



**A SELF-STUDY OF MY EMOTIONS AND TEACHING HISTORY FORMS 1-5 AT A
HIGH SCHOOL IN ESWATINI: A PROFESSIONAL JOURNEY**

by

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Declaration

This thesis has been submitted in fulfilment of the requirements for the degree of Master's in Education in the Postgraduate Programme of the College of Humanities, University of KwaZulu-Natal, Pietermaritzburg, South Africa.

I, ISIAIAH VUSUMUZI SIKELELA THWALA student number 2160 75737, declare that:

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Date: 6 July 2023

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Abstract

The purpose of this self-study research was to explore my emotions and how they influence my history teaching in forms 1 -5 at a high school in Eswatini. By doing this self-study I aimed to better understand my history teaching to further improve my teaching practice in the subject. The first question that guided my research was “what emotions do I experience in my teaching of history in forms 1-5 (Grades 8-12)?”. This question helped me to reflect on my past teaching, think deeply and obliterate the undesired practices in my teaching. The second question that directed the study was “to what extent do my emotions influence my teaching of history in forms 1-5 (Grades 8-12)?”. In responding to this question, I wanted to explore my “true self” and history teaching. The third question that guided this study was “how do I regulate my emotions in my teaching of history in forms 1-5 (Grade 8-12)?”. This helped me to come up with better strategies for regulating and suppressing undesired emotions and displaying the most wanted emotions.

I was the main participant and researcher in this study. Other participants were learners in forms 1-5 and I worked closely with critical friends who were teachers in my school. Data was generated using three research practices, namely, letter writing, reflective journals and a collage. Zembylas’ genealogies of emotions and Hargreaves's emotional geographies of teaching were used as conceptual frameworks to analyse the data. This self-study found that teaching history is an emotional practice involving blended positive and blended negative emotions. Also, the study revealed that the uncertainty of the Covid-19 pandemic resulted in ambivalent feelings and being emotionally drained. However, the study showed that the Covid-19 pandemic never paralysed my teaching but instead positive emotions enhanced my history teaching while negative emotions compromised my history teaching. Nevertheless, anger was an emotion that

compromised my teaching but at the same time, anger served as the motivator that fuelled me to teach with great eagerness and exuberance in such circumstances. Lastly, the study highlighted that I suppressed and regulated my emotions using strategies such as collaboration with happy positive colleagues, self-motivation, and suppression of negative emotions and showing desirable expressions. The study recommends that further self- studies be conducted on emotions and teaching other subjects.

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Chapter One

Introduction and Background

“Emotions are a fundamental part of education and of organizations in general. Emotions impact teaching and learning positively and negatively” (Glaser-Zikuda et al. cited in Makhwathana et al., 2017, p.2)

1.1 Introduction

This study aimed to explore my emotions as a history teacher and how my emotions influence my teaching in history in forms 1-5 (Grades 8-12). In addition, this study aimed to examine how I regulate my emotions when teaching History in forms 1-5 (Grades 8-12). This chapter outlines the background of the study. Next, the purpose and rationale of the study and the research questions are described. This is followed by a brief discussion of the conceptual framework and methodological approach. I also outline my personal narrative. This chapter concludes with the outline of the five chapters in this dissertation.

1.2 Background to the Study

Teachers exhibit varied emotions in their teaching. Sutton and Harper (2009) assert that teachers experience a variety of emotions which include anger and frustration. Similarly, Frenzel et al. (2009), Darby (2008), Chang (2009) and Beilock et al. (2010) suggest that pride, enjoyment, guilt and anxiety influence teachers' emotions in the classroom. Correspondingly, Becker et al. (2015) contend that studies done on teacher emotions indicated that joy or enjoyment is the most outstanding emotion and anger is the most frequent emotion experienced by teachers while teaching learners in class. Boler (1999) contends that emotions are a central aspect of teaching. In the same vein, Frenzel, et al. (2009) argue that research embracing teaching as an emotional practice has increased and social relationships in the classroom and school context became a key means for capturing the power of emotions in teaching.

Hargreaves (1998, 2000, 2001, 2005) conducted many studies on teacher emotions and asserts that “teaching is charged with positive emotion” (Hargreaves, 1998, p. 835). Also, Lee et al. (2016) explains

that teachers encounter several emotions which have an unconstructive and constructive effect when teaching in the classroom. However, Fried, et al. (2015, p.4) contend that “emotions are multi-componential with components that deal with an intrapersonal and interpersonal level”. The intrapersonal component correlates with the biological and physiological domains of emotions while the interpersonal component represents the social domain. Corcoran and Tormey (2012) contend that the intrapersonal aspect of emotions influences the expressions of emotion and in turn impacts the interpersonal component. Conversely, Erdogan and Demirkasmoglu (2013) and Hong (2012) suggest that emotions play a pivotal role in teacher capacity to thrive and survive in their professional lives. Thompson (2014) asserts that there is a gap in understanding the association between teacher emotions and increasing teacher attrition and teacher stress. Similarly, Hong (2012) argues that teachers are not prepared for the emotional demands of the teaching profession, hence resulting in decisions to leave the profession. Chang (2009) asserts that there is also limited research on the regulation of teacher emotions and further studies should be done. There is also a gap in examining the education policies of the state which have the potential to affect a teacher’s ability to regulate their emotions. Moreover, there is a need to make links between motivation, emotion, and cognition, intrapersonal, interpersonal and socio-cultural aspects.

Zembylas (2003) asserts that emotions should be studied as both a private and political matter. Makhwathana, et al (2017) suggest that positive emotions are very important in teaching because the teacher’s mind is focused and it becomes possible to achieve intended goals and also to solve problems easily. Similarly, Sutton and Wheatley (2003) assert that positive emotions make teaching effective, emotions help to make teaching interesting and learners look forward to learning. In addition, Dube (2019) contends that there is little empirical research on teachers’ emotions regarding effective teaching at high schools in Eswatini. This served as the motivation to conduct this self-study and highlights the importance of studying teachers’ emotions. The study is significant and will contribute to knowledge about history teaching as an emotional practice and how teachers regulate their emotions when teaching history. As a history teacher, I have also experienced a range of positive and negative emotions which have influenced

my teaching. This served as a personal motivation to conduct this self-study on my emotions to examine the extent to which my emotions influence my history teaching. I reflected on my past and current experiences of teaching history with the aim of improving my teaching practice and becoming a change agent.

1.3 Purpose of the Study

The literature on teacher emotions indicates that there have been studies conducted in science, mathematics, and HIV/AIDS that contributed to knowledge about teacher emotions but there is scarce research on how emotions influence history teaching. Becker, et al (2015) contend that teacher emotions are a key element in teaching and are associated with teachers' health, classroom efficiency, student emotions, inspiration as well as students learning and performance. Similarly, Fried (2015) asserts that teacher emotion is an important field of research because teachers are engulfed with stress and exhaustion hence teacher emotional health is fundamental during teaching. However, Fried (2015) suggests that teachers experience negative, depressing emotions more frequently when teaching than positive, constructive emotions. Nevertheless, Becker et al. (2015, p.1) argue that "there is a notable lack of empirical studies focusing on teacher's emotions and little is known about what drives teachers' emotional experience in the classroom". Therefore, the purpose of this study is to explore my emotions as a history teacher and how my emotions influence my teaching in history in forms 1-5 (Grades 8-12). Also, this study aims to examine how I regulate my emotions when teaching history in forms 1-5 (Grades 8-12).

1.4 Rationale

While research has been conducted on teacher emotions in science teaching (Zembylas, 2003), mathematics teaching (Lassonde et al., 2009), sexuality education (Masinga, 2009) and HIV & AIDS teaching (Naidoo, 2014), little research has been done on teacher emotions in the context of history teaching. Secondly, as a history teacher, I have also experienced a range of positive and negative emotions which have influenced my teaching. This served as a personal rationale to conduct this self-study on my emotions to examine the extent to which my emotions influence my teaching. This further motivated me to find out how I regulate

my emotions during teaching. The problem statement this self-study addressed is: what is the range of positive and negative emotions that have influenced my history teaching, to what extent did my emotions influence my history teaching and how did I regulate my emotions during my history teaching.

1.5 Research Questions

This study was guided by the following research questions:

1. What emotions do I experience in my teaching of history in forms 1-5 (Grades 8-12)?
2. To what extent do my emotions influence my teaching of history in forms 1-5 (Grades 8-12)?
3. How do I regulate my emotions in my teaching history in forms 1-5 (Grade 8-12)?

1.6 Conceptual Approach

The conceptual framework adopted in this study draws on Zembylas' (2002, 2003) genealogies of emotions and Hargreaves (1998) emotional geographies of teaching. Zembylas (2002) asserts that teachers experience and express emotions in their teaching. Also, he highlights that teachers' emotional lives and teaching are closely related to individual, social and political components. According to Zembylas, (2002, p.6), the conceptual framework is built on "three insights which are teacher emotions that understand emotions as socially constructed; secondly, they explain emotions in terms other than rationalist which reduces social interactions to a matter of coherent beliefs. Thirdly, the genealogies of teacher's emotions in teaching explore how certain emotions are constructed in the classroom and how they are transformed over the years as mediated by values, philosophies and beliefs". Rosaldo (1984, cited in Zembylas, 2002) asserts that some emotions are culturally and contextually specific; therefore, it is useful to explore the kinds of emotions embedded in the context of teaching. Zembylas (2002) argues that the ontological and epistemological components of emotions are another insight and are an interdisciplinary approach to researching teacher emotions. Stocker (cited in Zembylas, 2002, p. 5) claims that "(a) emotions are intrinsically affective and therefore cannot be understood merely in terms of our beliefs or desires; and (b) emotions reveal value, namely, that our feelings moved by something indicate there may be something that

we consider valuable”. Therefore Zembylas’ (2002) conceptual framework was used to analyse data for research question one: What emotions do I experience in my teaching of History forms 1-5 (Grades 8-12)?

Secondly, the conceptual framework draws on Hargreaves’ (2001) notion of emotional geographies. Hargreaves (2001) outlines the framework of emotional geographies and describes socio-cultural, moral, professional, political, and physical geographies and patterns of closeness and distance to understand how to create stronger emotional understanding in teachers’ relationships with students, colleagues and parents. This is because emotions are integral in teaching and learning.

Socio-cultural Geographies: Hargreaves (2001) contends that learners come from lower, middle- and upper-class backgrounds and this contributes to different cultures which may be different from that of their teachers. This results in teachers being socio-culturally distanced from many of their learners.

Moral Distance Geographies: Hargreaves (2001) argues that moral geographies help teachers to make choices in a highly complex world by narrowing down their choices. Oatley and Jenkins (1987 cited in Hargreaves, 2000, p.11) argue that “in real life, a purely logical search through all the possibilities is not possible. Emotions are necessary to bridge across the unexpected and the unknown to guide reason and to give priorities among multiple goals.”

Political Geographies: Hargreaves (2000) argues that teaching has widespread emotional politics so political distance is a threat to people whose interactions are physically close. Teacher-parent relationships characterised by the partnership will always yield positive emotions but when teacher-parent relationships are characterised by power plays more than the partnership, negative emotions will always surface. Hargreaves (2001, p.18) asserts that “in the emotional geography of schooling, many teachers prefer to be politically superior to parents, securing their active support, rather than experience parents having power over them”. Moreover, Hargreaves (2000) contends that teachers' emotions are linked with people's experiences of power and powerlessness.

Physical Distance: Hargreaves (2000) asserts that physical distance is an emotional geography of teaching that is physical in the sense it creates a fissure between parents and teachers at the same school. He contends that emotional understanding and the establishment of emotional bonds with teachers and parents require proximity and some measure of intensity, frequency and continuity in interaction. Hargreaves (2000) suggests that physical distance between teachers and parents should be minimised and further encourages frequent communication as a strategy to close the fissure.

Professional Distance: Hargreaves (2000) contends that professional distance should be modelled by teachers to avoid emotional entanglements with parents. Hargreaves (2000) adds that teachers are supposed to care for their students; they are also expected to do so in a detached way to mask their emotions with parents and control them when they are around students. Hargreaves' framework of emotional geographies of teaching was used to analyse data for research question two: To what extent do my emotions influence my teaching of history in forms 1-5 (Grades 8-12)? and data for research question three: How do I regulate my emotions in my teaching history in forms 1-5 (Grade 8-12)?

1.7 Methodological Approach

Self-study is a research method that requires an individual to embark on a deep process of introspection within a particular area of focus with the purpose of personal and professional growth. Similarly, the self-study methodology allows teachers to study themselves to develop their teaching practice (Samaras & Roberts, 2011). Pithouse et al. (2009, p. 45) suggest that teachers who choose to do self-study are required to present evidence of how their thinking and practice have evolved. Masinga (2007, p. 9) asserts that self-study is a “way of knowing, it is a way of looking at myself and my actions as an educator in an introspective manner”. I believe that self-study as a catalyst for growth would enable me to improve the way I teach so that I become a more effective and efficient change agent in lifelong learning and teaching. Pithouse, et al (2009) assert that self-study provides an opportunity to look back and critically reflect on teaching practices. Similarly, Masinga (2009) contends that studying yourself as a teacher gives you an excellent sense of who

you are in terms of your teaching approaches and philosophies and thus should provide you with a chance to learn and improve where possible.

Self-study is underpinned by the critical paradigm, which aims to critique and transform society to be more equal and fair. Furthermore, it advocates that participants must be assisted toward emancipation (Bertram & Christiansen, 2015). This study aimed to empower me and improve my practice. Self-study is an approach that was used to explore my emotions and how they influence my history teaching. A convenience sampling technique was used to select critical friends. Data generation methods included letter writing, reflective journals, critical friends' reflective memos and collage. Thematic data analysis was used to analyse data generated.

1.8 My Personal Narrative

I am Isaiah Vusie Sikelela Thwala, the fifth-born child of Mr Daniel and Mrs Sarah Sponono Dlamini-Thwala. I was born at Kalanga chieftaincy under chief Mlimi Maziya and Jozane Sifiso Maziya. I grew up alone in my family because all four children who were born before me had died while they were still young. My childhood life was not easy as I grew up in a very strict home environment. I was never allowed to mingle with other children in the community. My father gave me a strict directive to avoid friends at all costs. This resulted in me living a solitary life and this has been my way of life for years. My parents had various socio-cultural challenges and they often went away from home. When I was alone at home I used to make artefacts from clay soil such as cattle, goats, huts and a span of oxen because I grew up in a family that practiced mixed farming. The solitary life was exacerbated by my peers who were happy to bully me whenever I met them in the grazing lands. They often ganged up against me and beat me. My life was engulfed with sadness and anger. However, I never reported such bullying because my mother and father were very strict with discipline. I was also afraid to report it because my father would think I defied his instruction to avoid mingling with friends. As a result of being bullied, I developed into a strong-willed person who began to fight fiercely against my enemies with sticks and fists and most of the time I won the fights, which created happy emotions.

I started schooling in 1976 at Kalanga Nazarene Primary School. I was determined to excel in my education and was happy to learn English poems and the general history of explorations. I completed my secondary school education at Siteki Nazarene High School. While pursuing my education, I enjoyed several extra – curricula activities such as soccer, music, and scouting, and I was appointed to be a leader of a Christian movement known as Scripture Union (SU). After matriculating I enrolled at William Pitcher College where I trained as a history and geography teacher. I obtained a Diploma in Secondary Teaching in 1994. I was then called to my former school to fill a vacancy for geography teaching, a post that was vacant while I was still a student in the school. I have been teaching in the same school for over twenty-eight years. While in the school, I obtained Certificates of Honour for staff and recognition for a positive contribution towards the welfare of the school including punctuality, cooperation, upholding school policy, being exemplary and being conscientious to school work. I also produced excellent results where learners obtained a hundred per cent (100%) pass in secondary education known as the Junior Certificate (JC) and 100% credit pass in high school O' Level or the General Certificate Examination (GCE). I have also experienced poor results over the years. This is another reason that prompted me to reflect on my teaching practice.

I continued with my education and obtaining skills from other fields. At the University of Swaziland, I completed a diploma in adult education and majored in project management in 2006. In 2007, I enrolled at Rhodes University where I obtained a Diploma in Environmental Education and Management. I enrolled at the University of Swaziland in 2009 and completed a Bachelor of Education degree (BEd) in Adult Education majoring in Management and Organisation. In 2016, I enrolled at the University of KwaZulu-Natal Pietermaritzburg campus and in 2018, I obtained a Bachelor of Education Honours degree (BEd Hons) in Teacher Development Studies. I enrolled for a Master of Education (MEd) degree in Teacher Development Studies at the University of KwaZulu-Natal. I have been pursuing lifelong learning using my meagre salary because I believe education is the best form of investment that liberates. However, pursuing studies in Pietermaritzburg has not been easy. I have developed happy emotions and also sad emotions. While I was pursuing my education, I witnessed several scenarios. I had to attend face-to-face sessions four

times a month and had to drive from Siteki to Pietermaritzburg. This journey took almost seven hours and was very costly. My family supported me because they believed that education is the best investment. After each class, I had to drive back to Swaziland for another seven hours and sometimes I would rest at petrol stations when I experienced fatigue. Although I experienced fatigue and anxiety, I never thought of quitting even when I was faced with such challenges. I reflected on my purpose and passion and was motivated to complete my studies at UKZN. Thereafter, I decided to drive to Richards Bay on Friday and stay at Lalaphansi lodge and drive to Pietermaritzburg early on Saturday morning for my lectures. My lecturers were happy because I was very punctual and would read the articles in preparation for the session. They were however concerned about my travelling to Pietermaritzburg and how I was managing. I informed them about my arrangements to stay over in Richards Bay and they were so amazed and commended my commitment, dedication and motivation to complete my studies. My colleagues in Swaziland were uttering all kinds of comments, to demoralize and derail me from my path but I remained focused. I was further motivated by my lecturer, Dr Mthiyane and my classmates who always praised my work and perseverance. Dr Jaqueline Naidoo has been my supervisor and has nurtured and offered guidance so that I see all the pieces of the puzzle. She has been a wonderful mentor. The Covid-19 pandemic brought uncertainty, sadness, anger, and frustration but I was never deterred because my supervisor constantly encouraged me to continue with my work. After completing my studies, I hope to be a “change agent” to empower learners and communities through lifelong learning.

1.9 Overview of Chapters

This dissertation consists of five chapters and a brief explanation of each chapter follows.

Chapter One outlines the background of the study, the purpose, rationale, research objectives, and research questions which guided the direction of this research study. The conceptual framework and methodological approaches are also outlined in this chapter. Chapter one concludes with a brief overview of the five chapters.

Chapter Two discusses the literature review that is relevant to teacher emotions in teaching. In this chapter, the literature review focused on defining teacher emotions, describing the genealogy of emotions, emotional geographies of teaching, factors affecting teacher emotions in the classroom, emotional regulation, and strategies to regulate emotions and history teaching.

Chapter Three outlines the critical research paradigm, the qualitative research approach and self-study research. The suitability of the paradigm and methodological approach is explained. This was followed by a discussion of the qualitative, self-study methodological approach that was used in this research study. This chapter also described the sampling procedure, data generation instruments and data analysis. An outline of the ethical considerations and validity of the study conclude this chapter.

Chapter Four presents and analyses the data. The study showed that I experienced varying positive and negative emotions including, happiness and excitement, anger and skepticism, fatigue and exhaustion when teaching history. Ambivalent feelings were also experienced due to the uncertainty of the Covid-19 pandemic, which included fear, depression and nervousness versus upliftment and being emotionally drained. Happy positive emotions motivated me to teach with eagerness and enthusiasm, hence I taught with passion while anxiety and anger compromised my teaching. Lastly, I regulated my emotions by using a variety of strategies including collaborating with happy, positive colleagues, self-motivation and suppressing negative emotions, and showing desirable expressions.

Chapter Five outlines the key findings, recommendations and conclusions.

1.10 Conclusion

This chapter outlines the background and introduction to this study. The chapter presents a brief discussion of the background, the purpose, the aim, and the rationale of the study. Thereafter, the research problem and the research questions which are central to this research are presented. The conceptual framework and methodological approach were discussed. The chapter concludes with the presentation of an overview of

the five chapters of this dissertation. The literature review and conceptual framework is discussed in Chapter Two that follows.

Chapter Two

Literature Review

2.1 Introduction

In this chapter, I discuss relevant literature on teacher emotions and history teaching. The literature review begins by defining ‘emotions’ and outlining teacher emotions. A discussion on blended emotions and factors affecting teacher emotions in the classroom follows. Next, emotional regulation and strategies to regulate emotions as well as positive and negative emotions and teaching are discussed. This is followed by a discussion of history teaching and the conceptual framework adopted in this study, namely, Zembylas' ‘Genealogies of Emotions’ and Hargreaves' ‘Emotional Geographies of Teaching.’

2.2 Defining ‘Emotions’

Hargreaves (1998) asserts that the word emotion comes from a Latin word “*emovere*” which means to cause physical disturbance or to kindle brouhaha. Moreover, he elucidates that emotions are an integral part of our lives. However, researchers have defined emotions in different ways. Denzin (1984, p.32) “concedes that experiencing emotion is a social, interactional, linguistic and physiological process” but he argues that research must go beyond these domains and study emotions from within, as a ‘lived, interactional process that has the self of the person’ as central”. Also, Denzin (1984, p. 108) contends that “[e]motions are embodied experiences”. Hastings, (2008, p. 499) asserts that “human emotions are displayed in behaviour that can be seen, heard, smelt and felt. They are in the mind and heart, but they are also and always in the body.” Meyer and Turner, (2006, p. 379) adopted Frijda’s (1988) definition that emotions are “subjective experiences with situational meaning that evoke action states”. Keltner (1996) and Malatesta-Magai (1990) assert that emotions are fundamental to the composition of personality hence they are the feelings that paint our lives and allow us to experience all the joys and scenarios of life. Linnenbrink and Pintrich (2015) (cited in Syu & Guo, 2010) assert that emotions are the short and strong feelings produced after certain stimulations and these, emotions provide patterns of behaviour for persons and linked with ideas and

feelings of remuneration and chastisement, enjoyment, hurting, nearness, distance, personal advantages and disadvantages. Sutton and Wheatley (2003, p. 329) argue that:

“Many theorists conceptualize emotions as multi-componential processes and these emotional processes consist of a network of changes in a variety of subsystems (or components) of the organism. These components typically include appraisal, subjective experience, physiological change, emotional expression, and action tendencies. These components influence each other but are partially independent.”

Similarly, Oplatka, (2007, cited in Hochschild, 1990, pp. 118-119) defines emotions as awareness of four elements that we usually experience at the same time: “(a) appraisals of a situation, (b) changes in bodily sensations, (c) the free or inhibited display of expressive gesture, and (d) a cultural label applied to specific constellations of the first three elements”.

Physiologically, Lawson (2002) describes emotions in terms of origin. He explains that emotions originate in the limbic system right in brain. The limbic system is a small structure located in the middle of the brain between the brainstem and cortex. Lawson (2002) contends that the brain controls attentiveness or alertness and stimulation or arousal and sends sensory messages to the cortex via the limbic system.

Conversely, Prinz (2004) asserts that there are two major perspectives of the origin of emotions. He contends that emotions are the product of natural selection, they are evolved adaptation, and best understood using the explanatory tools of evolutionary psychology. Secondly, emotions are socially constructed, they vary across cultural boundaries and they are evolved and constructed. Prinz (2004) and Lawson (2002) hold the similar view that the evolved emotions are recognised as basic in two ways, psychological and biological. These basic emotions are universally experienced and recognised, they include happiness, sadness, anger, disgust, fear and surprise. Prinz (2004) contends that all emotions are culturally informed and every emotion we have a name for is the product of nature and nurture.

Zembylas, (2003b, p. 216) contends that “My approach to emotion conceives them not only as matters of personal (private) dispositions or psychological qualities, but also as social and political experiences that are constructed by how one’s work (in this case, the teaching) is organized and led”. Zembylas (2005) asserts that emotion functions as a discursive practice in which emotional expression is productive, that is to say, it makes individuals into socially and culturally specific persons engaged in complex webs of power relations. When addressing emotions in relation to teaching, Zembylas (2003) asserts that several researchers contend that emotions in teaching are unavoidably linked to matters of school policy issues. In addition, Zembylas (2003) contends that emotionality arises in the relationships of teachers with colleagues, administrators and other adults “outside” the classroom. Furthermore, it is clear from the research on teacher emotion that teaching practice is necessarily affective and involves an incredible amount of emotional labour. The emotional dissonance created by emotional labour can arguably lead to stress and burnout and there is now a considerable body of work which links teacher stress with teachers’ early exit from the profession.

2.3 Teacher Emotions

Zembylas (2003, 2006) draws attention to the importance of researching teacher emotions and highlights that it is a topic that has been neglected in recent years. Fischer (1990) argues that emotions serve to promote learning of information that assist in making appropriate responses in the future. For example, the emotional response that occurs when a teacher experiences chastisement for failing to do his duty encourages the teacher to avoid similar circumstances in future. Moreover, pleasant emotions act as reinforcement for prior behaviour and therefore force teachers to seek out similar situations in the future thus, feeling satisfaction. Furthermore, emotions help to regulate social interaction among teachers. The emotions that teachers exhibit and experience frequently are easy to observe, as they are communicated through verbal and non-verbal behaviours. These behaviours act as signals to observers, allowing them to better understand what teachers are experiencing and to predict their future behaviour. In turn this promotes more affective and appropriate social interaction. Similarly, Goleman (2015) asserts that emotions influence how we perceive

and react to life. They also determine how content and successful we are. Emotions play a powerful role in shaping thoughts, influencing behaviour, and steering the pursuit of knowledge. It has a major influence in how we see the world around us. It can serve as a distraction to the acquisition of knowledge and can also enhance the process at the same time.

