Be Well, Teach Well:

A Locally Defined and Participatory Approach to Measuring Teacher Well-being

65th Annual Meeting of the CIES

Outline

1. Brief rationale of the study

2. Scope and overview: phase 1

3. Process followed in collecting and analysing data

4. Preliminary and selected findings

5. Conclusions and prospective

Why teacher wellbeing?

- Teacher wellbeing (TW) refers to how teachers feel and function in their jobs, including their affections, attitudes, and evaluations of their work (Falk, Varni, Finder, & Frisoli, 2019).

- There is a significant relationship between teacher wellbeing and student wellbeing and learning (Jennings et al., 2017; McCallum et al., 2017; Colvin, 2018).

- TW affects the quality of their instruction, their ability to form meaningful relationships with students, and their capacity to create an inclusive classroom climate (Jennings, 2016; McCallum et al., 2017; Greenberg, Brown, & Abenavoli, 2016).

- TW also has a positive relationship with teachers' own social and emotional competence (Falk, Varni, Finder, & Frisoli, 2019).
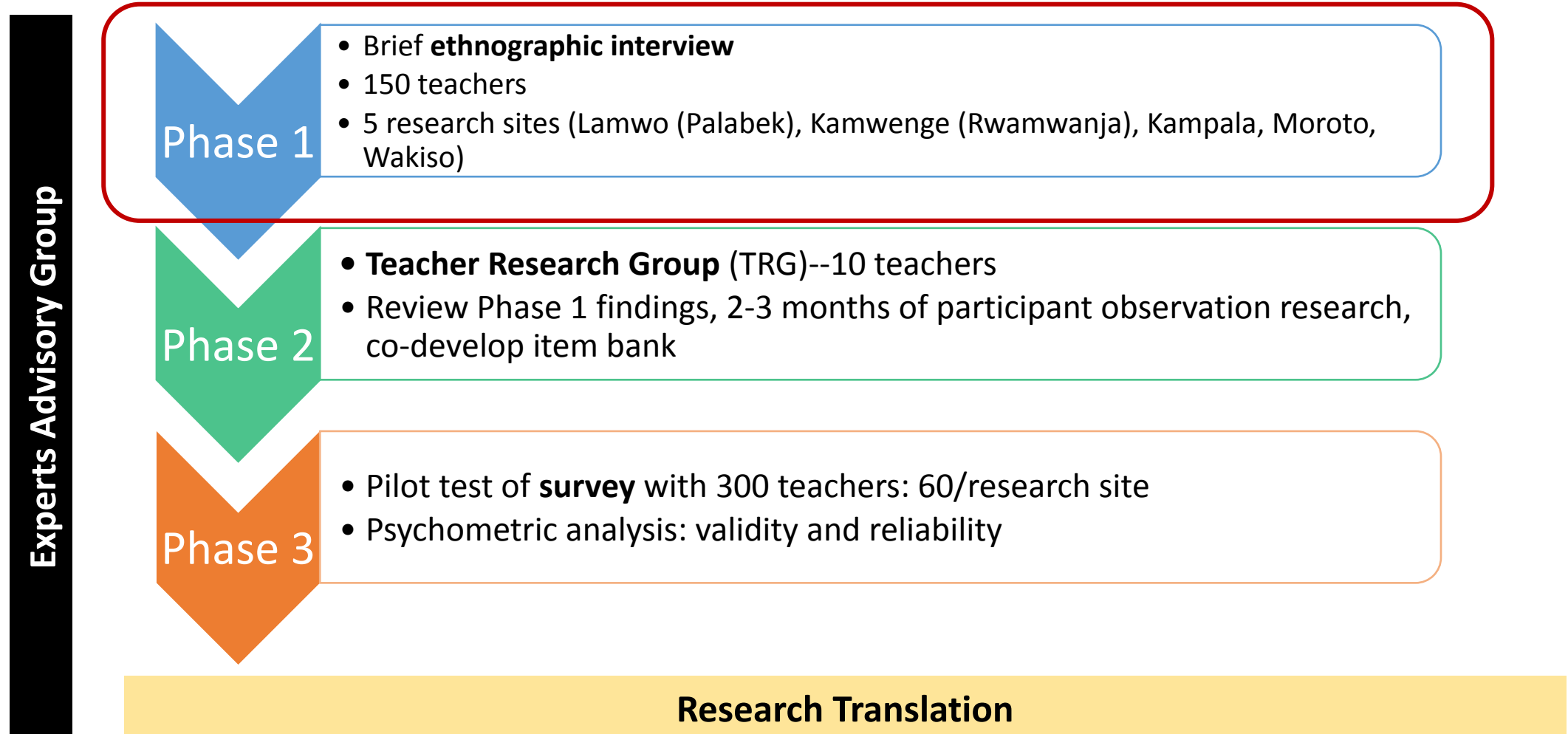
Relevance of the study

