

UNIVERSITY OF KWAZULU-NATAL

An Exploration of the Emotional Dimensions of Teachers' Work

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TEACHERS' WORK**

BY

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MASTER OF EDUCATION

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**DISSERTATION SUBMITTED FOR THE REQUIREMENTS FOR THE
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SUPERVISOR: DR NYNA AMIN

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DEDICATION

To my loving parents

DECLARATION...

I, Raksha Janak, declare that this dissertation is my own work and has not been submitted previously for any degree in any university.

RESEARCHER

SUPERVISOR

APPRECIATION

TO MY PARENTS

Thank you for your patience in me and for being pillars of strength during difficult times in the course of my study.

TO MY BROTHER, YATHEEN

I will always be grateful and appreciative to you for your technical assistance whenever I had problems with my computer, thank you.

TO THE RESEARCH PARTICIPANTS

Thank you to each and every one of you for your precious time and for sharing your personal experiences to this study, without which this study would not be possible.

TO MY SUPERVISOR, DR NYNA AMIN

Thank you for your remarkable expertise, guidance, and for always inspiring me to do my best.

ABSTRACT

This study is an exploration of the emotional dimensions of teachers' work. The study sought to understand the emotional experiences of high school teachers in the type of work they do at school. The research design adopted for the study was that of a qualitative approach, accompanied by an interpretive paradigm. This allowed for the researcher to be able to gather rich, detailed data within real contexts of each participant to allow for the interpretation of emotions that each participant experiences. There was six participants in this study. Each of the participants are from diverse school contexts, two of whom teach at the same school.

The study was underpinned by a conceptual framework that focused on the conceptualization of feelings and a theoretical framework that comprised of seven theories of emotions. These theories were namely the Social Constructionist theory, Naturalistic theory of emotion, James-Lange theory, Cannon-Bard theory, Two-Factor theory, Broaden-and-build theory of positive emotions and the cognitive theory of emotions. The conceptual and theoretical framework assisted the researcher in understanding and interpretation of teachers' emotions.

A case study methodology with six participants was employed to derive insight on teachers' emotional experiences. Participant selection was conducted using the purposeful sampling technique. The instruments used in the collection of data were individual semi-structured interviews and a focus group interview which comprised a group of all six teachers. The interviews were audio-recorded to prevent loss of information and to ensure that it would be available for analysis.

The findings are organised under headings: what consists of teachers' work and what are the emotions involved in such work. Further sub-headings were used to represent the data. Findings revealed that teachers were found to be involved in administrative work, extra-curricular activities, learner management and leadership at school. Various emotions in teachers' work ranged from positive to negative feelings were discovered in the data. It was found that teachers felt great dissatisfaction and frustration towards non-teaching tasks at school. Positive feelings towards teachers work were attributed to learners' success, acknowledgement, and when teachers were rewarded or appreciated for their work. Findings provide key insights into teachers' work and emotional experiences.

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CHAPTER 1

AN INTRODUCTION TO THE STUDY

1.1 FOCUS AND PURPOSE OF THE STUDY

“Teachers are down, frustrated and angry and they feel unappreciated” are the words of a teacher who wrote an article in the South African Daily Herald newspaper (Smith, 2013). It seems that education in South Africa is increasingly becoming more demanding, more complex, and more dissatisfying for the majority of teachers. In an international study, the PIRLS¹ (Mullis, I.V.S., Martin, M. O., Foy, P., & Drucker, K.T, 2011), revealed that South Africa is at the bottom of the league, and that teachers are in some way being blamed for this. But, one has to understand teachers in their work situation. When one hears talk about teachers in general, it appears that they are delinquents; that they are not doing their work, and that they do not care about teaching and learning in the classroom or for their learners. For some individuals, teaching as a vocation may seem rewarding; and indeed it is for many. For others, it can be frustrating and demotivating (Wiseman & Hunt, 2008). Teaching, as a career, has undergone many changes in the South African context over the last twenty years. The changes have come about as a result of multiple forces, e.g. de-racialisation of schools, a succession of curriculum policy changes, systemic reorganisation, and shifts towards learner-centeredness (Taylor, Fleisch, & Shindler, 2008). Under these conditions it is necessary, in my opinion, to understand the demands that these teachers have to confront in order to produce excellence in learners. On a daily basis teachers are faced with challenges and tasks that not only stem from the classroom itself, but from the teaching and learning processes as well.

In meeting the requirements of such demands and tasks, it is important to note that teachers undergo various emotions within their work. And in this study, readers will be looking at the emotional investments that teachers make in their work, and the way in which emotions are related to teaching successes, challenges and frustrations. I do wish to clarify that the study was not about teaching success and whether there is a reason for school performance to be so poor. Rather, this study looked at the emotional aspects of teachers’ work as reported by teachers.

¹ PIRLS- The Progress in International Reading Literacy Study

There were two purposes for the study. One was to derive insights into the emotions of teachers connected to the work they do. The other purpose was to discover whether the teachers participating in the study experienced similar emotions.

It is important to reveal these emotional experiences because teachers are vital producers of the next generation of citizens, which is needed by a developing country like South Africa. The emotional health of teachers not only has an impact on those they teach, it also impacts on their ability to teach. In the work of Goleman (2010), he speaks of how important it is for individuals to develop what he calls, ‘emotional intelligence’ (p. 9) and how important it is that one acquires this. Emotional intelligence refers to,

... the ability to be aware of your emotions and the emotions of others and then to use that knowledge to help manage the expression of emotions so that they foster success instead of cause roadblocks (Goleman, 2010, p. 9).

One can, therefore, see the important role that emotional intelligence plays in the lives of teachers, and how important it is to be positive in order to achieve success. According to Goleman (2010),

When an individual has not developed their emotional intelligence, they tend to get stopped by setbacks. They may react negatively to the other people involved which results in increased difficulty in being productive...they may feel like a victim rather than feeling empowered (p. 16).

In other words, people do their work when they are motivated, and when they are motivated to do it, happy feelings and goodwill result. One can, therefore, see the importance of emotions in the work of teachers, and that if teachers are negatively affected by what they do, they may feel powerless and this could influence their teaching in the classroom.

Consequently, it is vital that teachers are happy and feel positive in their work (Goleman, 2010). Teachers have to work with different student personalities in their classrooms, to deal with parents, peers, the school governing body and the school management team. Teachers are also surrounded by various communities, all expecting them to deliver successful teaching. And, one might ask the question, “Who is concerned about teachers’ feelings?”. This is why it is important for us to understand teachers’ own emotional experiences in the work they do. To that end, the findings of this study will be instructive for those interested in successful school outcomes as it might provide one piece of a complex education puzzle.

There are many dimensions to teachers' work. Teachers engage in various tasks at work, namely assessment, facilitating learning, teaching, managing people, places and policies, to name a few (Morrow, 2007). It is important to clarify that this study was not about the way in which teachers were teaching, or assessing, managing, and so on. It was also not about whether or not they were doing their job. It was really to understand from the teachers' own experiences how they felt about what was seen as teachers' work in South Africa. The study, firstly, provided empirical evidence of teachers being simultaneously happy and sad. Secondly, the study illustrated that teachers were also emotional beings. Although they were professionals, teachers still became emotional about certain issues related to their work as the evidence will show. Thirdly, teachers' emotions were not studied to the extent in which their emotions in relation to their work emerged. Although the study was limited in terms of its methodology which is explained fully in chapter 3, it does contribute to the body of knowledge in South Africa about teachers and their emotions.

1.2 RATIONALE FOR THE STUDY

My interest stemmed from my own experiences of teaching in a high school based in the province of KwaZulu-Natal. As a teacher new to the profession, there was an overwhelming amount of emotion involved in the task of having to teach learners who were taller than I was and who were at the peak of adolescence in terms of their teenage state. Learners challenged, and at times, would reply arrogantly to a question I posed to them. It would sometimes be difficult to get learners to co-operate harmoniously and to focus on concepts that I presented to them. Having to teach a class of about fifty learners of a diverse nature was quite daunting and at the very least, challenging. There were learners with problems related to drugs, rape, abuse and poverty who would seek assistance from me. A teacher like myself, who is not qualified in the field of counselling, tried to help such learners during lesson time since there was no specific time allocated for tasks such as counselling. It often left me feeling hopeless and helpless.

A day at school would never be complete without the intervention of administrative tasks that would greet me sometimes, at the climax of a lesson. I reflect on the agitation, frustration, and irritation of having to stop my lesson to attend to what was required by the office. Of course the work did not end at two-thirty in the afternoon. Work would be taken home for completion, books required marking and tests needed to be typed. Weekends would be sacrificed for overnight sporting tournaments and organisation; and work had to be

thoughtfully and carefully planned. A sacrifice of personal time meant no time for leisure. These were just some of the many experiences that I experienced in a high school context. I learnt that I was not alone as similar experiences were reported in the study by Wood (2008) about novice teachers who had encountered challenges in their work.

I also discovered that the teacher's job description was very different from that which I experienced in reality. I realised that the workload of a teacher was responsible for producing an array of emotions when engaging in tasks at school (Stephanou, Gkavras & Doulkeridou, 2013). Hence, I also realised that emotions came with the work experienced by teachers. The realisation inspired me to seek insight from other teachers about their emotional experiences with the type of work that they undertook at school. I decided, therefore, to embark on a journey of understanding the emotions that teachers' expressed in relation to their work. There were six participants in this study, each being a high school teacher. These teachers were from differently resourced schools.

1.3 SIGNIFICANCE OF THE STUDY

This study is significant because it provided a number of insights. It revealed first-hand accounts from teachers about their feelings in relation to the work they did. Eight meta-themes that emerged from the analysis are offered. Second, it unveils the practices, incidents and experiences that generated emotional responses that impacted on their everyday lived experiences as teachers. Third, the study also utilized a range of theoretical perspectives to understand teachers and their emotions in relation to their work. Each of the theories is provided in detail in chapter three. Fourth, the study brought about insights about teachers' specific feelings about administrative work, the roles that have to be filled, extra-curricular activities, what they did in their free time and their feelings about the school personnel they interacted with, those they taught and those they were accountable to.

Fifth, the study provided empirical evidence. Six participants provide the data. Sixth, this study offered detailed analysis of each teacher in terms of his and her emotions. The study also provided insights into the kind of things that teachers do and the emotions related to this behaviour.

The analysis was organised into eight meta-themes derived for each of the participants. This study showed to what extent emotions were either positive or negative. Finally, the reader will understand why recommendations were offered in this study.

1.4 CRITICAL RESEARCH QUESTIONS:

This research study is centred on the emotions of teachers in the work they do. Hence, in order to understand how teachers feel, one has to firstly explore the various types of work teachers are faced with on a daily basis. It is crucial to examine their work as this undoubtedly affects teachers, whether negatively or positively. Thereafter, one can diverge into exploring the emotional aspect of teachers' work. The study is underpinned by two critical research questions.

1.4.1 Critical Question: 1

What work do teachers do?

It is important to note that, although the study is about emotions, one cannot directly explore teachers emotions without first finding out what teachers are doing in school, during school hours, and after school. This question was, therefore, necessary to the study to understand the various emotions that teachers in the study experienced.

1.4.2 Critical Question: 2

What are the emotional dimensions of the work teachers do?

1.5 CONTEXT OF THE STUDY

In this section, I will present a basic description of the context in which the study was conducted. The purpose of introducing the study's context is indeed necessary as schools are quite different from each other in terms of geographical locations, number of facilities, and so on (Amin, 2008). The context in which the study is set is a high school. However, the participants in this study teach at different high schools. There were five high schools that served as contexts. These schools range from those which were well-resourced to those that are underprivileged and under-resourced. The geographical location of these schools is in different areas. There were 4 urban schools and 2 rural schools used for the study. Each of the high schools selected for the study was a co-ed² school. All schools selected are public schools, and are therefore opened to everyone of any religious or ethnic background. Learners that attend these high schools are therefore from multi-racial and diverse cultural

²Co-Ed- Co-Educational school – a school that comprises both girls and boys.

and ethnic backgrounds. Figure 1 provides some basic information on the schools used in the study. The schools and the names for each participant have been replaced by pseudonyms and letters for the purpose of confidentiality. The differences between rural and urban areas are primarily related to population density, with rural areas having a lower density of inhabitants than the urban areas (Jacob, 2007).

Fig. 1: *Basic description of participants' school context*

Participant	School	No of learners	No of staff	Geographical location	Annual school fees
1.Sarah	A	950	34	Urban Area	R3000
2.Razina	B	430	12	Urban Area	R700
3.Ashen	C	401	13	Rural Area	No Fee School
4.Rahul	D	401	13	Rural Area	No Fee School
5.Nerena	E	1144	35	Urban Area	R700
6.Leon	F	650	30	Urban Area	R4000

1.6 RESEARCH DESIGN, METHODOLOGY, AND PARADIGM

The study lent itself to the interpretivist paradigm. This paradigm allowed for an examination of teachers' emotional experiences in the work they conducted at the selected schools. It provided a platform for exploration, and served as a guide to this study. The research design for this study was of a qualitative nature. The research methodology adopted for the study was a case study. The data-collection techniques adopted were interviews and focus group interviews. Each interview was conducted face-to-face with each participant. The nature of the interview was that of a semi-structured type. This allowed for freedom of expression in participants' responses, and for different points of view to be debated and discussed. Once all individual interviews were completed, a process of transcription was conducted. This took several days. After a week, all six participants met for a focus group discussion. Data aids consisting of information that was captured from individuals' previous interviews were presented for discussion. The focus group was also a face-to-face procedure. Once again, this followed a procedure of transcribing.

1.7 FORMAT OF THE STUDY

Chapter One

Chapter one presented the introduction to the study, which was followed by the focus and purpose of this study. It also outlined the rationale for the study, and the two key research questions underpinning this study. A brief overview of the participants, context, research design, and methodology was also discussed. The chapter draws to an end with the format of the study and a conclusion.

Chapter Two

Chapter Two will focus on the literature review as well as the conceptual and theoretical framework for this study. The literature review incorporates readings, journals, and books of various scholars and researchers. The review of literature basically focuses on the current and existing literature relating to teachers' work and the emotions teachers experience in the work they do. The conceptual framework for the study builds on the concept of feelings, extending to the various types of feelings that exist. The understanding of feelings is essential in comprehending the concept of emotion for this study.

Chapter Three

Chapter Three focuses on the methodology utilized for this study. This chapter describes the methodology in great detail. The chapter will also view the research design that was adopted, the research methods that I have implemented, and also the data-collection instruments that have been utilized in gathering information for this study. In this chapter I also wish to discuss briefly the way in which the data was analysed. Last but not least, I will also explain the limitations that were evident for the study. The issues pertaining to ethnicity, confidentiality, and anonymity are also brought forward for discussion in Chapter Three.

Chapter Four

Chapter Four provides a description of each teacher's context and a detailed presentation of the analysis of data. The data that had been collected in the collection process was then transcribed. The findings for this study will be presented in a qualitative format. This chapter views the various types of data retrieved in the collection process from each of the six participants in their respective case studies.

Chapter Five

Chapter Five will conclude the findings of the data that have being obtained. This chapter will introduce the themes evident from the data analysed in Chapter Four. Eight themes emerged from this study. This chapter will also provide my personal reflections on this study, as well as the reason for no recommendations suggested for future study. Chapter Five will also incorporate the conclusion of the thesis.

1.8 CONCLUSION OF CHAPTER ONE

Chapter One has introduced the background of this study. It has focused on the purpose, as well as the rationale of the study. In addition, it has highlighted the key research questions, the context of this study, and the type of methodology that drove this study. Chapter one also shed some light on what the reader can expect from Chapters two, three, four and five. It briefly gives a description of the chapters to follow. However, each chapter will be discussed in detail within its domain. This chapter concludes with the organisation of the rest of the chapters to follow.

The next chapter will introduce the literature review, as well as the conceptual and theoretical framework for the study.

CHAPTER 2

TEACHERS' WORK AND TEACHERS' EMOTIONS

2.1 Introduction

For many people, the teaching profession³ or the ideology of teaching⁴ as a vocation may seem rewarding; and indeed it is. However, it is necessary to understand the demands that these teachers have to accede to in order to produce such excellence in learners. When teachers are happy, they are usually motivated to do more in the classroom, even if this may require extra hours of work to help their learners. Hence, extra work is directed to fostering achievement in learners. It is, therefore, the well-being of teachers that seems to be connected to the level of productivity and achievement amongst learners. On a daily basis, teachers are faced with challenges and tasks that not only stem from the classroom itself, but from the teaching and learning process as well. In meeting the requirements of such demands and tasks, teachers may have to run through a gamut of emotions to accomplish the work they conduct.

This chapter consists of two sections. Section A will focus on the literature review of the work teachers do, while Section B presents the conceptual and theoretical framework for the study. I shall discuss and critique the research of scholars on teachers' work, as well as the emotions that teachers experience when preparing and executing their daily tasks. I also wish to elaborate on the silences represented in the retrieved literature on teachers' work and emotions. I shall touch on some of the methodologies that were used by researchers in the conducting of their studies. The chapter will also present the conceptual and theoretical framework within which this study is framed.

SECTION: A

2.2 The type of work teachers do

In exploring the work of recent scholars, I have come across literature (E.g. Acker, 1999; Addy, 2012; Al-Balushi, 2009; Morrow, 2007; Yost & Williamson, 2010) providing an insight into the type of work that teachers actually do. Many researchers argue that, apart

³Teaching profession- Teachers' primary tasks of teaching and facilitating learning (Langford, 1978).

⁴ Ideology of teaching- dominant ideas or perceptions of what teaching is or what it should consist of (Bartolome, 2008).

from the formal aspects of teaching, the work of teachers comprises mostly of non-teaching tasks (Morrow, 2007; Acker, 1999; Yost & William, 2010). This is reinforced by Yamagata-Lynch (2003) who maintains that the task of a teacher does not centre on teaching itself.

Yamagata-Lynch states that teachers:

...are constantly negotiating and renegotiating classroom decisions, trying to meet and balance the multiple obligations that are imposed on them as expectations by their community, peers, students, administrators and themselves (p. 3).

The teacher is the central figure in the classroom, his or her role being multifaceted. Apart from the teacher-learner relationship, teachers are obliged to interact with other educational bodies. There is a general assumption that when a child is sent to school, it is the responsibility of the teacher to mould that child into a perfect being. As a result, teachers are placed in situations where interaction between parents and guardians become necessary. Since teachers engage in formal as well as informal tasks like administration, the nature of work that teachers do may be grouped under formal and material elements of teaching (Morrow, 2007). In this section of the literature review I discuss both the material and formal elements of teachers' work, as well as how other studies seem to give rise to similar views to those expressed by Morrow.

2.2.1 Formal and material elements of teachers' work:

Morrow argues that teachers at school engage in two elements of work, namely the formal and the material aspects. He also argues that because of this engagement of both elements by teachers, there is a failure to distinguish the material from the formal. According to Morrow (2007), the formal element, "is the reason we provide for saying that is an object or action of a particular kind" (p. 11). In other words, every object displays certain characteristics. He gives the example of a table in helping one to understand the concept of a formal element. A table is an object known to have a set characteristic. It would not be called a chair. It would be absurd to do so, as chairs and tables are different objects serving different functions. The material elements of a table would, however, indicate the size, colour or material it comprises (Morrow, 2007). Another analogy which Morrow uses to express an understanding of formal elements is that of a medical doctor. The task of a medical doctor is to heal the sick and not to engage in non-medical tasks or any activity that is professional and unethical during work (Morrow, 2007). Likewise, the task of a teacher should be only to teach. However, on-teaching tasks which encroach on teachers' time make it impossible nowadays precisely to

identify a teacher's job description or designation. This leads to the question of what constitutes the material elements of teachers' work. Before one can explore this question any further, there is a need firstly to define material elements.

Morrow (2007) claims that material elements "...refer to the ways in which an object or action may vary without ceasing to be an object or action of a particular kind" (p.10). In elaboration, Morrow mentions that teachers at school take on other roles besides teaching, for instance, they automatically act as caregivers (Morrow, 2007). A reading of earlier works by Acker (1999), for example, seems to support Morrow in his claim. Acker (1999) raised the idea of non-teaching activities when he defined tasks such as "*natural, quasi-maternal caring*" by female teachers as non-work (p.19). Drawing from the definition of material elements by Morrow, one can infer that teachers do not simply engage in the cognitive aspects of the teaching process, which form the formal elements of teachers work. Instead, teachers are increasingly encumbered with extraneous child-oriented activities. Teachers often have to perform tasks for which they are not professionally trained (Amin, 2010). These tasks seem to form part of their job description, despite their not being professionally equipped with the necessary knowledge and skills.

In keeping with the formal elements of teachers' work, literature reveals that teachers are engaged in numerous classroom activities within the teaching ambit. Al-Balushi (2009) mentions that there are several situations with which teachers have to cope during teaching time. Some of these were drawn from a study conducted amongst senior English teachers' workloads. According to Al-Balushi (2009), these senior English teachers were involved in "Dealing with the problems related to the subject, dealing with pupils' weaknesses, using technology in teaching, and analysing pupils' work" (p. 107). Teachers had to confront many challenges during the formal teaching process, not the least being the challenge of implementing technology as a resource during English lessons. In order to successfully engage such a subject, equipment was a prerequisite. It was, therefore, only logical that teachers had to know how to utilize the equipment prior to its implementation. Furthermore, these teachers had the task of assisting learners who were experiencing difficulty in the English language. Therefore, it is not only the teaching of the subject that is difficult - learners' comprehension of the language is often poor as well. It thus became the task of the teacher to facilitate the weaker learners in when they grappled with a difficult subject. Mainstream teachers were also involved in "Designing remedial plans for weak students" (Al-Balushi, 2009, p.108).

In addition to the formal elements of teaching in the classroom, teachers are responsible for accommodating every learner in the classroom in teaching them. Teachers are in charge of designing extra activities for learners who are more advanced in terms of thinking abilities than others in class, as well as for those who require special needs. Learners from both ends of the spectrum must be catered for. Apart from creating special activities for these learners, teachers have the responsibility of implementing a range of teaching methods to ensure understanding of concepts by all learners (Al- Balushi, 2009; Kang & Howren, 2004).

A scholar who eagerly supports Morrow's claim of teachers being overwhelmed by the material elements of teaching is Acker. In her research, Acker (1999) focuses on what teachers' work comprises. She reveals that the work of a teacher is not constrained by the walls of a classroom; rather it travels far beyond (Acker, 1999). The view that teachers are inundated with non-teaching tasks is supported by Acker (1999) when she states that:

...teachers are involved in even more differentiated activities. They participate in a host of meetings...they attend courses, meet parents, decorate walls, assess learning materials, photocopy worksheets, sew costumes, organize school events, run assemblies, order supplies and peruse government documents (p. 5).

Since these activities are informal aspects of the teaching process, they form the material elements of teaching. Acker's work provides a basis for understanding what teachers are faced with and challenged by within one school day. It is evident from what Acker says that teachers are not only teaching; they are involved in a host of differing tasks at school. Acker also points out that the work of a teacher infringes on personal time at home which many people would reserve for personal activities (Acker, 1999).

In a study investigating teachers' work patterns, it has been statistically proven that teachers are much more likely to work at home when compared to other professionals (Kent, 2008, p. 54). According to Kent (2008), "Thirty percent of teachers worked at home on an average day, compared with 20 percent of other full-time professionals" (p. 55). Apart from taking work home, teachers were more likely to work on weekends than were professionals in other fields. Kent (2008) claims that "Fifty –one percent of teachers worked on an average Sunday, compared with thirty-percent of other full-time professionals"(p. 55).

Studies of literature centred on the work lives of teachers in England, Tasmania, and Australia, reveal that teachers are swamped with tasks not consistent with formal elements of

teaching. (Yost & Williamson, 2010). On the contrary, there seems to be a wealth of material elements incorporated into teachers' workloads (Yost & Williamson, 2010). Furthermore, one of the teachers in the study by Yost and Williamson stated, "Schooldays are punctuated with teaching and non-teaching related tasks" (Yost & Williamson, 2010, p.335). The notion that teachers are involved in many non-teaching tasks becomes increasingly obvious when Addy (2012) claims that teachers are, "Providing multiple services beyond teaching"(p. 416). Teachers are engaged in activities that include:

...participating in professional development, and engaging in such administrative activities as participating in national, provincial, district, or school level committee meetings, and completing students continuous assessment evaluation and other administrative paperwork(Addy, 2012, p. 416).

When teachers increasingly engage in such non-teaching tasks, very little time is left for completion of school curricula, which could negatively affect student achievement at school (Addy, 2012). Teachers are often involved in school-related activities not directly related to the cognitive aspects of teaching, rather activities that stem from the classroom context. An earlier mentioned study, conducted amongst senior English teachers, revealed that they had to incorporate a large number of school-related activities into their workload. Some of these activities included, "Doing activities and duties that are not related to English, documenting activities, organizing open days and English weeks...doing extra work that is away from teaching, and visiting schools"(Al- Balushi, 2009, pp. 107-108).

Apart from school-related tasks, literature has also shown that teachers are inundated by administrative tasks (material aspect) as part of their workload. Teachers are now taking on the role of managers in their classrooms, constantly "Dealing with naughty pupils and solving their problems" (Al- Balushi, 2009, p. 108). In other words, teachers are confronted by disciplinary problems requiring immediate attention and intervention. The role of a manager becomes somewhat challenging, especially that of "Having a big number of pupils in class" (Al- Balushi, 2009, p.108). In addition to administrative duties, Al- Balushi (2009) stated that teachers were constantly "Replacing absent teachers, being in constant contact with parents...writing reports for the supervisors about teachers' performance" (p. 107).

In reflecting on the works of various scholars, it appears that teaching is not only about actual cognitive planning and processing in class. Teachers' tasks force them to step out of their cognitive regime, performing duties without having any experience or qualification to

undertake these tasks. Morrow argues that the cognitive aspect of teachers' work as known to many, becomes marginalized. Informal elements, known as the material elements are forced upon teachers (Morrow, 2007). The role of a teacher has become significantly enlarged, to the extent that it may present too great a challenge for many teachers (Amin, 2010). The role is not only overly demanding and challenging; it is also often frustrating. At this point emotions rapidly begin to take charge. Literature focuses on emotions experienced by teachers during the course of their work. The following paragraph will examine the literature on emotion, both the positive and negative emotions related to teachers' work.