Fried, et al. (2015, p.7) argue that emotions are “multi-componential with components that operate on intrapersonal and interpersonal levels”. Similarly, Corcoran and Tormey (2012) assert that emotions that are intrapersonal occur in the individual’s self or mind while the interpersonal suggests that the emotions occur between persons. Moreover, Corcoran and Tormey (2012, p.7) affirm that “the intrapersonal component correlate with the biological and physiological domains of emotions while the interpersonal represents the social domain”. Nevertheless, Zemblyas (2005) contends that these intrapersonal and interpersonal components are shaped by social, cultural and political factors. Corcoran and Tormey (2012) assert that the intrapersonal aspects of an emotion affect the expressions of emotion that in turn impact on the interpersonal components. For example, teachers’ beliefs about learning may affect how they express their emotions to their learners, which in turn impacts on the types of relationships they have with learners.

Fried et al. (2015) suggest that teacher emotions are influenced by personal traits which include appraisal, social, cultural and political factors. Schutz (2007 cited in Fried et al., 2015) assert that teacher emotions are also influenced by personal traits such as identity, beliefs and values which guide the way teachers deal with their emotions in classroom. In addition, Fried et al. (2015) contend that teacher emotions provide information about oneself and about others which contributes to building identity and relationships. Teacher emotions also provide information about the broader social, cultural and political contexts. Similarly, Linnenbrink and Pintrich (2015) assert that emotions of a teacher influence cognition because negative emotion reduces working memory while positive emotion increase and broadens thought action. Izard (2010) contends that teacher emotions have a regulatory function and can regulate internal systems within the body of the person experiencing the emotion while the external expression of emotions can regulate

own and other's emotions. Becker et al. (2015) assert that teacher emotions are an essential part of the instructional setting and are related to a number of important outcomes such as teachers' well-being, health, classroom effectiveness, student emotions, motivation as well as students' learning and performance.

2.4 Blended Emotions

Hong, et al. (2021) contend that teachers experience mixed emotions known as blends or blended emotions. Wulf (2021) and Martínez-Sierra, Arellano-García, Hernández-Moreno (2022) outline the mixed emotions that teachers experience. Berrios (2019, cited in Hong et al., 2021), assert that the co-occurrence of several emotions has been extensively disputed in the field of psychology for years. Hong et al. (2021), however, has shown that emotions are complicated experiences, with each person experiencing numerous emotions at any given time. It is conceivable for a person to feel happy and sad at the same moment. A teacher, for example, may experience both happy and sad emotions while teaching a lesson. Larsen et al. (2001) refer to this type of feeling as mixed emotions. In contrast, Hong et al. (2021) contend that mixed emotions are part of a larger category of emotions known as emotion blends or "blended emotions." A blended emotion occurs when a teacher feels a combination of more than one feeling. A teacher experiencing excitement and pride while teaching a class is an example of an emotional blend. Scherer (2001, as cited in Hong et al., 2021), suggest that a blended emotion occurs when a person experiences more than one feeling. Davis et al. (2008, cited in Hong et al., 2021) contend that a stressed teacher is more likely to feel blended emotions. Three types of blended emotions are outlined: (a) positive-blended emotions, which describe a combination of emotions that include only positive emotions, such as when a teacher expresses pride and enjoyment in their work; (b) negative-blended emotions, which describe a combination of emotions that include only negative emotions, such as when a teacher expresses stress and frustration in their work; and (c) mixed emotions, which describe a combination of emotions that include both positive and negative emotions (Hong et al., 2021). Blended emotions are more noticeable during an appraisal or individual evaluation and when someone is taking an examination. In terms of classroom teachers' experiences, enjoyment, pride,

rage, worry, shame, and guilt are all mixed together. The two most prevalent pleasant emotions experienced by teachers in the classroom are enjoyment and pride (Berrios, 2019).

2.5 Factors Affecting Teacher Emotions in the Classroom

Zembylas (2003) asserts that moments captured in the classroom are subject to change. This is because changes in teacher emotions can occur in response to learning, personal development and subject area. Mayer and Turner (2006) argue that teacher emotions evolve over time and research on teacher emotions needs to be longitudinal. However, Schutz, et al. (2007) asserts that teachers are faced with a number of factors that influence teacher emotions. Fried et al. (2015) identified the following factors which influence teacher's emotions: identity, beliefs, values and personal traits.

2.5.1 Identity

Schutz, et al. (2007, cited in Fried et al., 2015, p. 11) argue that "Identity is expressed through emotions, and emotions and identity are intimately tied to one another through an ongoing multi-dimensional process". Emotions, according to Hargreaves (2005), play an important role in the development of a teacher's identity. Furthermore, identity is viewed as a unifying concept that encompasses values and beliefs and offers a framework which can guide the way teachers manage their emotions in the classroom. Zembylas (2005) asserts that teacher identity, beliefs, and values are closely related to emotions.

2.5.2 Beliefs

William –Johnsons (2008) asserts that beliefs have an important role and shape teacher emotions and the classroom situation. Even though teacher beliefs have been shown to affect emotions, Zembylas (2005) showed a link in which teacher emotions helped students understand their views. The nature of the world in which a person lives, his place within it, and the variety of potential relationships to that reality and its constituent elements are all defined for him by the beliefs he has.

2.5.3 Values

Gordon (2015, p.197) claims that "values are constructions representing generalized behaviours or states of affairs that are deemed to the individual to be essential". Human values are socially generated notions of right and wrong that we use to assess the merits of ideas, things, and actions, as well as their effects. Bullock (2013) maintains that teacher's values are influenced by a variety of factors, including their family, peers, the educational system, their religion, the media, science and technology, their geographic location, and current events. Values influence how challenges are solved and how decisions are made. Additionally, values are crucial to interpersonal interactions because they affect how teachers view other people and groups. Teachers' ideas of personal and organizational success, as well as how these successes are to be attained, are influenced by their values. Teachers can distinguish between good and bad and ethical and unethical behaviour using values as a guide. According to Bullock (2013), teachers should revisit their experiences as students to better comprehend their views and established teacher identities.

2.5.4 Personal traits

According to Tugade and Frederickson (2007), teacher emotions can also influence students' personality traits and attributes through good emotional experiences. Since each emotion has a characteristic threshold for activation, personality factors can predict which feelings a person will experience (Izard, 2009). Moods and feelings can influence one's personality and qualities. For instance, people become more imaginative, resilient, and socially integral when they have favourable emotional experiences (Tugade & Fredrickson, 2007).

2.6 Emotional Regulation and Strategies to Regulate Emotions

In relation to teaching, Zembylas (2003) asserts that emotions in teaching are unavoidably linked to matters of interests which can have a political dimension and values of a moral dimension, therefore, coping with vulnerability means that the teachers need to engage in political action to regain the social recognition of their professional self and restore the conditions that ensure their good job performance. Hargreaves (2001)

asserts that people experience and express emotions differently from one culture to another, one profession to another including teaching. Hargreaves (2001) mentions that emotional regulation requires teachers to articulate and exhibit emotions at a given time. Matsumoto (2006, p.421) asserts that “emotion regulation is the ability to manage and modify one’s emotional reactions to achieve goal-directed outcomes”. Similarly, Rolston and Lloyd-Richardson (2017) assert that emotion regulation describes a person’s ability to effectively manage and respond to an emotional experience. Moreover, Rolston and Lloyd-Richardson (2017) contend that throughout each day people unconsciously use emotion regulation strategies to cope with difficult situations and teachers are equally inclusive. Matsumoto (2006) asserts that emotion regulation is an important concept in personality and social psychology because it contributes to positive intracultural and intercultural adjustment.

Matsumoto (2006) contends that emotion regulation is conceptualised in two ways. The first way views emotions as regulators of intrapersonal and interpersonal processes, referring to the role that emotions play in everyday life and the changes that occur when an emotion is activated. The second way views emotions as they themselves are regulated. Rolston and Lloyd-Richardson (2017) argue that there are many strategies that can be utilised to regulate healthy or unhealthy emotions. Healthy emotional regulation involves taking breaks, having conversations, exercising, and unhealthy emotional regulation involves self-harm, picking fights and drinking to avoid pain.

Hargreaves (cited in Lee, 2016) asserts that managing emotions is an integral part of a teacher’s job. Lee (2016) elucidates that teachers must use appropriate strategies to manage or regulate their emotions. In addition, he contends that the advantages of emotion regulation include helping teachers reach their teaching goals, helping them make effective classroom management decisions, helping them to instil discipline, helping them to improve the relationship with learners and helping them to be more professional.

Golemen (2015) describes emotional regulation as the capacity to manage emotional experiences and expression and outlined two strategies of regulating emotions, namely, antecedent focused and response focused. Antecedent focused refers to altering the emotion before it is completely generated while response focused regulation refers to modifying emotional behaviours such as facial expressions, gestures after the emotion has been generated. However, Lee (2016) contends that there are five specific emotion regulation strategies. These are situation selection which refers to choosing to approach or avoid certain people or objects in order to regulate emotions. Situation modification refers to altering the way one feels by modifying the information one attends to. Cognitive appraisal refers to appraising or reinterpreting the situation to alter its emotional impact. Suppression refers to attempting to change physiological or behavioural aspects of the emotion. Similarly, Noddings (1996, p. 435) suggests that the use of storytelling in teacher education can “both induce feeling and help us to understand what we are feeling”. Mojsa-Kaja, et al. (2010) and Brackett et al. (2010) suggest that emotion regulation is positively associated with job satisfaction. Nonetheless, Chong (2009) asserts that there is limited research in the regulation of emotion and suggests that further studies should be done on teacher emotion regulation.

Damasio (1999) contends that emotions can regulate the internal systems of the body of the person experiencing it and also has a regulatory function. Izard (2010) asserts that one can control their own and others' emotions through exterior displays of emotion. He adds that this function occurs at an intrapersonal and interpersonal level and is influenced by social, cultural, and political issues. Hosotani and Imai-Matsumura (2011) contend that good teachers use emotion regulation in the classroom. Zembylas (2003) asserts that studies on emotion regulation seem to take place within an individualistic behavioural model. He argues that emotions in education should be addressed as both a personal and societal issue. Seifert (2004) contends that teacher emotion serves a motivational purpose because it may affect student motivation patterns and school community motivation patterns, which act across intrapersonal, interpersonal, and larger social, cultural, and political contexts. Teachers can inspire pupils by showing their emotions, such as eagerness and interest (Pekrun, 2005). Meyer and Turner (2007) contend that teacher

mentors must inspire future educators to harness their emotions to engage students in learning and help them reach their objectives. Meyer and Turner (2007) examined the role that emotion plays in motivation and how emotion scaffolding might be utilised to improve motivation.

Jenning and Greenberg (2009) argue that there is a negative relationship between emotion regulation and teacher burn out. This happens when a teacher repeatedly experiences emotions in one way internally but expresses it in another way externally, a process known as emotional labour and he or she is susceptible to burnout and emotional weariness (Zapf, 2002). The quality of teaching experiences is improved because teachers' emotional expressions are seen as a tool for emotional management and are linked to teacher well-being (Gross & John, 2003). Teachers must learn to use emotional information through emotional understanding to influence both their own teaching experiences and the learning experiences of the students. Teachers must also understand how their own and students' emotions affect the quality of their experience as teachers (Hargreaves, 2001). Furthermore, Fredrickson and Tugade (2007) assert that emotions have an impact on thinking. Positive emotions may increase thought-action repertoires while negative emotions may decrease working memory, according to research on the relationship between emotion and cognition (Linnenbrink & Pintrich, 2002). According to Cunningham and Kirkland (2012), emotions should be regarded as cognition. Since emotions can be expressed in ways that directly affect other people, therefore, teachers' emotions could influence their cognitive functioning and that of their students.

2.7 Positive Emotions and Teaching

Sutton and Wheatley (2003) assert that emotionally satisfied teachers try to inspire their students to participate in active learning, which enhances the performance of their students. When the teacher's primary focus is on teaching and the learner's primary focus is on learning, teaching and learning are made simpler by the teacher's positive emotions. They add that teachers' emotions also affect their ability to categorise, reason, and solve problems. When a teacher is focused, their mind is not distracted, making it feasible to accomplish goals, think positively, and solve difficulties with ease. The teacher loses concentration when

they start to be negative. Self-regulation and goal orientation in teaching and learning are impacted by emotional inefficacy and anxiety (Malpass et al., 1999). Teachers who are experiencing unpleasant emotions lose control, yell, and become careless in conversation. This causes students to become intimidated and scared of the teacher, which causes them to withdraw, speak less, or not at all. It is difficult to teach and learn in a classroom atmosphere if the teacher is shouting and harassing the students to the point of embarrassing them in front of others because of emotional health issues. Teaching and learning are facilitated by positive emotions. Wong (2000) contends that students who felt that their teachers cared about them were more driven to study, less likely to engage in inappropriate behaviour, and more helpful, cooperative, and compliant with classroom rules and norms. Sutton and Wheatley (2003) assert that learners who are emotionally positive learn things more easily. They appreciate the classes, the activities, and their teacher, and learning turns into a pleasure for them. Learning is more exciting when learners experience positive emotions and look forward to learning. Fried et al. (2015, p. 17) suggest that “When a teacher is upset, students sense it. It is not good if they are abused and yelled at. Because of this, students occasionally stop taking part in class activities.” Positive emotions, according to Fredrickson (2001), support effective teaching and learning because they increase students' cognitive awareness and knowledge of potential solutions to issues. Furthermore, Hargreaves (2001) emphasises that teachers must foster an environment that is favourable to both teaching and learning. Teachers must foster a welcoming, caring environment in the classroom where students are free to express their emotions to both the teacher and other students. To educate effectively and efficiently, teachers must foster an environment that fosters empathy (Hargreaves, 2001). Above all, teachers have to help students learn how to control their emotions. Some students look up to instructors as role models, thus they must demonstrate excellent control of all emotions, especially their wrath.

2.8 Negative Emotions and Teaching

Blair (2002) contends that an emotion like anger influence a teacher's verbal and nonverbal behaviour. These actions, which might range from using harsh, demotivating language to slapping one's forehead in defeat, are all inappropriate in a school setting. These activities betray the learners' faith and trust and pave

the way for a group of uncommitted students. A teacher who is upset or angry can help create passive students who are less eager. This causes the learners' performance to decline. Pekrun et al. (2009) asserts that negative emotions like anger impair cognitive functions like problem-solving, memory, and strategic thinking, which in turn lowers learners' performance and learning processes by lowering the number of resources required for the incorporation and memory of crucial details. Teachers' anger can be generated by externally mandated change or reforms (Cubukcu, 2012). Also, teachers felt anger when their authority is threatened, belittled, and hurt (Hargreaves, 2004; Zembylas, 2003; Chang, 2009 & Sutton (2007, cited in Cubukcu, 2012).

Makhwathana et al. (2017) assert that teacher emotions can affect learners' learning and teaching and if teachers are always furious, their anger spills onto the learners. Makhwathana et al. (2017) argues that learners do not enjoy teaching and will be afraid of teachers shouting at them. Therefore, teachers' emotions and actions when they are upset, has a negative influence on students' feelings and learning in the classroom, which is not conducive to learning. Moreover, Makhwathana et al. (2017) contends that negative emotions have a detrimental influence on teaching and learning. In a classroom, teachers must be friendly to their students, foster a welcoming atmosphere, and allow students to communicate freely with one another and the teacher. Teachers also have the responsibility to help learners learn how to control their emotions. Dougherty (2006) contends that negative emotions affect levels of social competence. Sutton and Wheatley (2003) concur that teachers' yelling caused students to feel unwelcome and worthless, unhappy, humiliated and guilty, hurt and embarrassed, and thus generated a setting that was unsuitable for teaching and learning. Teachers' negative emotional expressions are frequently noticed and have an impact on students. According to Scherer (2000), specific facial expressions are associated with emotions including anger, grief, joy, and surprise, vocal fluctuations in tone, loudness, and speed accompany the emotional process (Keltner & Ekman, 2000).

2.9 History Teaching

History teaching is a practice that evokes emotions since teachers display their emotions when teaching in their classrooms. Whether they are angry, depressed or happy their emotions will show in their teaching. Kii, (1999, p.5) says history is an “academic discipline that involves the process of investigating using particular methods and skills to find, analyse and interpret sources of evidence in order to offer explanation or interpretation of the past.” Similarly, Cameron (2013) asserts that history is an emotional inquiry approach that urges learners to ask questions and look for answers, to locate, analyse and interpret evidence to discover and explain different perspectives and interpretations about the past and to develop and substantiate their own interpretations, based on evidence. In addition, Padma (2014) defines history as the record of mankind’s journey from the time they appeared on earth and it should be the subject that children are eager to learn so that they develop historical knowledge and understanding by applying historical concepts, methods and skills to their investigations of aspects of the past. Padma (2014) sums up: history is what happened in the past and cannot be retrieved or repeated exactly but can be studied to gain understanding why some events happened the way they did.

However, Quanchi and AsofouSo’o (2003) assert that teachers play a pivotal role in teaching history. They argue that history teachers should allow students time to develop skills such as listening, research, library, note taking, conducting interviews, chronology, simplifying, relevance, bias, facts, main message, comparison, veracity, referencing, borrowing, articulating, posture, voice projection, terminology, cooperation, organization, appreciation of others, variation, public display, making statement, individual and group discussions. Also, they urge teachers to get a balance between the times devoted to each skill area. If teachers find an area of weakness among the learners, it is advisable to focus on that skill for a longer period even at the expense of providing opportunities for repeating other skills (Quanchi & AsofouSo’o, 2003).

Norris (2017) suggests that history teachers should know the content and use a variety of approaches to explicitly teach the skills of historical inquiry and should plan lessons that will suit their student's stage of development and encourage deep understanding. Einstein (cited in Norris, 2017) contends that some history teachers do not vary their methods and as a result, learners are not fully engaged in learning. Kiem (2012) suggests the use of learner-centred methods instead of teacher-centred methods because they suit the learner's needs. Samoa (2003) asserts that history is a discipline that focuses on the past and gives insights into the present on how to deal with circumstances that bear a significant resemblance to those of decades or centuries ago. Again, Somoa (2003) contends that history teaching helps learners understand people and societies, contributes to moral understanding, provides identity, contributes to the development of certain skills in students such as the ability to assess evidence and the ability to assess confliction interpretation and is also essential for good citizenship or developing patriotism.

However, Zemblyas (2003) asserts that history teaching like science teaching cannot be reduced to technical competence and natural district standards; it involves a considerable amount of emotional labour, striving, satisfaction, hope, excitement, heartache, frustration, strain, annoyance and anxiety. He contends that teaching history is a practice that produces a range of emotions and it is the main source of teacher's self-esteem and fulfilment. Similarly, Lawson (2004) contends that teacher emotions are influenced by intrapersonal, interpersonal and intergroup components. According to Lawson (2002), intrapersonal refers to how teachers experience and express emotions on the personal or individual level while the interpersonal component refers to how teachers use their emotions in their relationship with others. Lastly, the intergroup component refers to the relationship between teacher's emotions and the social and cultural influences from classroom or school settings in which they teach.

Wulf (2021) suggests that emotions are *conditio-Humana* in history education. This suggests that history teachers have feelings and are defined by their emotions. Wulf (2021) contends that the following are essential features and properties of emotions that play a vital part in the teaching of history: The flow of

emotions occurs when the interaction and communication between the teacher and learners, as well as between the learners themselves, is successful. A flowing exchange of emotions occurs between the participants, which is frequently perceived as pleasant and enriching. In this flow, multiple emotions overlap and mix, making it easy to tell which emotions are circulating. For example, if all of the students are pleased after taking a test and obtaining an excellent grade, the emotion remains happiness. The events that are described result in an emotional appraisal that is sometimes independent of the arguments. This emotional judgment of other people's experiences or story lines sometimes occurs instinctively or semi-consciously and is only partially available to consciousness. This evaluative element of emotions allows for distinctions and understanding of circumstances, stories, and context. Emotions thus contribute significantly to our comprehension of historical events and storylines. History teachers' lively personality can assist the learner to develop interest and enjoyment in discussions about historical events, structures, and people.

Fielding (2005), on the other hand, claims that there are effective methods of teaching history. In his research he claims that many students disliked history since it requires memory work, recall, and a list of names and dates, and the teacher talked all the time, causing them to become passive. The teacher was simply providing students with narratives of names and dates for recall and testing purposes. Furthermore, Fielding (2005) asserts that students who enjoyed history did so because the teacher made it engaging. The instructor brought students on field trips, they acted out history, they had fantastic conversations, the teacher was a terrific storyteller, and the teacher described history instruction as exciting. Fielding claims that exposing students to history helps them study and learn about it throughout their lives.

Fielding (2005) claims that exposing students to history helps them study and learn about it throughout their life. Furthermore, Fielding (2005) believes that the greatest challenge for teachers is to pique students' curiosity, enthusiasm, and engagement so that they would learn and enjoy history. Fielding (2005) suggests

the following intriguing and effective techniques for engaging learners and providing variation, developing abilities, critical thinking skills, and decision-making:

Watching videos on the topic under discussion: Watching a video about a certain topic studied in class might help students visualise an event. They pique students' curiosity, and teachers must engage students by asking probing questions.

Field trips are popular with students because they provide a change of scenery. Teachers must immerse students in the learning context or location they are visiting and encourage them to reflect on what they are feeling.

Debates: Debates result in convergent rather than divergent thinking. Positivity, negativity, and interest can all lead to lively debate, outstanding critical thinking, and serious reflections on the subject. A U-shaped forum can be used for productive debate.

Mind mapping: This is a graphical representation of the student's thinking and reasoning process. It demonstrates how they link ideas and comprehension of cause-and-effect relationships. It effectively motivates learners to articulate their ideas and what they have learnt.

Obituary or Eulogy: History teachers could use a summary and assessment of one's existence on the planet. For example, they could consider the lives of Bismarck of Germany, Benito Mussolini of Italy, Adolf Hitler of Germany, Joseph Stalin of Russia, Nkwameh Nkrumah of Ghana, Julius Nyerere of Tanzania, Swaziland's King Sobhuza II and Kwazulu-Natal's King Goodwill Zwelithini Buthelezi. Learners conduct a study on these lived experiences and communicate their findings to other students. According to Fielding (2005), those who present acquire creativity, storytelling ability, writing skills, and public speaking skills.

Crossword puzzle: History teaching is about engaging students in learning history through crossword puzzles, which also activate the students' historical imagination. However, while crossword puzzles, word searches, and fill-in-the-gaps can make history lessons more entertaining, they lack historical context and do not include the imaginative fabrication of an event.

Trivia pursuit: History students enjoy the game of trivia- pursuit which functions as a review tool and can be used when a teacher is wrapping up a lesson.

Shepherd (1999, cited in Hlanze, 2019) argues that the introduction of historical sources complicates history teaching because students must react to a variety of sources. According to Shepherd (1999, cited in Hlanze, 2019), the history source is where the author is attempting to make a specific point. The source could be either written or visual. When studying a source, Shepherd (1999, cited in Hlanze, 2019) contends that history teachers must take the following factors into account: they must determine whether the source is supportive or critical, assess whether the author who generated the sources is still alive and whether the author is criticising, disapproving, mocking, exaggerating, or attempting to prevent a specific behaviour.

The provenance of a source includes its origin, place of publication, date of publication, and publisher (Shepherd, 1999, cited in Hlanze, 2019). History teachers must decipher the message of the sources and must consider what the author of the source hopes to achieve by conveying the message. Contextual information, other sources, and cross-referencing to other sources are used to evaluate sources as well as provenance. All sources are useful, depending on what the historian wants to learn. Even biased sources are important because they demonstrate prejudice. All sources reveal something about the attitudes, ideas, or concerns of the individual or organisation that generated them. Teachers should first determine the source's purpose because sources are important for their purposes. Synthesis is required while teaching history sources. Hypothesis/guess/supposition/suggestion/proposition with which to agree or disagree using references. Teachers must rigorously adhere to the source, and knowledge is not permitted in this part.

2.10 Conceptual Framework

The conceptual framework adopted in this study draws on Zembylas' (2002, 2003) genealogies of emotions and Hargreaves (1998) emotional geographies of teaching.

2.10.1 Zembylas' Genealogies of Emotions

Zembylas (2003) presented the 'Genealogy of emotions' and suggested that the last 20 years have seen little research on the emotions of teachers. Zembylas' (2003) genealogies of teachers' emotions describe events, objects, and people and the relationships among them that are present or absent in the realisation of emotions and how these emotions are experienced. Zembylas (2003) contends that one explanation for this lack of research on teacher emotions is the prejudice against emotion in Western culture, stemming from an understanding that emotions are complex and difficult to understand (socio-political context). Zembylas (2003) goes on to say that emotions are social constructs. He argues that the emotions that teachers feel and express are not merely questions of personal preferences but are also shaped by the social interactions and value systems in their families, societies, and educational environments.