- Limited studies are available on context-specific understanding of teacher wellbeing in Uganda.

- TISSA (Teacher Initiatives in sub-Saharan countries) report for Uganda: teachers reported high rate of work-dissatisfaction and anxiety.

- MoES through the National Teacher Policy has significant interest in: (a) professionalization of teaching profession, (b) increase in teacher productivity, and (c) increase in teacher retention and wellbeing.

Scope

Responding to the gap in the research on teacher wellbeing, our consortium has been working with diverse representation of primary school teachers (Primary 1-Primary 7) from settlement and non-settlement schools across Uganda to:

1. Understand their perspective of wellbeing and the factors that support and hinder that wellbeing

2. Create and validate a contextually appropriate teacher wellbeing measurement tool

3. Share our learnings (on process and findings) within and outside Uganda

Overview of the Phases

Experts Advisory Group

Phase 1
- Brief **ethnographic interview**
- 150 teachers
- 5 research sites (Lamwo (Palabek), Kamwenge (Rwamwanja), Kampala, Moroto, Wakiso)

Phase 2
- **Teacher Research Group** (TRG)--10 teachers
- Review Phase 1 findings, 2-3 months of participant observation research, co-develop item bank

Phase 3
- Pilot test of **survey** with 300 teachers: 60/research site
- Psychometric analysis: validity and reliability
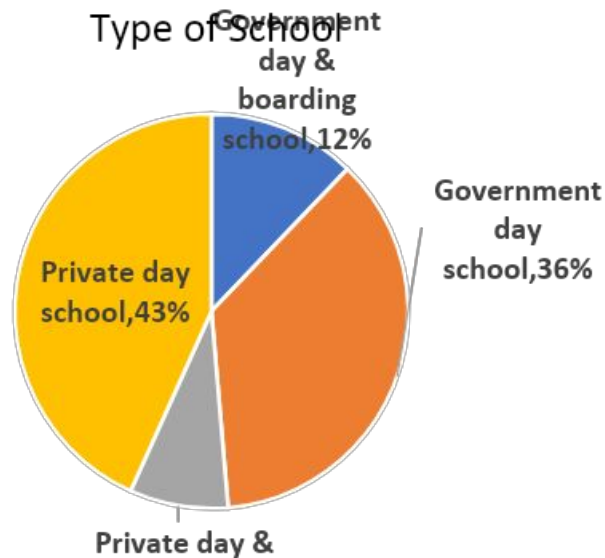
Research Translation

Research Questions: Phase 1

How do primary school teachers in settlement and non-settlement schools understand and define well-being?

* What constructs do they prioritize?

