

Advances in Teacher Emotion Research

Paul A. Schutz • Michalinos Zembylas

Advances in Teacher Emotion Research

The Impact on Teachers' Lives

 Springer

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Foreword: Performance, Pedagogy and Emotionality

Norman K. Denzin

A few years ago, one could hardly find any research on emotions in education and teaching. The roots of this neglect are not unrelated to the dominance of epistemological and methodological traditions that has sought to establish clear dichotomies between personal/public, emotion/reason, and quantitative/qualitative issues. Fortunately, this is changing and the authors in this fine collection of chapters, drawn from a wide range of epistemological and methodological traditions, show the complexity in thinking and doing research on emotions in teaching.

Instead of outlining the contribution of each of these traditions, I want to promote a direction that a number of the authors in this book discuss in a variety of different ways. As such, this is essentially a call for a *critical pedagogy and performance approach* to the study of teacher emotion research, that is, an approach, which places criticality and sociality at the center of our investigations on emotions.

Emotions are felt as lived-performances, staged in classrooms, hallways, playgrounds. In these spaces teachers and students, as moral agents, enact the felt emotions of rage, love, shame, desire, despair, empowerment. These moral performances define the public and private faces of the schooling experience.

The interpretive study of teachers and students emotionality, the place and impact of emotions, performance and public pedagogies on teachers' and students' lives is at a crossroads. As this unique point in history, we live in a surveillance world. More than ever before, the politics of democracy and critical pedagogy require educators and students bring passion and commitment to social justice to the learning process. Critical pedagogy cultivates human potential, honors the selves, identities, and emotional experiences of teachers and students. It becomes the cornerstone of democracy itself (Giroux 2007, p. 3). Numerous chapters in this collection raise such issues either at the center of their investigation or at the background. What is important is that even the research that is seemingly unconnected to its sociological terrain – it is unavoidably contextualized in ways that are not immediately recognized.

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Building on the incisive arguments of the editors and contributors to this volume, I am therefore calling for critical inquiry that is sensitive to the multiple contexts of teacher emotion research, from teacher's emotions, to emotion management, and display, to commercialization, to student illness, learning, diversity, reform, gender, class, religion, and social inequality. This research is grounded in the *performance tradition* (Denzin 2003, 2009; Bagley 2008) in the widest possible sense. This tradition is located on a global stage. Madison and Hamers (2006) convincingly argue that performance and globality are intertwined – that is, performances become the enactment of stories that literally bleed across different kinds of borders. Being, for example, a student or teacher of color is to be “enmeshed in the facts of ... foreign policy, world trade, civil society and war” (p. xx). Regardless of the methodology utilized, the investigation conducted and its implications are performances embedded in certain socio-political contexts and assumptions.

In this globalized world, race and the staging and performance of racialized identities, within the popular culture marketplace of fashion and consumption, remain, as W.E.B. Du Bois (1978) would remind us “the problem of the twenty-first century” (Du Bois 1978 [1901], pp. 281, 288). Schooling in this new century cannot succeed “unless peoples of different races and religions are also integrated into the democratic whole” (Du Bois 1978 [1901], pp. 281, 288). Postmodern democracy cannot succeed unless educators, policy makers, politicians, and critical scholars are able to adopt methodologies that transcend the limitations and constraints of a lingering, politically and racially conservative postpositivism. This framework attaches itself to state organized auditing systems and regulatory laws (like No Child Left Behind in the United States, for instance). These links and these historical educational connections must be broken. Never before has there been a greater need for a utopianism, which will help us imagine a world free of conflict, terror and death, a world that is caring, loving, truly compassionate, a world that honors healing.

Critical pedagogy and performance approach does not limit itself to one set of methodologies and epistemologies but utilizes a variety of tools to highlight criticality and sociality. To these ends, I locate the performance approach within a racialized, spectacle pedagogy, that is – pedagogy that critiques power relations and new surveillance techniques either at the macrosociological or the microsociological level. The most important events of the last decade include several wars and conflicts (e.g. Iraq, Afghanistan, Darfur, Middle East), terrorist attacks, and an institutionalization of a new surveillance in many countries (Garoian and Gaudelius 2008). A critical performance approach must locate itself in these historical spaces, which now encompass surveillance regimes in virtually every educational setting – school, college and daycares.

The editors and contributors to this important and most timely volume offer indispensable guidelines and models for engaging these issues both at the macro (societal) and the micro (pedagogical) level, explicitly or implicitly. We owe them a great debt.