Zembylas (2002) developed a conceptual framework to explore teacher's emotions in their teaching. Zembylas (2002) asserts that teachers experience and express emotions in their teaching. Furthermore, he highlights that teacher's emotional lives and teaching are closely related to individual, social and political components. According to Zembylas (2002, p.6), the conceptual framework is built on:

“Three insights which are teacher emotions that understands emotions as socially constructed; secondly they explain emotions in terms other than rationalist which reduces social interactions to a matter of coherent beliefs. Thirdly, the genealogy of teachers' emotions in teaching explore how certain emotions are constructed in the classroom and how they are transformed over the years as mediated by value, philosophies and beliefs”.

Rosaldo (1984, cited in Zembylas, 2002) asserts that some emotions are culturally and contextually specific; therefore, it is useful to explore the kinds of emotions embedded in the context of teaching. Zembylas (2002) argues that the ontological and epistemological components of emotions are another insight and is an interdisciplinary approach in researching teacher emotions. Stocker (1996, cited in Zembylas, 2002) contends that many areas of knowledge and activity require their own particular emotions. For example,

intellectual desire, awe, and wonder are emotions frequently expressed by science teachers. Stocker (1996, cited in Zembylas, 2002, p. 5) claims that “(a) emotions are intrinsically affective and therefore cannot be understood merely in terms of our beliefs or desires; and (b) emotions reveal value, namely, that our feelings moved by something indicate there may be something that we consider valuable”. This implies that exploring teachers’ beliefs, is not adequate: personal beliefs do not necessarily determine emotional responses. This becomes more obvious in cases of radical personal transformations of experiences, these transformations are not simply changes in beliefs because emotions are affective, embodied experiences, and it is this affective part of emotions that is neglected in attempts to define emotions simply by beliefs. Zembylas’ (2002) conceptual framework was used to analyse data research question one: What emotions do I experience in my teaching of history in forms 1-5? (Grades 8-12).

2.10.2 Hargreaves Emotional Geographies of Teaching

In the emotional geography of teaching, according to Hargreaves (2001, p. 18), "many teachers prefer to appear politically superior to parents, earning their active support, rather than feel parents having power over them." Furthermore, Hargreaves (2000) argues that people's sensations of power and helplessness are inextricably linked to teacher emotions. When parents are overly powerful and approach them physically when teachers are there, Blasé and Anderson (1995), who were referenced by Hargreaves in 2000, claim that teachers experience wrath, melancholy, resignation, and anxiety. On the other hand, teachers work to professionally detach parents from their learners. According to Jeffery and Woods (1996, cited in Hargreaves, 2000), teachers feel the same sentiments when they are subjected to unwelcome and impossible-to-avoid mandated reforms or when they work for authoritarian principals.

According to Hargreaves (2000), teachers are expected to care for their learners, but they are also expected to do it in a cool manner so they can hide their feelings from parents and keep them under control around pupils. Furthermore, Hargreaves (2000) adds that the traditional standards of professional autonomy and independence make it simpler to conceal and preserve emotional distance. It is important to recognise the

importance of teachers' feelings in the classroom. A positive classroom environment that is conducive to learning can be created by properly managing the teachers' emotions or vice versa. To prevent foundation phase learners from associating with destructive negative emotions harmful to their learning and development, teachers must build the skills and methods to assist them to manage their emotions. Given that teachers make up a significant portion of learners' lives, they must exert every effort to create the greatest possible learners without allowing their emotions to get the better of them.

Hargreaves (2001) outlines the framework of emotional geographies and describes socio-cultural, moral, professional, political and physical geographies and patterns of closeness and distance to understand how to create stronger emotional understanding in teacher's relationships with students, colleagues and parents. This is because emotions are integral in teaching and learning.

Socio-cultural geographies: Hargreaves (1998) contends that learners come from lower, middle- and upper-class backgrounds and this contributes to different cultures which may be different from that of teachers. This causes teachers to be socio-culturally distant from many of their learners.

Moral distance geographies: Hargreaves (2001) argues that moral geographies help teachers to make choices in a highly complex world by narrowing down their choices. Oatley and Jenkins (1996, cited in Hargreaves, 2000, p.11) argue that "in real life a purely logical search through all the possibilities is not possible. Emotions are necessary to bridge across the unexpected and the unknown to guide reason and to give priorities among multiple goals."

Political geographies: Hargreaves (2000) argues that teaching has widespread emotional politics so political distance is a threat to people whose interactions are physically close. Teacher-parent relationships characterised by partnership will always yield positive emotions but when teacher-parent relationships are characterised by power plays more than partnership, negative emotions will always surface. Hargreaves (2001, p.18) asserts that "in the emotional geography of schooling many teachers prefer to be politically superior to parents, securing their active support, rather than experience parents having power over them". Moreover Hargreaves (2000) contends that teacher emotions are bound up with people's experiences of

power and powerlessness. Blasé and Anderson (1995) cited in Hargreaves (2000) asserts that teachers experience anger, depression, resignation, and anxiety when parents are too powerful and get physically too close yet teachers on the other hand, endeavour to put parents professionally at a distance. Jeffery and Woods (1996) cited in Hargreaves (2000) also contends that teachers experience similar emotions if they are exposed to unwanted and inescapable imposed reforms or when they work for authoritarian principals.

Physical Distance: Hargreaves (2000) asserts that physical distance is an emotional geography of teaching that is physical in the sense it creates a fissure between parents and teachers at the same school. He contends that emotional understanding and the establishment of emotional bonds with teachers and parents require proximity and some measure of intensity, frequency and continuity in interaction. Hargreaves suggests that physical distance between teachers and parents should be minimized and further encourages frequent communication as a strategy to close the fissure. Engaging in a non-face to face mechanism such as writing notes and in telephone calls minimizes the physical distance between the two. Gatherings where teachers would be praised and thanked by parents for their efforts are strategies of encouraging frequent communication promotes positive teacher emotions.

Professional Distance: Hargreaves (2000) contends that professional distance should be modelled by teachers in order to avoid emotional entanglements with parents. Hargreaves (2000) relates a situation where a parent visited a teacher in the school, the parent pretended to be an expert in education so the teacher got annoyed arguing that the parent wasn't qualified to criticize the teacher's assessment practices. This resulted in the teacher and parent becoming emotionally volatile. Hargreaves (2000) contends that teachers are supposed to care for their students; they are also expected to do so in a detached way to mask their emotions with parents and control them when they are around students. Hargreaves (2000) suggests the classical criterion of professional autonomy and independence help to make the job of masking and maintaining emotional distance easier.

Hargreaves' framework of emotional geographies of teaching was used to analyse data for research questions two: To what extent do my emotions influence my teaching of history in forms 1-5 (Grades 8-

12)? Data for research question three: How do I regulate my emotions in my teaching of history in forms 1-5 (Grade 8-12)? was analysed drawing on Zembylas' (2002, 2003) genealogies of emotions and Hargreaves' (1998) emotional geographies of teaching.

2.11 Conclusion

This chapter discussed the literature review and conceptual framework. The chapter defined 'emotions' and outlines teacher emotions. In addition, the chapter discussed blended emotions and the factors affecting teacher emotions in the classroom. Next, emotional regulation and strategies to regulate emotions as well as positive and negative emotions and teaching were discussed. This was followed by a discussion of history teaching. The Chapter concludes with a discussion of the conceptual frameworks adopted in this study, namely, Zembylas' 'Genealogies of Emotions' and Hargreaves' 'Emotional Geographies of Teaching.' The following chapter discusses the research design and methodology.

Chapter Three

Research Design and Methodology

3.1 Introduction

The purpose of this self-study was to examine my history teaching practice to obtain a better understanding of my own emotions and how these influence my teaching of history in Forms 1-5 (Grades 8-12). Emotions have been defined by researchers as a complicated state of feeling coupled with a variety of related components. I was interested to learn about my emotions while teaching history, how I managed my emotions and how these emotions influenced my history teaching. This chapter describes the research design and methodology used in this study. It begins with a description of the research paradigm and methodological approach, specifically the critical paradigm, within which this study is located. The self-study research design is discussed next, which employed a qualitative research approach. The outline of Samaras' (2011) guidelines for conducting self-study research follows. Next, the context of the study, the selection of critical friends and their responsibilities, the instruments utilised for data generation, and the data analysis processes are discussed. This is followed by a discussion of the ethical considerations.

The following research questions guided this study:

1. What emotions do I experience in my teaching of history in forms 1-5 (Grades 8-12)?
2. To what extent do my emotions influence my teaching of history in forms 1-5 (Grades 8-12)?
3. How do I regulate my emotions in my teaching of history in forms 1-5 (Grade 8-12)?

Kuhn cited in Muza (2017), asserts a paradigm is the underlying assumptions and intellectual processes that underpin research and advancement in a field of inquiry. According to Glesne (1998), the research paradigm serves as a guide or map that governs research techniques, study purpose, and researcher position. According to Mackenzie and Knipe (2006), a paradigm determines how knowledge is investigated and perceived, and it establishes the goal, motivation, and expectations for the research. According to Guba

(1990), paradigms are distinguished by their ontology, epistemology, and methodology. Ontology is a view on the nature of reality that Denzin and Lincoln (2011) summarize as a set of ideas with which the researcher approaches the world. Epistemology is the study of knowledge and the assumptions and beliefs that people hold about the nature of knowledge. Simply put, Denzin and Lincoln (2011) explain that this specifies a set of questions for the researcher: it is the researcher-participant connection. Finally, methodology describes how one goes about gaining knowledge and conducting research; it examines the processes employed in the research. When these three aspects are taken into account, different paradigms that drive research arise. Neuman (2000) distinguishes three paradigms: postpositivist, interpretive, and critical. Before delving into the critical paradigm chosen for this study, the positivist and critical paradigms are briefly reviewed.

The positivist paradigm is based on the ontological conviction that the universe is stable, that patterns exist, and that order can be found in what is studied (McMillan & Schumacher, 1993). Positivists believe that reality is objective and can be measured using attributes independent of the researcher and his or her instruments. Positivism is concerned with discovering and expressing the truth empirically (Henning et al., 2004). Critical researchers, on the other hand, are unsatisfied with the status quo and seek radical reforms by disclosing hidden realities (Ndewemuda, 2011). Within this paradigm is a reform action agenda aimed at empowering the less powerful and excluded.

3.2. Critical paradigm

This research project was situated within the critical paradigm. Thompson (2000, p.5), contends that the critical paradigm is a:

“Research style that perceives reality as affected by social, political, cultural, and economic factors. It enables people to reflect on their experiences in ways that lead to deeper insight and understanding of the core reasons for the situations they find themselves in, allowing them to make changes. It encouraged modes of thinking that are critical which support disparities, injustices hence empowerment and emancipation”.

To transform my teaching approach, this study employed the critical paradigm as a technique for empowerment and emancipation. A critical paradigm encourages an individual's empowerment and liberation to improve practice. According to Bertram and Christiansen (2015, p.29), "critical scholars aspire to analyse and reform society to make it more equitable and fair. The idea is that participants must be assisted towards freedom and occasionally this discloses hidden power".

3.3. Qualitative approach

The qualitative approach was used in this research study. Perskin (1993, p.106) argues that "Qualitative research is a method that involves data collecting of personal experiences, interpretations, stories about life, interviews, observations, encounters and visual texts which are significant to people's lives". According to Mason (2002), qualitative research is a type of social science research that collects and works with non-numerical data and aims to extract meaning from these data to better understand social life via the study of specific people or locations. Mason (2002) asserts that qualitative research is commonly used for the nature of specific situations, places, processes, and sentiments are revealed through the description. Interpretation allows researchers to obtain new perspectives on a certain phenomenon and build new concepts or backgrounds for the research subject. Verification helps the researcher to test the validity of specific assumptions, ideas, and assertions within the framework of the study universe. Evaluation allows a researcher to assess the effectiveness of certain findings or innovations.

3.3.1. Self-study Research Design

A self-study research design was used in this study. According to Samaras and Freeze (cited in Lassonde, et al.2009), self-study is complex since researchers conduct their research using a variety of qualitative methodologies. According to Labosky (2009), self-study has several qualities, including being self-initiated and focused. It is improvement-oriented, and interactive, and employs a variety of qualitative methodologies. It describes validity as a process that is built on trustworthiness. Furthermore, Lassonde et al. (2009) claims that self-study research entails the study of and by the self. It focuses on the self as a teacher and as a researcher of my teaching. According to Hamilton (1998, cited in Lassonde et al., 2009),

self-study research entails the study of one's self, one's behaviours, one's views, and the self. Furthermore, Hamilton (1998, cited in Lassonde, et al 2009) claims that self-study research entails a careful examination of texts, events, people, and ideas. According to Clarke and Erickson (2004), self-study is a way for studying professional practice contexts. They contend that for teaching to take place, a teacher must be able to know, acknowledge, explore, and act on his or her practice. According to Lassonde et al (2009), self-study is a collaborative personal constructivist approach that recognises the importance of the social creation of knowledge. Kosnik, et al. (2006) define self-study according to its purpose. They suggest that practising self-study serves three purposes: personal rejuvenation, professional renewal, and program renewal. Self-study does not occur in isolation, but rather involves collaboration to generate new insights through dialogue and validation of discoveries. According to Galman (2009), a self-study includes three characteristics: openness, collaboration, and reframing, and researchers must have the temperament that is receptive to suggestions from others. According to Lassonde (2009), via discourse and collaboration with others, teachers, students, and the researcher can frame and reframe a problem or situation from several viewpoints. According to Lassonde et al. (2009), a self-study is paradoxical, postmodern, and complex, hence the participation of critical friends is vital. According to Lassonde et al. (2009), critical friends are trustworthy colleagues who collaborate with the researcher, and their purpose is to provide support, and other viewpoints for reframing, and affirmation. Furthermore, Feldman (2002) claims that critical friends provide a deeper commitment to cross-checking data and interpretations with colleagues to widen possibilities and challenge opinions to boost credibility and validity.

According to Labosky (2006), critical friends assist the researcher by validating through collaboration, which includes testing, sharing, and criticising exemplars. Kosnik and Beck (2008 p. 117) claim that a "self-study is a chance to participate in a critical evaluation of the self's engagement both in parts of the research and in the phenomenon under study". Tucker (2011) and Samaras and Roberts (2011) both agree that self-study research is developed and implemented to empower teachers to be agents of their change projects while collaborating with other teachers. Kosnik, Beck, and Freeze (2006), on the other hand, argue that the

major purpose of self-study is to assess one's practice to change it. Furthermore, Lyons and Laboskey (2002) suggest that self-study research emphasises the centrality of the self, uses the teacher's experiences as a research resource and encourages individuals who engage in self-study to be critical of themselves and their positions.

Personal contextual inquiry is the focus of self-study research. According to Berry (2007), self-study draws directly from teachers' personal experiences in the classroom. This implies that in self-study research, teachers can design their research questions based on observations of their classroom. The tensions that a teacher chooses to investigate provide chances for professional development and learning. According to Whitehead (1989), self-study allows the researcher to examine his or her lived practice and determine whether or not there is a living contradiction or a conflict between what the researcher believes and what the researcher does in practice. According to Labosky (2004), self-study necessitates critical collaborative inquiry. It is personal and interpersonal, with collaboration and input from others resulting in learning, thinking, and knowing. Critical friends support and stimulate respectful inquiry and opposing viewpoints to gain other perspectives and work to validate the quality and legitimacy of each other's statements. Furthermore, self-study is to increase learning or to answer the question "so what" of what we do as teachers. Teachers who research their teaching have a better understanding of and enhance their professional job, have an impact on students' learning, inform education and school programs, influence legislative decisions, and transform education.

Self-study research teaches you what works and what doesn't, as well as the implications of the adjustments you make. You're learning more about your teaching and how it affects students' learning. Furthermore, self-study is a transparent and systematic research process that necessitates an open, honest, and explicit presentation of the spiral of questioning, framing, data revisiting, and reframing of a researcher's interpretations. Teachers attempt to make their practice visible to themselves and others via self-study. Self-study research adds significantly to the body of information about personal, professional, program, and school growth. Making the study public allows it to be reviewed and critiqued. It helps to establish

validation across related work of self-study research and contributes to the accumulation of pedagogical, topic, and issue-based knowledge. Cole and Knowles (1998, p. 51) argue that “to encourage self-study research, researchers might strive to work toward sustaining the integrity of self-study research through explicit adherence to methodological principles.”

Similarly, Samaras (2010) claims that self-study research allows the researcher to openly, reflectively, and systematically assess their activity while receiving feedback from others to get alternate points of view. According to Andersons-Patton and Bass (2002), self-study is more effective since it provides a transformative experience practice. Furthermore, Samaras and Roberts (2011) argue that self-study is beneficial in a variety of professions and programs because it critically analyses the action and context of those acts to produce a more consciously motivated manner of professional work. Lovin (2012, p.74) contends that "self-study is the strategy that supports researchers in developing new practice-oriented knowledge and understanding through various ways that capture the essence of the question being examined". According to Tucker (2011), self-study is a method of knowing. I chose a self-study research methodology because it focuses on personal and professional development and draws on personal processes of reflection and inquiry that are available for public evaluation. According to Lasonde, Galman, and Kosnik (2009), self-study does not occur in isolation but rather involves collaboration for the development of new understandings through debate and validation of findings. Feldman (2002) further claims that self-study researchers use their experiences as a resource for their study and problematise themselves in practice scenarios to reframe their ideas and practice. According to Lasonde et. al. (2009), self-study integrates other methodologies such as personal history and storytelling. Inquiry, reflective portfolios, memory work, and arts-based practices are all options.

3.3.2 Self-study Guidelines

Samaras (2011) provides the guidelines for self-study research that I utilised in this study. The following discussion outlines the steps of self-study research:

Step 1: According to Samaras (2011), teachers who engage in self-study research must create inquiries about their practice by generating observations or observing gaps in their teaching, as well as generating personal experiences inside each classroom session. I reflected on my previous teaching experience to identify chances for professional growth and learning. I made a note of any dilemmas or concerns I had regarding my history teaching.

Step 2: According to Samaras (2011), self-study is both personal and interpersonal, with collaboration influencing thinking, learning, and knowing. Similarly, Tucker (2011) claims that working with people helps you since you discover answers that you would not have discovered if you were working alone. So, in this self-study, I collaborated with a group of teachers known as critical friends. Their responsibility was to assist me with my research. Their critical input helped me to enhance my work by drawing on their understanding, encouragement, various points of view, and valuable criticism, as well as validating the quality and authenticity of the claims made in the study.

Step 3: According to Samaras (2011), a teacher conducting self-study research should develop new pedagogies to promote learning. In this project, I returned to the drawing board to design new, creative techniques to energise my history teaching. In addition, I reflected on what worked and what did not work in my history teaching. Furthermore, taking the time to reflect on my teaching, learn from my failures, and actively seek answers and alternative ideas would result in improved history teaching, and possibly improved history performance. Furthermore, to enhance student learning, I developed new teaching approaches that lead to improved history teaching. This included doing what the learners enjoyed, such as marking and providing feedback on time and using collaborative teaching methods.

Step 4: According to Samaras (2011), in self-study research, the teacher must perform, document, and appraise the research process. Through interaction with critical friends, I clearly chronicled and analysed the process in this study. I was open to differing points of view, inquiries, and criticism. According to Lassonde et al. (2009), critical friends provide a deeper commitment to asking probing questions, reviewing

facts and interpretations with colleagues, broadening options, and challenging perspectives to promote credibility, transparency, and self-study validity. Samaras and Roberts (2011), on the other hand, argue that several data-gathering instruments can be used. These include a student interest survey, brainstorming activities, reflective diary entries from teachers, time samples, and critical friend memos. I used letter writing, reflective journaling, and collage in this self-study project.

Step 5: According to Samaras (2011), teachers who conduct self-study research should develop and communicate their findings. I shared my results with the critical friends so that they could learn in a meaningful way and develop creative and alternative history teaching practices. As a result, not only was I empowered by conducting this self-study research, but also other history teachers.

3.3.3 The Research Context

The research was carried out in the kingdom of Eswatini. Eswatini is a landlocked African republic on South Africa's southern border. The study was conducted at Siteki Nazarene High School, which is located three kilometres from Siteki town. The school is a cosmopolitan Nazarene Mission school with approximately 800 diverse learners from Eswatini and other African countries. The socioeconomic conditions are substantially better than in rural schools since the school is supported by parents, charitable organisations, businesses, and the government. Water is provided by the Water and Sewerage Company as well as a school well. Every day, the school serves a nutritious breakfast and lunch to all students. The research was carried out with my forms 1-5 history classes.

3.3.4 The Role of Critical Friends

Samaras (2011) defines critical friends as right-hand colleagues who help the researcher validate research to gain new perspectives in understanding and reframing their interpretations; they must be honest, supportive, collaborative, and committed to the goals of self-study; and this is critical in the process of helping the researcher consider and gain insight into his work. Similarly, McNiff and Whitehead (2005, cited in Samaras, 2011, p.11) suggest that "Critical friends also function as the researcher's validation team

to provide input on the quality and legitimacy of the researcher's assertions. Critical friends, on the other hand, according to McNiff and Whitehead (2005), foster a community of intellectual and emotional caring through their commitment to inquiry and continual support throughout the research process. According to Samaras (2011), critical friends provide a deeper commitment to evaluating data and interpretations with colleagues to widen possibilities and challenge opinions to promote credibility and validity.

3.3.5 Choosing Critical Friends

I chose the critical friends for this self-study from Siteki Nazarene High School. Four critical friends were selected from a total of 40 high school teachers. The critical friends comprised two male teachers from the Mathematics and Science department and two female teachers from the Languages department were chosen (Siswati and English).

3.3.6 Responsibilities of Critical Friends

The critical friends who participated in the study were required to sign a Confidentiality Agreement that outlined their responsibilities as well as the importance of keeping the information from this self-study research confidential. Meskin (2014, p 19) asserts that:

“In self-study research, researchers initiate personal inquiries situated in their practice with attention to the role they play as a researcher inside that process; they openly, reflectively and systematically examine their practice with critique from others to gain alternative points of view. Self-study scholars seek to make their practice explicit to themselves and others as they examine the status quo of their profession.”

Meskin (2014) suggests that as self-study researchers, we must ask probing questions about our practice that do not allow deception. This involves participation in the reflexive activity that goes beyond simple observation and description and into honest and probing enquiry. According to Whitehead and McNiff (2006, p.103), the responsibility of critical friends is a friend who is supportive and willing to listen to the

practitioner's description of their research. Their role as a critic is to provide thoughtful comments to the account, raising issues that the practitioner has not considered.

According to Pinneger and Hamilton (2010), critical friends in self-study allows researchers to employ a colleague as an external yet interested eye through which their practice and research can be reflected on. According to Samaras (2011), critical friends act as a collaborator, assisting the researcher in refining insight and understanding through ongoing feedback, feed-up, and feed-forward process. Furthermore, Samaras (2011) maintains that critical friends must be trustworthy colleagues who are familiar with and understand the researcher's practice. Critical friends are also engaged, invested, and willing to collaborate on the research project. Critical friends engage in self-reflexive behaviour. This ensures that their insights are valid. The researchers participate in a rigorous, iterative process of validating their discoveries through constant discourse with their critical friends. According to Pinneger and Hamilton (2010), one of the critical friends' responsibilities is to help researchers gain trustworthiness by challenging the way they process and develop their ideas and expertise. Samaras (2010, p.219) asserts that critical friends can also be used in reflecting on the final research work through the editing process. Critical friends also serve as a voice cue and a mirror for the research, reflecting the self to show one's practice and dynamically engage in an interactive dialogue. According to Bolton (2010), when working on a self-study, the attention is on the "I," and we inquire who the self that teaches, researches, and writes is. We are curious as to how we, as researchers, might have a good grasp of the self that practices or performs without that same self-serving as a censor and editor.

3.4 Data Generation

According to Lassande, et al. (2009), self-study research employs data-generating techniques such as personal history, narrative inquiry, reflective portfolios, memory work, and arts-based methods. Ollerenshaw and Creswell (2002) contend that one shares tales about one's life experiences and learning from these stories. The use of narrative data generation methods is appropriate to reflect on teachers' experiences since it entails the telling of tales that are part of teachers' everyday lives, and learning

subsequently occurs from these stories. Naidoo (2014) also mentions the use of narrative methods are useful when exploring studies on teacher emotions. Letter writing, reflective journaling, and collages were employed to generate narrative data for this project.

3.4.1 Letter Writing

According to Salmons (2017), letter writing is one of the most all-encompassing literate behaviours in human cultures. In this study, I used letter writing, which provided in-depth data describing the researcher's feelings, ideas and observations (Barton & Hall, 2000). According to Barrio (2015), some letters are formal and professional, while others are very personal. I wrote letters after each Form 1 to 5 history lesson was taught to the learners. Letter writing allowed me to express the emotions I experienced while teaching history. I explained my feelings and described the happy and sad emotions and experiences in my history teaching. Letters were written to learners who showed great improvement in history performance and learners who needed remediation were also encouraged through letter writing. Letters were also written to disruptive learners who deliberately disturbed history lessons. I based my letter writing on my daily face-to-face encounters with learners and also on their written work.

3.4.2 Reflective Journaling

Homik and Johnson (2006) assert that reflective journals are personal records of students learning and teaching experiences of teachers. They may be informal and inappropriate but help teachers to learn more about a particular subject. Moreover, reflective journals focus subjectively on personal experiences, and reactions and they boost critical thinking skills while encouraging teachers and learners to think about their own thinking. In this study, I used a reflective journal to generate data. Dubec (2017) describes six types of reflections which guided my personal reflections in this self-study research:

1. Observation: The researcher or teacher writes what he actually saw from a particular teaching event.
2. Questioning: Upon reflection, the teacher may ask a question, for example, “why do so many learners fail to understand the topic on Vietnam War?”