* Which support systems do they believe enhance teacher wellbeing?
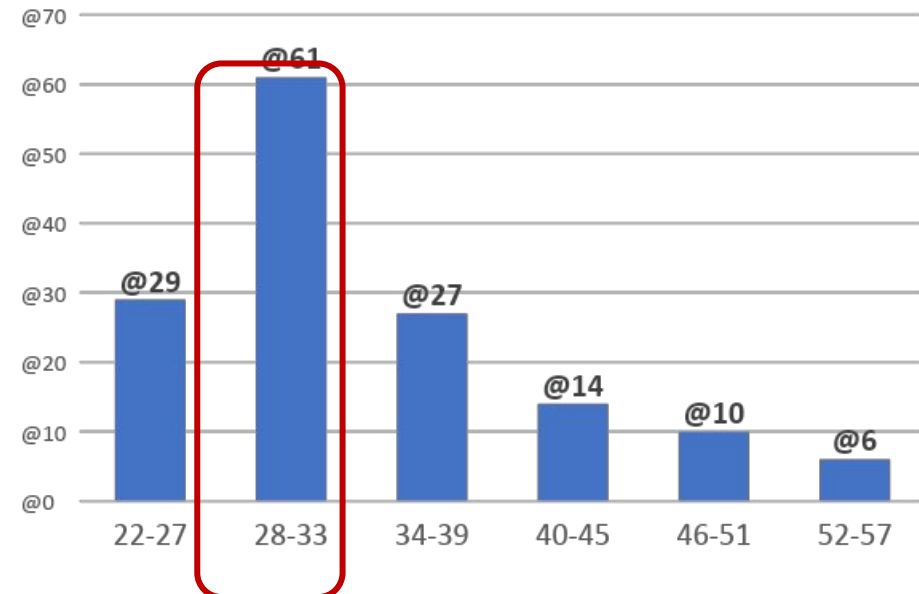
* What gender differences emerge?

Sample Characteristics

SITES (n. teachers)	REFUGEE CONTEXT (Schools)	RURAL / URBAN
Kampala (30)	No	Urban
Wakiso (27)	No	Urban
Moroto (31)	No	Rural
Lamwo (30)	Yes	Rural
Kamwenge (30)	Yes	Rural

N = 148 primary teachers
49% female
51 % male

Type of School

- Government day & boarding school, 12%
- Government day school, 36%
- Private day school, 43%
- Private day &

Age of the teachers participants (frequency)

Instrument: Semi-structured Interview

- A & B Sociodemographic Information: Location and teacher background

- C. Reference teacher 1 of 2

- D. Reference teacher 2 of 2

- E. Definition of Wellbeing

Think of a teacher that you know who teaches in primary school and is doing well. He/she does not have to have a perfect life, he/she just has to be doing well. You don't have to tell me their name. Take a moment to think about that person

Male / **Female**

Age

Skills, attitudes, characteristics, training, people, etc. that help this teacher in doing well

Select 5 things and rank it

Open Coding and Synthetic Analysis (Thomas &Harden, 2008)

1. Free-line-by-line coding of primary interviews, including sentences or paragraphs as the analysis unit.

2. Organization of these "free codes" into related areas to construct "descriptive" themes.

3. Development of "analytical" themes = additional concepts, understanding, hypothesis of the data.

Interviewer: What about he controls himself?
Respondent: He normally does things required of him.
Interviewer: Give a more detailed explanation.
Respondent: He dresses based on the teacher's code of conduct.
Interviewer: Explain how he is cooperative.
Respondent: There are something's that require team work and he is always there for example staff meetings
Interviewer: Staff meetings and what else?
Respondent: He also engages in school occasions Success.
Interviewer: How does this aspect of being a time manager help him to do well?
Respondent: As have already told you, this one is based on performance as long as the subject is concerned. He has tried his best to avoid learners being failures due to time management.
Interviewer: How has result oriented contributed to his performance?
Respondent: He always puts much effort in teaching and guiding learners.
Interviewer: So, thank you for these five aspects that you have given to us, can you rank them in order of priority, these are he is self-driven, and controls himself. Cooperative, time manager and result oriented.

    Rank1: He is a time manager.
    Rank2: Result oriented.
    Rank3: He is cooperative.
    Rank4: Self driven.
    Rank5: Controls himself.

