EXPLORING TEACHERS' EMOTIONS: NARRATIVES OF TEACHERS TEACHING LEARNERS WITH DISABILITIES IN AN INDEPENDENT PREPARATORY SCHOOL

by

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of the requirements for the degree of

Master of Education (Social Justice)

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School of Education

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ABSTRACT

Schools in South Africa have included learners with disabilities since the introduction of the Constitution in 1996. This has been a slow process and although policies around inclusive education were legislated, they have not been fully or effectively implemented or even understood. As a result, there is a large gap between policy and reality which has caused a knock-on effect for learners and teachers. Teachers are set up for failure as they are placed in classrooms where they are expected to accommodate learners with disabilities, despite having little training and experience. As a private school teacher in this position, I have felt frustrated, alienated and disempowered as I have attempted to navigate my way around appropriate teaching pedagogies and self-regulation tools, while balancing the desire to be a competent and effective teacher.

This study therefore aimed to explore the emotional experiences of teachers who teach learners with disabilities in an environment like mine (an independent school), to gain a deeper understanding of the nuances and surrounding influences behind their emotions. In this qualitative narrative study, I take on the role of researcher-participant along with four colleagues from the same independent preparatory school. I used semi-structured interviews and journal writing as participatory data collection tools, allowing me to gather the participants' narratives over a month. It was through these narratives that I was able to delve more deeply into the types and range of emotions experienced. Additionally, I draw attention to the impact emotions have on shaping and influencing teachers' teaching pedagogies as well as their abilities to navigate their emotions. I use Zembylas' genealogies of emotion and Hochschild's concept of emotional labour to analyse my data.

Findings revealed that teachers experience fluctuating emotions, including both positive and negative emotions, in a short space of time. These fluctuations influenced their teaching practices and their relationships with fellow staff and students. Factors found to contribute to their emotions were the process of constructing and reconstructing identities, their social interaction with learners and parents, and school structures such as time demands and disruptions in the school day. The teachers navigated their emotions by drawing on self-preservation techniques, personal support networks and adaptations to their pedagogical practices.
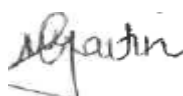
DECLARATION

I, **Kirsten Greaves,** declare that

(i)   The research reported in this dissertation/thesis, except where otherwise indicated, is my original research.

(ii)   This dissertation/thesis has not been submitted for any degree or examination at any other university.

(iii)   This dissertation/thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.

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28 August 2017

Mrs Kirsten Greaves (216069117)
School of Education
Pietermaritzburg Campus

Dear Mrs Greaves,

Protocol reference number: HSS/0585/017M
Project title: Inclusive education in practise: Teachers' experiences in two different socio-economic schooling contexts

Approval Notification – Expedited Application

In response to your application received on 17 May 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shamila Naidoo (Deputy Chair)

/ms

Cc Supervisor: Dr Melanie Martin
Cc Academic Leader Research: Dr SB Khoza
Cc School Administrator: Ms Tyzer Khumalo

12 December 2019

Mrs Kirsten Greaves (216069117)
School of Education
Pietermaritzburg Campus

Dear Mrs Greaves,

Protocol reference number: HSS/0585/017M
New Project title: Exploring Teachers' emotions: Narratives of Teachers teaching learners with disabilities in an Independent Preparatory School.

Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 03 December 2019 has now been approved as follows:

- Change in title

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

Best wishes for the successful completion of your research protocol.

Yours faithfully

Professor Urmilla Bob
University Dean of Research

/dd

Cc Supervisor: Dr Melanie Martin
Cc Academic Leader Research: Dr SB Khoza
Cc School Administrator: Ms Tyzer Khumalo

ACKNOWLEDGMENTS

DEDICATION

I dedicate this to my husband, Duncan Greaves, who has walked with me every step of the way, picking up the pieces when I most needed it and selflessly providing me with time to complete this thesis. To our sons, Joshua and Zach, and our daughter, Abigail, who have been incredibly understanding and patient during this gruelling process, I can't wait to make up for lost 'play' time with you. A special dedication also goes to my parents, Anton and Penny Diemont, who have always believed in me.

Contents

LIST OF FIGURES

LIST OF ABBREVIATIONS

ADD   Attention Deficit Disorder

CSI   Colour, Symbol, Image

DCAG   Disabled Children Action Group

DoE   Department of Education

DPSA   Disabled People South Africa

EWP6   Education White Paper 6

HRW   Human Rights Watch

ISASA   Independent Schools Association of Southern Africa

LSEN   Learner Support Unit

NCESS   National Commission on Educational Support Services

NCSNET   National Commission on Special Needs in Education and Training

SASA   South African Schools Act

UNESCO United Nations Educational, Scientific and Cultural Organisation

UKZN   University of KwaZulu-Natal

CHAPTER ONE
INTRODUCTION

"Emotions are at the heart of what teachers do and why they do it. Teaching is an emotional practice and we can't ignore that teachers need support developing their own social and emotional competencies."

Martinez (2014, p.1)

1.1 Introduction

This study explores the emotions that teachers experience when working with learners with disabilities, in order to gain a deeper understanding of what contributes to these emotions, as well as how we navigate them. Martinez (2014) acknowledges in the excerpt above that emotions are intricately woven into the fabric of teaching. The excerpt also emphasises the support that is needed for teachers in order to traverse the complexities that surround teaching. Studies by, for example, Koenen, Vervoort, Kelchtermans, Verschueren, and Spilt (2017), have found that teaching learners with disabilities evokes intense emotions within teachers. This study positions teachers as having agency and resiliency and thus their narratives offer significant insight into how they attempt to negotiate the emotions and contextual realities that influence them personally and professionally through critical self-reflection. Their narratives are also used to investigate the varied factors that influence teachers' emotional experiences.

This chapter serves to introduce and contextualise this study. First, the focus and purpose as well as the rationale behind this study, are discussed. Clarification of certain terms that are frequently used throughout the study, is then provided and the research questions are introduced. I continue by foregrounding the study with some background information and literature around my topic and have included a brief introduction and summary of all the participants. Lastly, the theoretical framework and methodological approach used for this study, is introduced and explained.

1.2 Aims and Rationale

The focus of this study is to explore the emotional experiences of teachers when teaching learners with disabilities. Literature, as discussed in Chapter Two, suggests that emotions

are private and personal. As the voices of participants are pivotal to the study, the stories of how teachers experience their teaching practices and what contributes to their emotional experiences are foregrounded. Zembylas (2003b) argued that emotions are not neutral and are instead regulated and policed, forcing teachers to conform and act according to acceptable social norms. However, this study sees teachers as being active in their negotiation of their various emotions, positioning them in a multitude of ways.

The significance of this study is that it hopes to yield findings that can contribute to debates and discussions, adding to the limited research about teachers' emotional experiences when teaching learners with disabilities. According to Martinez (2014), further research is important to know how to support teachers better in navigating their emotions. Makoelle (2012) also pointed to the gap in research that this study hoped to fill around the emotional experiences of teachers who teach learners with disabilities, in various South African school contexts.

My decision to embark on this study stemmed from my personal circumstances and struggles as a teacher in an independent school, who was required to teach learners with disabilities. I experienced the pressure that results from the expectations of a private school, to accommodate every learner in the class, and to differentiate and adapt my teaching strategies accordingly. According to Cubukcu (2012, p. 649) "teachers' emotions are inseparable from their moral purposes". I have a deep conviction that learners with disability should be included equally in every classroom; however, the reality of this came with both positive and negative experiences. Through these experiences, I endured a range of emotions and felt that it would be beneficial for me to delve deeper into what teaching learners with disabilities entailed on an emotional level, particularly since studies (for example, by Chang (2009) and Cancio, Larsen, Mathur, Estes, Johns and Chang (2018) revealed that teachers of learners with disabilities are susceptible to high levels of stress and even burnout.

In order to ensure this study was not completely subjective, I invited other colleagues who taught learners with disabilities to be participants. Doing this ensured a broader, more holistic understanding of the emotions that teachers in a private school, may experience. My positionality as a co-participant and researcher was significant in determining the relationships that can be forged through the research process and

provides insight into how relationship building can occur. According to findings from Yeo, Chong, Neihart and Huan (2016), co-participation conjures positive emotional experiences in teachers, enabling them to be co-producers of knowledge as well. I was also able to share experiences with teachers who were more experienced than myself about teaching learners with disabilities.

1.3 Clarification of Terms

The term 'disabilities' is complex and varied and is dependent on people's world view (Lindsay, 2002; Meltz, Herman & Pillay, 2014). Various perspectives detail the way disability is viewed and researched, for example, the medical model sees people as being disabled by their impairments. The general perception here, is that disability is due to the individual's limitations. The social model critiques this view arguing that disability is instead a social construct which is a result of the environmental barriers imposed on individuals (Oliver, 2013). I have chosen to adopt a 'social model' understanding of the term 'disability'. I thus refer to the students who experience barriers to learning as learners with disabilities. This is in keeping with theorists who work with the social model and indicate that oppression and inequality experienced by disabled people comes from society (Retief & Letšosa, 2018).

Given that there are multiple and varied categories of disabilities, this study uses the definition provided by Chimonyo, Kaputa, Mamvura, Hlatywayo, Munemo and Nyatsanza (2011). These researchers state that "disabilities are broken down into several categories namely: learning disabilities, mental challenges, visual impairments, hearing impairments, speech and language disorders, physical and motor disabilities, emotional and behavioural disorders and lastly health related disorders" (Chimonyo et al., 2011, p. 89). The learners that participants referred to in their narratives, were learners that were not able to carry out activities in a way that is considered 'normal' by schooling standards. These learners therefore required some form of assistance or therapy to help them access the curriculum more readily.

The study also uses concepts of 'mainstream' or 'ordinary'. These terms in this South African study refer to schools that are "ordinary neighbourhood schools that all children may attend and are required to 'reasonably accommodate' children with disabilities."

(Khumalo & Hodgson, 2017 p. 110). Key strategies in the White Paper 6 imply that ordinary or mainstream schools are to become full-service schools in order to accommodate all learners' needs. However, as Engelbrecht, Nel, Smit and van Deventer (2016) have argued, while full-service mainstream schools created access, the extent to which diverse needs and quality participation have been met is questionable. Thus, inclusion remains elusive and these researchers attribute this to a variety of reasons, for example, a lack of training and insight around inclusive education, curriculum differentiation as well as resources constraints (Engelbrecht et al., 2016).

In South Africa, there are public schools and private or independent schools. This study was conducted at an independent or private school. Independent schools are privately governed and require learners to pay school fees and were established to compensate for an under-resourced public education sector (ISASA, 2019). Independent schools cater for learners who can afford additional and extensive facilities and resources.

1.4. Research Questions
The three research questions that guided this study are:

1.4.1   What are the emotional experiences of teachers teaching learners with disabilities?

1.4.2   What are the main contributors to these emotions?

1.4.3   How do these teachers navigate their emotions?

1.5 Background of the Study
It has been 25 years since a democratic government assumed power in South Africa. The purpose of democracy was to seek to establish and implement an equal and just society where every child's fundamental right to education is a reality. The Constitution was drawn up post-apartheid with the key focus being to redress past inequalities by addressing and prioritising human rights. Notably, section 29(a) of the Constitution states that **everyone** has the right to education, which includes learners with disabilities: "*The state may not unfairly discriminate directly or indirectly against anyone on one or more ground… including disability*" (The Constitution of the Republic of South Africa, 1996, section 29a). The corresponding South African Schools Act of 1996 reiterated this promise of ensuring everyone the right to receive an education that meets their individual needs (Pillay & Terlizzi, 2009).

One means of delivering on this promise was by following an Inclusive Education policy, which only started to gain momentum in South Africa when it was made official through the White Paper 6. Inclusive education in a South African context is defined as a learning environment that promotes the full personal, academic and professional development of all learners irrespective of race, class, gender, disability, religion, culture, sexual preference, learning styles and language (Department of Education, 2007). The WP6 serves to offer a framework around which to ensure that learners are not excluded in any way and to address the social issue of exclusion or discrimination of any kind. Most importantly, as du Plessis (2013, p. 76) stated, "It seeks to ensure that social justice in education prevails." However, this is not the reality in South Africa. Despite the promise of equal and quality education for all, learners are still being discriminated against and excluded from schools as a result of their disabilities (Martinez, 2015; Hodgson & Khumalo, 2016). This is clearly contrary to section 9 (3) of the Constitution.

The values and norms of a school (the hidden curriculum) are underpinned and constantly reinforced by the normative discourses of the teachers and the schooling community. These cultural norms and perceptions of a school can act as a barrier or an enabler towards inclusive education. Unfortunately, the former is more prevalent than the latter. Muthukrishna and Engelbrecht (2018) believed that one of the reasons inclusive education is not progressive in South Africa, is because of exclusionary cultural beliefs and practices in schools. As Ngcobo and Muthukrishna (2011) indicated, teachers' perceptions and attitudes towards learners with disabilities is one of the key reasons that learners are denied full access to the academic curriculum. It was evident to them that teachers had failed to adjust their pedagogical styles and showed no curriculum differentiation – something that is key for an inclusive curriculum. Learning in one's second language further broadens this divide and may add to the difficulties that learners experience (Walton, Nel, Hugo, Muller, 2009). Lastly, the need for constant assessment and pressure to achieve as a school, have now become education goals, and in so doing, have become an additional exclusionary practice and consequently, a threat to the success of inclusive education (Ncgobo & Muthukrishna, 2011).

As a result of these many difficulties and barriers encountered by teachers in an inclusive environment, to name a few, many emotions are experienced. Emotions are integral to teachers' identities and since teaching is an emotional practice, it is essential to try to

understand the reasons for these emotions and how they impact on teachers' identities as well as their efficacy in the classroom. There is extensive research on the emotions of teachers; however, I have not found a great deal of research on the emotional experiences of teachers who teach learners with disabilities, particularly in a private school context. There are recommendations that this area needs to be further researched, for instance, Makoelle (2012). This study therefore aims to bridge this gap.

1.5 Context of Study

This study took place in an independent preparatory school in Pietermaritzburg, KwaZulu-Natal. Schooling in South Africa is reflective of deepening divisions within the tier system of public schools as well as the divisions between public and independent schools (Spaull, 2015). The school where the study took place is a high fee-paying school and thus caters for the elite and middle class. It is a highly resourced school, with computers, a library, an Art and Design and Technology room, music classrooms, access to iPads and small classes. There are approximately 55 teachers in the school. There is a great deal of support for teachers and learners within this school. It is acknowledged however, that this not often the case in the majority of schools in South Africa. Most teachers in South African schools are expected to teach large classes with little or no support. This context is therefore unique in that supportive structures are in place for learners who may have disabilities.

In relation to teachers, there is an intern teacher per grade who helps in the class, while studying to become a teacher. Class, subject, remedial and specialist teachers make up the teaching staff. The remedial staff are semi-private employees. The employment of remedial and support staff is part of the inclusive education endeavour within the school to cater for the diverse needs of the learners. Remedial staff support some class teachers in their classrooms where there are learners who require extra academic support or guidance and their remaining time is spent working with individual learners on a privately paid basis. There are approximately 59 learners out of 345 between Grade R-7 that require extra academic support and attend private sessions with specialist therapists during the school day. These sessions come at an extra cost to the parents. The private Occupational Therapist and Speech Therapist work mostly on a one-to-one basis; however, they do also support the foundation phase teachers in their classrooms. Learners who have severe

learning disabilities attend school and classes with the support of a facilitator. This facilitator remains with the learner in the classroom for as long as necessary, depending on the severity of the disability and therefore the dependency of the learner on the facilitator. As a result of the high private school fees, small class sizes, individual attention and good resources, there are high levels of expectation from the parents and the Board of Governors, on the teachers, to provide an individual and quality education for all learners. Trying to reach these expectations adds to the emotional experiences of the teachers.

1.5.1 Introducing the Participants

Four teachers volunteered to be part of the study. I present their brief narratives below. Pseudonyms that were chosen by the teachers themselves have been used. The teachers are Carole, Dee, Leah and Trudy. The fifth participant is myself, Kirsten, and I have been intentionally transparent about stating my identity and using my own name when referring to my observations as participant-researcher. I have chosen to include myself in this research because of my personal experience of intense emotions when teaching learners with disabilities (as explained in the rationale of the study).

The five teacher participants who took part in this study held similar positions in society in terms of their agentive status being white, Christian and female, with tertiary teaching qualifications. Our life experience in terms of our backgrounds and families, our years of teaching experience, and our engagement with learners with disabilities, all differ. However, despite these differences, we have all been influenced and shaped by a similar socio-political context characterised by social inequalities. As white, privileged Christian women, we have been positioned in certain ways which have shaped our perceptions, beliefs, and discourses around inclusive education.

Leah

Leah is a senior primary teacher, with vast experience in many different schools. In the narrative evident in this study, she refers to a learner in her class who has been diagnosed with '[1]*Asperger's and severe* [2]*ADD'*. This is her first encounter with learners with severe

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[1] Asperger's syndrome refers to a developmental disorder that is on autism spectrum but with higher functioning. People with Asperger's syndrome may be very socially awkward and show obsessive tendencies towards specific topics or areas of interest.

[2] ADD is an acronym for Attention deficit disorder. It is a neurological disorder which is characterised by impulsivity, lack of ability to pay attention and hyperactivity.

disabilities. Her previous encounters relate to learners with mild learning disabilities. Leah had been at the school for three years and has taught a range of senior primary children. She has teenage children of her own. She contributes to the extra-curricular programme and is committed to helping every one of her learners, constantly seeking opportunities for further training in special needs education, mostly as a means to equip and empower herself. Learning more about disability and inclusion is imperative for her given the present requirements of her job.

Carole

Carole teaches in the junior primary and has been at this school for three years. She has five years of experience teaching learners with disabilities and at the time of data collection, she had 10 learners who required extra academic or physical support in her class. The learner she refers to most is a learner with what is known as [3]*Aperts syndrome*. This learner has a private facilitator to help him. Carole has recently received some training in inclusive education. Carole has further responsibilities involving the pastoral care of children outside her own class. Carole has a daughter and is married.

Trudy

Trudy also teaches in the junior primary. She has been teaching learners with disabilities for 17 years and has been working at the school for 20 years. Trudy has received some special needs training, although she would like further training, mostly because she feels her knowledge needs to be expanded. At the time of data collection, there was a learner who had been diagnosed with [4]*Autism* in her class. He is helped by a private facilitator during the school day, due to his disabilities and his inability to manage independently in an 'ordinary' learning environment. Trudy is heavily involved in the extra-mural school programme and has two children of her own.

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[3] Aperts is a genetic syndrome where a person's skull develops abnormally. It is characterised by a distorted shape of the head and face as well as abnormal fusion of bones in the hands and feet resulting in webbed hands and feet. Symptoms also include poor intellectual development.

[4] Autism is a complex disorder that affects the nervous system. It can present in many different ways. A child with autism may have difficulty with communication, often displays obsessive and repetitive behaviour and has trouble with social interactions.

Dee

Dee has worked at the school for 21 years. She teaches in the senior primary and has extra pastoral responsibilities outside of the children in her class. She is also heavily involved in the extra-mural programme at the school. She has taught learners with disabilities for many years, although when she started, learners were not as readily or easily assessed or diagnosed with learning disabilities. Dee has very minimal training in teaching learners with disabilities. The learner Dee refers to mostly in her journaling and interview, has various learning disabilities. He is accompanied by a facilitator who helps him in the class. Dee has children who are independent. She loves her job and is passionate about the school, she mentions how much she enjoys investing in the learners' lives and sees her main role as loving and caring for the boys.

Me (Kirsten)

I am a teacher in the senior primary. I am the youngest of the teachers (37) and at the time of the data collection, I was in my first year of teaching at this school. I was new to teaching in this environment and to the responsibility of having my own Grade class. I had worked in private school settings before, so I was aware of and was experienced in dealing with the added demands, such as parental pressure and juggling many duties. I did not however, have experience dealing with learners with disabilities in a classroom setting. I oversee the tennis at the school and coach tennis twice a week. I have three young children of my own, aged 9, 7 and 2. My views and attitude towards teaching learners with disabilities can be summed up in my words: "*I am definitely all for inclusive education and believe we need to change our schooling system to accommodate ALL children*".

1.6 Theoretical Framework

Ontologically, I worked with the underlying knowledge that there is no universal truth but instead that the truth, as spoken and revealed by each participant reflects their response to different situations or experiences. This ontological positioning is compatible with my epistemological understanding of how reality should be studied since each teacher participant has a different story to share. Two theories were used to explore, analyse and make sense of the participants' narrative accounts of their emotional experiences. Using Zembylas' genealogies of emotion enabled me to engage with

teachers' emotional experiences through a lens that highlights the importance of power relations, social norms and discourses, in the construction of teachers' emotions. Since emotions are so intricately linked to identity (Zembylas, 2003b), it is these emotions that also shape teachers' identities and therefore their perceptions and subsequent interactions with learners with disabilities. Zembylas' theory is underpinned by the assumption that emotions are matters of personal, social and socio-political experiences. Using these three dimensions enabled me to critically understand how teachers' identities are constructed and reconstructed through the influence of their emotions.

According to Hochschild (1983), teachers are constantly fighting against their true emotions and the emotions they are socially expected to portray. This is known as emotional labour and it contributes to teacher stress and burnout. Teachers who teach learners with disabilities have a unique workplace goal, which is to try and meet every learner's individual needs. As a result, it has been found that these teachers experience higher and greater levels of stress than other teachers (Kerr & Brown, 2016; Cancio et al., 2018). By using this theory, I was able to delve deeper into the reasons for these teachers' emotions, looking specifically at the emotional and societal norms that Hochschild (1983) posited as key elements in teacher's emotional experiences. Furthermore, it provides insight into the emotional turmoil that teachers experience as a result of feeling the need to suppress or alter their emotions. It has enabled me to analyse the participants' narratives in a way that foregrounds the emotional needs and demands of teachers who teach learners with disabilities. My ontological and epistemological positioning were underpinned by the importance of participants' perceived realities, since each individual has their own truth and story to tell. This theoretical approach, coupled with narrative inquiry and a critical paradigm, enabled me to critically engage and foreground the emotions that teachers experience when teaching learners with disabilities in an independent schooling context.

1.7 Methodological Approach

In order to explore the lived experiences of teachers who teach learners with disabilities, narrative inquiry was used. According to Creswell (2012), a narrative approach provides comprehensive accounts of teachers' lives and emotional and professional experiences. Through providing the platform of narrative inquiry, the voices of colleagues previously

silent or invisible and unacknowledged was enabled. The participants participated in a month-long journaling activity, where they were asked to reflect on their experiences and emotions while teaching learners with disabilities. One of the activities within the journaling activity that participants completed, which allowed them to reflect more deeply was a Colour, Symbol, Image (CSI) activity. This was followed by narrative interviews. Although narrative inquiry highlights an individual's experience, it also provides an in-depth understanding of the "social, cultural and institutional narratives within which [teachers'] experiences are constituted, shaped, expressed and enacted" (Clandinin & Rosiek as cited in Clandinin, 2006, p. 46). Participants' narratives, therefore, allowed me to gain a clearer more nuanced understanding of teachers' emotions around these complex external narratives as well as how this impacted on their personal and professional identities.

1.8 Structure of the Dissertation

The dissertation is organised into five chapters. A summary of each chapter is presented below.

Chapter One has provided a brief overview of the study. The aims, background and rationale of the study were discussed. The chapter also provided insight into the theoretical and methodological design that frames the study.

Chapter Two conceptualises and contextualises inclusive education internationally and in a South African context. Furthermore, it provides a backdrop to the importance and role of emotions in teachers' lives. The chapter also provides an overview of the theoretical framework which underpins the study.

Chapter Three includes a clear description of the methodology and research design used to conduct the study. It looks at the data production tools that were chosen as well as discussing the limitations and ethical considerations of the study.

Chapter Four presents the findings and analysis of the collected data. It details the themes and sub-themes that emerged from the participants' narratives, which are analysed using the literature and theoretical framework discussed in Chapter Two.

Chapter Five consolidates and highlight key insights gained from the research. The limitations of the study are discussed by reflecting on the methods and theoretical

framework used. Recommendations for future research are also considered in the critical area of teachers' emotions.

1.9. Conclusion

In this chapter, I provided an overview of the study. I presented the study's aims and rationale and clarified terms used in the study. This was followed by a brief discussion of the conceptual and methodological underpinnings of the study. A short introduction of each participant was also presented. Finally, the structure of the dissertation was outlined.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter provides insight gained from literature that is two-fold: the literature around teachers' experiences of teaching learners with disabilities and the literature around teacher emotions. The first part of this chapter aims to contextualise my study, from both global and national perspectives. In order to do this, I give a brief history of the Inclusive Education policy and how it pertains to teaching learners with disabilities. Furthermore, this section locates this study in terms of the education systems in South Africa, highlighting the role of policies and legislations in private schools – the context of this study. Literature that focuses on the emotional experiences of teachers teaching learners with disabilities, makes up the second part of the chapter. Studies that provide an understanding of what contributes to teachers' emotions as well as how teachers attempt to cope with their emotions are presented. Finally, I discuss the theories that have impacted and underpinned my theoretical stance through this study. Hochschild's concept of emotional labour as well as Zembylas' work around 'genealogies of emotions' provide me with this orientation.

2.2 Contextualising Inclusive Education: A brief history

In order to explore teachers' experiences of teaching learners with disabilities, it is important to contextualise and understand the inclusive education framework within which they are teaching. Teachers in this study were also influenced by the world view that frames inclusive education in South Africa. The term 'inclusion' was advocated by the Universal Declaration of Human Rights in 1948, which stated that every citizen or learner has the right to an education that suits their needs. This declaration further sought to eliminate social exclusion, which resulted in discriminatory attitudes and normative discourses around disability, race, social class and gender (Vitello & Mithaug as cited in Ainscow, 2005).