3. Speculations: After thinking about the situation, the teacher may reflect on and speculate possible reasons or solutions to the questions posed, for example, learners failed to understand the topic on the Vietnam War because it was taught before sports day and learners were distracted or wanted to be out of the lesson.
4. Self-awareness: At this point, a teacher may place himself in the situation by considering ramifications.
5. Integrating of theory and ideas: This means by reflecting on theories or ideas about cultural norms the teacher has connected the experience with what he wants to teach.
6. Critique: This is where the teacher may self-reflect or critique the situation by writing.

For this study, I was guided by these six types of reflections when recording in my personal reflective journal. This enabled me to write and record, reflect, think about my reactions, my feelings, what are the good and the bad aspects of my history teaching, what I have learned, to analyse, explain, gain insight, draw conclusions and design a personal action plan (Dubec, 2017).

I also reflected on the following questions suggested by Samaras (2006), in my personal reflective journal:

1. What are my dilemmas?
2. What were my most useful discoveries?
3. How would my learners / participants describe the lesson / session?
4. How was this lesson different to my previous lessons that I have taught or facilitated before I began my self-study research?
5. What will I continue doing?
6. What is it that I would do differently next time?

7. What new insights have I gained about myself?
8. What is it that I am still struggling to understand about myself, my learners / participants?

3.4.3 Collage

Butler-Kisber and Poldma (2010) assert that collage is a French verb which means to stick and paste pieces of images from magazines and newspaper clippings, which are glued to a flat surface. The aim is to portray experience. Davis (2008) contends that a collage allows the researcher to work in a non-linear and intuitive way by arranging image fragments that reveal unconscious connections and new understandings. Conversely, Robertson cited in Butler-Kisber and Poldma (2010, p.5) argue that “collage reflects the very way we experience the world with objects given meaning not from something within themselves, but by rather through the way we perceive they stand in relationship to one another”. In this study, I made a collage using magazines, newspapers and photographs to highlight my personal and professional identities as well as my emotions related to my history teaching.

3.5 Teaching Strategies and Lessons Taught

Somji (2018) contends that teachers should understand the different learning styles so that they are able to adopt teaching strategies to suit learners and that each learner has a dominant learning style depending on the situation. Somji (2018) outlines and describes the following eight learning styles. Visual learners retain information more effectively when visual aids are used, such as, pictures, images, film clips, colours and diagrams. They're also good at understanding visual data presented in maps, charts and graphs. Aural learners respond to sound, music, recordings, rhymes, rhythms etc. They remember conversations well and music causes an emotional response in them. Verbal learners favour using words and linguistic skills in speech and in writing such as, reading, writing, listening or speaking. Social learners process information by interacting with and relating to others. They enjoy working with others and are often strong leaders. Logical learners prefer using logic and reasoning and like to classify and categorize information and solve problems with numbers. Logical learners are especially good at analysing cause and effect relationships.

Physical and tactile learners are practical learners who process information effectively when they use their bodies and when they are actually doing something. They put their learning into practice. Solitary learners like to work and learn by themselves and self-study. Naturalist learners process information by working with and experiencing nature and they learn by finding patterns in nature and using scientific logic for understanding.

For this self-study, Somji's (2019) training guidelines for teaching learners was used to meet the learning needs of learners. I used a variety of teaching strategies including Power Point presentations for all history lessons. Each point on each slide was explained. Learners engaged in reading from their textbooks, engaged in group discussions with an aim of solving problems in each lesson. The lecture method was used to further clarify misunderstood concepts. Written work such as class work and assignments formed part of formative evaluation for checking understanding and was marked by me. Summative evaluation was used to assess the sum-total of the lessons in this case; baseline tests and quizzes was used to assess history learning.

This self-study reflected on my history teaching in forms 1-5 over a period of four weeks. There were less than 30 learners in each class because history is an elective subject. However, this study was affected by the Covid-19 pandemic which influenced my emotions and resulted in feelings of disillusionment, frustration and depression as I was not certain when schools would re-open so that this study could be carried out as planned. Furthermore, due to the Covid-19 pandemic, the government of Eswatini closed schools. However, schools re-opened on 15 July 2020 so I was able to teach form1-5 history lessons. These topics were taught in forms 1-5 over a period of four weeks.

Form 1 was taught the socio-economic and political life of the San and the Khoikhoi.

Form 2 was taught the causes and results of partitioning of Africa.

Form 3 was taught Missionary incursions in Africa.

Form 4 was taught the League of Nations.

Form 5 was taught the socio-economic developments in Eswatini before independence and after independence.

3.6 Data Analysis

For this self-study, thematic data analysis was adopted. According to Braun and Clarke (2006, p.79), thematic analysis is a method for detecting, interpreting, and reporting patterns in data. Braun and Clarke (2006) propose six steps for assessing data from collage, letter writing, and my reflective notebook, which I employed. These procedures are as follows: 1. familiarize myself with the data, 2. generate codes, 3. search for themes, 4. review themes, 5. define and name themes, and 6. produce the report. Inductive, thematic analysis was used to identify emerging themes.

3.7 Trustworthiness

According to Lahman et al. (2010), how trustworthiness is handled is one of the most crucial parts of the research process. According to Lincoln and Guba (1985, as cited in Cohen et al., 2017, p. 248), there are four requirements to assure validity in qualitative research. They are credibility, transferability, dependability and confirmability. Korstjens and Moser (2018, p. 121) contend that credibility is "the confidence that can be placed in the truth of the research findings." Furthermore, it assures that the study findings reflect accurate and original information acquired, as well as the original perspectives of participants. Also, Cohen et al. (2017) suggest that credibility refers to whether the study accurately mirrored the participants' reality and lived experiences. Kumar (2011) argues that qualitative studies reflect the beliefs and experiences of study participants, therefore, in order to ensure study credibility, the research findings should be returned to participants because they are the most effective in determining whether the study accurately reflected their experiences and perceptions. Furthermore, Cohen et al. (2017) recommend that the triangulation method be employed for data creation in order to boost the credibility of a study. Triangulation is the use of different instruments to produce data in order to improve the validity and reliability of the findings (Cohen et al., 2017; Golafshani, 2003). To increase the credibility of this study, three instruments were used for data generation, namely; Letter writing, reflective journals and collages. In

the same vein, Korstjens and Moser (2018) assert that dependability encompasses participants examining recommendations, interpretation, and findings to ensure it is supported by the data that was received. Furthermore, dependability relates to the accuracy with which data is generated and analysed (Bertram & Christiansen, 2014; Creswell, 2009; Tracy, 2013). According to Korstjens and Moser (2018), confirmability refers to whether a study can be confirmed by other researchers and whether the study's results are based on data received rather than the researcher's thinking. Furthermore, confirmability refers to whether the study findings are supported by the data acquired throughout the research process and whether the results can be confirmed. Kumar (2011) contends that this can only be guaranteed if researchers follow the identical procedure when doing the study. Korstjens and Moser (2018) suggest that transferability relates to whether a study can be transferred and how well the research can be duplicated in various situations. Kumar (2011), on the other hand, claims that the study may be repeated by providing a detailed explanation of the method involved. Similarly, Butler-Kisber (2002) and Cohen et al. (2017) contend that clear explanations of techniques and rich in-depth data lead to dependability in qualitative research. Furthermore, Creswell (2009, p. 192) asserts that the location of the study must be explained in such a way that the "description may transport readers to the setting." Furthermore, Doyle (2007, p.3) emphasises that "member checking is used to validate, verify, or assess the trustworthiness of qualitative results." Likewise, Creswell (2009) confirms that member checking promotes trustworthiness. Authenticity in the teaching-learning partnership went beyond peer-teaching and into interactions with my learners. My responsibilities in the teaching-learning collaboration transformed. Rather than teaching about my topics, I also focussed on educating my learners during my teaching. I was hesitant to give up my old, ways of teaching but this self-study has helped me to transform my history teaching. Discussions with critical friends in the teacher education community have educated and inspired me.

3.8 Ethical Considerations

Bryman and Bell (2007) describe the most important principles related to ethical considerations in dissertations to include: Research participants must not be subjected to harm in any way whatsoever. Respect for the dignity of the research participants must be prioritised. Full consent must be obtained from the participants prior to the study. The protection of the privacy of research participants must be ensured. An adequate level of confidentiality of the research data must be ensured. Anonymity of individuals and organisations participating in the research must be ensured. Any deception or exaggeration about the aims and objectives of the research must be avoided. Affiliations in any forms, sources of funding, as well as any possible conflicts of interests must be declared. Any type of communication in relation to the research must be done with honesty and transparency. Any type of misleading information, as well as representation of primary data findings in a biased way must be avoided.

According to Bertram and Christiansen (2015, p. 65) ethical principles are important and argue that “autonomy, informed consent, anonymity, non-maleficence, beneficence, competence and confidentiality” are ethical principles that need to be considered in any research study. In this self-study research project, I served as the researcher and participant and critically reflected on my positionality and ethical practice through all the steps. Samaras and Sell (2013) assert that critique and use of critical friends improves the quality of self-study research. Critical friends signed a confidentiality agreement indicating their willingness to be part of the study and ensuring confidentiality of information. Voluntary participation of critical friends in this research was important. Moreover, critical friends had the right to withdraw from the study at any stage if they wished to do so. Confidentiality and anonymity of critical friends was assured. Maintenance of the highest level of objectivity in discussions and analyses throughout the research was considered.

Bertram and Christiansen (2015, p.66) contend that the researcher must produce a study that will benefit the participants. This study benefited me as my history teaching strategies were improved and I became

more aware of how my emotions could be regulated and was also of benefit to the critical friends. They gained research skills on improving teaching practice for their subjects. With regard to competence, the critical friends were competent in all procedures that they carried out.

The anonymity of the critical friends was ensured and they were given pseudonyms. All gate keepers were informed in writing. An application was made to UKZN Research Ethics Committee for ethical approval to conduct this self-study research. A letter was written to the Director of Education in the Ministry of Education in Swaziland requesting permission to conduct the self-study in my school. A letter was also written to the principal of Siteki Nazarene High school asking for permission to undertake this self-study research project with my Form 1- 5 history learners. Gate keepers granted me permission to carry out the study. The ethics approval from UKZN granted me permission to do the study and my protocol number was HSSREC /00002301/2021.

3.9 Conclusion

In this chapter, I discussed the critical research paradigm, a qualitative methodological approach and self-study research design. Samaras' (2011) guidelines to conduct self-study research was also discussed. The research context as the role of critical friends was outlined. Next, the data generation methods, namely, letter writing, reflective journals and collages were described. This is followed by a discussion of teaching strategies and lessons taught as well as data analysis. The chapter concludes with a discussion of the validity and dependability and the ethical considerations. Presentation and analysis of data is discussed in Chapter Four,

Chapter Four

Data Presentation and Analysis

4.1 Introduction

Self-study, as the research design and methodological approach used in this study, was discussed in Chapter Three. In this chapter, I present and analyse the qualitative data from the self-study as it relates to my emotions while teaching history. Data was generated from letter writing, reflective journaling and collages from Form 1–5 (Grade 8-12) learners at a high school in Eswatini. This chapter discusses my professional journey toward self-awareness, emotional reflection, and practice to improve my history teaching. After generating data through letter writing, reflective journaling and collages, I coded the data and went through the data systematically, reading and re-reading each transcript carefully. The purpose of this self-study and the research questions guided the coding process. The data were then grouped to identify emerging patterns or themes.

In this self-study, I reflected on both positive and negative emotions, paying special attention to how I was motivated and demotivated as a learner when I was in school. This allowed me to trace significant events from which I could draw lessons about my history teaching practice. I reviewed my teaching experiences to trace my practice from informal education at home to formal education, from primary to secondary to tertiary education. The goal was to examine what I could learn from previous personal and professional experiences and encounters to improve my history teaching. The focus of this chapter is on data presentation and analysis. Hargreaves (1998) and Zembylas (2003) were used as conceptual frameworks. In addition, the relevant literature reviewed in Chapter Two was used to make sense of the study's findings. The following research questions guided the analysis:

1. What emotions do I experience in my teaching of history in forms 1-5? (Grades 8-12)
2. To what extent do my emotions influence my teaching of history in forms 1-5? (Grades 8-12)

3. How do I regulate my emotions in my teaching of history in forms 1-5? (Grade 8-12)

4.2 Analysis of data and emerging themes

This section presents the data generated from letter writing, reflective journaling and collages. Since qualitative, narrative data was generated, thematic analysis was used (Riesman, 2008). The data was read and re-read to identify codes and categories (Mertens, 2005). The themes that emerged highlighted the emotions I experienced while teaching history in forms 1-5 (grade 8-12). Themes also captured how my teaching was influenced by my emotions and how I managed my emotions while teaching.

4.3 Themes for Research Question 1

Research question one: What emotions do I experience in my teaching of history in forms 1-5 (Grades 8-12)? was analysed inductively and three themes emerged from the data: varying positive and negative emotions, blended emotions and ambivalent feelings due to the uncertainty of Covid-19. For the theme: varying positive and negative emotions, three sub-themes were identified, namely, happiness and excitement, anger and skepticism and fatigue and exhaustion. For the theme: blended emotions, two sub-themes were identified, namely, blended positive emotions and blended negative emotions. For the theme: ambivalent feelings due to uncertainty of Covid-19, four sub-themes were identified, namely, fear, depression and nervousness and emotionally drained. These themes and sub-themes are discussed next.

4.3.1 Varying Positive and Negative Emotions

For many years, I took teaching for granted and presumed it was an emotionless profession, but as I embarked on this professional journey and self-study, I discovered my true "self" in teaching. As I examined my daily teaching, data from this study showed that I experienced a variety of positive and negative emotions. The emotions are so inspiring that I present my conscious autobiographical issues about myself with the desire to be a change agent and also to emancipate myself from the emotional overload associated with teaching, thereby improving my teaching experience, I felt greatly inspired and empowered to conduct this self-study.

In my collage in Figure 4.1, I showed varying positive and negative emotions

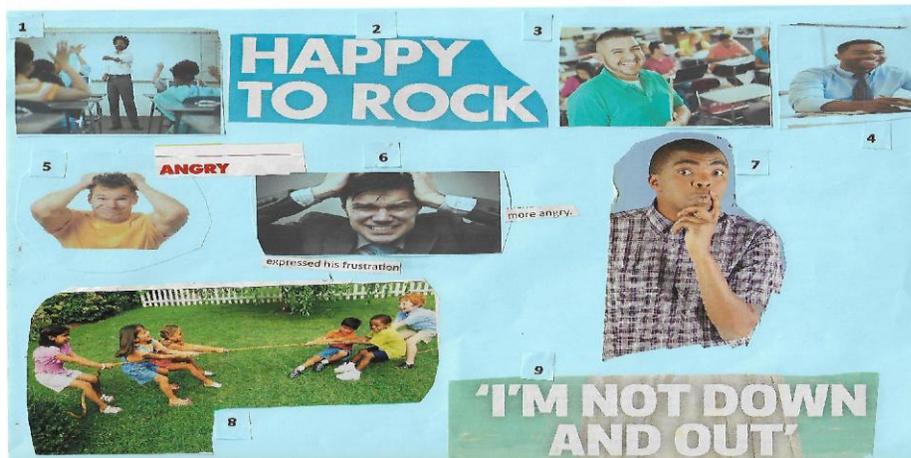


Figure 4.1 showing varying positive and negative emotions

I numbered the images and phrases illustrating positive emotions in Figure 4.1 (1-4) and the images and phrases illustrating negative emotions (5-9). The images 1,2, 3 and 4 represent me as a happy teacher who is smiling and experiences positive emotions such as happiness and excitement, as well as pride, humour, optimism, gratitude and fulfilment which are explained in the discussion that follows.

4.3.1.1 Happiness and Excitement

According to Becker et al. (2015), teachers experience varying positive emotions such as enjoyment, excitement and pride, while teaching in the classroom. Hong et al. (2021) contends that enjoyment and pride are the most dominant positive emotions teachers experience while teaching. Correspondingly, Winograd (2003) asserts that teachers who exhibit these positive emotions enjoy teaching, love their learners, and also indicate accomplishments that are personal. However, Hong et al. (2021) contend that teachers experience excitement when the concept they are teaching is new and straightforward, and of personal interest. In addition, teachers experience excitement when the concepts and the activities in their teaching engage the learners. Lastly, teachers experience excitement when they are concerned about how their learners would respond to new methodologies and strategies of teaching.

Fried et al. (2015) assert that when a teacher is happy he displays joy, enthusiasm, and excitement which promotes teacher well-being, caring, teacher emotion management, and teaching. Similarly, Zembylas (2008) contends that feelings of joy help the teacher to give his /her best in teaching. Furthermore, he suggests that happiness comprises feelings of pride, excitement, joy, humour, gratitude, love, optimism and fulfilment. When teaching history in forms 1-5, I maintained the same teaching standard throughout the self-study. I shared success criteria with the students, which assisted them in understanding the content and responding to tasks and activities. I then gave them a formative assessment task to assess if the lesson objectives were met or not. I assigned three class assignments and one home assignment per week. I graded the classwork and provided constructive feedback. I assigned more difficult tasks to those who excelled in classwork. I assigned remedial work to those who demonstrated areas of weakness in meeting the objectives. By the end of the week, students had joyfully returned their homework and assignments. I announced two tests that assessed content skills and source skills after four weeks of self-study. Learners received the message with glee, suggesting their happiness and excitement because they were eager to learn. I was also overjoyed and excited with the responses from my form 1 to 5 learners because I experienced pride, excitement, joy, humour, gratitude, love, optimism and fulfilment. Since my learners were actively engaged in the learning tasks and activities, I was also happy and experienced a range of emotions which highlighted my happiness and excitement.

Pride: This was short-lived happiness because I felt I had accomplished my goals when learners answered all of the questions orally. I felt like I had accomplished a personal goal. Since the learners excelled in the formative assessment tasks, I experienced feelings of pride and happiness. Furthermore, I was excited because the learners performed exceptionally well in their tests. Learners' results and keenness inspired me and gave me the energy and eagerness to put greater effort into my history teaching. Since I was happy and excited, this encouraged me to help low achievers. I was able to help learners who struggled to grasp certain concepts, I explained difficult concepts until learners had a clearer understanding, I shared success criteria, gave remedial work, and provided feedback. I also explained history content and learning activities step by

step. As weaker learners demonstrated that they understood the history content and learning activities, I experienced joy and a sense of satisfaction. This highlights my love for teaching history, and that teaching was more than an occupation for me and that I teach with passion.

Humour: I also found that using humour enhanced my history teaching in forms 1-5. When I noticed that some learners were struggling to understand a particular concept, I would share an anecdote or a short story that illustrated the point. In other words, I would narrate humorous legends, folktales, and oral traditions which elicited laughter. Laughing with students improved my mood and significantly improved learning by focusing learners' attention to the topic under discussion. My learners would laugh and smile as a result of the humorous short stories I told them. Therefore, for my history lessons, humour and laughter were effective teaching strategies.

Optimism: Happy and excited emotions encouraged optimism; this is a type of happiness that is based on the belief that positivity will outweigh any negative events that may occur in the class. I was always optimistic and hopeful that my history teaching will be enjoyable and good, even though I had some notorious and disruptive learners in my history classes. Nevertheless, I was hopeful that there was still room for improvement and that these learners' behaviour and engagement in learning activities will improve in time.

Gratitude: My gratitude and appreciation were enhanced by my feelings of happiness and excitement. When comparing high achievers and low achievers, I was grateful that learners were putting greater effort into their learning activities, homework, and assignments. I was also grateful that only a few learners were underachievers. My gratitude and feelings of happiness inspired me to love and care for my learners. When learners feel that their teachers love and care for them, they feel valuable and their self-esteem is enhanced. I believe that loving and caring for my learners without prejudice encouraged them to love me as their history teacher, and they eventually came to love the subject history.

Fulfilment: Overall, happiness and excitement produced fulfilment. I felt I had accomplished all of my objectives. After conducting this self-study, I became more aware of my feelings of happiness and excitement. I learned to be grateful for my learners and proud of my accomplishments, which resulted in a sense of fulfilment.

In my collage in Figure 4.1, I illustrate positive emotions (*Happiness and excitement 1-4*) which I experienced while teaching history. Figure 4.1 (1) depicts my upbeat and enthusiastic posture while teaching. All learners are actively involved in the learning, this is evident in the source as learners are seen raising up their hands demonstrating their eagerness to learn. As a teacher I exhibited happy and excited emotions. Learners responded to every question I posed. I was delighted to overwhelm my learners by providing thorough explanations of the topic under consideration. Figure 4.1(2) the phrase ‘Happy to rock’ shows that I was so happy to rock my class as I went even deeper into the topic's insights. Furthermore, Figure 4.1(3) displays my beaming smile on my face, indicating happy emotions, and the learners were working on their written assignments. Figure 4.1 (4) indicates that I was also eager to receive written classwork and grade learners' work, and it gave me great pleasure to teach. My learners ranged in age from 13 to 19 years old in forms 1 to form 5 (grades 8-12) and I experienced joy and excitement because when I came to teach them, they were fully prepared. Usually, they had their history books, note exercise books, and classwork exercise books with them. I enjoyed teaching all of my classes because I enjoy teaching history. I was also jubilant because I taught what I was passionate about. The learners eagerness to learn generated happiness and excitement as I described, explained historical facts and I always gave my students notes to study after each lesson.

In my collage in Figure 4.1, the images and phrases 5, 6 and 7 illustrate negative emotions such as anger and skepticism and the images and phrases 8 and 9 illustrate fatigue and exhaustion.

4.3.1.2 Anger and skepticism

I explained my anger and skepticism in my letters to learners, as outlined below:

“Ayanda! I am unhappy with you since you were unmoving, a frequent absentee, arrived late to class, and you slowed my tempo when teaching, which caused tension”.

“Buhle, you're always causing trouble because you don't concentrate and pay attention in class. I had to spend time slowing down the class and encouraging you to concentrate”.

Vuyani, it was difficult to determine if you were paying attention or not. I offered you remediation in most circumstances but you avoided writing classwork, assignments, homework, and tests at all costs!”

According to Becker et al. (2015), teachers experience a variety of negative emotions such as anger, and frustration while in the classroom. Sutton and Wheatley (2003) and Frenzel (2014) assert that anger and anxiety, shame and guilt are negative emotions that teachers experience while teaching in the classroom. Similarly, Hong et al. (2021) contend that most teachers experience the negative emotion anger when teaching while anxiety tends to be accompanied by physiological and cognitive responses that interfere with mental and physical functioning such as focus and reduced working memory. Moreover, teachers experience anxiety because teachers are uncertain of the learners thinking and responses. In addition, teachers felt nervous to teach a lesson that learners might misunderstand due to the complexity of the concept. Furthermore, teachers experienced anxiety because they were not sure if learners would be able to change over successfully from content skills to source skills (Hong et al., 2021).

Lee et al. (2019) contend that anger is a natural emotion that activates a self-defense mechanism to protect oneself in stressful situations. Anger is the experience that refers to the emotional state one feels. Additionally, Lee et al. (2019) maintain that prolonged expressions of anger can have negative effects on one's physical health, and can also cause emotional problems such as depression, lowered quality of life

and interpersonal problems. Moreover, Lee et al. (2019) elaborate that anger expression has anger-in, which is the redirection of the anger to the self; while anger-out is expressing anger to another person in various ways including physical acts, criticism, insult, and verbal abuse. Lastly, Lee et al. (2019) contend that anger control is making an effort to control and manage anger and express the feeling of anger while respecting the rights and emotions of the other person by using words that are not aggressive. In the same vein, I experienced varieties of anger-out while teaching history in forms 1-5. The images and phrases 5, 6 and 7 in my collage in Figure 4.1 illustrates my *anger and skepticism*.

I experienced passive anger, which is described as mild anger that was meant to remind learners that they should focus on completing their lesson activities and completing their assignments. Secondly, I experienced volatile anger, which is a kind of anger that defeats anger control because it is an explosive and unpredictable form of anger that can easily spiral out of control, leading to words and actions against learners. This was experienced when learners deliberately did not write their assignments and notorious learners disturbed and disrupted my history lessons while I was teaching. I also exhibited fear-based anger, which is reacting with anger rather than showing fear and intimidation. Some learners would steal the notebooks of other learners with the aim of studying because they did not take notes. To resolve such misconduct, I had to use fear-based anger so that they refrain from such misconduct. I vented anger on my learners whom I loved in order to shock them so that they desist from their disruptive and dishonest behaviour. Moreover, I experienced manipulative anger, which is a kind of anger that encouraged learners to comply, and it is loud and explosive. I shouted at my learners in order to encourage them to study for a summative evaluation. Lastly, I experienced righteous anger, this was meant to defend the innocent and the helpless learners against bullies. This was practiced as a conflict resolution strategy. However, in some instances in my history teaching, I used anger control so that teaching and learning proceeded smoothly. Nonetheless, while teaching I realised that anger could serve as a useful emotion because it allowed me to express my negative feelings. According to Kant (2019), anger could also motivate a teacher to find solutions to problems, but excessive anger can cause problems. Nevertheless, I have experienced skepticism

while teaching history to students in forms 1-5. Due to a small number of learners who were unwilling to learn, I depicted skepticism in my collage in Figure 4.1. This was because no matter how hard I tried, some students failed and their failure disappointed me. Also, I encountered skepticism because of the few learners who did not perform well on the summative assessment and had reservations. When I calmly questioned them about why they performed poorly in the tests, they revealed that they believed that history would not get them very far in the job market because 'history' as a humanities subject had reached saturation. I also felt doubt since teaching a subject that loses interest each year is demanding, and most learners who take the course are slow learners, therefore I believe I am teaching an arduous subject.

