

Assignment 2: Qualitative analysis

Teachers who work under pressure and how they balancing by overcoming challenges

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Autumn term 2021

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Abstract

The abstract and the keywords should not exceed the limit of this page

Keywords: Keywords should be written in order of relevance

*Not mandatory. You are encouraged to write an **abstract**, but this will not be graded.*

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1 Research Question

What are teachers' perceptions on workload?

The RQ was extracted from one of series from 5 focus groups in a given dataset. The research explored the way in which teachers perceptions on workload and how they handling by motivating factors. Discussion focused on how teacher impacts both financially and academically, how teachers are working with demanding and stressful time constraint especially when an individual student seeks for an attention and how good performance and outcomes will be motivated under this burnout. Therefore our aim was to create a clear and straightforward example that can be used as a guide to analyse the qualitative data.

3 Method

2.1.1 Literature review:

The purpose of this literature review was to explore and understand teacher workload by focusing on contributing factors such as how workload impact student learning and how to decrease burnout. In reference to the articles, many of people claimed saying that overloading of work made them inefficient inside the classroom and affects the time to supervise and advise their students as well to prepare the teaching material of the day. In additional, The Alberta Teachers Association (2012) drew a similar conclusion saying “The work of teachers is highly complex and involves a wide range of tasks”. As a result, such tasks that would almost certainly improve their effectiveness as teachers over the long term. However the main idea of the research in studying the problem was to get a deeper insight into the problem or an issue to redraw a generalization and come with the solution for the statement.

2.1.2. Research Instruments/Tools

In research paper, for a qualitative and in-depth interpretation, the researcher utilized open-ended semi-structured interview (face-to-face), and an informal discussion. A research questionnaire was given wherein the teacher was asked about her professional background, teaching experience and workload experience and her performance and so on ,followed by a semi-structured interview in which the interviewer and participant engage in formal dialogue . Under this type of interview, the researcher prepared an interview guide consists of questions and topics that need to be covered during the conversation. In such a way employing research method offers reliable and comparable qualitative data via recording and transcription of participants answers. Also, an informal discussion was held to freely express the view of the teacher, in performing different duties both teaching and non-teaching related tasks, and regardless of the informality, the researcher wrote down the main points from the discussion for the enrichment of data analysis.

2.1.3. Research Method of data Analysis & Design:

Analysis: In this qualitative study, drawing themes through an inductive approach derived from the transcripts and helps developed a new interpretation for the problem. After all the data was gathered, I analyzed and color coded the responses within each case related to the research questions. Portions of each interview related to teacher burnout were flagged in the margins and color coded .Next, perceptions of how workload impacted classroom instruction were flagged and color coded. Lastly, perception of how workload affected and can improve their performance were flagged, bracketed and color coded. Later I reviewed each case narrative and used color-coded brackets to identify commonalities. After categorizing the commonalities I could identify themes and report my findings in a more accurate manner. And, finally this information was stored in notebook.

Design: On Thematic map (from list of figures) clearly mapped both themes and sub themes from that category and patterns are drawn.

3 Thematic analysis

Thematic analysis is a **method for analyzing qualitative data** that entails searching across a data set to identify, analyze, and report repeated patterns (Braun and Clarke 2006). It is a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes. On using inductive approach the patterns are formulated with the help of some steps such as familiarize with given data, assign codes to data in order to describe the content, search for pattern in codes across the given transcript interviews, review themes ,define and name it and finally produce the report. As the result below are the thematic map drawn and explained.

Thematic map:

