A QUALITATIVE INVESTIGATION OF FURTHER EDUCATION (FE, U.K.) TEACHERS' APPRAISAL OF EMOTIONS

Walifa Rasheed-Karim
Bolton University

ABSTRACT: *This paper reports that appraisal of emotions by further education (FE) teachers will enable the operationalisation of improving their wellbeing. The paper sets the context and methodological approaches for investigating the use of emotions by two, experienced FE teachers. The research reported concludes that teachers experience emotions, and these may cause distress as well as engender positive emotions. Stressors (leadership styles, job insecurity and policies) bring about experiences of emotions as well as thoughts of how to manage these. Teachers varied in their use of emotions due to job roles- lead teacher opposed to a supply level teacher's role and appraised situations because of role types. Policy and leadership practices influenced the management of emotions for the teachers. Job design as well as how emotions are appraised in conditions such as job insecurity and leadership types should be further investigated across FE teachers' level of experiences and age ranges.*

KEY WORDS: emotions, appraisal strategies, teachers, further education

INTRODUCTION

Rationale

A government review (Brown, 2017) emphasised the importance of employee wellbeing and this has applications to teacher wellbeing. Others such as Belguty (2018) noted that teachers who felt stressed tended not to seek help. This is important as lack of support may affect teachers' wellbeing and it is suggested they may not be addressing emotions which engender stress. It could be that emotions arising from the climate and culture of the workplace may impact teachers' experiences of burnout. Authors such as Brotheridge and Grandey (2002) pointed out that the use of surface-level emotional labour, or faking, predicted depersonalisation and these may affect the health of employees. This is noteworthy as teachers' jobs may be at risk due to impending health issues.

This study investigates teachers' appraisal of emotions in FE colleges and whether use and experiences of emotions influence their wellbeing. Whether there are significant antecedents of emotions on the working practice of teachers and how they cope with these is explored. This enables the analysis of the types of emotions FE teachers experience and the potential impact of stressors arising from the culture and climate of their place of work. The literature shows gaps in research in terms of the appraisal of interactions of working practices, culture and climate of colleges and adult education institutions with the kinds of emotions FE teachers experience.

LITERATURE REVIEW

People respond to a single stressor in diverse ways and only the individual's experience will decide whether they feel stressed (Lazarus, 1999; Lazarus & Lazarus, 1994). That is, individuals will appraise (evaluate) challenging situations so that they might be able to reach positive outcomes. This primary appraisal is followed by the choice for dealing with challenges. Lazarus and Folkman (1984)) pointed out that people who appraise their emotions are more likely to understand them and so grasp the reasons for behaviour arising from their emotions. Options for controlling stressors and stress may arise from the individual, the environment, resources, or responses (Ross & Altmaier,1994). Research showed that appraisal strategies and the experiences of stress are related. Situational factors may influence the subjective feelings of stress, response, and coping behaviour. For example, while other people can be distracting or irritating, they can also be sources of support, and increase self-esteem and a sense of personal identity (Levi, 1987). An interactive model of stress proposed by Lazarus and Folkman (1984) described stress as an interaction between environmental stressors and individual responses.
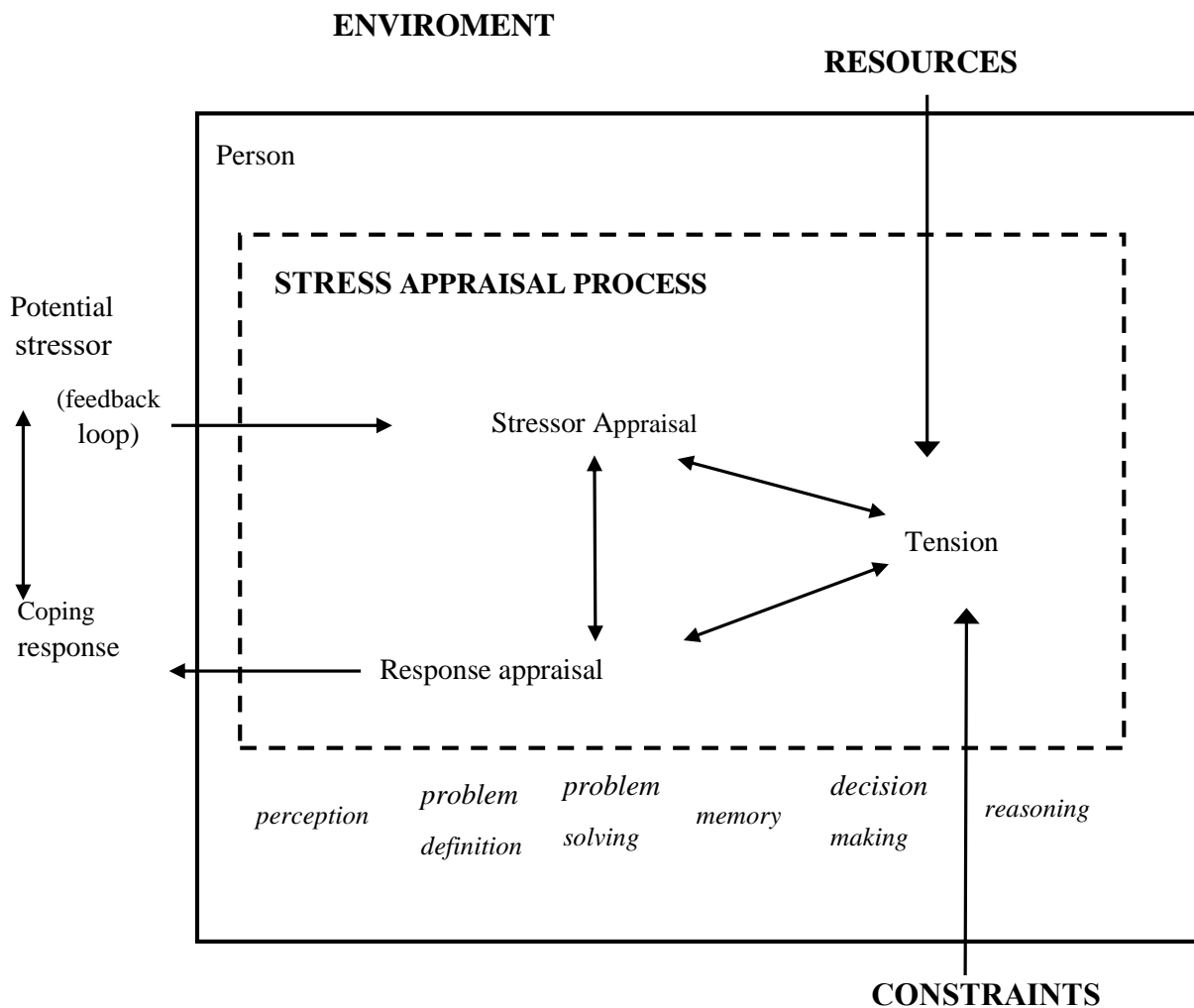

Fig 1: Interactive model of stress (Adapted from Sutherland & Cooper, 1990)

Research examined appraisal associated with emotion such as 'anger' (Farouk 2010). She showed that primary teachers experienced different forms of anger related to adults and pupils. That is, anger was related to *frustration and blame* such that teachers were unable to teach the classes due to pupils' misbehaviour, as they made unnecessary demands on teachers' time. Anger associated with parents and colleagues was related to *blaming* others (holding others responsible for negative outcomes); for *unfair outcomes* (teachers appraised themselves as being mistreated by others, including pupils) and threatening *to selves* (associated with teachers' competence/status in school being questioned by others).

Farouk's (2010) conclusions of evaluations of emotions may have implications for teachers' wellbeing as it could be possible to regulate experiences of stress which might provoke emotions such as anger. This may be related to stress emerging from stressful situations (Sutherland & Cooper, 1990). That is, teachers will appraise the stressor and will try to cope by appraisals the grounds for responses they make. Lack of resources may cause tension and these influence teachers' perceptions of themselves in their job roles. Nevertheless, Lazarus and Folkman's (1984) view were that appraisal of situations enables people to understand the reasons and in some cases the consequences of their behaviour in stressful situations. It is suggested that models of stress and appraisal may have implications for teachers' understandings of their emotional reactions and so may have beneficial effects in managing their emotions and wellbeing.

Emotions are associated with teaching practice, and this may impact on students' progress. Berry and Cassidy (2013) made the link between the wellbeing of lecturers in higher Education and the extent to which students feel satisfied with their progress at university. The model advocates that job insecurity may engender types of emotions and stress as well as subsequent levels of wellbeing (Giunchi *et al*., 2020). Leadership styles may also have a potential impact on emotional labour of teachers (Özdemir & Koçak, 2018). That is, school principals' leadership orientations were predictors of emotional labour (jobs that require managing emotions and display of these for a wage-Hochschild, 2012).