The term 'inclusive education' was coined in order to rectify a traditional and outdated schooling system which yielded parallel systems of education. Within this system of education, children with special needs or disabilities were separated from other children

and were therefore educated in special schools. The children classified as 'normal', on the other hand, would have attended general schools (Van de Putte & De Schauwer, 2013). This dual system of education reflected the ideology that foregrounded the dominant 'medical' or 'individual model', which was underpinned by the medicalisation of disability. Iriarte, Gilligan and Mcconkey (2015) argued that the medical model was problematic because people with disabilities were viewed as objects of charity, and inevitably became victims of negative stigmatisation, even experiencing social isolation. A further criticism of the medical model is that it also sees individuals as targets to try and change, rather than as agents of change. Professionals are trained with the aim to cure, rehabilitate or 'fix' the problems that are seen to be a result of a personal tragedy faced by the person with a disability (Iriarte et al., 2015). In doing this, disability is individualised, and the emphasis is taken off society as being the cause of the disability (Meltz, Herman & Pillay, 2014).

Juxtaposed with the above dominant model is the 'social model'. The social model or perspective was an idea which was developed through an organisation known as the Union of the Physically Impaired Against Segregation (Anastasiou & Kaufmann, 2011; Oliver, 2013). It was the construction of the social model, which resulted in a shift in views and perceptions of disability. The social model indicated that barriers existed in society through, for example, socio-cultural as well as environmental barriers that prevented disabled people from being able to participate in society (Singal & Muthukrishna, 2014; Zondi, 2018). Further, this model challenged the deficit understanding of disabled people lacking a sense of agency (Oliver, 2013). Societal views and discourses of disability were thereafter acknowledged and identified as a source of oppression, and those with disabilities were viewed as politically active citizens rather than helpless victims (Iriarte, Gilligan, & Mcconkey, 2015). This ideology laid the foundation for the progression from the medical perspective to one of inclusion for all. It was in 1994 that the idea of 'inclusive education' was officially endorsed and written up in the Salamanca Statement (UNESCO, 1994). This document was used by many other countries to form their own inclusive education policies which encourage all stakeholders to engage and communicate about the issue of inclusive education (Woodcock & Hardy, 2014).

2.3 Conceptualising Inclusive Education

Inclusive education thereafter became an eminent word in education circles and has continued to be for the last two and a half decades; discussions around the definition and meaning of inclusive education have been researched and debated. Education scholars (see, for example, du Plessis, 2013: Van de Putte & De Schauwer, 2013; Donohue & Bornman, 2014; Makoelle, 2014; Engelbrecht, Nel, Nel & Tlale, 2015; Muthukrishna & Engelbrecht, 2018) concur that there is no single definition that is globally recognised as an all-encompassing definition of inclusive education, due to different contexts, conceptualisations, perceptions and assumptions. Furthermore, according to Muthukrishna and Engelbrecht (2018 p. 2), "these assumptions that have their roots in traditional special education have been found to impact the inclusive education agenda in low-income countries". These researchers argue for the need to decolonise inclusive education in Southern African countries such as South Africa, Namibia, Malawi, since it was within a first world setting that the initial terminology of inclusive education was introduced. The complexity of the concept of inclusive education and the many contextual nuances around it are hereby emphasised.

It can thus be assumed that a teacher's definition of inclusive education, is accompanied by a vast spectrum of interpretations and influencing socio-historical factors, thus determining how teachers support, include and teach learners with disabilities (Hauerwas & Mahon, 2018). Teachers' standpoints on disability can either be rooted in the medical, social or transformative discourse of disability. However, Hauerwas and Mahon (2018) have found in their longitudinal study of 20 different countries, that teachers are predominantly influenced by the historical, deficit medical perspective. This has been attributed to the fact that discourses around disability and inclusive education are deeply rooted in cultural values and not adopted by chance. For example, some cultural discourses, norms and values constitute certain groups of people as less than full members of society, especially those with disabilities (Danermark & Gellerstedt, 2010). These cultural values add another dimension to how inclusive education is implemented or understood.

Although there is much discrepancy around the definition of inclusive education, the common thread amongst the above various empirical studies, is that inclusive education is first and foremost embedded in human rights and centres around removing barriers and

discrimination (Lindsay, 2002). By upholding these values and moral imperatives, inclusive education can be viewed as a means to attaining social justice globally. The 'Education for All' policy (UNESCO) which incorporated social, political and cultural inclusion, moves us closer to a more socially just policy (Shyman, 2015). It is Shyman's (2015) globally sensitive, socially just understanding of inclusive education, that will be highlighted for the purposes of this study:

> all individuals, regardless of exceptionality are entitled to the opportunity to be included in a regular classroom environment while receiving the supports necessary to facilitate accessibility to both the environment and information. (p.1)

This understanding is what underpins inclusive education policies internationally and within South Africa. It is therefore possible to understand the circumstances and the expectations that are thrust upon teachers as they are expected to provide and ensure that *all* their learners (including those with disabilities) have opportunities to be included academically, emotionally, socially and physically.

2.4 Inclusive Education reaches South Africa

The history of South Africa's education system is rooted in the institutionalised segregation and oppression of marginalised groups, which is as a result of Apartheid (Spaull, 2013; Badat & Sayed, 2014; Spaull, 2015). These marginalised groups included black people as well as those with disabilities (Armstrong et al., 2011; Walton, 2018). The proof of the unequal provision of services for the abovementioned groups, lies in the establishment of two types of schools, *regular schools* for learners who were deemed 'normal' and *special schools* for those with disabilities or 'special needs'(Muthukrishna & Schoeman, 2000; Kirul & Cook, 2018). However, the research reveals that the special schools still did not provide the same quality of education as that in regular schools.

In 1984, the frustrations of disabled people culminated in the initiation of a group called Disabled People South Africa (DPSA) and later, Disabled Children's Action group (DCAG). High on these organisations' list of priorities, was bringing to the foreground the plight of people and children with disabilities, of being treated as unequal citizens. This movement acted as an attempt to challenge the oppressive views, ideologies and

discourses around oppression, one of which was the belief that people with disabilities should not have the right to participate or be educated in the same manner as other citizens (Howell, Chalklen, & Alberts, 2006). For many South African teachers, years of living and witnessing oppressive behaviour, has resulted in prevailing discriminatory and indifferent attitudes towards marginalised groups (Vandeyar, 2010).

Although the pressures of international trends and changes regarding human rights generated a change in South African perspectives, it was the reign of a new democratic government in South Africa that initiated the transformation in policies (Walton, 2018). The year 1994 marked the end of Apartheid and the end of a legally segregated society. The Constitution of the Republic of South Africa, 1996 was introduced and provided a framework of values and principles by which the country was to be governed. Human rights were hereby acknowledged, and the 'right to education' was established (section 29.1). Consequently, certain key documents were drawn up to redress the inequality of the past, in an attempt to re-shape the educational 'realm' to be more responsive to learner diversity (Le Fanu, 2013), This included redressing the segregation and oppression of those with disabilities (Muthukrishna, 2002, Engelbrecht et al., 2015). With a shift towards inclusion and equality in all areas of society and the legislation to underpin it, inclusive education became a priority in the country.

The South African Schools Act (SASA) (1996), is used as a framework around which all South African schools are officially governed. It states that "A public school must admit learners and serve their educational requirements without unfairly discriminating in any way" (SASA, 1996, p. 4). Concurrent with the South African Schools Act (1996), the National Commission on Special Needs in Education and Training (NCSNET) and the National Commission on Education Support Services (NCESS) delved deeper into the topic of special needs education and revealed that an education system by which everyone is included, was necessary. *Education White Paper Six: Special Needs Education*, was consequently drawn up (DoE, 2001) which emphasises the need to accommodate learners who experience barriers to learning and attempts to provide practical guidelines on how to this. It is this significant legislation that offers key processes and guidance for government schools to ensure inclusive education is being addressed. But is this legislation being followed in South African schools?

2.4.1 Access to all and for all: South Africa's realities

All of the abovementioned legislations, i.e. SASA, NCSNET, NCESS and the Education White Paper six, are geared towards a more socially just society and were introduced with the aim of ensuring the inclusion of and access to equal education for all, and more specifically those with disabilities. However, studies consistently reveal that after more than twenty years, learners with disabilities are still not catered for in most schools in South Africa (see for example Donohue & Bornman, 2014; Engelbrecht et al., 2016; Kirul & Cooc, 2018). Studies done by Spaull (2013; 2015) indicate that in the divided and bimodal system of education in South Africa, 75% of the public schools are dysfunctional. This has a direct impact on learners with disabilities since they experience the challenges of inequality, discrimination and marginalisation in schools and in the broader community in a very tangible way (Donohue & Bornman, 2014; Zondi, 2018).

Within this already socio-economically divided system, there is further segregation between learners with disabilities and those without and they are often denied access to school and a quality education (Muthukrishna, Morojele, Naidoo & D'amant, 2015). Mokala (2011) in her study on Full-Service schools revealed that although Full-Service schools are supposed to cater for all learners regardless of any special needs, they are often poorly resourced, overcrowded and unprepared for these learners. This is particularly pertinent in rural schools. The learners with disabilities who are enrolled are therefore left with little care and provision (Malatji, 2019) and teachers are caught in the middle, with the complex task of educating with minimal support.

This lack of access to quality schooling in South Africa is further evident by the shortage of learners with disabilities who are enrolled in school. Donohue and Bornman (2014) declared that 70% of learners with disabilities, who are of school-going age, are not enrolled in schools despite a push for inclusion in mainstream schools. While there are various reasons for learners with disabilities not attending school, a study conducted by Zondi (2018) on disabled out of school youth in the province of KwaZulu-Natal, found that 'drop out' was a major contributor. Reasons for this included physical limitations that stopped them from accessing the school, as well as financial constraints. Statistics on the number of learners who dropped out of mainstream schools have not been consistently recorded; however, both Maistry (2018) and Malatji (2019), in their news articles referred to the statistics released by the Human Rights Watch (HRW) in 2015. It

was estimated that 600 000 learners with disabilities were not enrolled in the South African education system.

As a result of this exclusion and failing state education system, non-government (or Independent) schools are being opened (HRW, 2015). According to Giroux and Schmidt (as cited in Ncgobo & Muthukrishna, 2011), this market-based reform of schooling becomes competitive in nature and research suggests that private schools are accommodating learners with disabilities more and more in an attempt to increase their enrolments (Cohen, 2000). Van der Berg, Van Wyk, Burger, Kotze, Piek and Rich (2017) conducted a study in the Western Cape and Gauteng, to compare the performance of independent schools and public schools. They found that private schooling offers smaller classes, specialised support staff and therefore a greater chance of learners' individual needs being catered for. Therefore, disabled learners whose parents can afford to send them to independent schools, gain the advantage of being exposed to better resources, small classes and more individualised support (Van der Berg, et al., 2017). On the other hand, learners who cannot afford independent schooling remain in schools that are poorly resourced and lack support for them academically, physically and socially.

South Africa's White Paper Six does not specify guidelines for the independent sector, although many independent schools affiliate themselves to the Independent Schools Association of Southern Africa (ISASA), which is steered by a Diversity and Equity Policy (Walton et al., 2009). This policy is underpinned by the inclusion of learners with disabilities (ISASA, 2002). Furthermore, Section 29(3) of South Africa's Constitution states that independent schools may exist, if they are non-discriminatory in their practices and provide good quality education (RSA, 1996).

Independent schools offer certain facilities or services that public schools cannot. Firstly, they may be characterised by the presence of an on-site Learner Support Unit (LSEN), where students with disabilities may receive one-on-one support from remedial teachers or other specialist staff. Pillay and Terlizzi (2009) have also found that there is an abundance of teacher assistance, namely individual facilitators, assistant teachers or intern teachers, in an already small class. There are also professional development opportunities for teachers, available finances for structural modifications, as well as freedom to make necessary curriculum and assessment adaptations to ensure inclusion (Walton et al., 2009). This is due to independent schools being fundamentally

accountable to their Board and not the Government. This environment may seem utopian for both teachers and learners with disabilities, however, barriers and struggles are still experienced, as seen in the figure below.

Barriers to learning found in ISASA schools
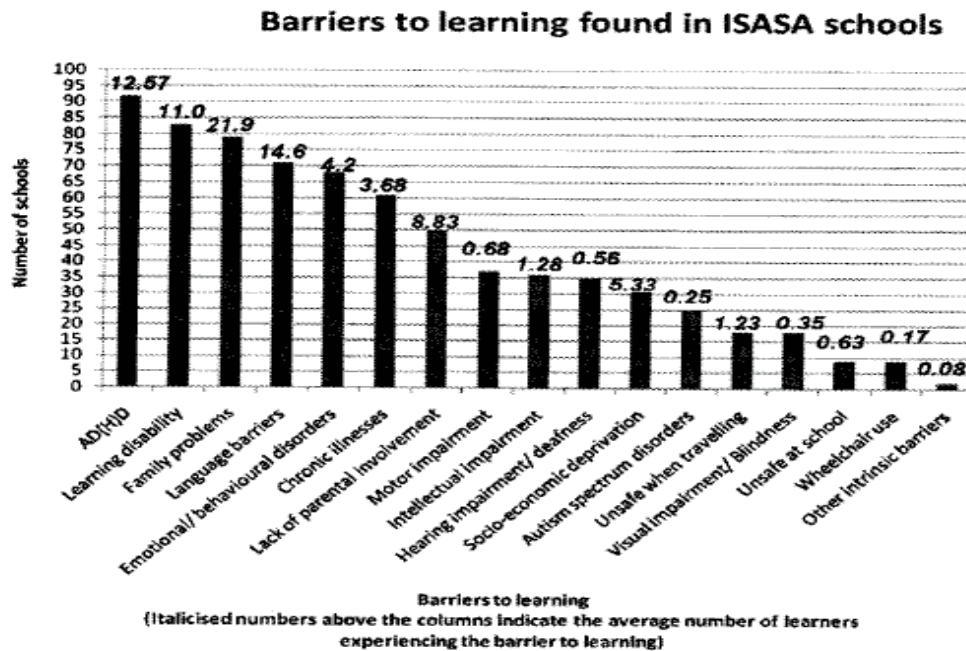
Figure 1: Barriers to learning found in ISASA schools

This graph has been taken from a study done by Walton et al. (2009). They looked at the various barriers to learning that were experienced in independent ISASA schools across South Africa. It provides evidence that even though learners may come from higher socio-economic brackets, disability remains a reality, as do the issues and barriers that accompany it.

The gap between policy and implementation is wide and evident in empirical studies conducted in the Vaal triangle and Pretoria by Engelbrecht et al. (2015) as well as Ngcobo and Muthukrishna (2011), who conducted their study in a semi-rural township in Northern KwaZulu-Natal. These studies show the practicalities and frustrations of this policy- practice disjuncture that have rippling effects on the learners and their parents. Teachers are particularly affected since they are the ones who are expected to deliver and accommodate what's in the EWP6, often with little resources or support in a South African context (Muthukrishna, 2011). While these studies did not focus directly on teachers' emotions, teachers expressed frustration and a sense of hopelessness and helplessness in trying to negotiate policy and their practice.

Teachers' emotions are a huge contributor to effective learning and teaching in the classroom. A study done in Singapore by Yeo et al. (2016) revealed that emotions can have an influence on the school climate and ethos as well as teachers' perceptions of their own effectiveness and efficiency as teachers. In turn, the school climate, ethos, resources and teacher support contribute to teachers' emotions. While there exists research that deals with teachers' emotions within mainstream schools (see. for example, Cubukcu, 2012; Fried et al., 2015; Rodrigo-Ruiz, 2016) there is, according to Naraian and Khoja-Moolji (2016, p. 1133) "the inevitability of emotion or affect for an understanding and enactment of inclusive pedagogy that has been missing in disability studies … ." This study therefore aims to bridge a gap in research, by shedding light on teachers' experiences in an independent school and the role that emotions play in guiding their practices of teaching learners with disabilities. In particular, and for the purposes of this study, the emotional upheavals and trauma that underpin teaching learners with disabilities need to be understood and highlighted, since they inadvertently impact on teachers' ability to teach effectively. The following sections conceptualise and contextualise the emotions of teachers.

2.5. Conceptualising Emotions

Due to the vast amount of research conducted and the fact that scholars tend to define 'emotions' according to their individual theoretical perspectives or lenses, a distinct definition or clarification of 'emotions' is challenging to find (Izard, 2010). However, Fried, Mansfield and Dobozy (2015) in their literature review found that there is a consensus among scholars that emotions can be classified as 'multi-componential'. While Schutz, Hong, Cross, and Osbon (2006) believed that emotions are socially constructed and are influenced by people's perceptions of successes, their social-historical contexts and judgments, Farouk (2012) states that the expression of emotions of teachers are a result of the combination of their mental state, their ability to self-regulate, and their responses to their environment, and are interdependent on their relationships with colleagues, students and parents. Schutz and Lee (2016) concur that emotions do not exist independently but are instead dependent on the people and the environment within which the teacher may interact. To conceptualise emotions for the purposes of this study, the assumptions of Chubbuck and Zembylas (2008) are employed: that emotional experiences involve the individual's psychological activities, as well as their interaction within their professional and social-political environment.

2.5.1 Contextualising teachers' emotions

Teaching, among other things, involves managing complex emotional classroom transactions.
(Schutz & Lee, 2016)

The amount and range of research on teacher emotions is increasing. Fried et al. (2015) and Rodrigo-Ruiz (2016) reviewed extensive literature around teacher emotion. Within the empirical research they surveyed, it surfaced that teacher emotions have a significant and direct impact on classroom life. Rodrigo-Ruiz's (2016) findings pointed to evidence of the effect of "emotional contagion" (p.2), which is a phenomenon resulting when the emotions of teachers, particularly those of joy, anger and anxiety, are contagious to students and influence their behaviour. Overall, both studies revealed that positive emotions of teachers evoke positive effects and reactions from students, whereas negative teacher emotions evoke negative reactions from students. Furthermore, Keller, Chang, Becker, Goetz, and Frenzel (2014) in their research of 39 German secondary teachers and Schutz and Lee (2016) in their literature research, emphasised how teachers' appraisals of classroom situations and goals influence their emotional experiences. They claimed that a teacher's appraisal of a situation is their judgement of how successful they perceive a classroom event to be. If the judgement is a positive one, and it aligns with their expectations, it influences teacher's instructional practices in a positive manner.

Damasio (1998) and Zulfiqar and Islam (2017) shed light on the physiological processes involved with emotions and in classroom interactions; they are in fact a result of a thought process and are an important catalyst for decision-making. This is further backed up by a literature review by Lerner, Li Valdesolo and Kassam (2015, p. 1) which confirmed that "emotion and decision-making go hand in hand". Due to the flexible, fluid environment in which teachers work, they are constantly required to make decisions which influence many areas of their lives. The effects of their decisions are felt in, for example, their teaching practices, relationships and interactions with students and colleagues (Rodrigo-Ruiz, 2016).

Emotions have further implications for teachers. Schutz and Lee (2016) reviewed the research on teacher emotion in schools in the USA and noted that teachers' unpleasant emotions in the classroom, such as anger or frustration, influence the quality of their

practices and relationships. They also found that teachers' perceptions of their professional identities were negatively influenced when they experienced negative emotions. Similarly, Nias (1996) indicated that teachers invest themselves in their work to such a degree that their sense of personal and professional identities become merged. Therefore, since emotions are central to teachers' identities both *in* and *out* of the classroom, their ability to navigate their emotions and actions will to some degree be determined by how they view themselves.

Zembylas' (2003c) ethnographic study of the role of teachers' emotions sought to explore the emotional characteristics of teaching. He concurred that the emotions involved in teaching are complex because of the different kinds of social engagement that teachers participate in. Zembylas (2003c) found that teachers are expected to be 'emotionally appropriate' according to societal norms. If a teacher is too emotional or lacks emotions, it is considered unacceptable and one can become known, either way, as a social deviant (Hochschild, 1996). The teachers in the study experienced inner conflict and even a fragmentation of identity when their beliefs or emotions did not align with what the school deemed 'appropriate'. As a result of the unavoidable power relations that influence the various social interactions that teachers experience, they were made to feel emotionally 'inappropriate'. Hargreaves (1998) argued that this results in stress, which underpins teachers' work and results in unsettling emotions for teachers. Not only do these findings highlight the importance of emotions in teachers' lives, but it also underpins my argument that the emotional experiences of teachers play a central role in their self-esteem, job satisfaction, identities, and their perceptions and realities of their efficacy as teachers.

There are also many scholars who maintain that research into emotional labour and teachers' emotions is important. Emotional labour, which is the process of controlling and expressing one's feelings and emotions according to the expectations and norms of the school, can lead to teacher burnout (e.g. Zembylas, 2003; Fried et al., 2015; Schutz & Lee, 2015; Ye & Chen, 2015; Barcelos, 2015; Chen, 2016; Koenen et al., 2017; Bano & Parveen, 2019). In their literature review around the emotional labour of Chinese and foreign teachers, Ye and Chen (2015) proposed that research in this domain is necessary in order to ascertain a common language around which to communicate and explore the role of emotion. They maintained that an understanding and recognition of the role of

emotions in teacher practice, is vital to alleviate some of the associated stress and burnout which teachers experience.

A study done by Kerr and Brown (2016) was conducted in the USA to look deeply into the emotional practices of special needs educators. Their findings revealed that all participant teachers experienced stress in their roles but that they used emotional labour as a survival skill for the demands of their jobs. Research on emotional exhaustion and teachers' efficacy in the classroom by Dicke, Parker, Holzberger, Kunina-Habenicht, Kunter and Leutner (2015) confirmed the frequent experience of emotional labour by teachers and added that emotions are in fact a precursor to emotional exhaustion. It would thus be interesting to see if the teachers in this study were able to use emotional labour in strategic ways to negotiate their context and their practices to meet the needs of learners with disabilities, or if teachers felt the stress of inefficiency, stress and frustration evident in the studies discussed above. But are these emotional experiences only negative?

2.6 Teachers' Emotional Experiences of Teaching Learners with Disabilities

There is limited research on teachers' emotions when teaching learners with disabilities. Literature that I have sourced reveals the following:

Scholars have found that emotions affect teachers, in positive and negative ways and Rodrigo-Ruiz (2016) asserted that teachers' positive and negative emotions have a direct influence on their learners. Yeo et al. (2016) conducted a study in Singapore on teachers' experiences of teaching learners with disabilities, and their findings also indicated that emotions influence learners, particularly with regard to what learners can achieve and experience in the classroom. This was regardless of context and the age of the learners. Teachers' emotional experiences were linked to teacher identity formation. Findings revealed that the main positive emotions teachers experienced were directly related to their identities as teachers. Teachers mainly experienced satisfaction when seeing their learners progress and achieve success. They also experienced joy when learners expressed enjoyment while learning. Teacher participants in the study experienced happiness and a sense of accomplishment when they learnt something new about their work, undergoing both professional and personal development. Chen's (2016) findings

concurred with this. For the teachers in the studies by Yeo et al. (2016) and Chen (2016) learners' success and achievement influenced how their professional identity was experienced. Teachers felt a sense of accomplishment which led to positive self and professional identity.

Naraian and Khoja-Moolji (2016) conducted a study in the United States on how teachers' emotions are produced and informed by normative discourses. It revealed how normative discourses determined teachers' understandings of ability and disability, therefore influencing how they performed their role as teachers in inclusive settings. The study showed how deficit understandings serve to marginalise students with disabilities. Although teachers were well- intentioned, their perceptions that learners with disabilities were a threat, influenced their relationships with learners. The teachers felt a need to respond to learners in a more just manner and drew on historical, family and individualised narratives to re-orientate themselves in more positive ways. However, in attempting to do this, emotions produced individualised meanings of disability that were contrary to the principles of inclusion. Their emotions therefore acted as both agentive and restrictive factors in their roles as teachers in inclusive settings.

On the other hand, research conducted by (for example, Chaula, 2014; Donohue & Bornman, 2014; ; MacFadden, 2014; Walton, Nel, Muller & Lebeloane, 2014 and Mel et al., 2016) revealed that the most predominant emotion experienced by teachers was stress. Stress has been defined by Kyriacou (2001, p. 27) as an "unpleasant emotional state fraught with tension, frustration, anxiety and emotional exhaustion". Kyriacou's (2001) findings concurred with the above authors, namely that teacher stress is a result of challenging learner behaviour and difficulties associated with instructional practices when trying to cater for learners with diverse needs, all of which contribute to burnout. Further investigation into teachers' negative emotions was done by Koenen et al. (2017). Their research was done in special education primary schools in Belgium. Their findings revealed that apart from stress associated with teachers being unable to cater for learners' diverse needs, negative emotions also influenced student-teacher relationships. Although variables such as teacher and student characteristics need to be considered, teachers who worked in special schools tended to allow negative emotions to impact on their students less, possibly because these teachers choose to work with learners with disabilities.

This was contrary to other studies conducted by Chang, (2009), Spilt, Koomen and Thijs, (2011) and Keller et al. (2014). These studies revealed that negative emotions can have a significantly negative impact on teachers and their learners and can result in teachers having lower perceptions of their competence, job dissatisfaction, emotional exhaustion, and stress. Additionally, Chen (2016) noted that teachers' negative emotions are also due to an imbalance between their personal and professional lives resulting from overload or personal stress.

2.7 Factors that Contribute to Teachers' Emotional Experiences

With the proposed Inclusive Education policies being introduced into schools, both internationally and in South Africa, and the consequent expectations of teachers to meet the needs of all students, extensive local and global research has been done on the factors that may contribute to the experiences of teachers teaching learners with disabilities. These contributors influence not only teachers' performance but also their emotional experiences.

2.7.1 International studies

2.7.1.1. Teachers Attitudes

Studies (for example, Frankel, Gold & Ajodhia-Andrews, 2010; Savolianen, Engelbrecht, Nel, Malinen, 2012; Hauerwas & Mahon, 2018 and Krischler & Pit-ten Cate, 2019) have revealed that teachers' attitudes and beliefs are critical contributors to the success of teaching learners with disabilities. Their research around inclusion at various levels of schooling suggested that positive attitudes of acceptance and tolerance towards learners with disabilities are key to the successful implementation of inclusive education. Rodrigo-Ruiz (2016) argued that one's emotions have a direct effect on one's attitudes as well as one's behaviour and thinking, therefore it can be assumed that positive emotions will produce positive attitudes and vice versa.