4.3.1.3 Fatigue and Exhaustion

In my collage in Figure 4.1, (8-9) illustrates fatigue and exhaustion.

During the forty-minute lessons, anger was aroused by learners who purposely displayed undesirable behaviours. Some students were hesitant to complete written assignments, which led to feelings of distrust. In Figure 4.1(8), I demonstrate a tug-of-war that has been utilised as a metaphor for fatigue and exhaustion. It is a game where two groups of children are using a strong rope to pull each other on both sides. This is also a metaphor for my blended emotions while teaching. Furthermore, I felt tired and exhausted while teaching. In the collage in Figure 4.1, there was a power struggle between two sets of participants in the tug-of-war. This occurred between high-achieving learners and low-achievers in the class. High achievers make teachers happy and excited because they are focused on learning, while low achievers cause resentment. This resulted in disillusionment and fatigue. Those who are powerful will pull hard and drag the other group over the line to win. Similarly, as a teacher, I experienced a tug-of-war of emotions for the forty minutes duration while teaching history in each class. In moments of amusement, I experienced blended positive emotions, such as happiness, and excitement at once; but some situations positioned me to experience mixed negative emotions. As combined good emotions drew me toward joy and excitement, blended negative emotions drew me toward anger and skepticism. Sometimes, my feelings of anger triumphed over my feelings of enthusiasm, while at other times my feelings of happiness triumphed over

my feelings of anger. This range of negative emotions resulted in my fatigue and exhaustion at the end of my history lesson. Nonetheless, despite these negative emotions, I was not ‘down and out’. Although my anger could be overwhelming at times, I did not let it disrupt and negatively influence my history teaching because it was anger that motivated me to persevere and endure the challenges to reach my goals.

In this self-study, I also wrote letters to my history form 1-5 learners explaining my emotions and why I was exhausted. The Covid-19 pandemic brought with it a new normal; in my history lessons, I had to make markers on the floor so that students could observe social distancing. I had to make sure that every student in my class had sanitised and that they were sanitising regularly. I had to check that the students had placed their masks correctly. Therefore, teachers’ supervision of the Covid-19 regulations added greatly to their administrative roles which resulted in challenges in achieving their academic goals and lesson objectives. I was supposed to excel at administering Covid-19 regulations while also excelling at teaching. This resulted in me experiencing feelings of tiredness and exhaustion. I wrote about my feelings and emotions in my letters to students as outlined below:

My learners, I am sorry, I delayed to come to your class to teach you. I was held up, and I was supervising Covid-19 regulations in the previous lesson. I am tired and exhausted my dear learners, you sent a prefect to call me but I was delayed after complying with Covid-19 protocols.

I believe it was evident from the quotes that the new normal was unavoidable. I was required to teach and follow the Covid-19 protocols as a teacher. This added responsibility resulted in me experiencing feelings of tiredness and exhaustion.

In my reflective journal, I elaborated on my feelings and emotions and explained why I was exhausted and fatigued. One of the reasons, was because history lessons were assigned after lunch. Learners who do not want to concentrate in class disrupted others. Some learners did not bring their history textbooks. As a result of the Covid-19 pandemic, the Ministry of Education instituted an abridged or shortened curriculum. The syllabus was detailed and comprehensive, and I wondered if the condensed syllabus content could be

completed in a year. Facing the Covid-19 pandemic resulted in feelings of fatigue, exhaustion, and fear. I pondered and worried about what I would do if I became infected with the Covid virus. Therefore, the Covid-19 pandemic caused weariness and exhaustion, however, I was still expected to go to my history lessons and teach. When dealing with disruptive and troublesome learners, I struggled to manage my emotions, especially anger and exhaustion. *"There is no excuse, my buddy, for shattering my heart,"* I once told a disruptive learner. I had to discipline disruptive and troublesome learners who did not follow the expected behaviour and classroom rules, however, I mostly used positive discipline strategies, like praising learners, showing them love and care and positive reinforcement to motivate disruptive learners.

I was unfamiliar with online teaching methods, nevertheless, I was forced to adjust and use online teaching methods. There were no induction workshops to assist teachers to use online teaching methods. So, I had to learn to use online teaching methods through trial and error, which resulted in me experiencing feelings of exhaustion and fatigue. Failure to meet targets owing to insufficient internet connectivity also resulted in feelings of tiredness and exhaustion. Some parents, particularly those from poor socio-economic backgrounds, could not afford to buy newspapers and smart phones for their children. It was impossible to teach these learners during lockdown, which led to me experiencing feelings of fatigue and exhaustion. Therefore, the Covid-19 pandemic resulted in feelings of fatigue and exhaustion because no suitable safety apparel was provided to teachers to protect themselves against the Covid-19 pandemic, and I was also concerned about the safety of my family. The additional responsibility of monitoring that learners abided by and complied with the Covid-19 regulations, as well as using new online teaching methods in my history lessons, resulted in me experiencing feelings of weariness, fatigue and exhaustion.

4.3.2 Blended Emotions

Hong et al. (2021) assert that the variety of emotions experienced by teachers are not only mixed but they could be experienced in blends. This means that while teaching a single lesson, teachers may experience blended positive and blended negative emotions.

4.3.2.1 Blended Positive Emotions

Hong et al. (2021) assert that blended positive emotions refer to the combination of all positive emotions experienced. For example, while teaching, a teacher can experience enjoyment and pride. Additionally, teachers can experience the enjoyment of teaching and express multiple positive emotions such as ‘I feel good’, ‘I feel positive’ and ‘I love the learners’. Blended emotions are caused by multiple and complex tasks that are involved in teaching.

While teaching history, I wrote letters to my learners in which I expressed how I felt while teaching them and after giving them a summative assessment. I was responding to the question: What emotions do I experience in my teaching of history in forms 1-5 (grades 8-12)? I experienced blended positive emotions while teaching history in forms 1-5. Teaching history has been an exciting experience, but while conducting this self-study research, I discovered that I experienced both happy and sad moments in my history teaching. I wrote letters to some of the learners after teaching my history lessons in forms 1-5 and include direct quotations from my letter writing below. Zodwa, a learner in Form 5, was so impressive and I complimented her in my letter. I also experienced feelings of happiness and a sense of accomplishment.

I felt very jovial, and exuberant when teaching you. You were eager to learn, and you regularly participated in history lessons. You gave precise answers to the teacher's questions, and you asked the teacher questions for him to clarify.

In addition, after administering a summative evaluation with my Form 5 learners, I wrote letters to some of them to express my happiness with their excellent results, as outlined to Zodwa and Sifiso below:

Zodwa! This is excellent hard work. I am impressed with your 95% average. All of your responses were perfectly accurate in terms of the success criteria. You made use of the constructive feedback I wrote in your classwork and assignment; this was excellent work keep working hard.

Sifiso, you are a card above the rest, you made me happy because you obtained an average of 90% and I commend you for the job well done. There is still room for improvement. Form 5's performance inspired me to put in more effort as well.

When I was teaching history in Form 4, Sakhiwo and Linda were academic friends and participated actively in class discussions. An extract of my letter to them is provided below:

“Every time I come to class to teach; you make me smile. This is due to your willingness to debate historical facts. Furthermore, both of you asked questions that inspired and motivated me to elaborate. You allowed the lesson to flow, and the way you listened with a smile as I articulated my lessons showed you were absorbed in the lesson.”

Overall, the history Form 4 class did well in the summative assessment, however, Thando's results were outstanding. In my letter to him, I expressed my happiness and excitement about his outstanding results as illustrated below:

Thando, you are a game changer, your 93% surprised me. This is outstanding work. You were able to describe all parts of the questions well, but your explanation lacked elaboration. You stated valid points and provided evidence. An elaboration is necessary because it fully answers the question. You would have gotten every single mark if you had done that. I am overjoyed!

In my history Form 3 class, Sifiso was the best student who was always interested and inquisitive during lessons. In my letter to him, I encouraged him to keep up the good work and continue asking questions when there is a gap:

“It was just easy to teach, you kept interrupting the lesson by asking questions where you felt there was a gap. Keep it up”.

Some learners in my history Form 3 class performed well in the summative assessment. For example, although Zwelo was always very quiet in class, I wrote to him to express my surprise and admiration about

his excellent results: *“Zwelo, I was surprised when you topped the class since you are always very quiet in class. I admire your enthusiasm for books”*.

Learners’ behaviour in my history Form 2 class influenced me. They inspired and motivated me to teach with enthusiasm, eagerness, and keenness. Surprisingly, all of the students did well in the summative assessment. My responses to Bongiswa and Sive who excelled in the summative assessment are presented below:

Bongiswa, you are a star, because you responded to the questions very well. You gave clear and detailed responses. I am overjoyed because this shows how attentive you were during class.

“Sive, you were so cooperative and followed the lesson and participated fully by answering questions from the teacher”.

Learners in Form 1 inspired and motivated me to teach with enthusiasm and exuberance. Extracts from the letters I wrote to Zinhle, Mahloba and Vulindlela to express my happiness and sense of accomplishment follows:

Zinhle, the way you asked questions encouraged other learners to follow every step of the lesson. You are an absolute genius! During the summative assessment, only a few students were at the top. Thank you very much!

“Mahloba, congratulations on reaching the top ten; keep up the good work; I look forward to seeing you perform at your best”.

Greetings, Vulindlela! In your academics, you are opening a door similar to your name. I am delighted to teach you and grade your written work. You are constantly improving. Continue to

shine. When I read your assignments, I always smile because you always try to use new vocabulary that you have learned.

4.3.2.2 Blended Negative Emotions

Hong et al. (2021) contend that negative blended emotions describe the combination of emotions that embrace all negative emotions. For example, a teacher can experience stress, anger and frustration while teaching. Moreover, teachers can experience multiple negative emotions such as anxious-nervous and frustrated-anxious. On another hand, Hong et al. (2021) argue that teachers can experience mixed positive and negative emotions and this is the combination of emotions that include positive, negative and even neutral emotions. Teachers can experience anxiety and excitement while teaching the same lesson.

The selected quotes below are from my reflective journal. I believed that teaching was meant to be a joyful activity, however, notorious and disruptive learners made it difficult at times. Since emotions are a driving force in teaching, I experienced blended negative emotions such as anger, disappointment, nervousness and frustration. Extracts from my reflective journal noting my blended negative emotions after teaching history in my forms 1-5 classes are presented next:

I had conflicting feelings in Form 5 because I believed I was producing passive historians. These learners were averse to discussions, they were inactive and very quiet, no matter how hard I tried to encourage them to participate and study current events in newspapers so that they might dispute it. It was difficult and I remained doubtful. What exactly do they want to do?

Furthermore, no matter how hard I tried to employ drill and practice, modelling, and coaching, the syllabus was still very extensive, and the reduced syllabus included sections like Tinkhundla and Monarchical Democracy. I was uncertain that I would complete the course in the time allocated. I was tormented by the worry of not completing this extensive syllabus.

In Form 4, I presented an assignment to my learners, and some did not submit it. After working so hard, I noticed that some learners did not bother to submit their work, and this disappointed me

and slowed down my teaching. I was agitated and concerned. The students failed a test despite receiving notes and three hours of classwork every week. The students did not perform their duties. I attempted to speak with the students, but no clear explanations for failing the test were supplied.

Learners in forms 1, 2 and 3 presented issues such as being absent-minded and arriving late to class.

Lazy learners in the forms 2 and 3 class, they remain inactive, tired, so I remained with mixed emotions of anger and frustration. What will become of these students? There was a destructive learner in Form 1 who always arrived late to class, disrupting learning sessions, opening students' luggage and stealing important stuff at break time. This caused disruption and frustrated both learners and teachers and delayed my teaching.

4.3.3 Ambivalent Feelings due to Uncertainty of Covid-19

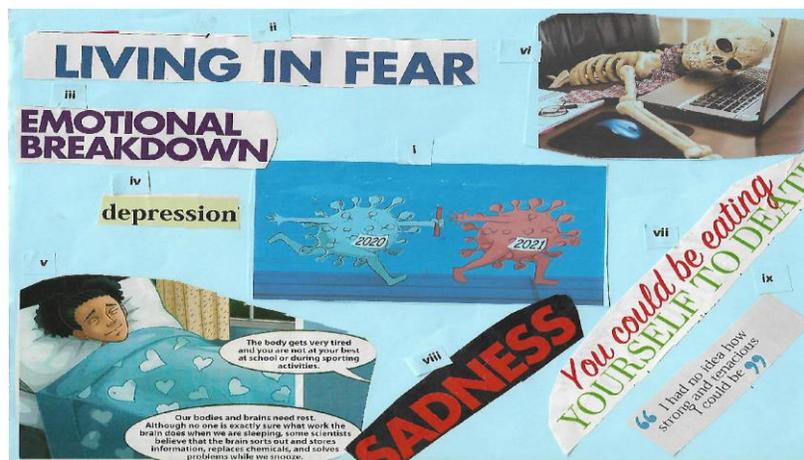


Figure 4.2 Collage showing my ambivalent feelings due to the uncertainty of the Covid-19 pandemic

The Covid-19 pandemic also resulted in me experiencing ambivalent feelings and emotions, such as fear, depression, nervousness and upliftment. These ambivalent feelings and emotions sometimes left me emotionally drained. I captured some of these ambivalent feelings and emotions in the collage in Figure 4.2, and these are elaborated upon in the following discussion.

4.3.3.1 Fear, Depression and Nervousness versus Upliftment

The collage in Figure 4.2 illustrates uncertainties ushered in by the Covid-19 pandemic. In the centre of the collage is the image of the Covid-19 virus holding a baton and running rapidly to hand over the baton to Covid-2021. This demonstrates that the Covid-19 pandemic was spreading rapidly and was so anxious and desperate to disrupt the world's human population, economy and educational institutions, which had to lockdown occasionally. Living in fear was a phrase that described me. I experienced feelings of fear, depression and nervousness when I was supposed to teach history in forms 1-5. I was very afraid of contracting the Covid-19 virus because no vaccination was available at this time. I experienced a fear of death. Teaching during the Covid-19 pandemic was very emotional and tiring because instead of teaching, I also had to screen and supervise learners and ensure that they were sanitising and abiding with social distancing protocols. It was overwhelming adhering to the Covid-19 regulations and I was afraid and felt like I was exposing myself to death. I also experienced feelings of depression and found it difficult to sleep at night. I was nervous and worried about whether I would see the next day. I constantly thought about the difficult working conditions while the Covid-19 pandemic was rapidly spreading across schools and other nations and disrupting teachers' and learner's lives. I experienced feelings of sadness, frustration, and stress not only during the day but also at night. I was not sure how strong and tenacious I might be the next day facing Covid-19 cases in class and in the school, in the absence of a vaccine.

The human skeleton on the laptop is a metaphor for myself at school every day. As a history teacher, I sometimes felt like a dead skeleton in the classroom. I was very upset and disillusioned, which made it very difficult to focus on my history teaching. When the Covid vaccination arrived, although I experienced fear of the unknown, I had no choice but to have it. I took the Johnson and Johnson vaccination, but I was nervous about the side effects of the vaccine and I had no idea about how it would affect my body and whether I would be alive the next morning. I was also afraid and disillusioned as some teachers experienced severe side effects. I included the picture of a skeleton in my collage in Figure 4.2 to represent the constant fear of death that I experienced every day as I administered the Covid-19 regulations and came face-to-face

with learners and other teachers at school. The fear of death and the unknown about Covid-19, resulted in me experiencing feelings of depression and exhaustion. Furthermore, I experienced feelings of anxiety because the online alternatives were hampered by a variety of factors such as a lack of internet connectivity, a lack of data for learners, and a lack of money from parents to purchase smartphones for learners. The "stop and go" situation in which schools would close indefinitely without a date of when they would reopen, highlighted the paralysing power of the Covid-19 pandemic. Learners were advised to stay at home if they experienced any symptoms of Covid-19. Without the learners at school, I felt lonely like a skeleton. Moreover, Covid-19 regulations recommended that people should avoid touching the mouth, eyes, and nose and instead wash their hands, obey social distancing, mask up, exercise and eat well and not unnecessarily be in crowded places. This affected my history teaching emotionally as the uncertainty resulted in feelings of fear and depression. I did not teach effectively for fear of contracting Covid-19 from my learners. I had to wear a mask while teaching which reduced audibility. This created instances where learners would constantly ask me to repeat what I said, which was emotionally draining. However, the face shield salvaged the situation as I didn't have to wear a mask.

The Covid-19 pandemic also affected formative and summative assessment. Prior to the Covid-19 pandemic, whenever I had given a classwork activity or a test I would mark the work and return the exercise books to the learners in a short space of time. However, during the Covid-19 pandemic, I was engulfed with fear of contracting the Covid virus. I told my learners to open their exercise books when they submitted them and I did not mark them for at least forty-eight hours. The Eswatini Health Department advised that after a period of forty-eight hours, the Covid-19 virus loses its intensity and strength. Moreover, the process of marking was further delayed by hand sanitising after marking each exercise book, which led to fatigue and exhaustion. I became angry when some learners deliberately ignored social distance regulations and came to my class without wearing masks and did not adhere to Covid-19 regulations. These learners sat very close to each other, hugged each other, shook hands, and laughed loud. I felt very helpless in the classroom shouting and calling learners to order as they seemed not to care about the spread of the Covid

virus. This created much fear among responsible learners and myself. I felt nervous, scared, and unhappy to go to class due to the effects of the Covid-19 pandemic. Rodrigo-Ruiz. (2016, p.75) contends that “nervous teachers offer less elaborated and less coherent explanations.” Psychologically, it was hard to get through to the learners, and this limited face-to-face teaching. I failed to meet the target of completing the history syllabus on time as teaching was negatively affected due to Covid-19 regulations.

Nevertheless, despite experiencing emotions of fear, depression and nervousness. I also experienced feelings of upliftment because I never contracted the Covid-19 virus and did not become very sick. I was also uplifted when my learners adhered to the Covid-19 regulations and none of my learners became Covid-positive. The constant news updates were also uplifting and I felt empowered when I listened to these updates. I also discussed these news updates with my learners in class so that they would share this information with their parents and community members. Irrespective of the fear and uncertainty of the Covid-19 pandemic, I was also uplifted because my learners were eager and willing to learn. The following section discusses my experiences and feelings of being emotionally drained while teaching history and administering Covid-19 regulations.

4.3.3.2 Emotionally Drained

I experienced a range or blended negative emotions and ambivalent feelings which resulted in me being emotionally drained. The Covid-19 pandemic drained me emotionally as I experienced feelings of exhaustion, fatigue and fear of the unknown. Since I was given the responsibility for the whole school to ensure that there were sanitisers in all classrooms and had to supervise and ensure that learners washed their hands regularly and observed social distancing, this resulted in me feeling emotionally drained. I was also anxious and worried about the safety of my learners as well as my safety and that of my family if I contracted the Covid virus. It was also emotionally draining to monitor that the sanitisers that were given to each class were not stolen and abused. Learning to implement online methods of teaching such as Google Scholar and Moodle also resulted in me experiencing feelings of exhaustion and fatigue, which was emotionally draining.

After teaching my history learners, I wrote letters to explain why I was feeling emotionally drained. The Covid-19 pandemic brought with it a new normal. In my history lessons, I had to make markers on the floor so that learners could observe social distancing. I also had to ensure that all learners in my history classes in forms 1-5 had sanitised their hands and that they were sanitising regularly as well as check that the learners had placed their face masks correctly. The amount of time taken to supervise and monitor Covid-19 regulations was extremely high, and I was still expected to excel at teaching my history lessons and implement new online methods of teaching. In my letters to my history learners, I wrote that "*I am tired and exhausted my dear students*" which highlights that I was emotionally drained.

In my reflective journal, I explained why I experienced fatigue and exhaustion. I was exhausted and fatigued because history was assigned four periods of forty minutes instead of six periods a week. This made it difficult to cover the expected material. This brought fatigue and exhaustion. Some learners who do not want to concentrate in class disrupted other learners and, calming the situation daily brought fatigue and exhaustion. While some learners deliberately fail to bring their textbooks in class. This slowed the teaching. Fear of not finishing the syllabus on time was Worrying because it caused weariness and exhaustion whenever I considered going to class to teach. When dealing with youthful delinquencies, I struggled to manage my emotions, especially anger this contributed to my fatigue and exhaustion.

"There is no excuse, my friend, for breaking my heart," I used to tell my learners. Those who did not follow the expected behaviour were disciplined. It was mostly positive discipline".

I was unfamiliar with online teaching methods, but they were forced and there was no induction course to prepare teachers, so it was trial and error for learners, causing exhaustion and fatigue. Failure to meet targets owing to insufficient internet connectivity resulted in tiredness and exhaustion. Some parents, particularly those who have fragile children, can afford to buy newspapers and smart phones for their children. Because it was impossible to instruct these learners during lockdowns, this led to fatigue and exhaustion. Covid-19 caused fatigue and exhaustion because no suitable safety apparel was provided to teachers to protect against

the pandemic, and I was also concerned about the safety of my family. This resulted in weariness. Doing two jobs in one day, teaching and according to Covid-19 norms, caused tiredness and exhaustion.

Zembylas genealogies of Emotions was used to analyse data for Research Question One: What emotions do I experience when teaching history in forms 1 -5?

In this self-study, Zembylas's (2002) genealogies of emotions indicate that I experience the same emotions. Zembylas (2002) asserts that in the intrapersonal aspect of emotions, the genealogy of excitement is key. Zembylas (2002) asserts that positive emotions influence learning and teaching. "Excitement and enthusiasm create empathy and compassion for learners," without a doubt (Zembylas 2002.p.86). Zembylas (2002. p.79) asserts that teachers also experience negative emotions such as frustration, disappointment, anxiety, anger, fear, sadness, embarrassment, and feelings of powerlessness. Zembylas (2005) contends that it is normal when teachers express negative emotions and it does not imply that they are being unprofessional, since it's an expression of how they feel at that moment. Zembylas' (2005) argue that the emotions felt by teachers are influenced in the values they attain from their families.

While teaching history classes in forms 1–5, I was excited because I enjoyed teaching history, and it feels good to teach my favourite subject. I was especially delighted since most lessons included active learner participation in the form of precise answers to oral questions and class debates. I was very happy when students excelled in their written and oral work, both in class and in their assessments. I was also encouraged when low achievers improved. Correspondingly, when comparing my findings to the literature, I learned that the emotions I experienced when teaching history were primarily enjoyment, rage, pride, and sadness, skepticism, tiredness, and fatigue. Respectively, while teaching, the most dominant blended positive emotions I experienced was enjoyment, excitement and pride and the worst emotion I experienced was anger. My findings concur with Sutton and Wheatley (2003) and Frenzel (2014) contend that the two most dominant positive emotions that affect teachers frequently in the classroom are enjoyment and pride. Enjoyment is the subjective feeling of pleasure connected to an activity or experience that is thought to be

generated from feelings of being in control of a highly valued situation (Pekrun, 2006). In the same vein, Frenzel (2014) suggests that teachers typically sense pride second only to happiness. Similarly, Rodrigo-Ruiz (2016) asserts that pleasant emotions play an important role in teaching, motivation, compassion, and academic performance. Also, positive emotions inspire teachers to be competent, strive for academic success, and maintain outstanding classroom discipline. Kimura (2010, cited in Rodrigo-Ruiz, 2016) concurs that joy piques the learner's interest in the subject and encourages participation.

My findings also show that the learner's academic performance was influenced by my happy emotions. Correspondingly, learners' academic performance was enhanced as a result of my positive blended emotions of happiness and excitement. Rodrigo-Ruiz (2016) agrees that caring promotes happy emotions, and excitement minimises delinquency while improving classroom interactions. Sutton and Wheatley (2003) and Trigwell (2012) also suggest that blended positive emotions encourage helpfulness and collaboration and that happy emotions encourage students to follow school norms. In addition, they believe that positive emotions strengthen relationships with teachers and that pride offers high-quality education. Furthermore, Sutton and Wheatley (2003) argue that blended positive emotions provide joy and that quality education is enhanced when teachers show that they love and care for their learners.

The findings further show that the influence of blended pleasant emotions has an essential role in goal direction in the classroom (Sutton & Wheatley, 2003). Likewise, other studies agree that positive blended emotions improve learning motivation (Frenzel et al., 2011; Kimura, 2010; Kunter et al., 2008) and increased class involvement (Kimura, 2010). Blended positive emotions additionally boost creative development (Kimura, 2010), draw attention (Kimura, 2010) and increases class control and discipline (Kunter et al., 2008, Turner et al., 2002) Positive emotions coupled with assignments promote learning as immoral habits are avoided among learners and this stimulates teaching and learning. (Sutton & Wheatley, 2003). Positive feelings that are mixed provide additional support (Frenzel et al., 2011; Kunter et al., 2008). Quality education is provided (Frenzel et al., 2011; Kunter et al., 2008; Sutton & Wheatley, 2003). Possibilities for independent learning are provided by blended pleasant emotions (Frenzel et al., 2011).