The outcome for emotional labour is that it may be helpful for a college or school but may be dysfunctional to teachers. Furthermore, policy shapes the working environment and was shown to have consequences on teachers, particularly on their wellbeing (Teacher Wellbeing Manifesto, 2017-2022; Education Support Partnership). In summary, policies claim that they improve the quality of teachers' working practices when in fact they may confer negative consequences (Daley, 2015). Stanley, then CEO of Education Support Partnership (2018) advised that politicians, policymakers, and education leaders must create working conditions where teachers can succeed. Addressing the connections between policies, leadership practices, job insecurity and appraisal strategies may help in dealing with factors leading to lack of wellbeing for teachers, wellbeing and progress of students.

The aims, objectives and research questions of this research are:

Aim

To establish the extent to which FE teachers use emotions and the way teachers use emotions.

Objective

Examine the types of emotions FE teachers use when teaching.

Research Questions

1.   To what extent does the use of emotions impact on teachers' experiences.
2.   How do policy decisions and leadership practices impact teachers' perceptions of their role and job security?

METHODOLOGY

Phenomenological Research

In contrast to positivists, phenomenologists understand that researchers are not totally detached from their research (Hammersley, 2000). Nevertheless, research gathers data with respect to participants' views about a phenomenon (FE teachers' experiences' of using emotions). That is, research intends to provide a description of experiences and then a 'story' will emerge (Cameron, Schaffer & Park, 2001). Therefore, the main purpose of phenomenological research reported in this paper is to seek reality from teachers' narratives of their experiences of using emotions and producing in-depth descriptions. A researcher's epistemology as discussed by Holloway (1997) and Creswell (1994) refers to a theory of knowledge which guides how a phenomenon is studied; in this case by the use of semi-structured interviews.

Locating the Research Participants

According to Hycner (1999, p. 156), the phenomena studied dictate the method and kinds of participants. In this case, the research used semi-structured interviews with teachers who worked in FE and for one participant   adult and higher education institutions. The research is suitable for purpose sampling as it focused on a particular phenomenon; and a sample was chosen based on the researcher's judgement and the purpose of the research (Grieg & Taylor, 1999). The research brief (Appendix A) was emailed to heads of departments, and it was envisaged by the researcher that the participants would be from FE/adult education colleges. To gather respondents, this research also used snowball sampling. This is a method of increasing the sample size by asking participants to recommend others for interviewing (Babbie, 1995). Gate keepers such heads of departments may allow research in their departments (Neuman, 2000) but the researcher did not ask interviewees to provide at their discretion the contact details of teaching staff who may be interested in the research. However, the participant who volunteered sent the details of the research to her colleagues. For this research the Zoom platform was used as this does not intrude on teachers' practice at colleges.

Data Gathering Storing Method

The researcher video and audio recorded with the permission of the interviewee (Arksey & Knight, 1999) using the Zoom platform. There are some advantages and disadvantages in using Zoom. Horrell, Stephens and Breheny (2015), pointed out that online methods may

be more appropriate than face-to-face interviews because they convey convenience to participants. That is, they can choose the time and day when they would like to be interviewed. Online methods are also less costly to conduct and efficient. Zoom offers the opportunity for participants to take part in the research who live in geographically wide areas. Furthermore, Zoom enables participant responses and the interview schedule to be recorded and stored. However, there may be issues with the quality of video or audio recording and participants may experience technical issues such as slow internet connections (Archibald, Ambagtsheer & Casey, 2019). For the first interview, the researcher had technical problems and the Zoom process was aborted. The researcher asked the participant what she said, and she immediately wrote a short piece, and this was stored as useful data. The complete data was later found in a zoom recording folder located in file explorer.

Verbalisations of participants using pseudonyms were transcribed by Otter.ai and Rev. The researcher made notes of key words, phrases, and statements to allow the voices of participants to speak. The method of data collection also involved the writing of field notes during the research process, and this helped clarify the interview setting (Miles & Huberman, 1994). Field notes were stored electronically on multiple hard drives.

In conducting data gathering, there were ethical concerns, but the Zoom platform enables the protection of sensitive data. Backup can be made of recordings and there is authentication of users (Horrell, Stephens & Breheny, 2015). An information sheet informed participants that a Zoom platform was used. Statements in an ethics consent form asked if participants agreed to be video/audio recorded; whether they fully understood the security statement which referred to maintaining confidentiality of data collected and use of names of colleges; and that all data collected would only be kept for as long as necessary. Participants were invited to respond to a statement for agreement. The researcher was interviewed by a critical friend who used the interview schedule as a format. However, the researcher's anecdotal evidence could convey bias as she may have understood her experiences from a partially subjective perspective.

Interview Schedule
Appendix B is a detailed account of the interview schedule for participant one (Mary). It followed stages such as establishing rapport and explanations of previous research culminating into the present. A transcript for this interview is found in Appendix C. After an analysis of this schedule, the interviewer (an experienced researcher with interviewing skills) posed questions to the second participant (Selina-the researcher). The interview questions were aimed to extend understandings of the use of emotions by a teacher in FE. Therefore, the interview scheduled was altered for this second participant. However, like Mary the teacher (Selina) was asked to speak about positive and negative emotions and comment on her thoughts about leadership practices, job security and policies which underlined these emotions and her appraisal of these (Appendix D).

Interpretative Phenomenological Analysis (IPA)
This research envisaged that teachers perceive their job roles differently because of their individual experiences and perceptions in different contexts. The research chose interpretivism rather than a positivist paradigm as it is more suitable in elucidating the research interest. This is

46

because it allows the researcher to listen to how emotions are used in terms of policy on job security and leadership outcomes as well as practices. The researcher follows Guba and Lincoln's (1994) subjectivist epistemology as the research aimed to gain deeper understandings of the phenomenon through teachers' experiences and understandings. A process used by Hycner (1999) involved several steps which constituted the analysis of transcripts. The researcher bracketed personal views of preconceptions (Miller & Crabtree, 1992) which may have influenced interviewee responses to questions. Other stages included delineating meanings and clustering these to form themes. Finally, general, and unique themes from the interviews were summarised.

RESULTS

Summary of Mary's Verbalisations
Mary is an experienced FE teacher with a background in teaching higher education and adult education institutions. She has a level seven diploma in teaching dyslexic learners and a post graduate degree in science. Her initial thoughts of using emotions were not specific to situations but covered general teaching practice, such as experiencing pride in successes of students as well as satisfaction. Moving her students from an initial point to an end where aims and objectives were met was at times frustrating as she had unmanageable paperwork. She could feel exhausted at times, and this may have arisen from leadership practices. Finding a way to communicate with supervisors was at times too demanding and she felt emotionally exhausted when trying to make her points clear about the requirements in practice. That is, existing policies that guide leadership styles as well as teaching practice was not suitable and needed to be reviewed. Mary pointed out that there was always job insecurity due to competition for students across colleges (some teachers may lose classes due to fewer students than expected) but this did not affect her. She thought that her age was a contributory factor as she no longer had financial burdens (Appendix C for details).

The IPA report format is based on discussions by Noon (2018).

IPA Of Mary's Verbalisations

Table 1: Experiences of Emotions

Interviewer Question	Emergent Theme	Quotes
"Can you say when you experienced any of the following?" • Frustration • Guilt • Pride • Sense of being pleased/happy. Notes:- Mary could identify some emotions she experienced in her teaching. She was satisfied with the input of her work and felt exhausted emotionally after carrying out activities related to policies.	Emotionally exhausted and stressful Satisfaction Pride Happiness Worry Mild frustration Anger Buzz	From the system: exhaustion Satisfied I've made a difference to a person. From working with the students and the progress they make:- satisfaction and pride. Getting a lot of happiness with feedback from the student making progress. I worry if I am ineffective. Mild frustration if something doesn't work but not angry. The buzz I get from seeing somebody, feeling that they can do things and increase self-worth makes me very happy. .