Humphrey and Symes (2011) conducted a study in North-West England of teachers' attitudes, experience and knowledge of teaching autistic children. Their findings revealed that teachers' attitudes towards inclusion were positive overall. However, they also found that these positive attitudes were difficult to harbour and sustain over long periods of time. Positive attitudes were also not inevitable. They also found that the Special Needs

Co-ordinators and senior managers coped with teaching learners with disabilities better than class teachers. This was because they had more experience, dealt regularly with disabled learners and had trained in teaching learners with disabilities. Inclusive education scholars Frankel et al. (2010) and Anastasiou and Kaufmann (2011) insisted that adequate and ongoing teacher training will play a significant part in assisting in the development of positive teacher attitudes.

2.7.1.2. Teachers' perceptions

Teachers' perceptions have been highlighted as a contributor to teacher efficacy when it comes to teaching learners with disabilities. A perception refers to the way in which a person regards, understands or interprets situations or experiences. In the same way that emotions affect teaching, perceptions also have an impact on teaching. For example, teachers who had positive perceptions or experiences of learners with disabilities were able to effectively practise inclusive teaching. When teachers encounter negative experiences or perceptions, this often resulted in teachers implementing inclusive education poorly (Avramidis & Norwich, 2002; Hauerwas & Mahon, 2018). Parvez (2014) argued that perceptions and beliefs, as well as experiences, stem from a person's history or cultural background and therefore teachers' life histories are most influential in shaping their perceptions and beliefs of present and future experiences, including emotional experiences. According to Rodrigo-Ruiz (2016), it is also possible that teachers may experience certain emotions that stir up cultural and social beliefs that in fact hinder the progress of the students. Schutz and Lee (2016) reported that these emotions will shape teachers' thought processes, perceptions and resultant treatment of learners with disabilities. Teachers' ability to teach learners with disabilities will therefore be influenced by a combination of their emotional experiences and their past encounters or engagements with people with disabilities.

2.7.1.3. Lack of teacher training and resources

Callen (2013) and Hauerwas and Mahon (2018) highlighted the issue of a lack of teacher training, as a contributor to teachers' emotional experiences. Callen (2013) investigated the extent to which a Dublin state primary school, is inclusive in its teaching. Her findings revealed that there were insufficient teachers with expertise in teaching learners with disabilities, available to support mainstream teachers. Callen (2013) argued that teacher

training is essential for teachers in schools where learners with disabilities are accommodated, to ensure that positive attitudes and emotions towards these learners are generated. Hauerwas and Mahon (2018) found that all 20 teachers in their study, from all around the world, were enthusiastic, but had limited experience and training with regard to learners with disabilities. The kinds of support and teacher training required however, differed in the various countries based on contextual realities.

International research was ambiguous with regard to whether resources were a challenge for teachers teaching learners with disabilities. Callen's (2013) research revealed that teachers based in a state primary school believe a lack of essential resources poses a huge barrier to the inclusion of learners with disabilities. The Irish based study suggested that teaching learners with disabilities could be improved through access to iPads, computers and more facilities or 'spaces' for children who need to move around more (Callen, 2013). Contrary to this, it was found that teachers in richer, metropolitan areas, such as in the Canadian study by Woodcock and Hardy (2016), show that only a small number of teachers experienced a lack of resources as a barrier to achieving an inclusive environment.

Further occupational demands that result in stress or a decrease in teacher efficacy and resilience are: the lack of effort of students, unsupportive administration, lack of resources, a negative work climate and the increased demand to meet the needs of individual students (Gray, Wilcox & Nordstokke, 2017), although the biggest contributor was a lack of training. Beltman, Mansfield and Price, (2011) also pointed to the fact that balancing family commitments with work demands may cause extra stress. McCallum and Price (2010) found that the demands of teaching, and the expectations that teachers place upon themselves, also present themselves physically. This results in poor lifestyle choices such as drinking too much coffee or alcohol, not exercising and not sleeping well, which eventually leads to emotional and physical exhaustion (McCallum & Price, 2010; Keller et al., 2014).

2.7.2 What contributes to teachers' emotional experiences in a South African context?

In a South African context, where the socio-economic situation is less favourable, there are varying opinions and views as to why accommodating and educating learners with disabilities is still not being effectively implemented in schools. Bornman and Rose (as cited in Donohue & Bornman, 2014, p.4) believed that the two key contributors to the difficulty South Africa is experiencing when it comes to inclusion are… "a general lack of support and resources, as well as the prevailing negative attitudes towards disability" The EWP 6, however, believes that teacher training is key, and that "to achieve an inclusive education system, educators will need to improve their skills and knowledge, and develop new ones" (DoE, 2001, p.18).

Engelbrecht et al. (2014) argued that many of the frustrations teachers experience when teaching learners with disabilities comes from the inefficacy of the implementation of the policies, in terms of formal support structures. Teachers are therefore thrown in the deep end when expected to teach learners with disabilities, with only 35% of mainstream teachers with a teaching qualification that includes teaching learners with special needs (Dreyer, Engelbrecht & Swart, 2012). It is because of these aforementioned barriers (to name a few) that teachers are experiencing stress, and negative emotions, which become an added obstacle when teaching learners with disabilities (for e.g. Walton et al., 2014; Engelbrecht et al., 2015; Maguvhe, 2015; Muthukrishna, 2015). Some South African scholars (for example, Muthukrishna, 2009; Walton & Lloyd, 2011; Nel, Tlale, Engelbrecht & Nel, 2016) have grouped their findings about possible sources of stress, into the following categories: difficulties with learners' attitudes, time pressure, poor ethos in school due to staff relations and lastly, poor working conditions (Engelbrecht et al., 2015). Although the issue of poor working conditions does not necessarily apply to private school environments (which is the case for this study), the other issues certainly act as stress factors.

2.7.2.1. Teachers' attitudes

In the same way that international research draws attention to the significance of teachers' attitudes and teaching learners with disabilities, research done by Ngcobo and Muthukrishna (2011) in South Africa, stated that teachers implementing inclusive

education still have negative and harmful attitudes towards 'difference'. Their studies further revealed that difference was reinforced in classrooms as a result of classroom cultures and practices not being adjusted to include and accept diversity. This highlighted the power that is rooted in normative discourses of marginalising target groups, in this instance, those learners with disabilities. More specifically to this study, *teachers' attitudes* towards disability are significant, in terms of their role as a trigger for the emotions they may set off.

Teaching learners with disabilities may bring about greater frustration and stress because of challenging behaviour or slower understanding of concepts, that is often associated with learners with learning disabilities. For example, participants in a study of teachers' perceptions of support structures in inclusive education by Nel et al. (2016) revealed that the progress of some of these students is very slow. In a private school setting particularly, the parental demands are also more intense; teachers are dealing with the stress of the expectations to maintain high-quality education practices and catering to each child's individual needs (McLeskey, Waldron, & Reddy, 2014). Maguvhe (2015) argued that positive and transformative attitudes of teachers are essential in achieving an effective and inclusive learning environment. However, teachers may not feel equipped to meet these expectations, thus causing conflicted views and possibly negative attitudes and emotions towards inclusive education. These findings are important in foregrounding the importance of the negative impact that teachers' stress has on the learners.

2.7.2.2 Lack of formal support structure

Research around the implementation of inclusive education in South Africa and other diverse countries, highlights the lack of *formal support structure,* as another barrier that has influenced the efficacy of teachers and caused stress when teaching learners with disabilities (for example, Malinen, Savolainen, Engelbrecht, Xu, Nel, Nel, & Tlale, 2013; Donohue & Borman, 2014). Teacher training is one aspect of formal support and is an area that the Department of Education recognised as needing attention. The White Paper 6 notes that "to achieve an inclusive education system, educators will need to improve their skills and knowledge, and develop new ones" (DoE, 2001, p. 18). It is clear, therefore, that there is a *desire* to upskill and re-train teachers in Inclusive Education practices; however, the formal support structures that are offered are nowhere near as

effective in practice as what is written in policies (Engelbrecht et al., 2015). To support this endeavour, workshops and other learning opportunities have been made available to teachers.

A study was conducted by Walton et al. (2014) in a Full Service South African school, to explore teachers' views and feelings around a teacher training workshop. Their findings indicated that teachers felt there was inadequate follow-up support and that the topics or modules brought forward for discussion and learning are often too broad and are not relevant to the teachers individually. This left the teachers feeling frustrated. On the contrary, in the same study, reference was made to Corcoran (1999 in Walton et al., 2014) who stated that these workshops do at least provide teachers with an opportunity to learn new practices which they can adapt to their own classroom contexts. Ngcobo and Muthukrishna (2011) believed that such opportunities to provide teachers with adequate knowledge and skills are critical, since the teachers in their studies highlighted this as an area that was insufficient in terms of support.

Furthermore, research shows that 65% of mainstream teachers do not have a teaching qualification that includes training for teaching learners with special needs (Dryer, Engelbrecht, & Swart, 2012). These above-mentioned teachers would also have been trained from a curriculum which was based on the medical deficit model (Engelbrecht et al., 2015). The medical deficit perspective has been found to have negative, discriminatory repercussions on the teachers' perceptions and therefore their ability to teach learners with disabilities adequately (Dreyer et al., 2012). As alluded to earlier in this chapter, a teacher who views disability from a medical deficit perspective, may not adapt teaching styles and practices that accommodate learners with disabilities, but rather recommend medicalisation as a means to get the learner to adapt to the normative structures.

Contrarily, a teacher who views disability from a 'social model' perspective, may see the obstruction as being in the societal structures around the student and as a result, they may display more empathy and caring emotions in trying to support and equip the learner by prioritising learner agency (Hauerwas & Mahon, 2018). The ideology adopted by teachers may also be a strategy through which they are able to navigate their emotions. But the question remains, how does a lack of training affect teachers' emotions? This is a question my study aims to explore in more depth.

2.7.2.3 Lack of Resources

Although also highlighted in the literature from international studies, the issue of a lack of resources is particularly pertinent when it comes to teaching learners with disabilities in a South African or even African context. Poor working conditions (which is generally characteristic of poorly resourced schools) was found to be one of the biggest stressors that teachers face (Engelbrecht, Oswald, Swart, & Eloff, 2003; Oswald & Swart, 2011; Engelbrecht et al., 2015). According to Spaull (2014), 75% of public schools are in fact dysfunctional and unable to equip learners with a quality education.

It is often assumed that teachers in private schools do not experience this particular challenge due to the excellent facilities available; however, it has been difficult to find further research that explores the challenges and emotional experiences of teachers in independent schools, when it comes to teaching learners with disabilities. This highlights the gap and stresses the need for more research in this area.

Makoelle (2014) considered the contextual challenges of inclusion a consequence of more than simply socio-economic divisions and barriers. Makoelle (2014, p.1) believed there are a range of understandings of the discourse or notion of 'inclusive education' and 'disability' and that this is due to different "contexts, conceptualisations and perceptions". To fuel this ambiguity, Engelbrecht et al. (2015) found that teachers' personal interpretations or understandings of the different contextual issues, affect *how* they support learners with disabilities, in addition to how they implement inclusive practices in their classrooms. For Maguvhe (2015) it is imperative for the provincial education departments to be part of this transformative process and deliver in terms of training, resources and facilities. However, he also argued that teachers need to change their attitudes and must become more transformative in order to challenge deficit thinking, attitudes and policies that may compromise education for the child, and thus take a step towards owning the responsibility of being Inclusive Education advocates and catalysts of change (Maguvhe, 2015).

2.8 Navigating Emotions

Cancio et al. (2018) attempted to determine how special needs educators deal with or navigate stress. Their study conducted in Texas indicated that the effectiveness of teachers' coping mechanisms is key to their health, well-being and commitment to the profession and to avoid burnout. Although this study is specific to stress and the emotional effects thereof on teachers, it highlights the need for teachers who teach learners with disabilities, to know how to navigate their emotions so they can teach effectively and relate to and manage the students and people around them (Chen, 2016). Teachers involved in Naraian and Moolji's study (2016) revealed their use of positive emotion or affect as a strategy to navigate their emotions in an inclusive setting. They realised that if they "cultivated positive affective orientations towards disability" (p.1134) it created a happy and positive 'place' for their students. This in turn resulted in a positive environment and less teacher stress.

A study done by Yao, Yao, Zong, Li, Li, Guo and Cui (2015) with teacher participants from mainland China, sought to find out how school climate influenced experiences of emotional exhaustion, looking specifically at how emotional labour was used as a strategy to cope with emotions. The findings revealed that using emotional labour strategies, such as surface acting, helped teachers to inhibit burnout, job dissatisfaction and turnover. Cancio et al. (2018) alluded to two types of coping mechanisms or ways in which to navigate emotions. The first is that of active coping. Other findings showed that some ways in which teachers navigate their emotions and therefore manage to work effectively when teaching learners with disabilities, included having a sense of humour, having realistic expectations, and looking for help from other professionals. Other key factors which help were having colleagues' support, practising self-care such as exercise and rest, and having a strong support base of family and friends (Cancio et al., 2018).

Teachers' ability to negotiate various emotions can be influenced by external factors. An influence that is particularly pertinent in South Africa, where the cultures of school communities are diverse, is that of *different cultures*. Cornelius (1996) believed that emotional expression and experience differ according to different cultures. She argued that emotions are constructed as a result of three factors: one's personal disposition, the social constructions and the value systems which the teacher has experienced. These factors influence how and when emotions are expressed and as a result, teachers are

absorbing pressure from many areas of their lives: the expectations of the schools' systems and values, various cultural pressures as well as social interactions and norms they experience (Zembylas, 2006).

This section has included a review of literature that was pertinent to the key concepts of this study. The research questions guided this review and both international and national research was studied. The review highlighted relevant literature around inclusive education, emotions and research around teachers' emotional experiences of teaching learners with disabilities.

2.9 Conceptual Framework

In order to answer the research questions, it is essential to have a conceptual framework that underpins the analysis of data through the study. Many scholars have shown that there is a link between teaching and emotions (see for example, Keller et al., 2014; Yao et al., 2015; Kerr & Brown, 2016), which is why for this study, it is important to understand the concepts, and underlying influences of teachers' emotions both personally and professionally. I have used Zembylas' genealogies of emotions and Hochschild's concept of emotional labour as platforms upon which to explore and navigate teachers' emotional experiences of teaching learners with disabilities. The section will start by briefly outlining the basic assumptions and values of the theories, followed by a justification of why they were chosen and how these particular theories are used as the lens for the production and analysis of data that is specific to this study.

2.9.1 The theory behind teachers' emotional labour

According to Hochschild (1983), working people react and respond according to their emotions, and it is within these working environments that emotional labour occurs. Emotional labour can be defined as "the management of emotional expression in the workplace" (Kerr & Brown, 2016, p. 2). There is a great deal of evidence on the effects and functions of emotional labour in the workplace, and how this relates to organisational profit and efficiency. Like the business sector, education revolves around responding to 'consumers' or 'clients'. In this study, teachers experience emotional labour when trying to meet the goals of the clients (schools) while concealing their true emotions (Hochschild, 1983; Yao et al., 2015). It is this workplace goal that actually supersedes

emotions and causes teachers to essentially become 'actors' in their classrooms. They thereby mask their true emotions in order to perform their duties, as obligated by policy and school culture (Hochschild, 1983). According to Keller et al. (2014), teachers can fake or suppress their emotions in up to one third of their lessons causing them to experience anxiety, internal conflict and many other emotions. Furthermore, teachers experience a decreased sense of achievement, feelings of ineffectiveness and emotional exhaustion (Walton et al., 2009; Schutz & Lee, 2016). One coping mechanism professionals use in order to cope with this emotional labour, is to depersonalise (Watson, Deary, Thompson & Li, 2008) those in their care, which, in this context, is the learners with disabilities.

Isenbarger and Zembylas (2006) claimed that emotional labour is a reality of teaching and affects three main areas of a teachers' life: *satisfaction*, *commitment* and *self-esteem.* Emotions are unmistakably at the core of every teacher and the emotional labour that teachers of learners with disabilities experience, plays a critical role in how they teach, determining how they can negotiate and cope with the emotional stress that accompanies the job. Emotional labour can be harmful when there is a gap between the emotions a teacher experiences and the emotions that he/she is expected to experience. This, according to Yao et al. (2015), is known as emotional dissonance and leads to increased stress in a teacher's life. Gray et al. (2017) stated that heightened levels of stress result in high teacher absenteeism, with many teachers even choosing to leave the profession. Isenbarger and Zembylas (2006) attested that teacher burnout and stress occur when teachers can no longer manage to align their emotions with the expectations placed on them, resulting in a negative impact on their emotional well-being. Teacher burnout is defined by Isenbarger and Zembylas (2006), as a psychological syndrome that is caused by interpersonal stressors on the job. Although it will not be investigated in depth, it is important to note that in the USA, about 25% of teachers leave the profession in their first year and 40% within their first five years, as a result of teacher burnout, which is directly related to teachers' emotional experiences (Maslach, Schaufeli, & Leiter, 2001; Chang, 2009). Special education experts have argued that to be effective instructors themselves, teachers need to recognise their own emotions and resultant behaviour (Kerr & Brown, 2016; Klusmann, Kunter, Trautwein, Lüdtke & Baumert, 2008). For those who do remain in the profession, self-reflection and the use of emotional labour (Kerr & Brown, 2016) is a key factor for processing any type of emotion and behaviour.

It has been noted, however, that emotional labour can also function positively, becoming a rewarding part of the job (Isenbarger & Zembylas, 2006; Tsang, 2011). In their research around school climate and teachers' emotional exhaustion in China, Yao et al. (2015) found that emotional labour has a positive influence on teacher-student relationships. Additionally, Dias and Bhadra (2014) conducted research in Sri Lanka, investigating the relationship between emotional labour and the psychological well-being of teachers. Their findings show that emotional labour has been coined a 'double-edged sword' because it has positive and negative effects on teachers. Furthermore, Tsang (2011) uncovered literature that proposes that emotional labour can have use-value because it can be intrinsically rewarding, and even enhance self-fulfilment, excitement and professional identity. An example is, being a teacher who is intrinsically aware that he/she has worked very hard and is viewed by the public as someone to hold in high esteem. The public attention they acquire could lead to job satisfaction, despite the emotional exhaustion that may result from it (Dias & Bhadra, 2014). The same can be said for teaching learners with disabilities.

Hochschild (1983) indicated that emotions are governed by emotional rules, which influence behaviour. Winograd (2003) has revealed that these emotional rules are: 1) to love and to show enthusiasm for students; 2) to be enthusiastic and passionate about subject matter; 3) to avoid the display of extreme emotions like anger, joy and sadness; 4) to love their work; and 5) to have a sense of humour and laugh at their own mistakes. These emotional rules dictate and govern the emotional expressions of teachers. It is when teachers are expected to *"internalise and enact roles and norms assigned to them by the school cultures through what is considered appropriate expressions and silences"* (Zembylas, 2003b, p. 225) that tension and inner conflict arises. Since emotions are embedded and expressed in daily social interactions with others, including students, this experience of emotional labour has a direct impact on the way in which teachers teach and relate to their students (Zembylas, 2007). This *dynamic transactional process,* which is the interaction process between students and teachers, shows how emotions affect the relationships and interactions between the students and teachers. It is represented in the ongoing multidirectional transaction process shown in the diagram that follows (Spilt et al., 2011).

Quality of teacher-student interactions

Emotions of teachers
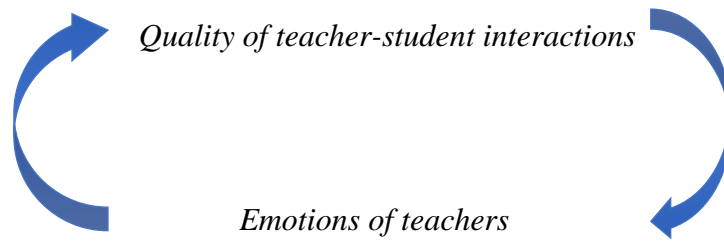
Figure 2: The dynamic transactional process according to Spilt et al. (2011)

Since "the quality of teacher-pupil relationships is vitally important to the learning process" (Osborn, 1996, p. 455), an understanding of this process broadens and deepens my lens with which I can analyse the data, in particular data which surfaces around the impact and effect of emotions on teaching pedagogies and the teacher-self. This relates well to my third question which seeks to explore the ways in which teachers negotiate their emotions when teaching learners with disabilities.

Furthermore, the emotional episodes that occur in the classroom, have an impact on how teachers see themselves, therefore influencing their teacher identity (Schutz & Lee, 2016). These identities are constructed and reconstructed through continual changes: in teachers' perceptions of the profession, as well as the influence and role of social, historical and cultural contexts (Schutz & Lee, 2016). According to Hochschild (1983), emotional labour requires teachers to remove themselves from their true emotions by using two self-regulating strategies: surface acting and deep acting. **Surface acting** is when a teacher is required to 'put on a face' to align physically with what is expected by the organisation, even though there is no change in the teachers' inner emotions. As a result of this constant emotional turmoil, surface acting is the single predictor of teacher burnout (Dias & Bhadra, 2014). **Deep acting,** on the other hand, is when a teacher aligns emotionally with the 'emotion rules' stipulated by the organisation and modifies their internal emotions accordingly. These coping strategies, i.e. acting, can cause fragmentation of identity since teachers' perceptions of their professional identity are constantly changing according to the organisation's perceptions and 'emotional rules'. The theory of these two dimensions helped me to identify, analyse and answer all three of my research questions.

2.9.2 Zembylas' genealogies of emotion

Zembylas' research on genealogies of emotions, is underpinned by the notion that teachers' emotions are influenced and constructed as a result of the underlying power relations in their lives. Zembylas (2003b) challenged the myth that teachers have a single identity underneath all their experiences. This theory foregrounds the impact of cultural, personal, political and historical factors on a teacher's identity formation, paying particular attention to the value of the wider social life of the teacher. A narrative methodology lends itself well to ensuring that teachers share deep and intricate stories of their emotional experiences, thus making possible an in-depth analysis of the various factors and social interactions that contribute to these emotions.

Zembylas (2003) proposed that there are always 'emotion norms' influencing emotion discourses and emotional experiences and understanding where the power behind these discourses lies is key to analysing teachers' narratives. In order to do this, the theory conceptualises emotions as discourses, suggesting that emotions are matters of personal, psychological, or socio-political experiences. Zembylas thus enabled me to delve deeper into how teachers' emotions are experienced in relation to three aspects:

- The teacher-self (individual reality),
- Social interaction, and
- School culture (socio-political).

2.9.2.1. The teacher-self (individual reality)

This strand provides insight into how and why teachers experience and express their emotions on an individual level. Teachers are caught between trying to connect with people while also trying to maintain a sense of individuality (Zembylas, 2003a, 2003b). Zembylas recognised the various factors that constitute the 'teacher-self' and highlighted that teachers embody their emotions. As a result, they can be referred to as 'performers'. Teachers' emotions are more than merely an element of their 'psychological self' and impact on the formation of their personal and professional identities. Using this perspective will provide me with a broader, more holistic lens when analysing teachers' emotional experiences of teaching learners with disabilities because of the individual experiences and ideology of disability that a teacher brings to the classroom. It also enables me to analyse the effect of these emotions on the teachers' identities, which inadvertently have an impact on teachers' relationships and dealings with their students.

2.9.2.2. Social interaction

A pivotal aspect of teachers' emotions is the engagement of their emotions through social interactions with others. One of Zembylas' (2003a) assumptions is that emotions are not private. The nature of teaching involves social interaction with fellow staff members, parents and the learners. Zembylas (2003a, p. 109) referred to these as the "social interactions, performances, and daily negotiations within a school culture", which emphasises the many social exchanges teachers experience. Social constructs and interactions are key to the formation of emotional experiences and thus teacher identity. Teachers' personal narratives are believed to develop as a result of their reactions and interactions within their environments, in this case a private school community, which includes the parents, children and colleagues at the school. The school culture and underlying ideologies of the school community, will have an impact on the participants' emotional experiences. This aspect aligns with the concept of emotional labour and provides a lens through which to evaluate how emotions influence behaviour towards learners with disabilities, as well how teachers navigate their emotions.

2.9.2.3. School culture (socio-political)

This aspect examines the issues of power and culture and the influence they have on the teachers' and learners' emotions as well as on the environment. According to Zembylas (2005), power is not only located in normative discourses and internal structures, but also in emotional expression. He attested that "emotions (as well as thoughts and actions) are part of the very fabric constituting the self, but they are also socially organised and managed through social conventions, community scrutiny, legal norms…" (Zembylas, 2003a, p. 108). Furthermore, he stressed that teachers' emotional roles are dependent on historical events, and that emotions are shaped by social power relations, as well as the values of the respective social culture. A teacher's professional position requires certain conformation with regard to social emotional rules, values, and expectations. These power relations either allow or prohibit teachers to feel or display certain emotions, and consequently contradictions and conflict of teacher-identity occurs. This third dimension, 'socio-political', is a component that provides perspective around the factors that represent power, namely school policies, school rules and norms (Naidoo, 2014) regarding teaching learners with disabilities.

In summary, Zembylas' genealogy provides a framework to help understand the effect of cultural and social norms and how they influence and shape teachers' emotions, as well as how they affect individual teacher's teaching practices and teacher identity. Furthermore, it provides a structure around which to analyse the exclusionary and inclusionary practices experienced in inclusive education settings, in terms of the discourses and systemic structures that are still in place in an inclusive education setting. Power can be dissected into parts, which needs to be considered during analysis, namely the power of the normative discourses of both emotions and disability in the school community context, as well as the power-positions the various stakeholders of the school, hold. This perspective assisted me in answering my first and second research question, in particular.

2.10 Conclusion

This chapter has provided a conceptualisation and contextualisation of the two key aspects of my study, namely teachers' emotions and teachers' experiences of teaching learners with disabilities, using the inclusive education lens. I reviewed the literature and related research that has been conducted on these two key concepts, as well as, more specifically, teachers' emotional experiences *while* teaching learners with disabilities. My literature review provided me with background knowledge and evidence regarding the positive and negative emotions that teachers experience when teaching learners with disabilities. The chapter also provided insight into the various factors that contribute to these emotions, paying attention to the South African context specifically. I concluded the chapter by focusing on the two predominant theories that underpin my data analysis. The following chapter concentrates on the research design and methodology.