2.3 What are emotions?

“The experience of emotion is a fundamental part of human consciousness” (Tye, 2008, p. 1). This statement reflects that emotions are basic to human life and are essential to the human mind. Human beings experience life activities every day. It is, therefore, only natural for them to experience emotions. Not only are teachers professionals, they are also human beings who experience emotions.

The definition of the term emotion is subject to controversy. This definition varies amongst theorists, different scholars conceptualizing emotion in different ways (Kappas, 2011; Plutchik, 2001; Hess & Thibault, 2009). Since there is no universal definition for the term emotion, it is salient to examine a multi-conceptualization of emotion by various theorists. Kappas (2001) propose that emotions are “... bias and affect concrete behaviour, trigger complex physiological cascades in the somatic, autonomic, and endocrine nervous systems...” (p.78).

To elaborate on Kappas' definition of emotion, he offers the example of an individual encountering a spider in his path. Suddenly he feels discomfort and fear. As a result, the individual decides to take action and tramples on it, killing the creature. In this situation, viewing the spider as a danger to be feared ignited an emotion of fear which resulted in the behaviour performed. On a very basic level, Kappas' definition views emotion as a result of physiological changes in the nervous system that causes a change in behaviour. Plutchik (2001) elaborates that actions are caused simply by feeling a specific emotion. Plutchik (2001) claims that “Emotion can cause one's muscles to tense; it can be expressed as a facial gesture, clenched fist or an action such as running, attacking or yelling” (p. 348). Emotion leads to physiological changes in people that may take several forms, from facial expressions to physical activities.

My reading of the literature reveals that other theorists (e.g. Lazerson & Bloom, 2001; Tye, 2008) also maintain that emotions are expressed by bodily changes such as having an increased heartbeat rate. Tye (2008) claims that an emotion such as fear would not be regarded as a feeling if physical changes such as an increased heartbeat or shallow breathing were not evident. He maintains that it is such bodily changes that indicate the type of emotion felt (Tye, 2008). Friedenberg and Gordon (2012) maintain further that an emotion is related to physiological and behavioural changes, stating “An emotion is relatively a brief episode of coordinated brain, automatic and behavioural changes that facilitate a response to an external or internal event of significance for the organism” (p. 1).

On the contrary, many scholars believe that emotions may be viewed as “*embodied*” as well as “*socially constructed*” (Prinz, 2004, p.16). According to Prinz (2004):

Emotions are simple perceptions of bodily changes, but they carry information by being calibrated to matters of concern. They get calibrated through elicitation files that can be culturally informed, and culture can also alter our patterns of bodily response (p. 16).

One can presumably infer that emotions are constructed by cultural influences within society. It is these cultural ideologies that transfer norms and patterns of thinking that will most likely determine the type of bodily change that occurs and hence the emotion that is experienced. Other scholars argue that, apart from physical arousal, emotion may also be displayed on facial expressions (Lazerson & Bloom, 2001; Hess & Thibault, 2009). Hess and Thibault (2009) reflect on the ideas of Charles Darwin, arguing that emotions are observed by facial expressions, whether in humans or animals. Darwin (1872) studied the expression of animals, which helped in determining the type of emotion felt. He associated emotion with behaviour in humans (Hess & Thibault, 2009). Lazerson and Bloom support Darwin’s principle in that emotion may also be expressed by individuals in their “facial expressions” (Lazerson & Bloom, 2001,p.4).

Scholars claim that emotions may be classified as basic (Friedenberg & Gordon, 2012; Griffiths, 2010; Dess, 2010) to human nature. Other scholars argue that emotions may, in addition, be self-conscious, or known as complex emotions (Dess, 2010). Both basic and self-conscious emotions will be detailed in the following sections.

2.3.1 Basic emotions (Primary emotions)

Basic emotions, also referred to as primary emotions, form “...part of our evolutionary inheritance, shared by all normal humans and tied to specific types of stimuli” (Dess, 2010, p. 16).

It was originally Charles Darwin (1872) who proposed that basic emotions may not only be found in humans but also in animals. Most importantly, he proposed that all people globally, irrespective of their cultural backgrounds would experience similar basic emotions (Darwin, 1872). Some of these basic emotions include fear, anger, hatred, disgust, sadness, happiness, interest, joy, and surprise (Griffiths, 2010; Dess, 2010). According to Griffiths (2010):

Each basic emotion has a distinctive facial expression and for most of them there is evidence of distinctive physiological responses, distinctive changes in the voice and evidence of cognitive phenomena like focusing attention on the emotion stimulus (p. 7).

Griffith's view asserts that associated with each emotion is a particular type of facial expression. Hence, different emotions yield different facial appearances (Griffith, 2010).

Friedenberg and Gordon (2012) maintain this claim in that “A basic emotion is one that is believed to be mostly innate and in humans ought to be universal or found in all cultures” (p. 2). Basic emotions are therefore viewed as being globally accepted through all cultures around the world. Emotions considered basic, such as sadness and happiness, for example, would be universally accepted, all people sharing a commonality in their appearances when feeling either happy or sad (Friedenberg & Gordon, 2012).

2.3.2 Self-conscious emotions (Secondary emotions)

Self-conscious emotions differ greatly from basic emotions. Self-conscious emotions usually develop much later, as the individual matures, and self-conscious emotions depend on the cognitive growth of a person's mind and self-conscious (Dess, 2010). Such emotions include “shame, guilt, contempt, pride, envy, and empathy” (Dess, 2010, p. 6). Self-conscious emotions, also referred to as “Secondary emotions” display “...cultural and individual variation and are sensitive to more complex and abstract features of the stimulus situation” (Dess, 2010, p. 16). There is much complexity involved in self-conscious emotions, as the incorporation of culture and personal differences begin to influence the developing cognitive

mind of the individual. Individuals begin to acquire their own framework of thinking; hence their actions may convey the way they feel. In other words, their emotions stem from the way in which culture influences their thinking (Dess, 2010).

In reviewing the literature on the concept of emotion and its components, one may conclude that, despite being primary or secondary, emotions may either be positive or negative. In the next paragraph, I wish to refer to literature focusing on positive as well as negative emotions impinging on teachers in their line of work.

2.4 Positive and negative emotions in teaching:

“Emotions are dynamic parts of ourselves, and whether they are positive or negative, all organizations; including schools are full of them” (Hargreaves, 1998, p.1). Emotions are inevitable in teaching, and therefore will form an important part of the teaching process. On occasions, teachers are likely to experience positive or negative emotions depending on the nature of the situation. Teachers tend to experience the rewards of teaching when their emotions are positive. The gratitude and appreciation shown by learners can ignite happiness and pride in teachers, which fosters strongly positive emotions (Stephanou, Gkavras, & Doulkeridou, 2013). This is further reinforced by Stephanou et al. (2013) in stating that:

Teachers may experience satisfaction, pride enthusiasm, happiness and enjoyment for their good teaching, respectful relationships with their colleagues, warm school climate and students’ academic progress (p. 269).

In drawing from recent literature, positive emotions also arise when students display a keen interest in their schoolwork as well as participating in class discussions. When learners wish to gain knowledge and show an interest in their learning, this can stir up positive emotions such as “joy” and “wonder” in a teacher (Yuu, 2010, p. 67). One would associate feelings such as joy with good spirits, happiness and cheer, which draws on a feeling of satisfaction and contentment in teachers. In a study conducted by teachers were likely to express more positive emotions such as “enjoyment” in their lessons when learners displayed enthusiasm in the classroom (Yuu, 2010, p. 67).

Teachers usually reacted to such students by joking, smiling, or laughing at a response given in class. Other teachers in the study felt that positivity stems from expressing “pleasure” or “joy” to their learners, in order to gain their attention. In so doing, learners were more prone to learning in the classroom (Yuu, 2010, p.69). When teachers experience such feelings of

satisfaction in their work, they are most likely prone “to employ their strengths and perform at their best” (Yee, 2010, p.11). In addition, positive emotions were experienced by teachers who, when spotting a mistake in their learners’ work, rather than reprimanding the learner, would express quite the opposite. A feeling of happiness emerged in these teachers when learners saw that teachers were not angry but rather, were supportive (Yuu, 2010). On the contrary, research has also revealed that positive emotions are sometimes disguised or faked in an attempt to gain the attention of their learners during teaching in the classroom. According to Yuu (2010) “The teachers induced their enjoyment of classes, and expressed this to students, in order to create a friendly atmosphere and motivate students’ learning” (p. 75).

Positive feelings are, therefore, not always genuinely expressed by teachers. In other words, there are times when teachers intentionally use their emotions as a strategy for winning over their learners in encouraging them to concentrate in class. Teachers are also often in situations in which parental input is essential when it concerns the education and well-being of a learner. Thus, teachers express positive feelings when parents acknowledge their hard work, also when they receive assistance or support from parents (Hargreaves, 2001).

As part of teachers’ work is to report on learners’ progress to parents during meetings, teachers are often praised by these parents for their good work. In addition, parents offer support to these teachers, should they require help. Kind gestures such as these are humbling; they are very meaningful to the teacher. Parents sometimes praise the teacher for outstanding work; this is very gratifying to the teacher. However, as mentioned earlier, emotions may also be negative. Hargreaves (2001) states that: “...negative emotion can occur when there is a great moral distance between teachers and others, when teachers feel their purposes are being threatened or have been lost” (p. 1067).

Teachers do not always have rewarding days and smooth lessons. Instead, there are times when their work leads them to mental exhaustion. Teachers experience negative emotions such as anger, frustration, and anxiety when learners do not adhere to tasks or perhaps do not produce good grades. In addition, negative emotions could also result from the annoyance of having to discipline unruly learners, adding to the stress of classroom management. Teachers become frustrated when non-teaching activities such as administrative duties encroach on teaching time (Hargreaves, 1998).

Teachers encourage the expression of good emotions, which can contribute to the atmosphere of the classroom. However, this seems almost impossible when curricula reforms, administration, and the devaluing of teachers' work act as barriers to achieving those good feelings. This emerges as the root of the problem causing negative emotions at work (Tsang, 2012). Other examples of negative emotions may also be present in teaching. Stephanou et al (2013) state that:

...teachers may experience shame, hopelessness, anger, unhappiness and boredom for their unsuccessful teaching, negative relationships with their colleagues, undesirable school situations, and students' lack of academic progress(p. 269).

Tsang (2012) also adds that recent studies held in Hong Kong reveal that teachers experience negative feelings towards their vocation. Some of these negative feelings expressed "dissatisfaction, exhaustion, meaningless and powerless" (Tsang, 2012, p. 1). On an emotional level, these negative emotions are most likely to affect their personal well-being and their approach to teaching children. If teachers are not mentally strong, showing joy in their teaching, this will no doubt affect the quality of education for learners (Tsang, 2012).

Research has also revealed that teachers express much dissatisfaction in the routine process of teaching and learning, as well as in classroom management. Some emotions teachers may experience are "anger", "irritation", "embarrassment" and "sadness" (Yuu,2010, p.72). Such emotions are usually brought about when learners are engaged in their own conversations with their peers in class, while their teacher is passing on information or giving a lesson. In addition, when learners are not polite to their teacher, a degree of negativity can arise. According to Yuu (2010), negative emotions are reinforced when learners display "...impolite attitudes, involved intentionally asking meaningless questions to interrupt the class, and complaining to the teacher" (p.72).

In a recent study conducted by Yuu (2010), teachers experienced embarrassment when learners were impolite and disrespectful. Other teachers felt sad when their learners were responding passively to teaching. "Anger" and "irritation" of learners were the emotions most frequently felt. Rudeness and flagrant defiance of learners contribute greatly to negative emotions in the teacher (Yuu, 2010, p. 72).

When teachers are overloaded or over-pressurized apropos their work at school, they feel negative within themselves. Teachers complain of an increase in stress levels which impinges

negatively on their profession (Hall, 2004). They become over-extended, having no free time to engage in any other task or to indulge in some little luxury other than their work at school. Teachers then experience feelings of being “harassed”, “stressed”, and “demoralised” (Hall, 2004, p.9). Such emotions are negative, all leading to unhappiness and dissatisfaction with their workload. The feeling of being harassed is quite powerful. Harassment often carries with it the connotation of physical abuse; however, although teachers are not normally set upon by the schoolchildren, they may feel as though they have been. Demoralised teachers may no longer have hope and may become despondent and unenthusiastic. This is ironic; teachers are renowned for being energetic, confident, and committed to their work (Hall, 2004). According to Hall (2004), “Work eats into leisure time, undermines opportunities for sociability and contributes to a sense of isolation” (p. 9).

The encroaching of schoolwork on leisure time minimizes the time teachers have for communicating with their colleagues, enquiring about their learners, or discussing their subject matter. Hence, teachers’ leisure time becomes reduced. This leads to teachers becoming isolated to the extent that they may feel that they are alone. Once more, this leads to negativity in teachers; the feeling of being alone can make the teacher unhappy in being unable to share their work experiences or the problems that they may be encountering with learners. Hall (2004) further states that:

Teachers lack time for keeping up with developments in their field of knowledge; this can lead to a form of intellectual deskilling, lower morale and confidence about work and a greater reliance on pre-packaged curriculum materials(p. 9).

Research maintains that teachers are overloaded with work and therefore do not have the time to attend workshops that perhaps might build up their knowledge and skills as professionals. Hence, when teachers are not kept abreast of the latest developments in their field, they may eventually feel that they are lacking in skills for teaching. Since teachers are unable to challenge or question what is imposed on them, they become dependent on curriculum documents only. Moments of critical thinking become restricted amongst teachers and this often leaves them feeling less confident and having a low morale (Hall, 2004).

One of the aspects of teachers’ work includes assessment of learners’ schoolwork. In reviewing literature on emotions, teachers feel that assessment time is an emotional experience for them. Teachers feel negative during times of assessment. Emotions such as “anxiety”, “irritation and despair” emerge during the process of assessment (Steinburg, 2008,

p.1). This serves as an indication that teachers receive no joy from conducting such tasks. The feeling of anxiety could probably be attributed to teachers being nervous as to how their learners will perform in a particular examination of their subject. As far as despair is concerned, this could be attributed to feelings of negativity should those they teach fail an examination. This could infer that the teacher views him or herself as a failure in that respect. When it comes to assessment, many teachers feel that their feelings become suppressed rather than acknowledged (Steinberg, 2008). According to Steinberg (2008), “These emotions are strongly felt, but given expression only in the private sphere and remain confined to offices, corridors, telephones and homes” (p. 1)

It appears that, where assessment is concerned, many teachers do not express their emotions and feelings in the classroom or areas exposed to public space. Rather, these teachers often express these feelings to family at home or perhaps to their peers within school buildings or in telephonic conversations. Emotions are not given adequate attention and importance at school. Steinberg (2008) states that:

When assessment reaches the public sphere in policy forums, decision making meetings, classrooms, or in the research literature on assessment, emotions around assessment are seldom mentioned and hardly ever taken seriously or explored (p. 1).

This statement highlights yet another gap in this research study. Assessment forms an integral part of teachers’ work, yet their everyday emotions seem almost overlooked - this is of great concern to this study. Apart from the construction of assessments for learners, lessons are assessed or critiqued by a colleague or management from the school. In enquiring about their feelings, teachers often expressed “disliked being assessed” (Steinberg, 2008, p.2). They felt that this gives authority to someone else to decide whether or not they are good enough (Steinberg, 2008).

It is evident that teachers are bombarded with various negative connotations related to their work. Yee (2010) suggests that negative experiences associated with teachers in their work include “...poor staff relationships, student behaviour, parental demands, and authoritarian leadership” (p. 10). Such negative experiences can lead to “*psychological distress*” in teachers (Yee, 2010, p. 10).

2.5 Methodologies in the literature

Yost and Acker used both a quantitative and qualitative approach in examining the work lives of teachers. Amongst some of the methodologies, the most dominant methods used were surveys, as well as individual interviews with teachers (Yost & William, 2010). Survey statistics do not convey explicitly the feelings of teachers apropos their work and the emotions accompanying their experience. They merely present the number of teachers who feel certain emotions.

On the contrary, Acker's study was primarily more involved with the observation of teachers' work (Acker, 1999). Once more, in observing teachers during their working hours, teachers did not have the opportunity and were not at liberty to express what they felt. In other words, observation of teachers' emotions does not offer a true description of what they feel.

In considering the emotions of teachers, it would seem that the most appropriate approach would be that of a qualitative study. To infer what teachers are feeling and to understand the essence of their emotions, an in-depth study is required. The following section of this chapter will introduce the conceptual and theoretical framework for the study.

2.6 Gaps in the literature

There has been a limited amount of research conducted on teachers' work and the simultaneous nature of emotions that are evoked. Scholarly works have touched on only a few emotions arising from teachers' work life. In reviewing the work of researchers, it would appear that educational reform efforts have affected emotions accompanying teaching and learning, the professional self-image only (Hargreaves, 1998).

According to Hargreaves (1998), "...most of this critical literature on the emotional disturbance that teachers experience during times of reform has surfaced in England and Australia..." (p.837). The effects of education reform on emotions have yielded results for specific emotions. In this case, these educational changes did affect emotions of teachers in terms of their adjustment to curriculum reform only. Once more the silence of this literature confirms that not all emotions relating to the work that teachers do were explored.

In elaborating on specific emotions that were studied, the work of Hargreaves (1998) "...focuses on one of the most significant emotional aspects of teaching, the emotional

relationships that teachers have with their students” (p.838). Clearly, when viewing his literature, one could possibly see that the emotions do not relate specifically to teachers’ workloads; rather it focuses on teacher-student relationships.

Recent literature has revealed too that not much attention has been given to teachers’ personal emotions which their work evokes. Rather, there is focus on emotions that arise only within the framework of educational change. According to the work of Hargreaves (1998):

Emotions are usually acknowledged and talked about within the educational change and reform literature only in so far as they help administrators and reformers manage and offset teachers’ resistance to change or help them set the climate or mood in which the really important business of cognitive learning or strategic planning can take place (p. 837).

Hargreaves emphasises that emotions experienced by teachers in their daily workload are often suppressed or at least marginalized. This is reinforced by Hargreaves’ statement:

The more volatile, passionate emotions which are also the less easily managed ones like joy, excitement, frustration and anger are kept off the educational agenda in favour of ones that encourage trust, support, open-ness, involvement, commitment to teamwork and willingness to experiment (Hargreaves, 1998, p. 837).

Personal emotions have been subsumed in the daily rush of work life, in which silence on the matter prevails.

SECTION: B

2.7 A conceptual framework for exploring teacher emotion

To understand the emotions of teachers, one must be aware of the emotional components involved. Some scholars assume that emotions and feelings mean the same thing (Sizer, 2006; Prinz, 2005). On the contrary, there are also scholars who argue that feelings do not constitute emotions. Some scholars, conversely, maintain that feelings are part of one’s emotions (Sizer, 2006). Since feelings form an integral part of our emotions, it would be logical to examine the concept of feelings on a deeper perspective, especially in understanding the nature of emotions. In the following conceptual framework, I discuss the various concepts of feelings by drawing on the works of scholarly research. Thereafter, I add my thoughts on the examining of different types of feelings.

2.7.1 What are feelings?

There has been considerable debate over the nature of feelings. Literature indicates various attempts at defining the terms ‘feelings’ and ‘conceptions of feelings’. In establishing what comprises feelings, I discuss the works of various scholars.

In the works of Sizer(2006),there is a clear distinction between emotions and feelings. Sizer (2006) argues that “*Feelings...are not intentional states; they do not have intentional content*” (p. 113). She further argues that emotions are intentional states and therefore emotions are not feelings. By this she means that emotions are simply a result of bodily responses to a kind of stimulus or situation which will determine the type of emotion to be felt. She believes that an individual’s personal rationalization is essential in determining the emotion felt; and therefore emotions maybe viewed as intentional states. However, feelings are unintentional, merely because they do not arise from a position of control and are therefore not rational; thus they are intentional (Sizer, 2006).

On the contrary, the work of Heavy et al (2010) and Cupchik (2011) draw on the notion that feelings and emotions complement one another. In other words, there is no emotion without feelings. According to Cupchik (2011) “*...feelings are the shadow of cognition*” (p.8). This implies mental processes that result in bodily changes. Heavy, Russell, & Lefforge (2010) maintains this stance when they argue that feelings include bodily sensations (Heavy et al, 2010, p.767).

From this one can infer that feelings are rooted in cognitive processes; and what occurs in the body causes one to feel a certain way. Literature also reveals that feelings can provide people with a source of information about themselves. In other words, feelings relate to information (Schwarz, 2010). Schwarz (2010) relates feelings to an information theory. This theory proposes that:

...people attend to their feelings as a source of information, with different feelings providing different types of information...feelings inform us about the nature of our current situation and our thought processes are tuned to meet situational requirements (p. 2).

Pacifico (1990) mentions that feelings are “*intangible*”; they cannot be touched by a person, as in handling an object (p. 2). On the contrary, they are an inner sensation familiar to every

human being. Some of these sensations may seem good to people, while some may seem bad (Pacifico (1990)).

According to Pacifico (1990) “A feeling occurs when a set of stimuli that affects survival, directly or indirectly is detected”(p. 8). To elaborate on this statement, Pacifico explains that an individual usually “feels good when he or she achieves the object of escaping a threat” (Pacifico, 1990, p.6). On the contrary, an individual may feel bad, “when he or she fails to escape a threat” (Pacifico, 1990, p. 6).

Friedenberg and Gordon, (2012) state that “Feelings correspond to the subjective experience of emotions. They are what it is to feel afraid, sad or jubilant” (p. 299). In addition, feelings are claimed to be “internal” while emotion may be “public” (Friedenberg & Gordon, 2012, p.299). This defines the difference between emotions and feelings. While feelings are experienced internally, emotions may be seen in the manner in which bodily changes occur. One such example could be the trembling of hands when someone is experiencing the emotion of fear (Friedenberg & Gordon, 2012).

According to Schubert (2009), there are two types of feeling, namely, affective and non-affective, which may also be referred to as cognitive feelings.

2.7.2 Affective Feelings:

Schubert elaborates that affective feelings incorporate both positive and negative ways of feeling. These ways could relate to feelings about other people or events, requiring evaluation to be indulged in. In other words, feelings are determined by the manner in which people relate to others or to situations (Schubert, 2009).

2.7.3 Non-affective Feelings (Cognitive Feelings):

Cognitive feelings are referred to as non-affective feelings simply because they arise from cognitive processes in the body. This type of feeling requires no evaluation (Schubert, 2009).

In light of the conceptions of feelings above-mentioned, the definition and construction of feelings would involve the cognitive aspects of the human body. However, this study is not a scientific study or based on physiological changes. Instead, it is focused precisely on the inner state of teacher’s emotions, on how teachers think about the way they feel, in to inferring or understanding their feelings on the type of work in which they engage.

2.8 Theoretical Framework

In an attempt to understand the emotions that teachers experience in their work, I have examined possible theories that could help with the understanding and interpretation of teachers' emotions. In doing so, I find the theoretical framework essential to this study. The theoretical framework maybe viewed as a guide to understanding emotions as the study proceeds. On theories of emotions, there is no single theory that supports this study holistically. Rather, I have introduced a series of theories that could help in understanding the dimensions of emotions. This study is underpinned by seven theories. Each theory is unique, providing its own description in interpreting the concept of emotion. Different theorists offer different perceptions of the way in which emotions are experienced by humans. Such theories will assist in attempting to understand the emotional experiences of teachers in relation to their work. In reflecting on the literature review, one can at this stage protest that there is no universal definition of emotion, hence emotion is never constant; rather, it fluctuates depending on the event or particular feeling that an individual experiences. The theories of emotion that will be discussed are: the social constructionist theory, the naturalistic theory, the James-Lange theory, the Cannon-Bard theory, the Broaden-and-Build theory of positive emotions, and the cognitive theory.

2.8.1 Social Constructionist theory

Theorists define social constructionist theories as those which are independent of rationalization and cognitive thinking, and deeply rooted in social norms and cultures (Ratner, 1989; Dess, 2010). According to Ratner (1989), "Social constructionists maintain that emotions depend on a social consciousness concerning when, where, and what to feel, as well as when, where, and how to act" (p. 211).

This denotes behaviour as learned from society. In other words, there is a predetermined and standard way of people's acting in the event of specific situations (Ratner, 1989). Culture provides a huge influence in peoples' emotions as it "... provides a niche or ethos which is a set of guidelines for feeling" (Ratner, 1989, p. 211). This attests to human beings depending or relying on their perceptions based on their culture, in constructing or experiencing an emotion. An emotion is thus created based on cultural ideologies or rules. Since we live in a

globally diverse world, with various cultures, each embedded in their own beliefs, it is most likely that emotions will differ and may not necessarily be universally accepted. An act that is morally accepted in one culture may not necessarily be accepted in another culture (Ratner, 1989).

A good example in clarifying the social constructionist theory of emotion is adapted from the work of Dess (2010). According to Dess (2010), “A thumbs up in American culture is a sign of approval, whereas in Middle Eastern countries, it is an insult” (p.10). Cultural differences are evident amongst human beings and therefore individuals will tend to use “...gestures, words, and intonation differently to convey emotion” (Dess, 2010, p.10).

Ratner (1989) goes on to claim that human emotions in social constructionism may be grouped into two categories, namely those with natural analogues and those without. Natural analogues are prone to occur “...in animals and human infants...” and such examples are “joy” and “sadness” (Ratner, 1998, p. 213). Ratner emphasizes that emotions which are natural analogues are genuinely natural and are independent of social consciousness, which he indicates is “...an original natural basis...” (Ratner, 1989, p. 212). However, such natural feelings become lost as they grow and social consciousness begins to dominate their world. A good example of an emotion with no analogue is “shame”, (Ratner, 1989, p. 213). According to Ratner (1989), “Shame...has no natural analogue because it presupposes an ethical notion of right and wrong”(p. 213). In order for one to feel ashamed, one would have most to have violated a cultural norm, therefore to feel ashamed of doing so. It is at this stage that social consciousness begins to intervene (Ratner, 1989).