Table 2: Examining Emotions

Interviewer Question	Emergent Theme	Quotes
"You have various thoughts as well experiencing emotions, pride and satisfaction. Am I right saying that?" Notes:- Mary had not examined her thoughts of experiences of emotions but she reviewed her working practice in relation to her thoughts of emotions. That is, her thoughts about her work may have contributed to experiences of emotions.	Demands of Work	It's not the teaching that causes emotional issues. It's, the huge amounts of preparation required paperwork, ticking boxes and writing schemes of work.
"How did your thoughts contribute to your emotions?" Notes:- this question was asked as a follow-up by email. Mary could not answer this question.	✕	✕
	✕	✕

Table 3: Leadership Practices, Job Security and Emotions

Interviewer Question	Emergent Theme	Quotes
"How does leadership practices influence your emotions?" Notes:- Mary pointed out several areas she found leadership practices lacking. She was not critical of all leadership styles and felt satisfied with the feedback from a lesson observation and when she was able to understand reasons for completing additional administrative work. She was unable to apply her skills and experimenting with ideas was restricted. She therefore felt that leadership styles were lacking in terms of understanding students' needs. It can be concluded that :- the emotions Mary identified were elicited due to leadership styles and her thought processes were how to make her working conditions acceptable to herself.	Leadership styles do not address workloads**.** Lack of support Lack of leadership flexibility and timing Implementation of lesson observations Adaptation possibilities Training and professional practice applications Creative student-centred leadership Addressing needs of students	Much can be done to not pass the burden of admin onto the tutors. So, leadership that says "we have to do it" rather than "how can we support our tutors better?" I have seen two different leadership styles in FE and I much preferred the one with the more practical approach to paperwork and more flexibility. I was awarded "outstanding" for my observed lesson. Setting of SMART targets does not allows flexibility in lesson planning. As a specialist teacher, I need to be able to apply my training and professional practice so that each student can make genuine progress. Creative, student-centred leadership should be able to see a way to teach dyslexic students as they need to be taught. There should more understanding of the needs of these students.
"Do you think your emotions were influenced by thoughts of job security?" Notes:- Mary spoke about having experience in teaching and so her skills were valuable to the workplace. However, she regarded types of employment which were irregular such as sessional teaching contracts as not applicable to herself. She did not relate whether her emotions were influenced by thoughts of losing her job as this was unlikely. However, as a head of departments she was concerned for the younger generation who may have responsibilities in and out of their job roles.	Job security in sessional posts Too old to worry	I have never regarded sessional posts in FE as providing job security. I've never worked on a fractional post and am too old and I've done too many things to sort of worry about job security.

Table 4: Policies and Use of Emotions

Interviewer Question	Emergent Theme	Quote
"Were policies influential in the experience of your emotions?" Notes:-	Exhaustion Effective teaching	Exhaustion as there is far too much admin in FE and this can get in the way of effective teaching.
Mary could relate the effects of policy on her quality of teaching and pointed out that providers vary in expectations. Mary preferred providers who saw the 'student' as the main concern for their provision.	Funding differences	I have worked directly for, or with funding from, two FE providers. One was "top-heavy" with the paperwork while the other managed to put the student and the student experience first.
She experienced the 'emotion' of exhaustion, and this was through her responses to the consequences of policies.	Exhaustion	The admin is completely and utterly exhausting, and you've got to do that. And then the class planning is on top of that.
She thought that policies could create a climate for teachers which provide sufficient support for effective teaching and learning.	Ineffective systems	I think it's, having systems in place that relieve the burden on the tutor.

Summary of Selina's Verbalisations

Selina had taught classes in London (U.K) and experienced a variety of emotions across situations. She identified sources of emotional use as arising from the behaviour of students and leadership practices.

Bad behaviour of students: Her initial thoughts were of ways of manging behaviour, 'what I know and what works'. She thought about the levels of disruption in the class, who caused it and the procedures of the college to manage speaking unnecessarily, interrupting other students who are studying, use of bad language, rudeness to the teacher and not following instructions. She remembered calling in the head of department and lead teacher as she was agency staff and did not know students well. Bad behaviour contributed to her emotions as they arouse tension, annoyance and at times shock and dismay.

Leadership practices were supportive superficially as heads would confront students and ask them to apologise to Selina, remind them there is ban on use of mobile phones (which are used to chat with friends) and ask students to be generally respectful. Selina explained that teaching the 'Access to Social Work' constituted classes and events which led to emotions such as unhappiness, disappointment in students' behaviour, fear, anticipation, pity and shame.

She thought agency staff lacked job security because if a head of department thought she had said the wrong thing or had teaching styles which students did not understand then there were grounds for dismissal. This was immediate and the agency would be notified. She thought there were no coherent policies where teachers could have independence and

feel supported. Teachers' professionalism was undermined by leadership practices when there were weak policies applicable to their roles.

Selina would use emotions to manage her classroom, and this may involve supressing disappointment in students' lack of effort, poor submissions, negative attitudes towards others in the class and poor long-term prospects. Furthermore, she explained that policies were lacking which outlined acceptable leadership practices and job security for agency staff (Appendix D for details).

IPA of Selina's Verbalisations

Table 5: Frustration-an emotion

Interviewer Question	Emergent Themes	Quotes
"Can you explain a time when you may have felt frustration during your teaching?" Notes:- Selina experienced emotions as situations arose. She experienced a combination of negative and positive emotions when teaching a class. She recognised when she chose a strategy this may or may not be successful in managing emotions. She understood that students' experiences impact on her emotional experiences.	Variety of emotions experienced Situations create emotions Managing emotions Bad behaviour Qualification equivalency	I can't specify a particular emotion. But I remember having emotions of sadness, annoyance, shock, dismay and pride with students and students' progress. It depends on the situations really, I can't specify a particular situation or stressor, if you like, and how that affected my emotions. It's trying out different strategies when not really knowing what the root of the students' bad behaviour is. Doing other practical based qualifications at times for some doesn't seem equivalent to A-levels.

Table 6: Thoughts when Frustrated and Guilty

Interviewer Question	Emergent Theme	Quotes
"Can you tell me a little bit more about the thoughts that you have that lead you to feel frustration?" Notes:- Selina thought in terms of scenarios which led her to experiences of frustration-one being the behaviour of students. . She would examine her teaching styles and support available to manage frustration.	Outpouring of thoughts Managing -frustration, shock Unable to cope Feeling embarrassed Asking relevant questions Support	In terms of bad behaviour, my thoughts were, how do I manage a disorganised class? How do I improve outcomes? How do I stop students from insulting each other and improve the work of those who are focused on tasks and progressing? So, all of these thoughts flood into my mind all at once. And, I'm frustrated-I don't know where to start. I tried to listen carefully to students' complaints, as I'm aware that students may not know my style of teaching, and this causes the distress. Embarrassment ensues and my cheeks get very hot. Why does that have an impact on their behaviour in a negative way? I think about this and levels of support available, and the rules and policies of the department.
Is there ever any guilt? Notes:- Selina understood the importance of maintaining a proactive view of teaching meaning that she could predict outcomes of her teaching style. Feelings of guilt arose when she mismanaged this.	Narrow teaching perspective	It's guilt about not getting the teaching style right for them. It's guilt about seeing things from my perspective. It's about being defensive and sticking up for my views.

Table 7: Emotions of Being Pleased and Proud

Interview Question	Emergent Theme	Quotes
"Can you tell me about any sense of pride that you felt when you're teaching?" Notes:- Selina recognised that 'pride' is a two way process; students can be proud of themselves and teachers are proud of themselves in helping them achieve,	Pride in students' progress	Pride is felt when students do very well in class. And I am proud in their progress in later years.
	Compliments from students	I feel proud when students tell me that I'm not a bad teacher, acknowledging my good work.
	Using skills effectively	The fact that I was able to support them individually, use my skills, and help them through a difficult time in their life.
	Able to motivate students	I feel very happy and proud that I was able to motivate them, and hopefully, help them never to turn back.
"Is there a sense of being pleased that comes with pride or a sense of being happy?" Notes:- Being happy or experiencing pride does not engender emotions of being 'pleased'. However, Selina noticed when there were fewer challenges to face and thought the rewards would be after retirement when she could feel 'pleased' with her efforts.	Retirement	It's not really joy and happiness and fulfilment. I think joy and happiness and fulfilment would come after your retirement.
	Acknowledge things are going well	It's mostly thinking, well, things are going well, today, there isn't anything negative. I'm not facing any issues.
	Changes in behaviour of students	I welcome those times of peace. But then again, I'm vigilant when it can get disorganised in class.

