussion of superordinate theme 3: Interpersonal relationships and interpersonal approaches

The superordinate theme of interpersonal relationships and interpersonal approaches was a significant theme across the whole data set, highlighting the importance of interpersonal factors for well-being. Of the conceptualisations of well-being provided in the literature review, relationships were seen to be important to well-being according to Deci and Ryan (2000); Huppert and So (2011); Seligman (2011); Mind (2013); Weare (2015) and The Human Givens Institute (2016). The participants discussed their well-being in relation to their relationships with colleagues (Day, 2008; Bangs and Frost, 2012; Sharrocks, 2014) with children (Trendall, 1989; Sturman *et al.,* 2005; Mintz, 2007) and with school leadership (Day, 2008) and suggested that relationships provide a sense of belonging and shared understanding (Sharrocks, 2014) and protect against the effects of loneliness and stress (Gu and Day, 2007).

The ethos of the school was seen to be important to each participant, which is supported by Public Health England and Children and Young People's Mental Health Coalition (2015). The participants suggested that the ethos represents the environment, the interpersonal interactions and the general feel of the school which is affected by the vision from the senior leadership team. They indicated that where there is a good ethos, the well-being of staff in schools is actively supported but a good ethos is not sufficient enough to minimise the challenges of the teaching role. Some participants in the current research also made links between their efficacy beliefs about themselves as a teacher and relationships which has also been suggested in other research (Critchley and Gibbs, 2012). The participants stressed the importance of being recognised for ones strengths and to receive positive feedback to reinforce hard work, as well as feeling understood and valued which includes feeling trusted. The teachers also expressed the need for effective communication within the school to avoid feelings of insecurity and a lack of control over their work and to promote good relationships, which have both been proposed to be important for well-being (The Human Givens Institute, 2016). I now go on to discuss the role of the Educational Psychologist in relation to this theme.

4.5.6.1 Interpersonal relationships and interpersonal approaches: The role of the Educational Psychologist

All participants spoke about the importance of the interpersonal relationships that are developed with EPs and the interpersonal approaches used by EPs when interacting with teachers. Jean suggested that the quality of the relationship with the EP is important in terms of being able to trust that the EP can be relied upon to do the best

job. The importance of the EP providing positive feedback to teachers was highlighted by Chloe and John. Three of the participants; Chloe, Owen and Jean suggested that it is important that the EP understands the role of the teacher and values the teacher, thus engaging in a collaborative way.

Owen discussed his feelings of frustration due to not feeling understood or believed in as a professional by an EP. It appears that he felt that his competence had been questioned by the EP, which then impacted on his relationship with the professional and potentially, the EP profession. John suggested that some EPs are more understanding than others of the role of a teacher and he indicated this this was not due to whether or not the EP had previously been a teacher. This indicates that it is the approach used which is significant and not the shared experience which contributes to understanding of the role of the teacher. In line with this, Jean discussed the interpersonal approaches that are necessary for EPs, that communicate to teachers that they are valued and that their role is understood and this includes EPs working collaboratively with teachers. Understanding is an interpersonal approach which is linked with managing the demands of the role i.e. understanding that a teachers' workload may be unmanageable and altering ones behaviour accordingly. Furthermore, the effectiveness and openness of communication between teacher and EP was expressed to be important by Owen, John and Jean in terms of the EP being accessible and transparent with their communication.

4.6 Superordinate theme 4: Managing the demands of the role

Managing the demands of the role was identified as a superordinate theme due to its significant presence across the whole data set. It attempts to capture the demands and challenges associated with the teaching role.

4.6.1 Sub-theme 4a. External pressures and expectations

The demands, pressures and expectations from the Government and local services were highlighted by all participants as impacting on one's ability to manage the demands of the role, therefore this was identified as a sub-theme.

Table 17. Quotations for sub-theme 4a.

Quotation reference	Quotation
Chloe (72-74)	*Constant pressure to get things done, to meet deadlines, to meet targets*
Owen (446-449)	*In the teaching profession, which is probably the point of your argument, wellbeing always comes second to professional outcomes*
John (187-190)	*Performance management thing and the accountability for the pupil progress is sort of more important*
Kelly (650-657)	*You know, the results have got to be good haven't they?(......) the pressure has to come in from the head-teacher because the pressure's on them isn't it and it gets filtered down*
Jean (538-540)	*But that's because they've got the expectations from, the school improvement officers, the local education authority, Ofsted*

The participants all indicated their awareness of the need for high expectations but there were thoughts around expectations being unrealistic at times, leading to high levels of change and accountability which in other research has been linked to feelings of dissatisfaction in the role (Dinham and Scott, 2000) and a lack of control (Weare, 2015). Chloe used the word 'constant' to refer to the pressures on teachers which indicates her dissatisfaction with this. Teachers in other research have suggested that change for teachers should be minimised in order for teachers to

effectively manage their workload (Gibson, Oliver and Dennison, 2015). Jean and Owen demonstrated an awareness that their well-being is less important than meeting the expectations of the role including meeting goals and targets. This supports the claim from Margolis, Hodge and Alexandrou (2014) that policy documents promote accountability and morality for teachers to meet outcomes for pupils and maintain standards regardless of their own well-being. A lack of control was expressed by Kelly due to external pressures and expectations. Unrealistic expectations have been linked to lower levels of intrinsic satisfaction and decreasing levels of control (Dinham and Scott, 2000) but the participants in this research seemed to understand the need for the senior leadership team to pass on these expectations, including Jean who spoke about the sources of the expectations. These expectations clearly affect workload and time, which will now be discussed.

