

2012-01-01

Emotional Portraits of Teaching: An Examination of Perceptions of Emotional Expression, Emotional Labor, and Teacher Identity Using Narrative Inquiry

Roxanne Hackney

University of Texas at El Paso, rhackney@miners.utep.edu

Follow this and additional works at: https://digitalcommons.utep.edu/open_etd



Part of the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Hackney, Roxanne, "Emotional Portraits of Teaching: An Examination of Perceptions of Emotional Expression, Emotional Labor, and Teacher Identity Using Narrative Inquiry" (2012). *Open Access Theses & Dissertations*. 2100.

https://digitalcommons.utep.edu/open_etd/2100

This is brought to you for free and open access by DigitalCommons@UTEP. It has been accepted for inclusion in Open Access Theses & Dissertations by an authorized administrator of DigitalCommons@UTEP. For more information, please contact lweber@utep.edu.

EMOTIONAL PORTRAITS OF TEACHING: AN EXAMINATION OF PERCEPTIONS OF
EMOTIONAL EXPRESSION, EMOTIONAL LABOR, AND TEACHER IDENTITY USING
NARRATIVE INQUIRY

ROXANNE HACKNEY

Department of Teacher Education

APPROVED:

Erika Mein, Ph.D., Chair

Char Ullman, Ph.D.

Howard Campbell, Ph.D.

Benjamin Flores, Ph.D.
Interim Dean of the Graduate School

Copyright
by
Roxanne Hackney
2012

Dedication

This is dedicated to my daughter Ava.

EMOTIONAL PORTRAITS OF TEACHING: AN EXAMINATION OF PERCEPTIONS OF
EMOTIONAL EXPRESSION, EMOTIONAL LABOR, AND TEACHER IDENTITY USING
NARRATIVE INQUIRY

by

ROXANNE HACKNEY, B.A. History

THESIS

Presented to the Faculty of the Graduate School of
The University of Texas at El Paso
in Partial Fulfillment
of the Requirements
for the Degree of

MASTER OF ARTS

Department of Teacher Education
THE UNIVERSITY OF TEXAS AT EL PASO

May 2012

Acknowledgements

I would like to thank Dr. Erika Mein for her constant support and guidance throughout this process. It is because of you that I challenged myself to find my personal voice—"I say" amongst the many third person "They say" voices in scholarly writing. Your words of support were a like beacon—encouraging me to trudge on through the dark trenches of writing and at times it was very dark. My sincerest appreciation and thanks to Dr. Ullman for her support and thorough feedback throughout my inquiry. I have enjoyed working with you and hope to do so again in the future. Dr. Campbell, I fondly remember taking an Anthropology course with you. As a young undergraduate, I thought you were so cool—and I still do. You are a man of many talents and definitely think outside the box. Thank you for your support throughout this laborious process.

This project would not have been possible without the love and support of my family and friends. From the reading aloud to the incessant talk about emotional labor, not one of you ever complained. Quite the opposite, you all encouraged me to follow my passion. I am sure that most of you have my thesis memorized by now! To my husband Anthony and daughter Ava, thank you so much for putting up with all of my emotional outbursts and occasional writing induced comas. I love you both with all my heart.

Last but definitely not least, to the five teachers (Justice, Mark, Santa Fe, Sanchez and Mrs. Josh) who opened their hearts and collaborated with me on this project. Thank you for having the courage to openly discuss your emotions and trusting me enough to write about them.

Abstract

This study utilized narrative inquiry to examine aspects of five secondary teachers' emotional lives at school: teachers' perceptions of their ability to express emotion with colleagues and administrators; how this expression is emotional labor; and the influence these factors have on their identity. Interview and journal entries were used to construct collaborative participant narratives that were a product of their lived experiences. Connective narrative threads were identified and discussed giving the reader a more holistic view, the broader context, of the role emotion plays at school with teachers, their peers, and administration.