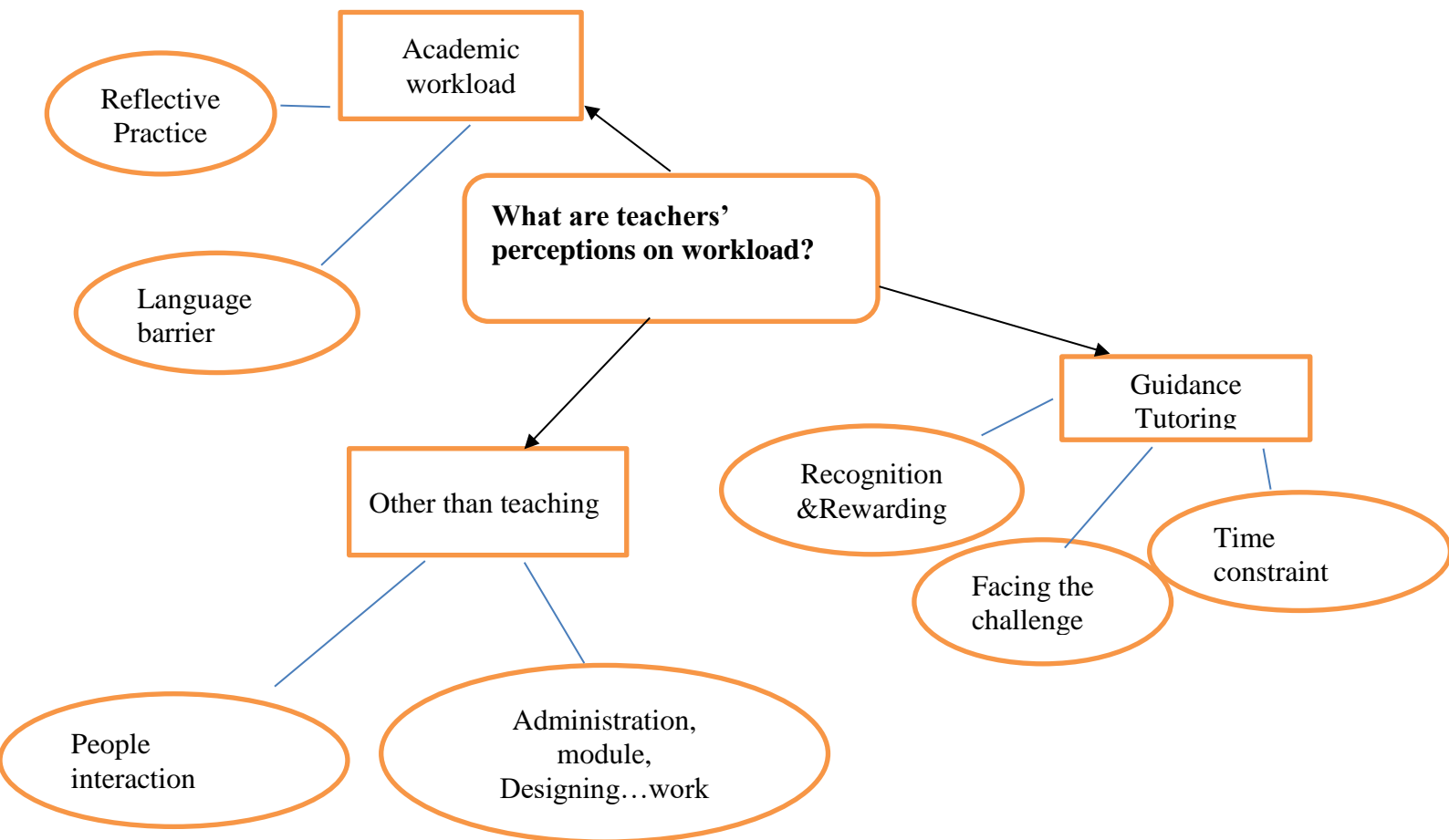


Figure 3. Thematic Map

3.1 Guidance tutoring:

The significant role of guidance tutoring is a means of helping individuals to understand and use wisely the educational and personal opportunities they have, moreover the proper guidance helps them achieve their goals, well guided students know what to do and how to do things in the possible way. In addition it mainly focuses on students' attention on particular topics and encourages learners. For instance

3.1.1 Recognition and Rewarding:

Teaching is one of the most rewarding professions, there are many reasons why teachers love their profession. However, one of the most valued aspects of teaching is the ability to make a difference in students' lives

"I find that rewarding; I find engagement with engaged students very, very rewarding. It's one of the best things about the job. Not all the people I engage with are my personal guidance tutees but a student might have a particular issue or problem they want help with - and that's rewarding you know. We write references for them, it's nice when they write back and say 'I got the job, thanks for the reference'; I enjoy that". (IP1 p.1579 – 1584).

In the campus when a student seeks for an attention when he has a particular problem that he faced and that was engaged by a teacher was felt recognised and achieved. And once in the future when writing a reference to a student and they come back saying he got a job and greet them saying thanks make teachers more rewarding. Teachers would get rewarded when they are really satisfied in their job.

3.1.2 Facing the challenge:

There are some reasons why students are not asking questions in the class. This may feel like a teacher in loss of giving attention to individual.

"If students are okay they don't bother to come and tell you and when they're miserable they can't come and tell you. It's no criticism of anybody students in trouble who need support just don't ask for it; they run away and hide. So I suppose it is quite hard". (IP2, p565-568).

In guidance tutoring class there are huge number of students will be available, giving individual attention is difficult, only students have to come up with their problem but there are some students who will hesitate to ask the doubt to a teacher which makes the teacher to be a bit challenging to improve that particular student's performance.

3.1.3 Time Constraint:

Teachers who work in challenging settings or teach students with special learning may need more time to analyse student needs and support with appropriate supports.

"The most difficult part of it is having nearly 50 guidance tutees – that's phenomenal, managing that many is too many. So I don't feel like I have enough time for all of my guidance tutees". (IP4 953-954).