CHAPTER THREE
METHODOLOGY AND RESEARCH DESIGN

3.1 Introduction

This chapter seeks to answer the 'why and how' of this study (Shavelson & Towne, 2002). I discuss the research paradigm underlying this study, and link this to the methodological processes that have guided the implementation and provided the tools to answer my research questions. In this chapter, I begin by discussing the critical research paradigm that frames this study. I then discuss how narrative inquiry enabled me to foreground the ways in which participants make meaning of their experiences through storytelling. I look at the different methods of data production and how these work in relation to the research context and process. I also discuss the selection of participants and the way in which I have analysed my data. Lastly, the trustworthiness, design limitations and ethics relating to the study, are examined.

Lingard (2007) maintained that it is important for the researcher to reflect on the kinds of knowledge they are "setting out to make" and their views on knowledge, their epistemology. My epistemological understanding is informed by the view that there is no objective truth. Rather "truth or meaning, comes into existence in and out of our engagement with the realities in our world" (Crotty, 1998, p.8). I believe that people will construct different meanings even in the same or similar circumstances. There are therefore many truths. Epistemologically, teachers were positioned at the centre of my research. Given that the study sought to explore teacher emotions, it is critical to foreground their voices because emotions are undoubtedly personal. It is the one way in which to research or study teachers' reality authentically. This study focuses on the way that a small group of teachers make meaning of their emotional experiences related to working with learners with disabilities.

3.2 Research Paradigm

This study is situated within the critical paradigm, which allows the researcher to work towards the goal of praxis, exploring the dialogical relationship between theory and action. According to Cohen, Manion and Morrison (2007, p. 26), working within the critical paradigm entails looking not only at "understanding situations and phenomena

but changing them". The objective of my research was to understand teachers' emotional experiences when teaching learners with disabilities. This was done through inviting teachers to engage in a variety of reflective processes, including journaling and dialogue.

The critical paradigm offers a means to reflect on the different beliefs, ideologies and societal structures informing our understanding of disabilities. This perspective enabled a deeper reflection and understanding of the underlying factors that contribute to teachers' emotions and practices when teaching learners with disabilities. As a researcher and participant, I was able to gain a deeper understanding of what empowered or disempowered teachers' pedagogical practices, for example, their social positionings (race, class, gender), their relationships with other stakeholders in the school community, and even the social discourses around appropriate emotional responses to teaching learners with disabilities. Furthermore, the collegiality that was enabled between me as a participant researcher, and the participant teachers was empowering in that it helped us feel less isolated and stronger through a sense of shared perceived struggle. As a participant, I was able to engage in self-reflection about my own practices and relationships with learners and understanding about disability. This helped in the forging of relationships of trust with the participants in the study.

The diversity of perspectives that emerged during these reflective discussions helped to deepen my appreciation for the value of how teachers experience teaching learners with disabilities, in multiple and varied ways. It also provided a means to ascertain more fully how these experiences and perceptions are shaped and re-shaped. Ontologically, I worked with the underlying knowledge that there is no universal truth but instead that the truth, as spoken and revealed by each participant, reflects their response to different situations or experiences. This ontological positioning is compatible with my epistemological understanding of how reality should be studied since each teacher participant has a different story to share. My intention was to achieve insight through better understanding teachers' perceived realities, and the study is based on the belief that it is important to capture and critically examine the experiences of teachers through their own self-reflective narratives of working with learners with disabilities. What were teachers' realities? How were these realities influenced by, for example, their emotions, their dispositions, or their prior experiences? Lapan, Quartaroli and Riemer (2012), affirmed

this approach and emphasised the importance of exploring the phenomenon and the ways in which individuals make meaning as they interact with their realities.

3.3 Methodological Approach

Qualitative research is used extensively in the field of special education, disabilities and inclusive education to find out people's views, opinions, attitudes and experiences (Brantlinger, Jimenez, Klingner, Pugach & Richardson, 2005). Because this study focuses on gaining a deep understanding of the emotional experiences of a small sample of teachers, a qualitative approach was well suited. Qualitative research enabled an in-depth understanding and rich description (Mouton, 2001) of what teachers felt and experienced when engaging with learners with disabilities. Participants were able to share their personal stories and give a rich narrative account of their emotional experiences. In this way, I was able to gain insight into their social realities and contexts (Cobbold, 2015). According to Gall, Gall and Borg (2005), social realities are strongly influenced by contexts. Therefore, understanding the influence that parents, fellow teachers and members of management had on shaping how participant teachers experienced their teaching worlds, was critical. I was able to ascertain how educational discourses of the role of teachers, in relation to learners with disabilities caused intense pressure on teachers, which left them feeling confused, bereft and uncertain.

Qualitative research provides researchers with the means to use a variety of techniques to collect data (Cohen et al., 2007). The key techniques used in this study were reflective journal-writing and semi-structured interviews (discussed in more detail below). These allowed participants to express their own narratives in an open and honest way.

3.4 Narrative Inquiry

Narrative inquiry is a holistic, naturalistic approach that enables participants to make meaning of their experiences through storytelling (Connelly & Clandinin, 2000). Connelly and Clandinin (2000) further believed that studying teachers' narratives provides insight into the study of thinking, culture and behaviour, which allowed me to delve into how these factors influence and shape participant teachers' emotional experiences of learners with disabilities. Hamilton, Smith and Worthington, (2008, p. 24) stated that narrative inquiry is the "identification of experience through story". Emotional

experience and reflection on experience form the cornerstone of the processes involved in this narrative inquiry. It is thus compatible with my overall objective. Furthermore, a critical theory perspective is based on the premise that understanding context is a necessary part of effecting change (Samuel, 2016). By better understanding the source of their emotions, teachers were empowered to reflect, unlearn, relearn and adapt their teaching pedagogies as well as their relationships with learners.

Since narrative inquiry is underpinned by the assumption that people's stories are important, this approach created the opportunity for all the participants (including myself) to give a reflective, meaningful account of personal and professional emotional 'ups and downs'. The various processes used enabled teachers to find and express their voices as they narrated their stories. According to Kaasila (2007, p. 205), "we live in a world of narratives and as we understand our world narratively, it makes sense to study it narratively." Using narrative inquiry, I was able to access different aspects of teachers' stories by looking at the personal, social and socio-political dimensions (Zembylas, 2003b). This enabled me to analyse, for example, the inner identity struggles that the participant teachers experienced in interactions with learners with disabilities, with colleagues and with the school as an institution. Teachers' narratives revealed how social relationships with other stakeholders within the school influenced their emotions and their perceptions of their identities. Teachers narratives therefore provided insight into the social dimensions that Zembylas (2003b) indicated were critical to understand. In relation to the socio-political dimensions, the societal positions of the teachers and the underlying power relations evident in the school's ethos and hidden curriculum were further revealed. Zembylas (2003b) claimed that stories are an important way for teachers to understand their agency and capacity to effect change. For these reasons, narrative inquiry was the best methodology for me to understand the participants' realities. In this study, through the narrative interviews, teachers were made aware of their own teaching strategies while learning why some strategies worked or did not work when teaching learners with disabilities, thus allowing them the opportunity to reflect on and adapt their strategies where necessary.

3.5 Methods of Data Production

Narrative data was collected through the participants' daily journal, in which they recorded their emotional experiences related to teaching learners with disabilities. Within this journal, they completed a CSI activity which enabled them to delve deeper into their experiences. Secondly, teachers were interviewed and asked to reflect further on their journal entries and CSI activities as well as their pedagogical practices more generally. I also included myself as a participant researcher keeping my own daily journal and reflected on the interview questions in the same way as the other participants.

3.5.1 Reflective journal writing

Reflective journals are widely recognised as an effective qualitative tool to enable people to reflect on and gain insight into their thinking and feelings (Cohen et al., 2007). Reflective journals have been extensively used in narrative inquiry (Connelly & Clandinin, 1990). Jasper (2005) confirmed that reflective writing is, by its very nature, deeply subjective and a means of connecting to the experiences and perceptions of the writer. Journal writing thus made sense as a method to maximise teachers' introspection and reflection, which is a key process in allowing the teachers to construct their own views of the world.

Participants were asked to keep a journal for a period of one month. In their daily reflections, they documented their feelings and experiences relating to the student/students they taught. By doing this for one month, the participants were able to give a thorough account of their experiences, allowing for various emotions to surface over a reasonable length of time. Guidelines were given to teachers about what to include or consider as they were writing in order to gain the necessary insight pertinent to the research questions (see Appendix 4).

Part of the journaling process included engaging in a Colour, Symbol, Image (CSI) activity (see Appendix 5 for an example of this activity). This activity is part of a 'Thinking Pathways' movement started by John Hattie, an Australian educational researcher. The theory informing his work asserts that certain methods and tools are required to foster authentic intellectual activity (Ritchhart, Church, & Morrison, 2011). The activity required participants to answer the question "How does teaching learners

with disabilities, make you feel?" Teachers were asked to identify a Colour, draw a Symbol and Image that represented their feelings. In addition, I offered participants a range of 'emoticon stickers' that I hoped would aid their representation of both positive and negative feelings, such as these below:

Figure 3:Example of emoticon stickers given to participants

The benefit of using art and metaphor to surface deep lying emotions is well-recognised (Leavy, 2015). Consistent with the critical paradigm, the CSI tool gave teachers opportunities to represent their individual feelings and perspectives through using Colour, Symbol and Image in an artistic manner. The CSI tool gave an immediate impression of feelings, but also compelled teachers to deepen their reflections as they explained their use of imagery. This kind of reflection is a key factor for fostering transformative thinking and change in teaching pedagogies in schools. More importantly, it helped teachers to reflect on the integral nature of emotions in teaching, understanding more intricately how their emotions disempowered them and why their emotions forwarded change in their relationships with the self and with their learners. It also proved to be a source of relationship building between the participants and myself as the researcher, as it was a non-threatening, comfortable way in which to discuss a personal issue like emotions and its influence on practice. This ensured that I retained my role as a participant-researcher, and in so doing maintained a participatory style research design.

By making use of these qualitative participatory methods described above, the participants could feel like they were partners in the research and co-constructors, or producers of knowledge rather than objects being studied (Baum, MacDougall, & Smith,

2006). Additionally, it allowed for flexibility and authenticity of data as participants described events, observations and issues in very personal terms, unrestricted by the need to respond to structured questions posed externally (Adhabi & Anozi, 2017). This offered participants opportunities for enhancing their own agency – a form of consciousness raising (Phelps, 2005) and co-creating meaning, compatible with the critical paradigm underpinning this study and the way teachers have been positioned in this study.

3.5.2 Semi-Structured Narrative Interviews

Interviews are one of the most commonly used tools for collecting qualitative data (Cohen, Manion, & Morrison, 2011). They require direct interaction between the researcher and participants, thus ensuring the data is subjective and detailed (Rahman, 2016). The type of interviews initially chosen for this study were semi-structured interviews, which involve the interviewer and the participant engaging in a formal conversation guided by a set of possible questions or themes to cover (Cohen & Crabtree, 2008).

The motivation behind this choice was to try and draw out narratives relating specifically to my research questions. I found that each participant had a different story to tell, depending on their 'truths' and 'perceptions'. These perceptions varied according to the experiences of the teacher, their personalities and the learners in their class and were influenced by their backgrounds and social positioning. My semi-structured interviews thus evolved into more narrative-based interviews, with each interview being different in terms of what probing questions were asked as they recounted their experiences and stories. Dixon (2018) referred to this as a narrative form of interview.

Narrative interviews are "often preceded by observation, informal and unstructured interviewing in order to allow the researchers to develop a keen understanding of the topic of interest" (Cohen & Crabtree, 2008, p. 1). The reflective journals provided me with a form of "preceding unstructured interviewing" thus offering insight into the teachers' emotional experiences. By following this up with narrative interviews, I was able to probe and allow the participants space and time to elaborate on their perceptions and possible reasons for their varying emotions. These narrative interviews allowed me to weave through the story threads from the diaries and the CSI activity. The process of

reflection and discussion empowered participants to understand their experiences with the added benefits of being made aware of how they could improve their teaching practices as well as reflect on their own discourses and perceptions around disability. This gave me greater insight into my research questions.

3.5.2.1 Conducting the interviews

The interviews were held in classrooms or spaces around the school, which were quiet and easily accessible to the participants and me. These were spaces that participants had chosen themselves. Participants felt comfortable in these settings, which also served to 'trigger' memories or emotions of experiences. Although the interviews happened after school hours, the classrooms were mostly quiet, making it possible to audio-record them. However, being in a working school environment did mean there were disruptions from the sound of children and cleaners and colleagues coming into the classroom. When these disruptions did occur, the recording was stopped and restarted. The interviews lasted between one and one and a half hours.

The interviews allowed me to gain a deeper understanding of teachers' backgrounds, previous experience and broader contexts, information which may not have been expressed in their diaries. For example, I was able to find out about their training and qualifications and experience of working in and out of inclusive education settings. This kind of flexibility was an advantage of using interviews and has been recognised as "enabling multisensory channels" (Cohen et al., 2007, p.14).

There were some disadvantages to using interviews. They were often very time consuming and placed additional demands on teachers' already busy schedules. In saying this, however, teachers still made time for me to conduct the interviews. The extensive amount of data gained from the interviews meant that transcription was demanding and necessitated the use of a transcriber which had adverse financial implications. In addition, the data still had to be checked to ensure accuracy against the original recording. Despite these disadvantages, the benefits of the deeper, more thoughtful and meaningful responses gained during the interviews, outweighed the disadvantages.

3.6 Research Context

As discussed in Chapter One, this study is situated in a high-income suburb in Pietermaritzburg, KwaZulu-Natal. The school is a private, high fee-paying, single sex, boarding school, which is underpinned by a traditional Christian ethos and values. Learners are aged 3 - 13 and the racial composition is approximately 50% white and 50% black (Indian, Coloured and African). The school's facilities are excellent and learners without disabilities are well accommodated. There is a low staff to learner ratio providing opportunities for smaller group-teaching, and intern teachers assist teachers in each grade. Teachers also come from well-resourced, often privileged backgrounds.

Most learners attending this school do not have special needs, but the school's ethos is that learners with disabilities are accepted into the school and structures and individual education plans (IEPs) are put in place to meet the needs of each child when required, at least theoretically. As part of the endeavour to cater for the needs of learners with disabilities, the school has a Learning Support Unit. However, despite the existence of this unit, the school does not have a specific inclusion policy in place to guide the work of this unit or the way in which learners with disabilities are taught in the classroom.

3.6.1 Selection of participants

My research questions required the selection of a particular group of people, namely teachers who were teaching learners with disabilities working in an independent school. Flick (2007, p. 30) stated that "in most cases you will be interested in finding the most knowledgeable people for giving you information about your topic and you will be looking for different points of view". Purposive sampling (Cohen et al., 2005) was therefore used to help me identify four participants who I knew had learners with disabilities or special needs in their classes. In addition, I performed the dual role of researcher and participant teacher who was also working with learners with disabilities. Positioning myself as both a researcher/research subject allowed me to be a knower and an inquirer. Clandinin (2006, p. 47) supported this approach saying it is important for a researcher not to "bracket themselves out of the inquiry."

Purposive sampling is often done according to what is convenient in the research context and this is known as convenience sampling (Creswell, 2012). As a primary school teacher

working in the research context, I selected participants whom I knew would be committed, willing and accessible. I approached four teachers who were my colleagues and who met the above criteria, to be part of my study. My relationship with the participants, which was in the burgeoning stage, as I was comparatively speaking a 'newer' teacher at the school, was however based on respect, mutual trust and commitment to the education of all learners. I saw the participants daily and this allowed me to negotiate times for interviews. I was therefore able to save time and resources as well as tap into the benefit of having a trusting relationship with the participants.

While a large sample size allows representativeness and generalisability in a study (Cohen et al., 2007), there is great value in a smaller purposefully selected sample. My smaller sample allowed me to delve more deeply into participants' subjective experiences, thus providing a richer holistic understanding of the research questions. My purposive selection of only a few participants was necessarily biased (Cohen et al., 2007) particularly since I too was a participant and a member of the private school community.

The participants were teachers in various grades ranging from grade one to six. This range of grades allowed for a greater diversity of perspectives and therefore provided a richer source of data. Being a participant myself helped me to maintain respect for my participants as well as balance the power relations between researcher and participants (Connelly & Clandinin, 1990). It was crucial that the participants who were involved in the research process did not feel undermined or threatened. I made various attempts to ensure a feeling of common purpose amongst the participants and myself. By establishing an environment of openness and honesty, I ensured they felt like 'equals' and that their voices were valued (Clandinin & Connelly, 1990). Becoming involved as a co-participant in this research process, required me to constantly reflect on my positionality. However, I was fully aware that the participants' reflections and depth of sharing could have been influenced by the friendship and collegiality we shared. While this did allow for trust and more honest reflections and sharing, there was a chance that what they shared, would be biased or aligned with what they knew about my personal feelings as a teacher of learners with disabilities. In order to address this, my choice of a journaling activity was critical in ensuring they were not influenced by my thoughts or face-to-face interactions and had at least one platform through which they could share their experiences completely

honestly. However, the extent to which this was achieved will be up to the reader to decide.

Within the context of a private school environment, I obtained permission from the Principal and Chairperson of the Board of Governors to conduct my study at the school (see Appendix 3). I also gained individual consent from the teachers. As a colleague, I was able to communicate regularly about the process of journal writing and to share various challenges and teaching strategies pertaining to learners with disabilities. The trust and warm relationships that had been built meant that participants were open and comfortable with me during the research process. Additionally, they were willing to support a colleague and friend who was interested in their stories in a shared context. On the other hand, an impartial researcher might have been able to challenge the interviewees in different ways, thereby eliciting other information which the participants may not have shared with a researcher with whom they were familiar.

3.7 Data Analysis

According to Terre Blanche, Durrheim and Painter (2007), qualitative data analysis techniques can help to identify themes in the data and relationships between the themes. Once transcriptions of all the interviews were complete, a thematic data analysis approach was applied. The nature of a thematic analysis, which involves 'to-ing' and 'fro-ing' between the different sources of data, helped me to seek connections and patterns between the various teachers' experiences (de Hoyos & Barnes, 2012).

I used coding to organise my data (Cresswell, 2005). This required me to immerse myself in the data in order to gain a thorough understanding of it. According to Creswell (2015, p. 152), coding is necessary because "text data are dense data, and it takes a long time to go through them and make sense of them". The advantage of coding is that it enables the researcher to take large chunks of data and organise them into manageable chunks (Cohen, 2007). My first step was to read all the transcribed interviews and journals several times in order to become completely familiar with the participants' narratives. Repeated phrases and ideas emerged, and I was able to note and tabulate broad descriptions and codes. I was careful to compare, group and cross-reference the different phenomena that surfaced from both the journals and interview transcriptions, to ensure they were analysed as interrelated wholes (Terre Blanche et al., 2007).

These codes were further condensed, and new codes were developed in line with the most dominant ideas. It was from here, after continually moving between these codes and the raw data, that the final coding categories were generated and organised according to the research questions. Three main themes emerged from the data and these were critically analysed in relation to relevant theory (Cohen, Manion & Morrison, 2004). Initially there were twelve themes; however, upon reflection and using the reiterative process of data analysis, some themes, for example, 'coping strategies', 'teaching strategies', 'support' and 'structural accommodations' could be subsumed into one theme, namely 'teachers' coping strategies'. The final three themes that emerged were: fragility of emotions; factors contributing to emotional uncertainties; and teachers' coping strategies.

I analysed my own journals and 'interview' reflections in the same way as I did the other participants. It was, however, necessary to be sensitive to my own "biases, values and interests" (Cresswell, 2003, p.182), which are inextricably linked to my ontological and epistemological perceptions as a critical researcher. As this study required collaboration between researcher and participants, it was important to make every attempt to ensure that the participants' stories were analysed while constantly checking my own bias. My supervisor proved most helpful in ensuring that my biases and preconceptions did not taint my research through the process of critical reading.

3.8 Trustworthiness and Dependability of Data

Trustworthiness fundamentally answers the question, 'Can this research be trusted?' It is difficult to determine validity in qualitative studies since it is subjective. In seeking trustworthiness in this qualitative study, I aimed to satisfy Lincoln and Guba's (1985) concepts of credibility, dependability, transferability and confirmability.

Narrative inquiry helped to ensure credibility and authenticity staying as close and true as possible to what happened in the natural settings of the participants (Cohen et al., 2007). This was achieved through teachers telling their *own* stories. Additionally, the different data collection methods enabled me to triangulate and cross-reference the data, further ensuring trustworthiness (Cohen et al., 2007). The data collection tools complemented each other and allowed the collection of a range of data over a sustained period which helped to ensure the data was an accurate representation of their

experiences. The nuances that emerged in the narrative journals were picked up and further explored in the semi-structured interviews. This cross-referencing process increased the credibility as well as the dependability of the data, allowing me to ensure consistency.

Dependability and credibility are closely-knit (Lincoln & Guba, 1985). Terre Blanche et al. (2007, p. 93) stated that "dependability is achieved through rich and detailed descriptions that show how certain actions and opinions are rooted in and develop out of, contextual interaction". The thick descriptions of the research process and the vigour in the methodology and research design provide further evidence of dependability.

Furthermore, the transcriptions of the interviews were verified by the participants who checked the accuracy of the recorded data. According to Shenton (2004), this kind of prolonged engagement is critical in ensuring the credibility of the qualitative research process. Being an employee of the school for almost two years, enabled me to gain deeper insight into the school as an organisation. A two-year relationship may also be perceived as an established relationship with the participants. However, this prolonged engagement could have been a threat to the validity of the data, and it was thus necessary to constantly be aware of my bias (as discussed above) to ensure confirmability. According to Shenton (2004), confirmability is the degree to which the researcher has taken bias into consideration.

This study does not attempt to prove generalisability, since it pertains to a small sample of teachers and it also sets out to investigate emotions, which are very subjective and cannot, in fact be generalised (Shenton, 2004). However, the possibility exists that the experiences of participant teachers in this context will resonate with teachers in other contexts. The description of my research design and tools used to elicit teachers' emotions in this study could provide future researchers interested in this area, with a foundation for similar studies (Terre Blanche et al., 2007).

3.9 Limitations

During this study several limitations and challenges were experienced. First, time was a constant obstacle to navigate. Since all participants, including myself, were working full time, it was difficult to schedule a suitable time in amongst the demands and responsibilities of a busy school environment. Secondly, I was reliant on the participants to record daily entries in the diaries. Some teachers struggled to record their experiences daily, which impacted on the depth and quality of data. However, the semi-structured interviews provided an opportunity for further exploration and filling of gaps. Thirdly, some participants found the CSI activity challenging as they did not perceive themselves as 'artistic' and felt unsure of their ability to complete the task. However, given that I interacted with them daily, I was able to encourage and reassure them. Fourthly, my integral involvement as a participant-researcher, meant that I was emotionally and personally invested in this study and had to constantly guard against researcher bias to ensure credibility. This was particularly pertinent when developing my research questions and analysing my data. Although these could have hindered the study, the advantage of my conscious awareness of my positionality prevented this from happening and indeed deepened my insight into teachers' emotions and sharpened my ability to ask appropriate probing questions. I also used the theory to analyse my own journal, CSI activity and narrative, which enabled me to view my data more objectively. Critical reading by my supervisor also ensured personal biases did not influence the findings of the study. However, I acknowledge that this may still be present.

3.10 Ethical Issues

Permission to conduct the study was obtained firstly by being granted Ethical Clearance from the University of Kwazulu Natal Ethical Committee. Secondly, a letter of consent was completed and signed by the participants, headmaster and Chairman of the Board at the beginning of the study (see Appendices A, B, C). According to Bell (1991), as cited by Cohen et al. (2007), it is advisable to gain permission and fully informed consent by highlighting the benefits that the research may hold for the participants and the school. Participants were informed that they would not benefit financially by doing this research, but that the process of sharing their experiences, could be therapeutic. The management of the school was informed that the findings could be beneficial to them in that learning more about teachers' emotional experiences could strengthen pedagogical practices in the school, particularly with regard to teaching learners with disabilities.

Participation in this study was voluntary and participants were informed that they could make the decision not to be part of the study. Participants were also informed of the various data production methods at the beginning of the study and the demands of the research (keeping journals and participating in voice-recorded interviews). By consenting to be part of the study, participants knowingly and voluntarily acknowledged and accepted possible risks that may have occurred (Cohen et al., 2007).

According to Marvasti (2004, p. 136), a researcher should "take every reasonable measure to protect their subjects from harm, but in reality, it is impossible to anticipate every risk." It was not possible for me to anticipate all risks that may have surfaced in the research process, however I ensured confidentiality and tried to remain non-judgemental and supportive. I protected the identity of the subjects (Silverman, 2001) and ensured anonymity by using pseudonyms which were chosen by the participants and used where necessary. Thus, all names and places have been changed to protect the anonymity of the participants and to ensure no harm came to them. Within this dissertation, all possible identifying markers that relate personally and professionally (for example: age, grade taught, roles in the school) to the teachers have been left out intentionally. This was my endeavour not to compromise the anonymity of the participants. The negative repercussions, however, are that details important to narrative inquiry have had to be carefully considered and excluded. This however, was a decision that was ethically responsible given the nature of the study. It did not however, detract from the value of the data produced and analysed. It is also acknowledged that researching emotions can be traumatic and participants were informed that counselling services were available. Participants however did not feel the need to use this service instead indicating that their journal writing, CSI activity and interviews were positive ways in which to talk and discuss emotions and ideas that had previously been invisible and silent.

Finally, in my position as a teacher at the same school as the participants, I needed to acknowledge the risk of bias and predispositions of my own emotional experiences and bracket these to ensure that steps were taken to limit any preconceptions or prejudices that may surface. My position as a fellow colleague and friend meant there was also the risk of the participants' answering in a way that would please me. Although this may have presented a challenge in the face-to-face interviews, the honest reflections in the

journals balanced out any bias. It is hoped that the details provided as to how data was produced and analysed as well as the analytical strategies used, in some way alleviate these biases. As indicated previously, my supervisor was instrumental in ensuring that bias was alleviated in various ways namely critical reading and discussion during the analysis stage. It was also important for me to retain the confidentiality of the subjects I referred to in my diary, and interview question reflections.

