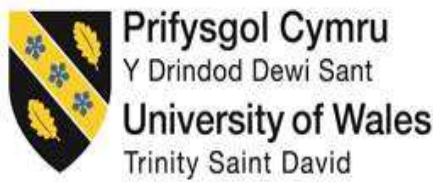


DISSERTATION

The Impact of the COVID 19 Pandemic on the
subjective well-being of teachers in England and
Wales.

Cerianne Scully
1900100

Declaration Form



Master's Degrees by Examination and Dissertation

Declaration Form.

1. This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

Signed...Cerianne Scully

Date 08/09/2022.....

2. This dissertation is being submitted in partial fulfilment of the requirements for the degree of(MA) Well-Being, Learning and Professional Development.....

Signed...Cerianne Scully

Date 08/09/2022.....

3. This dissertation is the result of my own independent work/investigation, except where otherwise stated.

Other sources are acknowledged by footnotes giving explicit references.

A reference list is appended.

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4. I hereby give consent for my dissertation, if accepted, to be available for photocopying, inter- library loan, and for deposit in the University's digital repository

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I am satisfied that this work is the result of the student's own efforts.

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Abstract

The sudden onset of the COVID pandemic in England and Wales in March 2020 led to a significant change to the lives of a nation. One of the more significant changes was that to the role of education; teachers and students were asked to stay at home and work 'remotely,' with lessons being provided online using a range of different computer programmes. Teachers stood up to the task and continued to provide an education to the children of the nation. Yet, teachers carried out these tasks at home, in addition to maintaining their roles at home, as a partner, parent, carer or child. There appeared to be a growing concern about teachers being over-worked, with blurred boundaries between work and life balance causing a negative effect on the subjective well-being of these teachers.

The research aimed to discover whether COVID 19 and the consequences of the pandemic i.e. lockdown, social distancing, isolation did have an impact on the subjective well-being of teachers, whether it be a positive or a negative impact. With teacher retention rated falling steadily over the past years, it is imperative that policy makers take note of those factors that can affect well-being in either way. It would be prudent to identify any positives that are identified if there is a possibility that these factors could be implemented to improve well-being. Yet it is also essential that those factors that are shown to have a negative impact are highlighted and appropriate measures taken to avoid a repeat in the future.

Using a mixed methods approach of questionnaires and semi-structured interviews, the study aimed to identify any effect and establish the possible causes of any effect found. The questionnaire was distributed via online teaching forums and received a total of 161 responses before being closed. The questionnaire gave an option to be involved in the interview process. The interviews were conducted online using an interview schedule and ten participants were involved.

The results from our study were disappointing, with the majority of the participants being negatively affected by their role during the COVID pandemic. The reasons for the negative effects differed between respondents and appears to be based on their personal circumstances, the type of lessons they provided during the lockdown and whether they were competent with the use of online programmes. Yet the more concerning part of the findings was that teachers felt that their subjective well-being was not supported fully upon their return to work; respondents felt that well-being was talked about as a token gesture, rather than something they school was actively trying to improve.

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Chapter One

Introduction:

The COVID 19 pandemic has had an immeasurable effect on the lives of people all over the world (Dong et al., 2020), with personal interaction outside of our own homes becoming almost non-existent overnight. Students were suddenly being taught remotely with both themselves and their teachers ‘working from home’ and students’ loss of the physical company of their teachers, friends and classmates (Birmingham et al, 2020). Many changes were made in peoples’ everyday lives, with workers were being furloughed or being told to work from home along with the population, almost as a whole, ~~felt~~ who suffered the general removal of everyday freedoms that were often taken granted (Gardiner and Slaughter, 2020). It could be argued that there is no community or sector that remained untouched from the effects of the pandemic, whether these effects be positive or negative (Kramer and Kramer, 2020).

Amongst the many far-reaching consequences of the pandemic, the importance and role of educational professionals was brought to the forefront of public debate. There were widely publicised arguments for and against remote online learning and debates as to when or whether students would physically return to classrooms. Debates raged about examination processes and whether students would sit exams or be given estimated grades (Kippin and Cairney, 2022).

There were a number of significant decisions made by external agencies during the pandemic, such as government and local authorities, which were significant in themselves and worthy of their own area of research, they are not the focus of this particular study. However, what is significant in this study is the impact of these decisions had on the subjective well-being of teachers.

According to the United Nations (2020), the pandemic created the biggest disruption of the education system in history, with an estimated 1.6 billion students in over 190 countries and across all of the continents.’ Therefore, it would be nonsensical to assume that such changes and disruption would have no effect on teachers, whether these effects be positive or negative.

This study refers to teachers and educational professionals, which will be defined as full-time, employed teachers in primary and secondary schools in England and Wales. It is necessary to make the distinction between other education workers as the impacts and effects may be staggeringly different. For instance, the impact on a day-to-day supply teacher and a teaching assistant will be very different to that of a full-time working teacher, as they would not have been called upon last minute to provide online lessons to classes in the way that employed teachers would have been. The majority of supply teachers were also furloughed and as a result, their experiences would have been very different. Therefore, it is essential

that we use one such definition so that we are sure that experiences that we are discussing are of the same group of people.

When discussing well-being during the research, we will be referring to an individuals' subjective well-being. Subjective well-being can be defined as "people's cognitive and affective evaluations of their lives" (Diener, 2000, p.34). In short, subjective well-being is how an individual perceives themselves, including how they feel and how they judge themselves. The fact that subjective well-being is such a private concept often leads to it being a sensitive subject; many people link poor well-being with mental ill-health, which unfortunately is still a taboo subject in society, although there are signs that this is improving (Public Health England, 2019).

Yet recent years have seen a great deal of attention being paid to well-being and as a result, there has been a major increase in research into well-being and how this impacts a person's every-day life (Emmons and McCullough, 2016; Lades et al, 2020; Klussman et al, 2020). Different well-being policies and strategies are being discussed and introduced in many different sectors. Research has shown how much of a negative impact poor subjective well-being can have on an individual, with links being proven with depression, substance misuse and poor social relationships (Rutter, 1996; Champion et al, 1995; Farrington, 1991; Barlow and Parsons, 2007) and the associated economic cost this has to society (McDaid and Park, 2012; Litchfield et al, 2016).

During their research into teacher well-being, TES (2020) state that:

'It's long been a commonly held belief that those working in the education sector are at an increased risk of experiencing poor mental health and wellbeing compared to people in other, less stressful jobs. Staff Pulse responses show that while many staff feel positive and show great resilience, staff wellbeing remains and is now, more than ever, an unmistakable issue.' (TES, 2020: p19)

Staff Pulse is a scheme run through TES that offers short surveys for schools in relation to well-being of staff. All questions are developed by psychologists and answers are anonymous, allowing greater honesty from respondents. The surveys were introduced as a way to track and monitor well-being in schools to allow leaders to identify trends and put procedures in place as soon as possible to alleviate any negative influencing factors.

However, it is not just the pandemic that has brought well-being to the forefront of policy discussion. Prior to the pandemic, the Teacher Wellbeing Index (2019) called for the subjective wellbeing of educational professionals to be brought to the forefront of education policy and practice. Their research had indicated that 78% of educational professionals had or were 'experiencing either behavioural, psychological or physical symptoms due to their work' (Education Support, 2019). Their later research found

that through the pandemic, over 52% of teachers felt their mental health and well-being had declined (Education Support, 2020).

One of the main factors that teachers gave as having an impact on their well-being, was the feeling of being overburdened with a heavy workload, with 71% citing workload as the reason for given by those teachers for wanting to leave their jobs (Education Support, 2019). The same study suggested that this heavy workload was the main cause of stress within the educational sector.

Further studies have claimed that there appears to be a number of factors that can affect the subjective well-being of teachers. These factors include poor wages and other financial benefits (Connelly, 2000), demoralisation (Santoro, 2018), disruptive students (Walters 2004) and the often long working hours (Flowers, 2003). It is possible that with the additional pressures that the COVID 19 pandemic has brought with it, that these factors could have been emphasised (Pressley et al, 2021; Petrakova et al, 2021).

The COVID 19 pandemic enforced there to be instant alterations to traditional teaching strategies around the globe (Adediran, 2020). Whilst online learning is not a new concept, it suddenly became the main method of teaching, practically overnight (Dahwan, 2020, Kessler et al., 2020; Lemay & Doleck, 2020). However, this new teaching strategy brought with it a number of new issues for schools and teachers, with issues such as the need for new software, training to be able to use the relatively new software for the purpose of teaching (Trust, 2020); adapting lessons to be able to be used online; finding a solution to provide feedback (Littlefield, 2018) and also the decision to cancel official exams. There were other challenges outside the issue of being able to present the lessons – there was the significant challenge of engaging students in online learning (Nalliveettil et al, 2019); there was more frequent communication with parents (McMillan, 2020) and the lack of in-school administrative support (Education Support, 2020). These changes may have increased the workload of teachers, and whilst many restrictions have eased, the workload of teachers appears to be continuing to increase (Allen, Rowan and Singh, 2020)

However, it appears that there have been certain benefits for teachers' whilst they worked from home using these online learning tools. These benefits have included additional time with children and other family members (Lizano and Fernandez, 2021); less fuel costs from not having to commute (Casacchia et al, 2021); not having to deal with poor behaviour in class (Masri and Sabzalieva, 2020) and less school politics (Viner et al, 2020) to name just a few. Therefore, this research aims to discover whether the COVID 19 pandemic has had an impact on teacher well-being, whether it be positive or negative.

There are a range of reasons why it is important to identify the ways in which the COVID 19 pandemic has impacted the subjective well-being of teachers in particular. There have been concerns in the past

few decades in relation to the poor retention and recruitment rates within the profession (Brown and Schainker, 2008; DfE, 2018; Gerald, 2019). There are numerous policies that have aimed to try to reduce the numbers of professionals leaving teaching (Walker, Sharp and Sims, 2020). If it is discovered that the subjective well-being of teachers has been negatively affected, it would be reasonable to assume that there is a need to implement well-being improvement strategies which would aim to minimise the risk of further retention issues in the professions. However, it may be the case that the pandemic has had some positive effects on subjective well-being, and it would be sensible to use this and adapt some of the more positive aspects in order to aid staff retention and improve well-being going forward.

Chapter Two

Literature Review

Well-being at work has been identified as one of the most important factors of a persons' overall well-being (Rath and Harter, 2010). The International Labour Organization (2009) defines workplace well-being as all aspects of working life, ranging from the quality and safety of the physical workplace, how the workers feel about their work, their working place, the atmosphere at work and work organization (International Labour Organisation, 2009)

Dodge et al (2012) stress the difficulties with assessing workplace well-being due to the large number of completely distinct factors that it encompasses. There are such a wide variety of factors that can affect a persons' well-being, such as physical health and comfort, mental health, positive attitude and relations with colleagues, confidence and level of expectation to name but a few, that it is often difficult to identify one single cause. However, scholars agree that even despite its multi-faceted nature, workplace well-being is an important factor in the subjective well-being of an individual (Chen and Cooper, 2014; Bryson et al, 2017; Shier and Graham, 2013).

The issue that exists is the seeming inability to combine the two together or to separate them entirely: workplace well-being and subjective well-being (Bryson, Forth and Stokes, 2017). In light that there appears to be inherent links between the two, it would be reasonable to infer that they interlink well in research. However, this does not seem to be the case. Bricheno, Brown, and Lubansky (2009) noted that research into teacher well-being often used ill-defined concepts which combined a number of different well-being concepts under one 'teacher well-being' umbrella, such as workplace well-being, financial well-being, physical well-being and emotional well-being, rather than the focus of our research, which is the subjective well-being.

With subjective wellbeing being the individual's own perception of their life and surroundings, each issue is unique to the individual themselves. Therefore, whilst our research will be concentrating on the subjective well-being, we must note that due to the inability to be able to separate the two factors, many of our findings may be linked or as a result of workplace well-being. Russell (2008) believes that one significantly impacts the other, rather than them being the same thing. Russell states that subjective well-being impacts the work performance and well-being and having a poor work-place well-being and performance has an impact on a persons' overall subjective well-being

Although there may be overlapping problems or issues with groups of individuals who work in similar sectors or roles, their perceptions are completely unique. Therefore, for the purpose of this research, we

will be focusing on the factors of the role and responsibilities of a teacher has on the subjective well-being of those teaching professionals, rather than the workplace well-being overall.

During their research into the well-being of teachers, TES (2020) stated that:

‘It’s long been a commonly held belief that those working in the education sector are at an increased risk of experiencing poor mental health and wellbeing compared to people in other, less stressful jobs. Staff Pulse responses show that while many staff feel positive and show great resilience, staff wellbeing remains and is now, more than ever, an unmistakable issue.’ (TES, 2020: p19)

However, the concern over the well-being of teachers is not a new concept, even pre-pandemic. The Teacher Wellbeing Index of 2019 stressed the need for the wellbeing of educational professionals, especially the subjective well-being, to be a primary focus of policy and practice within schools. Their research highlighted that 78% of these educational professionals had or were ‘experiencing either behavioural, psychological or physical symptoms due to their work’ (Education Support, 2019 - Teacher Wellbeing Index 2019). Although, it must be noted that this research was carried out before the COVID 19 pandemic later research found that during the pandemic, 52% of teachers stated that their mental health and well-being had declined (Education Support, 2020).

Research has identified a high number of factors that contribute to the subjective well-being of teachers, both positively and negatively, such as class size, wages, and professional training (Tang, 2018), workload and pressure (Heidmets and Liik, 2014) and work-life balance (Albuquerque, 2012).

For the purpose of this research, we will be focusing on the factors that changed in a teachers’ role due to the Covid 19 Pandemic; workload; job satisfaction; work-life balance; student behaviour and engagement and parent-teacher relations. The rationale is that this focus on new factors that have been introduced to the way teachers work, as despite there being numerous strategies and research into teacher well-being over the years, teacher retention is still a problem. Focusing on modern issues which changed teaching overnight may highlight changes that could be implemented permanently in the future that would help with teacher well-being.

Yet it must also be noted that there are many factors within the teaching profession that can have a positive impact on the subjective wellbeing of an individual, such as enjoyment of teaching, positive work culture and relations with colleagues. Varatharaj and Vasantha (2012) identified a positive work-life balance as a source of job satisfaction and Kanwar and Kodwani (2009) suggest that work life balance and job satisfaction are positively related, whilst a poor work life balance, leads to burnout and a produce a negative relation to job satisfaction.

Job satisfaction appears to be intrinsically linked with subjective well-being for a variety of reasons. Güney (2011) believes that job satisfaction is "the happiness and peacefulness employees feel when what they gain at the workplace meets their material and spiritual needs" (Güney, 2011: p12). Uzun and

Ozdem (2017) state that job satisfaction for teachers includes ‘pleasure, enjoyment, satisfaction, happiness and positive feelings’ towards their work (Kumar, 2022).

Yet there are other factors which can impact job satisfaction, such as financial reward and social status. Whilst teachers are tasked with a key role in developing the younger members of society, their social status is often overlooked in the UK and teacher morale damaged as a consequence (Hargreaves, 2009). This issue with the status and image of teachers has become such an issue that it has required government intervention, with the labour government identifying the need for improvement and implementing policies as a result (e.g. DfES (Department for Education and Skills), 1998]. The OECD’s (2005) survey of 25 countries relating to the recruitment and retention of teachers also found that there was a general consensus that the social status of teachers has fallen in recent years.

There has also been a long standing dissatisfaction within teaching regarding the work and pay conditions within the profession (Bullough et al., 2012; Liu & Ramsey, 2008). Comparatively low pay for teachers has been linked to high turnover and poor-quality teaching (Whitebook, 2013). With ever changing parameters within teaching, new initiatives, changing curricula and increasing numbers of students with additional learning needs, teachers’ roles are constantly changing and being added to, yet their salary does not reflect this (Hanushek and Rivkin, 2007; Buchanan, 2010).

With the links between job satisfaction and subjective well-being, it would be reasonable to expect that policy makers would focus on initiatives to improve job satisfaction in order to address the current retention and training crisis. Policy makers would seemingly need to address the issues that are negatively impacting the job satisfaction of teaching professionals.

Ofsted have raised the issue that the sheer volume of the workload of a teacher is one of the major sources of stress and therefore negatively affecting the individuals subjective wellbeing (Kyriacou, 2001; Walgast and Fischer, 2017). This view is supported by research carried out by Education Support (2019), where they found that a heavy workload was the most significant factor for teachers deciding to leave the profession, with 71% giving it as their main reason. Maslach et al (2001) claim that a heavy workload, or what they referred to as ‘work overload’ has long been linked with burnout and exhaustion of teachers and is nothing new. Research has also found that a large number of teachers are unhappy with their workload and that it does affect their well-being (Cooper-Gibson, 2018; Lam & Yan, 2011; Perryman & Calvert, 2019). Jerrim (2020) stresses that the link between teacher workload and well-being is so evident, that teaching policy and practice must be changed in order to halt the declining retention rates within the profession.