2.8.2 Naturalistic theory of emotion

This naturalistic theory is in contrast to the social constructionist theory of emotion. The naturalistic theory of emotion is simply one that is independent of rationalization and socially constructed ethical norms (Ratner, 1989; Izard & Buechler, 1980). According to Ratner (1989) “...naturalistic theories maintain that emotions are products of natural processes which are independent of social norms and conscious interpretation” (p. 211). In other words, emotions are not influenced by social behaviour. On the contrary, naturalistic theories propose that emotions occur through natural physiological changes and processes. Emotions do not depend on social rules and beliefs in this theory. Rather, emotions in relation to this theory “result from hormones, neuro-muscular feedback from facial expressions, and genetic *mechanisms*” (Ratner, 1989, p.211). Naturalistic theories of emotion also propose the

absence of cognition in emotions. In other words, there is no presence of rational thinking when it comes to experiencing emotions (Izard & Buechler, 1980, p.180).

In the view of naturalistic theories, emotions are much more emergent and immediate than the requirement of cognitive analysis which gives rise to a sense of control (Ratner, 1989). An advantage of the naturalistic theories is that emotions are easily recognizable by people globally. Ratner (1989) claims that:

The natural, biological basis of emotions is regarded as proven by the universal existences of many emotions, not only among adult humans but also among animals and human infants which are devoid of social consciousness (p. 213).

Along with emotions being accepted as universal, facial expressions, in those who experience emotions, are interpreted in many cultures as being similar (Zajonic, 1980, 1984).

I find the social and naturalistic theory of emotion to be useful in understanding the emotion that teachers experience. Most often, teachers like myself, may react to an incident immediately without thinking about the consequences of it afterwards. Thus the naturalistic theory draws on the idea that emotions emerge due to natural physiological changes and not cognitive thinking. Very often my colleagues and I dislike the habit of learners speaking without permission in class, as there are rules that one should follow, such as raising one's hand. However, the reason for getting upset is because these rules which are socially constructed become violated. Thus the social constructionist theory sheds light in understanding the emotions that teachers experience.

2.8.3 James-Lange theory of emotion

The James-Lange theory was first presented by two theorists namely, William James in the year 1884, and later, Carl Lange in 1885. Although the theory was developed separately, it centred on the same concept (Cannon, 1927). The theory proposes that emotion is not directly caused by the perception of an event or situation. Instead, it is caused by bodily responses owing to an event. In other words, in order for one to experience an emotion, one must first experience some type of bodily change (Cannon, 1927, p.106). Bodily responses could include changes such as increased heart rate, rapid breathing, sweaty palms, change in posture, and so on. The claim in this theory is that once a change is experienced, an emotion occurs (Cannon, 1927). There are several concepts associated with the James Lange theory. In order for an emotion to be experienced, the individual would first have to be exposed to

the perception of an event (Scherer, 2000, p.154). Once this occurs, the sensory system takes control, resulting in physical arousal, thereafter leading to a type of bodily change experienced by the individual (Scherer, 2000, p.154). The type of bodily change displayed will determine the type of emotion that is being experienced. Scherer (2000) brings clarity when he states that "...an emotion is elicited by a person's awareness of a specific pattern of bodily changes and the consequent interpretation of the event in terms of emotion" (p. 155).

An example to illustrate the James-Lange theory of emotion was extracted from the works of Dess (2010). Someone encounters a spider and in the application of the James-Lange theory in this situation, the person would firstly begin to shake or tremble. This bodily change will be experienced as an emotion of fear, for example, "I feel afraid because I am shaking" (Dess, 2010, p.7). As a teacher, there are often times where I would get upset because of disruptive behaviour from learners. When I witnessed the disruptive behaviour, my facial expression changed and my smile faded. I felt upset, because my face was an expression that showed I was upset.

2.8.4 Cannon-Bard theory of emotions

The Cannon-Bard theory of emotions was proposed by Walter Cannon and Philip Bard. This theory argued against the James-Lange theory. The James Lange theory was challenged on many grounds by Cannon, who argued that emotion is not totally dependent on bodily changes occurring. According to Dalgleish (2004), "...total surgical separation of the viscera* from the brain in animals did not impair emotional behaviour; bodily or autonomic activity cannot differentiate different emotional states; bodily changes are typically too slow to generate emotions..." (p.582). Cannon and Bard's assumptions were strengthened by the investigation of emotional states by the use of animals, such as cats. The purpose of the investigation was to inquire whether a cat would experience an emotional state after removal of its cortex. The results showed that the "removal of the cortex did not eliminate emotion" (Dalgleish, 2004, p.583). The Cannon-Bard theory, therefore, proposed that "emotions have highly similar autonomic responses" (Friedman, 2009, p.3). Furthermore, this theory claims that "automatic feedback is not necessary for emotional feelings. Rather feelings and physiological responses are independent components of emotion" (Friedman, 2009, p.3).

This theory proposes that "physical changes and emotional experiences occur at the same time." (Dess, 2010, p.7) and that, "Emotional stimuli are processed in the brain, which then separately generates both bodily responses and feelings" (Friedman, 2009, p.3). The thalamus

is that region of the brain responsible for the transmission of external stimuli to the “internal organs and cortex”, simultaneously (Dess, 2010, p.7). An example to illustrate this type of emotion is taken from the work of Dess (2010) who posed the example of encountering a spider in explaining this theory. According to the Cannon-Bard theory, when a person is confronted by a spider, he or she “would begin to shake and simultaneously appraise the shaking behaviour as fear.” (Dess, 2010, p.7). As a teacher, I find myself often shouting at my learners and getting angry with them simultaneously. It is not anger before shouting or vice versa. I find the Cannon Bard theory of emotion useful in understanding why teachers like myself automatically respond to a situation and that our emotions do not depend on bodily changes all the time.

2.8.5 Two-factor theory: Schachter and Singer

Stanley Schachter and Jerome Singer developed the two-factor theory of emotion. According to the theory, “people search the immediate environment for emotionally relevant cues to label and interpret unexplained physiological arousal” (Schachter & Singer, 1962, p.379). In other words, emotion is derived from a state of arousal as well as from cognition. Scherer (2000) points out the concepts associated with the two-factor theory. In the two-factor theory, in order for an emotion to be experienced, one must first be exposed to an event. The perception of such an event will lead to a type of bodily arousal or reaction. The brain thereafter analyses the reaction and provides an explanation as to why the body experiences such an arousal. The part of the brain responsible for such a task is the autonomic nervous system. When analysing the arousal, the ANS⁵ relies on the occurred situation or event for cues that will assist in determining the type of emotion felt (Scherer, 2000, p.154).

However, it is not always necessary to apply a cognitive label to an emotion. According to Dess(2010)“Physiological arousal and certain behaviours are associated with several emotions and thus lack the specificity needed to account for emotion”(p. 7). An example here would be that of someone crying. Usually one would associate crying with an emotion of sadness. For example, if there is a death in the family, it is only natural for someone to be crying, indicating an emotion of sadness. However, when a mother begins to cry after having given birth to a baby, these could be tears of joy. The point that Schachter and Singer’s theory proposes is that an emotion may arise from several sources and which are not

⁵Autonomic nervous system – “Part of the nervous system which functions automatically without conscious control, to regulate physiological processes in the body” (Donnell, 2011, p.11).

generally associated with one bodily change. When someone cries, it could mean that he or she either is happy or sad, depending on the situation (Dess, 2010).

2.8.6 Broaden-and-Build Theory of Positive Emotions

The broaden-and-build theory posits that experiences of positive emotions broaden people's momentary thought-action repertoires, which in turn serves to build their enduring personal resources, ranging from physical and intellectual resources to social and psychological resources (Fredrickson, 2001, p.1).

In other words, when an individual experiences positive emotions such as “joy, interest, contentment, and love” (Fredrickson, 2001, p.1), these emotions help to create broader thinking about the future. The emotions act as a motivating tool for future well-being and further positive experiences in the long term. Hence, individuals build on their existing positive experiences. Carter (2009) supports Fredrickson's view that positive emotions create broader thinking when he states that “positive emotions may help us overcome the tendency to narrowly focus our attention” (Carter, 2009, p. 18).

Fredrickson (2001) compares positive emotions to negative emotions, pointing out that positive emotions have a “complementary effect” on people in contrast to negative emotions (p.3). She states that when someone experiences negative emotions such as “anxiety, sadness, anger and despair” (Fredrickson, 2001, p.1), this may be viewed as a “life-threatening situation, a narrowed thought-action repertoire” that “promotes quick and decisive action that carries direct and immediate benefit” (Fredrickson,2001,p.3). When experiencing a negative emotion, the thought-action repertoire tends to cause the mind to behave in a particular way. The individual may “escape, attack, or expel” in life-threatening situations (Fredrickson, 2001, p.3). In contrast to the negative experience of emotion, Fredrickson (2001) points out that when a positive emotion is experienced in humans, it is “not a life-threatening situation” (Fredrickson,2001,p. 3). Instead of positive emotion narrowing their thought-action repertoire, as with negative emotions, positive emotions serve to broaden the thought-action repertoire, thus “widening the array of thoughts and actions” (Fredrickson, 2001).

Fredrickson gives an example of how a positive emotion such as “pride” seems to broaden one's thought-action repertoire. When one is proud of one's accomplishments or success, one is generally focused on or envisioning greater rewards in the future. The person is usually seen as motivated to work harder. His or her thoughts are positive and hence the person would wish to share with others the positive feelings of being successful

(Fredrickson,2001,p.3). Other positive emotions such as “joy, for instance, broadens by creating the urge to play, push the limits, and be creative” (Fredrickson,2001,p. 3). In other words, people who experience joy are cognitively encouraged to explore their horizon.I personally find that as a teacher, positivity is very important to my work. It ignites feelings of happiness, and I am able to do more in terms of my work. I feel motivated and driven. I find the broad and build theory of positive motions very useful in understanding why teachers become motivated when they are positive.

2.8.7 Cognitive theory of emotion

The cognitive theory of emotion was first proposed by Schachter in the early 1960s. He furthered his experiments in collaboration with Singer (Scherer, 2000, p.163). Schachter’s cognitive theory of emotion is quite similar to the James Lange theory of emotion, in that he accepted most of the concepts associated with the theory. One of the concepts was that bodily changes do play an integral role in determining an emotion. However, the cognitive theory of emotion goes beyond that of the James Lange theory of emotion. Schachter believed that there are not many physiological changes that could account for the various types of mood and emotion “for which there are verbal expressions” (Scherer, 2000, p.163). Schachter argued that cognition plays an important role and is essential for the evaluation of an emotion. He further argued that events or situations together with one’s past experience are necessary in interpreting the type of emotion (Scherer, 2000, p.164). A classic example of the cognitive theory is discussed in the works of Schachter and Singer (1962). In this example a man walks down an alley and is encountered by a figure with a gun. This immediately initiates a state of physiological arousal in the man who is confronted by the figure. In addition, he begins to reflect on his own knowledge of people with guns in alleys, who are most likely to be quite dangerous. This arousal is therefore cognitively labelled as fear (Schachter& Singer, 1962, p.380).According to Friedenberg and Gordon (2012) “An accelerating heart by itself would not be enough to produce fear; instead, it would be the bodily change plus the situation” (Friedenberg & Gordon, 2012, p.4). Whitehead maintains that it is necessary for a bodily response to occur; in this case an increased heart rate. He adds that an emotion is also dependent on the type of situation that an individual may be experiencing. In other words, it is not only the arousal that is responsible for determining the emotions experienced, rather the event or situation that has occurred. An example to illustrate the cognitive theory of emotion is incorporated in the work of Friedenberg and Gordon (2012). One could visualize a man with a gun pointing towards a person. Apart from having

an increased heartbeat, the person confronted by the gun would also be aware of the individual who is aiming the gun at him. This indicates a moment of danger, the frightened person being aware that he or she might be shot. This situation thus increases the extent of fear in such an individual (Friedenberg & Gordon, 2012, p.4).

The figure below is a summary of the theories of emotions as discussed above. The figure includes the assumptions proposed in each theory.

Figure 2: Summary of theories of emotion

Theory	Assumptions of the theory	Concepts
Social constructionist theory	Emotions depend on social consciousness. The culture provides a niche or ethos which is a set of guidelines for feeling.	-Social role -Cultural role -Transmission of social and cultural norms
Naturalistic theory of emotion.	Emotions are products of natural processes which are independent of social norms and conscious interpretation. Emotions result from physiological changes in the body.	-Neuro-muscular activity -Natural analogue
James-Lange theory of emotion.	Emotions are caused by a stimulus which evokes a physiological change.	-Stimulus is evoked. -Bodily changes follow.
Cannon-Bard theory of emotion.	Bodily changes occur simultaneously with the emotion experienced.	-Processing of stimuli in the brain. -Brain separately generates <i>“both bodily responses and feelings”</i>
Two-Factor theory.	Emotion is derived from a state of arousal as well as cognition.	-Perception of an event -Physical arousal -“...activation of the ANS...” -Cognitive explanation based on environmental cue
Broaden-and-build theory of positive emotions.	Positive emotions such as joy broaden peoples’ thought-action repertoires, which serves to build their personal resources.	-Broadened mind-set -Narrowed mind-set -Thought-action repertoire: Focused attention -Unfocused attention
Cognitive theory of emotion.	The event or situation is responsible for determining the emotions experienced.	-Rationalization of judgements. -Reliance on events and past knowledge.

2.9 Conclusion

In this chapter, I have discussed the literature deployed in this research study. The exploration of literature focused on past scholars and on recent studies of teachers and their emotions arising from schoolwork. Literature has revealed that teachers are inundated with both teaching and non-teaching activities on a daily basis. The chapter has also focused on the concept of emotion as perceived and defined by various scholars. In drawing from the literature, emotion may be grouped as either basic or complex emotions. Literature has exposed that teachers experience emotions both negatively and positively in their field of work.

The collected literature also reveals the gaps and silences in the literature. One of the noteworthy gaps in the literature was that no profound understanding of teachers' emotional experiences in their own work was offered (Hargreaves, 1998). However, this study provides teachers' interpretations of their unique emotional experiences. Hence this study will attempt to address the silences by exploring such experiences. Theories of emotion were also introduced and adopted in order to analyse the data that was obtained for this study. The next chapter will discuss how the data was generated.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In the previous chapter, I discussed the review of the literature on teachers' work and their accompanying emotional experiences. I also presented the conceptual and theoretical framework for the study. This leads to the next stage of my study - the research design and methodology. One of the most important stages in conducting research involves the type of research design and methodology adopted for the study. This is important, as it will determine how information will be extracted to respond to the critical research questions. It will also help in gaining an understanding of the data that is collected which provide an understanding of the phenomena being explored. The research focused on exploring the emotional experiences accompanying the type of work in which teachers engaged with at school.

In this chapter, I present an in-depth description of the research design and methodology implemented for the study. The type of paradigm to which this study is underpinned will also be outlined. In addition, I discuss the process of recruitment of participants in this study; and the type of sampling used in the selection of the participants. I also provide a detailed description of the contexts within which this study was conducted. Furthermore, this chapter introduces and explains the instruments that were utilized for the collection of data. I also discuss the challenges that arose while doing so. A table with the proposed plan for this research study is also incorporated towards the latter part of this chapter. Finally, I touch on the ethical considerations, validity, as well as limitations that emerged throughout the duration of this study.

3.2 Research Design

A research design may be viewed as a plan of action (Cohen, Manion, & Morrison, 2011). The research design served as a guide to which this study was underpinned. The two most familiar and commonly used methods in research are the quantitative and qualitative research methods (Nicholls, 2011). Prior to selecting a design for my study, I examined each of these designs.

The quantitative design is most often appropriate for a scientific approach research involving data that relies on statistics or numerical value. McMillian and Schumacher (2010) offer clarity on this type of design when they state that quantitative research focuses on "objectivity

in measuring and describing phenomena...as a result, the research designs maximize objectivity by using numbers, statistics, structure and control” (p.21). There is a quest for truth in a quantitative study, and in such a design there is often control, manipulation of variables and intervention by the researcher (McMillan & Schumacher, 2010).

In contrast to a quantitative design, the qualitative research design as defined by McMillan and Schumacher state that qualitative designs “emphasise gathering data on naturally occurring phenomena... the researcher must search and explore with a variety of methods until a deep understanding is achieved” (McMillan & Schumacher, 2010, p. 23). In reviewing these two designs, it seemed that the qualitative design in research appeared to be most suitable in the exploration of teachers’ emotions in the work they do. Furthermore, a qualitative design offered a platform for a more descriptive understanding about teachers’ emotional experiences. Nicholls (2011) supports this design when he mentions that “Qualitative research takes an in-depth approach to the phenomenon it studies in order to understand it more thoroughly” (p.1). Qualitative research approach “methods serve to provide a bigger picture of a situation or issue” (Nicholls, 2011, p.2).

In reflecting on the key features, it seems that a qualitative design is directed at understanding situations related to real life phenomena. In relation to my research, the aim is specifically to understand the emotional experiences of high school teachers in the work they do. Hence, the adoption of the qualitative design made this possible for the study. Apart from the gathering of detailed data, which was one of the reasons for adopting this design, there was also other data to be perused. Qualitative designs allowed for the presentation of textual data as “Most of these data are in the form of words rather than numbers” (McMillan & Schumacher, 2010, p. 23).

This is imperative in order to create an understanding of the emotions that high school teachers experience. Descriptive information such as thoughts, feelings and information in relation to teachers’ work may be effectively represented in the form of words in transcripts as opposed to other forms of data such as numerical data. Since numbers cannot convey descriptive feelings of an individual, they are therefore omitted. Nicholls(2011) reinforces this when he mentions that qualitative research methods “can convey a richness and intensity of detail in a way that quantitative research cannot” (Nicholls,2011,p.3).

Another reason for utilizing the qualitative design for this study is that it “allows the human in the process to be seen and heard. This design is suited for sensitive issues that might require

probing for more information” (Nicholls, 2011, p.7). In other words, the participants (six high school teachers) were individually examined and recognized. There was much emphasis and attention given to the individual in qualitative research. Each teacher was given an opportunity and was at liberty to express his or her emotional experiences. In an attempt for the researcher to understand their experiences, the qualitative design thus created a platform which enabled the researcher to gain a better understanding of his subject matter. The incorporation of the probing technique became necessary in gathering valuable data which was essential in finding meaning in the emotions that teachers experienced.

The qualitative research design offered an approach in which the researcher was able to explore a situation where there was no intervention or control of participants by the researcher. In other words, such situations or phenomena were purely natural experiences - the researcher did not manipulate or alter the research in any way. There is no quest for truth, rather a desire to seek understanding. In a qualitative design, there is no emphasis on making a conclusion or arriving at a solution about a phenomenon. Likewise, this study was not about reaching a consensus or finding a solution to teachers’ emotional experiences in their work; rather, it was about interpreting and finding meaning in their experiences that were shared with the researcher. When one wishes to explore and understand people or situations, the most appropriate design a researcher could adopt is that of a qualitative nature (McMillan & Schumacher, 2010). To this end, the characteristics of qualitative research supported the aim and purposes of this study.

3.3 Research Paradigm

Before any research is conducted, it is essential for the researcher to reveal his position, view or stance on the study. This position refers to the way in which the researcher seeks to understand his or her world (Cohen et al., 2011). According to Cohen et al (2011):

This view moves us beyond regarding research methods as simply a technical exercise...this is informed by how we view our world(s), what we take understanding to be and what we see as the purposes of understanding, and what is deemed valuable (p. 3).

In taking a stance, a paradigm becomes essential to this study. Upon choosing a suitable paradigm, one must first understand the definition of the word. A paradigm may be defined as “a loose collection of logically related assumptions, concepts or prepositions that orient thinking and research” (Bogden & Biklen, 1998, p. 22). The paradigm selected provided a frame

ofthought that guided the precedent of the study. The paradigm will also “inform and underpin the planning and conducting of the research” (Cohen et al., 2011, p. 115). Cohen et al., (2011) highlight three types of research paradigm. These are positivism, interpretivism, and the critical theory (Cohen et al., 2011).

In a positivist paradigm, the framework of thinking centres on a quantitative approach. According to Cohen et al., (2008), “Positivism claims that science provides us with the clearest possible ideal of knowledge”(Cohen et al., 2011, p. 7). In other words, knowledge is created by factual data being science. According to Cohen et al (2008) the objective of the critical theory is “not merely to give an account of society and behaviour but to realise a society that is based on equality and democracy for all its members” (Cohen et al., 2011, p. 31).

It appeared that the critical theory aimed to empower the oppressed in society and is not directed at actually understanding human behaviour.

On the contrary, the interpretivist paradigm focused on the lives and experiences of people. It is “characterized by a concern for the individual”. In other words, the aim of the researcher was not to find some kind of solution to teachers’ emotional experiences, rather to understand their feelings in the work they do (Cohen et al., 2011, p. 17). According to Cohen et al., (2008) “the central endeavour in the context of the interpretive paradigm is to understand the subjective world of human experience...To retain the integrity of the phenomena being investigated, efforts are made to get inside the person and to understand from within”(Cohen et. al., 2011, p.17).

The interpretivist paradigm “subscribes to what is called constructivism” (Wahyuni, 2012, p.71). In other words, the nature of reality is socially constructed. Such constructivism is never constant and is bound to change (Wahyuni, 2012). Teachers’ emotions thus, are always changing and therefore there is no single emotion experienced by teachers; instead there is a multiplicity of emotions. According to Wahyuni (2012),

Interpretivists believe that reality is constructed by social actors and people’s perception of it. They recognise that individuals with their own varied backgrounds, assumptions and experiences contribute to the on-going construction of reality existing in their broader social context through social interaction (p. 71).

The style of research most appropriate to this study was an interpretivist paradigm. The nature of this paradigm allows for the exploration of people’s feelings and emotions, in order

to gain an in-depth understanding of phenomena. In relation to this study, the researcher makes an attempt to place him/herself in the situation of the participants, in order to infer the various types of emotional experiences present in their work at school. Qualitative researchers “set out to understand their interpretations of the world around them” (Cohen et al., 2011, p. 18). The interpretive paradigm is concerned with understanding the world as it is from subjective experiences of individuals. The researcher aimed to portray the reality of such situations at school. Within an interpretivist paradigm, researchers’ interaction, understood as being dialogic in nature is studied (Wahyuni, 2012). Such a paradigm allows the researcher to “work with qualitative data which provides rich descriptions of social constructs” (Wahyuni, 2012, p. 71).

3.4 Location of the study

This study sought to explore dimensions of high school teachers’ emotions in the work they do. The study therefore lent itself to a high school context, which was the natural setting for this study. According to Creswell (1998), “qualitative research is an inquiry process” in which “the researcher builds a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting”(p.252). It is within a natural high school setting that the participants in this study (six teachers) shared their emotional experiences in the work they did. Owing to each of the participants’ teaching in different schools, there were five schools that served as locations for the study. These schools were public schools which were funded by the government. Each of the schools was a co-educational school. This meant that the school comprised learners of both sexes. The learners attending these high schools came from different cultural and religious backgrounds.

In terms of the socio-economic status of the learners, some learners came from quite well-established homes and hence were not deprived of basic living needs and educational resources. On the contrary, there are also learners who did not have access to basic needs such as food, clothing or educational resources. While some learners reside close to their school, there are some who travel long distances to school every morning. This is both risky and challenging for them.

Each high school possessed similar characteristics in terms of their context and learners. It is for this reason that I believed that the location for the study was appropriate, as the school consists of learners of a diverse nature. There was therefore no doubt challenges that were evident at

school. Detailed description of each school context will be provided when describing teachers and their school context. This is presented in Chapter four of this study.

3.5 Participant Recruitment

Six teachers working in a high school were asked to volunteer their participation in this study. All participants had at least a minimum of 3 years of teaching experience in a high school. A minimum of six participants had been selected, to ensure that a focus-group interview could be conducted. These participants were from various high schools. A total of six participants comprising three males and three females made up the focus group. There was no intentional decision to recruit three males and three females for this study because this was not an analysis of teachers of different genders and their emotions. It is simply a study of the emotional experiences of high school teachers in their work. The equal division into male and female was coincidental. Of the six participants, three were novice teachers. The remaining three were senior high school teachers.

The reason for choosing participants from a high school context was to gain understanding of the type of work these teachers encounter on a daily basis, and the type of emotions that arise in their work within such a context. I also had the advantage of having worked with some of the participants in previous years of teaching. Some are colleagues, ex-colleagues and friends of mine. We were well-known to each other. However, these participants did not know each other and, therefore, their first introduction was at the focus-group meeting. I explained to each of the participants individually that the purpose of engaging them in the study was to satisfy my interest in exploring and understanding the emotional experiences of teachers in the type of work with which they engage in at school. I informed the participants that confidentiality would be maintained throughout this study. They were at liberty to leave at any point in this study if they became uncomfortable. The figure on the next page introduces the participants in the study. It also includes the gender of each participant and the number of years of teaching experience for each teacher. The participants were each assigned pseudonyms, so that they might remain anonymous in this study, and for the protection of their identity.

Fig 3: Study participants

No	Pseudonym	Gender	Years' teaching experience
1.	Sarah	Female	3
2.	Razina	Female	23
3.	Rahul	Male	4
4.	Leon	Male	17
5.	Nerena	Female	5
6.	Ashen	Male	18

3.6 Selecting the participants

In this section I discuss the selection of participants for research. McMillan and Schumacher (2010) state that, “The sources of information used by qualitative researchers include individuals, groups, documents, reports, and sites. Regardless of the form of the data, purposeful sampling is used” (MacMillan & Schumacher, 2010, p. 325). In other words, the participants are selected on the basis of a specific purpose. Because this study is purely qualitative in nature, it was only logical to incorporate a purposeful sampling technique. Purposeful sampling may be viewed as a technique in which participants are purposefully selected by the researcher for the study. The participants who are selected should be able to contribute valuable information as well as insights to assist the researcher in understanding the phenomena; as well as in answering the critical questions for the study (Creswell, 2009). The purpose, as was explained in chapter, was to gauge the emotions of a selected number of those who teach in high schools.

In a qualitative research design, sampling usually comprises a small group of participants (Nicholls, 2011). The reason for a small sample is to enable the researcher to explore the core of teachers' emotions and spend time interpreting such experiences to obtain a deep understanding (Nicholls, 2011). It is for the purpose of the study that I opted to recruit six high school teachers. One of the reasons for recruiting six participants was so that the study could be manageable, owing to time constraints. I would rather have a few participants and spend more time analysing their experiences and gaining a profound understanding of their emotions than have a large number of participants to study and not be able to give an adequate amount of attention to each. Secondly, six participants allowed for the conducting of a focus-group interview, which was crucial to this study. Thirdly, the purposeful sampling technique allowed me to conveniently select teachers with a minimum of three years' of teaching experience.