3.11 Conclusion

This chapter provided a detailed outline of the research design and methodology chosen for this study. The critical paradigm and the narrative inquiry approach which underpinned and informed the study, were discussed, followed by an outline of the data collection tools which allowed for an in-depth, authentic account of participant teachers' emotional experiences while teaching learners with disabilities. The process and rationale behind the selection of appropriate participants was also described and lastly, trustworthiness, dependability, limitations of the study and ethical issues were discussed. The following chapter includes a discussion and presentations of the findings of the study.

CHAPTER FOUR
PRESENTATION OF FINDINGS

4.1   Introduction

The previous chapter discussed the methodological design of the study. In this chapter, I present the analysis of the narratives of the participants. These narratives were gleaned from journaling, which included a CSI reflection activity, and semi-structured interviews. I position the narratives of teachers as central to the study. In this chapter, I explore the data that emerged from my study in relation to my three key research questions:

- What are the emotional experiences of teachers teaching learners with disabilities?
- What are the main contributors to these emotions?
- How do these teachers navigate their emotions?

In order to understand where and why teachers experience the emotions they do; I begin by contextualising the analysis in terms of teachers' views and perceptions of inclusive education. The chapter is further organised into three main sections, as presented below, each of which focuses on a research question.

The first section (section 4.2) addresses the first research question: I focus analysis on the teachers as individuals and their personal reflections and accounts of their emotions when dealing with learners with disabilities. Under the theme, the 'fragility of emotions', I discuss the vacillating emotions they experience. Furthermore, I also discuss the fluctuations between positive and negative emotions, self-doubt and emotional exhaustion.

Section Two (section 4.3) answers the second research question and analyses the contributing factors that have led to teachers' feelings and emotions. Under the theme, 'factors contributing to emotional uncertainties', I look at social interaction and the relationships between teachers and parents, and also between teachers and learners. Here, I delve into the teachers' emotions and identity construction. In concluding this section, I provide an in-depth discussion of the external factors that contribute to teachers' emotions.

The third section (section 4.4) looks at how teachers navigate their emotions. Under the theme, 'teachers coping strategies', I look at the various ways in which teachers navigate their emotions.

The themes extracted from my data, have been informed by two theoretical frameworks, namely, Hochschild's concept of emotional labour and Zembylas' genealogies of emotions (as discussed in Chapter Two). To remind the reader, the four participants in the study are referred to using pseudonyms: Carole, Dee, Leah and Trudy. I have also written myself into the research and refer to myself in the first person when referring to any of my own sharing or reflections.

As mentioned in Chapter One, the school where the research was conducted was not a special school. Therefore, it was not a pre-requisite for teachers to be 'special needs' trained to be appointed at the school. In fact, very few teachers at the school had received any form of special needs training. When commencing employment at this school, teachers had not envisaged or prepared themselves for teaching learners with a disability. Thus, the expectation to teach these learners caused them to experience fluctuating emotions, often resulting from the discrepancy between their understanding of inclusive education and their perceptions of disability. Trudy's words "*I'm trained to teach, but not necessarily such specific needs",* represent the lenses and perspectives through which, in general, the other participants viewed disability in this study.

4.2   The Fragility of Emotions

This section addresses my first research question and focuses on the teachers' experiences of teaching learners with disabilities. This theme focuses on the fluctuations and types of emotions that teachers in this study experienced when teaching learners with disabilities.

4.2.1   Vacillating between emotions: "*You feel so many emotions"*

Emotions are a fundamental part of teachers' lives (Hargreaves, 2000; Sutton, 2007; Rodrigo-Ruiz, 2016). Since the nature of the classroom is dynamic, it provides a range of opportunities for teachers to experience a variety of emotions, ranging from profuse enjoyment to extreme frustration (Taxer & Frenzel, 2015; Schutz & Lee, 2016). Data gathered in this study reflected that teachers vacillated between different kinds of

emotions, spanning from pleasant or positive emotions (namely, passion, excitement, joy, pride and hope) to unpleasant or negative emotions (namely worry, frustration, guilt, anger, despair, fearfulness, vulnerability, disappointment). For example, participants reported moments when they felt positive emotions while teaching learners with disabilities:

Carole: *"I am proud, he is showing such progress."*
Trudy: *"… when his eyes sparkle, when he's not sad, when he's in a happy space, those are all positives for me, they bring warm fuzzy feelings."*
Dee: *"… it was so heart-warming to see his sense of achievement…what a rewarding day."*

The range of positive emotions experienced were linked to when the learners were either doing well or were happy. This suggested that these teachers cared about and wanted what was best for their learners. On the other hand, teachers also reported experiencing negative emotions when teaching learners with disabilities:

Trudy: *"… apprehensive…"*
Carole: *"… exhausted… disheartened … frustrating."*
Me: *"… deflated…close to tears… drained… irritated."*
Dee: *"… frustrated…sad…. My heart aches for them."*

However, what was particularly intriguing in the narratives of these teachers was the rate at which their emotions vacillated between positive and negative emotions – ranging from moments, hours to the following day. What the data reveals is that teachers' daily experiences of teaching learners with disabilities were fraught with emotions that signalled emotional distress. These varying emotions were related to moments of victory and challenge when teaching learners with disabilities. For instance, the following extracts from Trudy's narrative interviews and her journal reflect vacillations between these moments:

"I mean, we, you feel so many emotions in your time here … I love teaching here, so I have lots of happy positive feelings. Emotions today – despair, sadness, anger, dread, frustration, emotionally sapped!" (Journal)

> *"This year,* [has been] *the most severe ... the most emotionally rocky road I have ever walked ..."*

When describing her experiences of teaching learners with disabilities, Leah said: "*I think passion, I think happy, I think um, zoned in, I think out the box, there are a lot of emotions I go through really."* However, in her CSI activity, she described her journey with George as being a *"turbulence of emotion".* Figure 4 below shows her emotions, for which she uses different colours: bright green and purple colours for *"erratic vibrant colours for the beginning of the year"* and blue for *"a peaceful end."*
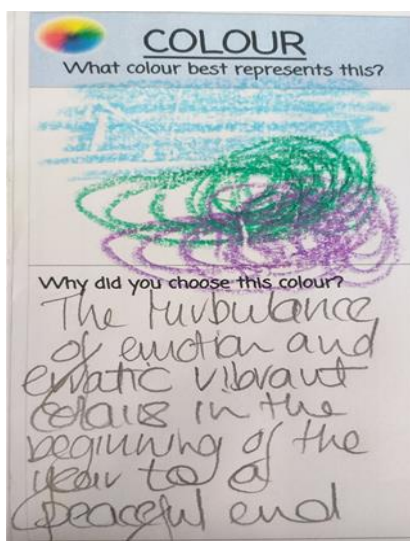
"The turbulence of emotion and erratic vibrant colours in the beginning of the year to a peaceful end."

Figure 4: CSI activity extracted from Leah's journal

Above, Trudy and Leah's reflections confirm the power of emotions in a teaching and learning context (Hargreaves, 2003).Trudy and Leah's emotions, discourses and experiences, which are constantly changing and evolving, are a central aspect in the formation of their identities (Zembylas, 2003). That is, the emotions experienced by Trudy and Leah when teaching learners with disabilities have a significant impact on how they perceive and construct their realities. Therefore, for Trudy and Leah, teaching learners with disabilities constitutes a confusing space or reality, which they find difficult to understand and to stabilise.

The confusion and difficulty to understand these realities, emerges from the vacillating nature of their emotions. Fluctuating from "happy, positive feelings" to despair and frustration suggests that who they are is constantly being shaped and reshaped. Since

emotions are integral to a teacher's identity, their experience of contradictory emotions induces in them an experience of an internal uncertainty, evident in the choice of their words '*turbulence*' and '*severe*'. Leah's CSI drawing of the emotions suggests 'turbulence'. The CSI activity provided an ideal platform to make emotions and thinking about emotions visible and metaphorical (Hattie, 2002). Metaphorically, Leah's drawing is scribbled with intersecting darkened, jumbled lines which provides evidence that at the time she was in turmoil.

Like Trudy and Leah, Carole also expressed mixed emotions. Carole's emotions fluctuated in a very short space of time. She went from feeling overwhelmed *"oh my goodness, another day"* to feeling happy, and then exhausted *"... five minutes of joy, to ja, being emotional because they've got something... to laughter, to happiness, to exhaustion…"* However, when she experiences feelings, she is placed under pressure to conform to socially accepted norms and emotional rules (Hochschild, 1983). For Zembylas (2003a, p. 111), emotional 'norms' and rules are imbued with power.

In the above instance, the institutional and societal 'rules' state that a teacher should love her work (Winograd, 2003), which Carole did since she refers to feelings of *"joy and happiness"*. However, contrary to this, she feels the need to brace herself for the new day: "*oh my goodness, another day*". This contradiction between her inner feelings and the expectation to "leave her emotions outside the class in order to be objective and professional in her job" (Zembylas, 2003b, p. 226), causes her to experience her context like an actor – as role play: *"I feel I have to take a little breath and paint my smile on…you have to put on a brave face…"*

Carole's use of having to *"paint my smile on"* and *"put on a brave face"* suggests the necessity she feels to mask her emotions. Masking emotions means she has to suppress or fake her emotions. Carole has the option to suppress or express her emotions (Hagenauer & Volet, 2014) but her narrative suggests that this is a difficult decision for her and that she may be constrained to function within display rules of normality. Taxer and Frenzel (2015, p.79) defined 'display rules' as the rules that dictate which emotions should be expressed publicly and which are often learned early in life. The power associated with the social, personal, political and cultural norms that surround disabilities forces Carole to behave in a socially sanctioned 'normal' way. Leah, on the other hand,

fails to do this and her lack of success with one of her learners, causes her to lose control where *"eventually you just kind of explode"*. Leah's distress is exacerbated by the fact that her sense of professionalism as a teacher and her desire to assist her learner is threatened by her inability to contain her negative emotions. In this instance, Leah finds herself in a position where her emotions take over and she 'explodes' impacting on her personally and professionally. Here Leah's emotions become a "natural force, an entity that takes over one's body" (Zembylas, 2003c, p. 311).

Carole and Leah use masking and performing respectively, in the above instances, as a means to protect themselves *and* their learners. They are both explicitly aware that they must remain emotionally stable and strong in order to be regarded as effective in their role as teachers. This is also important in how they form healthy relationships with learners:

Carol: *"They don't need to know that you're having a rough time, they're children. You need to be that stable, hopefully emotionally stable, level-headed person in their lives."*

In other words, from the narratives above, teaching requires one to put on a mask and hide one's negative emotions. Carole's 'brave face' is important for her sake and that of her learners. If she breaks down in front of her learners, it will not only undermine the image that she must present as a professional, it will also affect her learners. Contrary to the teacher in the Zembylas (2003c) study, Leah feels vulnerable because her pent-up emotions result in this outburst. She feels disappointed but also hopeless because she knows anger will not improve the situation and will not empower the learner. She thus needs to be a performer. Zembylas (2006) indicates that teachers must perform and mask their true identity so that they can present a socially accepted professional identity. But Leah's "heightened emotionality" (Little, 2000), becomes exaggerated or magnified and causes her emotions to build up, reaching a point where she could act not more:

> *"Having (those) emotions was very difficult in the classroom. I find it very hard to control these emotions in the classroom without acting on the spur of the moment and without being voiceful, which is drowning, which is emotionally drowning for all of us."*

Her personal investment and her professional identity are in conflict, which has the effect of magnifying and exaggerating her emotions. Her commitment to her professional self, causes her to experience fear, control and "emotional drowning' concurrently. They, however, cannot mix and the act of trying to be both become instead a source of emotional labour. It affects who she is – a performer as opposed to her true self. Her fear of losing control of "*acting on the spur of the moment'* binds her to being a performer. While Leah's emotions are policed by professional discourses, Carole's concern centres around her colleagues. She experiences the strain and stress of having to mask her emotions when subjected to this scrutiny and policy by management and colleagues, *"… um, actually you've got to bring your A game, and if you don't bring your A game, then toodle-doo."* This emotion-regulation technique of 'masking' or 'faking' potentially adds to the emotional turmoil that Carole and other teachers are experiencing. Thus, once again, display rules govern emotional expression and verbalisation causing Carole to 'mask' and 'fake' what she is feeling for fear of sanction.

As a participant-researcher, I was not immune to the context of the participants. For instance, I also experienced a build-up of fluctuating emotions and Figure 5 below represents my experiences. I use the image of a bomb to represent how I felt pent-up and ready to explode, like Leah, when I was called upon to be patient. This requirement to act contrary to how I was feeling emanated from the emotional rules dictated by the norms for being a teacher. In this case the rule expects that teachers do not display extreme emotions such as anger (Winograd, 2003).
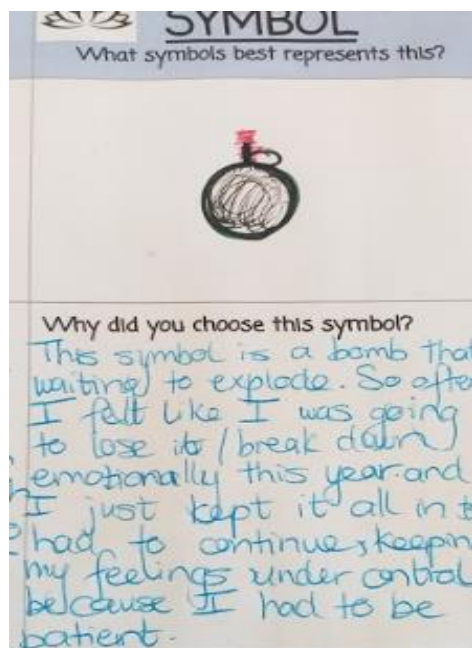
This symbol is a bomb that's waiting to explode. So often I felt like I was going to lose it/break down emotionally this year and I just kept it all in and had to continue, keeping my feelings under control because I had to be patient."

Figure 5: CSI activity taken from my journal

Additionally, my words below capture the see-saw of mixed emotions that characterise the fragility of emotions in this theme:

> *"My mood never stays the same, if I start out happy, I can sometimes get frustrated through the day, and if I start the day feeling grumpy and tired, it's not often I stay like that. There are too many people around you in a school for you to feel sorry for yourself for long!"*

Like Leah, I went from positive (*happy)* to neutral (*relaxed*) to negative (*frustrated*), and this had an impact on my mood and the way I taught. This is supported by Keller et al. (2014), who noted that teachers' emotions directly influenced the way they teach and relate to students. My journal reflections reveal that "*I can go from being **relaxed** with the boys and not putting too much pressure on them ... to **feeling frustrated** because they do not get through what I expect them to get through.*"

This pressure is both external and internal. Externally, as a teacher, I am required to follow the curriculum and to implement standardised testing and therefore feel pressure to complete certain amounts of work. There are also expectations from parents, and management to ensure that all learners meet a minimum standard in their schoolwork. As a private school, the expectations are amplified because of the smaller classes and more specialised staff. I noted that *"the expectation is that each child's needs are fulfilled, and differentiation is prioritised. Which I truly believe is the only way...but I still find it challenging, both physically (as in teaching practices) and emotionally."* These influences are what Zembylas (2003b) referred to as socio-political influences.

Internally, my strong desire to be a good teacher who meets each learner's needs, places additional pressure on me, causing me stress. My frustrations and emotional uncertainties typify 'goal incongruence' (Schutz & Lee, 2016), which was evidenced by the discrepancy between my expectations and what the boys could deliver in the classroom. In this instance, the internal and external pressure is seen as a form of power that constitutes my personal and professional identity (Zembylas, 2003), and tended to dominate and influence my teaching practice and simultaneously constructed who I was as a teacher. This was a way in which I provided meaning to the work I did.

4.2.2 Emotional exhaustion: *"A very, very draining environment"*

According to Cancio et al. (2018, p. 454), emotional uncertainty and exhaustion is a result of "depleted emotional resources" and can lead to a lack of energy and fatigue. They also argued that exhaustion can result in teachers experiencing decreasing feelings of accomplishment and stress, which could have a negative influence on their health. Stress can also influence the quality of teachers' work and student engagement (Cancio et al., 2018; Keller et al., 2018).

These theories are well supported by the data in teachers' journal entries for this study. For instance, reflecting on her teaching journey, Leah said, *"It's a very, very draining environment to be in with George because you keep, you're teaching your class, then you also have three children with learning disabilities that you are individually attending to, as well as your class."* Leah is emotionally exhausted because she is trying to meet the varying demands and needs of each child in her class. While she is committed to assisting and supporting her learners, she feels unsupported in her efforts and a need for more assistance from the school. This narrative is evident in her words below:

> *"We almost need to meet with the remedial department about all the remedial kids and the remedial staff every week, instead of sending one email, and then three days later I'm still waiting for a psych report back…you know, I have three kids at the moment that I'm dealing with, that have anxiety issues, and psych reports and everything, and it's like there's a time lapse. And for me it's the most frustrating thing!"*

Here Leah is referring to how she is feeling unsupported by the remedial department within the school. She feels a lack of effort and interest from the remedial department for the people they were employed to support. This causes her anxiety, for if the department who is supposed to help fails to do this effectively, the 'burden' falls onto her more to attempt to '*deal[ing]*' with the '*three kids*' on her own cementing her sense of isolation. Her emotional exhaustion and frustration here, stem from her perceptions that the remedial department is not doing their job well enough *"three days later and I'm still waiting for and a psych report back"*. Leah therefore finds herself in a position where she must use significant amounts of energy to control her emotions, thus requiring

extensive emotional labour (Hochschild, 1983; Zembylas, 2002), which adds to her emotional exhaustion, causing experiences when teaching learners with disabilities, to be *"emotionally draining"*.

With regard to my role as researcher-participant, entries in my journal (shown in Figure 6) reveal how I experienced emotional exhaustion:
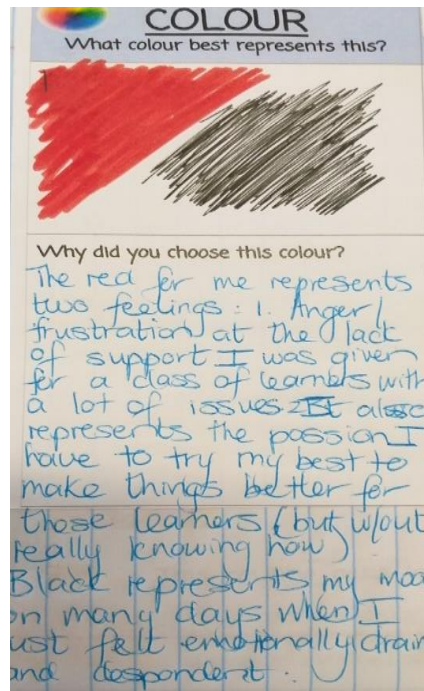
"The red for me represents two feelings: 1. Anger/frustration at the lack of support I was given for a class of learners with a lot of issues. 2. It also represents the passion I have to try my best to make things better for those learners (but w/out really knowing how). Black represents my mood on many days when I just felt emotionally drained and despondent."

Figure 6: CSI activity taken from my journal

The feelings of being "drained and despondent" are a product of constantly trying to maintain emotional equilibrium (Hochschild, 1983). This extract refers to how I was forced to constantly confront the emotions that accompanied my professional identity "*to try my best to make things better for these learners*" and the expectations placed on me professionally, *"given a class of learners with a lot of issues"*. However, I felt my attempts to live out my responsibility for helping disabled learners as best I could, were not fully supported in a context where the needs of disabled learners, and their teachers, had not yet been fully understood. This experience is similar to findings from studies done by Nel et al., (2013) and Donohue and Bornman (2014), where participants also felt unsupported.

4.2.3 Narratives of self-doubt: *"I'm always doubting whether I'm doing the right thing"*

Regarding their ability to teach learners with disabilities 'correctly', teachers reported a feeling of self-doubt. These feelings of self-doubt stemmed from the teachers' lack of training as well as the internal and external expectations placed on them by themselves and parents. Their reflections suggested that this was a result of the fact that they felt ill-equipped and underprepared to teach learners with disabilities, particularly since they had not received the required specialised training:

> **Trudy**: *"...as a teacher, this is the first case I have felt I really couldn't cope. I don't know if I was fully equipped for this."*
>
> **Carol**: *"I feel like I've let myself down ... that actually, ja, I should be doing more ... I could be doing so much more for them."*
>
> **Me**: *"I don't have training for this, so I find myself constantly asking for reassurance from fellow teachers and the Head of Learning Support ...I've found that with no training and no previous experience of teaching learners with learning disabilities, I often feel as though I'm floundering and forever at [HOD]'s door. ... I feel unconfident and inadequate at times and often like a failure. … I have been very unsure of the steps to follow... I have seriously doubted myself. ... I feel if I knew more and had more experience, I would have been able to do a better job at helping these boys meet their potential. ... I wish I had more training – I think it would have been a much less emotional year because I may not have felt so anxious about my advice to parents and may have been a bit more knowledgeable in the subject."*

The narratives above express the participants' self-doubt. For example, both Trudy and I experience being overwhelmed due to our lack of training; we felt "*not fully equipped*" also, we had learners with a range of disabilities and needs, which we had no knowledge of how to support. Trudy had a learner with Autism, and I had learners with various learning disabilities. Having not received adequate training in special needs education, which is common amongst teachers in the South African context (see for example, Donohue & Bornman, 2014; Walton et al., 2014; Engelbrecht et al., 2015), I share how I constantly experienced feelings of self-doubt and a lack of confidence in my ability to

meet the needs of all my learners. This, according to Hargreaves (2005), stems from the sense of powerlessness over our work and lack of teacher knowledge.

It calls into question our identities and abilities as teachers where our perceived ability in teaching lies in teaching mainstream learners and is a source of confidence for us. Being efficient teachers of learners within a mainstream school was a source of internal pride. However, being faced with various disabilities results in a confusion of our identities. In the face of self-doubt about ourselves as teachers, I, for example, express how I am constantly *"asking for reassurance from fellow teachers and the Head of Learning support"* and Trudy finds herself questioning *"if I was fully equipped for this"*. This emotional disequilibrium stems from the tussle between constructing our professional identities in different and new ways and realising that we might be failures.

Adding to Trudy's, Carole's and my emotional disequilibrium, is the consistent questioning of our ability to do more for our learners. Both Carole and my expectations of ourselves are high and because we have not met them, we have become self-critical of ourselves, questioning why we are not *"doing more for them"* (Carole) and …. *if I knew more and had more experience, I would have been able to do a better job at helping these boys meet their potential (*Me*)*. The pressures placed on Carole and I are internal, and they cause us to feel as if we are not doing our jobs properly, hence the self-doubt. This could be attributed to the influence of institutional policies and norms about what teachers' work is. Morrow (2007) described feelings of not being able to live up to the 'conception of teaching' and associated roles thereof, as professional guilt, which is what Carole and I might have been experiencing.

From my own narrative, it could be deduced that I struggled to balance my feelings of self-doubt with my feelings of agency, which caused me to feel demoralised and like a failure. A teacher's classroom is her main source of fulfilment and has a direct influence on her self-esteem (Nias,1996). Thus, because I was not getting what I perceived as enough positive input and support in my teaching of learners with disabilities, I became discouraged and lost confidence in my ability, doubting my identity and competence as a teacher. This had a negative impact on my abilities to support all my learners, including learners with disabilities.

Zembylas (2007) asserted that there is a link between identity and emotions. For him, emotions are not only private; they are also formed because of the interactions of teachers within a larger socio-political scale. In this case, my interaction with parents caused me to experience feelings of anxiety, doubt and failure and were directly linked to my personal and professional identity. The anxiety I experienced emanated from feelings of inefficiency, as if I could not live up to the expectations of parents, inducing feelings of *"I wish I had more training – I may not have felt so anxious about my advice to parents."*

This emotional expression of self-doubt results from the struggle between educational expectations and not having the required pedagogical skills as well as having to meet the expectations of parents. Morrow (2007) argued that a teacher's job is to teach and correspondingly, one can only do this if they have the required knowledge to do so. Our lack of pedagogical knowledge resulted in my feelings of self-doubt. As well as the expectations we place on ourselves, there are also expectations from the parents at this school: that teachers must know all their children, be able to identify any problems they may have and cater for them individually.

My journal reflections highlight these expectations:

> *"His mom likes to tell me, 'If you just speak to or explain to him one-on-one, he'll understand!' Well, unfortunately, even though this is a private school, one-on-one is not feasible! I have got to the point now where if I see her coming to my classroom, I duck into my storeroom to avoid her because I know she'll hijack my time… she manages to make me feel like the worst teacher yet.*

The fact that I felt the need to *"duck into my storeroom"* highlights the extent of the pressure I felt from this parent. She added to my experiences of self-doubt by making me feel like *"the worst teacher"*. However, my perceptions of myself as a caring and committed teacher meant that I wanted to do my best to meet the needs of every learner and fulfil parents' expectations. This internal pressure I placed on myself to be 'the perfect teacher' was unrealistic and caused me further emotional dissonance. This was particularly true when I began to seek ways to avoid situations where I might be expected to engage as that 'perfect teacher', what Cancio et al. (2018) referred to as an avoidant coping strategy.

In the above instances, Trudy, Carole and myself grappled with the internal and external pressures and expectations, which caused self-doubt. As teachers, we found it difficult to balance our personal expectations of what our roles entailed with the parents' expectations and inadvertently, the school's. This left us with feelings of guilt and disempowerment, since our sense of purpose was entangled with our perceptions of what was required of us, as teachers teaching learners with disabilities.

4.3 Factors Contributing to Emotional Uncertainties

This section focuses on the various factors that contributed to teachers' emotions described in Section One. The intention of the section is to reveal the complexities between teachers' emotional lives and how these are linked to and influenced by the inextricable interrelatedness of individual, social and political factors (Zembylas, 2002). For the discussion in this section, I have identified three key influences that contribute to teachers' emotions, namely, the social interaction and relationships that affect and shape teacher participants 'emotions; the complexity and construction of teachers' identities; and other external factors such as timetabling and support in the classroom.