4.6.2 Sub-theme 4b. Workload and time

Workload and time were highly relevant across all of the interviews therefore were developed as a sub-theme relating to the superordinate theme of managing the demands of the role.

Table 18. Quotations for sub-theme 4b.

Quotation reference	Quotation
Owen (282-286)	*It's all about workload, the heavy workload leads to stress which for me means disrupted sleep erm, it means I'm frustrated more erm I snap at sadly my family*
Owen (1467-1670)	*What gets shorter as a result? Having some sort of understanding of that from leadership I think is very important.*
John (1163-1165)	*Do you realise what, on a daily basis what I actually have to do?*
Kelly (1166-1168	*I really like the marking policy and I think that's probably, one of the most important policies in terms of workload cause*

	marking, is a big thing you know
Jean (674-676)	*I don't have enough hours in a day to get them all done*

The difficulties associated with managing their workload were discussed by all participants and became the topic of a significant amount of discussion in the interviews. This does not appear to be uncommon and is not new in the teaching profession (Bubb and Earley, 2004). Teachers in the current research linked workload to stress and dissatisfaction which has also been reported in other research (Teacher Support Network, 2009). Previous research has suggested that satisfaction with workload is highly predictive of overall levels of satisfaction (Dinham and Scott, 2000) and audits of stress and workload have been proposed to support the well-being of teachers (Weare, 2015). Participants discussed how workload is determined by a number of factors at the national level and local level including Ofsted and targets for children to achieve. Similarly, in other research teachers have suggested that high levels of workload are affected by Ofsted, being held accountable, additional demands provided by the senior leadership team and implementing new initiates (Gibson, Oliver and Dennison, 2015). Owen discussed how it is the schools responsibility to ensure that external expectations are managed in a way that does not make teachers workloads more unmanageable, which has been supported by The Guardian (2014). Some participants discussed sharing workload and how this can alleviate some of the pressure they experience. Supportive of this, the Department for Education (2015b) suggested that in an attempt to reduce workload, schools could ensure collaboration between colleagues for developing and planning new schemes of work.

Kelly regularly made comparisons between her current and previous experience, highlighting the significant differences between her previous, much higher workload

and her current more manageable workload, for which she gave credit to clear and easy to follow marking and planning policies. Marking and planning were two of the main concerns raised by teachers in the Workload Challenge Survey (Gibson, Oliver and Dennison, 2015) which led to the government suggesting that schools should reintroduce systems to ensure planning and marking takes less time, including a '5 minute' lesson plan (Department for Education, 2015b). Time was linked to workload by a number of participants, including Jean. Teachers in other research have expressed a lack of time to complete work, even when extending the school day and working from home. These teachers suggested that more time should be provided for them to carry out expected tasks (Gibson, Oliver and Dennison, 2015). In research where staff's comments on workload were responded to by the schools, such as providing time for additional responsibilities, improvements were reported for well-being, staff retention, sickness rates and reports of staff feeling more valued (Worklife Support, 2010). It is however not clear whether these improvements were caused by the focus on workload as additional changes were made to support well-being at other levels. The impact of workload on maintaining a work-life balance was discussed in the current research and in other research (Sturman *et al.,* 2005). This will now be discussed.

4.6.3 Sub-theme 4c. Balancing home life and being a teacher

All participants reflected on the importance of effectively managing the demands of both home and work for their well-being, but indicated that this balance is difficult to maintain, therefore this was developed as a sub-theme related to managing the demands of the role.

Table 19. Quotations for sub-theme 4c.

Quotation reference	Quotation
Owen (1082-1084)	*Because I know that as soon as I get home I'm not doing any work until the kids have gone to sleep*
John (398-401)	*At least I had that, two hours or so when I would not entirely switch off but I would put it to one side*
Kelly (136-138)	*I never get a lunch break and that's my choice cause I don't want to be working in the evening so I think, you know to be working all weekend as well it's not good for your health to be honest*
Jean (25-29)	*I would just like to, spend a bit of time, chatting to my husband in bed rather than slipping out to do some school work while he's still asleep*

Most participants discussed their experiences of regularly taking work home as there is not time for this to be completed within the extended school day. Workload is a significant contributor to maintaining a work-life balance (Bubb and Earley, 2004) and the difficulties of maintaining this balance are not new (Dinham and Scott, 2000; Sturman *et al*., 2005). Jean, for instance discussed the impact of an unmanageable workload on her ability to spend time with her family and fully enjoy her own time. The Department for Education (2015b) in response to the 'Workload Challenge' survey suggested that the school development plan should include a section on maintaining a balance between work and home. Kelly demonstrated, unlike some of the other participants, that she is able to maintain a work-life balance as she works through her lunch hour to ensure that work is not taken home. Kelly however had previously recognised that the expectations from her current school are more realistic than other schools for planning and marking. Other participants discussed the need to work from home and the challenge of fitting this around other responsibilities, including Owen and John. It was also highlighted that due to the quantity of work, it can be difficult to stop thinking about work, even when at home. In other research it was also identified that some struggle more than others with maintaining a balance

between home and school lives (Sturman *et al.,* 2005) as was previously highlighted in the case of Kelly. This can be related to other factors that affect the ease of fulfilling the teaching role, this will be further explored below.

