

Teachers' Well-Being Experiences at Private Schools in Lahore Pakistan: A Phenomenological Qualitative Study

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Abstract

As a result of the shortage of teachers around the world, as well as the accelerating turnover rate, in many countries, teachers who have experienced their well-being can help by providing concrete support to school systems as they become productive and healthier. The purpose of this qualitative study is to shed light on teachers' experiences of well-being. A basic psychological need theory developed by Deci and Ryan guided this study. To conduct this research, interviews, context maps, and focus groups were used to collect in-depth descriptions of participants' experiences. Two key understandings emerged from the analysis of the findings: A sense of belonging is crucial to respondents' well-being experiences at private schools in Lahore Pakistan, and there are a number of factors that contribute to a teacher's well-being, and each factor is unique.

Keywords: psychology requirements, private schools, phenomenology, well-being

1. Introduction

It is evident that considerable investigation conducted on stress, and strain among teachers (Haydon, Stevens, and Leko 2018; Travers 2017). Teachers' ill-being is a concern due to elevated levels of burnout and stress (Aydin & Kaya, 2016; Benevene et al., 2018; Shirley et al., 2020). In many studies, increased pressure levels are associated with poor performance of teachers in any institution. The finding of this study clearly indicates that how teachers feel about their work has profound implications for their own success as well as that of their students' performance. Teachers who suffer from stress and strain, a source of ill-being, are less efficient at developing a variety of methods that promote positive and more effective outcomes (Arens & Morin, 2016). The teaching environment in private schools is reportedly different and more demanding than that in public schools responsibilities due to their own values. Moreover, well-being has beneficial implications for overall productivity, such as improved teaching and learning outcomes (Klusmann et al. 2008; Kunter et al. 2013; Caprara et al. 2006; Judge et al. 2001). In several previous studies, the PEMRA framework (Turner & Thielking, 2019) has been utilized. STD has also been used to evaluate teachers' well-being (Averill & Major, 2020; Jones et al., 2020; Ryan & Deci, 2020). As a result of conducting in-depth interviews, I collected rich descriptions that helped me to gather insight into the teacher's well-being experiences in private schools of Lahore, Pakistan. Due to this, analysis of the data collected from the respondents, it allowed me to gain a deeper understanding of the significance of well-being and how it can serve as a strong indicator of teachers' performance in relation to their overall well-being. It is unfortunate that in spite of the possibility of positive effects of placing emphasis on the well-being of teachers. As a matter of fact, it is not regarded as one of the most important factors in the majority of schools today. As a result of their interviews seeking feedback from teachers on wellbeing, McCallum and Price (2016), by presenting the actual situation that many teachers have to face in the classroom. In the opinion of some, well-being generally does not seem to be very good in the workplace due to the fact that work is very demanding, and interacting with people for a lot of hours, etc.

Purpose of the Study

In the present qualitative transcendental phenomenological study, the objective was to elucidate teachers' well-being experiences in private schools of Lahore. I would like to emphasize that during this work,

happiness is seen “optimal psychological experience and functioning” (Deci, et.al.,2008c, p. 1). This concept has been broadly defined as a concept of an integrated experience that is enhanced or limited by a person's level of satisfaction with the three basic emotional needs of choice, relatedness, autonomy, and expertise (Deci et.al., 2000; Martela et.al., 2019; Ryan et.al., 2019).BPNT was used as the theoretical foundation for this study, and it is derived from research that originated in SDT studies (Deci et.al., 2008; Ryan et.al 2017, 2019). In BPNT, belonging, expertise, and freedom are normative requirements that contribute to a person's enduring well-being. This study contributes to a better understanding that in order to enhance teachers' experiences at the workplace, educators need to take into account their well-being in a manner that supports their overall productivity at private schools in Lahore.

Research Questions

The research questions are given below:

1. Describe teachers' well-being experiences in their jobs in Lahore Pakistan private schools
2. Do private school teachers experience well-being at work due to autonomy?
3. In what ways do private school teachers tell their belonging experiences as they relate their well-being at work?

Delimitation of the Study

Specifically, the focus of the investigation was limited to teachers of only private schools in Lahore Pakistan. Furthermore, it is only limited to the well-being related to work.