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Contents

Foreword: Performance, Pedagogy and Emotionality	v
Norman K. Denzin	
Part I Introduction	
1 Introduction to Advances in Teacher Emotion Research: The Impact on Teachers' Lives.....	3
Paul A. Schutz and Michalinos Zembylas	
Part II Teacher Emotions in the Context of Teaching and Teacher Education	
2 Teacher Emotions: Well Being and Effectiveness	15
Christopher Day and Gu Qing	
3 Seeking Eudaimonia: The Emotions in Learning to Teach and to Mentor	33
Robert V. Bullough Jr.	
4 Emotion Management and Display in Teaching: Some Ethical and Moral Considerations in the Era of Marketization and Commercialization.....	55
Izhar Oplatka	
5 Entering the Emotional Practices of Teaching	73
Debra K. Meyer	
Part III Student and Teacher Involvement	
6 Understanding the Role of Teacher Appraisals in Shaping the Dynamics of their Relationships with Students: Deconstructing Teachers' Judgments of Disruptive Behavior/Students.....	95
Mei-Lin Chang and Heather A. Davis	

7 Antecedents and Effects of Teachers’ Emotional Experiences: An Integrated Perspective and Empirical Test 129
 Anne C. Frenzel, Thomas Goetz, Elizabeth J. Stephens, and Barbara Jacob

8 Teacher Transactions with the Emotional Dimensions of Student Experiences with Cancer 153
 Sue Lasky and Eileen Estes

9 Emotional Scaffolding: The Emotional and Imaginative Dimensions of Teaching and Learning 175
 Jerry Rosiek and Ronald A. Beghetto

10 Educational Psychology Perspectives on Teachers’ Emotions 195
 Paul A. Schutz, Lori P. Aultman, and Meca R. Williams-Johnson

Part IV Teachers’ Emotions in Times of Change

11 Surviving Diversity in Times of Performativity: Understanding Teachers’ Emotional Experience of Change 215
 Geert Kelchtermans, Katrijn Ballet, and Liesbeth Piot

12 Teachers’ Emotions in a Context of Reforms: To a Deeper Understanding of Teachers and Reforms 233
 Klaas Van Veen and Peter Slegers

13 Implementing High-Quality Educational Reform Efforts: An Interpersonal Circumplex Model Bridging Social and Personal Aspects of Teachers’ Motivation 253
 Jeannine E. Turner, Ralph M. Waugh, Jessica J. Summers, and Crissie M. Grove

14 Beliefs and Professional Identity: Critical Constructs in Examining the Impact of Reform on the Emotional Experiences of Teachers 273
 Dionne I. Cross and Ji Y. Hong

Part V Race, Gender and Power Relationships

15 An Exploratory Study of Race and Religion in the Emotional Experience of African-American Female Teachers 299
 Ken Winograd

16 The Emotionality of Women Professors of Color in Engineering: A Critical Race Theory and Critical Race Feminism Perspective 323
Jessica T. DeCuir-Gunby, Linda A. Long-Mitchell, and Christine Grant

17 Emotions and Social Inequalities: Mobilizing Emotions for Social Justice Education 343
Michalinos Zembylas and Sharon Chubbuck

Part VI A Future Agenda for Research on Teachers’ Emotions in Education

18 Research on Teachers’ Emotions in Education: Findings, Practical Implications and Future Agenda 367
Michalinos Zembylas and Paul A. Schutz

Author Index 379

Subject Index 389

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Part I
Introduction

Chapter 1

Introduction to Advances in Teacher Emotion Research: The Impact on Teachers' Lives

Paul A. Schutz and Michalinos Zembylas

Abstract In this chapter we discuss the importance of this edit volume and begin the discussion of issues related to inquiry on teacher emotion. In addition we set the stage for the remainder of the book by providing a brief introduction to the different sections of the book and the chapters those sections contain.

Keywords Teacher emotion • Emotional labor • Burnout

Some reports estimate that nearly 50% of teachers entering the profession leave within the first 5 years (Alliance for Excellent Education 2004; Ingersoll 2003). One explanation of why teachers leave the profession so early in their career might be related to the emotional nature of the teaching profession. For example, teaching is an occupation that involves considerable emotional labor. Emotional labor involves the effort, planning, and control teachers need to express organizationally desired emotions during interpersonal transactions. As such, emotional labor has been associated with job dissatisfaction, health symptoms and emotional exhaustion, which are key components of burnout and related to teachers who drop out of the profession (Jackson et al. 1986; Maslach 1982; Morris and Feldman 1996; Schaubroeck and Jones 2000). Research into emotional labor in teaching and other aspects of teachers' emotions is becoming increasingly important not only because of the growing number of teachers leaving the profession, but also because unpleasant classroom emotions have considerable implications for student learning, school climate and the quality of education in general.

Over the last few years, educational researchers have made progress towards identifying the role of emotions in education (e.g., Boler 1999; Linnenbrink 2006; Nias 1996; Schutz and Pekrun 2007; Schutz and Lanehart 2002; van Veen and Lasky 2005).

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Currently, there are a number of researchers investigating teachers' emotions in a variety of educational contexts; these researchers highlight how emotions are inextricably linked to teachers' work, development and identity (e.g., Hargreaves 2005), and how those emotions impact teachers' lives (e.g., Liston and Garrison 2004; Zembylas 2005). Yet, to date, there has been no systematic effort to critically synthesize how or what aspects of teacher emotion should be studied and theorized. In fact, researchers are only beginning to examine various manifestations of the transactions among teaching and emotions, which suggests that additional research and theorization on teachers' emotions is urgently needed as it will help the educational researcher garner a better understanding of how emotions influence teaching, learning and teachers' lives.