4.6.4 Sub-theme 4d. Ease of fulfilling the teaching role

Ease of fulfilling the teaching role was developed from smaller sub-themes that were identified from the data. These included participation in meaningful and purposeful tasks and managing additional responsibilities. These factors contribute to the ease of fulfilling the role of a teacher.

Table 20. Quotations for sub-theme 4d.

Quotation reference	Quotation
Chloe (1036-1040)	*We have our staff meetings as well erm, and they feel relevant, I've been in other places where staff meetings just feel totally, they've just been thrown in for no reason*
Kelly (541-544)	*I've had a quite a few issues with behaviour, with my class, erm they're not the best behaved class I've ever had*

All participants discussed the factors they have experienced which make their role easier or more difficult. Some participants, including Chloe, discussed the importance of meaningful and purposeful tasks so that time is not taken up unnecessarily, as this affects her ability to carry out the rest of the role. This was supported by the findings from the Workload Challenge Consultation, in which some teachers expressed concerns regarding the unnecessary nature of some of the work including planning and attendance at unnecessary or irrelevant meetings (Gibson, Oliver and Dennison, 2015). Furthermore, other participants suggested that participation in meaningless activities can affect job performance and can lead to

negative views about the role. This links to the ideas from Deci and Ryan, (2000) and Deci (2012) from self-determination theory on autonomous versus controlled motivation. Where motivation is autonomous and comes from the individual rather than being dependent on external forces, it is more effective and leads to more positive emotions.

Ease of fulfilling the teaching role is also associated with additional responsibilities. Kelly expressed her feelings of incompetence with trying to support children who have difficulties with behaviour or social, emotional and mental health. It has been suggested that in order for teachers to support the mental health of pupils in their schools, they need training in mental health and also supervision to help them deal with the emotional impact of working with children with mental health difficulties (Hornby and Atkinson, 2003). When children's behaviour is able to be managed, this can help to compensate for some of the more negative experiences that threaten resilience in teachers (Gu and Day, 2007). Kelly also discussed the impact of children's behaviour and mental health on their learning which has been supported by other research (Rothi, Leavey and Best, 2008). She highlighted that this is another demand that is experienced, particularly as she is still required to teach the rest of the class whilst managing behaviour. Whilst this is expected from teachers as part of their role, other research also echoes the concerns that were raised regarding a lack of time for dealing with behavioural issues and concerns taking time to support a small number of children would be at the detriment of the other children in the class (Grieve, 2009). This could be seen to threaten the sense of purpose that teachers have to meet the educational needs of the whole of their class.

I now go on to introduce the final sub-theme related to managing the demands of the role; having a sense of control. This has been mentioned throughout the discussion but will be discussed in more detail below.

4.6.5 Sub-theme 4e. Having a sense of control

This sub-theme was developed as there were many references to negative experiences being related to a lack of control and positive experiences being related to having a sense of control across all of the interviews.

Table 21. Quotations for sub-theme 4e.

Quotation reference	Quotation
Chloe (1166-1176)	*I put that in there way ahead of everyone to make sure I didn't clash and that was, that frustrated me because it made me feel that I wasn't, when it came to the meetings it was just me and a parent and there should have been a class teacher there or someone who, you know it just didn't look good, it looked inefficient and it looked like you know I've made a terrible error*
Owen (256-272)	*A healthy measure for me, as to whether I'm on top of things or not is whether I've got a week planned in advance(……). chasing my tail*
Owen (1181-1188)	*There's a policy for everything which could seem a little bit boring, a little bit dour but actually what is shows is that we've thought about things, there is a process, there is a procedure for almost everything that comes up and that's a very secure place to be*
Kelly (1533)	*You're like a TV presenter aren't you, you're on stage and that's that*
Kelly (1041-1043)	*He said, this is your thing, so you're free to kind of try what you want and do what you want he said and you know if things go wrong we'll pick up the pieces basically together*
Jean (152-155)	*There was more choice about what you did with the children(….) It's very rigid now, and there's no fun*

This theme refers to feelings of control, autonomy and preparedness, as well as having a voice. Control is seen to be an important emotional need that contributes to

well-being according to The Human Givens Institute (2016). Some participants

discussed situations in which there is a lack of control, including situations where

errors made by others have impacted on the success of a situation and one's own self

efficacy (Chloe), and situations where control is linked to a lack of preparedness

(Owen), as well as just part of the role of being a teacher (Kelly), due to a perceived

need to perform and not having a choice about being in the classroom. These

situations have led to negative effects for the teachers. Other participants discussed

the positive effects of having a degree of control both at the individual level, due to

personal planning, and at the school level due to good policies (Owen), and being

provided with control and autonomy over particular roles (Kelly). Autonomy is

suggested by Deci and Ryan (2000) who developed self-determination theory to be

an innate need. In other research, it has been highlighted that it is important for

teachers to have autonomy, in terms of decisions regarding how they carry out their

role, (Grenville-Cleve and Boniwell, 2012) to be creative (Bangs and Frost, 2012)

and to be involved in decision making (Worklife Support, 2010). The findings from

the current research are supportive of this. Jean made comparisons between her

previous and current experience and indicated that she now has less control as a

teacher than she had previously and that she is less satisfied within her role as

teacher. In line with this, in a study that aimed to develop a model of teacher

satisfaction, Dinham and Scott (2000) suggested that job satisfaction reduces with

years of service; with teachers becoming less satisfied over time. I will go on to

summarise this sub-theme and how it links with the other sub-themes I the next

section.