4.3.1   Teacher-parent relationships: *"Just wipe out any difficulties"*

Participants' reflections of teacher-parent interactions varied from being experiences of a positive nature to those that made them feel pressured or even questioned in their capacity as professionals. Trudy shared these feelings as follows:

> *"Oh, the other challenges we have…um … parents (laughs long and heartily) … Parents, parents. So, because we're a private school and because we have small classes, they would like us to…just wipe out any difficulties their children experience …. They're quite demanding …"*

The private school context, in which this study was conducted, brought about unique pressures, different to those of a public school. Here, Trudy identified parents as a 'challenge'. She explained how demanding relationships with parents are in a private school context. For instance, the perceived advantages of a private school context, such as more individual attention because of small classes, raises expectations of what teachers must achieve with learners. That is, parents' perceptions, according to Trudy, were that, as a teacher, she could *"just wipe out any difficulties"* experienced by learners.

The perception was that small classes automatically meant that learning difficulties could be easily overcome. This was unrealistic for her and caused her to laugh long and heartily. Her words *"parents, parents"* suggest that she might have viewed parents as a source of additional stress due to their unreasonable demands. These perceptions potentially emanate from the social position that parents hold, as a result of their economic capital that enabled them to afford exorbitant school fees. For me, the *"high expectations"* emanated from their ability to pay *"high fees"*, which they used as a lever and source of power over the teachers, and therefore demanded and expected 'miracles' for their children from teachers (Barlow, 2013). Not only were parents demanding of teachers' work, they also took up significant amounts of teachers' time, as I reported on one of my encounters with one of the parents: *"She has taken up so much of my time"*.

For Trudy, parents were a source of pressure.

> *"There have been times when his mom* (Danny's), *her sister, close friends, have hyped up a situation where my take would have been calmer. There are times when I have felt questioned. My feelings and my verbal response have been to 'butt out – we are doing the best we can in a very unique situation'."*

The additional expectations and greater involvement of the parents made Trudy feel as though her competence as a teacher was being questioned. This engagement with the parents also made her feel angry to a certain extent, compelling her to defend her actions. She highlighted the fact that she, as a teacher, was trying her best to support Danny, in this 'unique situation' where he, as a learner with disabilities, had been included in an independent, non-special needs school. Zembylas (2003a, p. 114) asserted that an individual's identity is "shaped by and shapes certain power relations."

However, Trudy did not feel any sense of power, because she felt that her source of power, which was her role as a teacher, was being *"questioned"*. In this case, Danny's mother could shape how Trudy experienced her sense of self, which Trudy experienced as disempowering. Despite Trudy recognising that Danny's family interpersonal relationships were based on inappropriate behaviour (*"hyped up a situation"*) relevant to school, she still felt as though she was challenged, in an environment where she was supposed to be in charge and more powerful.

Trudy later referred to how the different kinds of her engagements with parents made her feel:

> *"... so, in the parent body, they are reporting to other parents…and not speaking one-on-one with me. So that, I think frustrates me…. I'd love her to be in my shoes for a morning, but then I don't think I'd like to be in her shoes for a morning."*

Trudy's frustration at being made invisible and unimportant makes her feel disrespected. She believed that this kind of disrespectful engagement occurred in the car park, which for her cemented the kind of disrespect she was feeling. Thus, place also shaped the power relationships that delimited her as a teacher. Zembylas (2003b, p. 226) argued that there must be a "predefined communication channel" which if not followed influences teachers' emotions. For Trudy, the car park is not an acceptable place or channel in which to discuss teachers. Thus, for her, parents' social networks and place of communication serve as a form of punishment for her (Zembylas, 2007), against which she cannot defend herself. In this instance, parents are not the source of emotional capital that she had hoped they would be (Zembylas, 2007).

While railing against being disrespected by parents who fail to *"speak one on one with me"*, Trudy could also reflect on the plight of the parent. While she was frustrated by the parent and *"would love her to be in my shoes for a morning"* so that she could experience what she was doing in the classroom, she still felt a sense of empathy for the difficulties that the parent had to face every day. Being a mother herself, helped her to think differently. She was no longer using her role as a teacher. Instead she tried to see things from a parent's perspective. In this way, Trudy could relate to the strains and pressures the parent experienced. Her frustration lay in that she felt that this was not reciprocated; she felt that the parent did not understand her struggles as a teacher. This example illustrates how "the teacher-self is constructed and then re-constructed through the social interactions that a teacher has, in a particular, institutional context" (Zembylas, 2003b, p. 213).

On the other hand, both Carole and Dee experienced positive relationships with parents, which enabled them to negotiate their emotions and actions when dealing with parents.

The healthy and constructive relationship between Carole and Roy's parents resulted from them being *"very complimentary to me beforehand, saying 'we know he's coming to you and we're just so thrilled'."* This positive parent-teacher interaction provided Carole with the confidence she required to teach their son who had severe disabilities and was diagnosed with Apert's Syndrome. She initially felt anxious about having him in her class, but their words of encouragement helped her to do her best *"it kind of gave me confidence and encouraged me, like 'you've got this!'."* Zembylas (2003b) asserted that the continuous dialoguing of teachers with others constitutes teachers' identities and that identity is linked to the recognition of others. Carole's dialogue with Roy's parents provided her with the recognition to which she aspired (Zembylas, 2003b). Such recognition enabled her to internalise a positive image of herself and in the process improve her self-esteem. The recognition of her ability became the psychic rewards (Lortie, 1975 cited in Hargreaves, 2000) that gave her *"confidence and encourage[ment]"* and provided the platform for parent-teacher dialogue, free from *"animosity and disagreements"*. Psychic rewards, according to Hargreaves (2000), influence the inner being as seen in Carole's renewed confidence. Positive relationships were unexpected for Carole, given the degree of power imbalance between parents and herself as a teacher. The fact that this relationship was situated on unequal power relations, held even more importance for Carole. Such affirmation and admiration from parents shaped her perceptions of herself in her identity as a teacher.

For Dee, it is her 20 years of experience and her ability to reflect and empathise with parents that have helped her in forming positive relationships with parents:

> *"I have a good relationship with parents, but that has been built up over 20 years.... I feel really heart sore for parents who have kids with severe learning disabilities. ... So, for parents it's jolly difficult, and sometimes their reaction comes out as an attack on you, but actually, all that parent is doing is internalising that heartache. ... It's the most devastating feeling I've ever had; a mother wrote me the most attacking letter that you can imagine, but actually it was her insecurity, more than anything."*

Here, despite being treated poorly, putting herself in the parents' shoes and acknowledging the parents' feelings of 'heartache' enabled Dee to act empathetically.

This agency (Zembylas, 2003) from Dee's part created a non-threatening environment for the parents, thus creating a positive relationship with her. Her 20 years of experience and her empathetic nature provided her with the ability to gain emotional capital, through which she was able to devise emotional norms and "affective economies" (Zembylas, 2007, p. 453), which she utilised to negotiate relationships with parents.

Leah's experiences of interactions with parents were on opposite spectrums. She referred to George's parents as *"the most wonderful parents ... really understanding and so on board. I have no fault with them."* But she referred to another ex-learner's (James) parents as *"his dad was extremely difficult. He was a lawyer and he had a sharp tongue and he was really condescending of where we're going and what we're doing (as a school). ...it made me feel like we'd failed. We failed (the learner)."*

The experiences to which Leah refers resulted in contradictory emotions for her. George's parents who were supportive, evoked positive emotions from Leah, enabling her to feel confident about her role as a teacher. In addition, the fact that they were *"so on board"* gave her affirmation in her role as George's teacher. James' father, on the other hand, induced feelings of powerlessness and disappointment from Leah. His position of power as a lawyer and a fee-paying parent exacerbated these emotions to the extent that she felt the school had *'failed'* her. This is key to understanding the extent to which parents as external contributors to teachers' emotions, both positive and negative, affect the emotions that teachers experience. It is for this reason that scholars (see, for example, Hargreaves, 2000; Zembylas, 2003a, 2003b; Schutz & Lee, 2016) have argued that emotions are integral to both personal and social relationships.

4.3.2   Teacher-learner relationships: *"Almost like a dog with a bone"*

The interaction between teachers' and learners has a significant impact on the emotions that teachers experience, as well as the way in which teachers construct and reconstruct their identities (Zembylas, 2004). Findings by Rodrigo-Ruiz (2016) allude to the fact that emotions influence teachers' behaviours and have an influence on how teachers relate to other teachers. Data from the participant teachers reflects this influence and refers to teachers' experiences of interactions with learners.

Below are excerpts from the participants' journals which suggest that three teachers felt, at times, as though the demands and pressures to meet the varied and multiple needs of learners were overwhelming.

> **Carole**: *"So I've got 'please help me with my shoelaces', 'please help me with this', 'I can't find this'… and you kinda want to go, okay, time out okes, I can't do everything!"*

Here, Carole reported feeling flustered and pulled in different directions. This was possibly due to the nature of the diversity of students in her class; they were young and needed assistance, but there were also many learners with disabilities who required additional attention and support. She expressed her frustration and felt helpless because she realised that she could not help everyone and "do everything". This went against her expectations of herself as a teacher and her sense of professionalism, which was to ensure that all her learners have access to what is being taught. The fact that Carole did not achieve according to her goals, resulted in her experiencing unpleasant emotions, similar to the findings in the Frenzel et al. (2009) study.

Trudy, too, felt frustrated by the constant demands that Danny placed on her.

> **Trudy**: *Danny comes in when he is done with the facilitator. He cannot wait. Disrupts my group. It can be so frustrating. Just as you have caught the attention of your* [Maths] *group, Danny interrupts. … He's extremely needy, he needs individual attention and he demands that and if one cannot attend to those needs in that instant, it can spiral out of control… When I am on duty on a Monday, he is my shadow. Just follows me around… When the facilitator leaves, he needs me. … He came back unsettled, so we needed TIME to try and understand and explain. The rest of the class just had to wait.*

She refers to how *"needy"* he was and how he disrupted her lessons and demanded her *"time"*. This left her feeling *"frustrated"*. Her emphasis on him needing *"TIME"* suggests a form of resentment towards Danny. The fact that Danny constantly struggles with work put her in a difficult space, because she recognised the effect of Danny's

disruptions on other learners (*"spirals out of control"*), including herself. For instance, she reported that the rest of the class *"had to wait"* while she addressed Danny's needs, knowing that it would require significant amounts of time. She could not win because ignoring Danny would result in the class being disrupted. However, on the other hand, attending to Danny meant that she had to leave most of the class to their own devices. These complexities left her feeling torn, powerless and unable to live up to her expectations of fulfilling her roles as a professional (Morrow, 2007).

In my journal, I also speak about feeling *"torn"* apart since my sense of professionalism conflicts with my emotions.

> **Me**: *"John is such a sweet boy and I really just want to help him. I sometimes have to catch myself because I feel impatient with all his questions and his neediness, I am only one person after all and feel like there are so many other weak boys that need my help. I feel torn and inadequate."*

I made a conscious decision to *"catch myself"*. Therefore, I did not reveal my true emotions, which were of *"impatie[nce]"*. These situations, where the participants held back their true feelings, involved emotional labour (Hochschild, 1983). The emotional norms of the organisation demanded that teachers act in a certain way during "classroom transactions" (Schutz & Lee, 2016, p. 172). In these instances of teaching learners with disabilities, to maintain a healthy and strong relationship between teacher and learner, required remaining calm and unruffled, even when they were feeling overwhelmed. Furthermore, my expression of being "*only one person*" suggests a feeling of being unsupported in my attempts to support all my learners. These feelings of frustration arose from feeling as though I had no control over these situations, not because of misbehaviour from the learner's part, but because of circumstances outside of my control (Chang, 2009).

In a further reflection, Carole shared and revealed complexities that she experienced in her relationships with learners.

> *"And ja, they are your children forever, actually ... because you ... you spend more time with them than their own parents ... And, you invest such a lot of your time and effort, at the expense of your own family (tearful), on those children ... And it's ok - you don't do it for self-gratification or a big salary at the end of the day or thanks from parents, you don't even expect those boys to know."*

Here, it is evident that teachers invest time, effort and emotion to establish and maintain relationships with their learners. Carole's reflection highlights the complexities of these relationships and the amount of emotion involved (Hargreaves 1998; Sutton 2007). Carole's deep care and love for her learners is evident in her willingness to sacrifice what is most important to her, for example, her family time. However, at the same time, she experienced a fear of failure, that all the effort and time she has put in may be in vain. She felt good, however, about having sacrificed her time, as she understood that she was not doing what she was doing for 'material' reward and was buoyed by the 'psychic rewards' implicit and regulated by teaching (Lortie, as cited in Hargreaves, 2000).

When they do not experience positive feelings, teachers feel disempowered. Carole's excerpt reveals unequal power relationships, first, between the teacher and the parents (Hargreaves, 2000). Carole perceived the parents of her learners as occupying a higher social standing than herself. That is, she recognised that she was providing them with a 'service' – *"for thanks from the parents"*. This emotional geography of political distance (Hargreaves, 2000) caused a breakdown in the emotional understanding between her and the parents, even though these stirrings may not have been overt or explicit. Secondly, the relationship between Carole and her learners was imbalanced. For instance, learners were placed in her care and she, therefore, has authority over them in her position as *in loco parentis*. In this case, Carole referred to them as *"her children"*. This sense of ownership may stem from love and sense of responsibility she felt for her learners and her deep moral commitment to help them.

Dee and Trudy's journaling reflects times when emotional investment does pay off, during and about which they derive positive feelings from experiencing learners' progress:

The image below that Dee chose to symbolise her feelings towards teaching learners with disabilities, highlights how important it is for her, in her role as a teacher, to see her learners' progress. Her identity and perception of herself as a teacher is influenced by her ability to facilitate effective learning.
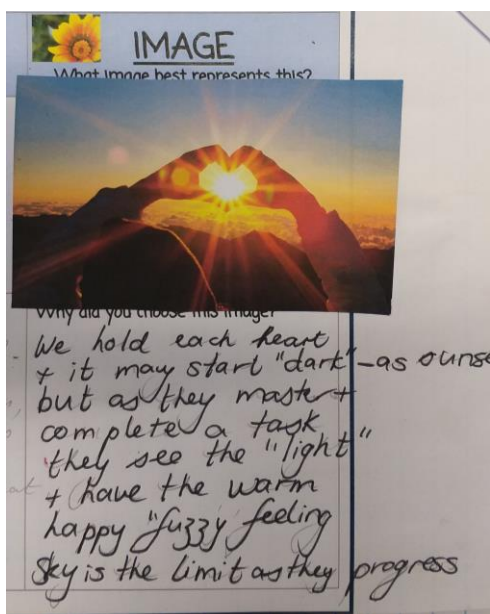
"We hold each heart & it may start "dark"-as sunset but as they master + complete a task they see the "light" & have the warm happy fuzzy feeling. Sky is the limit as they progress."

Figure 7: CSI activity taken from Dee's journal

In the above CSI activity, Dee describes the positive emotions she feels, as she talks about learners starting out in the "dark" and moving towards the "light" as they master certain tasks. For Dee it was "*heart-warming to see his sense of achievement… to hear him get a concept – that beaming face*. Dee's description of Timmy's eyes that '*light up*' cause her to have a '*warm, fuzzy heart*'. The ultimate reward for her is when Timmy "*walked in and came close to giving me a hug...*" (Interview). According to Yeo et al. (2014), the positive emotions a teacher experiences is a result of emotional investment in learners' lives. She also journals about the times when her investment pays off, and she experiences great joy from learners' progress.

In a similar manner, Trudy's reflections were:

> **Trudy**: *"… Danny has had so many WOW moments with regards to academic achievement…when things go well, you are relieved and in awe that an autistic child managed."*

Both teachers here felt a sense of pride in their learners' achievements. These feelings of satisfaction from witnessing the progress of their learners with disabilities, supports findings from a study by Yeo et al. (2016) which revealed that satisfaction is the most dominant positive feeling experienced by teachers of learners with disabilities. This aligns well with Zembylas (2007), who stated that educational success is strongly linked to emotional capital. Dee and Trudy are expending emotional capital, namely love and affection, expenditure of time, attention, care and concern (Allatt, as cited by Zembylas, 2007, p. 451), in dealings with the learners with disabilities in their care. The emotional cost is therefore high (Zembylas, 2007). The fact that Dee and Trudy have achieved something with their learners which is against the odds, is significant and is reflected in the teachers' feelings of satisfaction and pride. This is also an example of where emotional labour functions positively (Tsang, 2011). This experience of emotional labour has use-value and reflects positively on their professional identity as teachers (Hochschild, 1982); it was experienced as *"heart-warming"* and caused them to feel *"in awe"*.

In the instance of Timmy showing affection towards Dee, she felt affirmed when he let down his guard and came close to showing her physical affection. In fact, this served as a reward for her. Therefore, Dee felt that she was fulfilling her professional purpose as a teacher. This was important for Dee, because it is her way of reaping the rewards of the emotional capital (Reay, as cited in Zembylas, 2007) she has invested in her relationship with Timmy.

Leah also shared her emotions and complexities involved in her relationship with George: *"I think for the first six months, it was very um…it was almost like a dog with a bone… so ja, the emotion was, how can I sort this problem out? It's almost like a sense of failure, ja … very much….* She experienced feelings of frustration and despondency in her

inability to *"sort the problem out"* or make the situation better for George. Leah's despondency and professional guilt (Morrow, 2007) stemmed from her emotional involvement in George's life (Alvarez-Hevia, 2018). While she wanted to support him, she felt she was unable to.

The image of a dog with a bone points to a situation that is relentless and ongoing, with no end in sight. It assumes that there is no reciprocity in the relationship. In this instance, Leah found it difficult because she had little intellectual and emotional resources left, from which to draw (Change, 2009). This is underlined by the fact that Leah was unable to solve George's problem for *"six months"*. She was unable to regulate and manage her emotional involvement and struggled to control her emotional labour, thus resulting in a *"sense of failure",* leaving her feeling ineffective in her role as a teacher. Although her intentions were to help and support George, the suggestion that George was viewed as a 'problem to sort out' (Alvarez-Hevia, 2018), may point to the probability that Leah was operating within a medical discourse of disability.

4.3.3   The complexity of teachers' identity: *"How do single parents do it?"*

The final predominant factor found to contribute to teachers' emotions, is the continual construction and reconstruction of their identities, as a result of the different roles they are expected to play. Teachers struggle to maintain a sense of individuality (Zembylas, 2003a), since they take on so many roles and responsibilities, what Trudy called 'juggling'… *"Juggle! Juggle! Juggle!".* Trudy referred to her need to juggle her roles at school as well as at home. These participant teachers not only had to manage the demands of a normal teaching load, but also had the added responsibility of teaching learners with disabilities, which is one more role to juggle. Research by Cancio et al. (2018) confirmed that the job of a teacher of learners with special needs is more demanding than that of a general teacher and may therefore exacerbate their experiences of stress. Since emotions are so entangled with teachers' identities, the 'juggling' act causes teachers to wrestle with their personal and professional identities, adding to their emotional conflict.

The following excerpt provides a description of Carole's experiences of 'juggling':

> *"...not only do we have normal teaching pressures but 'extras'... a friend, a mentor, a mom, a wife, a sister, a child, a teacher, uh, counsellor... all those are the hats... How do single parents do it? ... Caring so much for so many does make somebody feel exhausted... I think as a result of doing so much you're frustrated, you're not as patient as you should be, a bit more temperamental with family, then you feel worried cause you're not a good mom and so then you feel guilty and it just snowballs."*

Here, Carole referred to the multiple roles she had to play, which impacted on her emotionality as well as her perceptions of her personal and professional identity. Each of these roles, some of which fall under the specified roles of a teacher according to the Norms and Standards for Educators (Morrow, 2007), came with different expectations and responsibilities. Morrow (2007, p. 221) asserted that teachers "...carry multiple identities that come with different demands, time allowances, and constraints". Carole's job as a teacher in her specific school context required her to teach, fulfil an administrative role, be a learning mediator for the intern teachers and teacher aides in her class, as well as serve as a counsellor and mentor to the learners who are on scholarships.

On a personal level, she also had to juggle the roles of mother, wife, sister and child. She found this overwhelming and was in awe of single parents: "*How do single parents do it*?*"* These words provide an insight into the support she relies on from her husband. It could be assumed that together these personal and professional roles constitute Carole's individual identity. However, according to Britzman (1993, as cited in Zembylas, 2003b), "teacher identity is not synonymous with the teacher's role and function; role speaks to function whereas identity is a constant social negotiation". Carole therefore found herself constantly negotiating her identity through her social interactions with her daughter, husband and her learners, to 'find' her identity. Since "identity is constantly contested and under transforming shifts*"* (Zembylas, 2003b, p. 221), there was so much interplay between her roles and identities that Carole found it difficult to separate them.

The fact that Carole is always *"caring for so many"* requires a significant amount of emotional and physical resources and investment (Chang, 2009). In her journaling above,

Carole expressed feelings of guilt and self-doubt, *"…then you feel worried cause you're not a good mom and so then you feel guilty and it just snowballs"*. She felt her role as a mother was being compromised by the demands of her roles in school. According to Carole, her roles are not fulfilled properly, therefore leaving her with feelings of guilt and frustration, which she often took out on her family, describing herself as *"more temperamental with my family"*.

Dee and I also feel pressurised by the multiple roles or 'hats' we are required to wear and balance:

> **Dee**: *"As a teacher and doing sport, you have a lot on your plate. So, if you were only a class teacher, and you could stay in the classroom for two hours after your day, you'd probably feel less frustrated, but your responsibility is outside the classroom as well."*

> **Me**: *"For me personally, I have to juggle dropping of my kids, with my youngest crying every time I leave her. And then I have to pick them up and sometimes go and watch their sport etc. … I feel like I am constantly rushing, which leaves me flustered…. There is also the juggle of running tennis at school, which means being involved in extra practices and admin … This is tiring and I do sometimes feel overwhelmed with all the hats I have to wear in just ONE day."*

Dee referred to her other duties and roles outside of the classroom. She was frustrated by the lack of time she had, and therefore was unable to give one hundred percent to her job as a classroom teacher. She recognised that if she were to have extra time allocated in which to prepare lessons, she would feel *"less frustrated"*.

According to Kerr and Brown (2016, p. 146), "teachers' emotional work has a temporal nature and therefore is not limited to occasional critical events but occurs every day". The words *"all the hats I have to wear in just ONE day"* highlighted the multiple identities I juggled in my professional role as a teacher, in a very short space of time. The assumption is that the same identities will need to be fulfilled the following day. However, my physical and emotional expenditure felt overextended in just that "*ONE day*". In addition,

the reality that I will have to experience these emotions daily, compounds the emotional demands and stress I experience. As a result, I have begun to experience a lack of a sense of accomplishment, both personally and professionally which negatively affects my self-esteem, leaving me "*feel[ing] overwhelmed*".

Nias (1996) described how teachers invest themselves in their work to such an extent that they merge their sense of personal and professional identity, to navigate their emotions. This was true for Leah. To illustrate this, Leah described how she merged the different pieces of who she was with how she felt towards her learners. What follows is her reply to the question asked during the interview: Do your emotions affect your teaching?

> *"Yes definitely, definitely, because there's no way that I can separate the person I am and the sensitivity I have towards children with um, learning disabilities."*

Leah's remarks provide insight into her personality and how she identifies herself as someone who is sensitive and cares for learners with disabilities. She later reveals that this is due to her own children having certain learning disabilities: *"Well, if I didn't have four gifted children, I wouldn't have the empathy"*. According to McKeon and Harrison (2010), Leah's identity has been constructed through her social and cultural experiences during life. Similarly, teachers' identities and emotions are shaped by the events and experiences in their personal lives (Izadinia, 2014). Therefore, even for Leah, it was impossible to dissociate her professional identity from her personal life. While this is what may have caused discord for teachers like Carole, Trudy, Dee and I, who recognised that the various roles we need to juggle caused us *"physical and emotional exhaustion"*, Leah has allowed her personal circumstances not to limit, but enhance her role and identity as a teacher of learners with disabilities. This shows that teacher's identity may not be in sync with their roles and responsibilities (Zembylas, 2003b). The role of being a mother has, however, in this case enabled Leah to see things from a mother's perspective and allowed her to be caring and sensitive to the educational needs of her learners, particularly those with disabilities.

4.3.4   Flexible timetable: *"A crazy circus comes to mind"*

Although a school timetable is supposed to provide uniformity of routine, the teachers in this study were immersed in a private school teaching environment, where the timetable allowed for changes, more so than in a public school where following routines may be stricter. That is, the level of flexibility was such that it made predictability difficult for the teachers. As a result, the pressures and emotions experienced by teachers varied:

> **Carole**: *"Haircuts, class speech session, guitar lessons, piano lessons, speech sessions x 2 boys, remedials lessons – all before 10am! ... Crazy circus comes to mind. A normal, routine kind of day – my happy place. ... I do find that these children crave routine and schedules ... I do realise in my old age that I like being in control, especially in my classroom."*

> **Me:** *"There is so much going on at school. There will be a choir practice or a play to watch or something. Boys leave early, or are getting changed for sport, it's all so much! ... I feel quite angry because I am trying my hardest to get the attention of my class, and then someone comes and interrupts! The interruptions in the school are my greatest challenge. ... I find it very challenging when boys are leaving the classroom for music or remedial lessons. It is so disruptive and really throws me and the rest of the class because they are so easily distracted."*

Both Carole and I questioned the flexible nature of the timetable that prevents proper engagement with learners, disrupting lesson time. Carole used the words "*crazy circus*" to describe her classroom environment. She admitted that this made her feel out of control, which went against her character and personality. Teachers are guided by the "specific school political arrangements" (Zembylas, 2003b, p. 226). However, the arrangement of a flexible timetable causes frequent disruption and adds to my and Carole's emotional stress. Carole mentions that her happy place is when she has a "*normal routine kind of day*". This suggests that Carole felt more secure and content when she could teach in a routine. In fact, she felt and believed that both she *and* the learners needed routine. Trudy also believed that learners with disabilities required a degree of routine and predictability: "*you see for an autistic child, he needs routine and structure*".

For me, disruptions and lack of routine, stir emotions of "*ang[er]*". The types of emotions elicited may be a result of our secondary appraisals about a particular event (Chang, 2009). In this instance, I have placed blame on an external factor (i.e. the school), which has resulted in me feeling anger. To deliver a good lesson, it is important to have the attention of learners. Disruptions caused, in my opinion, by the lack of routine on the school's part, contradict my efforts to be in control of a class and deliver a good lesson. Here, I felt unsupported in my efforts as a teacher who was trying to accommodate all learners.