The authors in this edited volume, entitled *Advances in Teacher Emotion Research: The Impact on Teachers' Lives*, use a variety of different methodological and theoretical approaches to provide a systematic overview of our current understandings of the role of emotions in teachers' professional lives and work. More specifically, the authors discuss inquiry related to teachers' emotions in educational reform, teacher identity, student involvement, race/class/gender issues, school administration and inspection, emotional labor, teacher burnout and several other related issues. This volume, then, represents the accumulation of many different epistemological and theoretical positions related to inquiry on teachers' emotions, acknowledging that emotions are core components of teachers' lives.

In general, our objectives for this edited volume are to examine the philosophical, psychological, social, political, and cultural backgrounds and contexts that are constitutive of contemporary research on the role of emotions in teaching around the world; to appreciate the contextual and international dimensions of teacher emotions in education; and to contribute to on-going efforts to analyze the implications for teaching, teachers' lives, teacher attrition, and educational reform.

To do so, this volume features a number of important scholars from around the world (e.g., Belgium, Cyprus, Germany, Israel, the Netherlands, UK and USA) who represent a variety of disciplines (e.g., Educational Psychology, Cultural Psychology, Sociology, Philosophy, Cultural Studies, Gender Studies, Multicultural Education, and Teacher Education), scientific paradigms (e.g., experimental research, non-experimental field studies, phenomenological approaches, pragmatism, constructivism, critical race theory, post-structural, feminist, and post-positivist perspectives), and inquiry methods (e.g., quantitative, qualitative, ethnographic, philosophical, historical, autobiographical, and multimethod approaches). In addition, the edited volume deals with a variety of populations (e.g., school, university students) and educational activity settings (e.g., classrooms, independent study).

As such, *Advances in Teacher Emotion Research* takes an eclectic look at teacher emotions, presenting current research from diverse perspectives, thereby making this volume a significant contribution to the field. This combination of variety, timeliness, potential for transformation of the field, and uniqueness makes this a very important edited book.

The book is organized into *six sections*. In this chapter "Introduction to *Advances in Teacher Emotion Research: The Impact on Teachers' Lives*" we begin the discussion

of issues related to inquiry on teacher emotion and set the stage for the remainder of the book. In the second section the authors focus on "Teacher Emotions in the Context of Teaching and Teacher Education." This section features such scholars as Christopher Day and Qing Gu; Robert V. Bullough; Izhar Oplatka; and, Debra K. Meyer. The work of this group of international authors focuses on inquiries of teacher emotions in relation to issues of mentoring, emotion management and regulation, and student–teacher relationships.

In Chap. 2, Day and Gu, explore the nature of teachers' emotions and emotional identities within the context of their own desires to achieve a sense of well being and their desire to promote that sense of well being among the pupils they teach. In this chapter they consider the conditions that promote or fail to promote teachers' emotional well being (a more encompassing and, potentially a more accurate way of depicting teachers' aims than "job satisfaction").

In Chap. 3 Robert Bullough explores aspects of the emotional life of beginning teachers and the experienced teachers who mentor them. First, he briefly describes the institutional context within which teachers and mentors conduct their work, a context increasingly shaped by the pressures of high-stakes student testing and punitive approaches to accountability. Drawing primarily on the work of the late philosopher, Robert Solomon, he then describes the appraisal theory of the emotions that ground the analysis, noting how, unlike moods, emotions are intentional and have an object to which they refer. This theoretical framework is used in the context of reviewing beginning teachers and mentors. Through presenting and analyzing two case studies, Bullough illustrates various aspects of the connections existing among emotion, identity, and expectations in the lives and work of a beginning teacher and a new mentor. Particular attention is given to the effects of achieving or failing to achieve a productive professional identity.

In Chap. 4 Izhar Oplatka reviews the research on emotion management in teaching since the 1990s, including the theoretical knowledge underlying this research, to display its contribution to our knowledge base about emotional displays and their determinants in school teaching. Oplatka discusses emotion management at work and then focuses on forms of emotion management in teaching. Oplatka also reviews and analyzes factors affecting emotion management in teaching – such as the culture of teaching, gender, seniority, and the principal. Finally, Oplatka discusses the implications of emotion management in teaching.

In Chap. 5 Debra Meyer discusses teaching as emotional practice and how that practice is tied in with teacher identities. Her focus in this chapter is on the first stage of professional induction – the student-teaching experience and how teachers communicate emotions. In other words, she explores the question: what emotions are "appropriate," and when they should be expressed? Meyer argues that it is not unusual for college supervisors and cooperating teachers to empathize with student–teachers' emotions, but assume their emotions can be adjusted with reason or easily ignored. Attempts to separate emotions from or to join them with teaching practice have implications for teacher identity and development. Through a synthesis of these related bodies of literature with examples from her own research on student teachers' emotional experiences, Meyer examines some

of the possible trajectories for new teachers as they enter the emotional practice of teaching.

The third section addresses issues related to the role of emotions in the context of “Student and Teacher Involvement.” This section features chapters by Mei-Lin Chang and Heather Davis; Anne Frenzel, Thomas Goetz, Elizabeth J. Stephens and Barbara Jacob; Susan Lasky and Eileen Estes; Jerry Rosiek and Ronald A. Beghetto; and, Paul A. Schutz, Lori P. Aultman, and Meca R. Williams-Johnson. This group of scholars focuses their chapters on issues of teacher emotional experiences, the emotion dynamics in student–teacher relationships, emotional scaffolding and dealing with student or student family illness.