Dedoose Program
https://www.dedoose.com

Interrater reliability (4 members of the research team):
0.75-0.89
0.90-0.94

Mixed Methods Analyses

Families of codes: Global Frequency

EXTERNAL MOTIVATION

Economic status (118)
Support from Admin (97)
Autonomy (47)
Valued (45)

INDIVIDUAL SKILLS & BELIEFS

Intrinsic motivation (102)
Self-esteem (45)
Religious (40)
Flexibility (16)
Resistance (13)

WORK ETHIC

Responsible (127)
Time management (79)
Role model (56)
Well dressed (51)
Well behaved (50)
Hardworking (48)

TEACHING METHODS AND SKILLS

Classroom methods (125)
Training (124)
Prepared (98)
Resourcefulness (34)
Research (32)

LEARNING COMMUNITY

Peer cooperation (178)
Teacher-pupil relat. (73)
Teacher-parents relat. (18)
Willingness to be advised (13)

SOCIAL SKILLS

Sociable (110)
Effective communication (57)
Approachable (49)
Respect (32)
Trustworthy (29)
Kind (23)

ENGAGEMENT

Guidance & counselling (111)
Proactive (101)
Mobilization (41)

Ranking of the Codes

RANKING 1
Prepared (36) Training (35) Intrinsic motivation (26)

RANKING 2
Classroom methods (30) Peer cooperation (26) Training (22)

RANKING 3
Classroom methods (28) Guidance & counselling (24) Peer cooperation (21)

| RANKING 4 |
|---|
| Peer cooperation (38)
Sociable (28)
Classroom methods (20) |

RANK 5
Peer cooperation (33) Sociable (24) Guidance and counselling (22) Training (20)

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Thematic Codes

PREPARED	
Definition	To plan and get ready what is needed for the teaching-learning process. As phrased by the participants, to organise the work which enable the teacher to deliver the content
Example of excerpt	"She always prepares things and uses the appropriate materials for teaching and uses very many relevant books. She prepares the learning material before going to class" "Also, she used to organize her work in terms of learning aid, we find the class is so beautiful with charts on the wall"
Dimensions	1. Organisation of the work 2. Being smart in preparing this work