Favourable emotions blended result in more positive teacher ratings (Brackett et al., 2013). Hong et al. (2021) asserts that teachers that experience blended emotions in the classroom may have feelings including pleasure, pride, rage, anxiety, embarrassment, and guilt. Nevertheless, positive blended emotions promote good teaching, and result in teachers becoming exuberant and this can make their classroom dynamic and intriguing. Also, Hong (2021) contends that teachers who have more positive feelings of joy and less anger have a different teaching experience than teachers who have more teaching experience but have negative emotions such as anger.

However, my findings in this self-study show that negative blended emotions play a significant impact in how teachers think about and perceive reality. Similarly, Day et al. (2006) asserts that, teachers feel a range of negative emotions. According to the results of this self-study, I experienced a mix of negative emotions such as irritation, disappointment, worry, wrath, fear, sadness, embarrassment, and feelings of powerlessness. Anger generated negative emotions (Becker et al., 2014; Sutton & Wheatley, 2003). The combination of these negative emotions raises the level of disturbance and disobedience (Sutton & Wheatley, 2003). Mixed negative emotions impede emotional development (Morris et al., 2013). Education with mixed negative emotions such as depression, anger, anxiety, and grief yields to less quality teaching and learning (Frenzel et al., 2011). Blended negative feelings provide less support (Frenzel et al., 2011). However, while blended negative emotions like anger and ferocity are not encouraged in the classroom, this study has discovered that anger has a good influence. Which encouraged communication and responses (Sutton & Wheatley, 2003; Kimura, 2010). Anger increases the motivation to excel in teaching and also increases the adherence to classroom regulations among students (Sutton & Wheatley, 2003). Anger also drives people to succeed (Sutton & Wheatley, 2003). Moreover, the findings of this study indicated that I experienced varying blended positive and blended negative emotions. These findings are in line with Hong et al. (2021) who assert that teachers experience mixed emotions which are known as blends or blended emotions. This is true in the sense that as I was teaching, I simultaneously experienced the two opposing emotions of happiness and sadness. Frenzel (2014) asserts that positive emotions such as enjoyment were

the most frequently expressed emotions when teaching. This was further encouraged by positive teacher-learner relationships while negative emotions disrupt teaching and learning.

4.4 Themes for Research Question 2

The second research question, “to what extent do my emotions influence my teaching of history in forms 1-5 (Grades8-12)?” was analysed inductively and two themes were identified: Eagerness and Enthusiasm: *I taught with passion* and Anxiety and anger: *compromised my teaching*.

Sutton and Wheatley (2003) uphold that emotionally motivated teachers inspire learners to actively participate in learning, which improves and advances learners ‘performance. Also, Sutton and Wheatley (2003) confirm that teaching and learning are much easier when the teacher displays positive emotions because the teacher’s attention is focused on teaching and the learners also focus on learning. Pekrun, (2005) agrees that when a teacher displays emotions such as excitement and interest, this greatly motivates learners to pursue learning.

4.4.1 Eagerness and Enthusiasm: I taught with passion



Figure 4.3 Collage highlighting how my emotions influenced my teaching

I taught with passion: Teaching history is an emotional practice that involves both positive and negative emotions. Masinga (2007, p 238) contends that:

“Many emotions occurred during the study process between the learners and myself, as well as among the learners in my classes. From these experiences, I have learnt that teaching is not simply a technical activity, but it is tied to our personal lives and emotions”.

Similarly, I expected to experience a range of emotions while teaching history over the four weeks of this study. I experienced a range of emotions, depending on the situation. To improve my history teaching, I reflected on my emotions and teaching. I learned that I was making a significant mistake in my previous teaching. I would welcome and teach learners without regard for their learning diversity. Although I was aware of this, I ignored it since I believed I was a veteran teacher with a lot of experience. Before commencing this self-study, I believed that all students, regardless of their background, have potential and capacity in a variety of areas, but those abilities have remained hidden since I had not completely developed them. I sometimes called my learners names such as bored and slow because they failed to accomplish specific objectives. However, after engaging in extensive reflection about my emotions and history teaching, I realised that it was me who had failed to recognise the potential of learners in my class. I came to understand that learners have the potential to learn effectively and efficiently when taught in their preferred learning style. To teach learners with varied learning styles, I followed Somji's (2019) training guidelines. I conducted a needs assessment to determine how I would instruct my students. In order to teach with passion, I did a quick survey with my learners. The purpose was to identify their learning styles. This was important for this self-study so that I can understand my learners well and also discover my “self” when teaching learners with a wide range of needs. The total number of learners I taught during this self-study were 104 from Form 1 to Form 5. Twenty-two (22) were visual learners, twenty-four (24) verbal learners, twenty-one (21) aural learners, thirteen (13) physical learners, eleven (11) solitary learners, one (1) naturalistic learner, and twelve (12) logical learners. Understanding the needs of the learners assisted me in developing appropriate teaching approaches that catered for all of their learning needs.

The PowerPoint presentation was designed for people who learn best by looking at photos, coloured imagery, and cartoons. Viewing videos on a certain topic studied in class assists learners to visualise an event. Specific films, such as those about the Vietnam War, were shown to cater for the needs of aural learners as they observed and listened to the dialogue and actions; which elicited an emotional response in them. The panel discussion was chosen to appeal to verbal learners who preferred reading, writing, word usage, and linguistic skills in speech. Verbal learners also employed the Obituary or Eulogy approach. Learners researched the lives of great leaders who had an impact on society from birth, family, education, roles in leadership, achievements, failures, and death, and then presented their findings to other learners. Those who presented developed their creativity, storytelling abilities, writing abilities, and public speaking skills. Because they love communicating and cooperating with others, social learners performed well throughout class discussions and group discussions and they valued collaborating with others. For logical learners, a Venn diagram was utilised to organise years and categorise historical events and information. Because solitary learners preferred working alone, they were included in the panel discussion. Naturalist students were given a reading task, and while they read, they assimilated information, looked for patterns, and used logic to understand and comprehend.

In Form 1: Twenty-two (22) of the twenty-six (26) learners were eager to study, but four (4) of the twenty-six (26) were always disruptive. These twenty-two (22) learners encouraged and motivated me to teach with joy and exuberance. Therefore, the behaviour of my learners influenced my history teaching. In Form 2: Twenty-one (21) out of twenty-four (24) learners were willing to learn, while three (3) out of twenty-four (24) presented obstacles such as being absent-minded and arriving late to class. The behaviour of the (21) learners who were willing to learn motivated me to teach with excitement and eagerness. Twenty-five (25) learners in Form 3 who were eager to learn motivated me to teach with enthusiasm and passion. In Form 4, eleven (11) of the thirteen (13) learners were willing to learn, while two learners (2) did not pay attention and slept in class. Therefore, the eleven (11) learners motivated me to teach, while the two (2) learners who did not pay attention demotivated me. In Form 5, fourteen (14) of the sixteen (16) learners

were ready to study, whereas two (2) of sixteen (16) learners were inert and passive. I was motivated and inspired by the fourteen learners who actively participated in class discussions and listened intently, while the two (2) passive learners demotivated me since they slowed down and disrupted my teaching. In general, the majority of my history students from forms 1-5 were enthusiastic and willing to learn and they participated actively in class discussions. The majority of the learners were eager to learn new concepts, events, and methods of analysing sources and demonstrated knowledge of history. This was also evident when students willingly and happily completed four pieces of classwork every week. I was excited as a teacher since I was teaching topics that contributed to nation building. During my history teaching career, I realised that when I was excited and cheerful, it was easy for me to forgive the difficult and disruptive learners. In this study, disruptive learners were those who were uninterested in the history lesson and misbehaved during lessons. In other words, these learners were unable to concentrate in class and continuously disturbed others. It was easy for me to forgive them as I would simply tell a joke and tell my learners 'let's move on'. I was compassionate and cared for my students and I was also excited and pleased, which improved classroom interactions. In addition to caring for my history learners, I implemented the five interventions recommended by Dlamini (2019) in my classroom. I had to make sure that I had properly regulated my emotions before going to class. The goal was to arrive at class with a positive attitude and successfully present a lesson with SMART objectives: Specific, Measurable Attainable, Realistic, and Time-bound. The following sub-themes emerged under the theme: Eagerness and Enthusiasm: I taught with passion:

4.4.1.1 Effective Formative Assessment Tasks.

Formative assessment refers to assessment tasks designed to assess the knowledge and skills acquired by learners during the history lessons. Formative assessment tasks include classwork activities, homework tasks, assignments, and class presentations by learners. I utilised a combination of these formative assessment tasks. I used classwork activities since these were quick and easy to assess if learners understood the history topic or content taught and achieved the lesson objectives. Classwork activities allowed learners

to write their responses to questions and edit their responses. In this way, formative classwork activities prepared learners for summative assessment. I also designed assignments every week in each class from forms 1 to 5, which required learners to respond to questions to demonstrate evidence of their learning. Formative assessment tasks were effective since these not only influenced my history teaching but also my learners' learning. Instead of only utilising marks to assess learners' performance, I used effective formative assessment tasks which assisted learners with improving their knowledge, and skills and understanding of the content topics taught. I also discussed success criteria with my history learners after teaching content topics.

4.4.1.2 Shared Success Criteria with the Learners

A success criterion is a descriptor that clearly outlines the guidelines about how to complete a task. It provides instructions to learners about how to respond to the question and obtain the best possible marks. I explained to my history learners that they should read the questions and assessment criteria carefully to understand whether the question required a list, short description or detailed explanation. After teaching a content topic or skill in my history lesson, I discussed the criteria of the classwork activities or assignments with the learners. I elaborated upon whether the questions required learners to list, identify, describe or explain. For example, for the question, "How did the San community get their food?" the success criterion outlined that learners had to provide a good rationale, include evidence and justify or elaborate. Therefore, learners could perform well and achieve success in this question if they followed the success criteria and explained the rationale for the San community obtaining their food by hunting wild animals such as antelopes and include evidence and elaboration of how they used poisoned bows and arrows in their hunting.

An additional example of sharing success criteria with forms 4 and 5 learners was related to the question, "Why did Germans protest the Treaty of Versailles?" The success criteria describe that learners had to provide a good rationale, include evidence and justify or elaborate. Therefore, learners achieved success and performed well in this question if they explained that Germans objected to the pact in the Treaty of

Versailles since it limited the German army to a hundred thousand troops and elaborated that this limitation in the army resulted in massive unemployment, which fuelled discontent and made Germany open to attacks from other countries. Sharing success criteria with learners enabled them to monitor, analyse and direct their learning, which improved their learning and performance.

4.4.1.3 Helpful Feedback Comments

I wrote helpful feedback and useful comments particularly when assessing homework. I also moved around the classroom and marked classwork activities. The goal was to determine if learners had answered the question and addressed the success criteria. By providing helpful feedback, I hoped to eliminate learner misconceptions in the topics and to assist learners to answer the question accurately so that they would perform well in the summative assessment. This enabled learners to understand the topic and address any misconceptions. It also helped me as a history teacher to realise that I needed to put greater effort into writing useful feedback and comments that would assist learners in understanding the topic better and performing better in the assessment tasks.

4.4.1.4 Tracked Each Learner's Progress to Provide Appropriate Interventions

I provided my history learners with a short quiz before each summative exam. The purpose of the short quiz was to track learners' progress and determine the extent to which they would meet the lesson objectives. The short quiz also prepared learners for each summative test. I also gave top achievers extension exercises and more difficult classwork or homework activities, while I prepared remedial work exercises for the low achievers to help them to understand the key concepts. Learners who performed poorly or did not understand during class discussions were given extensive revision exercises to help them meet the lesson objectives and pass the assessment tasks.

4.4.1.5 Effective Summative Assessment

I designed and administered effective summative assessment tasks to assess learners' understanding and the extent to which they achieved the lesson objectives and curriculum goals. The summative assessment tests were marked and the questions in which learners performed well or poorly were noted and recorded.

The summative assessment tests were effective in determining the strengths and weaknesses of learners as well as which topics and questions learners needed more assistance with to improve their understanding and performance. When I provided effective summative feedback to my history learners, they used the feedback as a source of reference, which encouraged deep learning since learners could quickly detect the gaps in their answers. It enhanced learners' confidence and allowed them to assist their classmates who experienced problems understanding the questions. I also found that my positive emotions and my eagerness and excitement improved my history teaching and classroom management as well as learners' performance in history.

In my Collage in Figure 4.3, I included pictures and phrases that displayed my zeal and passion in my history teaching. My lifelong interest and dream was always to be a teacher. The phrase in Figure 4.3 from the 'bottom of my heart', suggests that I have always loved and valued teaching and enjoyed teaching history. I have taught history with much enthusiasm and affection over the years. In the collage in Figure 4.3, the expression 'fired up' describes my positive emotions and attitude to my history teaching, essentially my eagerness and enthusiasm to teach history. I've always tried 'to listen to all of my learners' and to pay special attention to the underachievers or learners who performed poorly. I explained and simplified concepts for the underachievers or slow learners so that they understood the topic. In the collage in Figure 4.3, I also include images to show my eagerness and enthusiasm and being 'fired up' to teach history. The image of a teacher discussing a topic with a learner was included to represent how I also discussed and paid special attention to learners who requested help with difficult topics or questions. After reflecting on my emotions while teaching history in forms 1 to 5, I believe that showing my history learners that I care about them and writing letters to them to explain my feelings and emotions, improved my teaching and my relationships with my learners. I include an extract from a letter I wrote to learners to illustrate my eagerness and enthusiasm and teaching with passion:

When I come to class and involve you in discussing current events and presenting topics that highlight a point, this is an indication that I am happy. This naturally stimulates you to participate

in the learning process. Thus, when I am delighted, you are also motivated, so I teach with enthusiasm and zeal.

I agree with Sutton and Wheatley (2003) that caring not only delivers superior education, increases motivation in learning and encourages assistance and collaboration but also fosters positive relationships with teachers and decreases delinquent behaviour. Similarly, my findings resonate with Trigwell (2012) who contends that caring motivates learners to observe classroom norms and fosters pride and affection, which results in better education. The next session discusses anxiety and anger and how it compromised my teaching.

4.4.2 Anxiety and Anger: Compromised My Teaching

Fried et al. (2015) suggest that anger and anxiety compromise teaching because when a teacher is angry, the learners pick this up and feel the teacher's anger. When a teacher who is angry harasses and shouts at learners, the learners withdraw from participating in class activities because some are afraid of their teachers. Fredrickson and Tugade (2007) assert that teachers' negative emotions reduce working memory. According to Makhwathana et al. (2017, p. 33):

“My emotions can affect learners' learning and teaching if I am forever angry, I will spill my anger onto the learners. Learners become victims of my hurt emotions. In the end, learners will not learn well because of me”.

Makhwathana et al. (2017) further explained that negative emotions affected learners' performance because learners do not enjoy teaching as they are afraid of the teacher shouting and they may anticipate that the teacher will shout at them next. They add that teachers' negative emotions such as anger, also affect the emotions of learners because what teachers do when they are angry also makes learners angry. Makhwathana et al. (2017) argue that learning would not be effective in such a classroom atmosphere where the anger of the teacher results in learners also experiencing anger.

The collage in Figure 4.1 (images 5 and 6), as well as the collage in Figure 4.3 (images H and I), display my anxiety and anger which compromised my teaching. I selected these images and words or phrases to show that anger and anxiety hampered my teaching. This was evident in my history teaching as the more I felt angry and furious during a history lesson, the more time and focus I lost. Also, I found that when my learners knew that I was angry, they also lost focus on learning a specific topic. I also wrote letters to my history learners when I was angry and upset. Below are two extracts from my letters:

I explained the topics in my history teaching very clear and in-depth. However, when I came to class and asked you to participate in a group discussion, this could have been a result of my feelings of depression, worry, or anger. All of these negative feelings jeopardise my teaching.

After some of you generated fury and made me angry, I went to the restroom and I saw myself in the mirror, I recognised anger can change natural beauty and make a monster and something terrible.

Conducting this self-study on my emotions and history teaching revealed that positive emotions improved my history teaching while negative emotions compromised my history teaching. I found that when I experienced excitement and happiness in my history teaching, these positive feelings encouraged and motivated me to become a better history teacher and teach with passion and enthusiasm. This can be explained by Rodrigo-Ruiz (2016, p. 75) who argues that "good emotions improve motivation and enjoyment, which is more motivating in offering enthusiastic instruction". Kimura (2010, p. 74) suggests that "spontaneous positive emotional expression in the classroom, particularly when joy is included, generates a high level of interest in the subject matter and increases student participation.". I had feelings of happiness, exuberance, pride, motivation, happiness, assertiveness, and charm, and these positive emotions made me high-spirited, cheerful, eager and enthusiastic to teach history. I also found that my positive emotions provided learners with much-needed formative feedback since teachers' emotions influence learners' emotional understanding as well as their academic performance. Similarly, I believe that

showing my history learners that I love and care for them and that I was proud of their achievements contributed to my learners being motivated, cooperative, helpful, and ready to follow rules and norms while not indulging in disruptive behaviour. After reflecting on my emotions while completing my collages, writing letters and making notes in my reflective journal, I came to the realisation that a history teacher must welcome learners into their classrooms and allow them to freely express their emotions to the teacher and among themselves. As a teacher, I also have an obligation to keep my emotions in check and regulate them. Beilock et al. (2010, cited in Rodrigo-Ruiz, 2016, p. 10) contends that "Teacher anxiety has a significant impact on student performance". I recognised that when I was angry and furious, I displayed nonverbal and verbal cues that confuse the learners. However, after reflection I realised that anger impairs teaching and learning and that harsh words were not acceptable in teaching because they undermine learners' confidence and trust, promoting non-committed learners. I also experienced unpleasant emotions such as melancholy, grief, hatred, dissatisfaction and disillusionment which compromised my teaching.

4.4.3 Hargreaves's Emotional Geographies of Teaching and How Emotions Influence Teaching

Hargreaves (2001) asserts that five emotional geographies generate distance between teachers and learners, namely, sociocultural, moral, professional, political and physical emotional geographies. I adopted Hargreaves' emotional geographies in this study to explore how much my emotions influence my history teaching in forms 1 to 5. According to Hargreaves (2002, p. 1061):

“Emotional geographies are the sensory patterns of proximity and distance in human encounters and relationships that help establish, configure, sustain them, colour the feelings and emotions we have about ourselves and, our world.”

Furthermore, Hargreaves (2001) asserts that teaching is an emotional practice and describes not only our own emotional experience but also the emotional experiences of those we interact with.

Socio-cultural distance: In this study, socio-cultural distance influenced my history teaching to a great extent. As I prepared to teach my forms 1 to 5 history lessons, I realised that my learners came from diverse backgrounds and cultures, resulting in a significant gap between me and them. Hargreaves (2002, p. 1060) claims that "Learners belong to cultures that are different and foreign to teachers" and learners "hail from lower, middle, and upper working-class families". It was also evident that there was sociocultural distance between myself and many of my learners. Therefore, I commenced my history lessons by administering a brief survey to determine their learning requirements. This was a strategy for closing the sociocultural gap. I established a good rapport with my learners and communicated with them about their learning needs face-to-face. Learners shared with me that they learned better by reading and writing, visual and aural, and so on. I also had the opportunity to better understand their family sociocultural backgrounds. Addressing the sociocultural distance between my history learners and I resulted in me experiencing positive emotions and teaching with eagerness and enthusiasm. According to Hargreaves (2001), successful teaching and learning are dependent on forming close ties with learners and colleagues and parents, as well as generating teaching settings that allow for emotional understanding. I have also noticed that bridging sociocultural gaps between teachers and learners fosters emotional understanding among teachers, learners, co-workers, and parents. Hargreaves (2002, p. 1060) contends that:

"Emotional understanding is established through emotional infection, which involves spreading enthusiastic mood to others, and also through vicarious emotional understanding, which is the situation in which we empathize with people's lives or predicaments through sharing emotions".

This suggests that the interactions and relationships between teachers and learners are examples of emotional distance and intimacy and are very important since they pose a threat to teachers' and learners' emotional knowledge. Moreover, Hargreaves (2002, p. 1061) argues that:

“The natural distance between an adult and the child has added a greater distance when the adult is a teacher and the child is a student, and this distance arises mainly from the fact that the teacher must give orders to the child”

Moral distance: Hargreaves (2002, p. 1061) contends that:

“Emotions are moral realities and are triggered by our aims. Emotions assist us to choose among a wide range of solutions in a highly complex situation by reducing our options. When people achieve their goals, they experience happiness. Achievement provides satisfaction and joy”.

Based on Hargreaves’ (2002) notion of moral distance, I believe that moral distance influenced my history teaching. I noticed that my positive feelings and emotions of eagerness, enthusiasm and passion influenced my history teaching. When my history learners participated actively during class discussions and performed well in the formative and summative assessment tasks, I was experienced satisfaction and joy. These positive and happy emotions influenced my teaching and resulted in me putting more effort into my history teaching. In addition, these positive, happy emotions pushed me to go the extra mile and try innovative teaching strategies, such as philosophical chairs. Norris (2017) asserts that philosophical chairs are an effective learner- centred method which encourages critical thinking skills and the consideration of multiple perspectives. I was also urged to be more creative and do more in my history teaching, which contributed to reducing stress because moral closeness combined with learner support improves the teacher's feeling of purpose. On another note, Hargreaves (2002, p. 1061) asserts that:

“Negative emotions develop where there are substantial moral disparities between teachers and learners. Teachers are significantly affected by worry, frustration, rage, and guilt when they believe their goals are jeopardized or have been lost. Anxiety, frustration, wrath, and guilt affect instructors tremendously when they believe their purposes are being endangered or have been lost; this causes teachers to retreat inwards, lose energy, and excitement for their profession”.

Kunter et al. (2008) conducted empirical studies in different countries and found that teacher excitement leads to more effective learning and improved learner outcomes. Postareff and Lindblom-Ylänne (2011) and Frezel et al. (2011) assert that students' perceptions of the quality of instruction they received were also influenced by their professors' emotions and teachers who exhibit more pleasant emotions provide better instruction. Teachers who have fun and enjoy teaching deliver high-quality, intellectually challenging, and comprehensible lessons. Sutton and Wheatley (2003) agree that teachers' emotions, whether positive or negative, influence their memory and motivation. Mohammadjani, and Tonkaboni (2015) argue that the teaching approach adopted by teachers is inextricably linked to student achievement and that student academic achievement is closely linked with teacher's emotions.

Professional distance: According to Hargreaves (2002, p. 1060), "teachers should avoid emotional entanglements with learners and keep a professional distance from them... They are also required to disguise their emotions and regulate them when they are around students". Therefore, it was evident in my history teaching that although at times I taught with much eagerness, enthusiasm and passion, my teaching was also undermined or compromised by negative emotions such as anger and frustration. As suggested by Becker et al. (2014) and Sutton and Wheatley (2003), I also found that low achievers and disruptive learners contributed to my anger and anxiety. However, despite experiencing disruptions in some classes as a result of disruptive students, I kept my professional ethics, showed love and care for all my learners, and reviewed their written classwork. I never showed my learners my negative emotions such as anger and frustration as I was able to control my negative emotions and held them internally. Therefore, my history teaching was influenced by professional distance.

Physical distance: Lasky (2000, cited in Hargreaves, 2002, p.1071) contends that:

“Secondary teaching is a place of physical distance, and where difficulties of physical distance are especially acute, where teachers and parents are mainly engaged not in relationships but a string of infrequent and disconnected interactions”.

According to Hargreaves (2002), communication in secondary school is largely episodic and infrequent. They occur either in staged meetings or through non-face-to-face mechanisms such as written notes and phone calls. However, physical distance seemed to result in less emotionally intense relationships amongst the teacher, learners, and peers in this study.

At the school I teach at, parents are welcome to visit the principal or a subject teacher who teaches their child. One parent requested to talk to me and I agreed to meet her in the staffroom. She had come to inquire about her child's academic performance in history. I was overjoyed because this parent was showing an interest in her child's academic progress. I allowed her to go through her child's classwork activity book. Her nonverbal cues were visible on her face as she read through her child's book. The smile on her face was very encouraging as she observed the marked classwork exercises, read through the positive feedback and checked the marks assigned and detailed feedback. She did not have many questions and was happy with her child's written work. She was very happy with my teaching and her child's learning and performance. The trust and dependability between myself, the learner, and the parent was strengthened after the meeting. This positive interaction and relationship inspired me to be more diligent and creative in my history teaching. This shows how physical distance influenced my relationship with parents and learners as well as my history teaching.

Political distance: Hargreaves (2002, p.1072) contends that:

“Emotions are bound up with personal feelings of power and weakness. As a result, teaching triumphs over emotional politics. Teachers express anger, despair, and anxiety when the school administration imposes reforms or changes that are unpopular to them. Teachers feel satisfaction, happiness, contentment, and pride when their current administration favours them. When a teacher has been demoted or his or her power has been decreased, the instructor suffers feelings of fear, worry, compulsion, and a sense of rage, depression, and shame”.

As mentioned earlier, this self-study was conducted during the Covid-19 pandemic and political distance influenced my feelings and emotions to a great extent.