Table 8: Leadership Styles and Emotions

Interview Question	Emergent Theme	Quote
"Could you tell me how leadership practices influence your emotions?" Notes:- She could think through her emotional experiences and would maintain an outward appearance which was expected by students and the college she worked in. Various leadership styles affected her experiences of emotions, and this may have arisen when she could not control external events such as workloads and policies which she disagreed with. Leadership styles and their expectations engendered fear in Selina as she felt she must be supportive of styles.	Aware of emotions	I think about my emotions, and how my mind works and what levels of support are available for me.
	Surface acting	My emotions generally are one of suppressing outbursts, a sad face, and maintaining due regard for each student.
	Naturally felt emotions	However, when a student behaves well, I show outwardly how I feel. And this is smiling, providing compliments and there is always reciprocal behaviour from students.
	Various leadership styles	I've had experience of various leadership roles, and found some supportive, one or two wanting to appear so but not really showing much support. Another I found

53

She thought that not coping well with students may have caused her to experience negative emotions and this may have meant contacting the head even though she disagreed with leadership styles.	Things outside teacher's control	very authoritarian, the standards vary.
	Worried about leadership policy practices and legality	When there are issues related to things that are outside of my control, I would contact the head of department. If I'm worried about the policies in the classroom, and it's something that all colleges may not use, it's very difficult, for me to follow those policies.
Selina recognised there was inadequate input by heads in addressing students' needs-and this engendered emotions.	Mixture of emotions	I experienced many emotions, such as unhappiness, disappointment, fear for my future, anticipation that there may be repercussions due to disappointing behaviour in a class of students.
Communication skills were required between the heads and teachers. 'Shame' was experienced as teachers were not supportive of students. Teachers also used technology in an unacceptable way to discipline students.	Various qualification entrance levels for level 3 courses	I'm not aware that it's legislation. The colleges have different rules and policies, some will only accept a particular type of qualification on entry, and others have a broader view of what's acceptable.
	Ineffective head teachers	Heads shouldn't let students guide my level of work, and my lesson plans. I should be leading students through, they shouldn't be telling me how to lead them through.
	Shame	I felt shame for students whose behaviour deteriorated.
	Lack of communication skills between students and all teachers	I disagreed with how teachers were disciplining students using 'Promonitor'. I wouldn't use those methods. I think a face-to-face conversation between the teacher and students would possibly be more beneficial.
	Lack of appropriate use of technology	

Table 9: Job Insecurity, Policies and Use of Emotions

Interview Question	Emergent Theme	Quote
Do you think a lot of your emotions are influenced job security?" Notes:- For agency staff such as Selina, job security was not supported. She endeavoured to maintain a pleasant exterior and efficient work attitude. Her emotional experience was in terms of damaging thoughts about not completing an agency contract with the head of department.	Fear of dismissal	I'm always fearful that I will be dismissed immediately and try to deal with negative thoughts such as ill-founded reasoning from the head's point of view. I'm fearful as my job security is always threatened.
	Maintaining professional attitude	So, in terms of trying to keep my job, I use emotions in the classroom. I would smile, share positive emotions make a joke. I would try to engender a happy environment, rewarding people's

54

There was always fear of losing the job role.		good behaviours, and looking after the progress of each student, but I suppress disappointment when students lack progress.
"Do you think that policies are influential in the experience of your emotions?" Notes:- Ineffective policies engendered emotions which were generally harmful to the wellbeing of Selina. She was aware that her thoughts could cause this. It could be that heads expected agency staff to behave in a way which would benefit the team of teachers and heads. If there was support by the heads view but insufficient for agency staff then Selina's emotions made her less able to be in control of a challenging environment.	Weak policies and leadership practices undermine teachers' future. Heads do not follow policies or legislation stringently. Wishful thinking for the future	Policies need to be more coherent and applicable to leadership practices and job security. Feeling:- unsafe, not supported unhappy, day to day can affect me physical. My thinking patterns are always negative and this causes me to feel hurt, distressed or disappointed. It is very important for agency staff like myself to behave in a particular way. So, I think about my job role, and it means really not complaining too much about the department, or even, telling them off, being rude. And, hopefully, the next job that I get will be one slightly better.

Table 10: Additional Thoughts and Management of Emotions

Interview Question	Emergent Theme	Quotes
"Is there anything else you wanted to add?" Notes:- Selina noticed that society changed and students from groups who were less attentive in the past were much better now. This affected her emotional expressions to different groups-as society broadens.	Value of education	When I started teaching, the students' behaviour was similar across particular groups of people. And I've kept that in mind and looked for improvements. But I haven't seen some groups of people's behaviour improve.
"Do you feel your management of emotions changed the more experience you had in the teaching profession?" Notes:- Selina thought that with experience her coping strategies had broadened and she had become more resilient. However, she knew that as society changed, she would encounter other challenges and so she would find new strategies or adapt older ones. It is expected Selina will have suitable experience in managing her emotions, but this may damage her emotionally and possibly physically.	Becoming more resilient Gaining psychological resources Recognising changes in society	I feel I'm not so shocked anymore, the severity is milder. And I'm able to cope with another issue on another day. And then yeah, I'd be there with all my tools from the previous posts. I try to do a lot better. second time around. Again, with technology, and the movements in education, as it rolls on, teachers like myself will see new types of behaviours emerging. And having to deal with those would be a first issue for some.

DISCUSSION

Stressors and Stress

The IPA shows that there are openings for emotional responses because of stressors teachers face and such emotions are negative such as fear and, therefore, wellbeing may be affected. Both Mary and Selina were teachers with many years of experience and their skills in emotional regulation on occasions negated negative consequences of stress. That is, they appraised situations to reach positive solutions. Quantitative overload refers to having too much work and challenges for long hours, but qualitative overload is work that is too difficult for individual such as under-stimulating work (French & Caplan, 1972). It was obvious from Mary's account there was quantitative overload. However, Selina could have found her work tedious due to for example, behaviour of students and this resulted in her teaching skills not being applied or developed and so compounding the tiresome context of her job.

Both participants did not refer to lack of resources such as knowledge, skills, training and physical equipment (Rothmann & Cooper, 2008) hampering how effective they were in jobs. It was obvious that while Mary felt at times, she did not have total control over policies and procedures such as those related to time off work, decision making and pace of work, she nevertheless had control over the quality of her work (Dwyer & Ganster, 1991). While levels of control are a source of work stress, high levels of control can be beneficial (Cooper &Weinberg, 2007) and this may be related to personality variables. For example, Meier *et al* (2008) found that high levels of control buffer work stressors for people with internal locus of control. Mary and Selina may possibly be different is their attitudes towards controlling stress and work demands.

Leadership Styles and Emotions

Styles of leadership may shape the college climate, and this could be described as influential of how teachers perceive the functioning of their college (Schein, 1992). Styles of leadership were linked to types of emotions Mary and Selina experienced. Organisational climate can be a source of stress if a teacher believes for example, that her college functions in an unfair way. Organisational culture, on the other hand, are the values, assumptions and norms shared by college staff which influence all staff. A mismatch between teachers and culture of work may lead to feelings of isolation and this may influence how teachers communicate to colleagues and students. While Selina experienced negative tones of communication from a deputy head of department, she was aware that she was recruited through an agency as a supply teacher and may have different expectations from heads compared with permanent staff. Mary, on the other hand, was in a job position where she could influence the culture of her workplace to some extent. Sosik and Godshalk (2000) reported that leadership styles which are inspiring to employees can reduce stress and such styles include priority given to develop needs of individuals, setting personal examples and having clear goals for achievement. Most studies have shown that high levels of support have helped to maintain employee wellbeing but do not always buffer the effects of other stressors (Brough & Kalliath, 2009). Mary was an advocate of leadership styles which maintained a supportive work climate and culture and hence the wellbeing of

56

teachers she worked with. Selina however was not in a job position where she could make significant changes to positive work culture and climate.

Job insecurity and Emotions

Job insecurity was not apparent with Mary, and this was due to her job skills gathered over the years as a teacher and therefore felt she would not be unemployable. Lack of negative reactions and thoughts in the workplace could be due to her self-efficacy, locus of control as well as psychological capital such as 'optimism' which may have dampened emotional reactions such as emotional exhaustion due to job demands. In contrast, Selina experienced job insecurity and this impacted her emotional wellbeing. Selina was temporary agency staff, and this meant there was immediate dismissal should the head of department decide. However, Selina had many years of teaching experience in other teaching roles, and this meant that she had choices for posts in the future. Probst and Jiang (2016) identified emotion-focused strategies expressed by individuals are effective in reducing negative consequences of job insecurity as well as avoidance and wishful thinking. Selina wished for suitable teaching posts working with supportive individuals who were interested in her long-term work objectives. Menendez-Espina *et al*. (2019) maintained that social support tends to buffer feelings of insecurity, and this is most obvious among women. Selina did not relate there was a network of teachers who she found supportive, but it was obvious from Mary's account that she knew many teaching staff and students who she liked working with.

Policies and Emotions

For Mary, policies impacted on her freedom of choosing how to teach and lessened time for creativity due to administrative duties. On the other hand, Selina identified leadership styles imposing policies which she disagreed with. Policies brought forth emotions, such as emotional exhaustion and frustrations for Mary; and for Selina, 'fear of failure' in the job market.