4.6.6 Overall discussion of superordinate theme 4: Managing the demands of the role

Although attempts were made to discuss factors that support well-being, the participants discussed many challenges that are associated with the teaching role. Change and expectations at a national level clearly affect the expectations within schools on teachers. Fast paced change and unrealistic expectations from the organisational level and the national level have been linked to lower levels of satisfaction and control (Dinham and Scott, 2000) and higher levels of stress (Weare, 2015). It is important for change to be effectively managed (Gibson, Oliver and Dennison, 2015) and for teacher well-being to be considered as well as outcomes for pupils (Margolis, Hodge and Alexandrou, 2014). The role of leadership was also seen to be important to protect teachers from the expectations at the national level. It is clear that it would be useful for senior leadership teams within schools to listen to teachers' suggestions regarding what teachers would find useful to minimise their workloads.

Workload was seen as one of the main contributors to well-being by the participants in my research, who indicated that it persistently has a negative impact on well-being despite other supports that might be in place to promote well-being. This is perhaps why other research has identified that satisfaction with workload is indicative of overall levels of satisfaction (Dinham and Scott, 2000). Sharing workload with colleagues was suggested by some of the participants to be effective in managing workload but suggestions have been made in other research including, audits of stress and workload (Weare, 2015), new systems for lesson planning to reduce the

time required (Department for Education, 2015) and time being provided for particular tasks (Worklife Support 2010; Gibson, Oliver and Dennison, 2015). The impact of workload on being able to maintain a balance between home life and manage the demands of the teaching role was discussed by participants and other research (Dinham and Scott, 2000; Sturman *et al.,* 2005). It appears that the teaching role now typically includes managing the mental health as well as the behaviour of pupils and participation at times in activities that are not seen to be meaningful to the role. The participants indicated that participation in activities without a purpose can lead to negative feelings about the role, which was also supported by Gibson, Oliver and Dennison (2015). Control was seen to be important to the participants in terms of feeling prepared to meet the demands of teaching (The Human Givens Institute, 2016) and having a degree of autonomy or choice within the role (Deci and Ryan, 2000). The personal needs for control and autonomy among other needs do not fit well with the accountability framework (Croxford, 2011), which has been referred to as part of the superordinate theme of managing the demands of the role. Although having a sense of control was developed as a sub-theme of its own, control has also been linked with other themes as highlighted throughout this discussion. It has been suggested that it is important to help teachers to obtain some control over their professional lives (Margolis, Hodge and Alexandrou, 2014) to minimise the effects of challenges of the role.

4.6.6.1 Managing the demands of the role: The role of the Educational Psychologist

All participants expressed that there is a role for the EP in helping teachers to manage the demands of their role. It was suggested by one participant, Owen that the EP can help teachers to deal with the external expectations and pressures that teachers experience. An understanding by the EP of teachers' workload and a lack of time was expressed to be important by Owen and John. All of the participants except for John spoke about the important role of the EP in helping teachers fulfil the demands of their role, this included helping teachers to manage challenging children, not giving teachers too many additional things to do and ensuring that recommendations are easily able to be implemented. Owen highlighted that by taking children outside of the classroom, it provides teachers with a well needed break from some of the more complex children and Kelly suggested that it would be useful for EPs to provide drop in sessions for teachers so that immediate support could be provided to help them deal with more complex children. She felt that this could potentially be useful for teachers in avoiding being put on a waiting list to see the EP.

4.7 Superordinate theme 5: Personal resources

This final superordinate theme was developed as the sub-themes did not fit into any other category identified and are specifically related to the teachers' identities and experiences outside of school. This superordinate theme highlights the importance for the participants of personal factors and resources that affect well-being.

4.7.1 Sub-theme 5a. Internal supports

This theme includes resilience and a sense of humour as well as being able to boundary oneself to ensure the teaching role and the participants' home lives are balanced.

Table 22. Quotations for sub-theme 5a.

Quotation reference	Quotation
Chloe (585-587)	*I think because I learnt I have that little core of steel running through me it's made me stronger this year.*
Kelly (1568-1575)	*My evenings and my weekends in particular are really precious(....)I don't want to spend my weekends doing it, I don't think it's, I don't think it's a healthy way*
Jean (1457-1459)	*You build, you create your own resilience, you do, nobody can give it to you*
Jean (1626-1628)	*Sometimes I think you've got to make light of something cause it's constant*

All of the participants discussed internal supports that protect against the demands of the role or in other terms, help them to cope with the challenges associated with being a teacher. The concept of resilience was highlighted both implicitly and explicitly in a number of the interviews. Chloe referred to her 'core of steel' and discussed her experiences of coping with adversity in the role, including a difficult relationship with one staff member. Chloe did not specifically discuss the concept of resilience although this appeared to be what she was referring to. Jean however made specific reference to her resilience; she suggested that she was proud of her resilience and discussed the creation of resilience due to experiences of hardship. She discussed experiences of coping with adversity in her life outside of school, focussing on significant life events and how this has given her strength. Due to discussion about the impact of factors within one's personal life on resilience, resilience has been presented as a personal support and not as part of professional