In Chap. 6 Chang and Davis examine the emotional by-products of developing relationships with students. They begin the chapter by reviewing the power of student–teacher relationships in promoting adaptive student outcomes including enhanced motivation and achievement. They examine the pleasant and unpleasant emotional by-products of being involved with students and the role repeatedly experiencing unpleasant emotions may play in teacher burnout. They tackle the emotional life of “challenging relationships” specifically with regard to the judgments teachers may make about student behavior that can lead to emotional exhaustion and compassion fatigue. Their central question is: When things don’t “feel good,” what are adaptive strategies for reframing, rethinking, and reinvesting in relationships?

In Chap. 7, Anne Frenzel, Thomas Goetz, Elizabeth J. Stephens, and Barbara Jacob focus on teacher emotions resulting from appraisals of success or failure (i.e., teachers’ achievement emotions) with respect to achieving instructional goals. Frenzel and colleagues present theoretical assumptions and empirical findings regarding the antecedents and effects of achievement emotions more generally, and specify those for the context of teaching. Based on deliberations that teachers’ emotions simultaneously impact their instructional behavior and are affected by their appraisals regarding succeeding or failing during instruction, the authors propose a model depicting the interplay between teachers’ emotions, their instructional behavior and student outcomes. They present results from both qualitative and quantitative studies testing assumptions brought forward by the model.

In Chap. 8 Sue Lasky and Eileen Estes propose that that schools have a particular place in the lives of students living with cancer, and that many teachers are largely unprepared to understand the ongoing psychosocial and physical challenges they can face. They suggest that for teachers who educate students living with cancer there may be emotional stress or satisfaction unique to their experiences that are largely uninvestigated. They also outline a phased line of research that will investigate how to develop school-based, yet community wide networks of support to provide resources than can sustain teachers through the emotionality inherent in walking with students through their cancer journeys.

In Chap. 9 Jerry Rosiek and Ronald Beghetto suggests that teachers regularly think about how to scaffold students’ emotional response to the subject matter they teach. They further makes the case that when teachers think deeply about how students emotionally encounter their subject matter they are inevitably led to reflection

on the social and cultural context of their students' lives. Thinking about students' emotions thus becomes one of the primary ways through which the specifics of a given subject matter and the broader sociocultural influences on student learning become intertwined in teacher thinking. This connection is illustrated with several case vignettes. In examining these cases, a second point is made: Teacher reflection on students' emotional response to the subject matter frequently elicits emotional responses from the teachers. These emotional responses, he argues, are not excessive, but are necessary components of teachers' pedagogical content knowledge.

In the final chapter in this section, Paul Schutz, Lori Aultman and Meca Williams-Johnson focus on teacher emotion from an educational psychology lens. In doing so, they explicate some of the current theories related to the nature of emotion. In recent years, there has been renewed interest in the debates about the nature and structure of emotion in psychology and educational psychology. In other words, are there distinct categories of the emotions (e.g., anger, fear) or is it more useful to conceptualize emotion with a dimensional model (e.g., pleasant vs. unpleasant, active vs. inactive)? Schutz, Aultman and Williams-Johnson will use those perspectives to help us understand teachers' emotions and discuss research related to how teachers negotiate relationship boundaries with their students, how teachers develop useful emotional climates in their classrooms, and how teachers attempt to deal with the emotional labor needed in negotiating their role as a teacher.

The fourth section addresses issues related to "Teachers' Emotions in Times of Change." This section will feature chapters that represent the programs of research of Geert Kelchtermans, Katrijn Ballet and Liesbeth Piot; Klaas van Veen and Peter Slegers; Jeannine Turner, Ralph Waugh, Jessica Summers, and Crissie Grove; and Dionne Cross and Ji Hong. An important area where emotions come into play in education is related to educational reform. This group of scholars will focus their chapters on teachers and their emotions in relation to issues of reform efforts and political changes.

In Chap. 11, Geert Kelchtermans, Katrijn Ballet and Liesbeth Piot focus on the way teachers experience their job and their professional identity. Their narrative and biographical approach allows for an in-depth reconstruction of the political and moral tensions teachers experience; the pressure to reconceptualise their "selves"; and as a consequence the emotional quality of their work lives. They argue that the changes in the working conditions deeply affect teachers both in their professional actions and the emotional experience of the job. Teachers experience intense emotional conflicts as they struggle to cope with conflicting identity scenarios, the web of (conflicting) loyalties they find themselves in, etc. Their findings confirm, exemplify and deepen their earlier work on vulnerability as a structural characteristic of the teaching job.