Importance of Research

This study is significant because it highlights the importance of evaluating and reviewing potentially negative occurrences (such as students' misbehaviour and unpaid work demands) as they could impact the mental and physical health of teachers Furthermore, the study highlights the influence of job security, leadership styles and policy on the use of emotions as these may be relevant stressors. This has implications for job design for teachers who work part-or full-time and who would like to reduce working hours. Heads of departments may also consider changing their working patterns, so they benefit from work-life balance.

Implications of Research

The results of the paper suggest that the culture and climate of FE teachers' workplaces-colleges and adult education institutions need to be monitored by policy makers as they influence teachers' 'working practices. An implication of the research is that teachers may benefit from the application of flexible working conditions, and/or by being given the choice to work part-time. It is envisaged that this may help retain teachers who show commitment to their job as well as engender positive wellbeing (Sharp *et al,* 2019). A

collaborative approach by headteachers, lead teachers and human resources in designing suitable syllabuses, curriculums and timetables for students could include: -

⬦ Making clear that policies relate to contracts for employment. Contracts would be approved by all teaching staff.

⬦ Teachers who are suitably qualified for roles with preferences in subjects for teaching would be approached for posts and there will be a review of their preferences each academic year.

⬦ Due to developments in working practice, teachers will be involved in deciding where they prefer to work (at home or in colleges). Teachers may decide to work in afternoons or mornings and this flexibility allows work-life balance. They may also consider the quantity of work they wish to take part in, whether this is part-time or full-time or on a job-share basis.

Job design influences the satisfaction and motivation of employees in the job roles (CIPD, 2022). For example, teachers who choose to reduce hours in terms of marking students work and other administrative duties may experience improved quality time with family and friends. Dissipation of exhaustion may have the effect of improved student-teacher relationships which could motivate FE teachers in the workplace.

Contribution to Knowledge

It is suggested that the investigation contributes to educational research by identifying major antecedents of experiences of negative emotions by FE teachers. which may impact symptoms of burnout such as emotional exhaustion. The research contributes to identifying the effects of working practices on teachers' outcome such as:- poor co-worker relationships between teachers and those in leadership positions and the necessity for suitable job design. Additionally, teachers' perception of their work environment as well as the shared values, beliefs and assumptions in the workplace may not benefit all teachers. For example, if teachers view the workplace as intimidating, fearful and isolating and emotions are associated with these, teachers may feel less motivated and engaged in the workplace. Therefore, the extent to which culture and climate influence FE teachers' practice is explored in terms of their use and experiences of emotions in conditions of job insecurity, leadership practices and policies. This research therefore deals with gaps in FE teachers' conditions of work and contributes to the literature on 'emotions and teacher experiences.'

CONCLUSIONS

It is clear that Mary and Selina differed in their experiences of emotions. Mary tended to think of many things in the workplace such as how to be an effective team leader and it is conceivable that her emotions had to be more intense to be acknowledged by her consciousness. Emotions had a time reference (past, present and future) as part of the experience. The investigation reported identified:

⬦ Guilt (an emotion from the past)

⬦ Happiness (present)

⬦ Fear (remedying something from the past, imagining it is present and thinking about future recurrence)

⬦ Worry

When teachers recalled painful events, they were in the present. Kruger (2018) pointed out that if teachers merge negative experiences into one, this could mean they have a sense of not being in control and so stress will ensue. While Selina compounded experiences and was learning how to deal with her emotions which were multiple and negative at times, Mary would think of ways of how to cope as a team leader. However, both teachers were able to appraise their negative experiences and Mary was able to temper them. Selina experienced 'too much' during stressful situations, and this contributed to her troubled thoughts. When she felt sad her thought processes may have been slower, and this contributed to the unpleasantness of her experiences. Selina was prone to 'worry' and Kruger (2018) identified this as thinking processes which are habitual. It is possible that Selina wanted to avoid problems she predicted could occur and spent a lot of time thinking what may go wrong. She therefore mentally rehearsed the possibilities. She would be advised to use constructive problem-solving. She could change what she was thinking about and change how she was thinking. That is, she could imagine that it was someone's worry she could assist with.

It is clear from the IPA that Mary could verbalise her emotions with respect to leadership practices, job security and the impact of policies and it obvious that she felt uncomfortable as she tried to manage her emotions effectively. Selina could understand the message of emotions and then decide what to do with her experiences- verbal or non-verbal. The research suggests that if teachers recognised and dealt with their emotions then they could understand emotions of other teachers. That is, they could empathise when maintaining theirs as well as other teachers' professional roles.

Mary refrained from revealing 'anger' in classes as a result of her frustrations; but could have appraised her-self as being mistreated by a system which was inflexible and was the result of entrenched leadership styles. Selina did not say she showed anger but felt mistreated by those who were in positions of judging her competency such as heads of departments. Job insecurity was a treat to Selina as she felt that staff recruited through agencies did not have opportunities for permanent work within the department as well as provision of longevity in the teaching profession.

Teachers could be advised to explore their strategies for managing the antecedents of their emotions (such as stressors) and this research considers the role of events which impact teachers' wellbeing. Emotions are produced by events and through the way they are appraised by teachers. That is, teachers are not trained to have explicit display rules but have rules which are applied in colleges. Briner (1999) pointed out that teachers will display emotions to be part of a team, and this may involve showing enthusiasm toward students and respect for colleagues and so they maintain a professional attitude. However, teachers who show fear and lack interest in the departmental goals may not be offered permanent roles or promotions. It is evident that Mary and Selina chose not show emotions which will damage their job prospects. It can therefore be concluded that emotions are experienced due to the conditions of work as well as being in a social situation. Mary and Selina evaluated the potential negative influences of situations. Although Mary was confident, she could cope with the demands of situations as she was a lead teacher; this was not apparent with Selina who was part-time, employed via agencies and often coped with the demands independently.

59

Further Research

Further research could examine the extent to which job insecurity is apparent among newly qualified FE teachers or those with one to two years of job experience. The extent to which these impacts emotions and wellbeing for part-time as well as full-time FE teachers require research. Additionally, ways of promoting emotional resilience in older teachers as well as staff recruited through agencies require exploration. Approaches to encouraging teachers to manage their emotional health is a relevant aspect of FE teachers' wellbeing and requires further research.

When analysing the events that cause emotions which impact lack of wellbeing, research should investigate the effects of the design of work tasks or place, the team teachers work with, and the relationships teachers have with students. That is, it is suggested that teachers' emotions should not be manipulated by heads of departments such as implementing display rules. Rather, the context of FE teachers' emotions could be investigated. That is, research is required examining the extent to which FE teachers are expected to show specific emotions with leadership styles and the impact this has on their health.

Negative emotional reactions to job role requires further investigation with respect to policies. Rasheed-Karim (2020) conducted research on the influence of policies in FE and it is envisaged that teachers' emotional wellbeing in terms of how they use appraisal strategies with respect to policies could be addressed in more detail. Additionally, individual differences such as 'locus of control', its effects on FE teachers use and experiences of emotions requires further investigation (Rasheed-Karim, 2021). That is, the extent to which locus of control benefits FE teachers in job roles requires investigation with respect to appraisal strategies.

REFERENCES

Archibald, M.M., Ambagtsheer, R.C & Casey, M.G. (2019). Using zoom video conferencing for qualitative data collection: Perceptions and experiences of research and participants. *International Journal of qualitative Methods*, 18, 1-8.

Arksey, H., & Knight, P. (1999). Interviewing *For Social Scientists*. Sage, London.

Babbie, E. (1995). *The Practice of Social Research* (7th ed.). Wadsworth Pub. Co, Belmont, CA.

Belgutay, J. (2018). Two-thirds of FE staff have considered quitting: Rising workload, lack of job security and low pay are main concerns among further education teachers, finds NEU survey. Accessed 25 June 2018 https://www.tes.com/news/two-thirds-fe-staff-have-considered-quitting.

Berry and Cassidy (2013) Berry,K.,& Cassidy, S. (2013). Emotional labour in university lecturers: considerations for higher education institutions. *Journal of Curriculum and Teaching*, 2(2), 22-36.

Briner (1999) Briner, R.B. (1999). The neglect and importance of emotion at work. *European Journal of Work and Organisational Psychology*, 8(3), 323-346.

Brotheridge, C. & Grandey, A. (2002). Emotional Labor and Burnout: Comparing Two Perspectives of "People Work". *Journal of Vocational Behaviour*. 60. 17-39.

Brough, P. & Kalliath, T. (2009). Work -family balance: Theoretical and empirical advancements. *Journal of Organisational Behaviour*, 30, 581-585.

Brown, G. (2017). Employee wellbeing research: the evolution of workplace wellbeing in the U.K. Reward and employee benefits association in association with Punter, Southall, Health and Protection.

https://reba.global/files/document/96/1487613242_REBAEmployeeWellbeingResearch20 17ESV_web.pdf

Cameron, M. E., Schaffer, M., & Park, H-A. (2001). Nursing students' experience of ethical problems and use of ethical decision-making models. *Nursing Ethics*, *8*, 432–448.