The government of Eswatini introduced and imposed online learning without properly training teachers about how to use online platforms, such as Zoom or Microsoft Teams, to shift to online teaching. A major challenge was that online platforms were not available in all classrooms. School principals had no choice but to shift the load to teachers, and cell phones were purchased to assist with online teaching. As I attempted to learn how to convert my lessons to online platforms, I learned that the 'new normal' of online teaching brought about by the Covid-19 pandemic was quite challenging. I had to adjust to remote communication and learning which resulted in me experiencing feelings of rage, sadness, tiredness, and exhaustion. While online platforms provided a solution to shift to remote or online teaching, they also resulted in rapid changes in teaching and learning in my history classrooms in forms 1 to 5. Teaching and learning seemed to swiftly change overnight, resulting in both me and my learners struggling not only with technology but also struggling to cope with the challenges of teaching and learning from home and adopting new teaching and learning strategies. Therefore, when schools reopened, teachers were relieved and eager to have extra time to teach and cover the curriculum. Although most teachers preferred to teach in the morning, the school management team and the timetable committee had the power to control when my history lessons were scheduled. This political distance was evident as my history lessons were scheduled for the afternoon. I experienced feelings of rage and frustration because teaching history in the afternoons was difficult and the teaching time was reduced by one period.

The findings of this self-study resonate with the findings of empirical studies reviewed in the literature. Rodrigo-Ruiz (2016, p. 75) contends that "Positive emotions produced satisfactory discipline in the classroom". This was also evident in my history teaching. Although I experienced difficult and challenging situations, I was still eager and enthusiastic to teach and experienced positive emotions which allowed me to teach with passion. Also, my positive emotions influenced the teaching and learning in my history classrooms and contributed to me building closer relationships with my learners. As suggested by

Hagenauer et al. (2015) and Zembylas (2002), learners in my history classes became more positive and productive as a result of my positive emotions. Manasia et al. (2020) argue that when teachers have a positive relationship with their learners, they are more satisfied with their jobs. Furthermore, Lasky (2005) maintains that when teachers are engaged in their vocation, they are focused on holistically developing learners. In the same vein, Richards (2020) suggests that positive feelings, such as confidence, pleasure, and enjoyment, influence teachers' behaviour toward learners.

Keller et al. (2014a) contend that learners become optimistic, which leads to positive learning outcomes. Similarly, Chen et al. (2020) assert that pleasant feelings are experienced by teachers when the environment is positive and as a result, their working relationships become more amicable and supportive. According to Saunders (2013), teachers who are experiencing negative emotions find it challenging to be effective. Furthermore, Manasia et al. (2020) contend that when teachers were unable to teach in the way they preferred, they experienced unpleasant emotions. Keller et al. (2014) and Richards (2020) also maintain that when teachers experience negative emotions such as anger, anxiety, boredom, uneasiness, and sadness, these feelings are indirectly communicated to learners, who then begin to feel resentment toward the subject being taught.

4.5 Themes for Research Question 3

The third research question, how do I regulate my emotions in my teaching of history in forms 1-5 (Grade 8-12)? was analysed inductively and four themes were identified: Collaborating with happy, positive colleagues, self-motivation: I can do it!, suppressing negative emotions and showing desirable expressions.

According to Lee et al. (2019), managing emotions is key when teaching. Lee et al. (2019) assert that venting anger and acting with aggression should be avoided and suggested that distancing oneself from the situation helps teachers deliberate and develop a clear path forward. They add that teachers should dedicate time to think about how to solve the root of the problem so that it does not occur again. Furthermore, they

contend that teachers should express anger assertively with a solution-oriented approach rather than aggressively since uncontrolled emotions could make the situation worse.

In my collage in Figure 4.4, I included a picture of a dinosaur known as a velociraptor which was referred to as a “fast bird of prey”. The velociraptor was used as a metaphor or a symbol for my uncontrollable emotions, such as anger. Unregulated emotions have the potential to develop a monster that is extremely harmful and uncontrolled anger can severely impair the teaching and learning process. I used the velociraptor, a quick-witted dinosaur, as a metaphor to describe how it was capable of snatching happiness, joy, and excitement and replacing them with melancholy, anxiety, disillusionment, and terror.

4.5.1 Collaborating with Happy, Positive Colleagues

In the collage in Figure 4.4, the velociraptor is at the centre, just as a teacher is at the centre of teaching. I found that collaboration with cheerful, positive colleagues, was one approach I used to regulate my emotions. The collage includes pictures of happy, positive people who I collaborated with, such as excited colleagues, friends and family members. I also interacted with people who were knowledgeable experts in their specialised fields, as illustrated by a picture of a doctor or excited professionals who would always assist when the situation gets tough by easing the tension.

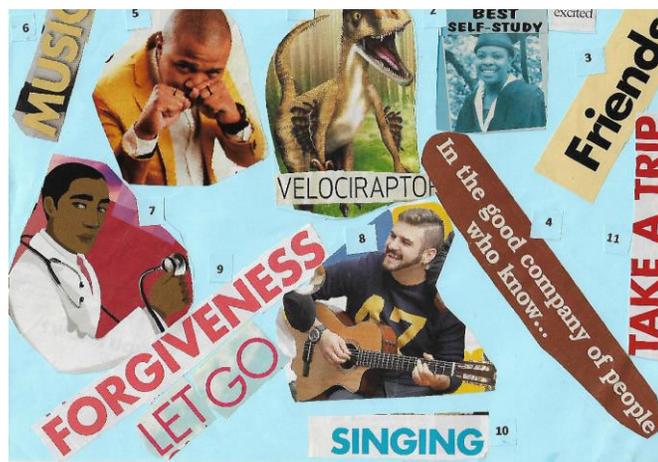


Figure 4.4 Collage illustrating strategies to regulate my emotions

4.5.2 Self-Motivation: I Can Do It!

In the collage in Figure 4.4, I present images to illustrate my self-motivation: I can do it! I included a picture of a boxer, who is always on the move in a boxing ring. Similarly, while teaching history, I always maintained my assertiveness and eagerness despite the challenging situations. This demonstrated that I was driven and had a passion for teaching. However, it is worth noting that just as anger is a necessary emotion in boxing, it is also sometimes a necessary emotion in teaching. Anger can energise and inspire individuals and assist them to protect themselves. Anger could also assist to confront those who misunderstand us and motivates us to persevere and work hard to attain a goal. When we are angry and upset, we rant, criticise, judge, shut down, and remain mute. Anger drives the desire for rewards and is a powerful motivator in the achievement of goals. Therefore, it is not completely accurate to claim that "I'm only teaching because it is a passion", since anger could also serve as a motivating force. Initially, I embarked on this study motivated by my passion for teaching history. However, as this self-study progressed, many of my colleagues were critical and questioned why I was studying my emotions and stated that this self-study was flawed and that they were not sure why I embarked on this self-study. These views and assertions of my colleagues angered me, and my anger served as a motivating force for me to complete this self-study. Furthermore, in the collage, I demonstrate desirable expressions as a tool for mood regulation. In the collage in Figure 4.4, I included the term 'Forgiveness' and the phrase 'let go' to illustrate my feelings and desired expressions. I believe that it is important for teachers to practice forgiveness with their learners and colleagues since it reduces stress, anger, and sadness and encourages diligence and concentration on the task at hand.

4.5.3 Suppressing Negative Emotions

I sent letters to my history learners in forms 1 to 5 explaining how I managed my emotions while teaching them. Below are extracts from the letters I wrote to learners:

My Beloved learners I write this letter to notify you that I went out of class because I was angry during period five at 11:30 am. I left the lesson and went outside to take a breath of fresh air so that I come back revitalized". Leaving class and walking outside was a tactic for repressing my emotion; outside, I engaged with the environment and observed a struggle between a hen and an eagle. This shifted my anger I came to realise the power of a hen when protecting its brood from the foe the eagle. This fight was entertaining. My rage had been transformed. Interacting with the environment during a crisis is another method of transforming emotions. As I looked around, I noticed something that took my attention away from my rage and grief.

I was saddened by Sophie's illness while teaching in Form Four. I expected the situation to stabilise, but as I got closer, she had difficulty breathing. I couldn't tell if Covid-19 was the reason for her tightening chest, wheezing, and difficulty breathing. I had to seek help from my colleagues in the career department, who were quick to offer me Asthma spray, and Sophie recovered quickly.

"I started the choral choir music practice after teaching Form Three. The song titled "Amachawe" altered and rejuvenated my sentiments of exhaustion and melancholy".

"was about to give you corporal punishment for an offence that irritated me while teaching you, but after watching the school team play against teachers and seeing the acrobatic goal you scored, I forgive you!

The extracts from the letters I wrote to my history learners demonstrated the emotional regulation methods I used. It was evident that I suppressed my negative emotions such as anger, sadness, exhaustion and irritation by either leaving the classroom to calm down or shift my focus to choir music practice and the school team playing soccer against the teachers. In my personal reflective journal, I also recorded that I was concerned about the negative feelings and emotions such as anger, anxiety and frustration that I experienced during my history teaching. I noted that the problem was figuring out how to control my

emotions so that I could teach my learners with eagerness and enthusiasm and not let my negative emotions influence my history teaching.

4.5.4 Showing Desirable Expressions

Every morning during this self-study research project, after the morning assembly and before lessons commenced, I met with my colleagues for Tanganda time or tea time. We discussed current issues from the local news publications as we had tea. Sometimes we argued and sometimes we laughed. As we laughed, I reflected on how my emotions and the emotions of my colleagues were regulated by laughing together. After teaching two or three lessons, I gathered in the staffroom with my colleagues and listened to various music. We enjoyed listening to Mbhacanga music performed by the Soul brothers. We also listened to Michael Learns tunes and Gospel songs. We liked how these musicians performed their tunes. After each song, we talked about the song and examined the position we were in in real life, and in most cases, we found that we were in similar situations. These discussions, laughter and listening to music served as strategies to regulate my emotions. I would leave a history lesson with mixed negative emotions yet enter the next lesson with cheerful positive emotions. Although we have three teachers in our staffroom, more teachers from other departments visit the staffroom to enjoy Tanganda or tea time. Discussions arose as we drank tea and listened to music, and I found that such occasions helped both myself and my colleagues to regulate our emotions.

4.5.5 Hargreaves (2002) and Zembylas (2003) Regulation of Emotions

The findings of this study show that I used various emotion regulation strategies in my history teaching, which resonates with findings of previous empirical studies. Zembylas (2002), asserts that teaching is an emotional practice that involves connections and is dependent on emotional understanding, which people must develop to interact with others. Furthermore, Zembylas (2002) maintains that since teaching is an emotional activity, it requires emotional labour. According to Hargreaves (2000, as cited in Zembylas,

2002), emotional geographies of schooling include patterns of proximity in human connection and relationships inside the school, which demonstrate sociocultural proximity.

Hargreaves (2000) adds that moral, political, physical, and professional distances can be bridged to strengthen relationships and interactions. This implies that teachers should surround themselves with good friends and colleagues to stay motivated and limit emotional labour. Emotions are thus regularly managed in this manner. Zembylas (2002, p. 87), contends that a genealogy of emotions has social and political dimensions because emotions are not created in a vacuum. Individual patterns of excitement interact with the social, institutional, and cultural context of teaching. Designing my collages helped me to reflect upon and understand my teaching experiences. I believe that I am a change agent who is emotionally stable and eager to teach. Matsumoto (2006, p. 421) contends that "emotion regulation is the ability to govern and adjust one's emotional reaction to achieve goal-directed outcomes". According to Matsumoto (2006), the primary cause of the emotion is stimulation and the stimulus causes thoughts, feelings, expressive behaviours, and physiology to be activated. As a result, teaching is an emotional profession that requires a great deal of emotional labour. Matsumoto (2006) proposed five ways for emotion regulation: context selection, situation alteration, and attention deployment, as well as cognitive change, modulation of experiential behaviour, or physiological responses.

4.6 Conclusion

In this chapter, I presented the findings from my professional, self-study journey of knowing myself and reflecting on my teaching, according to the research questions. I described the emotions I experienced through letter writing, reflective journals, and collage. I became acquainted with the data, generated codes, searched for themes, reviewed themes, and defined and labelled themes. The data were analysed inductively to answer research questions 1, 2, and 3. Question 1 was analysed using Zembylas' conceptual framework on the genealogy of emotions. The conceptual framework of Hargreaves's geographies of emotions was used to analyse Question 2. The third question was analysed using the conceptual frameworks of Zembylas' genealogy of emotions and Hargreaves' geographies of emotions. Findings of this self-study highlighted

that I felt a range of emotions when teaching history, including both positive and negative emotions. However, joy and happiness drove me to teach with vigour, whilst anger hindered my ability to teach effectively. Finally, I employed several emotion regulation strategies, such as, interacting with joyful, optimistic friends and colleagues, which helped me maintain a positive attitude towards my history teaching. The following chapter discusses the concluding thoughts and recommendations.

Chapter Five

Concluding Thoughts and Recommendations

5.1 Introduction

The purpose of this self-study was to explore my emotions when teaching history in forms 1 -5. The purpose of this chapter is to discuss the findings of this study in relation to the three research questions which guided this self-study. Data generated through letter writing, reflective journals, and collages was analysed to address the following research questions:

1. What emotions do I experience in my teaching of history in forms 1-5 (Grades 8-12)?
2. To what extent do my emotions influence my teaching of history in forms 1-5 (Grades 8-12)?
3. How do I regulate my emotions in my teaching of history in forms 1-5 (Grade 8-12)?

5.2 Overview of the Thesis

This self-study which explored my emotions and teaching history in forms 1-5 is presented in five chapters, which are summarised below:

In *Chapter One*, the introduction and background to the study is discussed. Additionally, so, the focus and purpose of this self-study was outlined, which was to explore my emotions as a history teacher and how my emotions influenced my history teaching in forms 1-5 (Grades 8-12). Moreover, this study aimed to examine how I regulated my emotions when teaching history in forms 1-5 (Grades 8-12). I then discussed the motivation and rationale for conducting this self-

study. The conceptual frameworks of Zembylas (2002) genealogy of emotions and Hargreaves's (2001) emotional geographies was briefly outlined. An overview of the five chapters concluded Chapter One.

In *Chapter Two*, I presented the literature review of key concepts and issues related to emotions, blended emotions and teacher emotions, and how these influence teaching in the classroom. I also discussed history teaching in general and during the Covid-19 pandemic. Chapter TWO concluded with a discussion of the conceptual frameworks adopted in this study, namely Zembylas's (2002) genealogy of emotions and Hargreaves's (2001) emotional geographies of teaching.

Chapter Three discusses the research methodology and design. The methodology adopted in this study was self-study methodology as outlined by Samaras (2006; 2011). Self-study methodology and the guidelines suggested by Samaras (2006; 2011) are discussed. These guidelines were used to conceptualise and plan the self-study. The significance of critical friends in building a constructive self-study is discussed. The data generation methods used in this self-study, namely, letter writing, reflective journals, and collages are discussed. Finally, ethical issues and trustworthiness are also discussed.

In *Chapter Four*, I presented the results and findings of this self-study according to the three research questions. The three themes that emerged from analysis of research question one: varying positive and negative emotions, blended emotions and ambivalent feelings due to uncertainty of Covid-19 are explained drawing on data from the letter writing, reflective journals, and collages. The two themes identified from analysis of research question two are discussed; eagerness and enthusiasm: I taught with passion and anxiety and anger: compromised my teaching. Four themes which emerged from the analysis of research question three are discussed: Collaborating with

happy positive colleagues, self-motivation and telling myself I can do it, suppressing negative emotions and showing desirable expressions.

In *Chapter Five*, I presented the discussion of the key findings of this self-study, lessons learned and limitations of the self-study. The recommendation for further research and conclusions are also presented.

5.3 Discussion of Key Findings

The key findings of this self-study are:

- a. Teaching history is an emotional practice involving blended positive and blended negative emotions.
- b. The uncertainty of the Covid-19 pandemic resulted in ambivalent feelings and being emotionally drained.
- c. positive emotions enhanced my history teaching while negative emotions compromised my history teaching.
- d. I regulated my emotions through collaboration, self-motivation, suppression of negative emotions and showing desirable expressions.

In this self-study, a key finding was that teaching history is an emotional practice involving blended positive emotions and blended negative emotions. The findings of this study resonate with the findings of empirical studies reviewed in the literature. The National Curriculum Centre in Eswatini (2019) suggests that history teaching is an emotional practice since teachers display their emotions when teaching the subject in their classrooms. Once a teacher engages in extensive

reading on a particular historical topic, for example, “Apartheid in South Africa” and reflects deeply on the sinister acts performed by minority white rule on Africans, engaging in critical thinking, analysing situations, interpreting varied sources, and making a sound judgment, these activities result in history teachers experiencing positive and negative emotions. History teaching involves blended positive and blended negative emotions. Happy emotions are evident in history teaching when the topic is simple and clear, however, complex, sensitive topics can result in blended negative emotions such as sadness, fear, frustration, disillusionment, and depression. Cubukcu (2012, p.1) asserts that “teaching is an emotional practice and involves emotional understanding”. Also, teachers show different emotions ranging from anxiety to joy and pride in the classroom. Moreover, teachers experience happiness when lesson objectives are met or when students follow directions (Cubukcu, 2012). Teachers are frustrated when students cannot grasp the concept and teachers may sometimes show anger due to misbehaviour and disappointment with the lack of effort on the part of learners. According to Cubukcu (2012), teachers display anxiety when their competence is challenged. Sutton and Wheatley (2003) contend that emotionally motivated teachers inspire learners to participate actively in learning and this improves and advances learners’ performance. They add that teaching and learning are much easier when the teacher displays positive emotions because the teacher’s main attention is focused on teaching and the learners focus on learning.

Wong (2000) asserts that teachers’ positive emotions influence reasoning and problem-solving, thus achieving the intended objectives, and learners who are cared for are motivated to learn and it is unlikely that they would be involved in disruptive behaviour. These learners are more cooperative, and they comply with classroom rules and standards. Fredrickson (2001) contends

that positive emotions inspire effective teaching and learning as they contribute to broadening the learners' cognitive consciousness of likely solutions to problems. However, Pekrun et al. (2009, cited in Makhwathana et al., 2017, p.6) asserts that:

“Negative emotions anger, reduce learners' performance because they negatively affect thinking and reasoning processes such as problem-solving, memory and strategic thinking and learning activities through the reduction of resources necessary for the integration and remembrance of important details.”

When learners experience a negative emotion, they tend to focus on the source of the emotion and cognitive resources are side tracked from teaching and learning materials to actions that divert learners from learning (Valiente et al., 2012).

Zemblyas (2003) asserts that science teaching involves a considerable amount of emotional labour, striving, satisfaction, hope, excitement, heartache, frustration, strain, annoyance, and anxiety. It can therefore be inferred that teaching in other subjects, such as history which was the focus of this self-study, is an emotional practice and it is the main source of teachers' self-confidence and fulfilment. Hargreaves (1998, 2001) contends that teaching is an emotional activity that carries our own emotional experience as well as those that around us. Positive emotions, such as joy, act to strengthen prior behaviour and therefore energise teachers to seek out similar situations in the future, thus feeling satisfaction which has a positive effect on learning (Rodrigo-Ruiz, 2016). Hargreaves (2001) asserts that the emotional geographies of teaching play a role in how a teacher interprets his/her world. Hence, teachers experienced different mixed emotions regarding teaching during the Covid-19 pandemic.

In this self-study, Zembylas's (2002) genealogies of emotions was used to analyse the emotions that I experienced during my history teaching. Another key finding of this study is that the uncertainties of the Covid-19 pandemic resulted in ambivalent and blended feelings and being emotionally drained. During the Covid-19 pandemic, fear engulfed me as I could not ascertain when schools would open and carry on with my data collection process. I could not ascertain whether the government would pay salaries due to the prolonged months of lockdowns. It also brought the fear of death as I faced Covid head-on and there was no vaccine at that time. Depression was experienced when the ministry of education introduced shortened syllabuses. I was not sure whether I would finish teaching the syllabus because there was limited time for teaching. It was impossible to do catch-up sessions to cover the syllabus due to the “stop and go” situation in schools. When some learners tested positive for Covid-19, I experienced nervousness. The Covid-19 pandemic introduced numerous challenges in my history teaching. I had to ensure that my history learners followed the Covid-19 rules and regulations such as wearing a mask and social distancing. I also had added responsibilities in schools such as screening the learners when they came to class and providing sanitiser, which resulted in me feeling emotionally drained. I was worried about my safety at work and also at home with my family. The Covid-19 pandemic brought uncertainty in my teaching and my life. Findings of this self-study resonate with findings in the empirical studies reviewed in the literature. Cubukcu (2012) found that teachers' anger could be generated by externally mandated change or reforms. Also, Hargreaves (2004), Zembylas (2003), Chang (2009) and Sutton (2007, cited in Cubukcu, 2012) contend that teachers felt anger when their authority is threatened, belittled, and hurt. This self-study highlighted that teaching and managing Covid-19 regulations with my learners resulted in fear, depression, anxiety, and frustration and these contributed to me experiencing ambivalent feelings and emotions. However,

the Covid-19 pandemic introduced a “new normal” and new ways of teaching. Instead of teaching traditional face-to-face lessons, I had to adjust to using online learning platforms such as Google classroom and Zoom. As I was learning to change lessons to online platforms, both students and I were also learning how to deal with remote learning and communication. Although technology seemed to offer a learning solution it forced every aspect of education to change rapidly and this left me and my learners struggling with technology as well as coping with the tasks of undertaking online lessons at home. The challenge was to create a productive schedule outside of the school environment. All these factors combined generated ambivalent feelings and blended positive and blended negative emotions.

Another finding of this study is that positive emotions enhanced my history teaching while negative emotions compromised my history teaching. This self-study found that my emotions influenced me to teach with eagerness, enthusiasm and passion. When my learners participated actively in class discussions and performed well in assessment tasks, I experienced positive emotions of happiness, satisfaction and pride which enhanced my history teaching. Findings of this self-study are linked to findings of empirical studies in the literature review. Rodrigo-Ruiz (2016) contends that positive emotions increase motivation in teaching. Pekrun (2005) asserts that when a teacher displays emotions such as excitement and interest, this motivates him or her to pursue teaching with eagerness. Fredrickson and Tugade (2007) contend that positive emotions can widen a teacher’s thought-action to greater heights when teaching. Sutton and Wheatley (2003) uphold that emotionally motivated teachers inspire learners to participate actively in learning and that improves and advances learners’ performance.

However, findings of my self-study also indicate that negative emotions compromised my history teaching. When I experienced anxiety and anger, these compromised my history teaching. This finding resonates with Glaser-Zikuda et al. (2013) who found that emotions are an important part of education since they influence teaching and learning positively and negatively. Similarly, Sutton and Wheatley (2003) found that teaching and learning are much easier when the teacher displays positive emotions because the teacher's main attention is focused on teaching and the learners focus on learning. Makhwathana et al. (2017, p. 33) highlight that teachers' "emotions can affect learners' learning and teaching if I am forever angry, I will spill my anger onto the learners. Learners become victims of my hurt emotions. In the end, learners will not learn well because of me." This aligns with my self-study that negative emotions such as anger compromises teaching. Similarly, Fried et al. (2015) assert that anxiety and anger compromise teaching. Makhwathana et al. (2017) also suggest that when teachers are angry, learners also feel their anger. This results in learners withdrawing from participating in class activities because they are afraid of the teacher. Therefore, teachers' negative emotions affect learners' performance because learners do not enjoy the lesson when the teacher is angry and they may be afraid of the teacher. This highlights that when teachers experience negative emotions this compromises their teaching and the learners' performance.

In this study, Hargreaves's five emotional geographies were used to explore to what extent my emotions influenced my teaching in history in forms 1 -5. The five emotional geographies include: socio-cultural distance, moral distance, professional distance, political distance, and physical distance. In this study, I addressed the socio-cultural distance by creating a rapport with the learners. I addressed the moral distance by compassionately caring for my learners. I addressed

the professional distance by maintaining my professional ethics. I addressed the physical distance by taking advantage of the open-door policy of the school since parents are free to come and converse openly with teachers. Lastly, the political distance was addressed by the school; they purchased smartphones so that online lessons could be delivered to learners while at home. The Covid-19 pandemic created political distance and governments had to use power to force teachers to shift to online teaching and learning, as this was not welcomed.

Another finding of this study is that I regulated my emotions through collaboration, self-motivation, suppression of negative emotions and showing desirable expressions. I collaborated with happy, positive colleagues which helped me to regulate my emotions. I was also self-motivated and told myself ‘I can do it!’. I also regulated my emotions by suppressing my negative emotions and left the classroom or shifted my focus to the school choir or soccer match between learners and teachers. By showing desirable emotions, I also regulated my emotions. Findings of this self-study resonate with Hosotani Imai-Matsumura (2011) who affirm that regulating emotions is essential in teaching. They contend that experienced and veteran high-quality teachers use emotion regulation regularly so that they are effective in their classrooms. Similarly, Brackett et al. (2010) assert that the ability to regulate emotions is positively associated with job satisfaction while Lee (2016) confirms that there are specific emotion management strategies that help in regulating emotions.