Table of Contents

Acknowledgements.....	v
Abstract.....	vi
Table of Contents.....	vii
Chapter 1: Introduction.....	1
Chapter 2: Literature Review.....	5
Chapter 3: Methodology.....	14
Chapter 4: Emotional Portraits.....	24
Chapter 5: Conclusion.....	39
References.....	49
Appendix A.....	53
Appendix B.....	58
Appendix C.....	60
Appendix D.....	61
Curriculum Vita.....	86

Chapter 1: Introduction

I am a teacher. Although my position within education has changed from teaching to instructional administration, I still consider myself a teacher, as I never stopped teaching despite the change in job description. I taught Social Studies for 6 ½ years at a high school in El Paso, Texas. During those years I found that my relationships with my students were not nearly as complicated as those I had with other adults in the building. Many times, I felt like I was still in high school, overhearing gossip and dealing with petty misunderstanding due to miscommunication on campus. What intrigued me most about my experiences with my peers and administrators at school was that I sometimes felt confused as to how these people were really feeling. Cole and Knowles (2001) contend that “One way to unpack our research baggage... is to write what we call a personal history account in which we examine the path taken to the research project” (Coles & Knowles, 2001, p.49). As I wrote, I recalled a time when I was at faculty meeting and the meeting took an unexpected turn.

The administration had turned over the meeting to a few teachers to discuss policies regarding student restroom procedures. These teachers addressed the policy by reminding the faculty that students were allowed a limited number of bathroom passes per semester and also must have their agendas in order to document restroom use. I wanted to laugh. This seemed absurd. What if a student used up their passes and needed to go just one more time? As a teacher, I was sure that I would be able to discern whether a student was trying to leave class to walk around and those students who truly had to go to the restroom.

With that said, I raised my hand and addressed the speakers. I simply asked, “What would be the procedure if a student legitimately had to use the restroom and did not have their agenda or any more passes?” The reaction to my question was one I had not expected. “Everyone needs to follow the stated rules or this is not going to work Ms. Hackney!” It was a blatant disregard for my question. I felt as if these teachers wanted me to stay quiet and agree with this policy.

I decided to take a more firm stance and asked, “So what should I do if a student needs to go because I will not deny a child the restroom!” Needless to say my question was never fully answered. Instead it was quite obvious that many people in the room began to feel uncomfortable due to my emotional display. It was almost as if a giant white elephant had materialized in the room. What was wrong with showing dissatisfaction or a little frustration?

Once the meeting had ended, many teachers approached me with the same concerns I had. In fact, many were angry that the policy was so stringent. I could not understand why these teachers did not voice their concerns during the meeting. Furthermore, why were so many of my peers uncomfortable with a brief expression of emotion? We’re human! From that day until the day I parted ways with the school, I had a burning curiosity about the role emotion played in the lives of teachers at school with colleagues and administrators, and how this emotion was often masked or suppressed. Therefore, the motivation for this research study stemmed from the growing intrigue I had about emotions in the professional context of school.

The roles that a teacher plays in a given school day are vast and are often reflective of the needs of the people around them. With each role comes a myriad of emotional experiences that affects not only the professional life of teachers, but their personal lives as well. Emotions play a vital role in the work teachers perform on a daily basis. Teachers are often expected to maintain positive attitudes, no matter the situation and despite their true feelings. This can be understood as emotional labor. Much research (Ashford & Humphrey 1993; Hochschild, 1983; Morris & Feldman, 1996) has been conducted regarding emotional labor and how individuals in the workplace employ emotional labor to mask, suppress, and even fabricate emotion in order to meet organizational goals. Teachers are prime candidates for emotional labor in the workplace due to the intense social interactions they experience with countless people at school everyday.

In *Emotional Geographies of Teaching*, Hargreaves (2001) addresses the need for examination of teachers' emotions by stating that currently, there is no systematic understanding of teachers' emotions and how these emotions relate to the interactions teachers have with others they work with. Because of this lack of systematic understanding of teachers' emotions (Hargreaves, 2001; Nias, 1996; van den Berg, 2002; van Veen et al., 2005), the purpose of this study is to add to the scholarly discourse by using narrative inquiry, as the method, to share teachers stories of lived experience about emotion and the role it plays in emotional labor and teacher identity formation.