CIPD factsheet (2022) updated by Gifford, J. https://www.cipd.co.uk/knowledge/strategy/organisational-development/job-design-factsheet. Accessed 24/02/2022.

Cooper, C. L., & Weinberg, A. (2007). *Surviving the Workplace: A Guide to Emotional Wellbeing*. Thomson Learning, London.

Creswell, J. W. (1994). *Research Design: Qualitative and Quantitative Approaches.* Sage, Thousand Oaks, CA.

Daley, M. (2015). Why teach? Not afraid to dance. In Daley, M., Orr, K., Petrie, J., (Eds.) *Further Education and the Twelve Dancing Princesses*. (pp13-24). IOE/Trentham, London.

Dwyer, D.J. & Ganster, D.C. (1991). The effect of job demands and control on employee attendance and satisfaction. *Journal of Organisational Behaviour*, 1297, 595-608.

Farouk, S. (2010). Primary teachers restricted and elaborated anger. *Cambridge Journal of Education*, 40 (4), 353-368.

French, J. R. P., & Caplan, R. D. (1972). Organisation stress and strain. In A. J. Marrow (Ed.), *The Failure of Success* (pp. 30-66). Amacom, New York.

Giunchi, M., Marques-Quinteiro, P., Ghislieri, C & Vonthron, A. M. (2020), "Job insecurity fluctuations and support towards Italian precarious schoolteachers". *Career Development International*, 25 (6), 631-647.

Greig, A., & Taylor, J. (1999). *Doing Research with Children*. Sage, London.

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (p. 105–117). Sage Publications, Inc., CA: USA.

Hammersley, M. (2000) *Taking Sides in Social Research*. Routledge, London.

Hochschild, A.R. (2012) (3rd Ed.). *The Managed Heart: Commercialisation of Human Feeling*. University of California Press, Oakland: USA.

Holloway, I. (1997). *Basic Concepts for Qualitative Research*. Blackwell Science, Oxford: England.

Horrell, B., Stephens, C., & Breheny, M. (2015). Online research with informal caregivers: Opportunities and challenges. *Qualitative Research in Psychology*, 12, 258–271.

Hycner, R. H. (1999). Some guidelines for the phenomenological analysis of interview data. In A. Bryman & R. .G. Burgess (Eds.), *Qualitative Research* (Vol. 3, pp. 143-164). Sage, London.

Kruger, A. (2018). *Emotions are Messages*. Amazon, London.

Lazarus, R. S. (1999). *Stress and Emotion: A New Synthesis*. Springer, New York.

Lazarus, R. S., & Folkman, S. (1984). *Stress, Appraisal, and Coping*. Springer, New York.

Lazarus, R.S., & Lazarus, B.N. (1994). *Passion and Reason: Making Sense of Our Emotion.* Oxford University Press: New York.

Levi, L. (1987). *Fitting work to human capacities and needs. In Katme et al. (Eds.). Improvement in contents and organisation of work:* Psychological factors at work.

Meier,L., Semmer, N., Elfering, A., and Jacobshagen,N. (2008). The double meaning of control: Three-way interactions between internal resources, job control, and stressors at work. *Journal of Occupational Health Psychology*, 13 (3), 244-58.

Menendez-Espina, S. et al. (2019). Job insecurity and mental health: the moderating role of coping strategies from a gender perspective. *Frontiers in Psychology*, 18;10:286. doi: 10.3389/fpsyg.2019.00286. PMID: 30833919; PMCID: PMC6387966.

Miles, M.B. & Huberman, A.M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. Sage Publications, Thousand Oaks, CA.

Miller, W. L., & Crabtree, B. F. (1992). Primary care research: A multimethod typology and qualitative road map. In B. F. Crabtree & W. L. Miller (Eds.), *Doing Qualitative Research. Research methods for primary care* (Vol. 3). Sage, Newbury Park, CA.

Neuman, W. L. (2000). *Social Research Methods*: *Qualitative and Quantitative Approaches* (4th ed.). Allyn and Bacon: Boston.

Noon, E.J. (2018). Interpretive phenomenological analysis: an appropriate methodology for educational research? *Journal of Perspectives in Applied Academic Practice*, 6 (1), 75-83.

Özdemir, m. & Koçak, S. (2018). Predicting teacher emotional labour based on multi-frame leadership orientations: a case study from Turkey. *Irish Educational Studies*, 37 (2), 1-19.

Probst, T.M.; Jiang, L. (2016). Mitigating Physiological Responses to Layoff Threat: An Experimental Test of the Efficacy of Two Coping Interventions. *Int. J. Environ. Res. Public Health*, *13*, 338.

Rasheed-Karim. W. (2021). Self-efficacy, Locus of Control and Work-Life Balance- an argument for investigation among Further Education (FE) teachers in the U.K. *International Journal of Current Research*, 13 (1), 15611-15617.

Rasheed-Karim, W.(2020). The Influence of Policy on Emotional Labour and Burnout among Further and Adult Education Teachers in the U.K. *Journal of Emerging Technologies in Learning*, 15 (24), 232-241

Ross, R. & Altmaier, E. (1994). *Intervention in Occupational Stress*. Sage, London.

Rothmann, I., & Cooper,C. (2008). *Organisational and Work Psychology - Topics in Applied Psychology*, Routledge: U.K.

Schein, E. H. (1992). Organisational Culture and Leadership (2nd ed). San Francisco. Jossey-Bass.

Sharp, C., Smith, R., Worth, J. and Van den Brande, J. (2019). Part-Time Teaching and Flexible Working in Secondary Schools. NFER, Slough.

Sosik, J. J., & Godshalk, V. M. (2000). Leadership styles, mentoring functions received, and job-related stress: A conceptual model and preliminary study. *Journal of Organisational Behaviour, 21*(4), 365–390.

Stanley, J (2018) Teacher Wellbeing Index

https://www.educationsupport.org.uk/media/drdlozbf/teacher_wellbeing_index_.pdf

Sutherland, V. J., & Cooper, C. L. (1990). *Understanding Stress- A psychological Perspective for Health Professionals*. Psychology and Health Series 5. Chapman & Hall/CRC, London.

APPENDIX A: RESEARCH BRIEF
I am investigating how further education teachers use emotions. The research is conducted using a semi-structured interview by the Zoom platform. Teachers are asked about the kinds of emotions they experience-in terms of : frustration, guilt, pride, sense of feelings of being pleased/happy etc. Please contact me using the following email to make an appointment for participation and/further information.
BWR1EPS@bolton.ac.uk

APPENDIX B: INTERVIEW SCHEDULE

Establishing Rapport
The interviewer introduced herself and the participant is invited to decide on a pseudonym. The interviewer explained the purpose of the study - An Appraisal of Emotions and clarifies what appraisal means - assessment, evaluation, judgement, review.

Ethical Checks
The interviewer checked if the participant read the research brief and completed an ethics consent form.

Explanation of Previous Research
The researcher explained that this a follow up study of a survey and focus group interviews with teachers and the major findings were that teachers experienced emotional exhaustion while interacting with students and they felt their work was affected in a negative way by policies and stressors. The researcher asked the teacher what she thought about these findings?

Questions on Teaching Background:
1) When did you start teaching, and please describe some of your teaching roles
2) Has your experience of teaching changed over the years in terms of aspects such as workload, stress and student interaction?

Questions on Use of Emotions
1) Can you speak about the context in which you experienced either the following emotions in teaching:
* Positive emotions such as pride, sense of happiness etc
* Negative emotions such as frustration and guilt
2) Are there any other emotions that you experience regularly whilst teaching?
3) Please describe the thoughts that underlie these emotions.
4) How do leadership practices influence your emotions?
5) Do you think our emotions were influenced by thoughts about job security?
6) Do you think policies influence experience of emotions? Do they help or hinder positive emotions?

Closing of Interview

The researcher thanked the interviewee and offers debriefing of research. The researcher also requested that the participant contact other teachers who may be interested in the research and pass on the research brief.

APPENDIX C- MARY'S INTERVIEW TRANSCRIPTION

MARY
I did one science degree a post-grad and a level 7 diploma in SpLd. I volunteered for the local adult learning service to volunteer with literacy in the very early days and I became a class teacher. I have higher education experiences in teaching as well and manage and lead courses in further education.

RESEARCHER
And the last two weeks, have you experienced any emotions while teaching by this? I mean, anger, frustration, guilt, pride, sense of being pleased or happy.