Despite having a small sample, the selection was essential to the study. Upon adopting the purposeful sampling technique, I was challenged on the basis of selecting the participants in the study. Although the purposeful sampling technique is useful to this study, and has given me the power of selecting participants of my choice who would be best for the study, this was not an easy decision. The selection of teachers was quite difficult. Prior to selection, I had to ensure that the participants would be able to contribute sufficient and valuable information, thus satisfying the aim of this study. In other words, the participants selected had to be able to offer sufficient insight into their world of emotions in the work they do, in order for me to understand such phenomena. Teachers who were not comfortable sharing their views and who, I knew, shied away from discussing their emotions, were not selected.

The idea behind the study was to recruit participants who wished to enlighten us on their emotional experiences; I needed teachers who were able to do so. Onwuegbuzie and Leech (2007) maintain this when they state that:

...if the goal is not to generalize to a population but to obtain insights into a phenomenon, individuals, or events, as is most often the case in interpretivist studies, then the qualitative researcher purposefully selects individuals, groups, and settings for this phase that increases understandings of phenomena (P. 242).

Such selection of participants was therefore based on the qualities and characteristics that the researcher was looking for and believed those participants possessed in order to meet the needs of the study (McMillan & Schumacher, 2010).

The danger in resorting to other methods of sampling such as the random technique, for example, was that the randomly selected participants may be unable to respond to the researcher on certain issues, because of lack of knowledge of a particular issue (McMillan & Schumacher, 2010). On the contrary, purposeful sampling allowed for the respondent to shed light on matters of interest to the researcher, the participants having been purposefully selected because of the potential amount of knowledge they possessed.

3.7 An Exploratory Case-Study Method

The method that supports this research is the case-study method. “Qualitative methods such as...case studies...can ultimately reveal more about the effectiveness of a form of therapy on an individual” (Nicholls, 2011, p. 3). Since the study aimed at exploring the emotions of teachers, the case-study method was adopted for my study. The definition of a case study is

somewhat controversial. Many researchers define the term in unique ways. However, each of these terms represents commonality in defining a case study (Cohen et. al., 2008; Stake, 2008; Yin, 2009; McMillan & Schumacher, 2010). According to Cohen et. al. (2008):

A case study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles (p. 289).

Stake (2008) mentions that a case study is an in-depth examination or exploration of one entity. In other words, the focus is on one phenomenon only, gathering detailed data about this phenomenon. According to McMillan and Schumacher (2010), a case study:

...examines a bounded system, or a case, over time in depth, employing multiple sources of data found in the setting. The case may be a program, an event, an activity, or a set of individuals bounded in time and place (p. 24).

The context in which the study was conducted was extremely important to the research, as it provided the location in which real life experiences were observed and understood. Without the presence of the context in this study (high school), it would not have been possible to understand the emotional experiences of teachers in relation to their work. The use of a case study thus enabled the researcher to explore the real life emotional experiences of high school teachers in the various types of work encountered at school. A case study therefore provided a platform, enabling the researcher to obtain detailed information from these teachers. Above all, it assisted the researcher in understanding the emotional experiences of such teachers.

Case studies are usually adopted when a researcher wishes to explore “how” or “why” a phenomenon or event occurs. In a case study, “the focus is on a contemporary phenomenon within a real-life context” (Yin, 2009, p. 10). Definitions of case studies mentioned thus far imply that there is much focus on the actual phenomena being investigated. Emphasis is placed on gaining a deeper understanding of people in real life situations and contexts.

In a case study, the researcher had limited control of events or activities that could have occur in the study. In other words, the researcher does not do anything to interfere with the participants in any way during the process of research. McMillian and Schumacher (2010) mention that the researcher is a “complete outsider” who is “totally detached from the naturally occurring behaviour and activities of the participants” (p. 348). The only time the researcher intervenes is when it is time to collect data before leaving (McMillian &

Schumacher, 2010). In this study, teachers were at no point interrupted by the researcher for the sake of convenience during school time.

In utilizing a case-study method, the type of case study became essential to this research. Yin (2009) outlines three different types of case studies. These are the exploratory, descriptive, and explanatory case studies. The type of research question will thereafter determine the type of case study that will be used (Yin, 2013, p. 22)

For this study the following critical research questions asked were:

- (a) What work do teachers do?
- (b) What are the emotions that arise from the work they do?

Yin mentions that “What” questions give an indication that the exploratory case study method would be the most appropriate. On the contrary, “How” and “Why” type questions usually lend themselves to explanatory case studies (Yin, 2013, p. 9). This is because one wishes to find the reason for a particular phenomenon occurring. Hence, for the purpose of this study, an exploratory case-study method had been adopted, owing to the existence of “What” type questioning. The researcher was merely interested in exploring emotions experienced during teachers’ work and not why or how such emotions occurred.

The implementation of a case study method poses advantages as well as some disadvantages in the exploration of teachers’ emotions. In terms of the advantages, case studies are unique in that they capture the reality of individuals’ experience and feelings which may not be presented in other approach methods, for example, in the use of a survey (Nisbet & Watts, 1984; Neale et al., 2006). Neale et. al. (2006) maintain that there is an advantage in that a case study “provides much more detailed information than what is available through other methods, such as surveys” (p. 6).

In this study, the case study allowed for the researcher to feel what it meant to be in a particular situation, and to imagine what it would be like for teachers to feel the way they do. In other words, it enabled the researcher to visualize himself in the skin of the teacher.

A second advantage was that case studies are presented in simple, non-academic language (Nisbet & Watts, 1984). This means that case studies may be understood by almost every individual, even the layman, whether or not an academic. Real life emotions experienced by

teachers could be understood by almost every individual, the results having been presented in simple, non-academic language. Evidence of teachers' emotional encounters and their work is presented in simple language (chapter four).

As with other methods, case studies do contain some disadvantages and there have been some limitations in the case-study method during the course of the study. Although the case-study method may be useful in attaining detailed information about people or events in real life situations, Yin mentions that there are prejudices in using the case study as a method for research. Yin (2009) states that:

Too many times, the case study investigator has been sloppy, has not followed systematic procedures, or has allowed equivocal evidence or biased views to influence the direction of findings and conclusions (p. 14).

There were times when bias attempted to take control. As the researcher, I withheld involvement with participants in their contexts. This assisted me in decreasing the effects of bias taking control over this study.

Another limitation of the case-study method was that it "Can be lengthy" (Yin 2009). Neale et. al. (2006) indicate that, "Because they provide detailed information about the case in narrative form, it may be difficult to hold a reader's interest if too lengthy. In writing the case study, care should be taken to provide rich information in a digestible manner" (p. 6). This has been evident in the process of gathering information for this study. Once the information was presented, after transcribing, it was indeed quite overwhelming and huge. In order to counteract this problem in my study, I was careful about selecting only the important factors concerned with answering the critical questions of the study.

3.8 Data-collection method

The purpose of data collection was to collect rich data that will answer the critical questions of this study. There are multiple techniques that one could use in the collection of qualitative data. These techniques could range from conduction of "...interviews, observation, or questionnaires, document review, and the use of audio-visual materials" (McMillan & Schumacher, 2010, p. 343). In selecting an appropriate method, the type of research question was taken into consideration. The researcher had to analyse what exactly needed to be "gathered and analysed" (McMillan & Schumacher, 2010, p. 343).

In relation to this study, teacher emotions are quite personal; therefore this required participants to be engaged in conversation with the interviewer in order for them to be able to share their experiences. According to a study conducted by the RAND institute, Harrell and Bradley (2009) state that “Interviews are discussions, usually one-on-one between an interviewer and an individual, meant to gather information on a specific set of topics” (p. 14). To this end, the most appropriate way of gathering data in a case study was through an interview process.

One of the main reasons in opting for an interview method in the collection of data was that it allowed for in-depth information to be obtained, as opposed to other ways of collecting data (Cohen et al., 2011). Detailed data was essential to this study as it allowed for the interpretation of emotions experienced by teachers in a high school. The more in-depth the data, the greater the chance of an effective interpretation. The gathering of detailed, descriptive information from teachers may not be possible with techniques such as observation, questionnaire, or experimental methods. The latter will most likely lead to numerical data which have no value for understanding emotion in teachers. On the other hand, implementing an observation technique will not deliver the essence of emotions or feelings experienced by teachers. On occasion, a teacher may feel ill, nevertheless putting on a cheerful face for the sake of her learners. In other words, the real emotion may be disguised; the overt cheer is not genuine. The disadvantage of using other methods such as questionnaires to generate data is that “there is often too low a percentage of returns” (Cohen et al, 2011, p. 411). This creates difficulty in the researcher interpreting findings.

In comparison with other data-collection methods, the interview was a good data tool in exploring thoughts, opinions, and beliefs crucial to this study. Interviews had several advantages. According to Turner (2010) “Interviews provide in-depth information pertaining to participants’ experiences and viewpoints of a particular topic” (p. 1). This allowed for a deeper level of understanding. In audio- recording an interview, detailed and descriptive information may be obtained. Recording the interview prevented any loss of data.

A second advantage was that the interview method was used to obtain information “of greater depth and can be more sensitive to contextual variations in meaning” (Phellas et al 2012,p.197).

McMillan and Schumacher (2010) and Phellas et al (2012) highlight some very important strengths of an interview:

- An interview gives way for clarification of questions, should the interviewee seem unclear about certain questions. In other words, it allows for probing. This enables the interviewer to engage in verbal or non-verbal prompting to encourage more complete, better explained responses (McMillan & Schumacher, 2010);
- An interview allows for a higher response rate. At times, respondents may wish to expand on their response to a particular question. This is a strength in that it allows for more information to be gathered (McMillan & Schumacher, 2010)
- In addition, interviews are adaptable, meaning that an arrangement is made between the interviewer and the interviewee according to the schedule of the interviewee (McMillan & Schumacher, 2010)
- An interview is flexible in accommodating the interviewee. There is no restriction in terms of responses. In other words, the interviewee may feel at liberty to express feelings and emotions more fully and truthfully. Flexibility ensures that the interviews are conducted at the location of the interviewee's choice. Timeframes may also be adjusted to accommodate the respondent (McMillan & Schumacher, 2010).

In addition, Phellas et al (2012) support the above in suggesting that the interview method allows for flexibility as opposed to other methods of collecting data, for example that of a questionnaire.

The selection of an appropriate interview type became essential to the study. McMillan and Schumacher (2010) suggest a few types of interview, namely the informal conversation, the structured, or the semi-structured interview. The informal interview is usually conducted in the present; questions are not predetermined or prepared in advance. The structured interview constitutes of predetermined questions, however, it does not allow for excessive probing during the process. This may deter the respondent from sharing valuable or additional information with the interviewer (McMillan & Schumacher, 2010).

Lastly there is the semi-structured interview, which seemed to afford the most appropriate qualities for this study. This type of interview centres on predetermined questions, simultaneously allowing for probing (McMillan & Schumacher, 2010). There are various methods of data collection that one can utilize in a qualitative study. One of the options available to a qualitative researcher is the semi-structured interview. (Nicholls, 2011).

Phellas et al (2012) defines a semi-structured interview as:

...non-scheduled, though still partly standardised...Here ,the interviewer works from a list of topics that need to be covered with each respondent, but the order and exact wording of questions is not important. Generally such interviews gather qualitative data... (p. 183)

For this reason a semi-structured interview was adopted for the study. The semi-structured interview is focused, yet not too restrictive. It allowed for probing, whenever the interviewee was unclear or doubtful about certain questions. The participants, who in this case were the high school teachers, were at liberty to share any extra information with the interviewer. This deepened understanding of the emotions of teachers while providing a deeper perspective.

Harrell and Bradley (2009) may be assumed to support the above when they indicated that:

In semi-structured interviewing, a guide is used with the questions and topics that must be covered. The interviewer has some discretion about the order in which questions are asked, but the questions are standardized, and probes must be provided to ensure that the researcher covers the correct material. This kind of interview collects detailed information in style that is somewhat conversational. Semi-structured interviews are often used when the researcher wants to delve deeply into a topic and to understand thoroughly the answers provided (p. 35).

Since the semi-structured interview complements the qualitative style of research, it served as the most appropriate interview type for my study. The semi-structured interview sought to extract a detailed account of the phenomena being examined. In this study, the semi-structured interview allowed for teachers to share their experiences and emotions by means of conversation.

Phellas et al (2012) highlight two ways of conducting an interview, namely, “Face-to face interviews” and “Telephone interviews” (p.197). Face-to-face interviews refer to interview processes being conducted directly on a one-on-one conversation between the interviewer and the interviewee. Telephonic interviews are conducted between the interviewer and respondent over the telephone (Phellas et al., 2012). For the purpose of this study, individual face-to-face interviews were conducted with the participants. Phellas et al (2012) offer the advantages of using the face-to-face method of interviewing. These advantages are listed as follows:

- The presence of the interviewer and interviewee “allows for complex questions to be explained”. This ensures that questions are clarified, so that the respondent has a

better understanding, therefore is able to answer effectively (Phellas et al., 2012, p. 197);

- Phellas et al (2012) mention that face-to-face interviews allow for the interviewer “to ask open questions since respondents do not have to write in their answer and the interviewer can pick up on non-verbal clues” (p. 197);
- As opposed to questionnaires in which respondents have to write their responses, face-to-face interviews provide a more relaxed setting, in which interviewees may not feel restricted in their responses, because they are not writing their answers. Hence they may wish to expand on their responses;
- The face-to-face method allows for the interviewer to watch the respondent answer, capturing their feelings from their facial expressions. On the contrary, it is impossible fully to infer the respondent’s feelings at the time of answering the questions, if the responses are given in writing and the respondent is not present when the researcher makes an analysis (Phellas et al., 2012); and
- Face-to-face interviews also have the advantage of using visual aids during the interview. This would assist the interviewee in answering the questions that are posed to him or her. This not possible during a telephonic interview as the interviewer and respondent are not in the same setting (Phellas et. al., 2012).

After the conducting of the interview, a debriefing was undertaken, in which the interviewees were requested to share any additional comments or thoughts about the teaching profession, emotions that had not being discussed in the interview.

3.9 Interview Schedule

Once the semi-structured type of interview had been selected, an interview schedule was constructed. The schedule served as a guide to the researcher while questioning the participant. However, the type of questioning utilized in the schedule was extremely important to the data that it will yield. Therefore, it was important to choose the most appropriate technique of questioning. McMillan and Schumacher (2010) point out three types of questioning when preparing an interview. These are namely, “Structured questions”, “Semi structured questions” and lastly “unstructured questions” (p.206).

According to McMillan and Schumacher (2010), structured questions “are followed by a set of choices, and the respondent selects one of the choices as the answer”(p. 206). In a semi-

structured questionnaire “the question is phrased to allow for individual responses. It is an open-ended question but is fairly specific in its intent” (McMillan & Schumacher, 2010, p. 206). The unstructured questioning system “allow(s) the interviewer great latitude in asking broad questions in whatever order seems appropriate” (McMillan & Schumacher, 2010, p. 206).

The most appropriate form of questioning chosen for the study was the semi-structured form. An interview schedule, inclusive of the semi-structured questioning technique was used as an instrument for data collection in the study. Once the questioning for the schedule had been determined, I requested my supervisor to check the order and nature of questions in order to ensure that there were no questions which could lead to predetermined answers. This schedule included two sections, namely section A, which primarily focuses on the type of work that teachers encounter on a daily basis at school. Section B focuses on the emotional aspect of teachers’ work (Refer to Appendix 4).

3.10 Focus-group interview

A focus-group interview took place weeks after the individual interviews had been conducted. According to Cohen et al (2011) a focus-group interview occurs when:

...participants interact with each other rather than with the interviewer, such that the views of the participants can emerge- the participants’ rather than the researcher’s agenda can predominate (p. 436).

The preferred number of participants for the conducting of a focus group is usually six to eight people (Krueger, 2002). As a result, six high school teachers formed the focus group for this study. The factors essential to the conducting of a focus group is the creation of a comfortable environment (Krueger, 2002). As a result, participants were invited to a private conference room that belonged to a local library. Of course, permission was sought before inviting the participants. The environment was tranquil, affording comfortable atmosphere. The participants’ seats were arranged in a circle, an important feature when conducting a focus group (Krueger, 2002).

Teachers were briefly informed of the rules pertaining to the focus group as well as of aspects of confidentiality - their identity would remain anonymous. The participants were encouraged to share with teachers on what they felt about their work. Valuable data emerged as teachers discussed their feelings. The focus group took 45 minutes. A face-to-face interview was

conducted with the participants. A discussion amongst the six participants on their thoughts and opinions about teachers' work and emotions was conducted. Charts were used as resources in conveying important points for discussion that would support the focus group. These points were accessed from interviews with the teachers that were conducted prior to the focus group. The focus group interview was audio recorded, so as to prevent loss of any information that could prove valuable to the study. The interview was later transcribed for analysis.

3.11 Challenges in data collection

One of the most challenging tasks as a novice researcher was the arranging of appointments for interviews with the participants. As high school teachers, they were often very time-constrained. They were either occupied with school-related tasks after school or had personal tasks at hand. I did wonder whether they might not be keen to participate in an interview with me, because they had far more important tasks to attend to. There were instances in which a few of the participants postponed or cancelled their appointments for the interview because of unforeseen circumstances. This delayed the process of data collection, until the interview was eventually conducted at a later stage. Data collection began with interviewing each teacher on an individual basis. Each of the participants was interviewed at different places, depending on their preference. Razina, Nerena, and Leon were interviewed in the comfort of their homes, while Sarah, Rahul, and Ashen opted to be interviewed in a much more private space. In creating a private environment, I gained permission from the librarian at the public library to hire the conference room for these interviews.

Face-to-face interviews were conducted for all participants. Face-to-face interviews meant that participants had to be present during the interview process; this required some time on their part. The time frame allocated for each interview was a maximum of forty-five minutes.

The focus-group discussion was allocated a time frame of fifty minutes. It was also challenging to gather all participants for the focus-group interview. Often, participants were busy during the week. Getting them to meet at a specific time presented problems. The participants were firstly quite generous and so kind to be part of my study and share their experiences. Therefore, many time adjustments were made so as to accommodate them. A common date was arranged on which all participants agreed to meet after school at the public library, a central point for all participants, which was convenient for them. The library conference room was hired for a maximum of two hours for the interviews. The extra time

was to allow for late-coming as well as for the arranging of seats and the laying out of refreshments for the participants. A few participants arrived later than expected, however, it was a successful interview process - eventually all members were present.

Another factor that worried me was that these participants did not know each other. Their first meeting was at this focus group. It perturbed me that, because they did not know one another, this could affect or hinder the kind of data that would be produced. As a facilitator, I tried to maintain a sense of comfort by introducing them to one another. I had name tags prepared so that each could identify the other by name, reducing any awkwardness.

It was also the first time, as a novice researcher, that I had had the opportunity of conducting a focus-group interview. It was quite daunting, not knowing what to expect. However, having researched the focus-group interview, I felt informed and confident to conduct the interviews.

3.12 Data-collection plan

Figure 4 is a plan that was created for the process of data collection.

Figure 4: *Data collection plan (Adapted from Vithal & Jansen, 2010)*

	Question 1	Question 2
Research question	What work do teachers do?	What are the emotions that arise from the work teachers do?
Why is the data being collected?	To record the different types of work that teachers do at school.	To record and to infer the various emotions that affect teachers in the work that they do.
What is the research strategy?	A semi-structured interview Focus group interview	
Who (or what) was the source of the data?	Six high school teachers	
Where is the data to be collected?	Each of the teachers was interviewed in the library room which was the arranged venue, save for one educator who wished to be interviewed in her classroom after school. All interviews were conducted after school hours.	
How many of the data sources were accessed?	Six high school teachers were interviewed.	
How often will data be collected?	Data collection was collected in a single interview session. The focus group was also conducted in a single session.	
How will the data be collected?	The data was collected from the semi-structured interviews and the focus group interviews. These interviews were audio-taped and thereafter transcribed.	
Justify the plan for data collection. (Why is this the best way of collecting data for this critical question)?	The interview method ensures that in-depth information is collected from each of the participants for a better understanding of teachers' work and their emotions. Only six participants were selected, making this a manageable study. A small number of participants enabled an interview process to be conducted more easily, as well as for the focus group to be conducted.	

3.13 Ethical considerations

In conducting a study dealing with people and their emotions, ethical aspects became essential to this study. In terms of ethical concerns, permission had to be obtained from the University of KwaZulu-Natal in order to proceed with the study (Refer to Appendix 3). The University of KwaZulu-Natal approved ethical clearance for this study. The process of ethical clearance from the university took some time. In terms of each participant's protection, consent documents were sent to each participant who was willing to participate in the study after having being approached by me (refer to Appendix 2).

A separate document containing important information that verified the purpose of the research study, as well as guaranteeing protection of the participants in terms of identity was given to participants before they completed a letter of consent (refer to Appendix 1). Participants were to remain anonymous; pseudonyms were used for each participant in this study. The participants also consented to their data being kept in a safe cabinet at the university. This data will be destroyed after five years. In addition, participants were informed that they had the right to withdraw from the study at any time should they feel uncomfortable.

3.14 Trustworthiness and Validity

In qualitative research, validity is concerned with the "degree of congruence between the explanations of the phenomena and the realities of the worlds" (McMillan & Schumacher, 2010, p. 330). This study was centred on teachers who shared their individual experiences of their emotions arising from the work they do. Such personal and emotional experiences cannot be measured simply by means of an instrument, as with quantitative studies. It is important to note that this study does not attempt to determine the cause or effects of teacher emotions, but rather to infer and understand their emotional experiences as they engage with their work.

The participants' experiences shared with the researcher were therefore perceived and accepted by the study as valid. A level of comfort was established between the researcher and participant before the conducting of the interview. This was viewed as an icebreaker, creating trust in the study. The reason for doing this was to ensure that participants were comfortable to express and sharing their experiences with the researcher. Since the researcher is the

instrument of data collection, bias could occur (Cohen et. al., 2007). In order to minimize bias, I sought assistance from my supervisor to ensure verification of the types of questions presented in the interview schedule.

McMillan and Schumacher (2010) indicate that the incorporation of member checking ensures validity. According to McMillan and Schumacher (2010) researchers could “check informally with participants for accuracy during data collection” (p. 330).

As a result, after transcribing the data from each of the individual interviews, the data retrieved was returned to each participant so that they were given a chance to review what they had contributed to this study, and if necessary make adjustments. Another strategy in enhancing validity is the inclusion of negative data. McMillan and Schumacher (2010) state that: “Because real life is composed of different perspectives that do not always coalesce, discussing contrary information adds to the credibility of an account for a reader” (p. 330).

The study could therefore include various experiences, as well as that of the negative emotions experienced by teachers. The focus group entailed aspects of information that were retrieved upon interviewing the participants individually before the focus group. Such information was brought forward for discussion, so that other members of the group could also share their thoughts and feelings. This contributed to the effectiveness and validity for this study.

3.15 Data analysis

Once data had been collected, the next step in the study was to analyse it. According to Wahyuni (2012), “Data analysis involves the drawing of inferences from raw data” (p. 7). The process of analysis could therefore not be conducted until the raw data recorded was transcribed from the audio-tape into text format. The transcription process took some time. Once the transcribing of data had been completed, analysis of the information had to be conducted for each participant. At this stage the amount of data retrieved was overwhelming, therefore the data had to be reduced for the researcher to create meaning. In other words, the analysis of data is that part of the study in which the collected data goes through a process of finding meaning that will help the reader understand the nature of the study.

In order to make meaning of the data retrieved, the data was organised into themes relating to the various types of work teachers do. Each participant’s context, work and

emotional experiences was analysed individually. Six participants' information had been recorded in text format. This process of analysing the data involved its coding. Coding simply refers to "labelling" (Wahyuni, 2012, p. 8). In other words, the topics that emerged from the data were allocated codes.

Once the data had been organized into categories, the researcher compared findings of the participants in an attempt to discover whether patterns existed in the data. The data collected from the case study through semi-structured and focus-group interviews has been coded and organized into themes. In terms of data storage, the hardcopies of collected data were collected by my supervisor for storage in a locked cabinet at the university. In addition, storage was also achieved on my computer which is password protected.

The analysis of participants' experiences will be discussed extensively in Chapter Four.

3.16 Conclusion

In this chapter, I provided the research design and methodology used for the study. I also explained the suitability of the research methodology to the study. The interpretivist approach was important for this study as it enabled me to gather detailed information about high school teachers' emotional feelings arising from their work. The participants had to be carefully selected, and as a result the purposeful sampling technique was appropriate. This ensured that rich information could be gathered in elucidating the phenomenon.

The individual interviews for each teacher were supplemented and deepened by the focus group. I also explained the ethical considerations, limitations, and the validity of the study. This methodology enabled me to elicit teachers' own interpretations of their feelings, rather than finding these from observation. This is one of the reasons for observations not being chosen for the study. In the next chapter, I present the data and analysis of each teacher's emotional experiences arising from their work.

CHAPTER 4

AN ANALYSIS OF TEACHERS' WORK-RELATED EMOTIONAL EXPERIENCES

4.1 Introduction

The previous chapter provided the research design and methodology for the study. This chapter provides a detailed analysis of the data gathered through the semi-structured interviews. Chapter Four presents an analysis of the emotional dimensions of teachers' work in six high schools. A description of each teacher and his or her school context is presented to identify the context of each teacher. This chapter, more importantly, presents a description of each teacher's work and the various emotional experiences associated with such work.

The emotions and feelings of each teacher are analysed in three ways. Firstly, feelings are represented directly as expressed by the participants. Secondly, feelings are inferred on the basis of their descriptions and in making sense or understanding of what has been captured from the participant. Lastly, feelings are presented indirectly from what is said. The data is organized into two themes, the first being the type of work that teachers engage in, and the latter being the emotions and feelings that arise from such work.