Waters (2018) report highlighted those teachers required a high level of professionalism at all time and as a result of their commitment, teachers should be paid fairly and enjoy a high level of public respect. The Waters report (2018) suggest a restructure of the way teachers in Wales are paid and believes that if the pay scale and structure isn’t improved to reflect the role of teachers currently, then these teachers

risk becoming ‘operatives’ in a school, burdened by their commitments and lacking in their own enterprise and creativity.

Waters (2018) found that there was a common belief held by academics, this heavy workload is causing issues within the teaching profession, there doesn’t seem to be any significant differences in the hours that teachers work annually. Sellen (2013) found that teachers based in England were typically working longer hours than their counterparts in other countries. The DfE survey into teacher workload identified that teachers in the UK spend, on average, 54.4 hours per week either teaching or involved in other teaching related tasks (DfE, 2017). A more recent report has found that over 25% of teachers across England work almost 60 hours per week (Allen et al., 2019). Yet over the whole of the year, the hours that teachers work average out to be similar to other professions, but teachers work fewer days annually, making their actual working days longer (Ofsted, 2017). Therefore, it could be suggested that it is the time in which the workload has to be completed rather than the workload to be the issue causing stress.

The working hours of a teacher, although appearing to be increasing over time, is not a new issue when looking at the level of teacher well-being and workload. King and Peart (1992) state that for many teachers, the demands of the role can be too much and become overwhelming. With the workload having no defined limits, the workload can effectively be never ending. This is supported by the Waters report in Wales (2018), which found that the term workload was so open ended with regards to teaching that it contributed greatly to negative connotations and feelings. Waters views with regards to teachers becoming operatives is also supported by King and Peart (1992), who state that the contracts given to teachers represent the minimum expectations in relation to workload, as opposed to the actual required workload to run a successful class and respond to the needs of all students. Barmby (2006) found in their research that workload was cited as one of the main reasons for teachers wanting to leave the profession and Smithers and Robinson (2001), in their study of teachers who had resigned, found that reduced workload would be one of the main reasons that would tempt them back into teaching. The realisation that the views Waters and King and Peart are over 26 years apart and share the same concerns, reinforces that this has been a longstanding issue within the teaching profession and so far has yet to be addressed sufficiently. This could be one of the many explanations of poor retention rates within the profession.

Yet, it seems that it isn’t the actual teaching that is dominating the workload of teachers, with Ofsted (2017) finding that only 43% of a teacher’s working week is fulfilled by teaching. It is the other tasks that are associated with the work of a teacher that appear to be causing the significant increase in the workload. The tasks that have been identified as a cause for increased workload and stress include mainly administrative tasks, such as marking, recording data, writing reports, meetings and providing feedback, which includes feedback to students, parents and senior management (Mastin, 2018; Ofsted 2017; Walker et al, 2019). (Bradbury & Roberts-Holmes, 2018; Perryman & Calvert, 2019;

Selwyn, Nemorin, & Johnson, 2017), as well as the accountability systems which seem to be increasing in usage and importance in schools (Bradbury & Roberts-Holmes, 2018; Perryman & Calvert, 2019). Ball (2003) states that the increase in the use of accountability measures and statistics is taking away attention from what teachers actually do, as not all of their role can be transferred into figures, leaving them feel undervalued.

Jones (2002) identified a number of factors such as paperwork (marking, pupil reports, figures, progression), planning and testing as having a negative impact on the well-being of teachers, a finding which is supported by the work of Smithers and Robinson (2003) and Whitehead et al (1999). A study by Barmby (2006) found that over 50% of teachers planning on leaving the profession were doing so due to the workload, specifically the marking of work.

Sanetti et al (2021) states that the COVID 19 pandemic has increased the pressure and workload and teachers drastically. Mann (2020) found that 77% of teachers felt that their workload had increased due to the pandemic and Dilberti (2021) found that 23% of teachers were considering leaving the field due to the increased demands of the pandemic. Worth and Faulkner-Ellis (2021) also found that the start of the COVID 19 pandemic led to increased subjective distress, anxiety and lower levels of job satisfaction and happiness amongst teachers when compared to the same levels prior to the pandemic. However, this was not the case amongst all teachers (Karakaya et al, 2021) and our research aims to try and identify those factors that helped or assisted with the subjective well-being of teachers during the pandemic. By focusing on the factors that illicit a positive impact, it may be possible to make changes to implement and support these practices/factors across the board.

A report by Richard Adams, Education Editor of the Guardian, (2021) found that one in four teachers had sought medical help due to the decline in their mental health and well-being as a result of the pressures that the pandemic added to their daily lives. The medical issues that teachers experienced during this time included stress, anxiety and depression (Jakubowski, 2021).

A survey conducted by the NASWT teachers' union also found that the well-being of teachers suffered drastically through the pandemic, with one respondent summarising the overwhelming feelings of teachers with families during the pandemic:

“Managing my own family with the increased workload of remote learning, as well as in-the-classroom learning, was ridiculous. I was working two jobs. My mental health suffered; my family’s mental health suffered. I considered leaving the profession” (NASWT, 2021).

However, it was not just those with families that found the challenges of the pandemic and online working a struggle: long periods of isolation, lack of communication with the outside world, fears for the health of loved ones and themselves also caused a great deal of stress and anxiety throughout the pandemic (Shah et al, 2021).

Even though Jakubowski (2021) noted that the mental health and subjective well-being of teachers suffered during the pandemic, they noted that there were many other reasons that the subjective well-being could be affected by all individuals during this period. They noted that almost all pandemic-related experiences were negative, with the uncertainty that arose from the enforced situation. Isolation periods, social distancing, the furlough scheme, lack of contact with others, fear and money worries were also issues that were likely to have an impact on the well-being of all individuals, not just teachers. Yet, Jakubowski (2021) suggested that during the pandemic and the need to work remotely from home, meant that the lines between work and life balance were blurred and people, especially those living with children, came under the usual work/life pressures all at the same time, having a negative impact on well-being and stress levels. Teachers suddenly found themselves having to home-school their own children whilst also teaching their classes (Strauss, 2020).

TES (2020) found that it wasn't just the increase in workload that impacted the subjective well-being of teachers, but also the time that it took for some teachers to learn the new techniques and technology that was required for remote, online learning. The Department for Education also noted that the sudden change to having to engage in remote teaching has been one of the more demanding and stressful aspects of the pandemic (Department for Education, 2020) such as those new technologies and online lessons which were introduced overnight, was made even more challenging by the varying levels of access that students have to remote learning (OECD, 2020).

The pandemic has changed teaching strategies throughout the world (Adediran, 2020). Even though online learning is not a new concept, it suddenly became the main teaching method almost overnight (Dahwan, 2020, Kessler et al., 2020; Lemay & Doleck, 2020). With this new teaching technique came a whole new range of issues for teachers and schools, with new software needed and the issues associated with learning to use the relatively new software (Trust, 2020), lessons needing to be adapted to be able to be shown online, feedback methods changing (Littlefield, 2018) and more recently, the decision to not allow exams for GCSE and A-Level students, which further increased the onus on teachers to provide predicted grades and evidence of how these grades were achieved, all of which had a significant impact on the workload and working hours of teaching professionals.

Prior to the pandemic, many teachers had little or no knowledge of the programmes that were used for online teaching, such as Microsoft teams. Many teachers also had no digital copies of the work that the students would usually complete in schools, meaning that along with the pressures already presented by the pandemic, many teachers were now forced to learn to use these new programmes and adapt their way of teaching almost overnight (Allen et al, 2020). If this is indeed identified in our research as an important factor that negatively impacted the subjective well-being of teachers, it might be prudent for school leaders to invest in further online training to allow teachers to become more competent and comfortable in their ability to teach using such programmes.

These issues are causing a concern among education professionals regarding the effect that these ever-increasing pressures are having on the work-life balance and the subsequent impact that this has on the subjective well-being of teachers (Copper-Gibson, 2018). Foster (2019) also suggests that these issues with regards to workload and work like balance are the reasons why the teaching profession is embroiled in a recruitment and retention crisis (McLorin et al, 2009; Sutchter, 2016; Cochran-Smith,2004)

Agha et al (2017) highlights those high levels of stress and work load have strengthened the focus on the importance of a positive work-life balance. With teachers spending more and more of their time on non-teaching tasks, it has become clear that the work-life balance of teachers needs to be addressed to ensure that the adverse effects of such issues had a minimal impact on the subjective well-being of individuals. Da Silva (2020) states that teaching is such a unique profession as such a lot of the work is carried out outside of the classroom, which can have a significant impact on the work-life balance of individuals and as a result, an impact on the subjective wellbeing.

However, the often-additional duties carried out by teachers which are not mentioned in their contractual obligations has led many to view teaching as a vocation rather than a career (Day, 2010, 2014; Hansen, 1995; Huberman, 1993; Palmer, 2007). Things such as building caring and supporting relationships with their students (Nias, 1989; Noddings, 1992) and remaining focused, committed and passionate about what they teach and who they are teaching it to (Gu, 2013; Ayers, 2010; Day, 2004) are not part of the statistics or data that so much importance is placed on, yet they are integral parts of a successful and effective teacher.

Roffey (2012) notes that there seems to be a link between teacher well-being and school relationships, with both colleagues and students. McGrath and Van Bergen (2015) also claim that the relationship between teachers and students is critical, with it impacting not only the learning and attainment of the students, but also their social and emotional development. There is a plethora of evidence showing a direct link between positive teacher-student relationships and the learning and behaviour of students (Hattie, 2009; Roorda et al, 2011).

It is widely agreed that positive student-teacher relationships provide a sense of achievement and accomplishment to teachers, adding additional meaning to their work (Spilt et al, 2004). This relationship is often cited as a main factor in teacher retention, with teachers having an emotional connection and invested interest in the success of their students (Hargreaves, 1998; O'Connor, 2008). Hargreaves (2000) also found in his research that positive student-teacher relations were the main factor for most teachers in ensuring enjoyment and motivation within the profession.

Mansfield et al (2016) claim that characteristics of a positive teacher-student relationship include a mutual 'respect, warmth and trust, as well as low levels of interpersonal conflict.' Murray-Harvey (2010) argues that the link between wellbeing, positive student-teacher relations and learning is so evident that school and policy makers need to focus less on controlling techniques for poor behaviour

and engagement and concentrate more on how to build and establish these positive relations within schools.

DeCordova et al (2019) believe that the aggression and violence faced by teachers from students and their parents can cause issues in building these positive in school relations and as a result, the inability to form these positive relations is a major negative factor affecting the well-being of teachers, which is adversely affecting the retention within the profession (De Cordova et al, 2019). Remote learning, which was introduced as a result of the pandemic, may act as a barrier to building successful relationships with students, or it could have the opposite effect of building stronger home-school relations with the family as a whole, rather than just the student. It will be interesting to see if any teachers in the study found the whole online learning scenario as an effective tool in establishing relationships with students, particularly with those quieter or shy members of class.

With the education sector being seen as an emotionally demanding environment (Pedrazza et al, 2018), a negative emotional effect can have a significant effect on a teacher's subjective well-being (Aldrup et al, 2018). With teachers having to take on a number of different roles within their everyday work, such as role model, educator, protector etc, a feeling of failure to fulfil these roles successfully on a regular basis is highly likely to cause stress and adverse effects on well-being (Aldrup, 2018). This theory is also supported by the "Transactional Model of Stress and Coping" of Lazarus (1991), which states that 'an individual's reaction to stress is guided by the subjective interpretation or appraisal of an external stressor which subsequently triggers an emotional response' (Spilt et al, 2011).

Rafsanjani et al (2019) claim that another significant influencing factor in the well-being of teachers is student discipline. Their study found that the teacher -student relationships seemed to be a mediator in the relationship between student behaviour and teacher well-being (Rafsanjani et at, 2019).

Jones (2017) states that teaching is seen as an interaction, but Jones and Kessler (2020) state that the pandemic has severely diminished that interaction. Teachers reported some students being absent from online lessons or in school sessions for the whole of the pandemic, with the teacher limited and restricted in attempts to contact them (Willen, 2020). However, with online learning being the main form, sometimes the only form, of contact between student and teachers, this presents a barrier to these more personal interactions and connections.

Hastings and Bahm (2003) have stressed that there has long appeared to be a link between negative student behaviour and poor teacher well-being, with Hamre and Pianta (2001) claiming that student-teacher relations which 'are characterised by conflict and mistrust' have a significant effect on student behaviour and learning.

Wang and Kuo (2018) suggest that rather than spending time focusing on eliminating the poor behaviour of specific students, teachers would be better off focusing on promoting positive classroom

management. Yet, it will be interesting to see how the COVID 19 pandemic has affected the relationships between students and teachers and whether student behaviour was as much of an issue during online learning and upon the return to school (Daniels et al, 2020).

Another aspect of teaching that was significantly impacted by the pandemic was the working environment and levels of support available, in particular, the lack of administrative support. This administrative support is often cited as a key factor in teachers' decisions as to whether to stay in the sector or leave (Podolsky et al., 2016; Urick, 2016). Studies have defined this administrative support as anything from increased planning time, teacher autonomy, collective decision making, meaningful interactions from senior leadership and even collaborative opportunities between teachers (Hughes et al., 2015; Lambersky, 2016), all of which may have been impacted upon by the pandemic.

Eyal and Roth, 2011 have found that meaningful involvement and promotion of any of these aspects by senior leaders within school had a significant positive impact on the stress and subjective well-being of the teachers.

Edinger and Edinger (2018) support these findings in their research, which found a significant positive impact on the job satisfaction of teachers and their perceived levels of support, both from colleagues and from within the organisation. This appears to be particularly relevant when viewing those that are new to the profession and has a significant impact on the well-being, self-efficacy and retention of staff (Fox, Wilson, & Deaney, 2010). The perceived failure of organisational support has been linked with feelings of inadequacy, low job satisfaction and stress (Høigaard, Giske, & Sundsli, 2012; Skaalvik & Skaalvik, 2014). This notion is supported by numerous studies, which highlight that positive and constructive relations with colleagues and the school administration increased teachers engagement and well-being, making them feel part of a successful team, whilst the opposite has been proven to negatively impact teacher stress (e.g., Collie and Martin 2017; Hakanen et al. 2006).

Yet studies have also shown that the support from colleagues and organisations cannot be in a forced or instructed setting (Brady and Wilson, 2020). They found that staff resented forced well-being sessions which made them stay in school after working hours to participate in activities they did not necessarily enjoy or benefit from. Therefore, there seems to be a very specific culture of support that needs to exist (or at least perceived to exist) within a school for it to be of any benefit to the well-being of teachers. However, Kardos et al (2001) found it was only when specific integrated professional cultures were present in the school was it possible and acceptable to seek assistance and guidance from colleagues and not all schools adopted this atmosphere.

Saaranen et al (2007) also found that a positive and productive school community, (where subjective well-being and cooperation was central), which included organisation, leadership support and information, played a central part in creating and maintaining the well-being of staff. Saaranen et al (2007) discovered that the role of the principal and the levels of support provided to staff when it came

to initiatives and decision making, was also a significant influential factor in the well-being of the workforce. This idea that the support within the school community has an impact on well-being was also identified in a study by Bonne and McDonald (2019). Their research found that over half of teachers they questioned felt that the lack of support from colleagues in leadership had negatively impacted their well-being. During the newfound way of working as a result of the pandemic, it will be interesting to see if teachers received support from colleagues or senior leadership in how to access the relatively new world of online teaching. Did teachers receive the correct hardware and software to work at home? Did they receive training on how to use Zoom or Microsoft Teams? Were they given remote access to school systems? Our research aims to find out how being given, or not being given, this support may have left people feeling inadequately prepared for their expected role during the pandemic and whether this subsequently affected their own well-being.

Chapter Three

3.1 Methodology

The aim of this research is to identify the impact of COVID 19 on the subjective Well-being of teachers in England and Wales.

There were three options available in order to carry out this research: a qualitative approach, a quantitative approach or a mixed methods approach. The quantitative approach, which would include methods such as questionnaires, surveys and other data collection methods and would allow a collection of numerical data. This numerical data would allow the identification of trends, patterns and anomalies. Creswell (2002) noted that quantitative research is the process of collecting, analysing, interpreting, and writing the results of a study. Qualitative research is more of a holistic approach that involves discovering more specific information and explanations for patterns or trends. Qualitative research is also defined as allowing researchers to develop a higher level of detail in the responses from participants (Creswell, 1994). The third option, the mixed methods approach, allows a combination of both forms of research, providing numerical data and attempts to explain and understand those figures.