identity, which was also considered. In other research, teacher resilience was found to be lower for teachers who had been teaching for the longest (Day, 2008). This does not however appear to be the case for Jean in the current research. Jean has been teaching the longest but appeared to pride herself on being resilient which would suggest that there are a number of factors that affect resilience. Reporting on case studies from the VITAE project, Gu and Day (2007) discussed the capacity of teachers to use positive experiences and opportunities to overcome adversity at the professional, personal and situated levels and demonstrate positive emotions. The following things were found to help teachers to draw on personal resources in order to cope; motivation, self-efficacy, sense of vocation and positive internal values about teaching (Gu and Day, 2007). Jean also commented during the interview on her own self-motivation and I identified previously that she demonstrates positive self-efficacy beliefs. Although resilience has been discussed here as an internal support, Gu and Day (2013) highlighted the importance of internal mechanisms interacting with a range of other factors to determine resilience. In line with this, Gu and Day (2013) suggested that resilience should be nurtured over time within schools through positive school leadership and continuing professional development. As well as the concept of resilience, a protective factor at the personal level that was highlighted by at least two participants refers to the ability to separate home and school. This links with a previous sub-theme; balancing home life and being a teacher, where I suggested that some participants find it more difficult than others to balance the demands of their home life with the demands of their role as a teacher, which has been supported in other research (Sturman *et al.,* 2005). Owen discussed the importance of having boundaries between home and school due to different

priorities. Kelly also discussed the need for having boundaries, although she reflected that other teachers do not. She indicated that this is a choice as she commented on being efficient and effective in work time so that she does not have to take work home.

Having a good sense of humour was the final personal factor that was identified and this was discussed explicitly by Jean, who suggested that being able to laugh about a difficult situation enables her to cope with the demands of the role. The participants indicated that these internal supports; resilience, having boundaries and a sense of humour, serve as protective factors to promote coping with adversity. Personal resources however do not only include internal supports but also include relationships outside of school, which will now be discussed.

4.7.2 Sub-theme 5b. Relationships outside of school

For many of the participants, their family is an important factor that contributes to positive well-being inside and outside of school, therefore relationships outside of school was developed as a sub-theme for personal resources. Although relationships are obviously interpersonal, a decision was made to include relationships with family as a personal factor, rather than an interpersonal factor as previously discussed, as these relationships are more independent of organisational and other factors and provide the participants with a degree of separation from the role of the teacher.

Table 23. Quotations for sub-theme 5b.

Quotation reference	Quotation
Chloe (727-731)	*I have my picture of [son] and it just, I just, I'm doing it for you, you know. I'm doing it for myself as well but I also know that that drives me to know that, you know I'm doing it because of my son so that he sees me as a positive role model*
John (402-404)	*Having that extra responsibility of a family erm makes it so*

	that you you have to switch off
Jean (1429-1433)	*Because you've got that family element , of support erm, I think that's where it comes from the resilience, building on, your own inner strength*

Having a supportive family was seen to be important for the participants in the current research and in other research, 95% of participants discussed the importance of personal support from family (Day and Kingston, 2008). Chloe discussed the significance of her relationship with her son, not just for the time spent together when she is not at work but for providing her with a sense of purpose in the role so that she can cope with more challenging times. The importance of a sense of purpose has been previously discussed. John discussed how having a family ensures that he maintains a balance between his home life and his role as a teacher and provides an element of control in being able to not think about work. In other research it was also suggested that relationships are important for teachers in helping to deal with the issues associated with a lack of control (Grenville-Cleve and Boniwell, 2012). Jean referred to the importance of support from her husband, children and grandchildren, as well as wider family support. In line with these findings, other research has highlighted the importance of teachers feeling supported by their own family (Sharrocks, 2014). This leads me to discuss other factors that were raised in the interviews; hobbies and life style choices.

4.7.3 Sub-theme 5c. Hobbies and life style choices

Four of the participants discussed things that they like to do outside of work that contribute to their wider sense of self. Although Kelly discussed the importance of

having time off at weekends and evenings, she was less open about the things that

she does to take her mind off work.

Table 24. Quotations for sub-theme 5c.

Quotation reference	Quotation
Chloe (859-861)	*I've got other things I like doing, I like doing my gardening erm I like erm, listening to the cricket*
Owen (816-818)	*I cycle to work every day, which is great for my endorphins erm, it's also free*
John (1088-1090)	*Hobbies and distractions, those things, and now it's my kids more than playing football*
Jean (16-19)	*We've got a caravan in Wales(....) And going there and not taking work with me*

In the interview with Chloe, I reflected back to her that she had focused mainly on

interpersonal relationships and interpersonal approaches as a contributor to her well-

being, which led her to talk about some of her hobbies and the things she does that

are more solitary. This was significant for her as she highlighted that there is more to

her than just being a teacher. It was clear she wanted to provide a more balanced

account of herself. Owen expressed an awareness of his own well-being and

discussed the importance of maintaining a healthy lifestyle which included

exercising and eating and drinking well. Other participants, John and Jean discussed

the importance of spending time doing things in their own time that are not related to

work as this provides a balance that is seen to be important for one's identity. Other

research has highlighted that factors in the teachers' lives outside of school

contribute to their overall sense of identity, alongside situated factors and

professional factors which relate to factors in school and wider expectations. These

interacting factors affect teacher resilience (Gu and Day, 2007).