Teacher: Sarah

4.2 Description of Sarah and her school:

Sarah is a novice high school teacher who has been teaching for three years. She is a subject specialist in Technology and Life Orientation, teaching these subjects to the Grades 8, 9 and 10 learners at her school. Sarah feels quite privileged in that she teaches at a school which today is known as an "ex model-C school"⁶. It was a school that was predominantly attended by white children during the apartheid era, and hence received good facilities during that period. In terms of infrastructure and resources, Sarah was delighted to mention that her school is well established and resourced. She mentioned that her school is fortunate in having "good, clean classrooms, with electricity, running water, a library, and huge sporting fields", among many other facilities.

⁶A former government school for white children with well-established facilities and resources.

The fees at her school are R3000 per learner per year. However, exemptions are given to those who cannot afford to pay the fees. The learners who presently attend Sarah's school are predominately black, the majority of which come from rural communities. Many of these learners are caretakers of their own households. As a result, the responsibility of taking care of their family members receives priority over their schoolwork. The thought of studying on top of such responsibilities therefore "becomes tiresome and not doable" (Sarah). Some of the learners reside with their grandparents or guardians because their biological parents live in distant areas for work reasons. These learners are unable to seek assistance with their homework, some of their "relatives, grannies, or guardians are illiterate".

Apart from this situation, the learners at Sarah's school experience extreme difficulty in the learning process as English, being the medium of instruction at school is not their first language. Owing to not comprehending the language, her learners tend "to avoid putting much effort into a task" (Sarah). In her interview, Sarah described the learners from her school as "underprivileged, poor and very opinionated". She also mentioned that the daily life at school "reflects that of a community...". Furthermore, her view is that most of the learners at her school come from "bad homes" and most often she has to counsel some of them during school hours. In her opinion, it is the poor and unstable backgrounds of most learners that lead to discipline problems experienced at her school. Sarah pointed out that her school is unfortunate in that there are no guidance counsellors to attend to learners who experience problems. Ultimately, Sarah believes that teaching allows her to impact positively on a student's life and to offer them a "refreshed outlook" on learning.

4.2.1 Sarah's work as a teacher:

As a high school teacher, Sarah is involved in various tasks at school on a daily basis. She claimed that "*...there are not enough hours in a day for teaching because we have to deal with so many other aspects in school...*". The daily tasks that Sarah engages in at school are administrative work, counselling and supervision, extra-mural activities such as sport, and acting as a manager and leader.

4.2.2 Emotions related to administrative work

According to Sarah:

...my day starts typically doing a lot of administration, there's a lot of information that we need to gather about learners, in terms of contact details

and plus there are notices to be given out. I would say admin takes most of my time. It takes two and a half hours in a day of school.

It seemed that Sarah's day began with administration at her school. Sarah also mentioned that administrative tasks took up most of her time as a teacher at school. Apart from teaching and learning, most of her time was spent on tasks such as retrieving important information from learners as well as handing out notices to them, which was very time-consuming. In terms of an actual time frame, Sarah suggested that administration takes up "*...two and a half hours in a day of school*". On a regular school day, this amount of time constituted twenty nine per cent of a seven hour school day. This translated to almost a third of teaching time consumed by administrative tasks only. Sarah's felt that administrative work:

...is the most frustrating thing for me in this teaching profession. Sometimes you'll have to stop what you are doing just to get notices from children. I think it's the worst part of being a teacher, I would say, administration.

The plethora of administrative tasks left Sarah feeling frustrated. Sarah's claim that administration is the "*worse part of being a teacher*" gives an indication that much of the fun and enjoyment has gone from her work. The burgeoning administrative work appeared to be a huge distraction to her class work. Sarah's words indicated a strong feeling of rage and fury in that she is constantly disrupted by learners and by having to fill in documents because the information is required by the office. One can therefore gather Sarah's feelings of rage and fury that she experienced when encumbered by administrative tasks. Sarah further stated that:

Administrative work impacts negatively on you being a leader and manager in your class because you have to do other stuff; it is very, very frustrating. It takes its toll on you; you are tired, physically and mentally.

Sarah's role as a manager and leader in the classroom appeared to be challenged. Her time was spent on administrative tasks as she teaches. As a manager, Sarah experienced feelings of exasperation at the enormous pressure on her to complete her administrative tasks, as well as the tiring task of facilitating learning in her pupils. This is attributed to her having both to attend to her teaching as well as to disciplinary matters in the classroom. Her attention was therefore divided between teaching and administrative work, demanding great concentration. Sarah claimed that she is exhausted both "*physically and mentally*", because of the multitasking in the classroom. She was unable to think clearly; there was a loss of mental energy; and her ability to focus became impeded. Sarah also felt physically tired. She was

unable to pursue any more work owing to lack of energy. The negative emotions which Sarah experienced are clearly a result of the work situation at school.

4.2.3 Emotions related to counselling and supervision

Apart from administrative tasks, Sarah is involved in other activities at school. These activities required her to switch to other roles, one of them being a caregiver. Sarah added that:

...we are parents and counsellors and police officers at school. We have to fit in all of those roles before we can actually teach. So I would say everything else besides teaching.

At school, teaching is given the least amount of attention by Sarah by comparison with her other roles, such as care giving, which receives preference. It seemed that teaching had become marginalized, as her workload became increasingly demanding. There were times when Sarah has to be a “*mother to some of her kids*”. One assumes that there are a number of social problems that Sarah’s learners bring to school, in which she has to act as a parent, because children are not receiving parental supervision from home. In taking on the duties of a parent, Sarah has to listen to problems or issues that are affecting her learners. Because learners, according to Sarah, came from bad homes and are themselves caretakers, it seemed that they experienced traumas and personal problems in which they required professional psychological counselling. In the absence of counselling officers at Sarah’s school, Sarah was now encumbered with this responsibility. She felt that counselling should be undertaken by a professional in the field.

There should be a specialised guidance counsellor who is equipped fully to be there for the learners, so that it doesn’t take up on our teaching time.

A sense of irritation emerged from Sarah, when she mentioned that counselling occupied teaching time. Sarah had to compromise her teaching time to be available to learners who wished to confide in her. Sarah believed that someone who is experienced and qualified as a counsellor should be given the task rather than a class teacher. In her opinion, a professional who is equipped with the appropriate knowledge and skills would best be able to advise a learner. Sarah expressed disapproval at and dissatisfaction with having to counsel her learners, yet she does so, despite feeling negative about this.

In addition, Sarah had sometimes act as a police officer at school. At times there are illegal activities being conducted at her school, requiring police intervention. Perhaps children broke the law or must be prevented from doing so. This could involve drugs, abuse, bullying behaviour, gambling, engaging in violence, and so on. Police are generally known to be armed and are equipped with the experience and skills in dealing with illegal activities. Owing to the absence of police officers at school, Sarah was one of the many teachers who had to perform this role. This can be dangerous, especially being unprotected and having no experience. Being inexperienced could stir up feelings of fear in Sarah which could in turn lead her to feeling insecure when performing such a role. It is also possible that Sarah could be attacked, which may induce fear in her.

4.2.4 Emotions related to sport

Sarah's workload at school includes extra-mural activities such as volleyball. Sarah stated that:

In every lesson I have to try to get organisation done for whatever sporting event that's going to be taking place. I have to send learners to find out if other learners are interested, and send documents etc. so, it takes a lot of time.

Sarah's data revealed that the process of teaching and learning is disrupted by other tasks, such as sports. A great deal of time is spent on non-teaching tasks such as sports coaching. From the data above, it seems that Sarah was clearly focused on the organizing of sporting events at her school, more so than on the actual teaching and learning process during her lessons. Learners in her class are engaged with Sarah in the organization process, being sent to other classes to recruit learners who are willing to play. In this, Sarah's learners were deprived of teaching time. Apart from recruiting learners and coaching volleyball, Sarah has the duty of issuing important documents to her players as well as taking responsibility for her learners' well-being during the games. When practising, Sarah mentioned that:

Our entire lunch breaks are taken in teaching these kids; you have to stay after school for an hour or two practicing and training so that they are ready.

To ensure that learners are thoroughly prepared for their game, Sarah spent her lunch-break and time after school to coach her learners. Sarah did not have sufficient time to eat or rest, because she sacrificed her lunch break. Sarah is frustrated by not being able to have her break and in that her time is so taken up by non-teaching activities. Sarah is not only teaching the

sport but also training her learners to ensure that they are well prepared. Sarah's personal time after school has been infringed upon by her participating in non-teaching tasks. From her data, one could conclude that to be a sports coach at school required great dedication to the sport and can be very time-consuming. Sarah's view on her acting as a sports coach is not very positive. She believed that the role of a teacher should only involve teaching in the classroom. She adds:

When you are employed as teacher, essentially your role is to teach, not to teach them how to play sport. That's the sports co-ordinators job. My job is to teach them in school, in a classroom, where they can gain knowledge. So it is hectic and it's frustrating.

Sarah is dissatisfied at the inclusion of sport in her job description. When one is dissatisfied with one's job, this could "...contribute to ineffectiveness, unproductively, physiological distress and physical illness in employees" (Pennington, 1995, p.6). These possibilities are unwanted and negative. Sarah clearly felt frustrated that her role as teacher now requires her to be a sports coordinator. To Sarah, this does not fit in with the process of teaching and learning in the classroom. She disliked the extra burden of sporting activities imposing her role as a teacher. Sarah's feelings towards sports coaching were negative. She claimed that it is 'hectic' when one has suddenly to teach children about playing a sport in addition to the teaching curriculum. Sarah felt that valuable time spent on sports should rather be ploughed into teaching in the classroom. Sporting activities consume a lot of Sarah's time; this adds pressure to her which produces negative feelings towards sport.

4.2.5 Emotions related to management and leadership

Poor learner discipline is one of the problems experienced by Sarah at her school. As manager of her class, it is quite challenging when learners are disruptive. This changed the climate of Sarah's lesson, leaving her feeling emotionally drained. Sarah provided a description:

When a child is rude, arrogant and disrespectful, it's frustrating because you are supposed to be the manager, the leader in the classroom and now you are in a situation where you feel like you've lost control...

It seems that when learners were disruptive, Sarah's role as a manager and leader in the classroom became negatively affected. Being a manager and leader implied being able to gain

control of situations and the maintaining of order. In addition, a manager and leader is viewed as someone who has authority and who can be of assistance to others. However, in Sarah's case, it seemed that her role as a manager and leader was violated by learners who are "*rude...arrogant and disrespectful*". Such unpleasant characteristics in her learners were most likely to lead to frustration in Sarah. Sarah's words indicated a feeling of resentment to learning shown by her learners. It became increasingly difficult for her to cope with such learners and this left her feeling as though she had lost control. Sarah indicated that her learners do not value her presence in class. She stated that the learners were disrespectful.

Sarah's role as a manager and leader became negatively affected when learners challenge her as a teacher. Sarah added that:

We have children standing up saying things to you and there's so much of distraction in the class and you feel like you going to have a nervous breakdown. That's how bad it gets; it's very, very frustrating. There are many times when I just want to say something bad to my learners, so I walk away from the class.

The words "*nervous breakdown*" conveys powerful emotions, giving a graphic illustration of Sarah's feelings. Her work is overwhelming; she feels almost that she cannot cope. Sarah experienced a loss of control and mental strain on Sarah when she mentioned this. From the term "*nervous breakdown*", one can infer that Sarah feels mentally exhausted, and that her neurological functions would therefore become affected, threatening Sarah's mental health. When Sarah mentioned that she walks away, this indicated her attempt at controlling the enormous anger which she felt. If she did not walk away, such anger may have translated to something disastrous. Although Sarah feels negatively about her situation in class, she suppressed her feelings. Owing to this, she left her classroom. It is as though she did not wish for her learners to have seen her in a state of vulnerability or weakness. A teacher does not usually express negative feelings of sadness or anger to her students; this is in keeping with social norms. Sarah abided by these norms.

In leaving her classroom, Sarah showed that she could no longer have tolerated the level of disruption. She did not wish for her learners to see her state of weakness, as this could have left her feeling disempowered. She appeared to have given up hope. Her data revealed emotions of rage, and fury associated with a cry for help. According to Hall

(2004): *“When teachers feel discouraged and disempowered...this makes them feel...personally guilty or incompetent”* (p. 6). Such emotions express the negativity that Sarah experienced in being a manager and leader in her classroom. This negativity could leave Sarah feeling permanently unhappy in the classroom.

Teacher: Razina

4.3 Description of Razina and her school:

Razina began her teaching career in the year 1990. She graduated with a BA⁷ degree from the University of KwaZulu-Natal and later went on to pursue a PGCE⁸ through the University of South Africa, a distance-learning institution. Razina has been teaching for 23 years. She is a language specialist. She is currently teaching English and Afrikaans to Grades 7, 8 and 9 learners. Razina felt very “appreciative of the opportunity to be teaching”. She mentions that initially, teaching was “enjoyable”, and that the learners were very “motivating” and “encouraging”. However, according to Razina, this had changed, as “the focus in children’s life has changed”.

Razina teaches at an urban school. The learner enrolment at her school is 430. More than half the school’s population comprises black learners with only a small percentage of Indian and coloured learners. The staff at Razina’s school includes 12 level one educators, 2 HoDs⁹, a principal, and an administrator. The school is fortunate in having a library, a sports ground, a computer room, as well as basic facilities. Learners who attend the school pay an amount of R700 which is their school fee for the year. Razina mentioned that there are caretakers present at her school. Despite the school being located in an urban environment, the majority of learners come from rural communities. Razina says that most learners from her school

⁷ Bachelor of Arts

⁸ Postgraduate Certificate in Education

⁹ Head of Department

travel great distances and walk up to 15km from a bus rank to school. As a result, she mentions, many of these learners arrive late for school.

Razina described most of the learners that she teaches as being uninterested in their learning. She attributes this to many of these learners being “breadwinners” in their homes. In other words, apart from attending school, many of the learners have to provide food and care for their younger siblings and families. As a result, there is a lack of concern for or interest in schoolwork. Apart from this, Razina added that there is a huge “language problem” at her school. The learners there are isiZulu speaking, which leads to “great difficulty” in the classroom in which English is the medium of instruction for all learners. In addition, Razina stated that most of the learners who are in Grades 8 and 9 are well “above the average age” for the grade. This has a poor effect on her teaching, many of these learners assuming that they will eventually be condoned to the next grade because of their age. The Department of Education stipulates that “no learner is required to repeat an extra year in the phase”, unless otherwise motivated. As a result, learners do not only display a lack of interest in their schoolwork, they begin to “disrupt other learners” during her teaching.

4.3.1 Razina’s work at school:

On a typical school day, Razina is engaged in various activities at school. These include: teaching and motivating learners, administrative work, sports, planning of excursions and lessons, helping the HoD, coordinating the library prefects, as well as being in charge of the reading programme at her school.

4.3.2 Emotions related to teaching

At the start of a school day, Razina must motivate her learners to focus on the lesson, which takes most of her energy at school. Razina added that her work at school:

...consists a lot about getting learners down, getting them motivated enough to do work. A lot of energy is taken on that...

It seemed that Razina did not immediately begin the day by teaching. Instead, there are problems, such as the motivation of learners that have to be attended to first. The learners at Razina’s school lack motivation for studying and are therefore not interested in learning. Since most of her learners come from disadvantaged backgrounds, their focus is more on family responsibilities than on their learning. The task of getting these learners into the spirit

of learning consumed Razina's time as well as energy before actual teaching commences in the classroom. Razina's feeling about teaching is that it has changed drastically over the years. She feels that she will not be able to cope in the near future with the type of learners presently at school. She states that:

I wouldn't want to carry on, it hurts, and it hurts a lot. You putting a lot and you don't get anything out of it. Nobody does it for the money. Leading these children through adulthood, they just not interested! They think they are adults already.

Razina's data revealed the negativity that accompanies a teacher. Her words convey a degree of unpleasantness and sadness, expressing serious pain and suffering. Despite countless efforts from Razina to extract cooperation from her learners, she does not see results, and is not accorded the respect that she ought to be given. Razina's data revealed a degree of non-appreciation shown by her learners. This is likely to be one of the reasons that Razina may not even want to pursue teaching as a career for much longer. Razina emphasized that it is not about monetary gain. In other words, she is not particularly concerned about her salary; more concerned about the future of those she teaches. There is a lack of interest shown by her learners. They act as though they are already adults. This becomes a challenge to Razina who is the adult in the classroom, making her task as a teacher extremely difficult. A hurt person experiences pain' Razina expressed this very strongly in her data. Razina is in a situation in which she feels powerless. Despite the amount of work that Razina puts into her teaching, there seems to be no reward or appreciation shown by her learners.

Razina also claimed that being a teacher can be very frustrating when learners do not cooperate with her, and are not interested in schoolwork. According to Razina:

The type of learners we have are those who really are not interested in learning, coupled with the fact that most of them are over the age group. Most of them are above the average age group and that is the frustration.

Learners tend to take for granted that many of them will secure a pass at the end of the school year because they are older than the norm for that grade. Therefore there is a sense that many of these learners do not feel the need for focusing during lessons as they are already aware of the situation and circumstances. This lead to a build-up of frustration that Razina experienced in her classroom. Her learners' lack of interest leaves Razina feeling demotivated. She adds that:

In the mornings, you sometime wonder, “oh what the hell. Do I have to go to work?” Sometimes you question yourself.

Razina’s words lacked optimism towards her job. The passion for teaching has been lost, as seen by Razina’s statement when she questions herself about the need to go to school. Going to work has become an effort. Dissatisfaction is evident in her statement. Learners lack the motivation to learn; this affects Razina emotionally in that it represents a failure on her part. Generally, when one is happy at work, one displays feelings of positivity such as enthusiasm, ecstasy, and passion, empowering one to face the day ahead; however, in Razina’s case the opposite is true – a troubling scenario.

Razina also mentioned that teaching high school learners was quite different from teaching learners from the intermediate phase¹⁰ in school. The intermediate phase extends from Grades 4 to 6. According to Razina:

The biggest mistake I made was jumping from the intermediate phase to the senior phase. I feel I would have got much more pleasure as I did at that time with the younger learners. We had a better rapport, they understand what is required of them and they give off more.

It seemed that Razina experienced more joy when teaching younger learners. The type of learner that she mentioned is willing to learn and take the work seriously. Razina seemed to regret having left the intermediate phase. If Razina had a choice, she would opt to return to the intermediate phase. Apart from the negative emotions that arise from Razina’s work, she mentioned certain joys that she experiences as a teacher. According to Razina:

I’ve taught learners who have achieved so much and when you see them, hear about them doing well in they matric exams, having wonderful careers, reading about them and when they come and thank you for being there for them. It’s what keeps me going. It humbles me

One of the factors that motivated Razina as a teacher was when her learners excelled in their work at school or in their personal lives. Such moments and events ignited a positive array of emotions in Razina. These emotions emerged quite naturally from Razina upon such positive events. There was a sense of jubilation in Razina’s words when she spoke proudly of her learners. It seemed that when learners were appreciative of her, she felt positive about herself.

¹⁰ A school phase that ranges from Grades 4 to 6

Her words expressed admiration for her learners when Razina learned that former students had achieved success. This provided a basis of hope and inspiration for Razina, knowing that other learners could also achieve success; this could possibly motivate her to develop more successful students.

Apart from gaining joy in the success of her learners, Razina is quite happy with the subject that she teaches. Razina stated that:

I'm in a fortunate position to be teaching the languages, where the subject choice is not limited as it would be if i were to be teaching a subject where I had to transfer knowledge like a Science, Maths or times when I had to do Social Sciences. I feel that was restrictive. I'm very comfortable and glad that I'm doing the languages. I can use examples of endless to convey the knowledge that I need to.

It appeared that the choice of subject does make a difference to a teacher, judging from Razina's statement. She mentioned that she was happy teaching languages. Razina seemed optimistic about her teaching. This could be because it was her specialist subject. It gave Razina great delight to teach languages rather than any other subject at her school. She also indicated that she would have not been very "*comfortable*" teaching another learning area. Razina has had experience of teaching other learning areas, in mentioning that they were too "*restrictive*" compared with the languages. If a teacher is teaching a subject in which he or she has not specialized, this could cause unhappiness.

4.3.3 Emotions relating to learner management and leadership in the classroom

As mentioned earlier, the learners from Razina's school are above the average age group for their grade. This can be quite challenging for Razina in terms of managing much older learners. According to Razina:

...previously with the kids you would get such a good rapport with them, you showed a softer side to yourself and they were fine, but now you are not, if you show a softer side, you are over ridden on anything. There is no respect; it is quite a burden on my mind because these children are more adult like than previously.

In viewing Razina's data, it appeared that the situation at her school has changed over the years, especially, in terms of the calibre of the learners. The learners she taught previously were quite different from those she is currently exposed to. There was much more respect previously, hence Razina was able to achieve good "*rapport*" with them. Feelings of optimism and zest accompanied Razina's teaching in previous years. Her data revealed that there had been no dire need for disciplining learners in the past. It seemed as if there was pleasure in teaching learners of the previous generation by comparison with her current learners. Presently, her learners behave "*more adult like*". This indicated that learners previously behaved like children and did not think that they were adults. It is of concern to Razina that this change has placed more of a burden on her. A troubled outlook leads to distraction of the mind. Troubled people are often lost in thought.

As a manager, Razina experienced difficulty because her learners were disrespectful towards her. Disrespectful learners are rude and often aggressive. Razina's learners seem to not only show disrespect to Razina, but also to the education that they were receiving. In addition, she indicated that the situation was a "*burden*" to her; she feels distressed. The burden that Razina experienced could perhaps lead to constant worrying and "*distress*" in her career as a teacher. She further added that "*...they read you so openly and you are a nobody...*". This epithet "*a nobody*" is associated with one who has no status or power in society. Hence, Razina's status as a teacher seemed to be devalued. Her words conveyed a feeling of inferiority in that she was seen as worthless to her learners, who know when to take advantage of their teacher. When she mentioned that she feels "*a nobody*" this described the powerlessness that Razina experienced; she felt helpless. Her learners did not regard Razina as a teacher with status, hence did not accord her the respect that she deserved. Such negativity was likely to adversely affect Razina's mind-set and focus in achieving excellence from her learners. In other words, she could become demotivated as a teacher.

In addition to coping with discipline, there is the factor of managing a diversity of learners in Razina's classroom. According to Razina :

We have the language problem, where different cultures are coming together and we were just dumped into this situation, during apartheid it was different. We worked with our own kind of learners. No one taught us; okay this is how you do it. We had to come up with own solution in diversity. Even up to now, how do you break barriers, how do you work with diversity? It's up to us.

Razina expressed her frustration in the above statement. Razina was trapped in a situation in which she had to derive her own solution in coping with diversity. She was struggling to manage the diversity of learners in her classroom and this led to a feeling of powerlessness in Razina. She claimed that, as a teacher, she was not taught the art of managing or coping with learners from different cultural backgrounds. In previous years, during apartheid, Razina did not experience such problems. During that time, Razina could relate to her learners, as most of them were from similar cultural backgrounds. However, with the language factor and various cultures accompanying such diversity, there is an increasing challenge to understand these learners while teaching them. Being a seasoned teacher, Razina indicated that discipline is increasingly problematic. She added:

I never used to have a problem in the past, but recently it's becoming so, where there is a problem with discipline.

Discipline in her school has become problematic as the years have passed. Razina admitted to be experiencing problems with discipline at her school. This made her task as a manager increasingly demanding. Razina is pressured when it comes to managing discipline problems in her class.

4.3.4 Emotions related to administrative work and sports

Administrative work is very demanding, occupying much of her time. According to Razina:

Admin work is very heavy, where you have collection of monies, getting numbers, extra-curricular activities, for e.g. sports events, excursions and things, it does take a lot of your time.

Razina mentioned that she spent at least *“two-and-a-half hours a week”* on administrative tasks. Razina also added that: *“You don't have as many non-teaching periods, where you could do your admin work”*. Because Razina's free periods, also known as non-teaching periods, are spent on administrative work, she often has no time to prepare for the next school day. Non-teaching periods are usually a time in which teachers attend to various matters. It is also a time when teachers unwind and recharge their energy before going back into the classroom.

In addition, Razina was also involved in assisting the HoD of her phase. She added: *“I do help the HoD a lot with typing and making phone calls”*. One of the known tasks of an HoD is to compile minutes of meetings as well as organizing work plans for teachers at school.

Plans must be typed and properly organized. Razina also had to ensure that important calls on behalf of her HoD are taken care of. This extended her role as a teacher. She utilized her free time by assisting colleagues; in this case with typing and communication skills. Owing to the extensive amount of work that Razina was encumbered with on a daily basis, she was emotionally affected. She felt that administrative work *“impacts heavily” on her*. Razina goes on to say that: *“I wish that administrative work would be done by clerks.”* This comes across as a cry for help. Razina wished that someone would rescue her from the burden of administrative work. She also indicated that:

...previously, we could use breaks where you could relax, go on duty and things, now you are doing admin work and it's sad because you not actually fulfilling those roles.

The emotion that Razina used to describe her feelings towards administrative work is sadness. She felt that breaks were once used for teachers to unwind and to have their lunch. Teachers also spent their break times on duty on the playground at school. However, this becomes impossible owing to the amount of administrative work that is called for at her school. She has neglected other responsibilities such as going on duty. Things have changed for Razina, and this made her unhappy at school. In addition to her activities at school, Razina was involved in the coaching of chess to the learners. She did this by working with those *“learners who already know the game”* developing them further in mastering their chess skills. Her feelings towards non-teaching tasks, including administration are that, although they may be challenging, as a teacher, one has to do the best one can. She stated that:

Ideally in a private school, you will have coaches, extra clerks, but I have to be practical. In a government school, resources are limited and so on, there are lots of challenges, so you do the best you can.

Razina mentioned that private schools are fortunate in that they employ professionals to take care of certain tasks, such as coaches and administrative clerks. This releases teachers in a private school from conducting such tasks, leaving the teacher free to teach. In general, a learner who attends a private school usually comes from a financially stable home and thus can afford the school fees. However, in government schools, there is an absence of professional coaches and clerks. This is probably owing

to the lack of funds at school. Razina mentioned that her school is unfortunate in that resources are limited. As teachers they have to encounter such challenges at school.

4.3.5 Emotions related to extra-curricular activities /Prefect Mistress and programme developer

Razina was the head prefect mistress at her school. According to Razina: *“I have prefects, which I’m in charge of, so I would monitor that”* As head prefect mistress, Razina has the responsibility of ensuring that all prefects are on duty and that they conduct themselves in an appropriate manner. She had to monitor and take charge of any misconduct from learners should it arise. Once more that was time-consuming; her energy was now channelled into other tasks at school.