The research adopted a pragmatic paradigm choice, or a mixed methods approach as it is often referred to. This approach will allow the research to identify trends and patterns in the quantitative part of the research (in this case, an online questionnaire) whilst also allowing an insight and explanation to the results that questionnaire may identify, by way of a qualitative method, in this case, a semi-structured interview. Feilzer (2010) stated that ‘proponents of mixed methods research strive for an integration of quantitative and qualitative research strategies.’ (Feilzer, 2010, P.6). Using the mixed methods approach will allow for data triangulation, as described by Meijer et al. (2002). Malina et al (2011) claim that a pragmatic approach to research allows for the creation of ‘...a research outcome stronger than either method individually’ (Malina et al, 2011:p3), which is referring to a selection of both types of data that can be collected in a mixed methods study as opposed to using a qualitative and quantitative methods alone.

However, both qualitative and quantitative research methods have weaknesses, yet their strengths can be used to complement each other, as highlighted by Steckler et al (1992). This makes the use of a pragmatic paradigm as sensible research choice to allow us to attempt to achieve the desired information as per the research proposal and enables us to answer the research question.

Whilst there are many benefits of using just one type of approach, such as only having one set of data to analyse and interpret and only one research tool to design, using just one approach will often give an incomplete picture. For example, if just a positivist approach was used in this study, the results would provide me with useful in-depth numerical data and statistics, with data that would be able to be generalised to the teaching population as a whole, yet it would be very basic information and only

numbers; there would be no depth or explanation to the reason for these results. As it is the intention to discover what negatively affect the pandemic may have had and how it could be alleviated in future instances, it is also the aim to discover if the pandemic had any positive impact on the subjective well-being of teachers. Numbers and statistics will provide a general information, but the qualitative data will allow for a clearer picture of the impact and highlight areas of concern or issues that could be promoted in the future to assist teachers (Almalki,2016).

Using the mixed methods approach will allow us to get a basic idea of any common issues and identify any patterns using the quantitative data, when adding in the qualitative techniques will allow for unexpected responses (Brymann, 2006) and reduce the possibility of researcher bias. Nielson (1990) is also a supporter of the mixed methods approach, claiming that an advantage of using a pragmatic approach was that the research was able to break down the boundaries presented in traditional qualitative and quantitative methodology.

The use of the pragmatic approach is also promoted by Atkinson, Delamont and Hammersley (2003) who state that even though the mixed method approach is not a new approach, it use has grown in prominence over the past two decades, with researchers recognising the advantages and benefits of using this approach (Creswell and Clarke (2008). According to Kumar (2014), the use of the pragmatic approach has increased due to the need from society for research to provide a complete picture and information that is usable and understandable in the real world, with Kumar suggesting that the results have more meaning in a mixed method approach, whilst Bernard (1994) states that whatever our personal theoretical preference, a mix of qualitative and quantitative data is inevitable in study of human thought and behaviour, which would complement the aim of this study (Bernard, 1994). As our research question requires statistics to see the scale and severity of any impact(s) and explanations as to why and how this may differ from person to person, using this method is key to being able to provide a satisfactory answer to our question.

The research aims to discover the impact of the COVID pandemic on the subjective wellbeing of teachers, whilst identifying what the effect, if any, was and what had the greatest impact. Using the mixed methods approach, will allow the research to identify numerous factors whilst using the quantitative method whilst also providing an opportunity to illicit information whilst using the qualitative method. This will allow a clearer understanding of the numerical data harnessed in the initial quantitative research (Queirós et al, 2017), which in this case, will be a questionnaire. The quantitative data will allow us to have a general view of whether there are or are not any common features or issues that teachers faced during the pandemic. This will then allow us to go into a bit more depth on specific issues within the interview part of the research, which will give us the qualitative data to allow us to quantify our results.

3.2 Methods

Initially, an online questionnaire will be used and provided to teachers to complete, which will attempt to gauge the perceptions of teachers how, if at all, the pandemic has affected their subjective well-being (See Appendix 1).

There are many advantages and disadvantages of using a questionnaire as a method of data collection in research, which is a matter that has been debated extensively (Oppenheim 1992, McDowell and Newell 1996, Giuffre 1997, McKenna et al 2006), yet the use of them as a method of data collection is well-established.

Questionnaires are widely accepted as having a number of benefits as opposed to other data-collection methods, such as interviews (Bowling 2002, Denscombe 2003). These advantages can include the low financial cost of collecting and processing data as well as the possibility of being able to reach a significant number of the target audience that would likely be possible using other data collection techniques, such as interviews. Questionnaires can also be delivered in a variety of different ways, such as in person, by telephone, via email or as web links (Jones et al, 2013). With the busy workloads of teachers, providing quick and easy access to a tool/survey that aims to assist them in the future is key. Adding a long and time-consuming task to the already saturated workload of a teacher is not what this research aims to do.

With the many restrictions imposed on our lives as a result of the pandemic, some of which are still ongoing two years later, a more cautious and realistic approach to the methods in which data will be and can be collected is required. Direct access to schools is difficult at the current time as a result of ever rising cases of COVID 19. Therefore, a logical and more practical method of distributing the questionnaire is required. With teachers beginning to complete the transition back to face-to-face teaching and full timetables, it is important that our questions do not take up too much time so to encourage engagement.

The study will use an online survey tool by way of Microsoft Forms, with a link shared to online forums and schools directly. This is opposed to a printed hard copy survey which will reduce the risk of multiple people handling documents and limit contact between researcher and participants, which is an extremely important factor in the current times. Microsoft Forms will be used as it is an easily accessible platform, with teachers being able to access a Microsoft package through their schools, therefore allowing greater accessibility than any other platform.

Garton et al (1999) and Wellman (1997) state that online methods to distribute questionnaires have many benefits, including allowing easier access to specific groups of people, which in this case would be teachers. Teachers will be able to complete the questionnaire in their own time, with the link being available to them online at any time (until the required number of participants is reached and the survey

closed). Also, as teachers have been required to use online teaching methods for a long period of time through the pandemic, teachers will be more familiar with online technologies and capable of completing online questionnaires with relative ease (Castro et al, 2021).

Printed, hard copy questionnaires can prove to be costly and time consuming, as well as impractical, as there is a need for the documents to be printed, collated and often hand delivered or posted to various institutions (Lefever et al, 2007). Paper can often be misplaced or filed away incorrectly and subsequently lost. Hard copy questionnaires also rely heavily on the participants actually returning the questionnaires to the researcher and with teachers' workload already being at breaking point, adding an additional pressure to an already burdened individual is not a desired outcome of this survey. Oppenheim (1992) state that issues can also arise when using hardcopy/postal questionnaires when there is no control by the researchers over the order in which questions are answered and no check on incomplete responses, on incomplete questionnaires. As many questions follow on from each other or provoke certain views or arguments, it is important that questions are answered in a specific order. Online questionnaires allow researchers to require an answer to all questions before moving on (even if the answer is 'prefer not to say'). The issue of limited or no contact between researchers and the participants can also negatively affect response rates as participants do not feel any attachment to the research or any element of duty to complete the questionnaire (Murphy-Black 2000. Bowling 2002). Online questionnaires can provide a more personalised approach, with introductory pages not being limited to a simple text explanation as a hard copy questionnaire would be. Online questionnaires allow for video introduction, online explanations and assistance whilst completing the questionnaire and even prompts to ensure that all questions are completed correctly (Jones et al, 2013).

However, online data collection itself has a number of advantages; there is little opportunity for data to be lost, whilst collecting data online also simplifies the transition of data into a database for analysis (Carbonaro & Bainbridge, 2000; Ilieva, Baron & Healey, 2002). With the creation of accessible online survey tools such as Microsoft Forms, sharing and responding to surveys has become far easier and a lot more accessible, leading to a greater response rate (Ilieva et al, 2002).

Questionnaires can also offer more anonymity than interviews due to the absence of the researcher, whilst this point also allows for less researcher bias (Seale, 2012). This is a particular advantage when conducting research into a sensitive topic or in a research project where the answers that the participants provide could lead to consequences if their identity was known.

The questionnaire to be used will be a structured questionnaire (see Appendix 1) that, when completed, will provide quantitative data for analysis. This data will be obtained via the Microsoft Forms data collection through the questions set on the questionnaire. However, Rennie (1998) suggested that very little weight is given to quantitative data in educational circles as the results are

often left open to the interpretation of the individuals looking at it. Rennie (1998) therefore suggested that quantitative data was a waste of time and effort, however, there are many that would disagree with this statement (Sukamolson, 2007; Draine, 2001; Check and Schutt, 2011). This argument supports the decision for a pragmatic approach to this particular research question.

The questions to be asked in the online questionnaire in this research have been chosen and composed by comparing a selection of general questionnaires, workplace well-being questionnaires and education staff well-being questionnaires, such as Staff Pulse, OSFHOME and the Teacher Well-being Index. This will aim to ensure the meaningfulness and clarity of content. Yet as this research will be using an online questionnaire, the questions will need to be clear and short, as there will be no opportunity to provide assistance to those completing the questionnaire (Seale, 2012) in this instance. There is always a risk that something that makes complete sense to one person, will make no sense to another. Therefore, it was important for me to perform a pilot of the questionnaire with a small number of teachers to test the 'face validity' of the questions included (McColl, 2005). The pilot proved to be a success and only a few minor adjustments were required.

The aim of the quantitative part of the research is to harvest approximately 150 responses to the online questionnaire followed by a smaller-scale qualitative study of between 10-15% of the respondents in the questionnaire. However, the exact number of interview participants will be dependent on those who provide their details and agree to participate in the interview process.

The questionnaires will be distributed via a link to a number of online teaching forums, which regularly participate in dissertation research for members. This method of distribution has been chosen in an attempt to reach a greater audience than what the researcher would have been able to collect personally. However, it must be noted that by using an online data collection method, there is a risk that the people completing the questionnaires are not who they say they are and relatively little is known about the demographics of the people completing the research (Andrews et al., 2003; Howard, Rainie, & Jones, 2001; Dillman, 2000; Stanton, 1998). Yet, Rodham and Gavin (2006) state how the internet has become an invaluable resource when attempting to recruit research participants, allowing a greater reach and often, greater participation due to the detached nature of the internet. Participation, of course, will be optional and anonymous, yet there is a section at the end of the questionnaire where participants are able to leave their contact details if they wish to be considered for the second part of the research, the interview. This is optional and is not a required part of the questionnaire process which will allow for absolute anonymity if the respondent requires it.

As a follow up to the questionnaire, qualitative data will be collected in the form of an interview. This will be an attempt to provide a deeper understanding of themes that may have emerged in the questionnaire process.

The interview technique was chosen as the preferred qualitative data collection method as the subject of this research project, subjective well-being, is a very personal concept and factors that affect people will be unique to each individual and their circumstances. Whilst other forms of qualitative research methods have many advantages, they would not have allowed for participants to share their experiences as easily and openly as an interview would) Harvey-Jordan and Long, 2001).

Whilst there are numerous forms that an interview can take (Cohen et al, 2000) the forms can be narrowed down to three different types of interviews: structured, unstructured and semi structured. Whilst an unstructured interview was considered for this research, due to the fact it would allow for more unexpected outcomes and provide greater depth and discussion into the research subject (Newby, 2014), due to time constraints and scope of the research, a semi structured interview was preferred, as it was felt that this was the best way to stay on the topic of the research question, whilst allowing the participants some freedom to openly share their experiences.

Semi-structured interviews are interviews which are made of a number of specific of several key questions that will allow the interview to answer the research question, whilst also allowing the participant to divulge information freely on that given topic (Gill et al, 2004). Therefore, the researcher will be able to structure the interviews based on the answers given by the participant in the initial questionnaire stage to allow more depth and a greater understanding of the quantitative data initially obtained.

A semi-structured interview can almost be viewed as a verbal interchange, where the interviewer attempts to elicit information from the respondent by using a number of questions (Longhurst, 2003). With a semi-structured interview, the researcher can set the outline for the topic to be covered, but the participants answers can determine the way in which the interview is directed (Stuckey, 2013).

Wengraf (2001) shares the view of Stuckey (2013) and highlights that a benefit of using a semi-structured interview is that the questions can be adapted, or additional questions can be added in response to reactions or replies of the participants, allowing a greater perception of freedom. The flexibility of such an approach can be particularly advantageous in this type of research as it increases the chance of the divergence of unexpected outcomes that the researcher may not have initially accounted for or expected (Gill, 2004). Rapley (2001) states that this form of semi-structured interview has fast become the go-to research tool in qualitative research and Brinkmann (2017) highlights that the art of question led conversations have been used by humans for centuries in order for people to find out information about one and other or information in relation to a specific topic. However, this method is not without its' drawbacks. Kakilla (2021) noted that semi-structured interviews lose feasibility when they are not conducted face to face. Louise Barriball & While (1994) state that the ambiguity of language can also lead to issues in semi structured interviews, where there is a lack of understanding between interviewer and interviewee. This could be exaggerated when using online interviews due to

the lack of ability to pick up on social cues. This can also lead to poor or limited responses from interviewees which would give unreliable or incomplete data (Small, 2008).

The intention was to be able to complete the semi structured interviews in person as this would allow the researcher to pick up on social cues a little easier, which would be a benefit in our interview process (Opdenakker, 2006). Yet, due to the continuing pandemic and the impact this has on access to schools, synchronous interviews needed to be carried out online using software such as Microsoft Teams or Skype. This compromise still allowed the researcher to pick up on social cues if the camera is on during the interview, or on the other hand, it could allow greater anonymity to the participants if the camera is off. Due to the offer of anonymity during the interviews, the interviews will not be recorded.

James and Busher (2009) stress that online interviews are often seen as an easy option, but this is far from the case. They stress that the online interview process should only be selected ‘researchers can justify the appropriateness of the method for their specific studies.’ In this case, it would not be the study that is the reasoning for the use of the online method, but rather a combination of the current climate with regards to the pandemic and the accessibility that the internet allows us in a time where contact is often restricted.

Yet Salmons (2015) also supports the view that the online research is not an ‘easy option. Salmons identifies that during online interviews, the interviewer has to find new methods to establish trust and encourage the participant to engage fully in the interview process, which is something that was planned to do during the initial interview questions during the process (as seen in the interview schedule in Appendix 3). The questions for the interview are informal and designed to put the participants at ease and have been devised from previous research interviews on Researchgate.net.

3.3 Ethical considerations

As with all research, the most important factor to consider is the ethics of the research. Throughout the research, all aspects will be compliant with the British Education Research Association (BERA), 2014. According to Resnik (2020), there are a variety of reasons as to why researchers should adhere to the ethical guidelines when conducting research. In particular, it is essential that researchers specify the aim of the research and continually promote the essential ethical values required for research where collaboration is required. These values include those such as accountability, honesty, trust as well as moral and social values.

One of the most fundamental basics of any research is that the participant is fully informed (Roberts and Allen (2015). This involves the participant agreeing to be a part of the research and that they are aware that they have the right to withdraw at any point of the research, without fear of any adverse consequences. Bouma and Ling (2004) stated that it is important to carefully plan any research to ensure that all ethical standards are adhered to.

The initial part of this research is an online questionnaire, which will not allow for verbal confirmation of these ethical considerations or rights. However, there will be an information sheet placed at the beginning of my questionnaire which will give details of the research and the research question that we aim to address, whilst also stressing that the researcher will ensure anonymity to all those involved. The information sheet will also address the fact that participants are not forced to answer each question; there will be an option on every question which says 'prefer not to say' which will allow the participants to proceed to the next question without specifying an answer to one or more questions if they feel they cannot/should not. The information page, which is placed before the participants answer any questions, will also point out that the participants can quit the questionnaire at any point without fearing any adverse or negative consequences.

At the end of the information page, there will be two 'check boxes. One of these boxes will need to be checked for the participant to confirm that they are aware of the purpose of the research and have read the information provided. The other box will need to be checked for the participant to consent to participate in the survey. A copy of the information sheet is contained in Appendix 2.

At the end of the survey, there is the option for participants to leave contact details if they would like to be considered for the semi-structured interview part of the research. Participants will also be informed that their data will be stored separate to their survey answers, ensuring continued confidentiality and anonymity.

There was an initial hope of receiving around one hundred responses to the online questionnaire, yet we received 161 responses before closing the questionnaire. However, it is noted that this is a relatively

small sample of teachers to be involved in the study, the limitations of the researcher did not allow for a larger scale study.

During the semi-structured interviews, a very similar information sheet (See Appendix 3) will be read out verbally to the participants, which will be in an online format. Interviewees will be made aware of their ability to withdraw from the research at any point suffering any adverse effects or reactions. During the semi structured interviews, all participants will be given a pseudo name for the purpose of the analysis if these should be necessary or if direct quotes from their interview are used. There was an initial hope of interviewing between twenty and thirty participants, yet a number of logistical issues allowed for only ten respondents in the interview process.

James and Busher (2007) state that when research uses the Internet as the medium of investigation, ethical responsibilities become far more complex for the researcher. Cooper (2009) claims that whilst the anonymity of using the internet as a way of conducting interviews can be seen as advantageous to some, it raises further issues for the conductors of the research. Whilst the data collected initially in this research was obtained through online teaching forums, the researcher has no definitive way of confirming that the participants are who they say they are. However, both Cooper (2009) and James and Busher (2007) confirm that the way in which participants answer given questions and the information that they provide can in many ways prove their identity.