4.7.4 Overall discussion of superordinate theme 5: Personal resources

The theme of personal resources is not a large theme in comparison with some of the other superordinate themes identified but the sub-themes were better suited to collectively form a superordinate theme than be merged with other themes. Teacher resilience as a personal resource was referred to explicitly and implicitly by a number of participants and it was seen to refer to an internal strength that allows one to cope with adversity, which is in line with the common understanding of resilience. One participant referred to being able to develop and build resilience which is supported by Gu and Day (2013) who indicated that many factors interact to determine resilience. As well as resilience, being able to separate home and school lives and having a sense of humour were seen to be important personal resources, each contributing to well-being. Relationships are important for well-being (Deci and Ryan, 2000; Huppert and So, 2011; Seligman, 2011, Weare, 2015, The Human Givens Institute, 2016) and in the case of the current research, interpersonal relationships outside of school appear to serve as a motivator for the participants in their work, provide a sense of belonging and emotional support and a distraction from the demands of the role. Distractions are also provided by hobbies and life style choices which are necessary to the teachers as they mean that they are not just teachers. Engagement in different hobbies and life style choices were seen to promote positive well-being for oneself.

4.7.4.1 Personal resources: The role of the Educational Psychologist

The participants did not specifically talk about the role of the EP in relation to the final theme; personal resources. It is important for the EP to be aware however of the

personal supports that serve to promote good well-being. Internal supports include resilience, being able to boundary home and school and having a sense of humour. Part of the EP role could be normalising these internal supports and promoting that it is positive to have these. Relationships outside of school are important to teachers but the role of the EP is unclear. It could be that the role of the EP is to be aware of the emotional support required for teachers who do not have supportive families. Similarly for hobbies and life style choices, the role of the EP is not obvious. It may be that the EP role is about linking back to a previous theme, working with schools to promote a work-life balance which means that teachers have more time for hobbies and also by educating schools and teachers on how they can actively try to support their own well-being.

CHAPTER FIVE: CONCLUSIONS AND SUGGESTIONS FOR PRACTICE

5.1 Introduction

In this section I discuss how my findings relate to the first two research questions and to address the final research question, I provide suggestions for schools and EPs to discuss, in line with my research findings. This section will be positively framed and focussed on what helps to currently support well-being and what could be improved in order to support well-being in the future.

5.2 Addressing research question 1- What does the concept of well-being mean for teachers?

My own findings and previous research have suggested that well- being is a multi-faceted concept that is made up of positive and negative states, potentially with well-being as a positive state and negative experiences of well-being such as stress being at the opposite end of a continuum. Well-being is clearly open to change and it is appears to be an interaction at multiple levels that affects changes to well-being, including factors at the personal level, interpersonal level, organisational level and national level. These factors will be discussed as part of the second research question.

5.3 Addressing research question 2- What factors contribute to the well-being of teachers?

The factors that contribute to well-being are wide ranging and interacting according to the literature and my research findings. At the personal level, well-being is related to resilience, having a sense of control over important things in one's life, having a

positive sense of self-efficacy, high levels of motivation, a sense of purpose which

serves as an internal drive and a sense of identity which is made up of more than just

being a teacher. At the interpersonal level, well-being is associated with a sense of

belonging and having good supportive relationships with colleagues, senior

leadership teams, pupils and family, and interpersonal approaches, linked to a

positive school ethos, including being recognised for efforts and receiving positive

feedback, feeling understood and valued by others and effective school

communication. At the organisational and national levels, well-being is associated

with realistic expectations from Government and the senior leadership team, a

positive view of teachers and the work done so that teachers do not feel blamed

when individual expectations are not realised, school wide rather than individual

accountability, a manageable workload, being able to manage the demands of both

home and work, participation in meaningful activities, being provided with the skills

to deal with the demands of the role and being given control and autonomy.

5.4 Addressing research question 3- How might teacher well-being be supported by schools and Educational Psychologists?

Based on my research findings and findings reported in previous research, I now

provide suggestions for schools and EPs to support the well-being of teachers.

5.4.1   Suggestions for school leadership teams to consider and discuss

For schools, I propose that the well-being of teachers should be considered as part of

a whole school approach to well-being which would require changes at the

organisational level including promoting and normalising well-being at the school

wide level, providing 1:1 support as well as peer support and giving teachers a voice. In order to achieve a whole school approach to well-being, I suggest that the following things could be considered:

- Whole school well-being policy which includes the well-being of teachers.

- A school ethos where well-being is discussed, actively promoted and not stigmatised.

- Whole school discussions to consider ways to implement change; considering the voice of the teacher.

- School systems which promote positive feedback and recognition of strengths in line with positive psychology and strengths based approaches.

- Continued professional development and supervision for staff to help to equip them with the skills needed and to improve self-efficacy.

- Well-being events and activities scheduled throughout the year in an attempt to reduce the stigma associated with participation in activities which promote well-being.

- Potential changes to the school environment, considering the voice of teachers.

- A recognition of the emotional impact of teaching and emotional support for teachers as standard, an example might be a debriefing service following challenging events.

- Systems to promote effective communication and school wide support.

- Peer support systems with a focus on sharing ideas and providing emotional support

- Ways of capturing the voice of teachers regarding the support they require for their well-being.

- Addressing teachers concerns about workload by putting systems in place to allow for things such as sharing of work, or cover being provided when needed, as well as considerations around expectations for planning and marking.

5.4.2   Suggestions for Educational Psychologists to consider and discuss

Much of what is be outlined below will already by common practice for many EPs but there are some suggestions that may support the well-being of teachers and may be useful of further discussion. I suggest that EPs can provide systemic support to assist in setting up, supporting and monitoring any of the school development points suggested above, and can also:

- Consider one's own understanding of the role of the teacher and the pressures experienced, therefore being empathetic in one's approach and mindful of the well-being of teachers when providing recommendations.