To add to her activities at school, Razina is also involved in the Luthuli museum¹¹. She added:

I do have lots of involvement in the Luthuli museum, whenever they have spelling, poetry contests, I prepare kids for that and I generally go with them.

In preparing the learners for such events, time is of the essence. Essentially, these tasks required an amount of dedication to which Razina was adhering. Learners who are competing generally needed to be well trained in order to compete with other scholars. This required Razina’s dedication, hard work and time. As part of her preparation in training her learners, Razina had implemented a reading programme at her school. This was established with the aim of helping children to improve their reading skills. According to Razina:

I would teach a few of my learners, like in my grade 7, how to read and then I would send them to the other classes, and they teach the younger children.

Aside from her teaching during lesson time, Razina had developed her own reading programme at school. It seemed that a great deal of sacrifice and time is consumed in performing this task. Learners required time to develop the art of reading. Razina dedicated her time and patience to these learners who in turn impart their skills in teaching learners from younger grades how to read. She indicated that *“I really enjoy”* the task of teaching learners to read. From this one can

¹¹This museum is responsible for promoting, protecting and conserving the legacy of the late Chief Albert Luthuli.

assume that Razina has achieved satisfaction from teaching learners how to read. This is a positive feeling which she experienced when she provided for what she considered to be relevant skills and knowledge for learners. Razina's enjoyment in teaching her learners how to read engenders feelings of devotion, contentment, and compassion towards these learners. She displayed the most positive emotions towards teaching.

Teacher: Ashen

4.4 Description of Ashen and his school

Ashen is a senior high school teacher who has taught for 18 years. He began his teaching career in the year 1997 and is currently teaching Maths in Grade 7, and English in grade 9. Ashen believes that teaching depends on the amount of "effort that an educator puts in to his or her work". Furthermore, Ashen feels that teaching as a career is challenging at times but "is a good one and that he definitely enjoys it". Ashen described the context in which he teaches as a "farm school".

Ashen's school is situated about 15km from town. It is surrounded by many "cane farms". The school roads are not tarred and water is supplied through "tank" facilities. The school comprises a population of four hundred learners. The population is made up of three-hundred-and-ninety black learners, five Indian learners and five coloured learners. Since the learners from his school stem from "financially unstable" homes they are "greatly disadvantaged". School fees are not paid by the majority of learners. Ashen mentioned that his school is, therefore, a "no -fee paying school". Owing to no income from learners, his school relies heavily on support from the government, through "state financial aid" for the maintenance of the school. Hence, Ashen, together with his staff members and the school governing body, are often driven to "seek financial assistance" from businesses when a need arises. The parents of the learners who attend Ashen's school are either "unemployed farm labourers" or they receive a child-support grant that is funded by the government.

In terms of teaching and learning, Ashen described the learners from his school as having "different ability levels in the classroom". He mentioned that his school has a diversity of learners who come from different "social and economic backgrounds". Furthermore, Ashen stated that there are some learners at his school who are "over the actual age group in certain grades" and they can be difficult to manage. Ashen points out that "language is a barrier "at

his school, as the school medium is English; however, many of the “learners are isiZulu speaking”, which can be problematic during the teaching and learning process for both teacher and learner. Learners at Ashen’s school cannot resort to their parents or caregivers for assistance in their school work as the majority of the parents are “illiterate”. These learners are burdened with other challenges when they get home. Many of them come from “child-headed households” and hence are placed in situations where they are now responsible for the “household chores” and other responsibilities. Therefore, minimal, if not “no attention, is given to school work after school hours”. Ashen mentioned that, despite the challenges that he experiences at school, he and his staff “strive to maintain excellence in education”. In striving for such excellence and “enhancing holistic learning at his school”, Ashen is involved in committees such as the soul buddyz¹², Ec0-school¹³, Mathematics, Technology as well as the Arts and Crafts.

4.4.1 Ashen’s work at school:

Ashen’s day at school begins with morning briefings by his principal. Thereafter, Ashen is involved in various aspects of work. Ashen is occupied with the teaching process itself, along with non-teaching tasks such as administrative duties, coordinating the tuck-shop, being a sports coach as well as a counsellor at his school.

4.4.2 Emotions related to teaching and learning

In terms of teaching and learning, Ashen was constantly under pressure to complete the syllabus as issued by the Department of Education. According to Ashen:

There is pressure because there are departmental guidelines that come from the subject advisors and they are constantly visiting our school and writing reports, so we have to be on par with the syllabus and the content coverage. We try as much as possible for learners to achieve whatever outcomes, you want them to achieve during a specific time.

Ashen mentioned that it is the responsibility of the teacher to complete the prescribed work schedule from the department on time, so that learners are able to achieve the prescribed outcomes. In addition, Ashen was also under pressure to impress the subject advisors in terms

¹²A project in which learners engage in fun activities which are aimed at recognizing the rights of children and making a difference.

¹³ An environmental programme for schools, aimed at creating awareness as well as enhancing the school environment.

of syllabus coverage, as this will determine the type of report that will be issued to the school. This is likely to have created a feeling of tension in Ashen. As a teacher who is inundated with both teaching and non-teaching activities, there are instances when Ashen felt very much emotional regarding the work he does.

In Ashen's opinion, it can be quite frustrating when there are learners of different abilities in the classroom. He added: *"Children with different ability levels in the classroom can sometimes be frustrating for them and the educator"*. Together with the varying levels of abilities in learners, comes the language barrier. Ashen is challenged by having to accommodate learners at differing levels in terms of intelligence quotient¹⁴. According to Ashen:

Our school medium is English and the learners are isiZulu speaking. Our home language is English so when we try to get across the learners, they find difficulty in understanding us so there's a break in the barrier.

As learners have difficulty in understanding their work, this causes a lack of interest in their work, simply because they are unable to interpret concepts. According to Ashen:

You feel depressed and sad because you feel that we are there for a purpose and the learners don't bother whether they pass or not, so it does become sad and sometimes irritating. You feel worthless and sometimes our morale stays low.

The data above revealed some powerful emotions shared by Ashen. He was clearly discouraged by the attitude of learners towards their work. The description of feeling *"worthless"* indicated that he feels he is of no use and value to his learners, leading to low morale. Ashen's words expressed a lack of inspiration in wanting to do more for his learners because of this lack of interest in his learners. The sadness which Ashen experienced is likely to have been triggered by the disappointment that he felt. When one experiences low morale, one usually also feels inferior. This is likely to create feelings of depression and sadness. There is a sense of helplessness stemming from Ashen's data, in that his desire to help his learners was not recognized. These feelings are generally associated with helplessness and sorrow. He felt helpless as his learners were not interested in being promoted to the next grade and they refused to listen to him. The feeling of misery arises when the passion for teaching and hope that his learners will succeed academically seems to have died.

¹⁴I.Q. A score that is generally used to assess a person's intelligence.

4.4.3 Emotions related to learner management and leadership

Along with teaching content, there are other roles that Ashen had to adopt, such as that of being a manager and leader in the classroom. According to Ashen:

It is difficult because in our school, we got learners who are over the age, some are 17 and 18 years of age and so to manage those learners becomes very difficult.

It appeared that Ashen's learners are above the average age for their grade. The average age group of learners who are in Grades 7, 8 and 9 is usually twelve, thirteen and fourteen years old. However, this is not so in Ashen's school. His learners are beyond the required age for the grade and are between the ages of 17 and 18. At such an age learners ought to have finished school. However, there are learners of varying ages in Ashen's class. The older learners are more likely to be at a different phase, both physically and mentally by comparison with the much younger learners in the grade. The older learners are more likely to disobey school rules and to challenge teachers. This poses a challenge for Ashen, as his ability to handle his learners became increasingly difficult.

As a manager and leader of his classroom, Ashen indicated that it can become extremely frustrating when a lesson is about to commence and there are other things to take care of. Ashen added:

Today I was doing a lesson in English and the learner was not in the classroom, he was outside, so I had to personally go and bring him in, so it gets frustrating...

Lesson time is now consumed with discipline problems. His words conveyed a feeling of anger in having to recall his learners back to class. It seemed that when learners are focused and geared to begin the lesson, Ashen is faced with problems, which could dampen the spirit of the lesson, leaving him feeling frustrated. It seemed that the climax and focus of his lesson becomes dismantled as attention is concentrated on bringing his learners back to class. This usually meant that Ashen had to leave his class unattended, and attend to a learner who might have had no intention of coming to class.

4.4.4 Emotions related to extra-curricular activities

Ashen says he also dedicated his time to other duties such as those pertaining to non-teaching tasks. He has been entrusted by the principal of his school to manage the school tuck-shop. In doing so, he is responsible for the purchasing of goods, the sales, and also the financial aspects. Ashen added:

In terms of tuck-shop purchases, I try to do it every week, but the selling aspect that I'm involved in daily is about 15 minutes a day.

Ashen spent fifteen minutes of his day at school selling goods at the tuck-shop. Usually, learners at school do their purchasing during breaks. Since Ashen was in charge of the sales, this duty eroded his personal break as well. In addition, he had to dedicate an amount of time after school to purchase goods for the tuck-shop, as it was impossible to conduct this during school time. This indicated that Ashen's personal time was infringed upon by school-related tasks. It seemed reasonable to conclude that, owing to the school's dire need for funds, Ashen was willing to endure this sacrifice, because funding supports everyone at school. He has therefore not experienced negative emotions.

4.4.5 Emotions in relation to sports

Aside from being a tuck-shop manager, Ashen was responsible for the coaching of sports such as soccer and cricket. According to Ashen:

We involved in extra-curricular activities, in terms of soccer and cricket, we coach the kids during the breaks and sometimes after school as well.

Ashen spent his time after school training the learners, ensuring that they are well prepared for the games that lie ahead. A great deal of dedication was required from Ashen, as he sacrificed his breaks and time after school for the coaching of learners. School-related activities are infringing on Ashen's personal time and space after school hours. Ashen mentioned that his breaks were used for training learners, rather than for taking a breather or having his lunch.

Although some schools employ sports coaches to undertake sports training at school, Ashen felt that not all schools are privileged in that respect. He goes on to add that:

Sometimes when you are talking about professionals, together with that, comes a fee. So it's difficult for all schools to employ professional coaches. I feel that

educators need to be trained in these various extra-curricular activities, so that they can impart knowledge to the learners.

Ashen does not teach in a school that was privileged enough to employ sports coaches. He seemed to acknowledge that his school is not in a position to appoint a specialized sports coachman and in that respect, he did not argue against appointing someone. Ashen's view was that teachers should take the initiative to learn about sports so that they can pass on these skills to their learners. His words convey a degree of calmness; he encourages other teachers to embark on sports training. It appeared that Ashen is a teacher who is willing to learn and impart his skills to his learners. This would reduce negative feelings towards sports training in his opinion.

4.4.6 Emotions in relation to counselling

Ashen devoted his time to counselling learners at his school. As mentioned earlier, there is a *"diversity of learners from different social economic backgrounds"* at his school. Most often, these learners are experiencing problems at home and turn to the teacher for help. Ashen mentioned:

There have been instances where learners sometimes feel more comfortable with us as educators in that they can confide with us.

In the past, guidance counsellors were present at all schools. However, of later years, things have changed, and guidance counsellors have been casualties of such changes. There are no trained guidance counsellors at state schools. Teachers have now taken on the task of advising learners on life issues and solutions to problems that they may be experiencing at home. Learners feel a sense of comfort and therefore confide in Ashen. Ashen added that *"It does take a lot of time."* And he felt that educators are not holistically trained to advise learners on personal issues. According to Ashen:

Maybe to a certain extent, because I have children and I always advise them on various issues, but I'm not a trained as a counsellor. So for me, on a personal level, I can advise them on a very basic level.

It becomes difficult for Ashen to advise learners on sensitive issues, as learners are fragile beings who must be advised correctly and by a professional in the field of human psychology. Although Ashen mentioned that he advised learners on a very basic level, he also stated that he was not a trained counsellor. It seemed that because Ashen is a father, he is concerned

about these learners and advises them as he would his own children. Ashen's data revealed that the learners from his school are experiencing problems which require the intervention of a professional guidance counsellor. It appeared that Ashen's feelings towards counselling were not very positive. He was in a situation where it seemed that he had no choice but to counsel his learners with the minimum amount of knowledge he has from being a parent. It appeared that he did not feel fully confident in undertaking such a task because of his lack of professional skills.

4.4.7 Emotions in relation to administrative work

During the school day, Ashen was confronted with administrative duties while teaching in the classroom and during school meetings. He added:

I am a member of the school governing body and secretary, so I'm always involved in writing minutes for the school and there are various other meetings we have, in terms of subject committees where we also have to be.

As a school governing body member and secretary, Ashen has a huge responsibility in terms of record keeping. He is entrusted with the writing of the minutes for all meetings, and therefore had to ensure that all records were neatly organized for reference at any time by the principal. This required constant amount of work on his part which could apply pressure as deadlines had to be adhered to. Administration also infringed on Ashen's teaching time in the classroom. According to Ashen:

There's a lot of admin work that comes in suddenly from the department of education and it just cuts across our teaching time, so we have to stop the lesson and try and focus, because we've got deadlines to complete and documents to submit to the circuit office.

The process of teaching and learning in the classroom was often disrupted by administrative work. The lesson comes to a standstill, as Ashen tackles other tasks that are urgently being demanded by the circuit office. It seemed that Ashen's role as a teacher has taken a backseat while administrative tasks receive priority treatment. This reduced his role as a teacher, teaching time being depleted. Administrative work stirred up the frustration levels in Ashen when he was confronted with such tasks while teaching. Ashen mentioned:

It's frustrating, make me unhappy because you are enjoying teaching and they you have administrative duties, so it does become frustrating and emotionally draining at times.

It seemed that Ashen's joy in teaching was affected because of the infringement of administrative tasks on his core responsibility. There were some strikingly unpleasant emotions that arised when Ashen dealt with administrative work. He felt frustrated, "*unhappy*" and emotionally drained. Ashen's emotion of being unhappy expressed feelings of displeasure and discontentment with his teaching. It seemed that his role as a teacher was not being fulfilled because other priorities, such as administration, received first preference. Instead of contributing a hundred per cent to his teaching, he was in a position where he had to divide his attention between administrative work and teaching. By "*emotionally draining*", Ashen is expressing his mental exhaustion and lack of energy. This reflected that Ashen's physical and mental well-being could have be threatened.

Apart from administration, Ashen had a different approach in terms of other non-teaching tasks for learners. He felt that, in general, the teacher should be able to develop the child holistically and that non-teaching tasks form part of the job description of being a teacher. According to Ashen:

In terms of the schools act and the employment of educators act, these form part and parcel of the educators role, so one need not complain when they are entrusted with these tasks...I think we should develop the learners in totality.

In terms of the actual work, Ashen felt content; he did not mind conducting these activities and tasks at school and for the learners. He believed that a learner should be developed in all facets of life, apart from just being academically orientated. Furthermore, he strongly felt it is the duty of the teacher to ensure that the learner is being holistically developed. Ashen does stated that: "*It does take some time, but it's all part of the job*". Ashen's feelings on the role of non-teaching tasks amount to optimism. Although he acknowledged that it will be time-consuming, he was willing to take up the challenge of the all-round developing of his learners.

In terms of positivity, Ashen stated that:

I participated in the National Teacher awards, so it was quite motivating, were we were recognised as educators. I was quite exciting for me. I was also involved in the ANA¹⁵ marking, so it was quite an experience and very enjoyable.

Having been part of the National Teacher Awards and involved in the ANA marking, Ashen felt elated and motivated to devote more to the profession. As one who has participated in the National Teacher Awards, Ashen noted the appreciation shown by the Department of Education, for which he was grateful. His data gives one an impression that he has not only been recognized but valued for his teaching efforts. He seemed to have taken great delight in the participation of ANA marking. There are also times when Ashen felt proud that his learners have excelled in sports and academics. Ashen stated that:

It makes me feel elated and excited when kids have done well especially in sporting codes, at iLembe level and in the past, children have excelled at Mathematics competitions were the featured in the top 20. It makes me feel proud that even in a rural school, the child is capable of competing with learners from other schools as well.

Ashen clearly shared his pride and excitement when learners excelled at major competitions. It seemed that Ashen was brought to a euphoric state when his learners succeed in their work. His words ignited feelings of admiration for the success of his learners. They also conveyed feelings of elation and inspiration, which were likely to serve as motivating tools for him. Ashen clearly felt sheer bliss, especially because his learners have the potential to compete with learners from schools outside the rural community, despite coming from disadvantaged homes.

Teacher: Rahul

4.5 Description of Rahul and his school.

Rahul is a novice teacher who began his teaching career immediately after college. He has been teaching for 4 years and is a specialist in the Natural Science learning area. Rahul describes his school as “poor” and located in a “rural area”. His school is surrounded by plantations, as farming is conducted near the school area. He further described his school as one that is co-educational. The school staff consists of the principal, 13 educators (of which

¹⁵ Annual National Assessment

two are HoDs), and a secretary. Rahul described the learners from his school as “multicultural and multiracial” and states that “the majority of the school population is black, with a “small percentage of Indian learners”. Owing to the diverse nature of learners, there are times when Rahul was encountered by learners who “argue” or “fight” over cultural issues and differences. This became a huge challenge for him as well as for other teachers at his school.

Another major challenge for Rahul at his school was the age factor of the learners. He stated that many of the learners whom he taught are not in the average age group for a specific grade. Because of this, many of the older learners can be “disruptive,” “bullying” the smaller learners in class. Almost “fifty percent” of the learners who attend Rahul’s school come from a “local Muslim centre”. The centre is responsible for “the housing of children”. Rahul mentioned that learners do not pay school fees at his school, as it is a “no-fee school”. The school therefore relies on government funding”. The government also provided the school with a “feeding scheme”. According to Rahul, the feeding scheme was “essential” to the learners who attend their school, as they come from very poor backgrounds, therefore rely on the food supplied by the school “to sustain their bodies for the day”. He described the learners from his school context as poor and underprivileged; going on to mention that many of these learners experienced personal problems at home. This becomes a challenge for them as teachers, when trying to counsel these learners. In terms of resources, the school is equipped with very “basic resources”. This is owing to the insufficient funds at school.

Rahul also mentioned that many of the learners from his school take on the responsibility of being “caregivers” in their households. This is because they leave their families far away to come to school. Rahul is currently teaching Natural Science, with Life Orientation and Social Science as additional subjects. He teaches Grades 7, 8 and 9 learners at his school. Initially, Rahul’s feelings about teaching were positive. He mentioned teaching as “exciting”. However, things have changed for him over the past four years. He attributed this change in feeling to “teaching is becoming very demanding” in terms of the workload.

4.5.1 Rahul’s work at school and the emotions in relation to teaching

A typical school day with Rahul does not simply begin by teaching. There are many other barriers that one has to overcome before actually teaching in the classroom. Rahul stated that:

If you walk in, some children are sleeping because they haven't slept the night before; other children probably hadn't had food to eat. So you have to deal with all this different situations before you can actually teach.

This then becomes time-consuming as Rahul has to attend to each learner's problem before beginning the lesson itself. Rahul mentioned that some learners have not slept the night before or have not eaten. These learners may well be experiencing problems at home, which is probably why they are in such difficulties. The learner who has not eaten probably comes from a home that cannot afford food. On the other hand, the learner who did not gain much sleep the night before may have been occupied in taking care of his or her family, being the only breadwinner at home. These are some of the challenges that Rahul has to deal with before commencing his lessons.

Rahul drew on particular instances in class which lead to his feeling frustrated. According to Rahul:

Teaching in a high school can be very frustrating; it's a constant battle with the kids. Its nerve wrecking and a lot of painstaking work we go through. Emotionally, it's tiring.

Rahul clearly felt frustrated about teaching in a high school. There are challenges that Rahul encountered on a daily basis. It seemed that Rahul was continually in a situation in which he was encouraging his learners to show initiative in their work, as well as to listen to him in class. The term "*nerve wrecking*" denotes a serious emotion in that it indicates an increased level of frustration that Rahul experienced in a high school. Furthermore, the term "*painstaking*" reveals the hardships that Rahul faced with these learners. Generally when one is in pain, one feels unhappy; this describes Rahul's feelings. Rahul endured suffering so that he could educate his learners. Since the learners in a high school can be quite challenging, this demands more from Rahul in terms of classroom control and preparation of tasks for learners. Rahul mentioned that, owing to constantly disciplining learners, he felt exhausted. Rahul's job was accompanied with more misery than enjoyment. Rahul went on to describe his feelings when teaching and managing his classroom. He added:

You can get depressed constantly especially if the kids you teaching are not listening and if they are not doing their work and engaged in other things. It's very disappointing and depressing...

Rahul's data offered emotions of sadness related to his work. The sadness he felt seemed to have been triggered by his disappointment in his learners. It is these feelings that left him depressed. In reviewing the data above, one notes that learners do not cooperate with Rahul during teaching, in that they do not listen to him. Usually when someone is ignored, it infers that he or she is unimportant, and not worthy of the attention of others. This is what Rahul felt when he was ignored by his learners. It appeared that Rahul experienced rejection from his learners. Owing to this, it was likely that Rahul became mentally affected, leading to depression. When someone feels unworthy, he or she is often enters a state of unhappiness and despair.

On the contrary, there are times when Rahul felt positive about teaching. He added:

It does become quite rewarding when they achieve a good mark for a test. I get happy, excited and ecstatic at times when kids do well or were successful

When learners excel or succeed in their work, Rahul felt admiration. He felt "*happy*" and "*ecstatic*". He experienced a state of euphoria which one generally associates with utter bliss and positivity. It also appeared that he felt contentment in seeing his learners perform well. Rahul pointed out that teaching can be a rewarding career when learners produce good results; this causes pleasant emotions.

4.5.2 Emotions in relation to learner management and leadership

One of the other roles that Rahul had to fulfil is that of being a manager and leader in the classroom. Rahul mentioned that teaching in a high school was more demanding in that he had to be a manager. Rahul had to ensure that his learners were ready to focus, and are kept away from disruption. According to Rahul:

The grade 8 and 9 children are not very easy to handle. There are quite big and many of them are above the school going age, so when you walk in you are seeing children that are bigger than you in size and often these are the children that want to take a chance and they want to back chat. If you ask them to do something simple, it becomes an issue.

As a manager and leader of the class, Rahul had to address issues of managing a classroom, especially when learners do not want to listen. This makes Rahul's job more difficult. Rahul felt somewhat intimidated by learners who were above the school-going age; they were a

challenge to him. Rahul felt vulnerable and powerless when his learners retaliated against him.

4.5.3 Emotions relating to the planning of lessons

Apart from managing the classroom, Rahul had to plan his lessons for the next school day. He mentioned that his non-teaching periods were usually taken up on other activities; and the planning of lessons encroached on his personal time and space at home. Rahul stated:

Whatever free time we have is taken away, in that we are doing some non-teaching task. I do take a lot of my work home because I do not have the time to do it at school. I am often taking bags and books to complete at home.

Rahul's data gave the impression that his work simply did not end at school; sometimes it had to be taken home to be completed. He further added that non-teaching periods were devoted to other tasks which had to be completed at school. Non-teaching periods at school are usually periods which teachers utilize to plan and prepare lessons for the next school day. However, it seemed that Rahul's non-teaching time was devoted to non-teaching tasks. As a result, he did not have the time at school to prepare his lessons. When Rahul said that his free time was taken away, it sounded harsh. It appeared that Rahul was prevented from doing anything other than non-teaching tasks during his free time. There was a feeling of restriction in engaging in personal activities after school that was seen in Rahul's data, which gave one the impression that Rahul's social life became eroded by schoolwork.

4.5.4 Emotions relating to Administrative work

Apart from teaching and learning, a great deal of time was committed to administrative tasks at school. Rahul stated that:

There's a lot of admin work to concentrate on, like your register, checking of the learners, you have to fill in departmental documents and there's constantly documents that you have to put in order and the teaching aspect is actually then not a big entity. It's very small to this.

Rahul mentioned that the teaching and learning process form a small part of the work that he does compared with the large amounts of administrative tasks that he is confronted with on a daily basis. There were constantly forms that required Rahul's attention; these had to be organised in a systematic manner. This left the process of teaching seriously jeopardized.

Administration is important when one is a teacher; however, this became frustrating when it encroached on Rahul's personal time at home. According to Rahul:

I'm very, very unhappy, compared to my friends in the primary school. On weekends when they are going out, I'm stuck with loads of admin and loads of work to do. It gets very sad, I'm frustrated, I can pull my hair at times...

The emotions that aroused when Rahul was confronted with administrative tasks were that of being "*unhappy*" "*sad*" and "*frustrated*". These negative emotions were associated with administrative work. Rahul, being unhappy, indicated that he was not content with doing administrative work on weekends. Weekends are usually a time at which one can unwind and have family time. On the contrary, Rahul spent his weekend doing work, often administration. Rahul made a powerful statement when he mentioned that "*I'm very, very unhappy as compared to my friends in the primary school*". Being a high school teacher demanded more in terms of work than in a primary school. Rahul mentioned "*I can pull my hair at times*", a metaphorical description of his emotion. If this were literally done, one would feel pain and be in a state of agony. Rahul compared his frustration towards administration to the pulling of one's hair. This metaphor conveys the feelings of anger that arise in him.

4.5.5 Emotions relating to fundraising and sports

Another task that constituted Rahul's day at school involved fundraising. As Rahul mentioned earlier, the learners at his school come from "disadvantaged homes", and therefore cannot afford to pay school fees. Thus, fundraising ensured that monies were raised in order to run his school well. According to Rahul:

We started a fundraiser where we show kids movies and so I've taken that upon myself to sort and arrange the room, so that takes up my Wednesday.

Rahul mentioned that fundraising consumed time. However, fundraising had to be done at their school, as funds were not readily available and money is important for the functioning of his school. Apart from all the negative emotions that Rahul has experienced, there are times when he felt positive about his work. Rahul mentioned the joviality in his teaching experiences when he stated that:

When you show kids a movie for the first time, many of the kids don't have television at home, and when they see that, they get quite excited and that is a nice feeling.