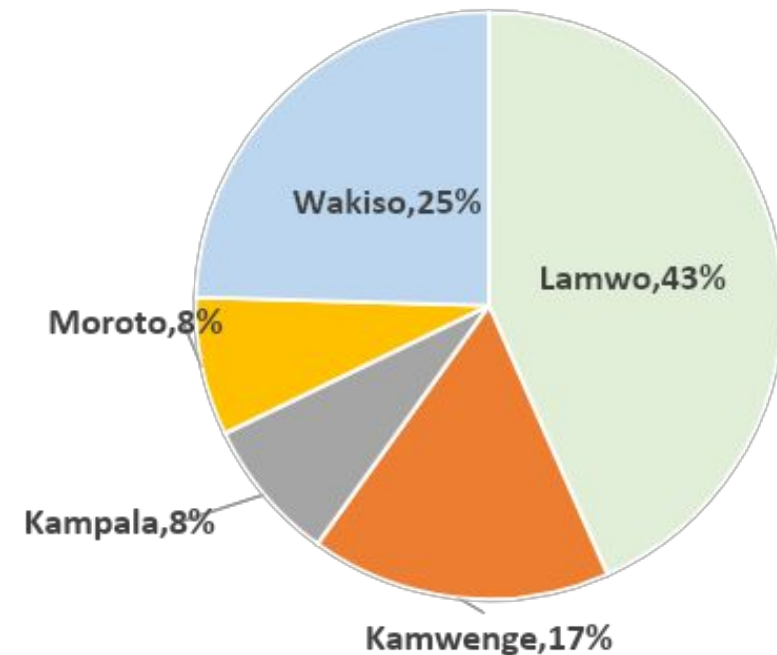Frequency of the code "prepared" by site and gender
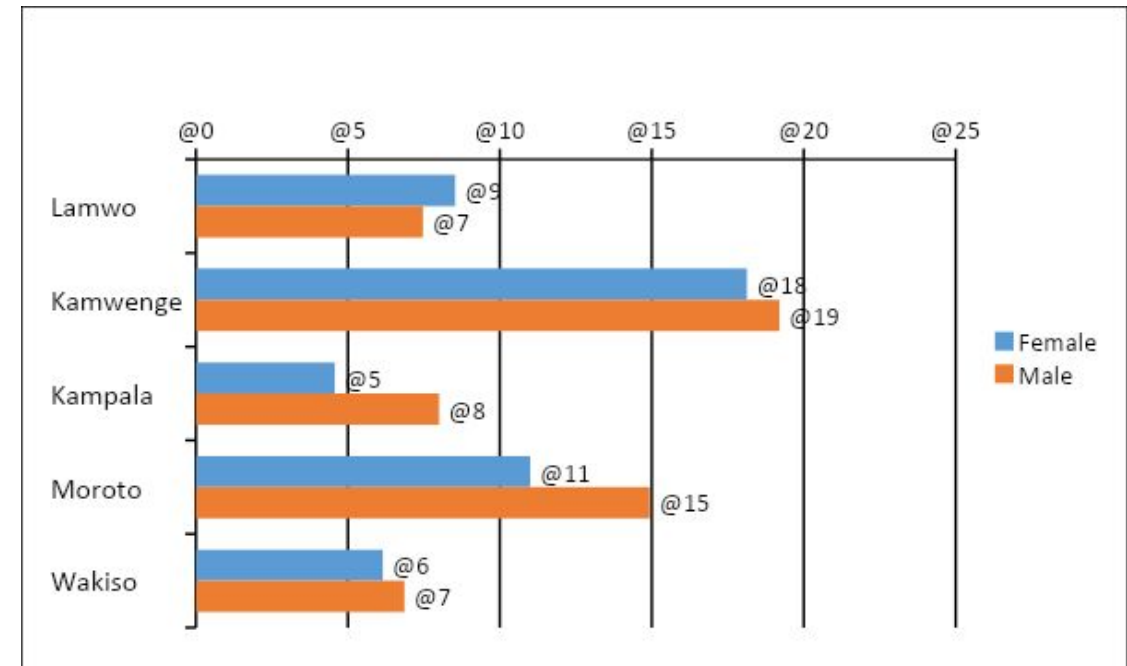
Code Co-occurrence: Classroom methods (19)

Time management (12)

Thematic Codes

| TRAINING	
Definition	To be prepared in terms of knowledge and skills for teaching
Example of excerpt	"She is a well-trained teacher who went through the teacher's college, so her mode of conduct is different from that of the others"
Dimensions	1. Educational **background**: school training and college 2. **In-service** professional development 3. Knowledgeable (**subject**) and skilled

Percentage of "Training" references by district

- Wakiso, 25%
- Lamwo, 43%
- Moroto, 8%
- Kampala, 8%
- Kamwenge, 17%

No meaningful gender differences on "Training"

Thematic Codes

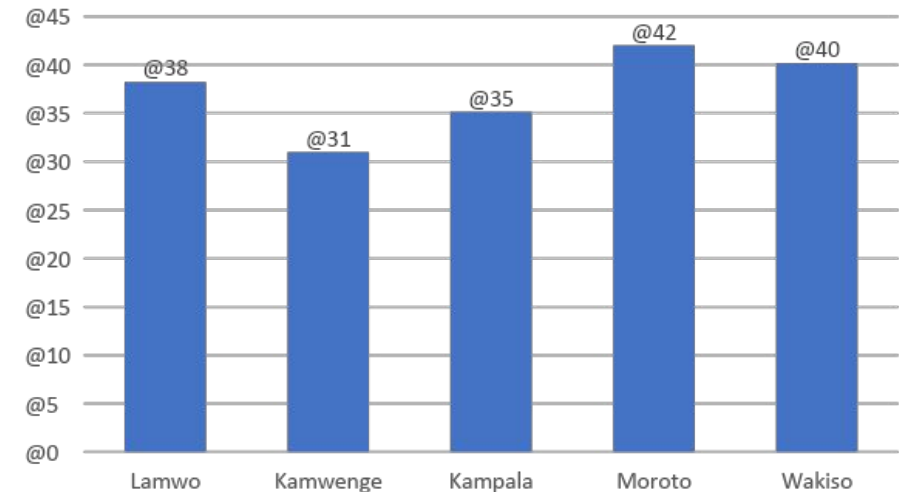| INTRINSIC MOTIVATION	
Definition	Teacher displays an **affinity/love for or positive attitude toward teaching, the school, or the learners**. This affinity and positive attitude is claimed to help the teacher do better in their job because they are more likely to be motivated to prepare for class, be on time, or find avenues to further their learning.
Example of excerpt	"**She is intrinsically motivated**. For example, she takes learners outside the class to do general cleaning without being instructed. She also organizes the class. She involves herself in the play activities with the learners"
Dimensions	1. Passion for the job (teaching) 2. Self-driven