Online interviewing also allows the researcher very little control over the context and setting of the interview environment, which can cause issues and limitations with regards to rapport building, social cues and the ambiance and atmosphere of the interview. However, O'Connor et al, (2008) state that this can also be an advantage of this form of interview, especially when the video feature is turned off. O'Connor et al believe that this feature of online interviews, where the researcher is unaware of age and ethnicity of the participant has the benefit of decreasing interviewer effect during interviews. This issue of a disadvantage being an advantage in another way is summarised by Walther, 1996, who states that using online technology for research is both liberating and limiting.

It must also be noted that the researcher is coming from an educational background and therefore, it must be mentioned that there may be an element of researcher bias within the study, or at the very least, it can be said that the researcher is not of neutral standing.

The approved Ethical Consent Form is attached as Appendix 1.

Chapter Four

Data

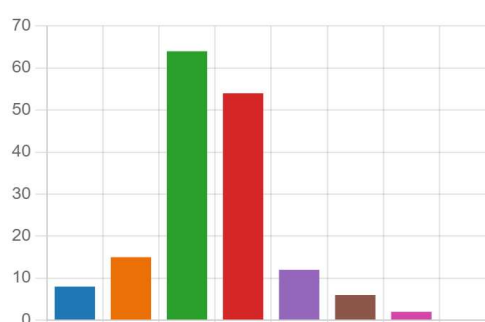
The research questionnaire (see appendix 2) was added as a link in a number of online teaching groups, with a brief description of the research question and a request for participants. The questionnaire included a total of 17 questions, with a variety of multiple-choice answers. There was a total of 161 responses from a varied representation of teachers. Figure 1 below shows the breakdown of the role/experience of the respondents.

Figure 1:

1. What is your role at your school? (0 point)

[More Details](#)

NQT	8
Teacher (0-5years experience)	15
Teacher (5+years experience)	64
Head of Department	54
SLT	12
Assistant Head Teacher	6
Head Teacher	2
Prefer not to say	0



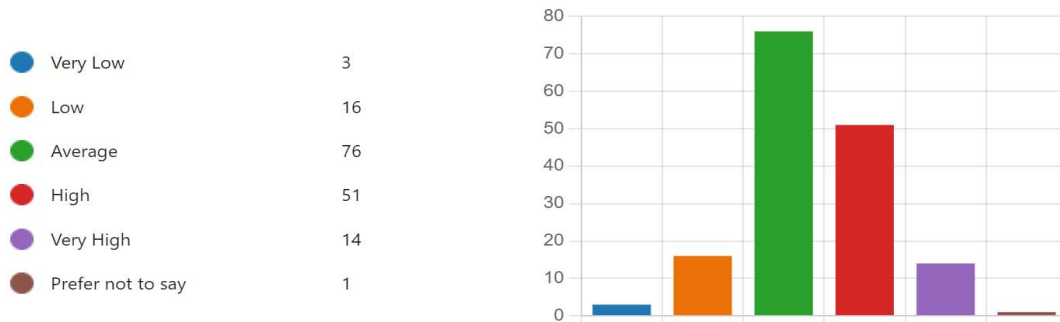
With over 80% of respondents either having over five years' experience or being in a senior leadership role, the results should give an accurate representation of how significant any changes caused by the pandemic were. The advantage of this level of response from experienced teachers is that the majority of respondents are not new teachers who are not used to the workings of a school environment and therefore, possibly less affected by the impact of the pandemic. For example, an NQT entering the profession at this time point would not know any different, so the impact may be less for them, even though it is not suggested that it would be at all easy for them.

As a starting point for the research, participants were asked to rate their occupational stress levels prior to the COVID 19 pandemic. This would allow the research to identify, using questions further on in the questionnaire, whether or not the pandemic has had an impact on their well-being. Prior to the pandemic, participants rated their stress levels as per figure 3, below:

Figure 3:

6. How would you rate your occupational stress levels prior to the COVID 19 pandemic? (0 point)

[More Details](#)



As shown above, 76 of the 161 respondents (47%) rated their stress levels as average, with 40% rating their levels as high or very high. Only 12% stated that their stress levels were low or very low. These are the statistics that we will be able to use as a base to assess whether these levels were increased during the pandemic. However, as this is a retrospective question, caution must be used to not be completely reliant upon the result, as when asking questions retrospectively, researchers are reliant on human recall and this can be affected and influenced by a number of factors, meaning it is not always accurate (Pearson, Ross and Dawes, 1992). However, for the purpose of this research, this is the base levels that will be used for comparison.

The same issue can be seen with regards to question 9, which asks about attitudes towards well-being by schools prior to the pandemic. Again, as this is a retrospective question, we must treat the responses with some caution. However, for this research, this is the basis that will be used.

Figure 4:

9. Prior to the COVID 19 pandemic, did you feel that your school was concerned with the well-being of staff?

[More Details](#)

[Insights](#)

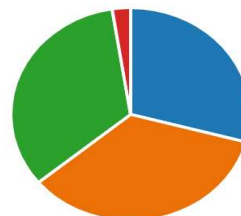
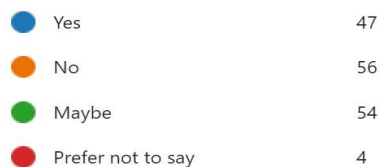


Figure 4 highlights how only 47 (29%) participants were certain that their school was concerned with the well-being of their staff prior to the pandemic, with 34% only selecting that maybe their school was concerned and 35% stating that they felt their school was not concerned with the well-being of their

staff prior to the pandemic. This result, although we must be cautious due to the retrospective nature of the question, is somewhat concerning. The importance of improving the well-being of teachers is not a new concept: poor retention rates and falling recruitment figures over the past decades has made the well-being and retention of teachers a focus of policy making decisions across the world (Geiger & Pivovarova, 2018). The fact that such a high percentage of those questioned in our survey felt that their school was not concerned about their well-being is against the current aims and intentions of government intentions, with the introduction of the 2018 Health and Wellbeing handbook meant to serve to improve wellbeing for all school-based staff (Welsh Government, 2018). What was also concerning was the responses from the interview participants; 30% had not heard wellbeing discussed at their school since the pandemic at all; 70% had experienced discussions of wellbeing, but over half of these respondents felt that wellbeing was just being used as a token gesture or to ‘tick a box.’

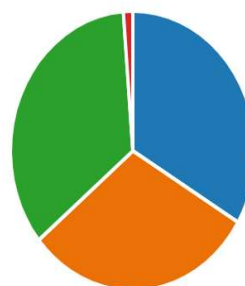
Yet what is even more concerning is the responses to question 12. This was in relation to whether the participants felt that their school leaders and colleagues were concerned about their wellbeing DURING the pandemic. The fact that these figures are not significantly different to those in Figure 4 is a worry; with the complete change in everyday life and a whole new way of working introduced almost overnight, the wellbeing of those working from home, in a school hub or even those who were required to shield, should have been a priority for school leaders.

Figure 5:

12. Do you believe that your school leaders and colleagues were concerned about your well-being during the pandemic?

[More Details](#) [Insights](#)

Yes	54
No	49
Maybe	56
Prefer not to say	2



Two respondents answered ‘prefer not to say’ to question 12 yet followed this up stating that their well-being was negatively affected when answering Question 14, which could suggest that they were not sufficiently supported during pandemic with regards to their wellbeing. In fact, even though 33% of participants felt that their school leaders and colleagues were concerned about their wellbeing during the pandemic, 73% of participants felt that more could have been done to protect the well-being of

teachers during that period, with 17% unsure if more could have been done (see figure 6). During the interview process, it was established that over 70% of those questioned felt that their wellbeing was adversely affected during the pandemic, but these were for a variety of reasons, such as lack of control, lack of support from school, lack of support from family, with one respondent going as far as to say the pandemic destroyed their well-being.

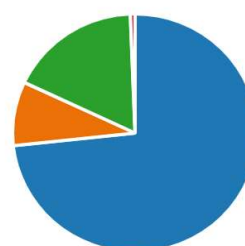
Figure 6:

15. Do you feel that more could have been done to protect the well-being of teachers during the pandemic?

[More Details](#)

[Insights](#)

Yes	118
No	14
Maybe	28
Prefer not to say	1



Out of the 73% of respondents that felt more could have been done, 85% stated that their own well-being had been negatively affected by the pandemic and the subsequent pressures that they faced. Yet, very few of the interview participants had ideas as what could have been done differently, although a common theme of more training online did emerge; respondents seemed to appreciate the unknown nature of the pandemic took everybody by surprise.

Over 63% felt that their stress levels increased during the pandemic, 12% felt their stress levels decreased and 9% felt that there was no change to their stress levels. Whilst 77% of participants felt that their subjective wellbeing was negatively affected by the pandemic, 7% felt that their subjective wellbeing improved during the pandemic and 13% felt there was no change.

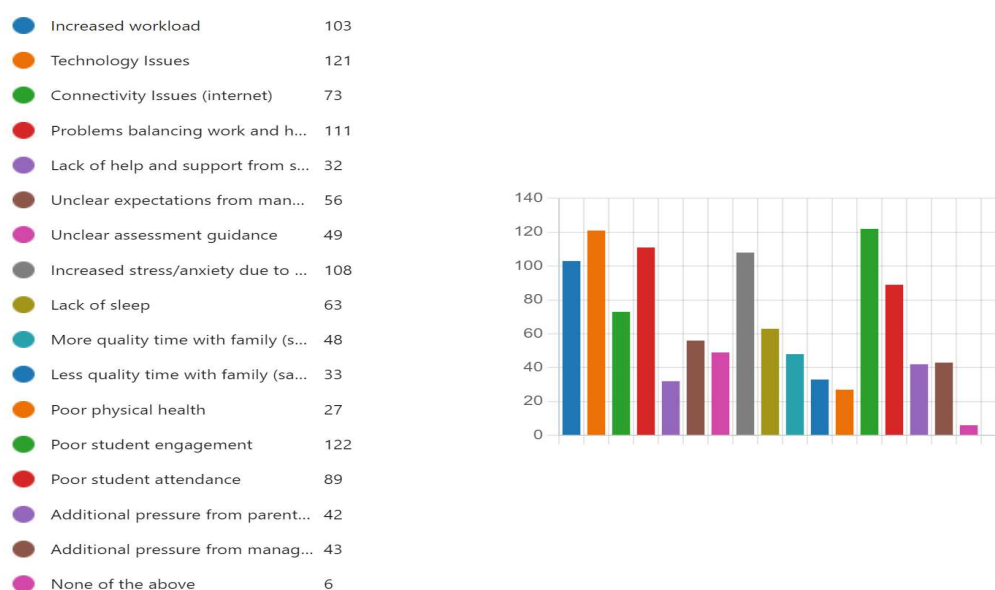
There were appeared to be different experiences dependant on the role of the respondent. 100% of the headteachers that responded noted a huge increase in their stress levels and a negative impact on their well-being: with assistant head teachers, 83% stated that their stress levels increased yet only 50% felt that the pandemic negatively affected their well-being. Those who stated that they were SLT, 83% felt that their stress levels increased during the pandemic and 75% felt that it negatively impacted their well-being. With Heads of Departments, 87% noted that their stress levels increased and 83% felt that their well-being was negatively impacted. In the bracket of teachers with five or more years' experience, 82% found their stress levels increased and 75% felt that their subjective well-being was negatively impacted, whereas with teachers with less than five years' experience, 80% found that their stress levels increased and 87% felt that their subjective well-being was impacted.

It also appeared from the results that the issues faced by teachers during the pandemic varied depending on personal circumstances. For example, over 63% of respondents had dependants living at home with them, with a further 14% providing care for someone outside of the home. This is again a significant figure, with a large proportion of the respondents having extra responsibilities at home or elsewhere in addition to their teaching role and responsibilities. In response to question 10, over 53% of all participants found that they had problems with balancing home and work life in one place (i.e.) when working from home. However, within the group of people who faced problems balancing work and home life, 87% were those that had dependants at home, suggesting that this was a major influencing factor when looking at subjective well-being. Yet, during the interview process, 30% of respondents found that the pandemic actually allowed them more time with their children and saw it as a positive influence on their well-being. Therefore, it appears to be a personal issue as to whether having dependants at home was factor; such as one respondent ‘Debbie’ stating that she shared custody of her children with her ex-husband, which allowed her to pre-record lessons on the days that she did not have her children so that she could give her children 100% attention when at home. However, had ‘Debbie’ worked in a school where live lessons were encouraged over pre-recorded lessons, her experience of the pandemic may have been completely different. (See Appendix 5 for interview transcripts).

There were a number of other issues experienced by a significant proportion of the respondents (see Figure 7):

Figure 7: Responses to question 10:

10. Did you experience any of the following during the COVID 19 pandemic

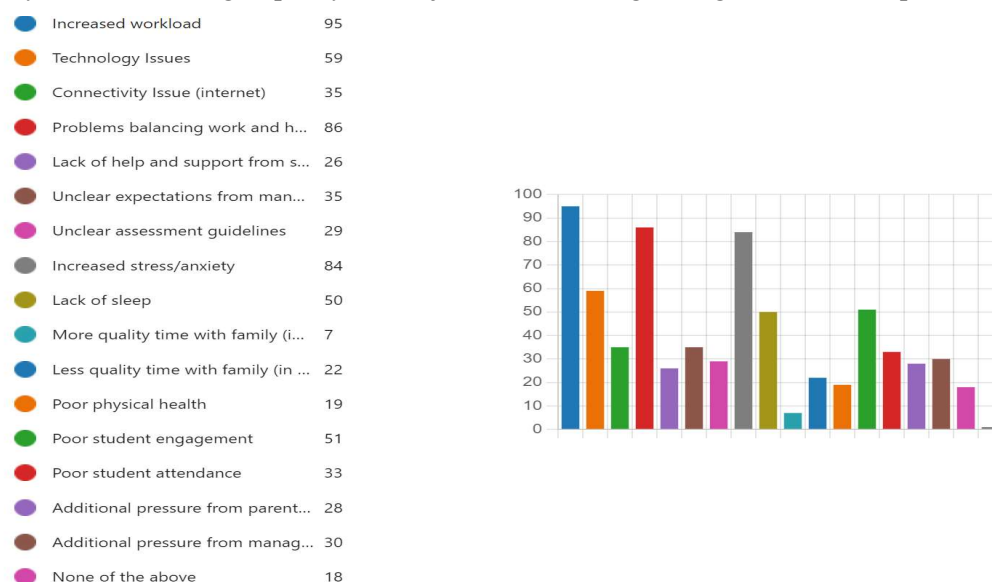


Some of the more common issues faced by teachers during the pandemic were an increased workload (64%), technology issues (75%), balancing work and home life (69%); increased stress and anxiety due

to work (67%) and poor student engagement (76%). These were the most common issues faced by teachers during the pandemic, yet question 11 asked which issues they felt impacted their subjective wellbeing (see figure 8):

Figure 8: Responses from Question 11.

Did any of the following impact your subjective well-being during the COVID 9 pandemic?



Whereas 64% of people experienced an increase in their workload, 59% felt that it impacted their subjective wellbeing and whereas 76% experienced poor student engagement, only 32% felt that it had an impact on them. Therefore, it could be suggested that even though these experiences did occur during the covid imposed lockdowns and throughout the pandemic, they may not have had an enormous effect on the subjective well-being of teachers. Again, as seen in Figure 8, the main contributors affecting the well-being were increased workload, increased stress and anxiety and problems balancing work and home life. However, these issues have been an ongoing issue in teaching for decades and therefore, we must ask the question whether the pandemic worsened these issues or merely highlighted them.

There also seemed to be a correlation between how teachers presented lessons and how much their stress levels and well-being were affected. 32% of respondents presented a mixture of online and pre-recorded lessons and of those delivering lessons in this way, over 78% reported a negative effect to their well-being and over 86% reported an increase in their stress levels. For those teaching lessons solely live and online (44%), 80% felt that their well-being was negatively affected during the pandemic and over 90% felt that their stress levels increased. These are significant figures which lead to a worrying picture of increased stress and negative effects on subjective well-being. This trend was also seen throughout the interviews; participants noted that their workloads increased but also, it was noted that the way in which they had to teach caused issues, such as connectivity issues, lack of training to use these online programmes, difficulty in teaching skills online and poor student engagement. It was

also noted that the decision to not proceed with examinations caused an increased workload for teachers who then had to award predicted grades and provide the correct evidence to show that the predictions were accurate, often without access to the evidence which would be in school.

There was a total of ten participants for the interview process. Whilst 36 survey participants agreed to be contacted for the interview, only 15 responded to the request for an interview and unfortunately, a further five were unable to schedule an interview successfully.

During the interview process, respondents stated that they found it disheartening when students would not show up for scheduled lessons and felt that they were spending a lot of time preparing for online learning for very little student engagement in the lessons. This preparation for the new way of teaching online was also given as a major contributing factor of the increased workload during the pandemic, according to the interview participants. 70% of interview participants felt that their workload increased, with the other 30% stating that rather than increase, their workload actually changed, with things like home visits, online teaching and marking rather than in person and in general, the need to be more organised.