- Provide emotional as well as strategic support to teachers and to senior leadership teams, in line with what emotional support they express to need. This might include drawing on therapeutic approaches such as Cognitive Behaviour Therapy (CBT) or Solution Focussed Brief Therapy (SFBT).

- Work in collaboration with schools and teachers using consultation rather than applying the expert model so that schools and teachers feel empowered and have an element of control (The Human Givens Institute, 2016).

- Facilitate problem solving among staff teams in order to promote colleague relationships and an individual sense of competence (Deci and Ryan, 2000).

- Work collaboratively with schools to develop proactive and preventative ways to focus on promoting well-being.

- Ensure school staff including leadership teams, are aware of the scope of the EP role so that the EP can best support the needs of the school, its staff and children.

- Normalise the concept of well-being by promoting well-being at an organisational level and challenge the current views that are held about well-being throughout the whole of the school in an attempt to remove the stigma and blame attached to feelings of failure and an inherent need to feel that one can cope.

- Use more strength based and solution focussed practice and practice underpinned by positive psychology. This might include providing positive feedback to teachers and leaders on what is currently working well (Lloyd, Bruce and Mackintosh, 2012).

- Address organisational issues such as staff morale through work with the whole staff team.

- Support the personal growth and professional development of staff by providing training, support and advice.

- Show enthusiasm for the role and for supporting children, teachers and schools.

- Ensure recommendations are clear and reasonable to implement, considering the existing pressures on the teacher and school.

- Provide drop in sessions for teachers so that the EP is seen to be accessible and can offer immediate support.

- Educate schools about psychological concepts such as building resilience and developing coping strategies which will serve as internal supports for teachers.

- Help schools develop strategies to help teachers manage stress and emotions such as mindfulness (Weare, 2013) based well-being programmes that consider teacher well-being at an individual level.

5.4.3 Closing remarks

Teacher well-being is at the core of whole school well-being and as such is the responsibility of everyone. This includes teachers, colleagues, senior leadership teams, external agencies such as EPs and the Government. Teachers cannot support pupils to be excellent learners without excellent support.

CHAPTER SIX: REFLECTIONS

6.1 Introduction

This section provides reflections and limitations on the research process, considering my experiences as a researcher, limitations for the methodology employed, including the case study design, sampling, data collection and approach to analysis and it also offers some suggestions for future research.

6.1.1 My experiences as a researcher

The way well-being has been conceptualised by the participants in the research echoes my own current views of well-being insofar that I view well-being as an umbrella term which encompasses a number of states, including positive and negative emotions. I believe that this is affected by a number of different factors, internal and external to the individual. Furthermore, my own experiences throughout this process were somewhat in line with the way that the participants and I constructed the participants' experiences of well-being. It seems important, due to the focus on well-being in this research to reflect on my own well-being throughout the research process. I experienced changes to what I perceive to be my overall sense of well-being and these changes affected the way I engaged with the research process. Overall I feel that I have developed a respectful understanding of the role of the researcher. At times I felt in control and thoroughly enjoyed the experience whilst at other times I felt out of my depth, unmotivated and questioned my competence. My constructions are that this was due to expectations from others and myself which were exacerbated by comparing my own experiences with others in my cohort who were all conducting their own research.

As the participants in my research spoke about managing the demands of the role, I experienced difficulties managing the demands of research whilst managing the demands of being a Trainee

Educational Psychologist and also managing the demands of the rest of my life. The factors that supported my well-being included a sense of purpose to complete the thesis so I could work as an Educational Psychologist and also my interpersonal relationships and interactions with family, friends and colleagues, which served as an emotional support. This leads me to reflect on these experiences for teachers. All of the suggestions for supporting teacher well-being are focussed on what schools and EPs can do to support teacher well-being in their professional lives. One of the reported contributors to positive well-being however included factors outside of school, including spending time with family and friends and having hobbies, these serve as protective factors for positive well-being. All of the teachers interviewed had such protective factors to help promote positive well-being but it has to be acknowledged that some teachers will not have the same protective factors and therefore would benefit even more from the support provided within the school including having positive relationships and a sense of belonging.

Not only has this research made me reflect on myself as a researcher and my own well-being, but it has affected my practice as a Trainee Educational Psychologist insofar that my previous empathy for teachers and the teaching role has developed into what I feel is a better understanding of the teacher role and the challenges encountered by teachers. It has been a pleasure and a privilege to hear the voices of the teachers from the local authority I work in and I am keen to provide the schools with feedback and begin discussions with EPs so that we can begin to think about making changes within the service that will better enable us to support the well-being of the teachers we work with.

6.2 Limitations: Design

A number of limitations have been identified for the current research and these will be outlined below.

To start with, my research questions and general approach were decided before the initial systematic search of the literature. To minimise this risk of bias, attempts were made to engage in a systematic and thorough search of the literature but I accept that it could be argued that this would have affected the way I engaged with the literature. Furthermore, the research is framed within a case study design which highlights the experiences of well-being for a small sample of Key Stage Two teachers in one local authority. It is hoped that the research will prompt discussions for EPs and schools on the ways teacher well-being can be better supported in particular contexts as ''a rich, detailed understanding of the case'' (Thomas, 2009, p. 115) has been provided. Case studies however have been subject to criticism for lacking scientific rigour, being subject to bias and lacking a clear definition (Yin, 2009), although regarding this, the ''uniqueness'' (Thomas, 2011, p.19) of the case can also be its key strength.