In Chap. 12 Klaas van Veen and Peter Slegers begin by reviewing studies of teachers' emotions in relation to reforms. They examine different theoretical perspectives and methods and elaborate on the strengths and weaknesses of this relatively new field of research, adopting a social-psychological approach to emotions. They argue that this field is still in need of a coherent conceptual framework for adequately understanding teachers' emotions. Their central assumption is that

reforms strongly affect teachers' emotions due to divergent reasons, varying from feeling insecure and threatened, to feeling reinforced and enthusiastic. What those studies into teachers' emotions show in general is that most reforms affect teachers' professional sense of self or identity; teachers feel their core beliefs and assumptions are at stake. At a deeper level, teachers often feel that they are not recognized as professionals, rather as employees or executors of the ideas of others. They also attempt to provide an overview of the potential issues at stake for teachers in the contexts of reforms, referring to the content, process of implementation, and teachers' agency

In Chap. 13 Jeannine Turner, Ralph Waugh, Jessica Summers, and Crissie Grove suggest that professional-development is often used as catalysts for transforming research-based theories and findings into best-teaching-practices and increased student-achievement within whole-school reform efforts. Their investigation of educational reform is informed by three theories: Self-Determination Theory, Control-Value Theory and circumplex models of interpersonal relationships. From a Self-Determination Theory perspective, individuals' intrinsic motivation is facilitated through environmental supports of three personally relevant elements: autonomy, competence, and relatedness. From a Control-Value Theory perspective individuals' motivations and emotional correspondents are due to personal judgments regarding relevant-issues of control (e.g., agency/self-efficacy) and personal values (e.g., goals). Finally, a circumplex model is then used to describe two primary dimensions of principals' interactional behaviors that provide overt and covert messages about their support (or lack of support) for teachers' autonomy and competence. They propose that emotional foundations developed through teachers' interpersonal interactions with principals merge with teachers' values and perceptions of control to shape their motivations for implementing high-quality professional development.

In the final chapter in this section, Dionne Cross, and Ji Hong, examine the effects of both nationwide and local efforts to improve the state of our educational system in the areas of Mathematics and Science. Although these mandates are designed at the federal level, the grueling task of implementation is often bestowed on the local school districts and, ultimately, on teachers who are most closely connected to learning. Reform in these domains often involves teachers transitioning from a traditional, didactic teaching approach to one that is student-centered and inquiry-based. Changing teaching practice is an emotionally laborious and challenging process, as it often involves modifying teachers' existing beliefs about the domain, teaching and learning, and also reshaping their professional identity as a teacher. In this chapter Cross and Hong will discuss the influence of teachers' domain-specific beliefs and professional identity on their emotional experiences as teachers attempt to incorporate reform-oriented practices in their mathematics and science classrooms. Their discussion will also include findings from empirical studies related to these issues with descriptions of teachers' experiences from emic perspectives.

The fifth section will focus on teachers' emotions in relation to issues of "Race, Gender and Power Relationships." This section will feature chapters that represent the programs of research of Ken Winograd; Jessica T. DeCuir-Gunby, Linda A.

Long-Mitchell, and Christine Grant; and, Michalinos Zembylas and Sharon Chubbuck. This group of scholars focus their chapters on issues of race, gender and emotion in teaching, the role of power and affect, and the emotions of teaching in the context of citizenship education.

In Chap. 15 Ken Winograd, examines non-white discourses for emotion as it relates to the work of teachers, particularly those voices of African Americans, Native Americans and Latino/a Americans. The existing literature on emotion rules and teachers' emotions is referenced and critiqued as it (mis)represents non-dominant discourses in relation to emotions. It appears that non-white workers, including teachers, think differently about emotions, especially how they use emotions in the classroom to manage their professional identities as well as the behavior of students. Winograd re-examines data previously collected by himself in a self-study of his own emotions as a teacher; in addition, there is new data describing the emotional experience of teachers of color. While the work of (white researchers like) Hochschild and others is still useful in the study of work-related emotions, the chapter *centralizes* (as opposed to marginalize) the non-dominant discourses and, in the end, suggests how emotions (the experience of emotions and their display) serve both the personal and political interests of teachers of color.

In Chap. 16, Jessica T. DeCuir-Gunby, Linda A. Long-Mitchell, and Christine S. Grant, suggest that although the number of African American and Latina professors of engineering has increased in the last decade, engineering faculty and engineering student populations remain grossly overrepresented by White men. Because of this, African American and Latina women professors often experience unique difficulties that stem from their race, gender, and the intersection of their race and gender. The purpose of this chapter is to use a Critical Race Theory (CRT) and Critical Race Feminism (CRF) framework to explore the emotions associated with being under-represented women professors of color in engineering. In doing so, the authors focus on CRT's tenet of Whiteness as Property, particularly the elements of the right of use and enjoyment and the right to exclude. Also, DeCuir-Gunby and her colleagues utilize intersectionality theory from CRF to examine the interaction of race and gender in the experiences of the participants (Crenshaw 1989). Their analysis concentrates on the emotions involved in interacting with faculty and students. Finally, they discuss strategies for coping with race and gender-related stress in academia.

In Chap. 17 Michalinos Zembylas and Sharon Chubbuck focus on the interplay of emotions with social justice education, with particular attention to how emotions and social justice education can be mutually engaged as both critical and transformational forces to produce better teaching and learning opportunities for marginalized students. They discuss the relevance and complexity of emotions in relation to social justice, through sustaining or remedying social inequalities. They then describe an example of teaching for/about social justice, showing how reflecting on and interrogating emotions can help perpetuate or disrupt historical and local practices that reproduce inequity. This example is grounded in empirical data taken from a case study of a white novice teacher who attempted to teach for/about social justice in an urban school in Midwestern United States. In the last part of the chapter, Zembylas and Chubbuck argue for the urgent need to reconceptualize the interplay

between emotions and social justice education in order to capitalize on the possibilities that lie therein. In particular, they build upon a previous analysis of the notion of *critical emotional praxis* – that is, critical praxis informed by emotion that resists unjust systems and practices as well as emotion that helps create a more fair and just world in our classrooms and our everyday lives – to show how inclusive this notion can be in addressing issues of social justice education.