My Research Questions

My first thoughts about teachers' emotional expression triggered a wide range of ideas and led to my research questions. Although I knew at the start of this study I would not find a universal answer or truth for my questions, I did know that inquiring would lead to better understanding. The goal of my project was to collaborate with five public secondary school teachers in order to construct collaborative narratives that would help others better understand teachers' perceptions and experiences when dealing with colleagues and administrators at school.

My first question was: how do teachers perceive their ability to express emotion with colleagues and administrators? Second, what role do power relations, within the educational institution, play in these perceptions? Third, how are certain aspects of teacher's experiences and emotional expression at school emotional labor? Fourth, how does emotional expression and emotional labor influence the formation of teacher identity?

Overview of the Study

In this chapter, a purpose for my inquiry was established and my research questions stated. In chapter two, I review literature pertaining to emotionality at school, emotional labor, school power relations, and factors influencing teacher identity. This literature is part of an ongoing "conversation

between theory and life” (Clandinin and Connelly, 2000, p.41) that is interwoven with my narrative threads presented in my fourth chapter. In my third chapter I describe my methodology, from selection of participants, relationship building, data collection, to my data analysis. In chapter four I present the participants’ emotional portraits. These narratives were a collaborative effort and were constructed using Clandinin and Connelly’s (2000) “Three Dimensional Narrative Inquiry Space” tables. The final chapter is a thorough discussion of the connective narrative threads, narrative evaluation criteria, study limitations, and the possibilities for future research.

Chapter 2: Literature Review

In presenting the reviewed literature in this chapter, it is crucial to discuss the tensions between formalistic research and narrative inquiry. According to Clandinin and Connelly (2000), tension surmounts in using literature as a framework and a kind of dialogue or exchange between theories and stories of life. For this study, I take heed from Clandinin and Connelly (2000). The literature is part of the ongoing conversation within my methodology and my final constructed narratives.

The conversation is part of the process of “becoming” that both my participants and I have encountered throughout the inquiry and beyond the inquiries boundaries. I decided to make my literature review a separate chapter, rather than making it inclusive throughout my work, in order to show others the process I undertook from asking questions, reading, inquiring, and coming to my participants’ stories. In essence, this deliberate act on my part tells part of my story.

Emotional Expression

Teachers deal with a wide range of emotions on a daily basis. Much of the literature pertaining to teachers deals with pedagogical, curriculum, and teacher knowledge. What often gets overlooked is the integral part emotion plays in teachers’ lives. Hargreaves asserts that (1998) “teaching cannot be reduced to technical competence or clinical standards. It involves significant emotional understanding and emotional labour as well” (p. 849). Within this emotive world, how teachers perceive their ability to express their emotion at school with colleagues and administrators is imperative. Hargreaves (2001) contends that teachers’ relationships with adults at school produce the most significant expressions of emotion. Teachers’ relations and emotions with students is one feature that gets much exploration by researchers, but how perceptions of emotional expression with other adult members of the school community is an area of research that needs to be addressed in depth.

According to Hargreaves, (1998) “emotions are at the heart of teaching” (p.835). The social aspect of schooling perpetuates the notion that emotions are central to the profession. The entire day of

a teacher revolves around intense relationships and interactions with others. Hargreaves (2000) asserts that emotionality is fashioned by experiences, culture, and relations to others. These interactions and relations can be emotionally fueled, and teachers have to negotiate on whether to express felt emotions or suppress them. The emotional display by teachers is usually depended upon their perception of their ability to express it openly without judgment and back lash from others. Hargreaves (1998) asserts that teachers' emotions are tied to the stake teachers have in their school and work. When the stakes are high, teachers must deal with the flood of emotions that come with the personal stake.