Chapter Five

Analysis and discussion

The results of both the questionnaires and the interviews concur with many similar studies have found similar (Kotowski et al, 2020; Alves et al, 2021; Duraku & Hoxha, 2020); although coming at it from the perspective of a recently qualified teacher, the results are disappointing. Personally, with less than three years of teaching experience, the experiences and thoughts of more longstanding teaching professionals causes a great deal of concern and lead to another question – do these feelings of the more seasoned professionals have an impact on the retention of newly qualified teachers? With retention rates of newly qualified teachers falling steadily (with over 30% of NQT's leaving within the first five years (Education Policy Institute, 2021), could this feeling of discontent be contagious within the profession? Yet it must be noted that as a teacher-researcher, there may be an element of unintended researcher bias, in ways such as how the questions were set in the survey and the wording of the questions asked in the interview. The position, as a teacher-researcher, must be noted to have some form of researcher bias.

The Teacher well-being Index found that over 77% of teaching professionals suffered with poor mental health through the pandemic and whilst the pandemic could not have been foreseen by anyone, the issues that were exacerbated by the pandemic and working from home i.e. workload, lack of support, poor subjective well-being of teachers seem to have been prevalent a long time before the pandemic began (Education Support, 2019; Education Support, 2020). The fact that improvements and strategies did not seem to be put into place during one of the most disruptive period in the education system in modern history seems absurd and by looking at our results, many schools that have implemented policies or discussed the importance of teacher well-being are simply paying lip service to the term, rather than actually enforcing change.

A common theme to come from the interviews was that well-being is only used as a token gesture in schools, with management only using them to look like they are fulfilling their responsibilities. Yet, with over 75% of participants stating that they felt more could have been done to protect or improve the wellbeing of teachers, now is the time to ensure that these additional strategies or policies are put in place and enforced.

Although it appears from our research that many feel that not enough is being done since the return to school in order to address and prioritise staff well-being. Many of those interviewed felt that their school leaders were simply 'ticking a box' when it came to well-being policies and were not invested in ensuring the correct support was in place. The Teacher Well-being Index (2021) found that over 43% of school staff questioned felt that the culture at their school was actually damaging to their own personal well-being and less than a third stated that they were regularly surveyed about their well-being.

The research also identified that current practices in relation to well-being need improving, with the top issues arising being in relation to reducing workload, raising wages and allowing a greater work-life balance.

There have been many studies carried out into the impact of the early stages of the pandemic on teacher well-being (Fancourt et al., 2020; Pierce et al., 2020) and all have found that teacher well-being is a significant influencing factor on the success of schools and its students, highlighting the importance of maintaining a positive well-being in teachers. Viac and Fraser (2020) demanded that teacher wellbeing requires urgent attention as a result of their research, citing that teacher well-being is not only a required outcome for teachers, but it is also required for positive outcomes for students. Yet, our research suggests that these changes that were deemed to be urgent in 2020, have not been implemented two years later, another worrying sign.

UNESCO (2020b) identified increased stress as one of the major outcomes of the pandemic on teachers, yet as previous studies have shown i.e. Catalán *et al.*, 2019; Boyle *et al.*, 1995; Kokkinos, 2007, this is not a new concept. However, Kim (2020) suggests that the causes of the stress, and subsequent decline in subjective well-being, changed as a result of the pandemic, which is a theory that would support the findings in our research. During the interview process, the majority of respondents stated that rather than their workload increasing, their workload changed with the introduction of online lessons and the increased use of technology during lessons. Yet, it has also been found that the pandemic has caused an increase in teachers looking to leave the profession shortly (Fullard, 2021). Fullard's study found that 43% of 2000 teachers surveyed planned to leave the profession by the summer of 2025, which is a major cause for concern.

UNESCO (2020) also share this concern and highlight the importance of the availability of strategies and/or coping mechanisms for teachers in relation to their own well-being. They stated that the increasing workload and high expectations of teachers will lead to more teachers experiencing burnout or leaving the profession. NASUWT (2020) also stressed that policy makers within schools must make the mental wellbeing of staff a high priority.

Although the decisions in relation to well-being policies within individual schools would usually be down the headteacher. However, our research found that 100% of Headteachers surveyed reported an increase in their stress levels and a deterioration of their subjective wellbeing during the covid pandemic. Similar research has also found that head teachers appeared to be significantly affected by the ever-changing nature of their role and responsibilities during COVID. Allen et al (2020) found that 21% of Headteachers felt they were more likely to leave the profession as a result of the pandemic and only 2% stated that they were less likely to leave. These findings highlight a significant issue – if the Headteachers are experiencing poor subjective well-being, they are more likely to also suffer with presenteeism, which is proven to be linked with poor wellbeing (Beck et al., 2011, Harvey et al., 2011,

Jain et al., 2013). Connelly et al (2018) also raise concerns with regards to the retention of school leaders, particularly in Wales (BBC, 2016; Flint, 2016) and with the additional pressure added by the pandemic.

Poor subjective well-being can lead to an inability to see and address issues successfully within a school. Harris and Jones (2020) agree that the pressures placed on headteachers were unmanageable; they believed that the COVID pandemic created the perfect storm for school leaders. Leaders were reliant on advice and instruction from those above, which changed numerous times over the course of a short period, sometimes overnight depending on the situation: they had to deal with staffing issues with illness and isolation periods rising, whilst still having to allocate staff to supervise 'hub' provisions as well as ensuring safety guidelines such as social distancing and hand washing were adhered to. Harris and Jones (2020) also stressed the importance of self-care for school leaders and the importance of maintaining a positive subjective well-being in order to be able to assist and guide returning staff who may have suffered stress, loss or other negative consequences as a result of the pandemic.

Along with our research, there is a plethora of research (both old and new) that stress the importance of the need for improved well-being within schools and for teaching staff (Benevene et al, 2020; Kaur and Singh, 2016; Garrick et al, 2017). With consistently falling retention rates (Fullard and Zuccolla, 2021) and an alarming number of teachers planning on leaving the profession (Perryman and Calvert, 2020), there is no question that this is an urgent issue that needs addressing immediately.

The Teacher Well-being Index (2021) made a number of suggestions in order to attempt to improve well-being throughout schools, from top to bottom. They made suggestions to both Government/Policy Makers and suggestions direct to schools. It was stressed that the mental health and well-being was to be put at the centre of all educational recovery policies, with a focus on retention and recruitment of senior leaders – the numbers of school leaders considering leaving their roles is causing concern and with funding cuts being made across the board to training new teachers, it would be almost impossible to replace these leaders at the rate in which they aim to leave. The Teacher Well-being (2021) research also found that existing well-being frameworks had room for improvements, with school staff identifying a number of ways in which their well-being could be improved in schools, such as reducing unnecessary data collection, reducing the volume of the workload and the need for the government and policy makers to recognise the high intensity of the school environment. They also suggested that schools should prioritise a culture of well-being in an attempt to reduce the stigma attached to poor mental well-being, as well as supporting all school staff, from top to bottom.

Chapter Six

Conclusion

As our research and others have found, almost all areas of the school workforce were impacted in some way during the COVID pandemic. However, it would be interesting to see how each group was specifically affected and what aspects of their role they found the most challenging. With head teachers, assistant heads and most senior leadership teams not directly teaching, it would be interesting to see how their time was spent and whether their experiences of working during the pandemic were significantly different to that of teaching staff.

Further research into the effects of the COVID pandemic on the well-being of teachers, may also wish to separate the educational sectors, such as primary and secondary and maybe private and public. The questionnaire did not ask for participants to note which sector the teacher worked in and (Allen et al, 2020) suggests that depending on the sector that you worked in influenced the experiences through lockdown. A more detailed understanding of the issues faced by the different key stages would also be interesting to discover. With primary students possibly less likely to be able to engage fully in online live lessons, did the type of lessons provided have an impact on workload and well-being?

Also, further research would benefit in separating the experiences of men and women during lockdown. There was not an option in the questionnaire to establish the gender of the participant and during the interview process, only one participant was male. Therefore, it is not possible to confirm whether the sample used was representative of all teachers. Other research has identified that gender did have an effect on the impact of the pandemic on subjective well-being; Allen et al (2020) found that female teachers reported higher levels of stress and anxiety than their male counterparts.

Yet importantly, there is a seemingly obvious piece of the well-being jigsaw missing; teachers have said what they believe will help, namely a reduced workload, less paperwork and more acknowledgment; yet with ever decreasing budgets and a pending cost of living crisis, there appears to be very few suggestions as to how these things can be achieved. It is not as simple as hiring more staff to alleviate the pressures of the existing workforce. Even if there was the budget to allow for the hiring staff, there isn't anyone to employ. Further research may need to adjust the focus, concentrating on implementing strategies that improve and promote positive well-being, rather than simply looking at the factors that affect it.

The initial research question was whether the COVID 19 pandemic affected the subjective well-being of teachers, and it is quite clearly proven in many studies that, yes, teacher well-being was negatively

affected. However, our research stops short at suggesting any way in which to overcome the issues that lead to such a negative effect. There was no way of foreseeing the events that began in Wuhan, China in early 2020, yet many predict that this is the first of many pandemics that the world may face in the coming years (Penn, 2021). Whilst this may have been the most significant event in our lifetime, we need to learn the lessons and prepare ourselves and our infrastructure for any future events to protect the education of our children and the well-being of the educators.

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Appendix 1: Ethical Consent

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:	CERIANNE SCULLY			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☐	Taught Postgraduate Student	☒	Postgraduate Research Student
3	Institute/Academic Discipline/Centre:	EDUCATION			
4	Campus:	SWANSEA			
5	E-mail address:	1900100@STUDENT.UWTSD.AC.UK			
6	Contact Telephone Number:	07903557037			
For students:					
7	Student Number:	1900100			
8	Programme of Study:	MA Wellbeing, Learning and Professional Development			
9	Director of Studies/Supervisor:	Caroline Lewis			

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (<u>please</u> check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☐	NO	☒
					Date
2	If <u>Yes</u> , please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☐		
Institute Research Committee		☐			
Other (write in)		☐			

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.	
1	UWTSD Research Ethics & Integrity Code of Practice ☒
2	UWTSD Research Data Management Policy ☒
3	[List any other relevant documents here] ☐

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution					
2	Contact person name					
3	Contact person e-mail address					
4	Is your research externally funded?	YES	☐	NO	☐	
5	Are you in receipt of a KESS scholarship?	YES	☐	NO	☐	
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
7		Employed	YES	☐	NO	☐
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	YES	☐	NO	☐
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐



Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
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	If <u>Yes</u> , please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).
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SECTION E: Details of Research Activity

1	Indicative title:	The impact of COVID 19 on the subjective Well-being of teachers in England and Wales		
2	Proposed start date:	01/12/2021	Proposed end date:	01/03/2022
	Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how Existing Research has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>			
3	Purpose of Research Activity TES (2020) during their research into teacher well-being state that: <i>'It's long been a commonly-held belief that those working in the education sector are at an increased risk of experiencing poor mental health and wellbeing compared to people in other, less stressful jobs. Staff Pulse responses show that while many staff feel positive and show great resilience, staff wellbeing remains and is now, more than ever, an unmistakable issue.'</i> (TES, 2020:p19) Even before the pandemic began, the Teacher Wellbeing Index 2019 highlighted the necessity for the subjective wellbeing of educational professionals to be at the forefront of education policy and practice, with their results showing that 78% of these educational professionals had or were <i>'experiencing either behavioural, psychological or physical symptoms due to their work'</i> (Education Support, 2019 - Teacher Wellbeing Index 2019), with the same research agency finding that during the pandemic, 52% of teachers felt their mental health and well-being had declined (Education Support, 2020). One of the major reasons given as a cause of stress was a heavy workload, with 71% citing workload as the reason for given by those teachers for wanting to leave their jobs (Education Support, 2019). Studies have found that there are also other numerous factors that can affect the subjective well-being of teachers, including demoralisation (Santoro, 2018), poor wages and other benefits (Connelly, 2000), disruptive student behaviour (Walters 2004) and long working hours (Flowers, 2003). With the additional pressure that the COVID 19 pandemic has caused, it is possible that these stress inducing factors could have been increased. The global pandemic has altered teaching strategies, not just in the UK, but throughout the world (Adeiran, 2020). Online learning, whilst not a new concept, quickly became the main teaching method almost overnight (Dahwan, 2020, Kessler et al., 2020; Lemay & Doleck, 2020). With this new teaching technique came a whole new range of issues for teachers and schools, with new software needed and the issues associated with learning to use the relatively new software (Trust, 2020), lessons needing to be adapted to be able to be shown online, feedback methods changing (Littlefield, 2018) and more recently, the decision to not allow exams for GCSE and A-Level students. There were also the challenges of trying to engage students in online learning (Nalliveetil et al, 2019), more communication with parents more frequently (McMillan, 2020) and the lack of in-school administrative support (Education Support, 2020). These changes have increased the workload of teachers significantly, and whilst many restrictions now appear to be easing, the workload of teachers is continuing to increase (Allen, Rowan and Singh, 2020).			

	Yet, there are also many benefits seen by teachers who have worked from home using online learning tools. These have included additional time with children and other family members, less fuel costs from not having to commute, not having to deal with poor classroom behaviour and less school politics to name just a few. Therefore, this research aims to discover whether the COVID 19 pandemic has had an impact on teacher well-being, whether it be positive or negative. There are many reasons for the need to identify the way in which, if any, COVID 19 has specifically impacted the well-being of teachers. The past decades have seen a significant interest in the poor retention and recruitment levels within the teaching profession (DfE, 2018) and there are numerous policies and strategies that have aimed to reduce the numbers of professionals leaving teaching (Walker, Sharp and Sims, 2020). If the well-being has been affected adversely, it would be wise to implement well-being improvement strategies to minimise the risk of a mass exodus from the professions. However, our research may discover that the pandemic has had a positive <u>affect</u> on well-being, and therefore it would be prudent to adapt some of the more positive aspects of the way in which teaching methods needs to be adapted in the future in order to aid staff retention or, it could be the complete opposite and teacher well-being has been negatively affected by the pandemic and staff have become disillusioned and overwhelmed by the changes. Therefore, school policy may need to focus on improving well-being in the workforce as a whole.
4	Research Question Has Covid 19 affected the subjective well-being of teachers. (this box should expand as you type)
5	Aims of Research Activity To identify factors which are detrimental to subjective wellbeing of teachers. To identify factors which are beneficial to the subjective wellbeing of teachers. (this box should expand as you type)
6	Objectives of Research Activity To enable best practice suggestion for teachers in order to improve teacher retention (this box should expand as you type)
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.
7	Methods of Research Activity During the research, I will adopt a pragmatic paradigm choice, or a mixed methods approach as it is also sometimes called. The reason for using a pragmatic paradigm choice is to attempt to identify whether or not the COVID 19 pandemic has affected the subjective well-being of teachers, whilst also identifying what has had the greatest impact. The use of the mixed methods approach will allow me to identify numerous factors and illicit information, in both numerical form and an exploratory form, seeking an understanding of the numerical data (Queirós <i>et al.</i>, 2017). Using just one of either a positivist or constructivist approach would provide some answers to a research question, yet it would not allow for a complete picture. To take a positivist approach to this specific research question would indeed provide me with in depth numerical data and statistics, with results that are able to be generalised to the population in the study (in this case teachers), yet these results alone would not provide explanation or depth; whereas if we

	are to combine the data collected from the quantitative results with the data collected from the qualitative study, we will be able to present a more comprehensive and complete view of the population of those in question. The aim is to get a general idea and identify any patterns using the quantitative method, yet adding in the qualitative approach will allow for unexpected responses (Brymann, 2006) and reduce the possibility of researcher bias. This is a view that is supported by Nielson (1990), who highlights that a major advantage of using a pragmatic approach was that the research was able to break down the boundaries presented in traditional qualitative and quantitative methodology. Atkinson, Delamont and Hammersley (2003) promote the usage of the pragmatic approach, stating that even though the mixed method approach is not a new approach to research, it has grown in prominence over the past two decades (Creswell and Clarke (2008). Kumar (2014) believes that the prominence of the pragmatic approach has increased due to society's needs to 'complete the picture' in relation to research finding; providing generic numerical information is of use, but its use is amplified if there is no explanation or discussion regarding the numerical data. This view is also shared by Kumar (2014) states that by using methods that traditionally belong to more than one paradigm, the accuracy and meaningfulness of results and conclusions is enhanced; a clearer answer to the research question is provided. Bernard (1994) also appears to be an advocate for the mixed methods approach, stating 'whatever our theoretical orientation, a sound mix of qualitative and quantitative data is inevitable in study of human thought and behaviour' (Bernard, 1994:p1).						
	Location of research activity Identify all locations where research activity will take place.						
8	Online at home and at university campus. (this box should expand as you type)						
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.						
9	(this box should expand as you type)						
10	Use of documentation not in the public domain: Are any documents NOT publicly available?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">NO</td> <td style="width: 50%; text-align: center;">☒</td> </tr> <tr> <td style="text-align: center;">YES</td> <td style="text-align: center;">☐</td> </tr> </table>	NO	☒	YES	☐	
NO	☒						
YES	☐						
11	If Yes , please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. (this box should expand as you type)						
	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?						
12	A prosperous Wales	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">YES</td> <td style="width: 50%; text-align: center;">NO</td> </tr> <tr> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> </tr> </table>	YES	NO	☐	☐	
YES	NO						
☐	☐						

