

Study of the Process of Changes in the Meaning Given to Experiences of Failure, Based on Teachers' Narratives

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People tend to regard their personal experiences as being either a success or a failure, based on their subjective assessments and how they attach meaning to them. Very few studies have thus far been made on how the meanings that people attach to their experiences of failure change. Teaching is an example of a profession that encounters experiences of failure on a daily basis. This is because teachers routinely experience not only the failures of their students but also of themselves. The purpose of this study, therefore, is to identify the process through which the teachers change the meaning that they attach to their own experiences of failure.

A theoretical model was used in this study to conduct a semi-structured interview with nine teachers, asking them to describe their failures, and then the data from this interview was analyzed using the Modified Grounded Theory Approach (M-GTA). The results showed that the teachers' process of changing the meaning that they attached to failure was not a transformative process, but a process of adding new meaning. This process was derived from the teachers' interaction with their students. The interview data also suggested that the teachers describe their identities by talking about their own experiences of failure.

The study revealed the process through which the meanings that the teachers attach to their own experiences of failure change. It was suggested that such change occurred in the course of talking about their experiences of failure and by having someone else listen to them emphatically.