The research is further limited due to there being no triangulation of findings. Interviewing five teachers and engaging in an in depth analysis was deemed to be appropriate for the scope of the current research, however given more resources, triangulation of data would have strengthened the research and added to its rigour and validity. In order to triangulate findings, the views of EPs, children and school leadership could have been sought. Observations of teachers could have also been done, or the use of well-being diaries as another alternative. It is important to note that I value the views of everyone highlighted above but felt it was important in the current

research to hear the teacher voice as some research has referred to feelings of voicelessness among teachers (Bangs and Frost, 2012).

As well as limitations for the research design, limitations for sampling have been identified, which will be discussed below.

6.2.1 Sampling

It is not uncommon for social research to be limited by sampling, as outlined by the quotation below.

> ''It should always be remembered that one always has to be pragmatic when doing research; one's sample will in part be defined by who is prepared to be included in it'' (Smith and Osborn, 2003, p. 54).

This quotation was highly relevant in the current research. Due to difficulties with recruitment, the sample gained was a less homogenous sample than was originally hoped for as on the whole, teachers could not commit to spending an hour out of the classroom. Just two of the final sample of five teachers worked as a full time teacher and of these two participants, one teacher was provided with cover to be out of the class and one teacher was interviewed in her own time. Of the five participants, three also had a SENCo role as well as a Key Stage Two teacher role therefore had allocated time out of class when they could be interviewed. It could be argued therefore that the views of the teachers with SENCO roles are not representative of the views of most teachers but a high degree of conformity between all five participants in the interviews suggested that this was not significant in the current research. The challenges associated with recruitment due to teachers' time being precious, supported my rationale to focus on teacher well-being.

6.2.2 Data collection

Another methodological limitation to the current research is related to data collection, which spanned from July 2015- February 2016. Most importantly, this means that data collection was undertaken during different terms of the academic year which could be suggested to impact on the findings. The effects of this were minimised by asking participants to think about their experiences over time and not just their current experiences, although their current experiences of well-being were likely to affect their responses. For this limitation to be significant, one would expect different themes to have emerged for each participant whereas the themes were consistent across participants, which indicates that the timing of data collection was not a significant flaw.

Furthermore, as some of the participants were from schools that I or my colleagues work in, the research could be seen as being an evaluation of this work. To avoid this, participants were not asked to reflect on their past experiences of working with EPs although some of them did in the interviews. Reports of working with an EP were at times positive, for which it could be argued that participants were affected by social desirability bias so that their responses would be viewed more favourably (Langdridge, 2004). This did not however appear to be the case, as some participants also made reference to negative experiences with EPs. As well as limitations for data collection, limitations for the approach used have also been identified.

6.2.3 Approach

In this section, limitations are discussed for the use of IPA and also the positive approach used.

6.2.3.1 IPA

Regarding the IPA approach used, the main limitation of the approach related to being able to 'bracket' ones preconceptions, a concept developed by Husserl (Smith, Larkin and Flowers, 2009). My own experience of conducting research and my views on this concept were more in line with the view proposed by Heidegger, that bracketing is only achievable in part due to the double hermeneutic process of IPA where the researcher is making sense of the participants' sense making (Smith, Larkin and Flowers 2009). Attempts to 'bracket' preconceptions and biases in the current research led to, at times a disjointed and inefficient analysis, where in an attempt to ensure that I put my own potential biases aside, the interpretative process was affected. To clarify, in order to ensure that I was approaching each new analysis with fresh eyes, I tried to create a different theme for each new participant although the data was clearly showing that some themes were linked. I hold that previous knowledge, valued and beliefs cannot be fully bracketed off but I recognise the importance of being reflective and aware of one's own biases.

6.2.3.2 Positive approach

My original plan was to use an approach underpinned by positive psychology and strengths based practice with a focus on what works. The reality however was that only part of the conversations were positive as the teachers appeared to view their time with me as an opportunity not only to talk about their experiences of positive well-being as had been identified with them previously, but also to share their experiences of well-being that had been less positive. I argue that this reflects the

well-being of participants insofar as them not being able to separate their negative experiences from their positive experiences of well-being. Participants were not able to just discuss their positive experiences and therefore focussed on the difficulties experienced as well as their more positive experiences. I suggest that it takes time for people to become comfortable with strengths based practice and positive psychology, particularly if this is not what they are used to, which has implications for EP practice. As my aim was for themes to emerge from the data in an inductive way and because it would have been unethical not to have paid attention to expressions related to negative experiences, these have been included in this volume although it was not the initial plan.

6.3 Future research

As previously identified, there is a lack of English research on teacher well-being. Much of the research that has been conducted has been commissioned or conducted by organisations who are likely to have particular views or biases about education that will be affected by the current social and political context, such as the Department for Education. I suggest that there should be more research that explores the concept of teacher well-being and teachers' experiences of well-being. There is a gap in exploring potential differences between experiences of well-being based on factors such as key stage, age, level of experience or type of school. The role of the Educational Psychologist in supporting teacher well-being also warrants further exploration and this might involve research that evaluates interventions that have focused on teacher-well-being. Due to there being little UK research on teacher well-being, the current research project was deliberately not focussed around a particular

perspective, theoretical area or psychological model and did not evaluate any sort of

intervention. In future research however, the concept of teacher well-being could be

explored or evaluated using different approaches. These might include Cognitive

Behaviour Therapy (CBT), Solution Focussed Brief Therapy (SFBT),

psychodynamic approaches, or Personal Construct Psychology (PCP).

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