Interactions with others and the school itself play a critical role in the emotion display and regulation of teachers. Lewis and Haviland-Jones (2000) contend that "A sociological analysis of emotion begins with the view that human behavior and interactions are constrained by individual's location in social structures guided by culture" (p.32). When viewing emotions as a social construction, it is easier to understand why the study of teacher emotions with others at school is needed. According to Kemper (2000), emotions are produced by social interactions. Schools are social institutions that have their own cultures in which members intermingle daily. Frijda and Mesquita (1994) conclude in their work "The Social Roles and Functions of Emotions" that emotions are influenced by social environment and culture: emotions give meaning to events, emotions lead to behavior that influences others; emotion elicits reactions. When examining specific aspects of teacher s' practice and experience, it is important to include emotions because they give meaning to experiences.

Most educators openly discuss what can be seen as positive emotions within the educational institution. Emotions that make educators feel vulnerable are only discussed with others in the utmost of confidence. Hargreaves (1998) argues that the more volatile the emotion, the more likely it is to be kept off the educational agenda. When teachers are unable to freely express negative feelings this cannot only affect their practice but also their retention within the occupation. Haberman (2000) asserts that teachers' perceptions of their conditions of work become a cause for burnout. Hargreaves and Tucker

(1991) assert that when teachers are unable to share their problems in confidence, they in turn construct perfectionist personas as not to show signs of inadequacy. These personas perpetuate the production of emotional suppression and can lead to feelings of isolation.

Emotions such as hurt, anger, frustration, disappointment and guilt are common amongst most teachers. Lyman (2004) contends that anger is often viewed as a dangerous feeling that threatens social order and rationality. Anger can often be seen as an aggressive and combative emotion, but if directed in right manner, anger can be transformative, bringing about agency and promoting social justice. Zembylas (2007) argues that anger is an essential element in the exercise of power and has overtly political overtones. It can also be said that culture and society play a large part on a person's perception of their ability to express emotion. Throughout history, women in particular have been the target of emotional suppression.

Within the power structures of schooling, teachers often find themselves subject to appraisal by their administrators. Darby (2008) contends that when administrators use accountability measures to lay blame, teachers then experience anger, fear and frustration. The perception of the ability to openly discuss emotions such as fear and anger with administration is dependent upon the individuals own personality, stake within the institution, and situation within context of these power relations. In Michalinos Zembylas (2005) case study, "Discursive Practices, Genealogies, and Emotional Rules: A Poststructuralist View on Emotion and Identity in Teaching," he examined how emotions are connected to power, emotional rules, identity, and resistance. The notion that power plays a fundamental role in the teacher's perception of their ability to express emotion is important.

Research methods that allow teachers to expose emotions that they might otherwise keep hidden, such as narrative inquiry, can provide a way to counter the inequality created by hegemonic forces. In Ingersoll's (1996) research pertaining to power and autonomy of teachers within the school

organization, he argues that teachers must be able to exercise autonomy and influence over areas and issues of socialization at school, since it has the most consequence for how a school thrives.

Although it might be difficult to talk to administrators about feelings of fear and anger, it can be just as intimidating to discuss them with colleagues. It is of prime importance for teacher collegiality to be researched. Teachers and colleagues can have positive relationships that are built on trust, understanding and reciprocity. When teachers and colleagues use each other for support and offer a space for dialogue about emotions, this can be revolutionary. However, many times teachers feel unable to truly express themselves with colleagues. Shawna Shapiro (2010) in “Revisiting the Teachers’ Lounge” wrote about her own experiences she had with colleagues as a Middle school teacher.

I gradually became aware that along with blatant conflict, other ‘unhappy’ sentiments- disappointment, anger, sadness- were all but absent in the interactions I had with my colleagues.

Teachers often fear that by expressing such emotions they are vulnerable to the contrived perceptions of others. Hargreaves (2001) contends that emotional disagreements occur when colleagues have differing moralities and were often heightened by ambiguities of status and power. When teachers are unable to express their emotion with colleagues, the emotions are suppressed which can be detrimental on both the mind and body. Stress and frustration are often cited as the number one factors in teacher burnout. According to Hargreaves and Tucker (1991), guilt and frustration are emotions commonly faced by teachers and when these emotions are bound up can be disabling.