2. Literature Review

According to some research, overall job performance can be used to measure employee well-being. PERMA (Seligman 2011) is a framework for assessing job-related well-being, which identifies five factors: positive emotions (P), engagement (E), relationships (R), meaning (M), and achievement (A). Each of the areas represents a unique component of well-being that can be measured and managed by each individual. Furthermore, the framework has also been successfully used in the research on the well-being of teachers (Turner and Thielking 2019). Despite this, though, it has not been thoroughly examined nor put to use as a model in order to better known teachers' job productivity. Due to this, Due to this reason, it was decided to conduct an extensive literature review to see if there were any possible links between the twobetween well-being domains and teacher job performance. Whether we like it or not, teachers face a variety of challenges as a result of the demanding situations in which they work. The feeling of pleasure or pride that accompanies those feelings (Hargreaves 2005; Sutton and Wheatley 2003). There is evidence that positive emotional experiences at work are essential for multiple work outcomes at both the organizational and individual levels (Diener et al., 2020). When studying job performance, it is critical to examine how supervisors and colleagues rate the performance of tasks (less often than colleagues, but there have been some instances where workers have had the opportunity to self-rate themselves. It has only been rare that satisfaction-performance associations have been directly compared between self-ratings of performance and parallel ratings by other individuals, with apparently similar results (Iaffaldano&Muchinsky, 1985). Job performance can be defined as a person's attitude towards their work and the factors related to the work they do. In addition, it includes the factors that relate to their life in general and there is a close relationship between job performance and well-being (Buttler, 2022). Studies have revealed that there is a positive relationship between job satisfaction, the organizational climate, and a company's performance as a whole.

3. Methodology

In a study conducted in Lahore, Pakistan, transcendental phenomenology was examined to better understand teachers' experiences of well-being. This study is qualitative in a nature because As a result of it, a wide range of data is available about a specific group, and the level of knowledge increases (Bhattacharya, 2017). In this research, open-ended data collection explore a variety of perspectives or unexpected themes through the qualitative designof exploring personal experiences (Patton, 2015). Phenomenological approaches seek to understand phenomena from the perspective of individuals'

perceptions, senses, and knowledge derived from their subjective experiences (Moustakas, 1994). Based on the phenomenological approach, I collected data from teachers' well-being experiences at private schools.

Sample of the Study

In current study, the target population number was 12 teachers who perform their duties in private schools in Lahore. A fictional name was assigned to each participant during the study. Additionally, it ensures that individuals participating in the research must have experienced the phenomenon and were fully interested to participate in extensive interviews. The participants were selected from a variety of academic divisions and grade levels to represent teachers' lived experiences as fully as possible. In this study, participants were selected from different private schools across the city. Using a sample size of 12-15 participants, I collected a variety of perspectives in order to learn about teachers' experiences of well-being.

Data Collection

The collection of information process is based on observing, asking, and considering a continuous process (Meriam, 1998). The intent of this project is strengthened by using multiple sources of evidence. Literature must be rich in content to provide an in-depth description of the phenomenon (Yin, 2018). Focus groups, interviews, and mind maps were used in the current study. A triangulation of data sources can increase construct validity and corroborate findings (Patton, 2015). As a way of clarifying and reinforcing participants' understandings, triangulation was used to ensure that unintentional bias wasn't introduced. This study focuses on qualitative inquiry and used qualitative data collection methods to collect data. To gain a deeper understanding of teachers' well-being experiences interviews were conducted. A systematic phenomenological approach was applied during the interview by using open-ended questions relating to well-being. It was ensured that the questionnaire was of the highest quality by experts who refined questions if needed. Interviews are conducted online or in person and make notes and follow-up questions.

Data Analysis

Data analysis began with examining teachers' well-being and its impact on performance and participants' lived experiences to bracket the phenomenon. In order to create a variety of statements concerning the participants' experiences of well-being, transcripts of the interviews were used. The qualitative data collected was organized using Nvivo software, which helps identify codes and categorize information by theme. A robust and comprehensive list of themes was also developed using researcher-generated descriptive coding. The initial codes were derived from key terms found in the research literature and questions contained within it. Coding sourcebook was created and kept updated throughout the process. In order to investigate further codes, code patterns aligned with chronological sequences, divergent viewpoints, or the benefits of mapping codes, Nvivo software was used.