13	A resilient Wales	☒	☐
14	A healthier Wales	☒	☐
15	A more equal Wales	☐	☐
16	A Wales of cohesive communities	☐	☐
17	A Wales of vibrant culture and thriving Welsh language	☐	☐
18	A globally responsible Wales	☐	☐
19	If YES to any of the above, please give details:		
(this box should expand as you type)			

 SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☒	☐
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☐	☒
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.		
	Details of any other primary data collection method:	☐	☒
(this box should expand as you type)			

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

Who are the intended participants:		YES	NO
1	Students or staff at the University?	☐	☐
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☐
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☐
5	Prisoners?	☐	☐
6	Young offenders?	☐	☐
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☐
8	People engaged in illegal activities?	☐	☐
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☐
	Details of any other participant groups:		
(this box should expand as you type)			

Participant numbers and source	
Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected? 100-150 (this box should expand as you type)
11	Who will the participants be? Teachers (this box should expand as you type)
12	How will you identify the participants? Through online teaching forums (this box should expand as you type)

Information for participants:		YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☒	☐	☐

16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation			
<i>(this box should expand as you type)</i>				

Information for participants:		YES	NO	N/A
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			
<i>(this box should expand as you type)</i>				

 SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.					
1	Full risk assessment completed and appended? <table border="1" style="width: 100%;"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☒</td> </tr> </table>	Yes	☐	No	☒
Yes	☐				
No	☒				
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> Risk to participants: <i>(this box should expand as you type)</i> </td> <td style="width: 50%;"> How you will mitigate the risk to participants: <i>(this box should expand as you type)</i> </td> </tr> </table>	Risk to participants: <i>(this box should expand as you type)</i>	How you will mitigate the risk to participants: <i>(this box should expand as you type)</i>		
Risk to participants: <i>(this box should expand as you type)</i>	How you will mitigate the risk to participants: <i>(this box should expand as you type)</i>				
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities				

	<i>(this box should expand as you type)</i>	
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
	Risk to the investigator: <i>(this box should expand as you type)</i>	How you will mitigate the risk to the investigator: <i>(this box should expand as you type)</i>
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: The need to uphold the good name of the university. Not falsifying any data which could impact the representation and the standard of the university. <i>(this box should expand as you type)</i>	How you will mitigate the risk to the University: To behave in a professional and honest manner at all times. <i>(this box should expand as you type)</i>
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: <i>(this box should expand as you type)</i>	How you will mitigate the risk to environment: <i>(this box should expand as you type)</i>

Disclosure and Barring Service				
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
7	Does your research require you to hold a current DBS Certificate?	☐	☒	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
	Participants will be given the opportunity to request a copy of the research upon completion. <i>(this box should expand as you type)</i>
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	Participants will be given a cover letter to their questionnaire which will specifically ask them to give informed consent. There will also be an explanation as to their ability to leave the process at any time without any negative implications.

	(this box should expand as you type)
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	There will be an option for participants to leave their contact details for further participation on a separate sheet to their questionnaire. Their contact details will be stored on a secure laptop completely separate to their responses, should they choose to leave their contact details.
	(this box should expand as you type)

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.	☒	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	Basic contact details to allow for further participation in the research. (this box should expand as you type)		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes).	☐	☒
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	(this box should expand as you type)		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	☐
6	University computers?	☐	☐
7	Private company computers?	☐	☐
8	Home or other personal computers?	☒	☐
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐

10	"Cloud" storage or websites?	☒	☐
11	Other – specify:	☐	☐
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	<i>(this box should expand as you type)</i>		



Data Protection			
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☒	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☐	☒
20	Data archiving?	☐	☒
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	Research findings will be submitted to the university submissions portal but will contain no personal or identifiable information. <i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	Cerianne Scully <i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Cerianne Scully <i>(this box should expand as you type)</i>		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	Data will be stored on a password protected document within a password protected laptop. The raw data will be kept for the length of the research and will then be destroyed. <i>(this box should expand as you type)</i>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		



	NO <i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒



SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	Signature of applicant: Cerianne Scully	Date: 09/11/2021

For STUDENT Submissions:

2	Director of Studies/Supervisor:		Date:
3	Signature:		

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		Date:
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☐	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the <u>above named</u> research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name. You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

Appendix 2: Questionnaire

The Impact of the COVID 19 Pandemic on the Subjective WellBeing of Teachers

Information:

Thank you for considering taking the time to complete this questionnaire, which is in relation to the well-being of teachers and the affect (if any) the COVID 19 pandemic has had.

With retention rates at an all time low, it is imperative that policy makers and employers consider all factors that could have an impact on the well-being of individuals, both positively and negatively, to enable changes to be made in the future.

Declaration:

All information in this questionnaire will be kept confidential. Where there is an OPTION to provide contact details, these will be stored separately to your responses.

All multiple choice questions require an answer, but there is a 'prefer not to say' option on each question.

By continuing with the questionnaire, you are confirming that you consent to your responses being used in the research for the above-mentioned purpose only.

1. What is your role at your school?

- ☐ NQT
- ☐ Teacher (0-5years experience)
- ☐ Teacher (5+years experience)
- ☐ Head of Department
- ☐ SLT
- ☐ Assistant Head Teacher
- ☐ Head Teacher
- ☐ Prefer not to say

2. What is your marital status?

- ☐ Single
- ☐ Cohabiting
- ☐ Married
- ☐ Divorced
- ☐ Widowed
- ☐ Prefer not to say
- ☐

3. Do you have dependants living at home with you?

- ☐ Yes
- ☐ No
- ☐ Prefer not to say
- ☐

4. Do you provide care for anyone not living at home with you?

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

☐ 5. Please select your age group

- ☐ 21-30 years old
- ☐ 31-45 years old
- ☐ 46-55 years old
- ☐ 56-65 years old
- ☐ 66 years old +
- ☐ Prefer not to say
- ☐

6. How would you rate your occupational stress levels prior to the COVID 19 pandemic?

- ☐ Very Low
- ☐ Low
- ☐ Average
- ☐ High
- ☐ Very High
- ☐ Prefer not to say
- ☐

7. Did you work during the COVID 19 pandemic? If yes, please select where you worked:

- ☐ Mainly in the Hub
- ☐ Mainly from Home
- ☐ Equal mix of Hub and Home
- ☐ Prefer not to say
- ☒ Did not work

8. During lockdown, how did you deliver your lessons?

- ☐ Online Live Lessons
- ☐ Pre-recorded lessons with set tasks
- ☐ Set tasks only
- ☐ Mixture of live and pre-recorded lessons
- ☐ Booklets or worksheets sent home
- ☐ None of the above
- ☐ Prefer not to say
- ☐
- ☐

9. Prior to the COVID 19 pandemic, did you feel that your school was concerned with the well-being of staff?

- ☐ Yes
- ☐ No
- ☐ Maybe
- ☐ Prefer not to say
- ☐

10. Did you experience any of the following during the COVID 19 pandemic?

- ☐ Increased workload
- ☐ Technology Issues
- ☐ Connectivity Issues (internet)
- ☐

- ☐ Problems balancing work and home life in one place
- ☐ Lack of help and support from school
- ☐ Unclear expectations from management
- ☐ Unclear assessment guidance
- ☐ Increased stress/anxiety due to work
- ☐ Lack of sleep
- ☐ More quality time with family (same household)
- ☐ Less quality time with family (same household)
- ☐ Poor physical health
- ☐ Poor student engagement
- ☐ Poor student attendance
- ☐ Additional pressure from parents/guardians (of students)
- ☐ Additional pressure from
- ☐ management None of the
- ☐ above prefer not to say
- ☐
- ☐
- ☐ 11. Did any of the following impact your subjective well-being during the COVID 9 pandemic?
- ☐
- ☐ Increased workload
- ☐ Technology Issues
- ☐ Connectivity Issue (internet)
- ☐ Problems balancing work and home life in one place
- ☐ Lack of help and support from school
- ☐ Unclear expectations from management
- ☐

- ☐ Unclear assessment guidelines
- ☐ Increased stress/anxiety
- ☐ Lack of sleep
- ☐ More quality time with family (in same household)
- ☐ Less quality time with family (in same household)
- ☐ Poor physical health
- ☐ Poor student engagement
- ☐ Poor student attendance
- ☐ Additional pressure from parents/guardians of parents
- ☐ Additional pressure from management
- ☐ None of the above
- ☐ Prefer not to say

☐

- ☐ 12. Do you believe that your school leaders and colleagues were concerned about your well-being during the pandemic?
- ☐

- ☐ Yes
- ☐ No
- ☐ Maybe
- ☐ Prefer not to say
- ☐

13. Do you feel that working during the pandemic had an effect on your stress levels?

- ☐ Yes, huge increase
- ☐ Yes, slight increase
- ☐ Yes, slight increase

- ☐ No change
- ☐ Slight decrease
- ☐ Huge decrease
- ☐ Prefer not to say
- ☐
- ☐

14. Do you feel that your subjective well-being was impacted by COVID 19?

- ☐ Yes, negatively
- ☐ Yes, positively
- ☐ No
- ☐ Prefer not to say
- ☐

15. Do you feel that more could have been done to protect the well-being of teachers during the pandemic?

- ☐ Yes
- ☐ No
- ☐ Maybe
- ☐ Prefer not to say
- ☐

16. Would you be interested in being contacted to participate in a short interview in relation to your responses to this survey? (All information will be completely confidential and your anonymity will be protected).

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

17. If you answered yes to the above, please could you leave your name and email address in the box below.

Appendix Three: Interview Schedule

Interview Schedule:

Respondent

Question 1: Prior to COVID 19, how did you feel about your job? Were you happy in your role or did your role cause you stress?

Question 2: Have you ever suffered with poor subjective well-being?

Question 3: Are there any circumstances in your life that have a negative effect on your well-being?

Question 4: Do you feel that your workload altered during lockdown? If so, how did it alter?

Question 5: How did this impact your work life? How did this impact your personal life?

Question 6: Has the workload situation improved now that you are back at school?

Question 7: Do you feel that your well-being was affected by your role during the COVID 19 pandemic, wither positively or negatively?

Question 8: What do you think could have been done differently?

Question 9: Were there any positives to take from working as a teacher through the pandemic?

Question 10: Has wellbeing been discussed at your school since restrictions have been lifted?

Question 11: Do you feel more valued as a teacher since the pandemic?

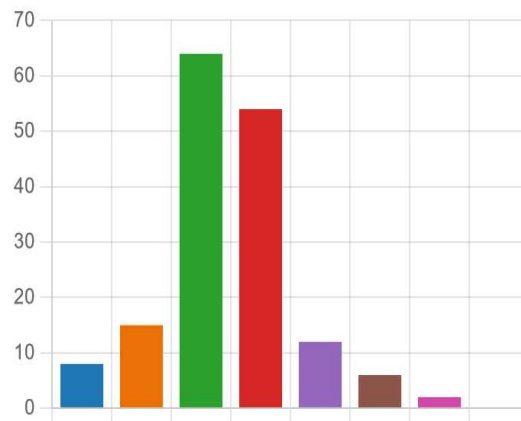
Appendix Four: Questionnaire Results

Question One Results:

1. What is your role at your school? (0 point)

[More Details](#)

● NQT	8
● Teacher (0-5years experience)	15
● Teacher (5+years experience)	64
● Head of Department	54
● SLT	12
● Assistant Head Teacher	6
● Head Teacher	2
● Prefer not to say	0

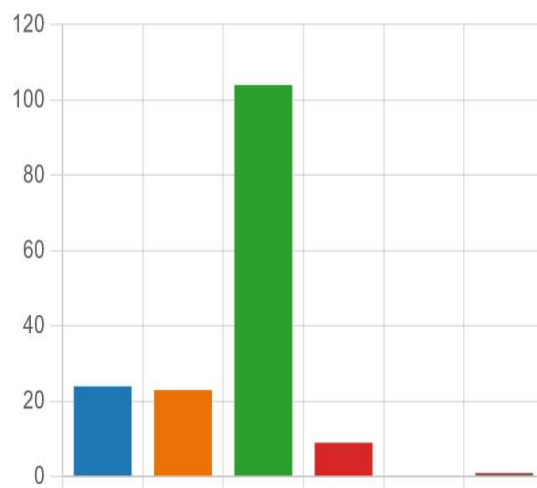


Question Two:

2. What is your marital status? (0 point)

[More Details](#)

● Single	24
● Cohabiting	23
● Married	104
● Divorced	9
● Widowed	0
● Prefer not to say	1



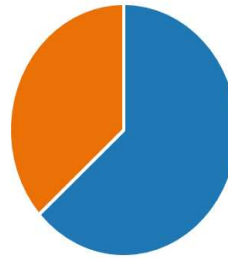
Question Three and Four:

3. Do you have dependants living at home with you? (0 point)

[More Details](#)

[Insights](#)

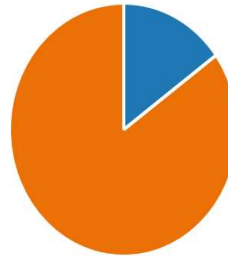
Yes	102
No	59
Prefer not to say	0



4. Do you provide care for anyone not living at home with you? (0 point)

[More Details](#)

Yes	24
No	136
Prefer not to say	0

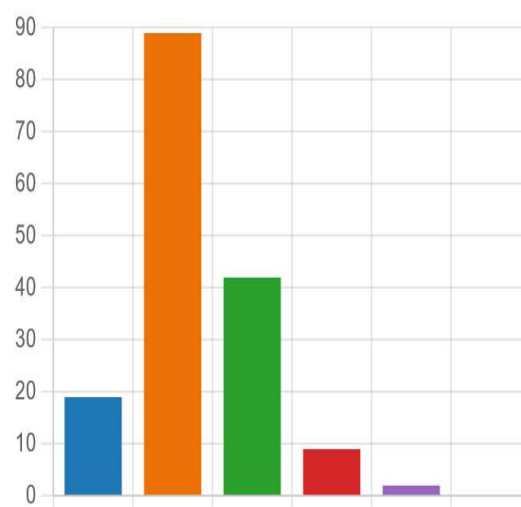


Question Five:

5. Please select your age group (0 point)

[More Details](#)

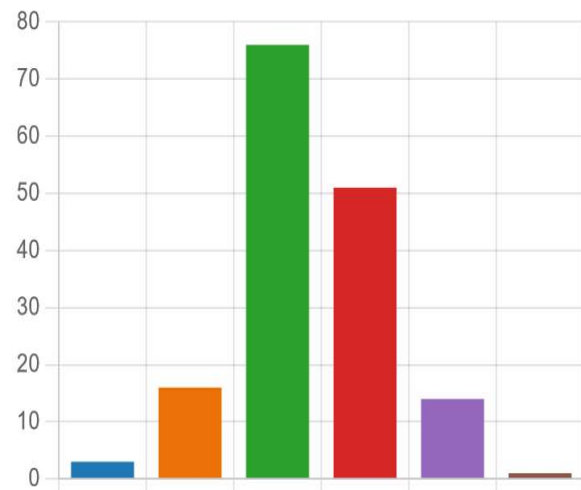
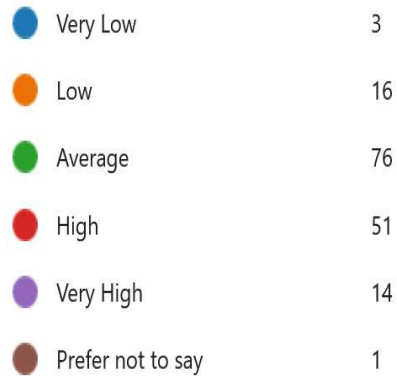
21-30 years old	19
31-45 years old	89
46-55 years old	42
56-65 years old	9
66 years old +	2
Prefer not to say	0



Question Six:

6. How would you rate your occupational stress levels prior to the COVID 19 pandemic? (0 point)

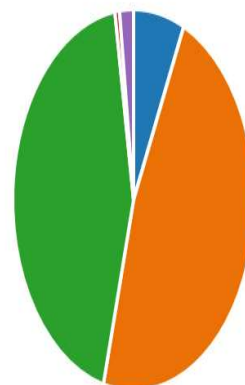
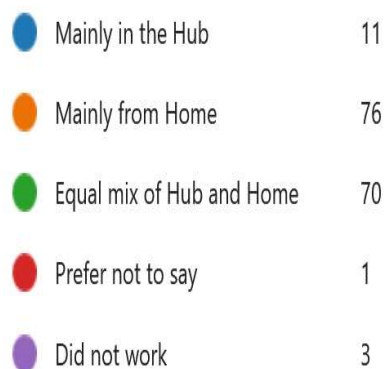
[More Details](#)