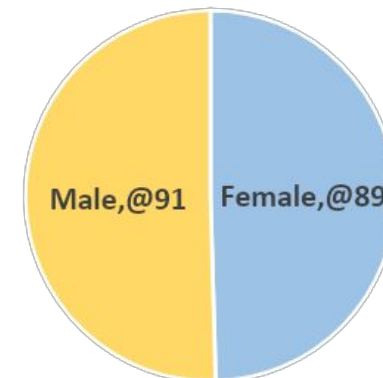Frequency of "intrinsic motivation" by district and gender
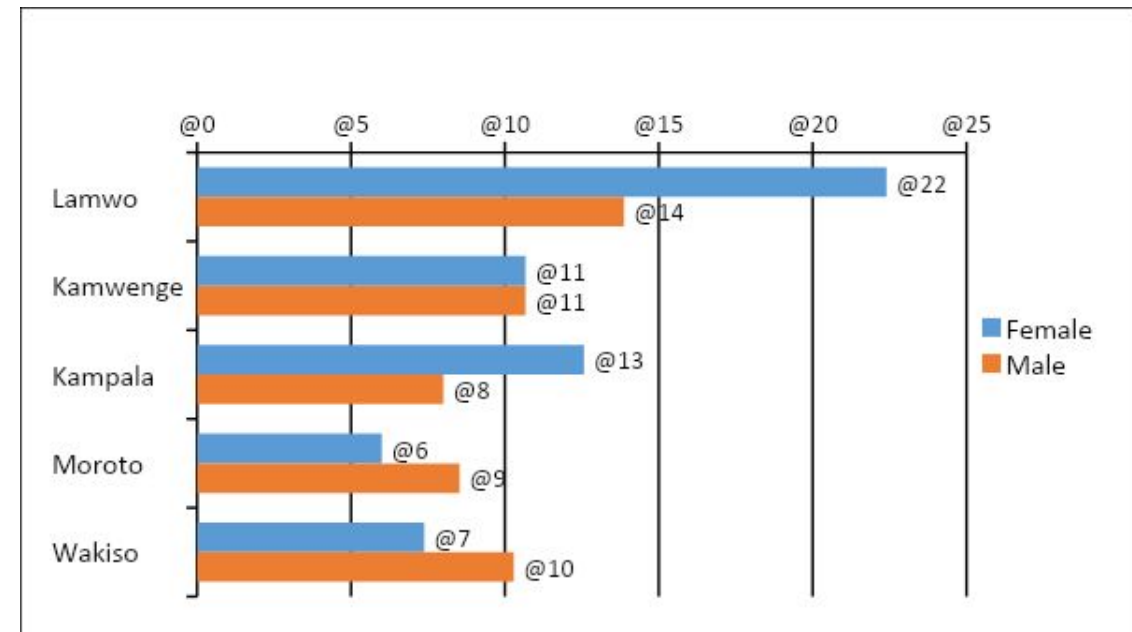
Phase 1: Thematic Codes

PEER COLLABORATION	
Definition	The act of "**working hand in hand" and sharing with other teachers**. It is described as collaboration, good relationships, teamwork, and positive interaction. Includes: helping others and the benefit of working and being advised by colleagues.
Example of excerpt	"He relates with others in way that he cooperates with others he likes to work in a team work in that way he is able to share knowledge with other fellow teachers"
Dimensions	1. Sharing knowledge and resources with peers. 2. Receiving help from other; peers, community, etc.

