

**Grant Number**: ES/P000681/1

**Sponsor:** ESRC

**Project title**: As easy as ABC? A novel psychological approach to teacher agency: exploring the influence of affect on behaviour and cognition.

The following files have been archived:

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| File name | File description (Short description of content, sample size, format, any linking between different types of data, i.e. survey and interviews/focus groups) |
| 856301\_Study1 - Teacher interview PIS and consent form PS14861.docx  (available in 856301\_Study1\_Documentation.zip) | Participant information sheet and consent form for study 1, a qualitative study examining teachers’ responses to the novel circumstances arising as a result of the declaration of a pandemic. |
| 856301\_Study1\_DataList.xlsx (available in 856301\_Study1\_Documentation.zip) | Data list of participants in study 1. |
| 856301\_Study1\_ParticipantTranscripts.zip | Transcriptions of 13 interviews with secondary school teachers working in Scotland undertaken in study 1. |
| 856301\_Study2 - Survey PIS and consent form PS15437  (available in 856301\_Study2\_Documentation.zip) | Participant information sheet and consent form for study 2, a survey of teachers’ working in the UK, recording their self-assessment of basic emotions, self-efficacy and agency. |
| 856301\_Study2\_SurveyData.xlsx | Survey responses of 502 teachers who completed an online survey as part of study 2. Worksheet 0 explains the various steps undertaken to prepare the data for analysis that are shown in the subsequent worksheets. The measure of basic emotions used is the Brief Affective Neuroscience Personality Scale (Barrett, Robins & Janata, 2013). The measure of self-efficacy is as proposed by Friedman and Kass (2002). The measure of agency was proposed by Vähäsantanen, K., Räikkönen, E., Paloniemi, S., Hökkä, P., & Eteläpelto, A. (2018) |
| 856301\_Study3\_Case study PIS and consent form PS15732.docx (available in 856301\_Study3\_Documentation.zip) | Participant information sheet and consent form for study 3, a qualitative study examining teachers working in Scottish primary schools’ responses to being made aware of four emotional motivations. |
| 856301\_Study3\_DataList.xlsx  (available in 856301\_Study3\_Documentation.zip) | Data list of seven participants in study 3 |
| 856301\_Teacher\_questionnaire\_V3.docx  (available in 856301\_Study3\_Documentation.zip) | Topic guide for study 1 and first interview in study 3. |
| 856301\_Study3\_InterviewTranscripts.zip | Transcripts of the four interviews undertaken with each of the 7 participants in study 3. |
| 856301\_Study3\_SurveyData.xlsx | Survey responses of teachers taking part in study 3, recorded before the first and fourth interviews. Worksheet 0 explains the steps undertaken to prepare the data for analysis. Measures used are the same as for study 2. |

**Publications**: (based on this data, if any)

Porter, K., Miles, P. J., & Donaldson, D. I. (2022). Teachers’ emotions in the time of COVID: Thematic analysis of interview data reveals drivers of professional agency. *Frontiers in psychology*, *13*, 987690.