In the final section, “A Future Agenda for Research on Teachers’ Emotions in Education,” we synthesize the themes that emerge from the other chapters. Additionally, we discuss future directions for inquiry on teachers’ emotions are discussed, as well as implications for classroom instruction, intervention, teachers’ professional development, teachers’ lives, and educational policy and leadership. In this section, we use the content of the chapters to discuss the variety, timeliness, and potential for transformation of the field, and the unique contributions of the chapters to our understanding of teachers’ emotions in education.

As indicated, there has been a tremendous concern for teacher attrition in recent years. One of the areas that have not been adequately investigated in relation to this problem is teacher emotion. In the coming years, it will be valuable to further examine the emotional impact on teachers’ lives and work, especially in the context of recent and forceful efforts emphasizing the need for accountability in schools and the rapid increase of high-stakes testing. In addition, there is often an underestimation of the complexity of teaching: teaching is often perceived as a rational activity, but the emotional complexity of teaching is neglected. This edited book addresses all of those concerns. Considering the importance of education, it is crucial to not only understand the causes or antecedents of teacher emotions, but also to better understand how these experiences influence students’ and teachers’ success in the classroom. This edited book helps us move in that direction.

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Part II
Teacher Emotions in the Context
of Teaching and Teacher Education

Chapter 2

Teacher Emotions: Well Being and Effectiveness

Christopher Day and Gu Qing

Abstract In this chapter we explore the nature of teachers' emotions and emotional identities within the context of their own desires to achieve a sense of well being and effectiveness and their desire to promote that sense of well being and achievement among the pupils they teach. We consider the conditions that promote or fail to promote teachers' emotional wellbeing (a more encompassing and, potentially a more accurate way of depicting teachers' aims than "job satisfaction").

Keywords Well-being • Effectiveness • Teacher emotion

This chapter will endeavour to contribute to knowledge of variations in the influences on teachers' emotions in the belief that, in this century seems especially, more demands are being made teachers to contribute to the academic, social and emotional well being of pupils. Thus it is important that policy makers, teacher educators and school principals attend to teachers' own sense of well-being. We will explore the nature of teachers' emotional well being as a necessary condition for teachers' sense of effectiveness. We define "well being" as both a psychological and social construct:

... a dynamic state, in which the individual is able to develop their potential, work productively and creatively, build strong and positive relationships with others, and contribute to their community. (Foresight Mental Capital and Wellbeing Project 2008: 10)

We use this term, rather than "job satisfaction" (Evans 1998, 2001) because it encompasses the personal as well as the professional and because it is the combination of these two elements that illustrates teaching at its best (Csikszentmihalyi 1990; Palmer 1998; Fried 2001).

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There is now a considerable body of research internationally which attests to the importance of emotion in teachers' management of teaching and learning in classrooms (Hargreaves 2004, 2005; Nias 1996; Schutz and Pekrun 2007; van Veen and Lasky 2005; Zembylas 2005). Much of this relates to the positive and negative effects on teachers' motivation, self-efficacy, professional identities and job satisfaction of pupil behavior (Hargreaves 2000), leadership, classroom and school climate (Leithwood 2007) and centrally initiated policy initiatives which have changed the conditions under which teachers work, and in some cases, how they teach (Troman and Woods 2001). Recent studies have also identified statistically significant associations between teacher commitment and pupil attainment (Day et al. 2007), and the importance of resilience (Gu and Day 2007; Henderson and Milstein 2003), emotional understanding and care to effective teachers (Denzin 1984; Goleman 1996; Noddings 1992).

At this particular time in history many teachers work in environments that are hostile to their well-being. Schools contain children and young people who are more likely than at any time previously to live uncertain emotional lives, in homes in which there is a single parent or in homes where both parents are working and, so, are unable to be present at times of real and unanticipated need (Layard and Dunn 2009; New Economics Foundation 2009). In addition, at least in so-called "developed" nations, pupils are likely to be familiar with information and communications technology and, as a result, more aware of the limitations of school and classroom learning and, by extension, those of their teachers. Alongside these challenges are those that emanate from results driven "performativity" agendas of governments, in which teachers' abilities to improve student attainment results are scrutinized and judged to a greater extent than previously. This cocktail of challenges affects teachers in all countries. It means that there is more bureaucratic accountability, that the work of teachers is more intensive and that, in general, their work has become more demanding.