MARY
I've been doing it so long that I don't tend to experience the negative ones during teaching. I, wouldn't say I'm frustrated. I'm not sure it's an emotion. I worry at times about being he time ineffective-because I don't get response from the young person in question. I think uncertainty. The buzz I get from seeing somebody, feeling that they can do things, they increase in self-worth makes me very happy. I think that pride in the student, and satisfaction. I think you got enough satisfaction. I'm not sure if satisfaction is an emotion- I have made a difference to that person. Getting a lot of happiness with feedback from the student, making progress, their marks, going up, them arriving with a smile on their face. I don't have a lot of negative emotions when working with the student. The things that cause negative emotions, if you're working in the systems and the paperwork gets in the way of what you want to do to make a difference.

RESEARCHER
You have your various thoughts as well as you experienced those emotions, pride, satisfaction. Am I right saying that?

MARY
So, mild frustration sometimes if something doesn't work, then I don't get angry about it. So, it's not the teaching that causes emotional issues. It's, the huge amounts of preparation required for students that don't progress, paperwork, ticking boxes and writing schemes of work.

RESEARCHER
Can you tell me how leadership practices influence your emotion?

MARY
I'm a highly experienced choosing what I do and, I've had the most fantastic people to work alongside. I've worked in situations where people don't have a clue about the environments in which I work and have no idea at all about rules and regulations such as exam regulations. I have seen two different leadership styles in FE and I preferred the one

64

with the practical approach to paperwork and flexibility in allowing me to adapt everything for the benefit of my students -dyslexic SpLD. An example would be SMART targets for the whole programme and the flexibility to adjust time.

MARY

I have worked in a situation where it wasn't that I wasn't highly fluent by words, but it was just constantly coming up against things. I find that exceptionally stressful. People I was working didn't have relevant dyslexia teaching qualifications but were very well-meaning. I've got to feel as if I'm working as part of a team.

MARY

I think it's important to me that I've got people who allow me to do what I need to do, and I just want it to work like clockwork. I would change. You need people who you know, who are supportive, who can understand the stresses of working with some quite difficult people sometimes. Much can be done to not pass the burden of admin onto the tutors. They are not paid to do it. So, leadership that says "we have to do it" rather than "how can we support our tutors better so that they just do the job they are paid to do" has a huge impact.

MARY

As a specialist teacher, I need to be able to apply my training and professional practice so that each student can make genuine progress. The provider that was less dogmatic about paperwork awarded me "outstanding" for my observed lesson- a small group of mature adults. There is also a different approach in leadership as to what can and can't be done. Creative, student-centred leadership should be able to see a way to teach dyslexic students as they need to be taught. My experience of FE (not in a college) is that there should be far more understanding of the needs of students in terms of teaching and learning and reasonable adjustments.

RESEARCHER

Yeah. Okay. Thank you. Do you think your emotions were influenced by thoughts about job security?

MARY

But you know, if I had a big mortgage and I was younger, yes. Ironically. I have never regarded sessional posts in FE as providing job security and have never made them my sole income. The pay is very low given the time it takes to prepare to do the job properly.

RESEARCHER

What policies are influential in the experiences of your emotions?

MARY

I think only if they get in the way of what I want to do. It's, extremely exhausting trying to, match the needs and the requirements of a group of students with the issues surrounding funding. The admin is completely and utterly exhausting, and you've got to do that. And then the class planning is on top of that. I don't think it's necessary policies. I think it's, having systems in place that relieve the burden on the tutor.

RESEARCHER
So that' frustration or anger or …..

MARY
Exhaustion.

RESEARCHER
 Is there anything else you'd like to say about your experiences or emotions?

MARY
I can't imagine how difficult it must be for somebody trying to start the beginning of their journey, because of course I see the next thing come in and I think, oh, well, that's all right. I just can't imagine how somebody would cope at the beginnings with all the things that they're supposed to do- tick the boxes and then go off and look for interesting material, getting the lessons.

MARY
So, I was able to say to these people and I had the confidence to say to them, I will do your scheme of work and I understand where you're coming from, but I'm not going to have SMART outcomes on all my lessons, because I need the flexibility. I think it took me four weeks overall to teach the group how to send an email using their mobile phone. You cannot have a fixed outcome for the lesson. The end of a course, I'd be very surprised if they didn't say that they hadn't enjoyed being in the group and they weren't confident and they wanted to carry on. So, I was able to make the course work and I did fit in. I taught graphs and charts, during the first lockdown, because I realised I was asked to talk about COVID on top of all the other things that they'd wanted.

MARY
So, it's just time consuming to do it properly. So that's, what I mean, about the exhaustion. There is far too much admin in FE, and this can get in the way of effective teaching. Many are caused by the funding requirements and OFSTED grading, adult curricula, exam schemes and that's before any preparation for Schemes of work, lesson planning, marking and ILPs. I have worked directly with funding from, two FE providers. One was "top-heavy" with the paperwork while the other managed to put the student and the student experience first.

RESEARCHER
You mentioned, that, you know, lots of people who work in education.

MARY
I never had the same feeling in, working for adult learning that I was part of something bigger. I didn't know people from other counties. Meetings were always much smaller and everybody working with whatever that they're doing. So, I met the job centers and partners, and I did a lot of networking through charities. But it's the one reason you might have difficulty with adult education is it's the way that the field has changed. So, there are loads of providers. You've got providers of literacy and numeracy and I suppose digital technology. You've got the apprentices and then you've got the government, it's all the

66

same funding, it's all further education funding council. You've got all these people who provide a course, which is something like, security, retail, warehousing management with level one.

MARY
If you like all competing for the same students with the same funding source so that might make it difficult for you. Well, I don't think there is any job security. I think I sort of accepted that a few years ago. There are posts out there. Somebody contacted me recently about a college that was too far away. It might have been a full-time post for English and maths, but I mean, I couldn't get that level of pay, wouldn't have made it worth my while. I don't know because I've never worked on a fractional post and am too old and I've done too many different things, to sort of worry about job security.

RESEARCHER
All right then we'll close for now, Mary.

APPENDIX D: SELINA'S INTEVIEW TRANSCRIPTION

EMILY
My name is Emily and I'm going to be acting as an interviewer today and I'm going to be interviewing Selina. We've selected to use pseudonyms today. I've read the information and letter by the director of studies and completed an ethics consent. I'm going to be acting as a critical friend in this instance. So, may I just check please Selina if you've read the information sheet, and completed the ethics consent form?

SELINA
I have Yes.

EMILY
The purpose of this study is to appraise emotions. So, when we say appraise emotions, we mean assessing emotions, evaluating them, judging them, and then reviewing them. Is that okay? So, I'm going to be asking you a few questions about your teaching experience.

SELINA
My teaching experience was in FE, and this was quite recent, and it took place at various colleges in and around London. I taught a variety of level three courses and sometimes the classes were quite large 20 plus people from various backgrounds, educational experiences.

EMILY
I'm going to ask you a little bit about some emotions that you may have felt while you were teaching and the influences of such emotions and experiences. Can you explain a time when you may have felt frustration during your teaching?

SELINA
I can't specify a particular emotion. I remember having emotions of sadness, annoyance, shock, dismay and pride with students, students' progress. I can specify a particular

67

situation or stressor, and how that affected my emotions. I'm thinking of the more salient situation or events that create emotions, as I experienced them, and that's bad behaviour by students and ways of managing these. Sometimes it's trying out different strategies and not really knowing what the root of the behaviours is. The differences arise because students have had bad experiences at school, not getting through as they wish and doing other practical based qualifications at times, for some doesn't seem equivalent to A level such as the BTEC. I know that the introduction of T levels will attempt to remove this. Sometimes students have contrary perceptions of psychology A level classes, and this may be because, they've had personal problems, psychological problems, issues in the past, and they think that doing psychology was somehow solve these. In fact, they're unpacking emotions, feelings, for experiences to the rest of the class, and the teacher is there to witness this.

Students can interrupt others learning and speaking unnecessarily with rudeness to teachers, bad language amongst themselves and talking to teachers and not following instructions in classes are examples. Such behaviour arise tension, annoyance, shock, dismay. I think sometimes, I should call the head of department in. As agency staff I don't know the students well, but I try to cope as much as I can. I think this year, the behaviour of the students actually is the one is the one thing that stands out most in my mind which is annoying and makes me feel frustrated. All the negative adjectives that go with emotions related to teaching if there is such a thing.

EMILY

Can you tell me a little bit more about the thoughts that you have that lead you to feel frustration?