The institutional norms demanded that I must be able to work effectively in a busy, disruptive environment. For me, my identity was challenged because I identified with and invested a significant amount of emotional and intellectual capital into ensuring that I taught as effectively as I could. However, the environment in which I taught did not support this, because there were always so many disruptions, making it challenging for the learners with disabilities to pay attention during lessons. This undermined their ability and potential to learn new skills, knowledge, values and attitudes.

Data collected from the other two teachers revealed different experiences. These teachers did not feel the lack of routine affected them significantly. For instance, Dee and Trudy reported that:

> **Dee***: "I don't get too stressed with like, the routine of the day changing. If I have got something planned and suddenly it changes, that doesn't stress me too much."*

> **Trudy***: "...you learn to adjust and go with the flow…."*

The fact that Trudy and Dee were more comfortable with the flexibility at the school may be attributed to the fact that they are experienced in their roles as teachers. That is, they had been teaching at the school for a long time and had had some experience of teaching learners with disabilities. Therefore, it could be expected that they would be able to negotiate complexities of a private schooling context more easily compared to their other less experienced colleagues. The fact that they were not too worried about the changes and disruptions may suggest that they were secure in their roles and identities as teachers

which allowed them to keep a more relaxed disposition. As Trudy said, *"you learn to adjust"*, i.e. even if *you're not* [flexible], *you learn to be*. Trudy and Dee have both adopted deep acting (Hochschild, 1983) in these instances, since their emotions and values have begun to align with those of the organisation's values over time.

4.3.5 Classroom support for teachers: *"Imagine everyday with someone in your class"*

The school has allowed for support structures to be put in place, such as remedial lessons and on-site specialists. However, these 'solutions' are embedded in the deficit understandings and perspectives of disability. For example, I explained that *"There are systemic structures in place, i.e. the way the learning support unit is run-mainly as a pull-out system… This accounts for boys leaving class. The interruptions are therefore systemic."* Although well-intentioned and initiated in order to meet the educational needs of learners with disabilities, these means of support still address the *symptoms* of the challenges faced by learners. For instance, rather than taking into consideration systemic barriers experienced by learners, including learners with disabilities at the school, the interventions were embedded in the deficit discourses of the school culture (Zembylas, 2003).

So, although learners with disabilities were provided support during individual sessions, their teachers were still expected to cope and adapt to the unbending demands of their school. In other words, systems of support for learners did not interrogate the cultural complexities of the politics of access to education. Being untrained and ill-equipped left some of the teachers feeling powerless, which cast a constant blanket of doubt over the teachers.

Furthermore, learners with disabilities who required alternative forms of support, were often separated from their peers for their individual sessions. This suggests that the experience of barriers to learning almost always invited separation from one's teacher and peers. These 'fragmented and episodic encounters' (Hargreaves, 2000, p. 816), which placed both physical and emotional distance between teachers and learners, impacted on teachers' relationships with the learners in their care. Carole's words are evidence of this: *"if it is just me and my boys, we have a special time together…loads of work and learning*

and laughing". This system therefore can set up teachers to fail, adding to their feelings of personal inadequacy and alienation. These dynamics, thus, combined to undermine the construction of their professional identity as effective teachers.

All the teachers who participated in the study, except me, had specialised facilitators to assist them with the teaching of learners with disabilities in their classes. This support was largely provided to learners with severe disabilities and who were unable to work independently. These specialists were brought in at different points during the school day, as required. However, teachers expressed mixed emotions regarding the presence of these specialists in their classrooms. Trudy's experiences of the specialised facilitator who worked with her learners, were mixed, a mixture of both gratitude and irritation, as expressed below:

> *"In lots of ways I am his teacher, but Alice is his angel on earth. I could not do what she physically does for him with a normal teaching load. But it is not always easier to teach with another trained teacher in your class. She is amazing, but I love my class to myself... Imagine everyday with someone in your class who you do not gel with. What would I do if the facilitator was a disaster???"*

Carole too was ambivalent about the presence of the facilitators in her class. While she appreciated their assistance and acknowledged the importance of their work in the learner's life, she also felt relieved when they left the class and when she did not have to deal with the disruptions that their presence caused for her, as expressed below:

> *"I was grateful for Mandy .... Roy battles terribly, thankfully he had someone to keep him on track. ... Things I have learnt by writing in this book, Mandy and Kiara irritate me, but I do need their help. ... I must admit that saying goodbye to my 'adult helpers' at teatime was nice. I enjoy having my boys all to myself without any opinions or interference."*

Furthermore, at times, Carole felt burdened by the disruptions and perceived demands of the specialists as external people. She felt that she had to address their needs as well as those of her learners: *"Today I introduced a new sound – which I love doing, although I*

end up teaching an intern and a facilitator as well". Trudy also felt her attention was divided by the needs of the facilitator in her class: *"Alice often needs an explanation. ... Alice needs to ask how to do things. Time* [spent] *explaining, allows the other boys time to become restless. ... There are days I just want to teach and not be thinking of what Alice needs."*

Ward (2011) reported that teacher aides have been widely incorporated into classrooms to help learners who require extra academic support. The findings in her study done in New Zealand suggest that teachers felt relieved as a result of this extra support. There is thus a prevailing assumption that teachers welcome the presence of others, in their classroom. However, both Trudy and Carole's experiences portray a facilitator as being an extra burden and someone who requires 'time' they don't necessarily have. This makes them yearn for moments when they "*just want to teach"* and don't have to juggle another responsibility. This places further physical and emotional demands on teachers. Though these emotions may seem irrational since teachers are receiving extra support, the influence of emotions on cognition and thus decision-making is vast (Damasio, as cited in Zembylas, 2003b).

It is clear that Carol and Trudy display contradictory and fluctuating emotions about the assistants in the class. Their emotions vacillate between being grateful to the facilitator who is described as an '*angel on earth'* through to frustration and irritation with the fact that they have to share '*my boys'* or have '*someone in* [their]*class who* [they] *do not gel'* with. This again shows the complex nature of emotions and leaves teachers feeling uncertain about whether their relationship with their assistants is a positive or negative experience.

4.4 Teachers' Coping Strategies

According to Hochschild (1983), emotions are beacons of our true selves, determining how we interpret and respond to different experiences (Zembylas, 2003). Teachers' individual realities are therefore dependent on how they feel and react to both internal and external influences. Trying to accommodate learners with disabilities in a non-specialised setting was experienced as demanding and exhausting for the teachers who participated in this study (as discussed above). This final section addresses the third

research question and highlights the various strategies that teachers used to navigate and 'survive' their emotions and reactions, which were caused by these internal and external influences.

According to Cancio et al. (2018), finding ways to cope is imperative for teachers to maintain a healthy lifestyle and to avoid burnout and stress, both on a personal level and in the classroom. Since teachers' emotions have a significant influence on learners and the way they learn (Rodrigo-Ruiz, 2016; Koenen et al., 2017), it is key for teachers who teach learners with disabilities to navigate and manage their emotions. This will ensure they are able to establish healthy relationships with their learners as well as maintain a high quality of work.

Stoeber and Rennert, as cited by Cancio et al. (2018), referred to two types of coping strategies that teachers use, namely, active and avoidance strategies. The strategies referred to in this section are all means for *active* coping, which is when teachers adjust their perspectives and attitudes towards stress. Teachers who use active coping strategies view them as challenges rather than threats, and thus try to "change the *source* of stress or themselves" (Cancio et al., 2018, p. 468.) This type of coping strategy was evident in how participants recognised that they needed to change certain things to accommodate learners with disabilities, as effectively and inclusively as possible. In their attempts to do this and meet the educational needs of *every* learner, teachers reported experiencing a range of emotions:

> **Carol**: "*It is so disheartening when they don't get it. I guess I will have to change my teaching so they do get it.*"
> **Trudy**: "*I do think we can do more to understand the special needs of the children.*"
> **Me**: "*I want to try and best meet boys where they are, and support and help them where necessary.*"

These reflections provide insight into the internal pressure and sense of responsibility these teachers take upon themselves to meet the learners' varied needs. In all three reflections, there is evidence of an intrinsic desire from the teachers to change their ways or means of delivering their lessons. This is thus an active coping strategy (Cancio et al., 2018).

The navigating tools that participant teachers used, are discussed under three headings as follows:

- Pedagogical adaptations
- Self-motivation
- Bases of support

4.4.1 Pedagogical adaptations: "*So, you have to teach it in a different way*"

One of the primary roles that a teacher plays is to teach (Morrow, 2007). Conscientious teachers spend significant amounts of time preparing their lessons. For example, Carole in her journal reflected as follows: *"However at the end of the day I do ask myself, 'why do you put so much time into your planning of a day?'"* Teaching learners with disabilities involves even more careful planning: *"it needs to be specific for him, it's like a whole independent*[learning] *programme… but as a mainstream teacher, you could* [do this] *but then the other boys, they need time, so you can't."* (Trudy). These excerpts provide insight into the time needed to meet specific needs of learners with disabilities properly. Participants did, however, differentiate and adapt aspects of their lessons and their classroom environments, to accommodate learners' different learning styles and abilities.

Dee differentiated the amount of work the weaker learners were expected to complete: *"I think for me, the biggest strategy, is to lessen the workload".* Carole tried to vary and differentiate her teaching styles in order to make learning relevant and experiential, and suit individual learning needs: *"So you have to teach it in a different way… keep them active, board games and physical things, things they don't have to write. I think they're intimidated by having a pencil."* I speak about how I experimented with various pedagogical strategies and experimented with differentiating in different ways:

> *"Trial and error seem to be my way of coping at the moment… providing a computer that he can use for writing exercises… a balance cushion to sit on to see if it helps with his fidgetiness… changed where he sat so he was closer to me… started writing homework into their books to ensure the parents can read it… another one who needs to be front of the class."*

Trudy also spoke about seating arrangements and the use of assistive devices to support her learners:

> *"So, Danny sits at a space where others won't really invade his space. So, everyone else has moved during the year, he's stayed at a bigger desk. ….* *the facilitator has been a godsend … he has a visual timetable which he relies heavily on…. He has a 'how's my engine running?' self-regulation tool, a stress ball, he's got a weighted blanket… my strategies are, when she* [the facilitator]*is not here, my teaching is geared so that they* [the other learners] *can carry on and I can assist Danny… I'll use buddy teaching."*

Trudy also used thorough planning to improve pedagogical adaptation and prevent triggers of angst and disruption during her lessons:

> *"So, what the facilitator and I do, is think ahead.… So, you're continually wondering what will happen and if something goes wrong, you're trying to think what could have been a trigger to avoid it the next time."*

This strategy is a recurring process that required her to assess and reassess each situation and was time consuming and demanding for Trudy. In this instance, instead of Trudy resisting the challenges of teaching a learner with a severe disability, such as Danny, she chose to rely on those around her, who have knowledge, experience and expertise in this field. She was happy to develop herself and collaborate with others, in this case, the facilitator, to make it work and in order to find the right path for Danny. During these interactions, her professional identity was being formed by the social-political interplays between her and those who held a higher position of power, in terms of them being more knowledgeable. Because Trudy is an experienced teacher, she felt grateful, rather than inferior, for the help she received with Danny, as she puts it: "*so the facilitator has been a godsend*".

In all the above, teachers paid attention to their learners' individual needs. The amount of teaching experience of these teachers, played a role in how and what pedagogical strategies they implemented to make their teaching effective and manageable. All these teachers worked hard to find and implement what they thought were the correct

pedagogical adaptations. Sometimes they relied on past knowledge and experiences to guide their choices and, at other times, as in my experience, various options were considered and trialled. Participants were driven by what they regarded as one of their purposes, i.e. ensuring the individual success or accomplishment of learners. All of the teachers above show that they are not victims but instead chose to show their sense of agency, drawing on various personal (patience and time), pedagogical (lessen the workload) and intellectual resources (e.g. board games) to reach pragmatic decisions about how best to help learners. The frustration and desperation that teachers initially discussed provides the opportunity for self-transformation in terms of special needs training, since according to Zembylas (2003b), emotions can be places where self-transformation can take place.

Teachers have also adjusted their expectations of their learners with disabilities. Understanding and accepting that they are not able to complete the same work that other learners do, has helped them to navigate their way around their emotions. Leah reflected on how she has learnt to meet the needs of a child with Asperger's Syndrome: "*I think I've learnt a lot about, being with Asperger's, with children with learning disabilities, and I think I've learnt a lot about what my expectations are… I would show more empathy and not be so judgmental and critical of them. … Be a lot more understanding … a lot gentler.*" These self-reflections are resources that show how Leah's experience with George had taught her that she should adjust her expectations of learners with disabilities in future, as well as her perceptions and attitudes. Self-reflection leads to agential realisation of her work. The emotions she experienced in her social interaction with George, while teaching and in her reflection of her teaching, had impacted on her professional identity (Zembylas, 2003b). She had negative perceptions of herself; she saw herself as being judgemental and not being understanding or empathetic to her learners with disabilities. She, like Trudy, had been able to use these emotions that surround her negative perceptions of her identity as an opportunity to self-transform and change her attitude towards learners with disabilities (Zembylas, 2002). Mezirow (2000) believed that transformational thinking was necessary for successful inclusive education. The ability to critically reflect on her past experiences allowed Leah to think and assessed how she could put workable coping strategies in place to navigate her emotions better in the future.

Dee described how, over time, she learnt to change her expectations about the amount of work learners with disabilities could manage:

> "... *something I've learnt over the years, is that as long as a certain amount of work is covered, I'm not going to stress that they don't finish. I will now cross out* [sections of] *work. So, there's more of an acceptance now that they* [learners with disabilities] *can't do it, whereas before, it was 'you're staying in, you must finish'. It's* [about] *changing what you expect, that it doesn't have to be the norm that the whole class finishes that worksheet, so it's your teaching expectation."*

Dee's words above, from the interview, address the issue of how attitudes and perceptions around learners with disabilities are changing. She recognised that alongside her change in attitude, she has adapted her strategies and changed the expectations she placed on all her learners. She acknowledged that there were some learners with learning disabilities who required differentiation. In this instance, Dee had undergone negotiations with the oppressive discursive practices of teaching learners with disabilities, that were rooted in cultural and political beliefs (Zembylas, 2003b), and had managed to reconstruct her identity from a mainstream, non-specialised teacher to being a teacher who taught learners with disabilities. For instance, Carole reported that:

> "*It is interesting to see how Roy manages. He does cope well although you have to make some allowances for him e.g. cutting and sticking... things I have learnt by writing in this journal: stop striving for perfection."*

Carole had experienced similar learnings through her reflections and had subsequently adapted and become more realistic and pragmatic by making "allowances" for Roy. Like Leah, she had learnt how to adapt her teaching strategies according to the abilities of her learners. Carole's identity was rooted in her perceptions of the normative expectations of what a teacher is supposed to be, namely, perfect. The fact that she had learnt to "stop striving for perfection", suggests that initially, as a teacher, she did strive for perfection, which increased her stress levels.

However, the above suggests that her process of accepting that Roy would not reach what she deemed as 'perfection', has assisted her to set realistic expectations that do meet Roy's level of development. This acceptance that not all learners are the same and the classroom or attitudinal changes that accompanied this, would have been experienced differently by Carole and Leah. According to Hargreaves (2001), this may have been because each of them would view situations and learners through different lenses. These would emanate from differences in their personal experiences, values, ideologies and contexts.

4.4.2 Self-preservation: "*I actually have to brace myself and say I can do this*"

'Self-talk' or 'self-motivation' was another technique used by the teachers who participated in this study to navigate the complexities of their emotions. Leah described how she did this: *"... but you've got to learn coping skills, even as a teacher ... some days I actually have to brace myself and say I can do this..."* Leah recognised the need to develop coping skills to control her emotions in order to perform her duties as an inclusive teacher. One strategy she used was to "*brace*" herself, which suggests that, on some days, she was expecting to deal with difficult situations. For instance, referring to George's behaviour, she reported that:

> *"I tried everything to help him improve his behaviour, but he is unchanging.*
> *... It is like I've got to psyche myself up to dealing with this again and again..."*

Again, her words *"psyche myself up...again and again"* represent her anguish for the difficult, relentless task of dealing with George's behaviour. She, therefore, needed to motivate herself to face her situation 'head on'. Her need to self-motivate stemmed from the fact that she felt she had not achieved as she had expected as a teacher, despite her best efforts. This judgement of one's performance in the classroom is known as an appraisal (Schutz & Lee, 2016). In this instance, Leah appraised herself according to whether she felt in control or not. Her negative appraisal of the situation with George resulted in negative emotions and a lack of motivation. Hence, she needed to rely on a coping strategy to lower her experiences of stress and emotional exhaustion.

Carole shared her experiences about how she relied on motivating herself in order to navigate her emotions: "*I have a good 15 minutes by myself in the car... 'Okay you*

coming off the freeway, stop your crying and get your stuff together' … " In '*getting her stuff together*', Carol experienced emotional labour and performed surface acting which according to Hochschild (1983), acted as a self-regulating tool. Reverting to surface acting forced her to collude with the emotional rules and norms, therefore only expressing positive emotions. This process of acting contrary to how she truly felt (Hochschild, 1983), caused her to experience exaggerated emotional labour which manifested itself through crying. Her 15 minutes of crying allowed her to reconfigure her emotional distress and provides her with the means to '*stop… and get your stuff together*." The emotional release of crying becomes a support mechanism that she used to behave as a professional. She went from being someone whose behaviour was guided by their true emotions ("crying") to someone who is in control, either for her family that she is going home to, or the children and parents that she meets at school. Crying becomes her therapy, which serves as relief and acts as a stress reducer for her (Gracanin, Bylsma & Vingerhoets, 2014), enabling her to continue in these various roles. However, her need to hide in her car in order to cry has the effect of assigning emotions as "women's dirty work" (Zembylas & Fendler, 2007), done in secret and away from the gaze of others. Here, Carole's emotional behaviour was constructed from her social interactions, past experiences and cultural and political perspectives and status (Hargreaves, 2001). According to these constructions, she knew she needed to be in control of her emotions to operate effectively.

My journal entries revealed how I also attempted to shift my emotional states in the face of emotional stress: *"I'm able to either go have a quick breather in my storeroom or I manage to keep going and put on a brave face and pretend it's all okay"*. By acting as though I was *"all okay"*, I reverted to using an avoidance coping strategy (Cancio et al., 2018). When I felt that I could no longer contain my real emotions, I either removed myself from the situation in order to calm myself down or "*pretend*" it did not exist or that I was immune to its impact. Putting on a brave face required emotional energy and acting, which often drained my abilities to move on. These are key mechanisms that can, according to Meadmore and Meadmore (2004) be used as a means of self-preservation on a personal level and can be attributed to emotional intelligence. On the contrary however, this need for self-preservation and masking are also producing "docile bodies' (Foucault, cited in Meadmore and Meadmore, 2004, p. 383).

4.4.3 Narratives of support: "*They are my sounding board*"

Zembylas (2000) contended that emotional connections are important in helping people to communicate with others. It is through these emotional and social connections that teachers' identities are constantly reconstructed (Zembylas, 2000). Data from this study revealed that participants' emotional connections were formed around two dimensions, namely, people who were part of their lives, and God. These sources of support provided participants with a sense of belonging and security, on which they relied in times of emotional turbulence and uncertainty. This made them feel safe to share their emotions and experiences with these people and gained their strength through these channels, "*I talk to my mom a lot… sometimes you just need that wiser older person*" (Carole).

By being a member of an organisation, teachers were provided the opportunity to learn how to express their emotions in particular ways, from the examples around them (Hargreaves, 2000). It is these interactions that shaped and reshaped the teachers' identities. For example, I relied significantly on colleagues around me, who were also friends, to help navigate my emotions through the year. Research by Cancio et al. (2018) reveals that new teachers often rely on a network of colleagues to help them manage stress. As a new teacher, I needed the support and guidance of colleagues who were familiar with the school's routines and expectations: "*When I get emotional, I will generally go chat to a friend … Our Head of Academic Support came to speak to me today. She is great and is very supportive*." Not only did this collegiality provide emotional support, it also provided teachers with opportunities to share advice and tips about how to manage and teach learners with disabilities. Collaboration with colleagues who were understanding constituted important factors contributing to the positive emotions of teachers (Yeo et al., 2016).

Trudy shared how, even as an experienced teacher, she relied on her colleagues for emotional support:

> "*I get along really well with all the teachers who are here, they are my sounding board … if I can voice my concerns and gather other people's thoughts, that sometimes helps me see it in a different way, that sometimes helps me…. Today in our meeting it was good to off load and share with the rest of the JP.*"

Trudy recognised the critical support provided by the people around her, and how important they were in helping her to cope. For her, engaging with her colleagues was both therapeutic, because she could "*offload*" and "*share*" some of her frustrations, and professionally helpful, because she could get different ideas and advice from them. According to Hargreaves (2000) and Zembylas (2002), Trudy's emotional identity may have been shaped by the relationships with those around her, in this case, her colleagues. What was important for Trudy was "*gather*[ing] *other people's thoughts*" and the school structure, although school life was very full and busy, allowed time and space for teachers to establish relationships and understandings (Hargreaves, 2000). The school's goals or structures, therefore, aligned well with Trudy's expectations, which limited her emotional conflict.

As Christian women, we also all drew on our faith to give us strength to go forward as we navigated our emotions and coped with strenuous situations through the year. Dee referred to how her faith in God enabled her to be flexible and *"allowed for spontaneity"*. Because she often thought, *"if I plan something and suddenly something different comes up, I believe it's meant to be for a purpose. That God has allowed that for a reason."* This provided her with a coping strategy to manage her stress. Putting her faith in God and not taking responsibility and feeling the need to be in control of everything, enabled her to be more flexible. Thus, she was able to not get upset about little changes or divergences in the order of her day. Like Dee, Carole assigned control to someone greater than herself, "*you've got something bigger than you to actually rely on*". She too believed that "*there's a reason why those children have been placed in your care".* It is due to this faith that we all looked to God for support, as reflected below:

> **Trudy**: *"Pray about the best way forward."*
> **Me**: *"Exercise and prayer are important for me."*
> **Carole**: *"I actually can't do it in my own strength…. God needs to fill up my tank a bit."*

Faith and belief in God allowed the participants in this study to foster "richer emotional cultures in schools" (Zembylas & Fendler, 2007, p. 330) where teachers build up the required resources to continue to be the stable, supportive and patient teachers that learners with disabilities require.

4.5 Summary

The purpose of this chapter was to present and discuss my data in relation to my three key research questions. I have used the participants' narratives to gain an understanding of and deeper insight into the emotional experiences of teachers teaching disabled learners in a private school context. I have looked at what contributed to these emotions and how the teachers managed to navigate their way around their emotions in order to function on both a personal and professional level.

The data revealed that teachers found it both challenging and rewarding teaching learners with disability. They experienced a wide range of positive and negative emotions which affected them on an individual and social level. Their experiences were influenced by their perceptions of themselves and others, as well as the ways in which they were able to construct and re-construct their identities as they interacted with others and the systemic structures in place at the school. They developed different coping strategies and found ways to manage their 'highs and lows'. In my next chapter I present my conclusions in relation to the findings that have emerged here.

CHAPTER FIVE
DISCUSSION AND REFLECTIONS

5.1 Introduction

In the previous chapter I presented an analysis of the narratives of teachers who teach learners with disabilities. Findings reveal that teachers experience a gamut of emotions which had an influence on their personal and professional identities and abilities. This chapter draws together the most significant insights that have emerged over the course of my study. First, I reflect on the suitability and effectiveness of the methodology and methods chosen for this study.

The chapter continues by discussing the main findings and key issues which are guided by the research questions that have shaped this study. This is followed by discussions around the limitations I encountered during the study, the possible implications of the findings in relation to individual teachers, the school and South Africa. Lastly, recommendations for future research are discussed. The chapter culminates with my concluding thoughts and reflections.

5.2 Purpose and Significance of the Study

The purpose of the study was to understand and investigate the emotional experiences of teachers who teach learners with disabilities in a context where inclusive education is not explicitly foregrounded but teachers are required to work within the parameters of the framework. Findings from this study contribute to a wider body of knowledge around teachers' emotions with particular emphasis and insight into the manner in which emotions are experienced when teaching learners with disabilities. Teachers' personal and professional identities and abilities were brought into question as they attempted to implement the principles of inclusive education. The study served as an opportunity to foreground teachers' voices and emotions thereby creating an awareness of the lived experiences and realities of teachers who are expected to meet inclusive education policies despite feeling ill-equipped and untrained. It was also hoped that through this self-reflecting research process, participants would be transformed in their thinking and practises around inclusive education.

To achieve these objectives, the study aimed to answer three key research questions which were:

- What are the emotional experiences of teachers teaching learners with disabilities?
- What are the main contributors to these emotions?
- How do teachers navigate their emotions?

The significance of the study was that it highlighted the intensity of emotions experienced by these teachers in an independent preparatory school where it is assumed that the presence of material and additional human resources evident in the school, would make it easier to accommodate learners with different needs. By providing a platform upon which these teachers could voice and share their emotional experiences, and thus empowering them, this study contributed to filling a gap in research around the emotional experiences in two important ways. Firstly, there is limited research conducted around teaching in an independent preparatory school (Walton et al., 2009). Secondly, there is a paucity of literature and empirical studies that focus on the emotional experiences of teachers teaching learners with disabilities in both public and independent schools. This study demonstrated how the context in which teachers worked, plays a significant role in the formation of teachers' experiences. It also surfaced that context had an impact on forging teachers' identities and perceptions of their capacity as teachers. The extra pressures that accompany independent schools, which participants highlighted, such as parental demands, flexibility of timetabling and having extra support in the classroom, added to the types of and intensity of emotions experienced. These pressures were accentuated by an unequal distribution of power between the teachers' capabilities and the demands placed upon them due to the high fees paid by parents. The assumption that independent schools provide a well-resourced, supportive environment in which to teach, meant that teachers were left to navigate any emotions they experienced on their own. Therefore, the environment in which a teacher teaches is important in the shaping of the emotional experiences of teachers.