The expectations that a teacher must confront are usually high, and are not in tune with emotions that are felt. Negative emotions, such as those previously discussed, once again can be used by both educational and scholarly communities to shed light on teacher emotional lives to bring about positive change. Kitching (2009) argues that negative emotion could be used to upset idyllic teacher narratives. Upsetting these idyllic narratives brings a broader understanding of teachers’ emotional lives.

Emotional Labor

Emotional labor has been the focus of many scholars' (Ashford & Humphrey 1993; Hochschild 1983; Morris & Feldman 1996) work within the past 30 years. Arlie Hochschild (1983) groundbreaking book in the field of Sociology, *The Managed Heart: the Commercialization of Human Emotion*, thoroughly explains emotional labor and its uses. Emotional labor is defined by Hochschild (1983) as "the management of feeling to create a publicly observable facial and bodily display" (p.7). As the body of research evolved, scholars, such as Ashford and Humphrey (1993), focused on the emotional display rules workers followed to meet organizational goals. Later Morris and Feldman (1996) contributed to the field by examining emotional labor in terms of how social environments trigger different emotional responses in people.

One of the goals of emotional labor is to alter true emotional expression within the capitalist system. Hochschild (1983) asserts that people are often paid to change or regulate their emotional expression at the workplace. By altering emotions, the individuals are acting to manage real emotions felt due to interactions with others they perceive to be difficult. The social and emotional aspects of schooling call for the management of emotions to promote the goals of the overall community. Teachers are prime candidates for the use of emotional labor since they are in direct contact with people everyday.

The use emotional labor is evident is many arenas of industry. A common use of emotional labor in the service industry is the fabricating of emotion to heighten the experience of the consumer. The customer service representative fabricates happiness, excitement, and enthusiasm in order to project an organizational goal of the said industry, or the representative masks emotion felt by the interaction with the consumer. This mask and fabrication is what Hochschild refers to as surface acting. Individuals that employ surface acting mask their true emotion by pretending to feel something different or concealing affect (Hochschild 1983). The end result is satisfaction and consumption by the customer and profit for the industry.

Within the classroom teachers mask and fabricate emotions to further the educational institutional goals of classroom management, equity, and success among students. However, this regulation and fabricating of emotion also spills over into the spheres of professionalism and collegiality.

Within education, social and emotional norms are created to promote institutional goals. Hochschild (1975) refers to these norms within institutions as feeling rules. These “feeling rules” are produced and reproduced by the individuals that are subject to these standards. Although many teachers cannot explicitly locate these emotional rules within state and district ethical codes or policy dealing with professional responsibilities, it does not mean that they do not exist. Ashford and Humphrey (1993) assert that individuals must have knowledge of organization’s emotional display rules in order to meet the institutional goals. This suggests that teachers are somehow made aware of the rules. Zembylas (2005) argues, in his four-year case study of a teacher named Catherine, emotional rules are often conveyed verbally and non-verbally. In the context of teacher professionalism and professional development, emotions and behaviors are clearly discussed by all those who have a stake in education.

Zembylas (2005) stated in his case study how Catherine and her colleagues talked about appropriate and inappropriate behavior, and how strong emotion was considered unprofessional and inappropriate. What is believed to be appropriate and inappropriate behaviors suggest that there is an overall power structure at school that governs and suppresses emotions and certain behaviors in order to advance an institutional objective.

Hochschild asserts (1983) that these “feeling rules” are “processed, standardized and subject to hierarchical control” (p. 153) The interactions between administrators and teachers in the context of professionalism suggest that emotional labor is not something that teachers only do with students but also with those that hold power at school. The role that power relations plays in this production of feeling norms within education is important for further educational research. Isenbarger and Zembylas

(2006) stress that the bottom line in any case is that individuals will regulate their emotions to express something very different from what is being felt.