As many of the learners that attend Rahul's school are greatly disadvantaged, it becomes a joy to watch these learners experience certain pleasures and interests for the first time. It showed that these learners are appreciative of what has been done; this leaves Rahul feeling happy. One can perceive a feeling of empathy and self-satisfaction in Rahul's words. Rahul's data also conveyed feelings of love and affection for his learners.

In addition to his tasks, time is also devoted to sporting activities and counselling. Rahul stated that *"I'm assisting with various tasks like sport"*. One can assume that there are no sports coaches at Rahul's school, hence he had to take on that particular role. Sports usually required much practise. Rahul was responsible for the organization of training sessions. He also had to be present to coach the learners – this takes time.

4.5.6 Emotions relating to counselling

As a teacher, Rahul took on the role of a counsellor at school. He mentioned that: *"You do become like a psychologist"* The learners in Rahul's school are disadvantaged as they cannot afford basic needs. Invariably, there were times when some of these learners asked for advice or wished to confide in Rahul about problems at home. This also encroached on Rahul's teaching time, having to listen as well as to advise these learners. To Rahul, counselling was a sensitive job. He felt that he was not equipped with the skills to counsel learners. According to Rahul:

It's scary because if you don't know how to deal with this, and if you not too aware, you could actually damage the child even more. At times I don't know what to say because I haven't been taught to be a psychologist, so it becomes very difficult.

Rahul felt that a child could be damaged for life if not advised properly. Rahul's data indicated a feeling of fear in this regard. This was an unpleasant emotion. Rahul was most likely to feel responsible should his learner become a victim of trouble. The feeling of being afraid could lead to Rahul's feeling psychologically affected. In other words, Rahul could be prone to feeling paranoid because of such fear within him. He felt that teachers, including

him, were not equipped with the specialized knowledge and skills required to counsel children. There were times when he did not know how to respond to a child's problem; this could become a dangerous situation for the child. This could be perceived as a threat to his learners' survival. Psychologists are professionals who counsel individuals about problems that they may be experiencing. In other words, they are equipped with the knowledge and skills to conduct these tasks. In the absence of guidance counsellors at school, Rahul had to act on behalf of psychologists.

Teacher: Nerena

4.6 Description of Nerena and her school

Nerena began her teaching career in the year 2009. She had previously taught in a primary school for a few years and was later appointed to a high school at which she is currently teaching. Nerena teaches Afrikaans to Grades 8 and 9 learners at her school. She described her feelings towards teaching as having "good days and bad days". Nerena mentioned that she is quite content with the teaching and learning aspects; however, she goes on to mention that it can be "frustrating" at times because of the learners at her school. Nerena mentioned that her school is situated in an urban area. In terms of infrastructure, the school is well established, having several buildings, as well as a huge sports field. Her school is fortunate in having the basic learning facilities. The learner enrolment at her school is currently 1144; and the staff at her school comprised of 35 teachers. In addition there are two administrators. The school takes in learners from the surrounding area as well as from areas far away.

The school is fortunate in having security as well as caretakers. The school caters for learners from Grades 7 to 12. As a result, there are learners of varying age differences at her school. Nerena explained that there is a "diversity of learners who come from different socio-economic backgrounds". She goes on to mention that "language is a barrier" at her school. Afrikaans is a second additional language to most of the learners. Since the language of instruction is English, many learners experience difficulty, especially in comprehending Afrikaans. It tends to get difficult as her "learners cannot understand the language" and therefore cannot adhere to tasks that are given. She also stated that her school "experiences many problems in terms of discipline" and as a result, the teaching and learning processes become affected. Many learners, according to Nerena, are "unfortunate" in terms of their

backgrounds. There are learners who come from homes where basic needs are not accommodated.

Nerena pointed out that there are learners who come from homes in which their parents are currently “experiencing a divorce”, “broken homes” as well as those learners who are responsible for taking care of their younger siblings, because their parents may be “deceased” or have “abandoned” them. As a result, these learners come to school “frustrated, angry” resorting to ill behaviour. Some learners are also involved in “smoking, gambling, as well as resorting to drugs”. Such learners, according to Nerena can become a “huge challenge” for her to manage. According to Nerena, the “least priority and focus” is attributed to learning. She indicated that “great difficulty” is experienced during lessons, as the majority of the learners from her school are prone to “bunking classes”.

4.6.1 Nerena’s work at school:

Nerena’s day at school constituted of a variety of tasks some of which include teaching, administrative work, counselling, fundraising, and being a manager in the classroom.

4.6.2 Emotions relating to teaching and management

As a language teacher, Nerena experienced a great deal of difficulty in getting her learners to focus on the lesson. According to Nerena:

We have learners that are just not interested in doing they class work because it’s a learning area being Afrikaans, it’s a second additional language for most of the learners, so we have a language barrier

For most of the learners at Nerena’s school, Afrikaans is a second additional language. As a result, learners often find difficulty in understanding concepts. As language becomes a barrier to understanding Afrikaans, teaching becomes relatively tough for Nerena in the classroom. Learners are unable to comprehend the language and thus are not interested in completing their tasks at school. Nerena added:

It's not very easy with high school learners because these learners are much bigger, and because it Afrikaans, it's a language, so they cannot comprehend and so bunking becomes a norm.

Nerena expressed the difficulty experienced in handling learners in a high school. Since learners cannot understand the language, they cannot complete tasks; as a result they resort to bunking the lesson. This affected Nerena's role as a manager, as much more effort is required in terms of control. When learners bunk the lesson, they show disrespect and as a result, this affects Nerena's state of mind. Nerena reinforced the above when she mentions that:

Learners cannot communicate, they cannot speak, they cannot write or read Afrikaans and that's a major problem for me to teach, it's really difficult.

There is a sense of irritation expressed in Nerena's data. A feeling of anguish and frustration is revealed in the difficulty of teaching Afrikaans. Since most of her learners cannot comprehend the language, it appears that these learners are in danger of failing the subject and are therefore unable to understand and grasp concepts in Afrikaans. Such a situation affects Nerena's teaching as it becomes increasingly difficult to teach a subject in which learners cannot understand what she is saying. This raises a feeling of frustration, as Nerena does not receive any acknowledgement or understanding from her learners, or recognition from her teaching.

Nerena also mentioned some of the positive moments in her teaching career. She stated that:

I think the highlight of your day is when learners grasp what you are teaching and when learners that you have trained and moulded perform well in inter-school competitions¹⁶. It boosts your spirit and makes you want to go back and do more.

Nerena felt a sense of pride when the learners whom she had taught excel in competitions or in the work they are given. This seemed to enhance her passion for teaching when she says that she wants to "*go back and do more*". Nerena's data portrayed some inspiration; she aspired to produce further excellence in the future. Her desire for excellence could possibly reduce the possibility of negativity in her work. She also experienced joy when learners show signs of understanding. These are moments which ignite positive emotions. She added:

¹⁶ Different schools compete in a competition

I feel happy, knowing I made a difference in someone's life. That's a really good feeling and you feel appreciated.

There is a feeling of contentment expressed in Nerena's statement above. There seems to be some gratitude expressed by learners who acknowledge Nerena; this is most likely to leave Nerena feeling pleased and fulfilled in her work. Generally when one is appreciated for one's work, this humbles one; this is what Nerena experienced. Simultaneously, the feeling of being appreciated by her learners creates feelings of worthiness and warmth in Nerena.

4.6.3 Emotions relating to counselling

Nerena is involved in counselling some of the learners at her school. She mentioned that not a day at her school passes without her having to counsel those who come to her with problems. Nerena adds:

I had an incident where a child told me she had taken an overdose. So now if you look at it, you have to become a counsellor during teaching time and you cannot ignore this child and brush it off and say to the child, I'll speak to you later.

Nerena's data reflected that some of the learners at her school appeared to be suicidal. They might be experiencing troubles at home which lead them to such behaviour. Such learners often felt the need to confide in someone; most often it will be their teacher. As a teacher, Nerena must take on the role of a counsellor, advising the child that what she is doing is wrong and should not be attempted again. The child might want to confide in Nerena the reasons for taking an overdose in the first place. Nerena was placed in a situation in which she cannot refuse a child who was desperate for help; this would be inhuman. Although Nerena may not be a professional psychologist, she now has to take on the role of advising the learner. It seemed as though Nerena had not much of a choice, but to counsel learners who sought her help because of the absence of a guidance counsellor. However, Nerena disliked the task of counselling learners owing to her not having the necessary knowledge and skills. Nerena felt that:

Every high school should have a qualified school counsellor where these children can go and speak to them, at a given period.

The statement above expressed Nerena's disapproval of teachers like herself having to counsel learners. It seemed that she would rather have a guidance counsellor advise these learners. In this way, learners who experienced problems can confide in the guidance counsellor. The teacher is then able to refer children to speak to the guidance counsellor should they be experiencing problems.

4.6.4 Emotions relating to administrative work

A typical day in Nerena's School would not be complete without the incorporation of administrative tasks. According to Nerena *"You'll have to stop your lesson and complete the admin work"*. Administrative work in Nerena's school usually comprised of *"collection of school fees and monies outstanding"*. This was time-consuming for Nerena as she compromised on teaching time to complete administrative tasks. The amount of work that Nerena was confronted with on a daily basis stirred up a string of emotions at school. Firstly Nerena felt that the infringement of non-teaching tasks such as admin took up a lot of teaching time. According to Nerena:

When it comes to the collection of monies, hand out of leaflets, typing of exam papers should be done by the secretaries. We should have someone in charge of that, because that cuts quite a bit of our teaching time.

Nerena felt that administrative tasks encroached on valuable teaching time. In incorporating these tasks into the classroom, teaching and learning became disrupted.

4.6.5 Emotions relating to fundraising

Since Nerena's school is *"not financially stable"*, fundraising becomes an integral part of Nerena's job description at school. Nerena added that:

Our school is not financially stable, so we do a lot of fundraising that helps with the running of the school. It takes a lot of teaching time if learners are involved in musical extravaganzas...

Because of the financial instability at her school, it became the responsibility of Nerena to partake in fundraising ventures so as to secure sufficient funds for the operation of her school. She had to step out of her role as a teacher in the classroom to attend to non-teaching activities such as fundraising. Apart from utilizing her time as a teacher, learners also took part in such fund-raising ventures at her school. This in turn affected the teaching and learning process for learners as they spent their time training for events which were to be performed. In doing so, it seemed that Nerena had also to also ensure that learners who participated in the musical extravaganzas were up to date with their schoolwork.

4.6.6 Emotions relating to sports

Nerena felt that non-teaching tasks such as sport took up a great deal of a teacher's time. Nerena added: *"We should have a sports co-ordinator...instead of getting all the educators involved"*.

It seems that at Nerena's school, all teachers are in charge of particular sports codes. There is no professional sports coach. Nerena felt that the school should appoint someone who is a professional in sports to coach the learners. It is unfortunate when a teacher does not know how to play a certain sport. This could impact negatively on her learners.

Teacher: Leon

4.7 Description of Leon and his school

Leon began his teaching career in the year 1997. He has taught mainly in a high school for most of his years. He is a newly appointed head of department, senior phase, in a primary school, although he has taught in a high school for most of his career. Leon is currently teaching Maths and Technology to Grade 7 learners at his new school. As a former senior high school teacher, Leon felt that *"teaching is a calling"* and that one has to be completely dedicated to the profession, otherwise, *"don't join the profession"*. In terms of its context, Leon mentioned that his school provided a *"quality learning environment"*. He goes on further to describe that the school is surrounded by *"lovely gardens, established trees, seating areas, a large hockey field, a rugby field, a swimming pool and a school hall"*.

He indicated that the school has an enrolment of six hundred and fifty learners, with an average pupil teacher ratio of 1:30. The school comprises thirty educators and three

administrators. One of the most important ways of learning at Leon's school is outdoor activities. Leon mentioned that learners at his school are "encouraged to participate in education outside the classroom". Various sports codes are offered at Leon's school. In addition "music and drama" play a very important role in his school. The most important goal mentioned by Leon is "academic success" for all learners at his school. In striving to achieve such success, "a range of programmes have been designed".

Leon described the learners at his school as "coming from different backgrounds". This being so, his school "values diversity" and emphasizes the "importance of respect" for themselves, as well as for "others" and for the "community". Leon encouraged his learners to "achieve the best" in their school work. In terms of accommodating learners of diverse backgrounds, Leon indicated that his school is fortunate in that they have a "wide range of programmes" offered at school in order to accommodate all learners in the teaching and learning process.

4.7.1 Leon's work at school:

Leon's day at school begins very early in the morning. He starts off early because there are a number of tasks to accomplish at school. According to Leon:

My day starts very early, twenty pass or quarter pass six, I'm at school and from that moment, I'm working because you can't cope with the number of things.

Owing to the large number of tasks that Leon had to accomplish, he makes it a priority to be at school early. Teachers are usually expected to be at school at the latest seven thirty in the morning. However, Leon arrives an hour earlier. This gave an indication that there is not enough time for Leon to complete his tasks during school time. He mentioned that it becomes difficult to cope with the various duties that await him. Some of the many tasks that Leon was involved in at school included managing discipline in learners, adhering to administrative duties, involvement in sports, as well as school maintenance, and lastly, involvement in school projects. These tasks are very demanding and time-consuming for Leon.

4.7.2 Emotions relating to teaching

As a teacher who has been in the profession for many years, Leon mentioned that there are some cases that can stir up emotions in you as a teacher. According to Leon:

Sometimes when you look at a girl who's button maybe broken or torn, that affects you because it just goes back to say where these kids are coming from, they don't have much.

This indicated that the learner is disadvantaged in that she comes from a poor home. One could infer that clothing is the least of their worries, as the child could be struggling to afford basic needs like food. This affected Leon during his teaching. It could lead him to thoughts about the child's living conditions rather than about teaching him schoolwork. Feelings of sadness aroused within Leon. He showed empathy when confronted with such learners. Furthermore, Leon mentioned that:

You'll probably notice a guy, who's got scabies on his hands, and you know he's got no medical treatment.

A situation as mentioned above was most likely to ignite feelings of pity and empathy in Leon. Such feelings were only natural when confronted by a learner who was ill and had no means of help. Leon indicated that:

You feel emotionally in a sorrow state but obviously you don't show it to the class. Maybe you would want to go out of the lesson and you probably want to reflect on it, then maybe you'll probably want to call the child, during the break or something and you might want to find out what's going on and how you can assist and sometimes when you go back home, that thing is already playing on the mind as well.

Leon's data revealed that the emotions that arise while teaching can have a drastic impact on the teacher. In this case, when Leon notices a particular child with a problem, and if he is unable to help he feels desperately sorry for the learner. Leon's facial expressions are most likely to show compassion and empathy towards his learner. In doing so, it is also likely for him to experience physiological changes. Generally when one is saddened, one experiences a lump in the throat, indicating an urge to cry. Crying is a physiological change usually associated with sadness. Leon's words illustrated his grief. He was emotionally affected by the possibility of poor circumstances for the school pupil in his charge. It also appeared that these feelings of pity for the child went home with Leon. Instead of being totally committed to his teaching, Leon is now disturbed by this particular learner. He was more concerned

about what the child might be going through at that moment. There seemed to be a paradigm shift in Leon's mind, from the classroom context to that of the learner's background.

It appeared that such learners come from homes that cannot afford much, least of all medication. These learners were probably in a state of pain and suffering, yet are present at school to receive an education. Leon therefore experienced pain at the deprived circumstances of his schoolchildren.

Leon taught Maths and Technology at his school. He mentioned that Maths and Science "*are the most crucial subjects in any country*". According to Leon:

...it's not easy to teach Maths. Because children somehow when they see Maths, they get deflated. They don't have that enthusiasm...you've got to make your lessons interesting for them to grasp the concepts. You got to make the interest to put the concept into the mind, otherwise they going to find it difficult.

Leon's data revealed that he is one who is enthusiastic about making his lessons fascinating and amusing for his learners. This conveyed passion for his teaching. Despite the difficulty that learners experienced when it comes to Mathematics, Leon mentioned that this could be overcome if there was dedication in creating exciting lessons. On the part of the teacher, Leon expressed that these subjects are extremely important at global level which creates the need for empowering such lessons to his learners. It seemed that learners do not show any positivity towards Maths. The epithet Leon used to describe his learners' feelings towards Maths is "*deflated*". This is a powerful epithet. One would associate the adjective with a loss of energy. One can relate the term deflated to a balloon or tyre. When either loses air, it is no longer of any use; it cannot function. Similarly, Leon mentioned that learners become mentally switched off in Mathematics and cannot function; hence they are referred to as being "deflated". Leon therefore suggested that lessons centred on Mathematics must be interesting in order to gain the attention of learners. On a lighter note, Leon mentioned that, although it may be difficult teaching Mathematics, he did find joy in his teaching. Leon stated that:

I do enjoy it but obviously it just depends on the foundation they have, because if they lacking in bonds and tables and things like that, then they'll be struggling as they go along. I think if they foundation is set then it's a pleasure to teach because they know they basics.

Leon's feelings of joy and enjoyment stem from offering the correct Mathematical foundation to learners. It appeared that Leon enjoyed his teaching when learners know their basics in Mathematics and are able to grasp simple concepts so as to gain higher grades. If learners are unable to understand the basics such as their "*bonds and tables*", this could be problematic in the higher grades.

4.7.3 Emotions relating to learner management and leadership

As a newly appointed head of department, Leon was now entrusted with the responsibility of management as well as leadership of his phase. Leon mentioned that there are numerous times when learners are sent to him to be disciplined. According to Leon:

Every teacher is having difficulty or trouble with some learners and they are always referring it to us as managers. And then, your time taken to solve each problem out and by the time you investigate deep down to the root of the problem, most of your time is taken up.

The data revealed that all teachers at Leon's school are experiencing problems with learner discipline. Hence, much of Leon's time was spent managing discipline in learners. For Leon, one of his main tasks as an HoD is to manage the school, including the discipline. Leon mentioned that it usually took a while for learners to confide in him, getting down to the actual cause of the problem. HoDs have the task not only of management of discipline, but of the smooth operation of the school. Leon's time therefore is important to him in conducting his duties. However, he claimed that managing discipline occupied most of his time at school.

Apart from being an HoD, Leon is also teaches Maths and Technology. In terms of managing a classroom, Leon felt that this takes time and effort as classes are much larger than before. Leon added "*You sitting with a class of forty plus, it's not easy and they all coming from different backgrounds*".

Leon indicated that managing a larger class can be difficult, especially since his learners came from different backgrounds. Each learner belonged to a different culture, with his own set of values which differed from those of his classmates. It became difficult to bring all learners to a common understanding because of such cultural differences. Learners may differ in culture or social statuses. As a manager, Leon was likely to be challenged in preventing outbursts while maintaining peace amongst his learners. In having to deal with a large

number of learners in his class, Leon felt work pressure which could have affected his stress levels negatively. Leon went on to explain that being a manager demanded a great deal of energy. According to Leon:

In terms of discipline, if your learners got a cell phone or if his got gel and you shouting and shouting all day. I think that's where your energy is been taken up, rather than the actual delivery of the work in the classroom. Your time is being channelled in other ways and if our discipline was in order more properly and if parents took more initiative in their child's work, then I think it will be much rosier in schools.

It appeared that from Leon's data, that much time and energy was being expended in the management of discipline problems at school, compared with time spent on teaching and learning in the classroom. There was a sense of frustration in from Leon's statement, when he mentioned that there is continuous "*shouting*" in a school day. The frustration rises from the fact that as a teacher, Leon had to take on the responsibility that should have been taken by the child's parent or guardian before the child left home for school. Appropriate dress code was essential at Leon's school, because this formed part of the norms and standards at his school. Instead of learners abiding by the conduct, some violated it by wearing dressy hairstyles to school. These learners did not respect the school policy and were not afraid when they brought cell phones and wore hair gel to school. Solving such problems at school took time and energy. Leon had disobedient learners as well as those who come to school prepared to learn. Leon implied that his task as a manager would have been much easier to cope with, if parents were more involved and interested in their children's work. This would have made it easier for teachers to teach as well as to manage their learners. It appeared that learners' work at his school was not being monitored by their parents or guardians. This negatively affected the learners as they became apathetic. Leon felt anger, as he indicated that the job of a teacher should be more channelled towards the imparting of knowledge; learners' upbringing ought to be provided by their parents.

4.7.4 Emotions relating to administrative work

Apart from managing discipline, much time was also spent on administrative tasks. Leon added that:

We always late with our submissions, so suddenly the guys come to you and the principle says you know what, this was due yesterday, so what it actually does is that its eroding into your teaching time.

It seemed that there was no administrative support at Leon's school. When Leon mentioned that administration eroded his teaching time, he indicated that his attention is divided between the completion of administration and teaching. More often, Leon had to complete the required forms on time and therefore he utilized teaching time in doing so. Teaching lessons became marginalized, administrative work receiving first preference. There were deadlines that had to be met. Leon had the responsibility of ensuring that the documents are submitted on time. Leon felt that administration was eroding his teaching time which is unfair to the learners. Leon stated that:

Admin work is eroding into a lot of teaching time. If I could use the word, we are stealing children's time to do your work, which a bit unfair

Leon mentioned that teachers are using class time to perform administrative duties. He described this as "*stealing children's time to do your work*". This was a powerful statement. Leon acknowledged that he used teaching time to accomplish his duties. He acknowledged that he was being selfish, and mentioned that this is "*unfair*" to the learners. The neglecting of teaching and learning is a violation of learners' rights to their education. Learners were being punished because of administrative work having to be conducted by their class teachers. In acknowledging that this was unfair to learners, Leon indicated that this was a situation that could not be fixed. On one hand, the task of teaching was essential and on the other, the encroachment of administrative tasks demanded response from him. Leon described his feeling towards administration as "*frustrating*". It seemed that he did not gain any joy from absorbing learners' time in class, and hence is placed in an invidious situation, in which he felt powerless. He added that:

It's not the ideal situation but under the circumstances, we try to do more in the classroom, and less administrative work if we can outside of the classroom, during breaks and things like that, but unfortunately it doesn't happen all the time.

Leon's data revealed that it is not always possible to complete administrative tasks during breaks. This indicated to us that the time is insufficient for carrying out such tasks. It appeared that Leon was engaged with only administrative work in the classroom when he mentions that *"we try to do more in the classroom"*. Leon had no choice but to complete onerous administrative tasks to the detriment of his teaching time.

4.7.5 Emotions relating to sports and maintenance

Sport is integral to Leon's school duties. His school has many sporting resources; learners are encouraged to partake in sports as part of their education. Leon added *"Sports take a lot of time especially in our school where it is a priority."*

Leon mentioned that he teaches in a *"well resourced"* school. Since sports are a priority at his school, one assumes that the school has sufficient sporting equipment and facilities. Leon also explained that there are times when educators at his school, himself included, have had to coordinate a particular code of sport. According to Leon:

The person, who is doing a particular code, may not feel it's to his best advantage because he might feel you know what, when is this thing going to be over, he's not doing justice to the code, so he's probably on duty just to serve the day.

Leon's data revealed that there are educators at his school who are not familiar with a particular sports code and hence may not know how to coach learners. It seemed that educators at his school felt no joy when they did not know how to coach a specific sport. A certain amount of discontent is expressed in Leon's statement that *"he's not doing justice to the code"*. The educator lacked the skills and knowledge in terms of fulfilling his or her job. As a result, Leon suggested that an educator could resort to merely observing the game because of the lack of skills in teaching the particular sport code. When someone was given a task for which they have no skills or knowledge, this could leave the person feeling incompetent and unhappy. Once more, these are negative feelings towards non-teaching tasks at school.

Leon also added that his day at school is centred on maintenance. According to Leon

I am a utility man in terms of maintenance, so every day there's something broken in this class or that needs to be attended to, so I got to be there ...

As a manager, one of Leon's tasks was that of maintenance of his school. Leon, as the "*utility man*", is familiar with the repairing of broken equipment at his school. Leon was therefore entrusted with the duty of maintaining infrastructure at his school. In doing so he attends to items broken at school. Leon was the teacher that other teachers began to search for at school, should there be an item broken in class and requiring fixing. Ironically, schools appoint caretakers to resolve such matters; however, it seemed that Leon was burdened with such tasks at his school. Leon was not just a manager inside the classroom, but outside as well. Along with being in charge of the infrastructure at school, comes in the aspect of shopping for parts that are needed. One of the tasks as the "*utility man*" of the school is requisitioning the best quotations for infrastructure at his school. According to Leon:

...Quite a bit of time goes away looking at quotations, running around, and securing best prices for the school.

Leon was responsible for obtaining affordable quotations for the school, so that the school's funds are saved for the management of other infrastructure. In ensuring that the best price is achieved for the school, Leon had to consult various stores until the desired price is attained for the school. This required bargaining with the shop owners on Leon's part, which can sometimes be quite difficult, especially if the owners are not compassionate in quoting a good price for the school. This consumed much of Leon's time.

4.7.6 Emotions relating to counselling

Leon has often to counsel learners at his school. His feeling towards counselling was that teachers were not equipped with specialized skills that are necessary for counselling learners. However, counselling is all part of the job as a teacher. According to Leon:

We are not fully equipped, but ...we try our best to do that, and if they need further action then you can contact the next level, maybe the social worker, the child welfare or the police...

Leon's data revealed that he is involved in counselling learners at a basic level. The problems that learners experience at his school require professional help. He mentioned that at times when he was unable to advise the child, the police, social worker and child welfare came to his assistance. When Leon mentioned "*police*" one would assume that learners are being engaged in inappropriate behaviour. This indicated that there are such learners at Leon's

school. Furthermore, learners may be experiencing personal problems at home level which would require the intervention of a social worker who would assist these learners with their personal problems. Learners at Leon's school may be experiencing problems of abuse and violation of child's rights, which would explain why the child welfare is sometimes involved. However, there are times when it becomes difficult to contact such professionals to come to school to address these problems. Leon stated that:

It does take a lot of time because you got to phone here and get results there, and the guy is not available. He comes to see you when you busy in your classroom and to manage time, it's not easy, that's one learner, maybe you got a handful in the school and each one is demanding your attention.