Question Seven:

7. Did you work during the COVID 19 pandemic? If yes, please select where you worked: (0 point)

[More Details](#)

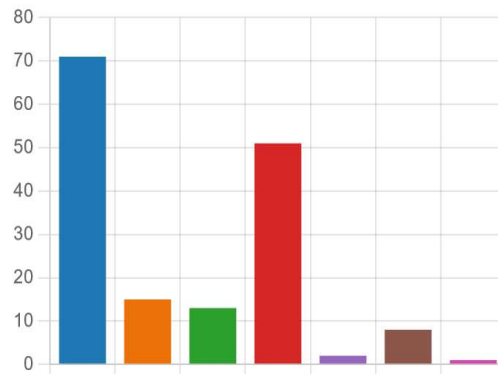


Question eight:

8. During lockdown, how did you deliver your lessons? (0 point)

[More Details](#)

Online Live Lessons	71
Pre-recorded lessons with set ta...	15
Set tasks only	13
Mixture of live and pre-recorde...	51
Booklets or worksheets sent ho...	2
None of the above	8
Prefer not to say	1



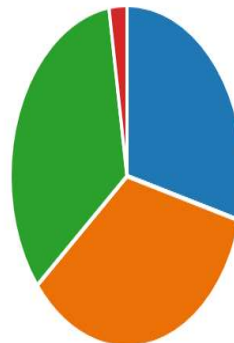
Question Nine:

9. Prior to the COVID 19 pandemic, did you feel that your school was concerned with the well-being of staff? (0 point)

[More Details](#)

 Insights

Yes	47
No	56
Maybe	54
Prefer not to say	4

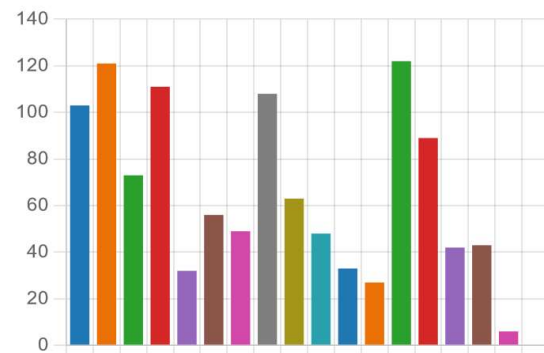


Question Ten:

10. Did you experience any of the following during the COVID 19 pandemic? (0 point)

[More Details](#)

Increased workload	103
Technology Issues	121
Connectivity Issues (internet)	73
Problems balancing work and h...	111
Lack of help and support from s...	32
Unclear expectations from mana...	56
Unclear assessment guidance	49
Increased stress/anxiety due to ...	108
Lack of sleep	63
More quality time with family (s...	48
Less quality time with family (sa...	33
Poor physical health	27
Poor student engagement	122
Poor student attendance	89
Additional pressure from parent...	42
Additional pressure from manag...	43
None of the above	6
prefer not to say	0

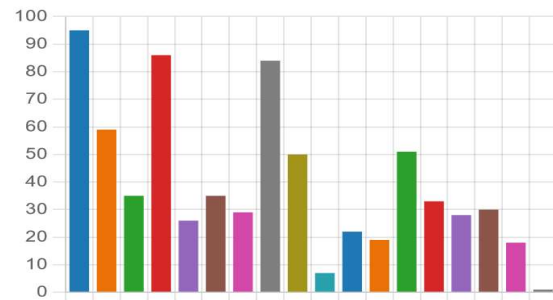


Question Eleven:

11. Did any of the following impact your subjective well-being during the COVID 9 pandemic? (0 point)

[More Details](#)

Increased workload	95
Technology Issues	59
Connectivity Issue (internet)	35
Problems balancing work and h...	86
Lack of help and support from s...	26
Unclear expectations from mana...	35
Unclear assessment guidelines	29
Increased stress/anxiety	84
Lack of sleep	50
More quality time with family (i...	7
Less quality time with family (in ...	22
Poor physical health	19
Poor student engagement	51
Poor student attendance	33
Additional pressure from parent...	28
Additional pressure from manag...	30
None of the above	18
Prefer not to say	1



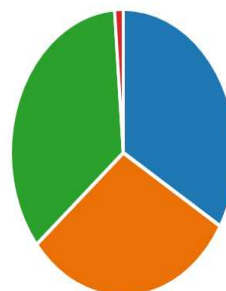
Question Twelve:

12. Do you believe that your school leaders and colleagues were concerned about your well-being during the pandemic? (0 point)

[More Details](#)

[Insights](#)

Yes	54
No	49
Maybe	56
Prefer not to say	2



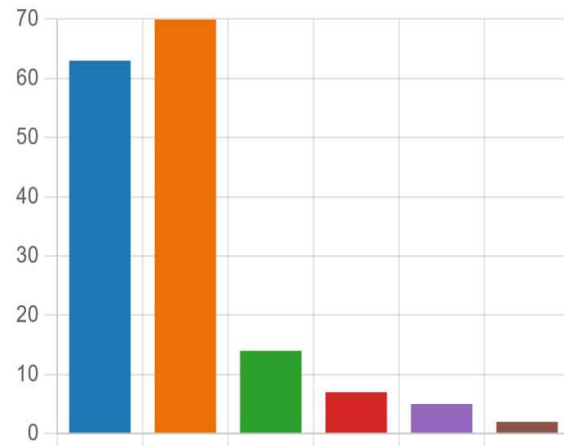
Question Thirteen:

13. Do you feel that working during the pandemic had an effect on your stress levels? (0 point)

[More Details](#)

[Insights](#)

Yes, huge increase	63
Yes, slight increase	70
No change	14
Slight decrease	7
Huge decrease	5
Prefer not to say	2

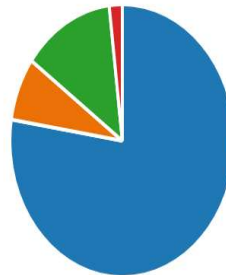


Question Fourteen:

14. Do you feel that your subjective well-being was impacted by COVID 19? (0 point)

[More Details](#)

Yes, negatively	124
Yes, positively	12
No	21
Prefer not to say	3



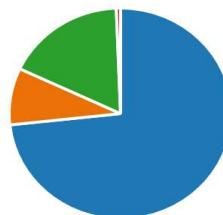
Question Fifteen:

15. Do you feel that more could have been done to protect the well-being of teachers during the pandemic? (0 point)

[More Details](#)

[Insights](#)

Yes	118
No	14
Maybe	28
Prefer not to say	1



The further two question responses contain personal information which will not be made public.

*Appendix Four: Interview transcripts**

*Please note that pseudo names have been used for all interviews.

Interview Schedule

Respondent 7: 'Alice'

Question 1: Prior to COVID 19, how did you feel about your job? Were you happy in your role or did your role cause you stress?

I was quite stressed before the pandemic started. The work that I do has changed a lot over the past few years and it means I have to do more and more paperwork, rather than actually teach. The new curriculum is causing problems as it is so unclear and I don't really understand what the aim is – the qualifications aren't changing so to me, it means that the students in years 7-9 are missing out on that vital preparation for option subjects. I haven't been happy in my role for a couple of years.

Question 2: Have you ever suffered with poor subjective well-being?

Yes. I have felt unsupported in my job for a few years and I am expected to know all the answers to the introduction of a new curriculum when I just don't have the time. Student behaviour has become worse over the years and the punishments and repercussions seem to have gone lighter. There is no respect anymore. I am currently being treated for depression.

Question 3: Are there any circumstances in your life that have a negative effect on your well-being?

There are a few personal things that have had an impact on my wellbeing, but my workload and pressure put on me in my job means that I don't have time to deal with my personal issues and they build up.

Question 4: Do you feel that your workload altered during lockdown? If so, how did it alter?

Yes! Never mind having to give online lessons, half the time I couldn't get the computer to work. I have never had training on Teams or how to get the students to hand work in on teams, mark it and give feedback. It was all a bit of a mess. I have spent years building up a portfolio of work that was practically useless in an online situation. It was like being a student again and it was a nightmare.

Question 5: How did this impact your work life? How did this impact your personal life?

I spent so much of my time (not my working time, my own time!) trying to get to grips with the online aspects of teaching. I had to try and figure out a way of working teams, getting my lessons across and keeping the students engaged. That's a hard enough job when they are in a class, never mind when they are online – especially if they have their cameras turned off. My partner and I had a lot of arguments about how much time I was spending trying to sort out my teaching. I had very little free time.

Question 6: Has the workload situation improved now that you are back at school?

No, it definitely hasn't. The new curriculum being introduced and new examination specifications had taken a bit of getting used to. From knowing what happens with exams to

all sorts of different adjustments being made, its been a bit of a nightmare. Even the brightest students are behind where they should be at this point in time and I am having to provide extra work and extra revision to try and get the students to catch up.

Question 7: Do you feel that your well-being was affected by your role during the COVID 19 pandemic, wither positively or negatively?

Negatively, definitely. I had no support in my role. I didn't have any help setting things up; I had no help with resources, no contact with SLT other than by email and then that was them just giving more work!

Question 8: What do you think could have been done differently?

Maybe there could have been some training for teachers prior to the students being given the option of online lessons. Or teachers could have been able to go into schools and stay in their classrooms to teach online so that there was that clear distinction between work and home.

Question 9: Were there any positives to take from working as a teacher through the pandemic?

Some students were really grateful when live lessons were given, rather than some teachers who prerecorded lessons or just set work. I found some students interacted more, as I was sometimes the only person outside their household that they had seen or spoken to.

I am also now a lot better with Teams and I have a bank of digital and hard copy resources to use for the future.

Question 10: Has wellbeing been discussed at your school since restrictions have been lifted?

Its mentioned all the time, but nothings ever done about it.

Question 11: Do you feel more valued as a teacher since the pandemic?

Not by my school, but maybe by society, yes. I know some parents were really grateful for the work I did to make my students succeed despite the pandemic. But with regards to my employer and the government, its just another thing they EXPECT from teachers without giving any further pay or anything. Now they are on about cutting our holidays down – I usually work for half of my holidays preparing for the next year.

Interview Schedule:

Respondent 51: 'Bethan'

Question 1: Prior to COVID 19, how did you feel about your job? Were you happy in your role or did your role cause you stress?

Before COVID, I had already started to dislike my job. I have been teaching for over 10 years and I decided to go for a Head of Department role within my school. The workload increased massively and I found it really hard to go from being a member of the team to being the Head of Department. I wasn't happy before the pandemic and my stress levels were already high!

Question 2: Have you ever suffered with poor subjective well-being?

Not until recently. I've had periods where I've felt a bit down now and then, but nothing really serious. I've never been depressed or anything. I know I'm good at what I do, I just need to remind myself sometimes.

Question 3: Are there any circumstances in your life that have a negative effect on your well-being?

Just being exhausted all the time! I miss out on doing a lot of things with my children as I'm always too busy doing something for school. I often argue with my husband over my workload and that has an effect.

Question 4: Do you feel that your workload altered during lockdown? If so, how did it alter?

My workload increased massively during lockdown because I had to sort my own lessons out, help out other teachers in my department and mentor an NQT who was on placement. When they scrapped exams, the workload got even worse as I had to make sure all the correct moderation processes were being followed by the teachers in my department, whilst also trying to figure out what the moderation processes actually were. It was all a bit of a guessing game for a while and it caused a lot of duplication in my work.

Question 5: How did this impact your work life? How did this impact your personal life?

It was chaos. I was trying to help my children with their own online learning, I was trying to do it all and there simply wasn't enough hours in the day. I cried a lot. I had no personal life at this point. Every hour was consumed with some sort of online learning or online paperwork. Students would message at ridiculous times of the day and I would stupidly feel obliged to reply.

Question 6: Has the workload situation improved now that you are back at school?

Not really, although I have started to say no and stop taking on more than I can handle. Learning to delegate has been tough!

Question 7: Do you feel that your well-being was affected by your role during the COVID 19 pandemic, wither positively or negatively?

My well being was well and truly destroyed during the lockdown. I had less time than I usually do with my family and it had a massive impact. There were no clear guidelines or expectations other than to 'get on with it' and that left me feeling like I was in limbo. It was not a good time for me, personally or professionally.

Question 8: What do you think could have been done differently?

A LOT! I don't agree with a lot of what went on in the education system during lockdown, but I am also aware that it was a completely new situation for everyone and we were all unprepared. If something like this happened again, I think I'd feel a lot more prepared and organised.

Question 9: Were there any positives to take from working as a teacher through the pandemic?

None for me personally.

Question 10: Has wellbeing been discussed at your school since restrictions have been lifted?

I've made a point of discussing it with SLT and with my own team. It's something we all have to be aware of before we burn out.

Question 11: Do you feel more valued as a teacher since the pandemic?

Not really, but I think society realises how hard we work but not really valued any more than we were.

Interview Schedule:

Respondent: 53 'Carla'

Question 1: Prior to COVID 19, how did you feel about your job? Were you happy in your role or did your role cause you stress?

Before lockdown, I loved my job. I am currently Head of Department and have been for a number of years. I have a great team around me and I can't say that my job causes me a great deal of stress other than exam deadlines etc.

Question 2: Have you ever suffered with poor subjective well-being?

No, I've always been a very happy, positive person. I take time to myself every so often to recharge, just to ensure that I don't let things get me down.

Question 3: Are there any circumstances in your life that have a negative effect on your well-being?

I don't like being unprepared. I like plans, I like to be organised and I like to be in control. Covid took all that away in one swoop.

Question 4: Do you feel that your workload altered during lockdown? If so, how did it alter?

Yes. It wasn't so much the teaching that changed, it was the way I had to teach. I was working from home without my usual resources or support to hand, I had my three children all attempting to complete home schooling and my husband also working from home. I couldn't get a good internet connection as so many of us were trying to use it at once, which meant I'd end up replying to emails at all hours of the night when my children had given up for the day! It was impossible to get anything done around the house. I lost sleep, I became anxious and I had absolutely no control of it. I would be spending a lot of time preparing work for students so that I could present these fantastic lessons, and then no one would turn up; it was really disheartening and really got me down.

Question 5: How did this impact your work life? How did this impact your personal life?

I think that's what I was just trying to say in the last question. I started questioning everything I was doing professionally and then personally, that was a disaster. My house was a real mess as we were all on top of each other trying to work and live. It was a massive impact on all of my families lives. We had to take a few days off to recover and have some family time or I don't think we would have survived!

Question 6: Has the workload situation improved now that you are back at school?

Yes, I am back to how I was now. I am trying even harder to keep my home and work life completely separate.

Question 7: Do you feel that your well-being was affected by your role during the COVID 19 pandemic, wither positively or negatively?

Yes it was effected, very negatively. I struggled with the not knowing, the unknown of it all. I was being asked questions by parents, students and members of staff that I simply couldn't answer.

Question 8: What do you think could have been done differently?

Everything!

Question 9: Were there any positives to take from working as a teacher through the pandemic?

I think society have a different opinion of us teachers now. They know the struggles that we have to face on a daily basis to teach classes of children. Parents became more aware of what their children were having to learn and be taught. I also formed some lovely relationships with students that did turn up to lessons and met a number of parents (online) that I had never had contact with before.

Question 10: Has wellbeing been discussed at your school since restrictions have been lifted?

Yes its been discussed and a few CPD courses organised, but nothing major.

Question 11: Do you feel more valued as a teacher since the pandemic?

Yes, thankfully

Interview Schedule:

Respondent 109: 'Emily'

Question 1: Prior to COVID 19, how did you feel about your job? Were you happy in your role or did your role cause you stress?

I love my job and have never really suffered with stress.

Question 2: Have you ever suffered with poor subjective well-being?

No, not really. We all doubt ourselves and feel a bit rubbish sometimes, but never anything serious or for any concern.

Question 3: Are there any circumstances in your life that have a negative effect on your well-being?

I have two young children and seeing them unwell or sad does upset my mindset and brings me down, but it doesn't have a long term effect on my well-being. I guess im really lucky that I have a very strong support network so I know whatever happens, we will get through it.

Question 4: Do you feel that your workload altered during lockdown? If so, how did it alter?

The workload didn't really alter for me, just the way I worked changed. Im SLT so I made a lot of phone calls to check on welfare and access to online learning; I liased with the education authority regarding exams etc. I don't teach lessons anymore so I did not have to adapt my teaching like many others did.

Question 5: How did this impact your work life? How did this impact your personal life?

I managed to spend a lot more time with my children and family at home than I have ever been able to. Even being there and being able to help my children with their own schooling was such a unique experience and I will be forever grateful for that time, even though the circumstances that caused the lockdown were horrific, the time and opportunities it gave me and my family were priceless.