SELINA

So, in terms of bad behaviour, my thoughts were, how do I manage a disorganised class? How do I improve outcomes? How do I stop students from insulting each other and improve the work of those who are focused on tasks and progressing? All of these thoughts flooding into my mind all at once. I'm frustrated, I don't know where to start. How do I break down these thoughts? and deal with one aspect at a time? My experience is varied, with one-to-one tutoring, teaching students from sixth form, and also from the FE system, it's different kinds of support I have experience of. Sometimes, going into a class of students with a few, who are prone to be disruptive can be a bit of a shock. I think that frustration of being unable to cope affects the severity of my emotions. I can feel my cheeks getting very hot. I would say, embarrassment ensues.

I tried to listen carefully to students' complaints, as I'm aware that students may not know my style of teaching, and this causes the distress; it could be that they don't understand a new teacher's style of teaching. That distresses me because I think, well, I'm here for a little while, why should they want to examine my style of teaching? Or why, does that have an impact on their behaviour in a negative way? I think about this and levels of support available, and the rules and policies of the department.

EMILY

That's really interesting. You mentioned a few emotions there. And you mentioned a sense of embarrassment. Yeah. Is there ever any guilt that comes up?

SELINA

Yes, its guilt about not getting the teaching style, right for them. It's a guilt about seeing things from my perspective. It's about being defensive and sticking up for my views. I tried to listen very hard and make their life as comfortable as possible. Then again, if you've got particular types of students, and they decide to bring a friend in and you don't know the class well, so you think the friend is part of the class, and then they start chatting together; that's an issue for the head of departments. I tend to walk back from those major issues.

EMILY

Okay. And on the flip side, we've discussed some negative emotions, if you like, or non-preferred emotions. Then just thinking about positive emotions. Can you tell me about any sense of pride that you felt when you're teaching?

SELINA

Pride is about having an emotion when students do very well in class. And I think about, pride in their progress. There's also pride in the fact that, they want to leave college with good qualifications, and go to university or seek a job. I feel proud when students tell me that I'm not a bad teacher, by acknowledging my good work; I can't say what contributes to my pride issues, it is spontaneous. I think about their ambitions, and the fact that I was able to support them individually, and use my skills, and help them through a difficult time in their life. But at the same time, it's, really thinking about when they don't do as well as they could do, but they're happy, and they feel proud of themselves, I'm proud of them as well. I feel very happy and proud that I was able to motivate them, and hopefully, help them never to turn their back on getting themselves a good education, or furthering their knowledge in particular areas.

EMILY

Is there a sense of being pleased that comes with that as well, or a sense of being happy?

SELINA

I think joy and happiness and fulfilment would come after your retirement, as you reflect. It's mostly thinking, well, things are going well, today, there isn't anything negative. I'm not facing any issues that will make my cheeks burn, or that will cause me to go looking for the head of department, who to at times is not always available to intervene. So, I don't have to call the security officer; I don't have to get the quality control officer to step into the classroom or make a phone call or find lecturer who's working next door and who can help. So, it's, really times of peace in the classroom, and I welcome those times of peace. But then again, I'm vigilant when it can get disorganised in class.

EMILY

You've mentioned a few different people like the head and lecturer next door. Could you tell me a little bit about generally how these leadership or leadership practices influence your emotions?

SELINA

I think about my emotions, and how my mind works and what levels of support are available for me, in a department, in terms of rules and policies of the department, and what

the heads of departments expect. My emotions generally are one of suppressing outbursts, a sad face, and maintaining due regard for each student. So, if my emotions are too negative outwardly, I feel I will be dismissed immediately and so, lose an income. I could be dismissed from the teaching profession, and this lies predominantly in my mind.

However, when a student behaves well, I show outwardly how I feel. This is smiling, providing compliments from me and this is always reciprocal behaviour from students. They chat with me, and they're happy. But as I said, when there are issues related to things that are outside of my control, I would contact the head of department at the time. I've had experience of various leadership roles, and found some supportive one or two, wanting to appear so but not really showing much support. Another I found very authoritarian leadership style; the standards vary. The emotions, which are generally the negative side on and off, I'm fearful for my wellbeing, and repercussions from students outside the classroom.

To discuss leadership style a bit more, heads of departments will step in, if I ask and discipline students asking them to apologise and reminding them of my teacher status. A head of department would do that, they would ask, the students to apologise to me, they might confiscate mobile phones, if they use them inappropriately, although I was trained to do that at one stage. If students disobey, they might step in.

I was asked to remove students' mobile phones; I do not know what this means in the wider society. Is it illegal? and this worries me. So, if I'm worried about the policies in the classroom, and it's something that all colleges may not use, it's very difficult, difficult for me to follow those policies.

Another instance when I taught, Health and Care and Access to Social Work, I experienced many emotions, such as unhappiness, disappointment, students' behavioural problems, fear for my future, anticipation that there may be repercussions due to disappointing behaviour in a class of students such as using bad language and being very critical of my teaching style again. I have asked the head of department to explain their academic writing and they said, well "this is the beginning of the course, and they don't need to read write brilliantly". I have various views about Access and BTEC, one is that that they should have mastered English before they start a level three course.

Supply teachers are asked to comply with the rules and policies of the college. I'm not aware that it's legislation. The colleges have different rules and policies, some will only accept a particular type of qualification on entry, and others have a broader view of what's acceptable. I think of students at times, I felt shame for them because I know that some of them had jobs, and their behaviour had deteriorated, into something of key stage four. They couldn't adapt from one level to the next. I did adapt my methods of teaching, according to, what's expected of teaching level three. I didn't expect them to have lacked progress on the Access course I taught recently, to such an extent.

Consequently, some criticise my teacher's style. I should be leading students through, they shouldn't be telling me how to lead them through. The head of departments have got to be able to communicate with teachers. I remember remaining very calm with the heads of departments that confronted me about teaching. Luckily, a team leader intervened. So, they were telling me there are developments with things; I had to remain calm. I disagreed how other teachers were disciplining students, talking about them on a Promonitor, or even complimenting them on Promonitor. I wouldn't use those methods. I think a face-to-face conversation between the teacher and students would possibly be more beneficial.

EMILY

Okay, there's a few things you touched on in there where you mentioned potential fears about your job security, mentioned being worried about being dismissed from the teaching profession. Do you think a lot of your emotions are influenced by thoughts about job security?

SELINA

I'm always fearful that I will be dismissed immediately and try to deal with negative thoughts such as ill-founded reasoning from their heads point of view. I'm fearful as my job security is always threatened, as I'm an agency staff member. Sometimes coherent policies applied to teachers does not appear and teachers like myself- professionalism is undermined by leadership practices, and weak policies. So, you know, there is no legislation, there's no policy, directing heads of department or supervisors or deputy heads of department, of the sorts of attitude they should have towards teachers. So, in terms of, trying to keep my job, I do use emotions in the classroom, I would smile, share positive emotions, make a joke. I would try to engender a happy environment, rewarding people good behaviours, and looking after the progress of each student, but I suppress disappointment when students lack progress, bad behaviour to other students, for example, attacking them verbally. And I feel unhappy for them. And I will share time, so, the students know how to apply themselves, and do tasks well.

EMILY

And last question, do you think policies in education are influential in the experience of your emotions?

SELINA

Yes, I mean, that's the root of the problem. Policies need to be more coherent and applicable to leadership practices and job security. Feeling not safe, supported, and happy generally, day to day can affect me physically, as my thinking patterns are always negative, and feeling hurt, distressed, or disappointed, I cannot do a better job and my job prospects, for example, I commit to do a lot better with my job prospects. How do I change things? If things go a bit too far, I could be struck off as a teacher as well. There's nothing stopping students to complain to organisations, that teachers are not fulfilling their roles properly. And I've always tried to; this always at the back of my mind. So, I think about my job role, and it means not complaining too much about the department, or even, telling them off, being rude. Hopefully, the next job that you get will be one slightly better and I could cope with things.

EMILY

That's interesting. Thank you, Selina. That's the end of my formal questions. But is there anything else that you wanted to add?

SELINA

Anything that you'd like to ask.

EMILY

Only one final question, do you feel like your management of emotions changed the more experience you had in the teaching profession?

SELINA

Yes, and no, when I started off teaching, it would appear that the students' behaviour was similar across particular groups of people. I've kept that in mind and looked for improvements. But I haven't seen some groups' behaviour improved. Then it would appear that as societies change, some have value for their education.

SELINA

It made me more resilient. I'm still able to go into the classroom and cope with another day or try to make amends somehow or switch the thinking of the class in some way, or the individuals in some way. And then the negative experiences weren't continuous one after the other. It was sporadic, spontaneous, and then having to deal with it. And then in another teaching experience, it would pop up again. I'd be there with all my tools from the previous posts. I tried to do a lot better. second time around. So, experience, is a great help. And then again, with technology, and the movements in education, as it rolls on, teachers like me will see new types of behaviours emerging. And having to deal with those would be a first issue for some.

EMILY

Thank you very much. That was interesting.