Table: 1
 Teachers Participants

Participants	Years Taught	Content Areas	Paid Roles	Grade Level
Khaliq	25	Math, Science	Coach	9 th
Zareen	16	English, Social Science		7 th
Majid	17	Physical Education	Admissions	8 th -10 th

Malik	8	Maths, Social Science		6 th -9 th
Anam	14	Economics, Math		8 th
Adnan	7	English, Religious Studies	Management	5 th
Aysha	19	Arts, Humanities		6 th
Mahreen	4	Physics	Coach, Admissions	10 th
Basit	11	Science		5 th
Ambreen	35	Religious Studies		9 th
Ahad	20	Physical Education		6 th
Wali	11	English		9 th -10 th

Table: 2
Well-Being Definitions

Themes	Sub Themes	Coding
Various Descriptions relating to well-being	Work-life balance feeling of health satisfaction	definition, needs, flexibility, balance of demands, facets, improves mental health, supports, feeling successful, exercise, balance of demands, positive emotions, family life

Table: 3
Belonging

Themes	Sub Themes	Coding

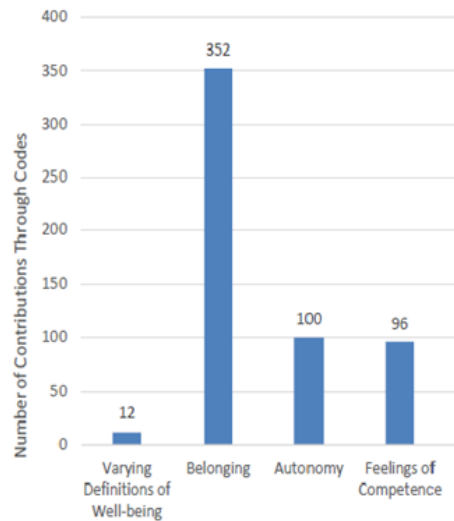
Belonging RQ(1) and RQ(3)	Trust, care, support, and a sense of safety aligned with the mission	love, respect, gratitude, trust, care from administration, diversity, safety, physical safety, emotional safety, community, mentorship, emotional safety, gender, crisis, group
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Table: 4
Autonomy

Themes	Sub Themes	Coding
Autonomy RQ (1)and RQ(2)	Flexibility, independence, and autonomy decision-making	Preparation, educational decisions, freedom, flexibility, collaboration, autonomy, students interaction, self-care

4. Results

Following the gathering of information and recording, codes were created or assigned based on participant statements. Vivo coding approach was used and based on respondents' explanations of their well-being experiences, the codes were generated directly from the responses. To collect and sort key phrases, conduct cross-analysis of different codes, and determine additional themes, NVivo was used. It was common ground among all 12 respondents that the balance between demands was central to their definitions of well-being as teachers. Contrary to popular belief, only one-third of the participants believed well-being was a balance of their psychological, mental, and spiritual health. According to interviews with interviewees, belonging emerged as a recurring theme and a critical experience of well-being. As shown in Table 4, a significant number of codes were added to the analysis and development of the theme of autonomy. There was a high level of autonomy valued by participants, but there were varying experiences with its level.



Themes of data

5. Recommendations

There is no doubt that in this research, we gained a better knowledge of how well-being experiences are experienced at private schools in Lahore Pakistan; however, further research would enhance the understanding. Educators could change things by reading more qualitative literature and enhance teacher's performance. There is a lot of research to be done on teachers' well-being, particularly in relation to new teachers and teachers transitioning from one school environment to another. According to this study, belonging was a crucial part of educators' well-being at private schools. Educators, schools, and all stakeholders may benefit from future research in this area. As a result of the research, Private school teachers may benefit from further study of recovery strategies and individual approaches to enhance their well-being.

6. Conclusion

Researchers examined lack of teacher's well-being and its negative results for all stakeholders in the system of education in this study. This study based on Ryan and Deci's (2017) theoretical framework and educators' well-being experiences were thoroughly reviewed in the literature and research questions were derived from the theoretical framework. This research plays to the works regarding BPNT and satisfaction of needs in relation to well-being. Teachers' work-related well-being experiences were described in detail. Additionally, seven themes were identified after collecting data from participants and there are five important perspectives of the information that contribute to a better understanding among private school teachers. A discussion of the implications of this research is provided for participants within the educational system.

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