5.4 Lesson learned from this study

As a history teacher, I learned that teaching is definitely an emotional practice and that I experienced a spectrum of blended positive and blended negative emotions. I have also learned

how to handle an emotionally complex classroom environment. Although I did not want to display my anger in the classroom, I have learned that anger played an important role in my teaching. Anger inspired me to combat injustice and inequity in my history classroom and inspired me to persevere and work hard to achieve my goals. When teachers maintain a positive attitude, it fosters a healthy teaching and learning classroom environment. Listening to music and drinking Tanganda or tea with joyful colleagues greatly moderates emotions and encouraged the repression of emotions. My emotions were influenced by nature and nurture, beliefs, values and identity and also cultural interpersonal traits. Moreover, I have learned that as a history teacher, emotions are an omnipresent aspect of my daily teaching which I experienced from the beginning to the end of a period of forty minutes of each lesson. I learned that the emotions I experienced when teaching history are blended positively such as pride, joy, and excitement. Enjoyment and pride are the two most positive emotions teachers experience in the classroom (Liu, 2020). Blended positive emotions are authentic, multifaceted and intersecting emotions experienced in the context of my teaching. I have learned that I experienced happiness, satisfaction and pleasure when learners made good progress, when they were quick to respond and cooperative during teaching. Additionally, I have learned that it is possible to experience two opposite emotions at the same time and this is caused by complex situations and the content-specific nature of teaching. I have learned that the co-occurrence of emotions with similar valences such as happiness and excitement is more frequent in teaching. I have learned that I experienced blended negative emotions such as anger and nervousness. From the collage, I have learned that as a teacher I demonstrated blended emotions during a single lesson. I have learned that when I exhibit excitement and emotion, this enhanced effective teaching and caring for the individual learner's needs. This in turn increased motivation in teaching and learning and decreased involvement in delinquency (Sutton &

Wheatley, 2003). I have also learned that the positive emotion of happiness influences goal orientation, increases motivation and encourages full class participation.

Although Sutton and Wheatley (2003) contend that anger promotes communication and response, I have learned that anger limits communication and response when teaching. However, on the part of learners, it stimulates learners to follow classroom rules and motivates them. It decreases disruption of learning and the level of misbehaviour. Frustration reduces engagement in learning and provides lower-quality education. I have learned that irrespective of the context, blended positive, and blended negative emotions experienced during teaching, and all these emotions can be regulated. Emotion regulation strategies re-set the emotions of a teacher such that he /she can start afresh and teach effectively and efficiently. Lastly, I have learned that negative emotions are related to learners' behaviour. Hargreaves (2000) and Sutton (2000) contend that teachers experience sadness, frustration, nervousness, anger and irritation and these are related to classroom disruptions initiated by learners.

5.5 Limitations of the study

Yin (2009, cited in Muza, 2017) highlighted that multiple studies are done to enable the expansion and generalisation of findings. However, this study is limited to a self-study. This was the study of the self by myself and my position was that of a researcher and participant. The aim was to transform my practice. The study was limited to letter writing, reflective journals, and collage as data generation methods. Other methods of data generation such as interviews, focus group discussions and document analysis were not used in this study.

The findings cannot be generalised over a large population because it is a study that is meant to improve my practice in teaching history in high school. Also, the study is only limited to the school

where I teach. Critical friends were selected using convenient sampling, involving more teachers would have yielded more critical thinking thus enriching the study. Self-study has ethical challenges but I made every effort to overcome and address them throughout the study. The quality of this self-study was influenced by the critical engagement of critical friends. Secondly, researching identities and emotions is a sensitive area. It would have been excellent to involve letter writing from learners as well and get their feedback on how I was teaching them, Nevertheless, this self-study was only limited to myself as the researcher, and I wrote letters about my history teaching in forms 1-5. The Covid-19 pandemic also introduced safety protocols and regulations such as wearing masks, sanitising and social distancing which limited this study since much of my history teaching time was sacrificed to administer Covid-19 regulations.

5.6 Recommendations of the study

I recommend that further research on emotion regulation not only in history teaching but in teaching other subjects such as mathematics, science, and languages be conducted. I also recommend that emotions in history teaching should be studied as both private and political matters. This is suggested by Zembylas (2003, p.17) who asserts that “studies on emotion regulation appear to occur within an individualistic behaviour model and he suggested that emotions in education be studied as both a private and political matter”.

Considering the role of emotions in history teaching, the study recommends that further research be carried out on how learners are affected by the positive and negative emotions of teachers. Also, I recommend that a longitudinal research study be conducted on history teachers’ emotions. It is recommended that more teachers are encouraged to conduct self-study research to better understand as well as improve their classroom practice. Further research could be conducted on

the ethical challenges and trustworthiness of self-study research. Research could also be conducted on the use of creative, arts-based methods to generate data in self-study research.

5.7 Conclusion

This self-study aimed to explore the emotions I experienced in my history teaching and how these emotions influenced my history teaching. In addition, this self-study aimed to examine how I regulated my emotions in my history teaching. The four key findings of this self-study include: teaching history is an emotional practice involving positive and negative emotions, the uncertainties of the Covid-19 pandemic resulted in ambivalent feelings and being emotionally drained, positive emotions enhanced my teaching while negative emotions compromised my history teaching, I regulated my emotions through collaboration, self-motivation, suppression of negative emotions, and showing desirable expressions. A key issue highlighted by this self-study was the notion of blended positive and blended negative emotions drawing attention to teachers experiencing a combination or blend of positive and negative emotions at the same time.

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Appendix 1 – Ethical Clearance Certificate



28 January 2021

Mr Isalah Vusumuzi Sikelela Thwala (216075737)
School Of Education
Pietermaritzburg Campus

Dear Mr Thwala,

Protocol reference number: HSSREC/00002301/2021

Project title: A self-study of my emotions and teaching History Forms 1-5 at a high school in Swaziland (Eswatini):
A professional journey.

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 12 January 2021 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) 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.

This approval is valid until 28 January 2022.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 8350/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.h.ukzn.ac.za/Research-Ethics>

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

INSPIRING GREATNESS

Appendix 2 – Letter to Eswatini Ministry of Education

Isaiah Vusie Sikelela Thwala

P.O.BOX 1103

Siteki

16 October 2019

The Director of Education

The Ministry Of Education

P.O.BOX 39

Mbabane

Dear Sir /Madam

Application for permission to undertake a self-study research at Siteki Nazarene high School

My name is Isaiah Vusie Sikelela Thwala identity number 216075737, A masters student at the University of Kwa-Zulu Natal, Pietermaritzburg campus. I hereby beg to apply for permission to undertake a self –study research at Siteki Nazarene high school. The title of my master’s dissertation is; A self-study of my emotions and teaching History Forms 1-5 at a High School in Eswatini/ Swaziland a professional journey.

The purpose of this self-study is to explore my emotions as a history teacher and how my emotions influence my teaching in History Forms 1-5 (Grades 8-12). In addition, this study aims to examine how I regulate my emotions when teaching History Forms 1-5 (Grades 8-12).

The conceptual framework adopted in this study draws on Zembylas’ (2002, 2003) genealogies of emotions and Hargreaves (1998) emotional geographies of teaching. The rationale for doing this study is that, While research has been conducted on teacher emotions in Science teaching (Zembylas, 2003), Mathematics teaching (Lasonde et al., 2009), sexuality education (Masinga, 2009) and HIV & AIDS teaching (Naidoo, 2014) .Little research has been done on teacher emotions in the context of history teaching. This motivated me to conduct this self-study exploring my emotions when teaching History Forms 1-5 (Grades 8-12). This study will be guided by the following questions:

1. What emotions do I experience in my teaching of History Forms 1-5 (Grades 8-12)?

2. To what extent do my emotions influence my teaching of History Forms 1-5 (Grades 8-12)?

3. How do I regulate my emotions in my teaching of History Forms 1-5 (Grades 8-12)?

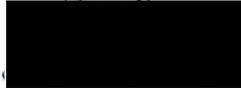
This study is a qualitative in the critical paradigm and will follow a self-study design. A self-study is a research of the self by the self. Kosnik, Beck & Freeze (2006) contends that the main purpose of self-study is to examine one's own practice with the aim of transforming one's practice.

For data generation ,the study will use letter writing, in this case I will write letters after each class session to the learners , reflect on my teaching, reflect on happy moments and sad scenarios. Learners who showed great improvement and those who need remediation will be catered for. Also reflective Journal, collage and critical friends memos. For data analyzing data Thematic data analysis plan will be used in this self-study.

Lastly, for ethical issues Informed consent Letters will be written to Director in the Ministry of Education in Swaziland, the Principal of Siteki Nazarene High School and the critical friends. Ethical approval from UKZN Research Ethics Committee. Critical friends shall be capable, competent, informed and voluntary and will use a language that suits them which is English. Anonymity of critical friends and institution - use pseudonyms. Confidentiality will be considered and the study will do no harm to participants.

Find enclosed a hard copy of my proposal. In case you require any further information, please do not hesitate to contact me at thwalavusie @gmail.com. or at 76547842. Thank you for your time and consideration in this matter.

Yours sincerely,



Isaijah Vusie Sikelela Thwala

University of Kwa-Zulu Natal PMB Campus.

76547842

Appendix 3 – Gatekeeper Permission Letter from Eswatini Ministry of Education



Ministry of Education & Training

Tel: (+268) 2 4042491/5
Fax: (+268) 2 404 3880

P. O. Box 39
Mbabane, ESWATINI

5th November, 2019

Attention:

Head Teacher:

Siteki Nazarene High School

THROUGH

Lubombo Regional Education Officer

Dear Colleague,

RE: REQUEST FOR PERMISSION TO COLLECT DATA FOR UNIVERSITY OF KWAZULU NATAL STUDENT – MR. ISAIAH VUSIE SIKELELA THWALA

1. The Ministry of Education and Training has received a request from Mr. Isaiah Vusie Sikelala Thwala, a student at the University of KwaZulu Natal that in order for him to fulfill his academic requirements at the University he has to collect data (conduct research) and his study or research topic is: “*A Self Study Exploring my Emotions and Teaching of History Forms 1 – 5 in a High School at Eswatini*”. The population for his study comprises of the history classes in the above mentioned school which has a total enrolment of 800 students. All details concerning the study are stated in the participants’ consent form which will have to be signed by all participants before Mr. Thwala begins his data collection. Please note that parents will have to consent for all the participants below the age of 18 years participating in this study.
2. The Ministry of Education and Training requests your office to assist Mr. Thwala by allowing him to use above mentioned school in the Lubombo Region as his research site as well as facilitate him by giving him all the support he needs in his data collection process. Data collection period is one month.

DR. N.L. DLAMINI
DIRECTOR OF EDUCATION AND TRAINING

Cc: Regional Education Officer – Lubombo
Chief Inspector – Secondary/High
1 Head Teacher of the above mentioned school
Dr. J. Naidoo – Research Supervisor



Appendix 4 – Letter to Principal of Siteki Nazarene High School

Appendix 1: Letter to Principal

Siteki Nazarene High school

Box 49

Siteki

22 June 2020

Dear Sir/Madam

My name is Isaiah Vusie Sikelela Thwala (Student No. 216075737), a Master of Education (MEd) student in the School of Education at the University of KwaZulu-Natal (Pietermaritzburg campus). As part of the requirement for this degree, I am required to conduct a research project. The title of my research study is: A self-study of my emotions and teaching History Forms 1-5 at a high school in Swaziland (Eswatini): A professional journey.

The aim and purpose of this research study is to explore my emotions as a history teacher and how my emotions influence my teaching in History Forms 1-5 (Grades 8-12). In addition, this study aims to examine how I regulate my emotions when teaching History Forms 1-5 (Grades 8-12).

I request your assistance in this research project by being granted permission to conduct my study in your school/institution. This study is expected to use five participants who are teachers in your school and will involve the following procedures. I will be a participant and researcher and will generate data using letter writing, reflective journal and collage. Four critical friends will provide critical feedback and assist with interpretation and understanding of data to increase credibility and validity of the data. The duration of their participation if they choose to participate and remain in the study is expected to be 4-6 weeks.

This study will not involve any risks and/or discomfort for the school and participants. Also, the study will not provide direct benefits for the school or participants.

In the event of any problems or concerns/questions you may contact me, my supervisor or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

Supervisor

Dr J. Naidoo Email address: naidooj@ukzn.ac.za Telephone 033 260 5867

UKZN Research Office

Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000
SOUTH AFRICA

KwaZulu-Natal,

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Participation in this research study is voluntary and participants may withdraw participation at any point. In the event of refusal/withdrawal of participation the participants will not be penalised. There are no consequences for participants who withdraw from the study.

No costs will be incurred by participants as a result of participation in the study and there are no incentives or reimbursements for participation in the study.

All names of schools and participants will be changed and pseudonyms will be used so that schools and participants remain anonymous. Information provided by participants will remain confidential and will not be shared with anyone else. Data generated through letter writing, reflective journal and collage will be stored in the school safe for five years, and thereafter be destroyed.

Thank you for your cooperation.

Yours in Education

Isaiah Vusie Sikelele Thwala

DECLARATION OF CONSENT

I _____ (Full names of the school principal)

have been informed about the study entitled: A self-study of my emotions and teaching History Forms 1-5 at a high school in Swaziland (Eswatini): A professional journey. by Isaiah

Vusie Sikelele Thwala. I understand the purpose and procedures of the study.

SIGNATURE OF PRINCIPAL

DATE

Appendix 5 – Permission Letter from Principal of Siteki Nazarene High School



SITEKI NAZARENE HIGH SCHOOL

P.O. Box 49 SITEKI, Swaziland Telephone: 2343 4181 Fax: 2343 4652
E-mail: sitekinazarenehs@gmail.com

14 November 2019

TO: WHOM IT MAY CONCERN

Re: REQUEST FOR PERMISSION TO COLLECT DATA FOR ' A SELF STUDY EXPLORING MY EMOTIONS AND TEACHING OF HISTORY FORMS 1-5 IN A HIGH SCHOOL AT ESWATINI - MR. ISAIAH VUSIE SIKELELA THWALA

The school acknowledges receipt of a request by the above-named University of KwaZulu Natal student to conduct a research study on the Topic.

The school understands the purpose and procedures of the study and has granted the student consent to use it as his research site.

DECLARATION OF CONSENT

I Phumliso A. Makhanya (Full names of School Principal) have been informed about the study entitled: ' A Self study exploring my emotions and teaching of history Forms 1-5 in a high school at Eswatini. A study conducted by Isaiah Vusi Sikelela Thwala.

I understand the purpose of the study.



AP Makhanya (Mrs)
Principal

Date



"Go therefore and make disciples of all nations.... Teaching them to observe all things I have commanded you "
Mat. 28:19-20

Appendix 6: Letters written to Learners

Siteki Nazarene high school

P.O.BOX 49

Siteki

Date: 29 March 2021

Class: Form 5

Time: 10:45 -11:25 am

Period: 5

Lesson title: Social development in Swaziland

Dear

I am very grateful to write this letter today. It is nothing but a reflection while teaching you history on the above topic.

When I came to your class to teach you I experienced a warm atmosphere indicating that you were welcoming me and ready to learn. This reception you showed, had an impact on my teaching because you inspired me to teach. Also, I developed happy emotions. As a result of the good frequencies that occurred in the classroom while teaching you **I felt the satisfaction for teaching**. After the lesson I then reflected how the challenges and emotional being influenced my teaching and I discovered that *I felt very jovial, and exuberant when teaching you. you were eager to learn, and you regularly participated in history lessons. You gave precise answers to the teacher's questions, and you asked the teacher questions for him to clarify.*

I always regulated my emotions before going to class listening to good music and surrounding myself with happy colleagues. This always uplifted my spirit motivated me to teach you more and more and my heart is always full of joviality when coming to your class and teaching you.

Yours in service

IVS Thwala

Date: 9 April 2021

Class: Form 4

Time: 14:20 -15:00 pm

Period: 9

Lesson title: The League of Nations

Dear Sakhiwo and Linda (form 4 Learners)

I know you are academic friends and you are the most active learners in my history lessons. Every time I come to class to teach, you make me smile. This is due to your willingness to debate historical facts. Furthermore, both of you asked questions that inspired and motivated me to elaborate. You allowed the lesson to flow, and the way they listened with a smile as I articulated my lessons showed you were absorbed in the lesson.

Date: 15 April 2021

Class: Form 3

Time: 10:45 -11:25 am

Period: 5

Lesson title: European incursion in Africa

In form three, Sifiso was the best student who was so inquisitive during lessons. It was just easy to teach, you kept interrupting the lesson by asking questions where you felt there was a gap". Keep it up.

Date: 7 April 2021

Class: Form 2

Time: 9:05 -9:45 am

Period: 3

Lesson title: Reasons for the partitioning of Africa

In form 2 Learners' behaviour influenced me; they inspired and motivated me to teach, and I taught with enthusiasm, eagerness, and keenness. Surprisingly, all of the students did well on a summative assessment but Bongiswa excelled.

"You are a machine; the way you answer questions is as if you recoded lessons. You gave exact answers to some questions. I am overjoyed because this shows how attentive you were during class."

"Sive You were so cooperative and followed the lesson and participated fully by answering questions from the teacher,"

Date: 13 April 2021

Class: Form 1

Time: 7:45-8:25

Period: 1

Lesson title: Socio –Economic life of the san in Southern Africa

Learners in Form 1 inspired and motivated me to teach, and I taught with enthusiasm and exuberance. Zinhle, *"The way you asked questions encouraged other learners to follow every step of the lesson. You are an absolute genius! During the summative assessment, only a few students were at the top. Thank you very much!*

Greetings, Vulindlela! In your academics, you are opening a door similar to your name. I am delighted to teach you and grade your written work. You are constantly improving. Continue to shine. When I read your assignment, I always smile because you always try to use new vocabulary that you have learned.

Yours in service

Ivs Thwala

History teacher

Siteki Nazarene high school

P.O.BOX 49

Siteki

Dear learners

Form 5: On Monday I gave you a topic test and you wrote it so well. *Zodwa! This is excellent hard work. I am impressed with your 95% average. All of your responses were perfectly accurate in terms of the success criteria. You made use of the constructive feedback I wrote in your classwork and assignment, this was excellent work keep working hard.*

Sifiso you are a card above the rest, you made me happy because you obtained an average of 90% and I commend for the job well done, there is room for improvement. Form 5's performance inspired me to put in more effort as well.

Form 4: *The class did well on the summative assessment but you Thando, obtained an outstanding results. You are a game changer; your 93% surprised me. This is outstanding work. You were able to describe all parts of the questions well, but your explanation lacked elaboration. You stated valid points and provided evidence, but your work lacked elaboration. An elaboration is necessary because it fully answers the question. You would have gotten every single mark if you had done that. "I am overjoyed!"*

Form 3: *Some learners in form three performed well on the summative assessment but Zwelo, your quietness in class is deplorable; I was surprised and perplexed when you topped the class. You are a silent assassin. I admire your enthusiasm for books.*

Form 2: *all of the students did well on a summative assessment but Bongiswa you excelled. You are a machine; the way you answer questions is as if you recoded lessons. You gave exact answers to some questions. I am overjoyed because this shows how attentive you were during class.*

Form 1: *Mahloba !congratulations on reaching the top ten; keep up the good work; I look forward to seeing you perform at your best.*

Yours in service

Isaiah Thwala

IVS Thwala

History teacher

Siteki Nazarene high school

P.O.BOX 49

Siteki

Class: form 5, 4,3

Lesson title: Economic development in Swaziland/ League of Nations/ European incursions.

Dear learners

I am very grateful to write this letter today. It is nothing but a reflection while teaching you history on the above topic. When I came to your class to teach you I experienced a wayward behaviour, you were not ready to learn, you were busy chasing each other in class and disturbing other learners who wanted to learn. These challenges had an impact on my teaching because you frustrated my teaching. Also, I developed the anger emotion. As a result of the incidences that occurred in the classroom while teaching you I felt emotionally drained. After the lesson I then reflected how the challenges and emotional being influenced my teaching and I discovered that really disturbed my teaching. I always regulated my emotions before coming to class by listening to good music but you demotivated me through your juvenile delinquencies and no matter how much I try to regulate my emotions before class you remain notorious.

Form 5: *Ayanda! I am unhappy with you since you were unmoving, comatose, a frequent absentee, arrived late to class, and you slowed my tempo when teaching, which caused tension. I would take the time to give you advise, but you were always deaf!" "*

Form 4 : *Buhle: you're always causing trouble by disturbing other learners and when I asked you what we have learnt you become Motionless! Naïve! I had to spend time slowing down the class and encouraging you to concentrate.*

Form 3: *vuyani it was difficult to determine if you were paying attention or not. I offered you remediation in most circumstances but avoided writing classwork, assignments, homework, and tests at all costs!!!!*

Why are you showing these horrific and catastrophic conduct when I am teaching? I hope this letter will find in your right senses and will motivate you to put more extra effort to listen when teaching you so that you learn.

Yours in service

- **8. What new insights have I gained about myself?**

- I am a hard worker, very assertive, I like challenges, I work under minimal supervision or no supervision at all. I am self-motivated.
- I use a variety of methods to regulate my emotions.
- I listen to good Gospel music now and again in order to suppress my emotions before going to class.
- I surround myself with colleagues who are very jovial. I like being around others when I am excited to share my joy. I like to be in the presence of other when I feel positive because it magnifies the good feeling. Happiness is contagious.
- I consider soothing, this means I seek out other people when I am down to offer compassion.
- I also consider social modelling, that is learning from others how they have navigated in similar situations I am encountering.
- I take my medication regularly and accordingly to manage emotions.
- I let go of situations that I have no control over.

9. What is it that I am still struggling with to understand about myself, my learners?

- I fully understand my emotions, causes and effects and how to regulate my emotions in any given situation. However, I struggle with handling my emotions especially anger when dealing with notorious learners who frequently disturb learning sessions.

Sample Reflective Journal

Date	What caused me to feel this way	What person or situation caused me to feel this way	How I responded to the situation/ person	What emotions did I feel at that point of time	Comments
March 2021	<p>I felt happy because I like teaching history.</p> <p>I was so excited because I love the subject</p>	<p>The behaviour of learners stimulated joy</p> <p>Learners were cooperative in class</p>	Teaching good learners causes the teacher to vary teaching methods so that they understand	I felt happy and excited Pride, joy , love .	Blended Positive emotions
April 2021	I felt stressed, frustrated due to Unruly learners.	They cause disturbance in the class during teaching.	Use positive Discipline to control them	Anger , disillusioned, grief, depression	Blended negative emotions
April 2021	I felt skeptical due to afternoon periods which brought nervousness	Learners remain passive participants in class.	Give learners assignment to write and fail to write.	. Skepticism Anxiety	Negative emotions
April 2021	Covid 19 brought Ambivalent feelings.	<p>Fear of death Fear of contracting Covid.</p> <p>Limited time for teaching.</p> <p>Complying to covid 19 regulations</p>		Emotionally drained Ambivalent feelings	Blended negative emotions.

My personal six types reflections

Observation: during this self-study most learners were ready to learn and some were often absent minded and a few were notorious causing commotion and disturbing teaching and learning process. To all the learners that were ready to learn, I was satisfied with their participation. I was motivated, happy and assertive to teach. I taught with passion and exuberance.

Questioning: After teaching I gave formative assessment. Most learners failed some questions dismally.

Speculation: I reflected as to why they fail, I discovered that I needed to teach the criterion on how to answer the questions such as describe, explain and evaluate. After training them how to answer correctly they began to give outstanding answers.

Self-awareness: Also, I had to reflect on complications, I discovered that high achievers were obtaining outstanding marks and low achievers learners were not doing well even when they have been taught how to answer.

Integrating of theory and ideas: One of the cultural norms in teaching is to give extra work to high achievers while attending to low achievers. I had to give remedial work to low achievers and I gave a makeup test to see if they can improve. Indeed they did not disappoint.

Critique: In teaching it is equally important to consider the learning abilities of learners. This helps the teacher in choosing the right teaching methods that will carry the lesson to the learners much easier. It also helps the teacher to use precise teaching materials that would make learners assimilate and accommodate the lesson. Displaying happy and excited emotions when teaching promotes teaching and learning because the teacher shows enjoyment, charisma and love when teaching. This in turn motivated the learners to love the teachers and the subject.

Appendix 8: Turnitin Report

IVS Thwala MEd Dissertation			
ORIGINALITY REPORT			
13%	10%	7%	5%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
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6	Submitted to University of KwaZulu-Natal Student Paper	1%	
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Appendix 9: Letter from Language Editor



6th of July 2023

To whom it may concern

EDITING OF DISSERTATION FOR MR ISAIAH VUSIE SIKELELA THWALA

I have a master's degree in Social Science, Research Psychology and a TEFL qualification from UKZN. I also have an undergraduate and honour's degree Bachelor of Arts in Health Sciences and Social Services from UNISA.

I have 15 years of teaching experience and have been editing academic theses for students from UKZN, UNISA, the University of Fort Hare, and DUT for the past eleven years. I have further done editing, transcribing and other research work for private individuals and businesses.

I hereby confirm that I have edited Vusie Thwala's dissertation titled "**A SELF-STUDY OF MY EMOTIONS AND TEACHING HISTORY FORMS 1-5 AT A HIGH SCHOOL IN ESWATINI: A PROFESSIONAL JOURNEY**" for submission of his master's dissertation in education in Teacher Development Studies at the University of KwaZulu-Natal. Corrections were made in respect of grammar, tenses, spelling and language usage using track changes in MS Word 356. Once corrections have been attended to, the dissertation should be correct.

Yours sincerely



Terry Shuttleworth (TEFL, UKZN, MSocSc, Res Psych, UKZN).

PLEASE NOTE

Should the student not attend to the changes suggested by the editor and make additions to the dissertation after editing has been completed, the editor cannot guarantee the language, grammar and tenses are correct.