Emotional labor can be both beneficial and detrimental to the self. For many teachers it is their love for the profession and their school community that allows them to manipulate their emotions. Isenbarger and Zembylas (2006) refer to this as the “emotional labor of caring” (p.120). It is from this caring aspect that teachers alter their emotions to fit the needs of those around them and get much professional satisfaction from their work. The practice of regulation can have both positive and negative connotations; however, it ultimately derived from a place of a caring by the practitioner.

However, there is also downside to emotional labor. Burnout is common among those that practice emotional labor. According to Copp (1998), this happens when the person is no longer able to regulate his/her emotions according to the institutional aims and norms. The stress that is put on an individual to regulate, suppress, and fabricate emotion can be at odds with a person’s moral compass and feelings. Emotional labor should be something that an individual actively agrees upon and engages in to benefit themselves and the people around them. It should not be a practice that is expected at the cost of an individual’s emotional well being.

Influences on Teacher Identity

When considering what identity is and how it is constructed and reconstructed, it is important to note the complexity involved. People are multi-faceted and their identity is influenced by many factors: socio-economic status, gender, race, history, and experience. The meaning one makes of their experiences and the emotions drawn out by these very experiences plays a crucial role in identity formation. According to Day and Leitch (2001), emotions play a vital role in the development of personal constructs and our place in the world. Therefore, the emotional positions and perceptions of teachers are key aspects of teacher identity.

According to Kerby (1991), identity formation is ongoing and often involves an individual's reassessment and reinterpretation of their lived experiences. Teachers, like other professionals, play multiple roles during the course of their work day. The numerous encounters teachers have with students, faculty, administration and staff, all eventually influences their professional identity. Teachers' professional positions can be considerably different from their personal positions. Sutherland, Howard, and Markauskaite (2010) contend that professional identity is merely one aspect of an individual's multi-layered identity. The professional positions of teachers are influenced by many factors: their previous schooling as children and young adults, by mentors, colleagues and by the experiences encountered once they begin to teach. Lasky (2005) asserts that "professional identity is how teachers define themselves and to others." (p.901) How one defines themselves emotionally to others within a professional context is based upon their own perceptions about emotion and emotional expression. Assuncao Flores and Day (2006) state that it is the workplace that plays a key role in the development and construction of professional identities.

The workplace of a teacher is a school, and a school is a community, so in essence the entire community of people at the school and their interactions shape the perceptions the teacher holds about his/herself and that of others. Beijaard et al. (2004) argues:

Professional identity formation is often presented as a struggle, because (student) teachers have to make sense of varying and sometimes competing perspectives, expectations, and roles that they have to confront and adapt to (p. 115).

The significant impact that the workplace has on teacher identity only reiterates how crucial emotional experiences in a professional context have on identity. Empirical research (Hargreaves, 2001; Zembylas,2005; Zembylas & Schutz, 2009) suggests that teachers engage in emotional labor in their professional lives. The emotionality of teachers helps to uncover their attitude, beliefs, and self-

efficacy. Shapiro (2010) insists that by focusing on emotions, it allows for the understanding of how teachers view themselves and others.

In this chapter I presented literature pertaining to the affective domain of schools, particularly, literature concerning teachers' emotional interactions; use of emotional labor with colleagues and administration at school; and influences on professional identity formation. In the next chapter, my methodology is discussed in detail. The primary focus is set on the use of Narrative Inquiry as the research method in this study.

Chapter 3: Methodology

My study was conducted in El Paso, a city located in west Texas. El Paso is a border town with Ciudad Juarez, Mexico, sitting right across the Rio Grande River. The Southwestern School District (SSD) was a logical choice for me to conduct my study. I am currently working as a Program Assistant for an auxiliary school in the SSD. I chose to examine the perceptions of emotional expression and emotional labor with high school teachers because I was once one of them. I was interested in hearing their stories and understanding their experiences. The high school that I chose is one of 13 high schools in the SSD. It is a magnet school and has an enrollment of over 1800 students. It is also the school where I once worked as a teacher and where my initial intrigue began. The approach taken for this study was narrative inquiry. I felt that this method would help me to understand the teachers' perceptions and experiences dealing with emotion with colleague and administration at school.