3.2 Academic Workload:

The most common measure of teachers' workload is the number of hours a teacher has to teach per week. Though they find heavy teachers would get interested to teach their students effectively only when they are satisfied in their job. So job satisfaction plays an important phenomena when comes to teaching professional.

“It's always seemed heavy; I've always been at the top end of the scale for workload. But because I enjoy the job I suppose it doesn't feel like a burden”. (IP2, p492-493).

3.2.1 Reflective Practice:

“We have to take time to look back at what we do, evaluate what we do, and change what we do on the basis of reflections. We tend to do that; I would see that as something we would do individually and something we should do collectively.”(IP3 267-270).

In research dataset one of the participants said that reflective practice provides an opportunities to think about and understand practices from past perspectives, consider future actions and responses, and refine them accordingly, it help individuals and groups reflect on their experiences and actions in order to engage in a process of continuous learning.

“If I've failed to communicate something. That's usually very clear from students' puzzled looks or students coming up to me afterwards and saying, 'I don't understand that.' And that's not a student's responsibility, it's my responsibility”. (IP4 292-295).

Teacher would feel motivated when one of the student come and tell about the problem which was not understandable to the student, and teacher would take responsibility to make them understand.

3.2.2 Language barrier:

For teacher, if the student first language is not in English then it may cause issue with subject

“Take more time with an international student to deal with that. So that does create problems. I'm very aware of slowing down, speaking clearly, giving examples, doing all sorts of things to try and make something clearer to international students”.(IP2 255-258).

Usually, it will take time for international student to understand the subject, and thus create a problem, so teacher would change their way of teaching by giving some examples, slow down when they teach and therefore these kind of things will help the student to understand.

3.3 Other than teaching:

In teaching field, teachers would take role of administrators, modular learning and so on. Also teacher would develop good relation with colleague and with other team members where further motivated by their experience.

3.3.1 Administration, modular design & people interaction:

“Yes I design modules, sometimes we team teach and one module is taught by three of us so obviously we work together to design the module and so on”. (IP1 p121-123).

“I think it’s less stressful for the teaching staff, you just think ‘I’m not teaching this week, that’s great’: it gives me more time to think and to prepare and so on. So on the whole I like team teaching. I think that’s a positive”. (IP2 p 129-132).

Team work may reduce the workload for teacher. One of the participant said that designing the module as a team make him to think positive and time consuming

Summary

Thus from the given research dataset, from research question its truth that teachers do more than they teach. Teachers are working with demanding and stressful time constraint especially when an individual student seeks for an attention. In research elements clearly stated that teaching ability, Job satisfaction and over all stress have been looked as a marker of teacher well-being. However the teacher are recognized or rewarded by their students successes in future career which makes the lecturer emotionally happy with their job satisfaction. Despite of these factor, a good performance and outcomes will be motivated whereas the workload/under pressure are disappeared in the teacher name of success from the students. During research study may be what is lacking are real practical models that are fit for purpose in creating healthy work environments and healthy minds.

Findings:

There are some factors to support the reduction in teacher workload around planning from research given dataset

- 1) Create a high quality schemes of work that can then be personalized by teachers for their individual contexts.
- 2) Progression in people experiences may help in continuity.
- 3) Technology infrastructure can support any demands that will be made of shared and collaborative planning activities
- 4) Set aside time for shared and/or collaborative planning activities, especially in the early stages.

These findings have important implications for teachers' practices and policy of campus system. It is clear from review that the campus based research studies have influenced thinking about policies and practices of workload reduction within and across the campus that featured in reports. Enhanced employee productivity was also found to be linked to higher level of learning and improving skills.

Thus conclude employers may not fully understand and recognise mutual benefits to be had by adopting and managing flexible work constructs such as those found in this inductive approach, should act as a blueprint for future researchers, policymakers and management interested in harvesting in today's workplaces.

References

The Alberta Teachers Association (2012) - Alberta Voices: Teachers' Aspirations for the Future of Teaching (PD-151 2012 11, 20 pp).

<https://open.alberta.ca/dataset/bc0bd7df-2bfe-4b8b-8af0-db19b17a7721/resource/5f11d83e-3074-408b-bff7-bcc27987864a/download/5976960-2012-from-knowledge-action-curriculum-development-alberta.pdf>

Braun & Clarke's (2006) - 'Using thematic analysis in psychology', *Qualitative Research in Psychology* 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>

Appendix A – An Appendix

Assessment criteria

Pass (1p):

- The choice of a research strategy [thematic analysis] and research methods [interviews] is clearly described and motivated based on the research question
- The application of the chosen scientific strategies and methods are clearly described and the use of software tools is described.
- The findings are presented in an accessible manner and the narrative is constructed convincingly.

Pass with distinction (2p), all of the above and:

- The application of research strategies and methods are performed in accordance with the demands of said methods and strategies and that a clear argumentation exists for this.
- There is a meaningful depth to the data analysis and the interpretation of the findings.