Question 6: Has the workload situation improved now that you are back at school?

Its increased! Issues with student behaviour have increased as some students did not interact with anyone outside of their immediate family for over 2 years! We are seeing some very serious mental health and developmental issues in students that were not showing these symptoms prior to covid.

Question 7: Do you feel that your well-being was affected by your role during the COVID 19 pandemic, wither positively or negatively?

I was one of the lucky ones, no one I knew became seriously ill from COVID, my family and I had extra time together doing things I wouldn't usually have time to do – we went for a walk in the local woods with our dog every single day; we baked, we painted, we did Tik Toks! These are things that we never seemed to have time for before. COVID made me appreciate my family more and it improved my well-being. But like I said, I know im one of the lucky ones.

Question 8: What do you think could have been done differently?

I think plans could have been made clearer by those in charge. The information provided was often conflicting and caused unnecessary confusion in an already challenging and difficult time for people.

Question 9: Were there any positives to take from working as a teacher through the pandemic?

I spoke to more families during lockdown than I would in school and we talked about life, not just about issues with their child, which is normally the only reason I would phone a students parent. I think it made people appreciate the importance of teachers in society and raised our status a little.

Question 10: Has wellbeing been discussed at your school since restrictions have been lifted?

Yes, but it always has been. It's a key part of our school ethos.

Question 11: Do you feel more valued as a teacher since the pandemic?

Yes definitely.

Interview Schedule:

Respondent 25: Francesca

Question 1: Prior to COVID 19, how did you feel about your job? Were you happy in your role or did your role cause you stress?

Having been teaching for 3 years, I felt like I was getting into my stride with teaching, there was still stress, but there were more highs than lows.

Question 2: Have you ever suffered with poor subjective well-being?

Not really. I've always been a happy-go-lucky person and when things get a bit tough, I'm good at sorting through the issues. I did struggle a bit with the workload when I first got into teaching, but not any more.

Question 3: Are there any circumstances in your life that have a negative effect on your well-being?

Not really.

Question 4: Do you feel that your workload altered during lockdown? If so, how did it alter?

My workload went up massively! As I have older children, I felt like I was expected to do 'live' lessons – and sometimes I'd do all this planning for 1 kid to turn up. I differentiated all my resources and hardly any of my classes would do the work – so many of them turned in blank documents, and keeping up with marking was horrific, I'd never mark their books every lesson, but because it was online, I felt like I had to.

Question 5: How did this impact your work life? How did this impact your personal life?

My worklife was hard, I was working well into each night marking, my husband worked at home and we often bickered or quarrelled, and it was probably because I was so overworked and he was fine.

Question 6: Has the workload situation improved now that you are back at school?

It has now – there's still a lot of absences due to Covid or students taking holidays – but I just put the PowerPoints on Teams and any worksheets in the box with their name on. If they ask for work, I tell them where to find it. I can't reteach, there's not enough time to get through content.

Question 7: Do you feel that your well-being was affected by your role during the COVID 19 pandemic, wither positively or negatively?

Definitely negatively, I would overeat and binge whilst working away at night, I had trouble sleeping because I was so worried about not doing enough. My children were also on the internet all day, so the connection at home was not great.

Question 8: What do you think could have been done differently?

I think there should have been more online-resources – lots of schools used Oak Academy

and then did a lesson a week with a class on what they've learnt etc, especially for lower down the school.

Question 9: Were there any positives to take from working as a teacher through the pandemic?

I did like saving money and the environment from not commuting – as a geographer I loved seeing the carbon footprint and pollution statistics and I do feel most parents realised how hard teachers have it, trying to teach a class of 30!

Question 10: Has wellbeing been discussed at your school since restrictions have been lifted?

Not really – it's been business as normal.

Question 11: Do you feel more valued as a teacher since the pandemic?

Yes by parents, not so much by media.

Interview Schedule:

Respondent 4 : Gemma

Question 1: Prior to COVID 19, how did you feel about your job? Were you happy in your role or did your role cause you stress?

I'd been on maternity since Sept 2019 and had only just gone back into classroom in January 2020. The stress was trying to manage home and work, with a baby, but was happy in my role, work was often a break from kids!

Question 2: Have you ever suffered with poor subjective well-being?

Yes, in an academy I taught in in England, I had time off for stress and anxiety caused by heavy workload, unmanageable aims and poor management.

Question 3: Are there any circumstances in your life that have a negative effect on your well-being?

Only bills increasing!

Question 4: Do you feel that your workload altered during lockdown? If so, how did it alter?

During lockdown the workload was manageable, with a young child it was impossible to do live lessons, so I pre-recorded lessons and scheduled them to upload when students were timetabled, asking students to @me during the lesson time if they needed me – this allowed me to be with my son and answerable on phone.

Question 5: How did this impact your work life? How did this impact your personal life?

Actually made it more manageable, my personal life was greater during lockdown.

Question 6: Has the workload situation improved now that you are back at school?

It actually got worse to begin with – having to teach in person and online at the same time was a nightmare – constant emails about uploading work for students – when it was scheduled to upload during their lesson time. Students not doing the work at home and then coming into school and being expected to be re-taught, whilst simultaneously teaching a class. Having SLT merge classes due to teacher absence, saying other students can just work online – meaning I sometimes had 30 kids in my class – 12 of my own, 18 from Health and Social and 20 online-it was mad.

Question 7: Do you feel that your well-being was affected by your role during the COVID 19 pandemic, wither positively or negatively?

It was better during lockdown than when we did 'blended' learning approaches – trying to mash the two was a complete disaster.

Question 8: What do you think could have been done differently?

Not merging classes – this was putting too much pressure on already stretched staff. Having topic days on return – i.e. today is an 'English Day' for year 7 so all the teachers get their students for the day and get those that need catching up, caught up, those with gaps,

filled and those up-to-date, with extension tasks. So when school resumed as normal, you weren't teaching 3 separate classes, at the same time, whilst trying to maintain social distancing, and safety measures, in a classroom that was often too cold with a window open.

Question 9: Were there any positives to take from working as a teacher through the pandemic?

I loved online learning – years 9-13 really engaged with it and it actually saw a lot of my students produce a lot better work. There were issues with students completing work at night, because their parents had needed the computer during the day, which was fine, but parents did seem to expect you to be on 'call' –but the work they submitted was often better than what they did in a full class on a normal day.

Question 10: Has wellbeing been discussed at your school since restrictions have been lifted?

Yes – but 'token gestures' - we've had two rewards breaks with music and flowers and food, which have been nice, but not exactly that helpful!

Question 11: Do you feel more valued as a teacher since the pandemic?

Not at all – teacher bashing really got to me during the pandemic and even now, the comments about holidays and paid too much still irk me.

Interview Schedule: Helen

Respondent

Question 1: Prior to COVID 19, how did you feel about your job? Were you happy in your role or did your role cause you stress?

Im a relatively new teacher, but I absolutely love it. I hadn't long secured my first permanent role in a really nice school, so I would say I was happy. I had done a few years of supply due to having a young child and needing the flexibility and I even loved that.

Question 2: Have you ever suffered with poor subjective well-being?

Not really. I do get stressed about things but it doesn't last too long and I wouldn't say I had poor well-being.

Question 3: Are there any circumstances in your life that have a negative effect on your well-being?

Not really, just the usual. Paying bills, childcare, cleaning etc. Not really well-being issues, just things that stress me out I guess.

Question 4: Do you feel that your workload altered during lockdown? If so, how did it alter?

Yes, my workload increased during lockdown. I am an art teacher in a secondary school and I also teach welsh Bacc. I found it a lot more difficult teaching techniques etc online. I tried to focus mainly on the theory side of art, but students don't really engage in that side of it. They do art because they like to draw!

Question 5: How did this impact your work life? How did this impact your personal life?

I spent a lot of time trying to create worksheets or power points to explain things that I would usually just demonstrate in class. I was hard not being with the students to show them how to mix paints or how to hold a pencil or brush. Even though live lessons were ok, they were not a replacement for in person lessons in such a practical subject.

Question 6: Has the workload situation improved now that you are back at school?

Yes, a lot! It is back to what it was pre-pandemic.

Question 7: Do you feel that your well-being was affected by your role during the COVID 19 pandemic, wither positively or negatively?

Yes, it was affected in a negative way. My family do not live locally and I went for a very long period without seeing them, which is not something ive ever done before. It really upset me. Along with the frustration with not being able to teach properly, it was a pretty sad period in my life.

Question 8: What do you think could have been done differently?

Im not really sure. No one was prepared for it, so I don't know how it could have been any different. People did what they thought was best at the time. Id have liked to have seen my family more, but I understand I couldn't in an attempt to prevent the spread of COVID.

Question 9: Were there any positives to take from working as a teacher through the pandemic?

I did get to spend a lot of time with my two young children and husband, which was really nice. But we are both from very big families so the fact that we were confined to just being us 4 for such a long time was a little claustrophobic.

Question 10: Has wellbeing been discussed at your school since restrictions have been lifted?

Yes, but it was anyway. Nothing really gets done though, I think they just mention it to make sure they tick the box!

Question 11: Do you feel more valued as a teacher since the pandemic?

Not really, especially now with the discussions of shortening our summer holidays and all the people suggesting that we get too long as it is!

Interview Schedule:

Respondent 87: Ian

Question 1: Prior to COVID 19, how did you feel about your job? Were you happy in your role or did your role cause you stress?

Yes, I love my job, I always wanted to be a teacher and now I'm head of department. I do get stressed with my job sometimes, it kind of comes with the territory.

Question 2: Have you ever suffered with poor subjective well-being?

Sometimes, but I haven't really recognised it as that. I've always thought of it as just having a bit of a bad time. With men's mental health being discussed more openly recently, I think there have been periods of my life that I was depressed.

Question 3: Are there any circumstances in your life that have a negative effect on your well-being?

I hate feeling like a disappointment to anyone, whether it be my partner, my children, my employer, my students. I do not like failure.

Question 4: Do you feel that your workload altered during lockdown? If so, how did it alter?

It increased loads. I didn't know whether I was coming or going at some points. I wasn't prepared for it, no one was, but as head of department, I was being asked questions from all angles and I just couldn't keep up. Adapting my own lessons to be suitable for online learning was hard enough, but then I had my Head of department role to fulfil, as well as support my team in doing their own lessons. It was a massive juggling act and I worked all the hours I was awake on some days!

Question 5: How did this impact your work life? How did this impact your personal life?

My partner and children tried to understand at first, but they soon became frustrated with my lack of presence even though I was actually there. At the beginning of lockdown, we had some fantastic weather and at one point, I don't think I went outside of my house (not even to the garden) for about 5 days. My partner soon put a stop to that and I tried to manage my time a bit better, but at first it was absolute chaos.

Question 6: Has the workload situation improved now that you are back at school?

Yes, it is almost back to normal although we do have a number of students who have not returned to school due to mental health issues, which is quite upsetting. We are currently providing home learning packs for these students.

Question 7: Do you feel that your well-being was affected by your role during the COVID 19 pandemic, wither positively or negatively?

Yes, negatively. I lost all sight of myself and became completely overwhelmed with my workload and trying to be perfect. Looking back, nothing would have been perfect no matter how hard I tired, because we were all as clueless as each other!

Question 8: What do you think could have been done differently?

I think teachers could have been given a lot more time to prepare for online lessons. It wasn't as simple as just 'do what you do normally, but now do it online.' Adapting lessons took time.

Question 9: Were there any positives to take from working as a teacher through the pandemic?

Not that I saw!

Question 10: Has wellbeing been discussed at your school since restrictions have been lifted?

Yes, but nothing has changed. I think personally it has made me and others more aware of mental health issues and less embarrassed to talk about them, but school hasn't really done anything.

Question 11: Do you feel more valued as a teacher since the pandemic?

Not at all

Interview Schedule:

Respondent 70: Jackie

Question 1: Prior to COVID 19, how did you feel about your job? Were you happy in your role or did your role cause you stress?

I like my job most of the time. There are times when I wonder why I bother, but I think that would be the same in any job. There are periods which are more stressful than others, especially with deadlines and paperwork, but overall, I don't find it too stressful.

Question 2: Have you ever suffered with poor subjective well-being?

Not really. I went through a tough time when I had a divorce and became slightly depressed, but ive come out the otherside now.

Question 3: Are there any circumstances in your life that have a negative effect on your well-being?

There are a lot of personal issues that cause me to become upset and which will affect my well-being. Personal relationships and issues with my children have caused me to doubt myself previously.

Question 4: Do you feel that your workload altered during lockdown? If so, how did it alter?

Yes, it increased dramatically, but I share custody of my children with my ex husband. On the days that my children were with him, I would do a mixture of live lessons and then pre record lessons that I was able to upload on the days that my children were home with me. This meant I wasn't juggling teaching my own classes as well as my own children. I worked a lot of hours when my children were not with me, but I basically got the time back when they were home.

Question 5: How did this impact your work life? How did this impact your personal life?

I managed to juggle quite well, but the online teaching was not easy. Even when I pre recorded lessons, there would always be one student who would say they didn't understand it so didn't do the work. It meant that I was repeating myself a lot.

The time I spent with my children was really nice though.

Question 6: Has the workload situation improved now that you are back at school?

I wouldn't say its improved, but it has gone back to normal.

Question 7: Do you feel that your well-being was affected by your role during the COVID 19 pandemic, wither positively or negatively?

Yes, it was slightly negatively affected. I was always second guessing myself as to whether I was doing things right. I couldn't pop next door to another teacher to check, so I was kind of doing it blind, like we all were.

Question 8: What do you think could have been done differently?

I think I could have done with a bit more training on how to use Teams as a teaching platform!

Question 9: Were there any positives to take from working as a teacher through the pandemic?

I got to spend time teaching my own children, but that's the only positive I can think of. It was quite a lonely time.

Question 10: Has wellbeing been discussed at your school since restrictions have been lifted?

No

Question 11: Do you feel more valued as a teacher since the pandemic?

No

Interview Schedule:

Respondent 2: 'Debbie'

Question 1: Prior to COVID 19, how did you feel about your job? Were you happy in your role or did your role cause you stress?

I've always loved part of my job but felt less enthusiastic about other bits. I get frustrated by how much time is spent on tasks that prove I do my job when my energy could be spent elsewhere actually doing it!

Question 2: Have you ever suffered with poor subjective well-being?

I've struggled with my wellbeing for years with a combination of work related stress and my personal life.

Question 3: Are there any circumstances in your life that have a negative effect on your well-being?

Yes, I have a very complicated personal life and juggling that with a stressful job has not been easy. It is the reason I've had to go part time.

Question 4: Do you feel that your workload altered during lockdown? If so, how did it alter?

I teach very young children so my workload felt significantly different during covid. I was supporting parents, making videos, emailing and so on. I feel the stress with young children is more class based in my situation, with a huge number of SEN students that haven't been officially diagnosed, meaning a complete lack of support. I face a lot of challenging behaviours and spent lockdown mainly educating the parents. Where I teach, there is a high number of families where English is not the first language and combined with a number of cultural differences, lockdown was a difficult time.

Question 5: How did this impact your work life? How did this impact your personal life?

For my worklife, I actually got to focus on what was making a difference for each individual child and family. I promoted healthy play based activities at home and relations. I loved seeing the interactions between families that would likely not have happened in normal circumstances.

For my personal life I found I could be more flexible with my work life (recording stories at 3am), meaning that I had more time to spend with and support my children with their own schooling.

Question 6: Has the workload situation improved now that you are back at school?

It did for a little while, but we have had a change of management and I feel that things are slowly returning to the way they were, with far too many tick box tasks. The effort doesn't reflect the impact.

Question 7: Do you feel that your well-being was affected by your role during the COVID 19 pandemic, wither positively or negatively?

I honestly don't know. There were pros and cons during that time. I did feel guilty a lot for having a 'safe job' during the pandemic, when many of my friends were not in such a good position. I feel I often have to justify what I did during the pandemic as often our work goes unseen.

Question 8: What do you think could have been done differently?

I don't really know this either. Although with hindsight, we know that the little ones are not affected by COVID and we were never at such a significant risk as initially thought, im sorry that we didn't stay open for the little ones or at least allow parents the choice.

Question 9: Were there any positives to take from working as a teacher through the pandemic?

There was a real sense of community spirit that came through, with staff delivering food parcels, teaching parents how to use computers whilst sitting on doorsteps. I think some families bonding well during the period, but others found it really difficult and relations were strained. I personally found that my relations with families of students improved and they were grateful for the help.

Question 10: Has wellbeing been discussed at your school since restrictions have been lifted?

A lot. There is now a well-being team that meets during assembly once a month to try and support staff. Although how effective that will be is yet to be seen considering the new head has increased the workload!

Question 11: Do you feel more valued as a teacher since the pandemic?

No. The media portrays us as lazy whingers who went on a jolly throughout the pandemic. I feel like I constantly have to justify what I do to people who simply don't matter!