5.3 Reflections on the Conceptual and Methodological Issues

In this section I review the theoretical framing of the study and the methodology that was used. There were two theories that made up the conceptual framework for this study. The first theory, which was Zembylas' genealogies of emotion, analysed teachers' types of emotions through three significant dimensions: the individual, the social and the socio-political. Using these three dimensions to guide my analysis, I was able to uncover the power dynamics that occurred between teachers, parents and learners and how they impacted positively or negatively on the construction of teachers' personal and professional identities.

Hochschild's (1983) concept of emotional labour helped me to analyse more deeply, teachers' strategies of navigating their emotions. It enabled me to explore and understand the reasons and underlying societal pressures behind teachers' need to act according to certain emotional rules regardless of their emotional state. The concept of emotional labour illuminated the alienating effects of having to 'perform' the requisite emotional characteristics, thus providing deeper and broader insights into the inextricable link between teachers' emotions and their identities. These are accentuated in an environment where they are teaching learners with disabilities.

This study was underpinned by a critical paradigm which enabled me to explore and analyse the phenomena and lived experiences of teachers' emotions when teaching learners with disabilities (Cohen, Manion & Morrison, 2007). The tenets of the critical paradigm on empowerment and transformation were evident in the study. The fruitfulness of using a critical lens for this study was that it provided opportunities for teachers to reflect critically on their emotions and behaviour, thus creating a change agenda in terms of effective inclusion particularly on an individual level (Asghar, 2013). This was empowering for teachers as it enabled them to firstly reflect on their own practices, thoughts and behaviour and secondly, self-reflection was a tool of empowerment as teachers changed and adapted their practices. This is evident for example through the changed relationships with learners (learning to adapt teaching strategies, becoming patient) that they taught as well as parents they encountered. These are transformative realisations, especially given that learners with disabilities are from a marginalised group of people.

Working within this paradigm provided me with a lens through which to identify the underlying power positions in various ways (Zembylas, 2003b). For example, emotional rules and regulations of the organisation governed the emotions of teachers that forced them to behave in specific 'normalised' ways. It is important to also highlight the different groups of people within a school community i.e. different races, social standings and backgrounds, which are influenced by the structural inequalities that are present in the context of this study and result in unequal power distribution. This presents itself in the form of the normative discourses that surround and regulate teachers' emotions, to the extent of causing them to mask their true emotions and perform what is acceptable in the eyes of society. Furthermore, the power relationships held between parent and teacher and between teacher and learner, were illuminated. Teachers are critical beings with the ability to think critically, questioning the underlying reasons behind their emotions. However, when confronted with deep unsettling emotions, teachers' critical capacity became fragile and uncertain. The organisation of this study, which was guided by a critical paradigm encouraged self-reflection within the teachers. Thus, valuable insight into teachers' emotions and their perceptions and understandings of disability and Inclusive Education was revealed.

The qualitative approach and narrative inquiry form of methodology proved suitable and effective for the purposes of this study. One of my objectives was to gain in-depth accounts of teachers' emotional experiences. This they were able to do through their emotion journals, over the course of a month. The fact that they were able to share in a non-restrictive, non-judgmental way, meant the data was authentic and honest. This method of data collection allowed insight into the emotions that teachers experience daily. It provided 'real' data that showed the intense nature of teachers' emotions and how this influenced their relationships within the school setting. The journal allowed me entry into their intimate thoughts, experiences and emotions. As a participant researcher using narrative inquiry, I could ensure a "shared narrative unity" (Connelly & Clandinin, 1990) with the participants, therefore through their narratives and their own voices, their authentic beings were revealed. I found the CSI activity to be particularly beneficial since it required teachers to critically examine their emotions and perceptions of learners with disabilities. The images and explanations depicted by the participants, highlighted the different nuances around the inner emotional and identity struggles they experience when teaching learners with disabilities. The fruitfulness of the data production method of

'emotion' diaries was revealed as participants engaged in the process of self-reflection, with the added benefit of being able to share and manage their emotions to reflect their well-being. Thus, an opportunity for staff to share and divulge their emotions, possibly with a school counsellor, would be beneficial.

The choice of semi-structured narrative interviews allowed me to follow up on any uncertain or unsaid reflections from the participants' journals. These data collection tools provided a variety of different channels through which teachers could share these struggles or joys.

5.4 Summary of Findings

This subsection provides a summary of the key findings that emerged in this study. Three main themes were identified.

In the first theme, data revealed that the participant teachers experienced a gamut of emotions. These were deep, intense emotions that influenced their teaching experiences as well as their relationships with learners. These findings are broadly in line with studies done by, for example Yeo et al. (2016) and Chen (2016), who paid attention to the types of positive and negative emotions that teachers experience. The unique contribution that this study makes is that teachers' emotions fluctuate from one extreme to another, *in a very short space of time*. This finding further highlights the substantiality and magnitude of emotions that a teacher who teaches learners with disabilities, encounters daily. Teachers shared how they constantly dealt with conflict between their moral convictions to help these learners, and the reality of being ill-equipped to do this. This resulted in them feeling emotionally exhausted. Although the types of emotions experienced by the participants were similar among all the participants, the degree to which they experienced them, differed according to the individual participants. For instance, the age, stage of life and experience in teaching learners with disabilities, had an impact on participants' ability to navigate their emotions. The older, more experienced teachers seemed to be more secure in their ability to manage and navigate the many issues that came their way and were thus able to navigate their emotions more readily.

Further noteworthy findings within this theme revealed that teachers mask their true emotions and take on the role of performers both at school and at home. Social norms and values that are associated with particular professional roles and identities, were

embedded within teachers' identities. The emotional rules and regulations thus governed their behaviour and forced them to perform expected identities and emotions as opposed to their authentic true and 'messy' emotions which were unsuitable for the professional space. These findings are consistent with studies done by Keller et al. (2014) who found that teachers suppress their emotions regularly. However, when negotiating teaching learners with disabilities and the rest of the learners, teachers' masking efforts became more amplified and persistent, leading to negative emotions like self-doubt. Here, masking became a means to 'perform' their own personal and professional desire to help learners with disabilities in their classrooms.

The significance of the second theme is that it captured key contributors to the emotional experiences of teachers teaching learners with disabilities. Teaching is an interactive phenomenon and teachers navigate social interactions with various stakeholders daily. These interactions contributed to the emotional experiences of the teachers. In a space in which they are supposed to be in control and feel powerful, teachers instead felt disempowered. The context of a private school was significant in that parental, cultural, social and economic capital were resources that were used to the detriment of the teachers' professional identity experiences. These power resources embedded in the parent community at times alienated teachers and parents, causing teachers to question their professional ability. This contributed to stress and emotional upheaval for teachers in this study. There were, however, occasions when teachers were able to develop and build positive relationships. This was mostly experienced through the emotion of empathy for parents who had children with disabilities, and this provided the platform for a beneficial and supportive relationship between teacher and parents. Supportive relationships resulted in increased teacher confidence.

The relationship between teachers and learners was overall quite strained, due to the neediness and the taxing nature of accommodating learners with disabilities. Teachers referred to how they invested their personal sense of self into teaching the learners to the best of their abilities, intensifying their emotional turmoil when learners did not achieve what was expected. They internalised their emotions, causing them to question their personal and professional sense of self that often pushed them to extend themselves beyond what was healthy. Their identities were found to be further constructed and reconstructed by their need to '*juggle*' the many roles they were required to perform,

resulting in teachers feeling as though they were often compromising their ability to perform any of their roles properly.

The internal structures and constant activity of the school surfaced frequently in the participants' reflections as something that added stress. This culture of constant activity that was sometimes external to teaching and learners, disrupted what teachers were able to do and prevented them from fully catering for individual learning needs. By analysing this further, it surfaced that this socio-political aspect (i.e. the internal structures) of flexible timetabling and 'pull-out' remedial support systems, which were established to help learners with disabilities, were in fact embedded in a medical model discourse. The processes therefore focus on providing the learner with strategies to adapt to the environment, rather than the environment changing to adapt to the learners' needs. This is significant in that it highlights the lack of efficacy and comprehensive understanding in the implementation of inclusive education in an independent school context.

The third theme was significant in that it revealed the various ways in which teachers navigated their emotions. Teachers used various pedagogical strategies, such as differentiated activities, reducing the workload of learners as well as adapting their expectations of the work that learners with disabilities, were able to complete and process. These were pragmatic decisions that teachers made based on their deep and insightful understanding of their context and their learners. These strategies align with some of the strategies noted by Ford (2013). Furthermore, in negotiating various factors of school, learners and their individual beliefs and expectations, teachers had to engage in self-motivation, often *'paint[ing] on a smile'* in order to function according to the societal norms and expectations of a teacher who teaches learners with disabilities.

There were also specific bases of support that teachers drew on throughout the year. It was evident that family, friends and colleagues were all sources of encouragement and wisdom for these participants. However, the greatest source of strength for these teachers was their faith in God. As Christians, the participants referred to their need to draw on someone or something greater than themselves to support them while teaching learners with disabilities, and to manage their emotions.

5.5 Implications

This study has implications for teachers' socio-emotional development, teachers' professional development and the inclusive education policy within private schools in South Africa. Given that the focus was on emotions of teachers teaching disabled learners the study also has implications for all South African schools.

The data collected revealed and confirmed that teachers' emotions are real and are linked to all spheres of their being (Zembylas, 2006), i.e. their identities, their teaching pedagogies and their social interaction with learners, parents and colleagues. Therefore, focus within research as well as in private and public schools, should be given to the reasons and pressures behind teachers' emotions, particularly when teaching learners with disabilities, to avoid situations where teachers are emotionally drained. The pressure that accompanies the many roles and responsibilities that teachers are expected to fulfil should also be considered, to avoid situations where teachers feel insecure from their constant negotiations between their identities and roles.

Teachers' emotions have a significant impact on the learners with disabilities and their ability to learn effectively, as well as having an impact on the relationship between the learners and the teachers (Koenen et al., 2017). It is therefore recommended that schools and the Department of Education should review their systems of support and the professional development and inclusive education training that is offered to the teachers. When teachers feel continuously unsupported, they are likely to feel alienated, disempowered, apathetic and therefore unable to give of their best. Furthermore, their emotional capital cannot be sustained in contexts where there is a lack of support, increased pressure and the potential for increased levels of stress and burnout exist. Thus, avenues of support are critical for teachers. More support can be provided for the teachers if they are given the opportunity to voice their emotions and share their experiences.

The school's internal structures, inclusion policies and processes should be appraised on a regular basis as well as keeping communication channels open with teachers, regarding long-term plans for learners with disabilities. This goes hand in hand with providing teacher development programmes. Although there is definite awareness and acceptance of inclusion in this school, the participant teachers divulged that their lack of knowledge on how to accommodate and teach learners with an array of disabilities, had impacted on their ability to teach as effectively as they would like. Teachers need concrete

understanding of inclusive education and the EWP6 in order to effectively address learners' needs. It is thus the responsibility of the school, as well as teachers to engage in conversations and establish plans on how to address inclusive education. This will enable well-thought out plans and better knowledge of pedagogical practices that meet the diverse needs of learners. It is clear, therefore, that inclusive education, as a national policy, needs to infiltrate all schools, both private and government, given the changing nature of schools and more specifically, that private schools are increasingly catering for learners with disabilities. Further research into this critical area within private schools, is needed to provide support, guidelines and a clearer policy and implementation framework, something which is clearly lacking.

5.6 Limitations of the Study

The rationale for conducting this study was based on personal experiences, struggles and encounters in teaching learners with disabilities. I thus positioned myself within the research. The similarity of my social positioning, gender, class and race to that of the participants was a positive factor in that it increased trust and a feeling of shared reality and collegiality among myself as the researcher and them as participants. The limitation, here, however, was that the perspectives and discourses of the participants were quite similar, which meant their emotions and experiences may have been quite similar, thus limiting the scope and variety of experiences. My positionality as a participant researcher meant there was a risk that my biases and views were portrayed to the participants, thus affecting their responses.

Data was produced using diaries and interviews. Upon reflection and through the process of data analysis, I contend that more time should have been provided for teachers to write their diaries. Given that the diaries allowed me entry into their personal thoughts, teachers asked for more time to reflect more intricately and deeply. Participants were given a month to record in their journals, but various daily activities prevented participants from recording daily. The level and depth of reflections and emotional experiences that were recorded, were out of my control and the richness of the journaling was dependent on the participants' ability to critically self-reflect.

In terms of generalisability, I should stress that my study has been primarily concerned with teachers in an independent preparatory school context. The participants were

purposively and conveniently chosen, since they were the teachers in the school at the time that had learners with disabilities in their classes. The findings therefore cannot be and do not aim to be generalised.

Interviewing participants at times proved problematic. The school was extremely busy with teachers constantly involved in various activities. Finding and negotiating convenient times to conduct interviews often meant that both the participants and I were required to sacrifice time that would otherwise be spent with our families i.e. either late in the afternoon after our extra-mural commitments or in the early evening.

5.7 Recommendations for Future Research

Based on the findings and data collected during this study, there are multiple areas around this topic that could be further investigated. Firstly, findings revealed that teachers teaching within well-resourced schools experienced emotional turmoil. Studies could be conducted in public schools that lack the resources evident in this study. This may provide a more detailed understanding of emotions in high level needs schools. Research can also be conducted in full-service schools, which may provide a more nuanced understanding of disability.

Since participant teachers mentioned that facilitators are quite heavily involved in the process of accommodating learners with disabilities, another avenue for further investigation could be looking into how the presence of facilitators impacts on the emotional experiences of teachers. Findings from a study like this could be beneficial in helping to create the best possible learning environment for all learners and teachers involved. My final recommendation is for research that prioritises the voices and emotional experiences of all learners in inclusive setting, those with disabilities and those without disabilities. This would provide invaluable insight into the impact of inclusion on all learners. Findings from a study like this would provide teachers and inclusive education scholars with a more intimate understanding of what constitutes a schooling environment that meets the needs of learners. Research into this specific field will enable management, policymakers and the government to assess the implementation of inclusive education.

5.8 Contribution to Research

Findings from this study have contributed to the limited research in the field of teachers' emotions when working with learners with disabilities. Furthermore, it has helped to bridge a gap in this research field, specifically in an independent preparatory school in South Africa. These were areas that both Martinez (2014) and Makoelle (2012) highlighted as needing further research. This study has highlighted the areas in which schools can improve their support structures for teachers' emotional needs, as well as drawing attention to the internal school structures that need adjusting in order to facilitate a smoother process when accommodating learners with disabilities.

5.9 Concluding Thoughts

This study has focused on teachers and their emotions, specifically when teaching learners with disabilities. Throughout this research process, the extent of emotions that teachers experience when teaching learners with disabilities, as well as how much of an impact this has on the various facets of both their personal and professional lives, has been highlighted. The findings from this study have raised the issue of the extreme demands placed on teachers and the effect thereof on their emotions and subsequently, their emotional well-being. It became evident that negotiating professional and personal roles and responsibilities, institutional demands, teachers' professional obligations and their moral desires to help and include learners with disabilities, despite not having the skills and knowledge of how to do it, created substantial emotional turmoil within teachers. Certain teachers can manage and navigate emotions more effectively, but overall, it is important that schools pay more attention to the emotional state and well-being of their teachers. According to Shyman's (2015) understanding of inclusive education, as mentioned in Chapter Two, to pursue social justice, every child deserves a quality education and an opportunity to experience belonging. With the increased emphasis and drive towards inclusive education in every school around South Africa, more children are being given this opportunity and teachers find themselves in a position where they can meet the needs of learners with disabilities. In order for them to do this effectively, appropriate and response professional development must occur, school and government policies and processes need to be clearer and more extensive, and most importantly, teachers need to be heard and acknowledged in order that their emotional well-being and longevity in their career, is prioritised.

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APPENDICES

Appendix 1: Interview Schedule

Interview Questions:

Good afternoon and thank you for taking the time to assist me in my research. I would just like to clarify a couple of terms before we begin. Firstly, the term 'learners with disabilities'; this includes any learner who may have a disability that presents either physically, cognitively or both. For the purposes of this study, a disability can be defined as the limitation or barrier imposed on a person, affecting their ability to carry out an activity in a way that is considered normal. This limitation therefore results in the learner requiring assistance in order for them to access the curriculum fully or in a way that is considered 'normal' or within the 'normal' parameters.

Guiding questions:

1. Tell me about the typical emotions you experience in one day.

2. Would you say your emotions affect your teaching or attitude towards the learners with disabilities?

3. What would you say are the greatest challenges you experience? Why?
    a. How does it make you feel when you face these challenges?
    b. How does this influence your teaching approach towards Learners with disabilities?
    c. What do you think are the underlying reasons for these challenges?

4. Can you tell me about the experiences you've had teaching learners with disabilities that have evoked positive emotions? Why
    a. How do these positive experiences make you feel as a teacher?
    b. Did/do these experiences have an impact on how you teach? In what way?

5. Can you tell me about the experiences you've had that have evoked negative emotions?

    a. Did/do these experiences have an impact on how you teach? In what way?

6. Besides the challenges you face as a result of the learners with disabilities, what other challenges surface in a school day, that cause emotions?

7. Can you tell me about you control or work around your emotions?

8. What do you feel is the greatest difference between teaching learners with and those without disabilities?

(Depending on the answers from the questionnaire, ask the necessary question)

9. In your questionnaire you said there WAS an inclusive policy.
    a. Do you think the school follows this inclusive policy? How?
                OR
10. In your questionnaire you said there wasn't an inclusive policy.
    a. Why do you think they don't follow one?
    b. In your opinion, what are the impacts of not having an IE policy in place?

11. What strategies/systems has the school put in place to help accommodate learners with disabilities and ensure they have access to the curriculum?
    a. How do these help your learners?
    b. You as a teacher?

12. Are there any additional strategies/structures that according to your experiences would aid teachers or make your life easier when teaching learners with disabilities?
    a. What are the constraints to achieving this?

13. Can you tell me about the parents of the learners with disabilities? Have they had any impact on your emotional experiences?

14. Tell me about the general attitudes of teachers in your school towards learners with disabilities.

      a. Why do you think they feel like this?

      b. Where do these attitudes come from, do you think?

      c. What would you say your attitude is towards teaching learners with disabilities? (refer to CSI sheet – Colour, Symbol, Image)

      d. Do you think your attitude impacts on your relationship with the learners? In what way?

15. You mentioned that you have had special needs teacher training.

      a. Would you say that training has helped you in accommodating learners with disabilities?

      b. Has it changed how you feel about teaching learners with disabilities?

16. Where would you say your shortcomings are in terms of teaching learners with disabilities?

      a. How does that make you feel as a teacher? In what way have these shortcomings affected your teaching practises?

17. Do your emotions impact the rest of your life in any way- i.e. outside of school?

18. Are you able to manage these emotions? How?

19. What has been your greatest learning in teaching learners with disabilities?

20. What are some of the strategies that you use when teaching learners with disabilities? Do they work? How do they work? Why do you think they work? How do you feel when it works? How do you feel when it doesn't work?

Appendix 2: Participants consent letter

<div align="right">

Private Bag 9063

Pietermaritzburg

3200

Date…………….

</div>

Dear Sir/Madam

My name is Kirsten Greaves. I am a student at the University of Kwa-Zulu Natal Pietermaritzburg doing research for The Master's Degree in Education for Social Justice in 2018/2019. I am conducting a study on the emotional experiences of mainstream teachers who teach learners with disabilities. The aim of this research is to find out what the emotional experiences of teachers who teach learners with disabilities are, in order to determine how they deal with these emotions as well as how it shapes their teaching practices. To achieve this, I need four willing participants to form part of the study.

As a participant, you will firstly complete an 'emotions' diary for a month. In this diary you will record your feelings and experiences dealing with learners with disabilities, daily if possible. Thereafter I would like to interview you, where you will be asked to elaborate on your diary entries. I would like you to respond to all the questions that I have, but you are free to choose not to respond to any that you are not comfortable with.

Participants are not forced to take part in the study. Should you agree to take part you are free to withdraw from the study at any point. If participants need assistance on any matter arising from the interview or study as a whole, we can discuss that and seek assistance from people with proper knowledge and expertise to handle it.

There will be no financial or any other benefits to you or other participants for this study and participation is voluntary. However, the research will hopefully contribute to the studies on the lives and experiences of teachers teaching learners with disabilities in mainstream schools. Participants will remain anonymous and therefore names of participants will not be published and the information that they provide will be kept confidential. Participants will be given a chance to check if the information they have

volunteered truly reflects what they said, without distortion.

I, _____ have read and understood the contents of this document. I agree that I will take part in the study mentioned above.

I, _____ agree/disagree to being audio-recorded during the interview for the purposes of this study.

Date:_____

Signature: _____

My contact details are as follows:
Email: kgreaves148@gmail.com
Mobile number 0763579438

My Supervisor's contact details:
Dr. Melanie Martin
Cell number: 0836514564
Office number: 0332606456
Email: martinm@ukzn.ac.za

Appendix 3: Gatekeeper's consent letter

<u>Inclusive Education in Practise: an exploration of teachers' emotions</u>
Project Information Statement/ Letter of Invitation to School Principals

My name is Kirsten Greaves and I am a Med (Social Justice) student at the University. I am conducting research under the supervision of Dr. Melanie Martin, UKZN, PMB. I invite you to consider taking part in this research. This study will meet the requirements of the Research Ethics Committee of UKZN, Pietermaritzburg.

Aims of the Research:

The research aims to:

1. To explore the emotional experiences of teachers teaching learners with disabilities.
2. To investigate the inclusionary and exclusionary practises that contribute to these emotional experiences.
3. To find out how these emotions shape teachers' pedagogical practices.
4. To find out how teachers navigate the emotions they experience.

Significance of the Research Project

The research is significant in that:

1. It will provide schools and teachers with greater understanding about the influence of emotions on the realities of implementing inclusive education.
2. It will provide insight into the challenges and enablers of inclusive education that teachers experience in mainstream schools.
3. It will provide guidance as to how to manage the emotions experienced when teaching learners with disabilities.

Research Plan and Method

Participants will be required to keep an emotions diary, in which they record their emotional experiences for one month. They will also be asked to participate in a one on one interview with the researcher. Permission will be sought from the teachers prior to their participation in the research. Only those who consent will participate. All information collected will be treated in strictest confidence, and neither the school nor the individual learners will be identifiable in any reports that are written. Participants may

withdraw from the study at any time without penalty. The role of the school is voluntary, and the School Principal may decide to withdraw the schools' participation at any time without penalty.

School Involvement

Once I have received your consent to approach teachers to participate in the study, I will:

- Organise with the teachers, a time to gather the data
- Obtain informed consent from the participants

Attached for your information is a copy of the Participant Informed Consent Form.

If you are happy for teachers from your school to participate in this research, please complete the below:

I, _____, Principal of _____ school, agree for the school to be involved in the above research project.

Date: _____

Signature: _____

My contact details are as follows:
Email: kgreaves148@gmail.com
Mobile number 0763579438

My Supervisor's contact details:
Dr. Melanie Martin
Cell number: 0836514564
Office number: 0332606456
Email: martinm@ukzn.ac.za

Appendix 4: Guidelines for journaling

<div align="right">21st August 2018</div>

Dear

Thank you so much for agreeing to be part of my research by completing this journal. I really appreciate the time and effort that will go into this.

As you know, this journal will be for a month starting today 21st August 2018 and ending on the last day of term, the 21st September 2018. Below are some guidelines to help you stay on track and possibly give you some ideas.

What are you writing?

1. You are keeping a journal of your emotions while teaching a learner/s with disabilities.

*To clarify, the term 'learners with disabilities' includes **any learner** who may have a **disability** that presents either **physically, cognitively or both**. For the purposes of this study, a disability can be defined as the **limitation or barrier** imposed on a person, **affecting their ability** to carry out an activity in a way that is considered **'normal'** by schooling standards. This limitation therefore results in the learner **requiring assistance** in order for them to **access the curriculum fully** or in a way that is considered 'normal' or within the 'normal' parameters.*

2. You are encouraged to use any extra materials you would like in order to support or help you to express your feelings and emotions. For e.g. drawings/stickers/pictures/ different colours.

3. Please write something every day of the school week (and date each entry).

4. There are no specific limits for the length of each entry, but the more in-depth and broad your thinking and writing is, the richer my data will be and the easier it will be for me to draw conclusions and find themes and patterns etc. For e.g. if you are feeling 'excited/frustrated' about a child's progress- think about **why** you are feeling this.

5. When you are writing please be completely honest about how you are feeling.

6. Before your first entry please could you briefly outline who the child/children are that you are referring to in your writing, with a brief explanation/ background of his/their disability.

7. Some of the factors you may want to reference that could trigger your emotions may be:

- The presence of a facilitator in your classroom

- The number of children in your class

- Support offered by the school

- Parental involvement

- Colleague support

- Curriculum/extra-curricula expectations or routines

- School ethos

- Ideologies of management/school

- Your beliefs and expectations of the learner/s

- Your own teaching ability/or lack thereof

- Relationship with the learner

- Anything else that you feel makes you respond in an emotional way

Appendix 5: CSI Activity

CSI: Colour Symbol Image

Choose a **colour** that you think best represents the essence of that idea.

Create a **symbol** that you think best represents the essence of that idea.

Sketch an **Image** that you think best represents the essence of that idea.

purpose — This routine asks learners to identify and distill the essence of ideas – taken from their reading, viewing or listening - in nonverbal ways by using a colour, symbol and image to represent the big ideas.

Synthesising & Organising Ideas

Colour - Symbol - Image

COLOUR What colour best represents this?	SYMBOL What symbols best represents this?	IMAGE What image best represents this?
Why did you choose this colour?	Why did you choose this symbol?	Why did you choose this image?

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Appendix 6: Confirmation of Language editing

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KIM WARD
Proofreader & Editor

To whom it may concern

27 November 2019

This letter serves to confirm that I have proofread Kirsten Greaves master's thesis:

Exploring Teachers' Emotions: Narratives of Teachers Teaching Learners with Disabilities in an Independent Preparatory School.

K Ward

Kim Ward
BA (Hons) English – University of Natal, 1995
Masters (Education) – Rhodes University, 1998

Appendix 7: Turnitin Report

Kirsten Greaves Med Thesis

8%	6%	2%	7%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

Turnitin Originality Report

Turnitin Originality Report

Kirsten Greaves Med Thesis by Kirsten Greaves

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