Code-occurrence: Friendly /sociable
Guidance / Counselling

Frequency of "peer collaboration" by district

Frequency of "Peer collaboration" by gender

Thematic Codes

CLASSROOM METHODS	
Definition	The approaches, skills, tools and methods that make the teacher good at teaching. Particular attention is paid to **pupils with "disabilities" or "low learning pupils"** as well as the ability to **use the environment resources** as part of the teaching methods
Example of excerpt	"He also uses better methods of teaching like group works. And he also explains well to the pupils. He is good at using the environment that is the use of real instructions materials or learning aids in teaching in way that he uses concrete materials that is tangible one the ones one can touch for example he handles science as a discipline that is roots of pants"
Dimensions	**Teaching methods**: learner-centred, use of environment materials, put examples, storytelling, group discussion , teamwork, etc. **Teaching skills**: explains well, adapted communication skills, classroom organization, good assessment, etc. Personal skills that help in teaching: self-esteem, interpersonal skills, etc.

Frequency of excerpts for Teaching methods/skills

Lamwo	Kamwenge	Kampala	Moroto	Wakiso
21	36	19	22	23
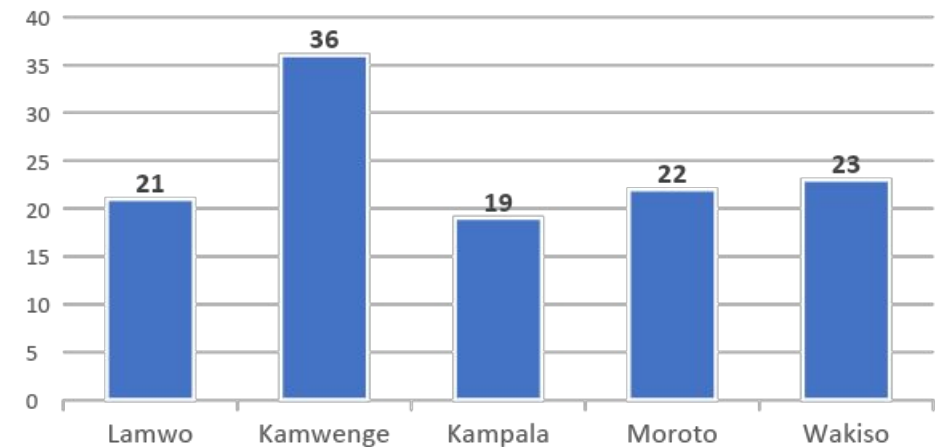
Co-Occurrence:

Age of reference teacher: 30-39
Preparedness and Training

Definition of Wellbeing

Conditions and attitudes affected by economic status and external support, but also by individual skills (how to face challenges), intrinsic motivation and working together with peers

DEFINITION OF WELLBEING (Constructs prioritised-Frequency)	
QUESTION-SPECIFIC CODES	**GENERAL CODES**
Free of problems, stress (36)	Economic status (53) Support from Admin. (27) Autonomy (13)
Health (24) Physically, emotionally, behaviourally, mentally health (22)	Peer cooperation (22) Intrinsic motivation (14) Responsible (8) Valued (7)

Preliminary Conclusions

- Most of the responses reported during the interviews refer to support systems or factors that enhances teacher wellbeing more than the construct in defining teacher wellbeing itself.

- Few gender differences were found in the identification of support systems or components of teacher wellbeing.

- Some gender differences were found in the last question about the definition of wellbeing:
  - Female: Health, holistic health
  - Male: Support from administration, economic status

- Wellbeing and its support systems are culturally sensitive: differences obtained by districts (refugee and non refugee settlement / rural and urban) and differences from the global literature.

- Participants prioritized the process, methods and skills in teacher wellbeing (Classroom methods, prepared, training), as well as the power of the intrinsic motivation and belonging to a learning community (peer cooperation).