There is an abundance of evidence that one consequence of these changes has been a lowering of morale (Dinham and Scott 2000; Guardian 2003; Ingersoll 2003). Associated with such lowering of morale has been a sense of "vulnerability" (Kelchtermans 1996) and uncertainty of professional identity. We note this not in order to judge but rather to examine the felt consequences upon teachers in order to associate such challenges with the urgent need to attend to their emotional as well as cognitive health as factors which are of equal importance in their effectiveness. Researchers have observed that teacher identities are constructed not only from the technical and emotional aspects of teaching (i.e. classroom management, subject knowledge and pupil test results) and their personal lives, but also "as the result of interaction between the personal experiences of teachers and the social, cultural, and institutional environments in which they function on a daily basis" (Slegers and Kelchtermans 1999: 379). Emotions thus play a key role in the construction of identity (Zembylas 2003). They are the necessary link between the social structures in which teachers work and the ways they act:

The connection is never mechanical because emotions are normally not compelling but inclining. But without the emotions category, accounts of situated actions would be fragmented and incomplete. Emotion is provoked by circumstance and is experienced a transformation of dispositions to act. It is through the subject’s active exchange with others that emotional experience is both stimulated in the actor and orienting of their conduct. Emotion is directly implicated in the actor’s transformation of their circumstances, as well as circumstances’ transformation of the actor’s disposition to act. (Barbalet 2002: 4)

It follows that how teachers feel about their professional identity will be associated with their sense of well-being and that this is likely to relate to their sense of effectiveness. The complexities of achieving change and sustaining effectiveness are illustrated in Fig. 2.1, which maps the inter-connected relationships between teachers’ professional life phases, their professional identities and their well being, commitment and effectiveness both perceived and in terms of measures of pupils’ progress and attainment (Day et al. 2007: 238):

Research representing the affective dimensions of teaching is, therefore, important, both because these dimensions reinforce the association between cognition and emotion and because they act as reminders to policy makers, teacher educators and school principals that “teacher effectiveness” is the product of the preparation and continuing support of both the head (cognition) and the heart (emotion). Such a reminder must, however, provide more than a means of understanding and awareness raising. For it to be useful to the business of improving teaching and learning,

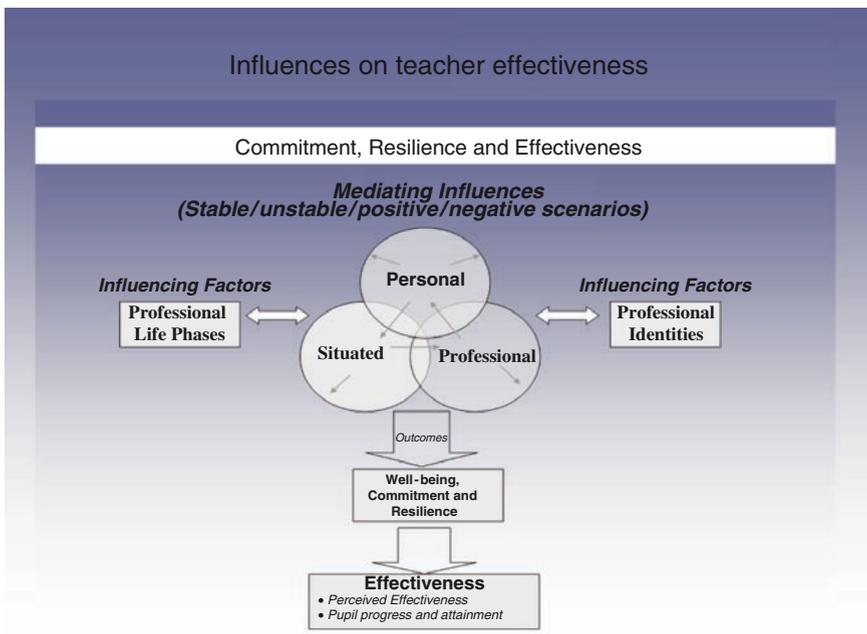


Fig. 2.1 Teachers’ well being, commitment and effectiveness

it must also be able to be applied within the broader as well as the narrower contexts in which teachers' work is conducted and evaluated. At a time when teaching in the twenty-first century is rated as one of the most stressful professions (Kyriacou 2000; PWC 2001; Nash 2005), there is a particularly urgent need to focus more on the role of positive emotions in sustaining teachers' positive qualities and strengths, their care about/for the children, their motivation, commitment and ability to continue to give their best in the profession – despite challenges and setbacks – and thus their sense of well being and effectiveness.

Teacher Emotions and Well Being

There are three truths about teachers' emotional worlds: (1) their observable behavior (their emotions) may mask their feelings. In other words, it is impossible for others, however much "emotional intelligence" (Goleman 1996) they may have, to manage teachers' feelings. However, they may create conditions which either help or hinder in managing these by the organizational structures which they establish in schools and through the relationships which they promote; (2) the emotional content of their lives in schools and classrooms may have short and longer term consequences for how they feel about themselves and others and how they behave (i.e. their experiences of interactions with pupils, colleagues, parents and, more vicariously, policy agendas from within or without the school, may affect their self-efficacy, sense of professional identity and, ultimately their commitment and effectiveness); and (3) like the vast majority of human beings, teachers' goals in life and work are to experience pleasure rather than pain as part of a continuing process of seeking adjustment to changing contexts or scenarios rather than attempting to maintain a fixed point of balance.