Leon's data indicated that trying to contact a guidance counsellor consumes a great deal of time in Leon's day at school. It appeared that it is often difficult to contact such counsellors to come to school. They are difficult to reach and may not be readily available. As a result, Leon waits until he receives contact from the counsellors which may be during teaching and learning time. This becomes inconvenient for Leon, as he has then to sacrifice his teaching time to attend to non-teaching matters. In addition, he also mentions that this is time-consuming. There is a feeling of brewing frustration from Leon's data which could lead to his feeling irritated and angry. It seemed that Leon dislikes the task of counselling learners during school time. This triggers negativity towards performing such tasks.

4.7.7 Emotions relating to moments positivity

Leon ends by sharing his positive experiences. He mentioned having a positive impact on a matric learner who did not want to write his final exam. Leon fetched the learner from home and managed to persuade him to write the English examination. It was a proud moment for Leon when the learner passed his matric year with an exemption. According to Leon:

That child would have been finished. His career would have been doomed. At least I'm proud that i changed his life a bit.

Having changed a learner's life is one of the highlights in Leon's career. The feeling of pride felt by Leon fostered emotions of joy and happiness, knowing that the learner will never be disadvantaged in terms of job opportunities in his lifetime because he has gained his matric. It also ignited a feeling of self-satisfaction in Leon in having rescued the learner who tried to

refrain from writing his examination. Had Leon not taken the initiative to help the learner, he would probably live with a feeling of regret for the rest of his life.

4.8 Conclusion

In Chapter Four, a detailed analysis of teachers' emotional experiences in relation to their work was presented in the form of descriptive textual data. Each analysis was conducted separately, expressing each teacher's unique experiences. It could be said that, despite the individual analysis of each teacher, many teachers shared common experiences. Some of these teachers experienced very similar emotions, while others did not. It has also been perceived that teachers are encumbered with a workload which incorporates both formal and informal elements of teaching.

In the next chapter, I provide a detailed discussion on the key findings of the data that have been analysed. I also provide recommendations for future research.

CHAPTER 5

Emotions Related to Teachers' Work

5.1 Introduction

I began this study with a particular interest in teachers' emotions related to their work in high schools. During the course of my study, I have taken readers through literature on teachers' work and emotional experiences as presented in Chapter Two. I have used case study methodology in Chapter Three to gather data which I have analysed in Chapter Four. At this stage of my study, I am now ready to share the findings emerging from the study. I shall open Chapter five by discussing the findings on teachers' emotions related to administrative work. It was striking to find that almost all teachers were highly frustrated and that they felt that they could not spend the required time on their teaching in class. It was found that teachers were dissatisfied and unhappy with the various roles that they had to perform besides simply teaching. It was further discovered that there was a level of mixed emotions experienced by teachers when it came to performing extracurricular activities at school. While some teachers were content with the idea of participating in such activities, others experienced a disproportionate degree of disapproval and unhappiness.

The findings also showed a great disappointment as teachers' free time at school is taken away from them; and there is a huge level of frustration when it comes to teaching. It has also been found that all teachers in their respective case studies struggled with learner management and classroom leadership at school. Apart from much of the negativity experienced by teachers, there was some joy revealed in their work. I found that teachers experience happiness when their learners excel or when success is achieved. This chapter is organized into eight meta-themes. Each theme will present a discussion of the findings of teachers' work and their emotional experiences.

5.2 META-THEMES EMERGING FROM THE STUDY

5.2.1 Feelings of frustration with administrative work

In referring to the analysis in Chapter 4, one can perceive that there was a degree of frustration felt by teachers because teaching time is taken away by administrative tasks. Administration seems to be taking teachers away from what they are qualified to do, namely, to teach. Each of the six teacher participants experienced an overwhelming amount of

unhappiness when it came to administrative work. Most of the teachers in this study are encumbered with tasks of collecting monies from learners for school funds, gathering learner information for records, updating these very records on a regular basis, and issuing notices to learners from the office. These tasks are performed during teaching time, impacting negatively on teaching time, and not leaving much time to focus on teaching the curriculum. The findings were that teachers in this study are inundated with administrative work. This is supported by the literature which reveals that teachers are involved in constant paperwork and the writing of reports, amongst many other tasks (Addy, 2012; Balushi, 2009). Ultimately, feelings associated with administrative work were unpleasant. The high level of frustration that these teachers experience was acknowledged when Hargreaves points out that one of the main reasons for such frustration in teachers is the infringement of administrative work on teaching time. (Hargreaves, 1998).

5.2.2 Feelings of dissatisfaction with the many roles to be fulfilled

In each of the case studies, teachers were dissatisfied by having to fulfil their various roles. These roles include being a parent, a counsellor, or a police officer to their learners. In the case of Sarah, she has to be a mother, counsellor, and police officer; she displayed a great deal of dismay and unhappiness with this role. This is supported in the literature, researchers mentioning that teachers have to act as caregivers and display parental care – this is a non-teaching task (Morrow, 2007; Acker, 1999). Roles in which teachers must act as police officers are threatening to the teacher, who is not equipped with experience in handling criminal situations, yet has to do so because of the absence of police officers or security guards at school.

In other cases, such as with Nerena, Rahul, Ashen, and Leon, teachers have to be counsellors to their learners. These teachers also displayed feelings of disapproval and in most cases feel that they are placed in a situation from which they cannot escape and which they cannot ignore. In other words, they are forced to counsel their learners because there is no one else who will do so. Despite this, these teachers did not feel confident. They truly felt that they are not professionally equipped with the knowledge and skills necessary for counselling learners. In some cases, Ashen and Leon drew on their parental experience in advising learners. Others, such as Rahul, who is not a parent, felt afraid to advise learners as he strongly believed that if one is not properly trained to do so, this could possibly harm the child. Nerena and Sarah firmly believe that there should be guidance counsellors at school to

perform this role. All teachers mentioned that counselling is time-consuming and that it erodes teaching time.

The problem of teachers being taken out of their domain and engaging in activities unrelated to their work is not only peculiar to education but to other fields as well. In the field of health sciences, general practitioners are found counselling their patients, despite this not being their job description. The role of a general practitioner "...is that of a specialist with expertise and knowledge not generally available to the patient. His job is to listen to the patient, attempt to diagnose any disorder and to prescribe treatment..." (Rowland, Irving, & Maynard, 1989, p.118). However, general practitioners are often in situations in which they must counsel their patients, despite not being qualified to do so. General practitioners counsel their patients on the basis of counselling skills acquired from their "experience" rather than from "formal training" (Rowland et al., 1989, p. 118). According to Rowland et al (1989) "Although counselling skills help the general practitioner in his clinical consultation, the focus of the general practitioners' work is different from that of a counsellor" (p. 118). Likewise, teachers are conducting tasks which they are not qualified to do. This was the core of dissatisfaction which teachers experience.

5.2.3 Mixed emotions towards extra-curricular activities

All teachers in this study revealed that they are overwhelmed by various extra-curricular activities in their work at school. Some of these activities are the organization of sports events, fundraising, and maintenance at school. There were teachers who expressed genuine frustration and resentment of such activities, while some expressed feelings of calmness; feeling that it was their responsibility as a teacher to comply with these demands. Teachers like Sarah, Razina, Nerena, and Leon expressed their disapproval of teachers having to coach learners for sporting events, strongly believing that this task should be undertaken by a professional sports coach, as teachers do not possess sufficient skills. Feelings of dislike, lack of confidence, and unhappiness are associated with sports. Despite feeling this way, teachers in many schools are forced to coach their learners in the absence of professional coaches. Nerena and Leon mention that sport is also time-consuming to conduct. On the contrary, teachers like Ashen believed that teachers should dedicate themselves to learning sports so as to impart those skills to their learners.

Although Ashen agrees with sports being time-consuming, he also acknowledges that his school is not in a good enough financial position to employ sports coaches. He was very

sympathetic therefore does not mind engaging in sporting activities. In addition to sports, fundraising was also found as consuming a great deal of teachers' time at school. Feelings of frustration are attributed to training learners for fundraising events. Teachers are pressurized to catch up with the curriculum, making up for lost time. The findings of extra-curricular activities forming part of these teachers' work are reflected in the work of Morrow (2007). Such non-teaching activities form part of what is known as the material elements of teaching (Morrow, 2007).

It was interesting to discover that Rahul and Ashen did not express themselves negatively when asked about their involvement in fundraising. For Rahul, it was a humbling experience to be able to expose his learners to movies, and at the same time support the uplifting of his school. It brought him joy and contentment. Ashen felt that it is his duty as a teacher to assist his school with managing of the tuck-shop, considering the school's financial state. He seems ever willing to support his school in any way possible. Despite many negative feelings towards extra-curricular activities, these teachers express feelings of compassion and care towards their work at school.

Other tasks such as maintenance of school equipment were also conducted during school hours. As Leon expressed in Chapter Four, maintenance is not only frustrating, but also time-consuming. In many schools it is generally understood that caretakers are employed to conduct tasks such as maintenance of school infrastructure. Despite this, teachers are given the duty of conducting such tasks at school which are in good financial positions to employ extra personnel for such tasks. Counselling is another duty that is often given to teachers in this study. It was interesting to note that feelings of fear arise in most teachers who maintain that they are not equipped with professional skills to advise learners; they are afraid of the consequences of doing so. Teachers counselled their learners from basic knowledge garnered as parents and on intuition of what they think is right. Teachers who expressed their lack of confidence when it comes to counselling learners are revealing their dislike of doing so. Despite the emphasis on the importance of education in the lives of children, it was disheartening to know that when it comes to the well-being of learners, there are no professional guidance counsellors to assist them, making it seem that there is no concern for what may happen to the future generation who currently are fragile beings. It is wrongly assumed that because teachers work with learners, they should take on this duty.

5.2.4 Disappointment about free time not being free

It was found that most of the teacher participants do not have periods in which they are at liberty to recharge their energy levels. Teachers like Ashen, and Rahul usually remain after school to train their learners so that they are well prepared for sporting events. Many teachers sacrificed their lunch breaks to perform non-teaching tasks, hence they do not have time to eat lunch. This is mentioned by Hall (2004) when he points out that non-teaching tasks encroach on teachers' free time. Teachers like Razina mentioned that non-teaching periods which were created for teachers' personal free time, in which they would prepare for the next day, are now being utilized for the organization of events, making phone calls for the school events, and so on. Rahul expressed great unhappiness and frustration when he takes admin work home to complete, merely because there isn't enough time at school to do so. While some teachers are occupied with sports and admin work in their free time, Leon is occupied with all *maintenance* duties at his school. Free time is devoted to the gathering of quotations and securing of best prices for his school. Feelings associated with teachers not being able to be at liberty to do the things they were qualified to do ignite frustration and disappointment; this is mentally and physically exhausting for most teachers.

5.2.5 Irrespective of context, teachers experience negative emotions

Teachers in this study belonged to different contexts. Sarah and Leon both teach in well-resourced and well-established schools. There does not seem to be a problem as far as facilities and resources are concerned, as they have the state-of-the-art equipment, being former private schools. Rahul and Ashen are unfortunate, in that they teach in rural schools that are no-fee schools and hence they must engage in fundraising ventures to support their schools. Razina and Nerena teach in urban located schools that have just more than basic facilities, rated as average. Based on the cases in this study, one can infer that it is the context of work that is influencing the emotions that teachers experience, as all teachers experience frustration, irritation, unhappiness, and similar emotions in the kinds of work they engage in. Despite the contextual changes, whether having the best equipment or lacking in resources, all teachers were performing duties which they felt they should not have being doing, such as engaging in administration, performing roles outside that of being a teacher, and being involved in extra-curricular activities.

5.2.6 General feelings of dissatisfaction with teaching

Almost all teachers in the case studies showed emotional dissatisfaction towards teaching. This is quite ironic, as one would generally assume that teachers would enjoy the aspect of teaching more than performing other tasks which they are not trained to do. However, many of the teachers in this study revealed much sadness, dissatisfaction and frustration when it comes to teaching. Some of the teachers mention that teaching can be “painstaking” and “nerve wrecking” (nerve-racking) when learners do not participate in the teaching and learning process. In addition, teachers like Razina felt that teaching is a profession in which she has no intention of remaining in any longer; merely because of the pain and suffering that she endures on a daily basis in trying to motivate her learners for lessons. Other cases show that teachers experienced frustration and anguish when trying to teach a classroom of diverse learners who are second-language English speakers. This makes the task of the teacher much more challenging and hence frustrating when learners do not wish to cooperate.

The frustration that teachers experienced in their work when learners misbehaved can be related to Yee (2010) when he mentions that teachers are prone to behave negatively when confronted by such a situation. Nerena, who teaches Afrikaans, experiences great difficulty when trying to impart knowledge to learners who already have much trouble in comprehending English, let alone Afrikaans. What I found common to Ashen, Razina, and Rahul were the feelings associated with teaching learners who were well above the school-going age for the specified grade. Many teachers shared similar feelings of frustration, disappointment, resentment, rejection and despair when learners who were much older than the required age behaved as adults, showing no interest in their work nor respect for their teachers, it being taken for granted by learners that they would pass the year if they are well above the age group. It seems that, despite the numerous efforts teachers make to ensure that learners engage in effective learning, there seems to be little positive outcome, and no recognition or appreciation of this effort. When teachers teach learners who do not have a solid foundation, especially in Mathematics, this causes great problems. Teachers are therefore faced with the challenge of dealing with learners’ weakness in subjects, and with those who experience problems related to their difficulty in subjects (Al- Balushi, 2009). Leon expressed feelings of frustration, indicating that his extra burdens could cause difficulty in teaching.

5.2.7 Frustrations with learner management and classroom leadership

One of the tasks that constitute part of teachers' work was that of being a manager and leader in the classroom. It was discovered that all teacher participants experienced a high level of frustration and anger when it came to managing their learners. Many teachers, like Ashen and Nerena, felt angry with learners who absent themselves from lessons. This leads to the difficulty teachers experienced when trying to teach in class. Other teachers experienced feelings of vulnerability and helplessness when they are challenged by disruptive, rude, and arrogant learners. It was found that, at times, teachers were likely to experience nervous breakdowns when exposed to such behaviour from their learners. Teachers like Sarah and Razina expressed their loss of control in class. They have described their managerial duties as a burden to them. Such powerful statements indicated the extent of emotions felt. Rahul and Razina both feel that learners who are difficult to manage can ignite feelings of frustration, demotivation, powerlessness, and intimidation.

Similar feelings are associated in the literature when learners are engaged in their own activity instead of being attentive in class. Teachers therefore experience frustration, anger and irritation (Yuu, 2010). The literature by Hargreaves (2001, p.1067) supports these findings when he states that their "...purposes are being threatened or lost..." Teachers like Sarah attempt to suppress their emotions by walking out of the classroom when it becomes too much to handle. There is a sense of fear in Sarah that she, as a teacher, might resort to doing or saying something to her learners which she might regret. To prevent her breaking down in front of her class, Sarah opted to leave her classroom. This could be related to the work of Steinberg (2008) in Chapter Two, in which it is mentioned that teachers tend to suppress their emotions. In this study, however, it was found that Sarah checked her emotions when it comes to managing her classroom. Feelings associated with ill-discipline left teachers feeling depressed and stressed. It was a daily struggle for these teachers to manage their classrooms and one is aware that it is a huge challenge to the teachers affected.

5.2.8 Feelings of elation when success is achieved

It was also discovered that most of the teachers in each of these case studies expressed feelings of positivity in their vocation as teachers. Teachers experienced emotions of joy and happiness when their learners excelled in their schoolwork and when learners became

successful in terms of their careers. Razina and Leon attributed much of the enjoyment they experience to the subjects they teach. Razina was grateful and content in what she teaches. It was found that Razina, along with Nerena and Rahul experienced feelings of jubilation, admiration, and delight when their learners did well at school. It is humbling for some teachers when they are appreciated. Other teachers also shared their moments of elation. Ashen mentioned being rewarded for his teaching. He felt valued, and recognized for his efforts and contribution to his work. These feelings appeared to inspire and motivate him to produce more excellence in his learners.

Other teachers like Nerena mentioned that learners' success inspires her to work harder. Feelings of pride were also evident in the case of Ashen when his learners' excelled in academic and sports events, especially coming as they do from disadvantaged backgrounds and being at under-resourced schools. Such positive experiences felt by teachers in this study can be connected to the literature that emphasizes that teachers display emotions of joy, satisfaction, enthusiasm, cheer, happiness, enjoyment, amongst many other feelings when respected by their learners and when their learners achieve success (Stephanou, 2013; Yuu, 2010; Hargreaves, 2001). When teachers exude such feelings of positivity they will want to do more to achieve excellence and success (Yuu, 2010).

5.3 Limitations of the study

This study did encounter certain limitations during its development. Firstly, this study was conducted using a sample of six teachers only. Therefore, this study was limited to the emotional experiences of only six high school teachers in KwaZulu-Natal. Owing to the small sample size, the results may not be a reflection or generalization of all high school teachers.

Secondly, the results collected reflected the emotions felt in a high school context. This may not be applicable to a primary school. The reason I say this is that there are different challenges found at high schools and primary schools. Verification of the data becomes difficult, as this is a qualitative study and not a quantitative one in which truthful deductions may be made. It is difficult to measure emotions; teachers' responses in relation to their emotions are taken to be valid and accepted as the truth.

5.4 Conclusion

I have reached the end of the journey that I began in this study, which was to understand teachers' emotions. I have come to realize that, despite the context in which teachers work,

all of them are doing something similar to the others and experiencing similar emotions in their work. I've also come to realize that teachers work very hard. A great deal of the work that they are doing, such as counselling, seeing to children's needs, tackling administrative tasks, and so on, is unrecognized and unrewarded. According to the norms and standards for educators, the seven roles of an educator are as follows: learning mediator, interpreter and designer of learning programmes and materials, leader, administrator and manager, scholar, researcher and lifelong learner, community, citizenship and pastoral role, assessor, and learning area/subject/discipline/phase specialist (Norms & Standards, 1996). However, it seemed that educators go beyond what is expected of them by policies set. Teachers are engaged in roles which are not reflected in the norms and standards of educators. I also realized that many of these problems in conducting all these tasks explain why teachers have little time to teach. The class numbers have grown larger, and society and the Department of Education are still expecting teachers to perform as though they are professionally trained to deal with all aspects of daily care for scholars, and yet the study shows that hardly any teachers have specialist training in counselling, fundraising, or in financial matters of the school. It was pleasing to note how teachers have risen to the challenge. However, my study revealed that this comes at the high cost of the emotional roller coaster they are on. Often, this is a job which promises profound satisfaction. Teachers talk about their deep satisfaction when their learners are doing well, passing their grades or succeeding, and how that is being displaced by the feelings of frustration, anger, and disappointment in what they are required to do, which is taking them from the things that bring them joy. And so, it is almost impossible under these circumstances to provide any recommendations. What could I recommend? That we have a counsellor in each school?

With thousands of schools in the country, where would we find a counsellor for each school? It is difficult to ask teachers to be optimistic when faced with the daily grind of their work. However, it is heartening to note that, despite all this, there are still teachers who are finding the space to be happy. Teachers like Ashen, Razina, Rahul, Nerena, and Leon shared their feelings of joy when their learners excel or when they are acknowledged for their work and appreciated by their learners. There is much to be accomplished in improving teachers' work conditions, so that they can have more positive feelings towards the job, because a happy teacher is a productive teacher, even though the study shows that unhappy teachers are equally good. Before I end this study I should like to reflect on the words, "*Teaching is impossible*" (Shulman, 2005, p. 91). Perhaps it is the conditions of teaching which have made

it impossible, especially the material elements (Morrow, 2009). As we go through a difficult period of trying to undo the injustices of the past, making education accessible to all, and preparing the next generation of scholars and citizens, it seemed that more and more teachers will be expected to sacrifice their emotional well-being for the greater good. Teachers, it appears, will have to consciously seek the situations, events and activities that bring them joy.

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22 May 2014

Ms Raksha Janak 206504918
School of Education
Edgewood Campus

Dear Ms Janak

Protocol reference number: HSS/1527/013M

Project Title: An exploration of the emotional dimensions of teachers' work

Full Approval – Expedited

This letter serves to notify you that your application in connection with the above has now been granted **Full Approval**

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project; Location of the Study, Research Approach/Methods must be reviewed and approved through an amendment /modification prior to its implementation. Please quote the above reference number for all queries relating to this study. PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

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

Best wishes for the successful completion of your research protocol

Yours faithfully



.....
Dr Shenuka Singh (Chair)
Humanities & Social Science Research Ethics Committee

/pm

cc Supervisor: Dr Nyna Amin
cc Academic Leader: Professor Pholoho Morojele
cc School Admin: Mr Thoba Mthembu

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GATEKEEPER PERMISSION

Dear Sir/Madam,

I am a Master of Education student at the University of KwaZulu-Natal and am currently conducting a research study which is entitled: **“An Exploration of the emotional dimensions of teachers’ work”**. The study intends to analyze teachers’ work and teachers’ feelings evoked by all the tasks, activities, duties and functions experienced. I am seeking your permission to conduct the study with the senior teachers at your school for a period not exceeding two weeks.

The study requires participating teachers to be interviewed, followed by a group discussion of all the participants, known as a focus group interview. During the focus group interview, key issues expressed by participants will be the issue under discussion. The duration of these interviews will be approximately 45 minutes. The interview will be audio taped with the permission of participants. Every effort will be made to ensure that no one will be able to identify participants. To protect their identities I will ask them to provide a different name during the interview. They will be free to withdraw from the research at any stage without negative or undesirable consequences. All information is only intended for the research purposes. All data recordings and transcripts will be stored in a locked cabinet.

Further clarification can be obtained from my supervisor Dr Nyna Amin, Tel: 031 2607255 and by email amin@ukzn.ac.za. You are also welcome to contact me for further information at 0792839473.

Yours faithfully,

Miss R. Janak

APPENDIX 3

INFORMATION SHEET

Dear Colleague

I am a Master of Education student at the University of KwaZulu-Natal and am currently conducting a research study which is entitled: **“An Exploration of the emotional dimensions of teachers’ work”**. The study intends to analyze teachers’ work and teachers’ feelings evoked by all the tasks, activities, duties and functions experienced.

The study requires participating teachers to be interviewed, followed by a group discussion of all the participants, known as a focus group interview. During the focus group interview, key issues expressed by participants will be the issue under discussion. The duration of these interviews will be approximately 45 minutes. The interview will be audio-taped. Every effort will be made to ensure that no one, besides the participants, will know that you took part in this study. If I use any information that you share with me, I will be careful to use it in a way that will prevent people from being able to identify you. To protect your identity I will ask you to provide a different name during the interview, for use in reports. You are free to withdraw from the research at any stage without negative or undesirable consequences. All information is only intended for research purposes. All data recordings and transcripts will be stored in a locked cabinet in my supervisor’s office.

Permission to conduct this research study has been obtained from University of KwaZulu-Natal. The supervisor of this study is Dr Nyna Amin from the University of KwaZulu-Natal, School of Education and can be contacted at 031-2607255. You are also welcome to contact me for further information at 0792839473.

Thank you for your co-operation.

Raksha Janak

APPENDIX 4

CONSENT DOCUMENT FOR PARTICIPANTS

Dear Ms Janak,

I, _____ (Full name of participant), hereby consent to participate in the study entitles: “An Exploration of the emotional dimensions of teachers’ work”. I understand that confidentiality will be maintained and that I have the right to withdraw from the study at any stage. I agree to participate in the focus group discussion and to be interviewed.

I hereby consent / do not consent to have this interview recorded.

I am consent to the following data collection activities (please tick)

	YES	NO
Audio recorded individual interviews		
Audio recorded group discussions		

SIGNATURE OF PARTICIPANT

DATE: -----

APPENDIX 5

INTERVIEW SCHEDULE FOR TEACHERS: “SEMI-STRUCTURED INTERVIEW”

This interview schedule includes two sections, namely, teachers’ work and the emotional aspect of teachers’ work.

Introductions

Warming up questions

- When did you begin your teaching career?
- How long have you been at this school?
- Which grades do you teach?
- What subjects do you teach?
- What are your feelings about teaching as a career?

SECTION A (TEACHERS’ WORK)

- Describe your work on a typical school day. Probes: teaching roles, administrative roles, managing and leading roles, other roles?
- Which roles take up most of your time? Why?
- How much time do you spend on planning for lessons?
 - Administration
 - Teaching?
 - Non-teaching tasks?
- What else is your time spent on with regards to school?
- Give examples.
- What are your views on teachers and the involvement in non-teaching tasks, during school hours? Probes: Who should be doing these tasks?

- **SECTION: B (EMOTIONAL ASPECTS OF TEACHERS' WORK)**
- What are some of the emotions that you experience in the work you do as a senior high school teacher?
- What are your feelings about
 - Your career?
 - Teaching?
 - The subjects you teach?
 - Teaching roles?
 - Administrative roles?
 - Management and leadership roles?
 - Non-teaching tasks?
 - Coping skills?
- What are your feelings about teaching in a high school?
- Does teaching in a high school lead to you feeling frustrated at times because of the work that it entails?
- In your experience, what are some of the negative feelings that arise during teaching, and what do you think attributes to these feelings?
- Can you highlight some of the positive emotions that you have experienced in your years of teaching to presently?
- *A learner is repeatedly disruptive in your class, bullies other learners in your presence and refuses to listen to the teacher. In addition, he is rude, arrogant and refuses to be attentive in class.*
- How will a situation as mentioned, affect you emotionally as a teacher?
- If you were teaching, and during that time you were disrupted by administrative tasks, how would that make you feel?
- Are there instances, or has there been any time in your years of teaching in which you would feel negatively about going into a class that was/is presumably disruptive? Can you share your feelings with me?
- Have there been times when you felt elated and positive about teaching? Can you share those with me?

APPENDIX 6

INTERVIEW SCHEDULE – FOCUS GROUP

1. ***“I feel frustrated because of the lack of interest in my learners”***

(a) Why do you think teachers’ get frustrated?

(b) How do teachers’ feel?

2. Would you say that these teachers are over re-acting and what are your thoughts?

3. ***“Admin work is extremely frustrating”***

What are your views on administrative tasks?

4. ***“I am frustrated because of the language barrier that exists in class.”***

What are your views on the statement above?

5. ***“It is frustrating because the role of a teacher is to develop a child’s mind, however, non-teaching tasks prevents this from taking place.”***

Do you think that a teacher’s task is to develop the child’s mind academically or is it taken away by non-teaching task? What do you feel, a lot of it, most of it?

6. Is there anything that makes teachers happy?