Any attempt to understand teachers' emotional well-being must recognise it as a relational process. At the heart of this is the dynamic interaction between the circumstances and activities in which teachers are engaged and their psychological, cognitive and emotional resources (see also NEF 2009). Fredrickson's (2001, 2004) recent development of a "broaden-and-build" theory of positive emotions suggests that a subset of positive emotions – joy, interest, contentment and love – serve to build individuals' personal resources which, in turn, contribute to their sense of well being. Ranging from physical and intellectual to social and psychological resources, they "function as reserves that can be drawn on later to improve the odds of successful coping and survival" (Fredrickson 2004: 1367). More importantly, by focusing and building upon positive emotions, individuals may "transform themselves, becoming more creative, knowledgeable, resilient, socially integrated and healthy individuals" (2004: 1369). Transformation occurs in and is influenced positively and negatively by the different contexts in which people live and work and the effectiveness they are able to bring to the management of these.

Damasio (2004a) identifies three emotional "tiers" or "settings" that are key to teachers' work: (1) background emotions (not moods), (2) primary emotions and

(3) social emotions (ibid: 43). It is reasonable to suggest that teachers' capacities to apply these are likely to affect and be affected by their sense of well-being. For example, where well-being is negatively affected, so would be teachers' ability to read others' background emotions. Although these are not especially observable in behavior, they are important indicators of teachers' capacities to be effective in, for example, detecting energy or enthusiasm or diagnosing subtle malaise or excitement, edginess or tranquillity in pupils and colleagues. As Damasio observes, "If you are really good, you can do the diagnostic job without a single word being uttered..." (Damasio 2004a: 43). Primary emotions include fear, anxiety, anger, disgust, surprise, sadness and happiness. Any or all of these are likely to be present in teachers' work, but if negative emotions persist they may result in the loss of a sense of well being by teachers in their ability to succeed. Social emotions are more context related than primary emotions. They would include "sympathy, embarrassment, shame, guilt, pride, jealousy, envy, gratitude, admiration, indignation and contempt" (Damasio 2004a: 45). For example, teachers may experience shame and guilt when they feel that they have fallen short of their own or others' moral standards in a fundamental way (Hargreaves 1994, 1998). Pupils, also, have spoken of sympathy and praise (related to gratitude and admiration) as being associated with "good" teachers and embarrassment, shame and contempt as being associated with "bad" teachers.

Where teachers' well being is threatened or not supported, it is likely that their ability to identify, work with and, where appropriate, moderate background, primary and social emotions is impaired. Conversely, teachers' felt improved ability to monitor and manage the three tiers of their emotions is likely to strengthen the opportunity of achieving a sense of personal and social well being. In the next part of this chapter we will, through stories of three early, middle and later years teachers, focus upon the conditions which promote or act against the primary and social emotional well being of teachers which, we have suggested, is essential to their sense of success.

Stories of Three Teachers

These stories are drawn from a 4-year large scale mixed methods research project involving 300 teachers in 100 primary and secondary schools in England (Day et al. 2006, 2007). They illustrate how teachers' sense of emotional well being, in particular their primary and social emotions, may be affected by different conditions in different phases of their professional lives. The examples themselves provide "broad brush" illustrations of the emotional responses of teachers of different teaching experience to positive and negative influences in the contexts in which they work and live. However, it is reasonable to infer that as they experience and respond to influences, their sense of emotional well-being will increase or decrease and that alongside these variations their capacities to be effective may also be affected.

Story 1: Stchel – An Early Years Teacher

Stchel, 27 years old, a Year 6 teacher in a highly disadvantaged urban primary school, saw his vulnerable professional life trajectory become more positive as a result of his promotion and increased self-efficacy and confidence in the profession.

Declining Well Being in an Unsupportive Environment

Stchel had worked in his current school for five years, originally taking the job because of his ideological commitment to the school's poor socio-economic context. However, having experienced some unpleasant incidents with parents, he admitted that he felt a little depressed. This primary emotion, together with a felt lack of support from the school leadership team, negatively impacted upon his work as a teacher and state of well-being. He was also “getting fed up” doing things that others really ought to be doing and felt that there was some unfairness in the school. This was largely because of a lack of recognition of achievement of Stchel and his colleagues by the leadership. Colleagues did not always pull their weight. Thus, the social emotional was one of contempt:

When I started this school I was expecting to be told I'd done something good or bad and I wasn't praised or told off for doing things, so I didn't really know where I was. I've been here a little bit now so I don't expect praise or to be told off unless you do something really bad. It is just lack of communication.

Nevertheless, Stchel enjoyed interacting with other members of staff and the social aspects of working in his school, and this was a major element in his decision to stay at the school. He enjoyed teaching and the intrinsic rewards from working with children. He had no behavioral problems with pupils, but noticed that he did not have as much free time as his friends in other professions. He often did not leave school until 7pm and then did more work at home. Saturdays were spent catching up on jobs at home – shopping, washing, etc. and then he spent Sunday working. He was happy for work to dominate at this early stage of his career but felt that, “I don't know if I can take many more years of doing what I am doing. While I am young I'm fine. But as I get older, I don't know, as other commitments take over. I just want a bit of life really”. Professionally, his sense of well-being was in decline. Ill health was, at the time, also a critical issue challenging his personal well-being. He had time off for several hospital operations.

Career Advancement and Increased Sense of Well Being: Conditions and Outcomes of Positive Adaptations

In May 2005, however, life changed with the appointment of a new deputy head. Stchel was given more responsibility in the school. He was pleased to have the extra responsibilities and saw taking these on as a good move in terms of promotion and