The Participants

I recruited five participants for this study. The participants included three males and two females. Their ages varied, ranging from 28 to 60 years of age. In order to qualify for the study, all of the participants had to hold a current position as a secondary public school teacher. Their years of service ranged from 2 to 11 years. The breadth of service included teachers that considered themselves neophytes and others that identified themselves as veterans. As per participants' request, all discussion of ethnicity and content area will be withheld as it conflicts with the terms of confidentiality.

Two of the participants believed that their ethnicity and the content area they taught would be leading indicators in identifying who they are. Since I had established a relationship with my participants, I wanted to comply with their requests, so information regarding their ethnicity and content area expertise was omitted from the study.

Coming to the Participants

In order to conduct research in the Southwestern School District, a copy of my University of Texas at El Paso Institutional Review Board approved research proposal had to be submitted to the SSD Department of Research and Evaluation. Once the proposal was submitted and access was granted, I was able to make contact with a principal of one the 13 high schools. In meeting with the principal, I was able to disseminate information regarding my project; gain access to the site; and receive permission to conduct interviews after school in the participants' classrooms.

Convenience sampling was used as the participant selection technique for this study. Since I had ties to the high school since I once worked there, I decided to ask 8 teachers I knew if they would like to participate. I contacted each participant by email. Out of the 8 teachers asked, 5 agreed to be part of my research inquiry. Due to the nature of the study: emotional perceptions, power relations, emotional labor, identity, and the time constraints, it was imperative that participants chosen had a rapport with me prior to the study being conducted.

The rapport was needed in order to form a more trusting relationship where the participants felt comfortable expressing themselves. I met with each participant and thoroughly discussed all the information regarding my intended research, their rights as participants, and their right to informed consent (see Appendix A). During the informed consent process, the participants chose pseudonyms: Justice, Mark, Santa Fe, Sanchez, and Mrs. Josh, in order to ensure the protection of their identity. Dates and times were initially set up for the first round of interviews in each classroom.

Building the Relationship

The building of this relationship between researcher and participant is crucial. It is through this relationship that a mutual purpose for the research is composed. Craig and Huber (2007) address this in their chapter in the *Handbook of Narrative Inquiry*. They discuss that when researchers display their vulnerabilities, they encourage others to do so as well. Furthermore, situations that arise from the

researching process are dependent upon these individuals. Researchers need to create spaces for the “ours” as opposed to only theirs and mine.

The connective aspect of research between researcher and participant produces dialogue that is central to the formation of stories. As Emmanuel Levinas (1990) expressed in *Difficult Freedom*, perceptions of being open up through the face to face encounter with the other. This transformative encounter provides an opening not only for perceptions of being but for dialogue, understanding, and agency.

In having worked on the campus before, I was viewed as an insider. In building a relationship with my participants I was able to create a space where they felt comfortable talking about their experiences and listening to mine. This sense of reciprocity fueled the exchange of stories throughout my data collection process. It also created caring and trust between us. From this trust the “ours” came to fruition. There is a shared sense of integrity and satisfaction through the mutual creation of a narrative.

Data Collection

Three types of data collections methods were employed in this study. First, to address experiences and perceptions related to my research questions, I conducted audio recorded semi-structured interviews with each participant. Second, I took copious field notes while interviewing the participants, focusing on the feel of the climate, their facial expressions, subtle nuances in tone of voice, and outward appearance of emotional expression. Lastly, to explore emotional experiences in depth, the participants were asked to write in an emotional journal.

The participants’ classrooms and school library were utilized as a quiet and secure place to confer. According to Mishler (1986), interviews are a widely used method for qualitative research. The interviews employed a set of open-ended questions (see Appendix B) formulated to elicit participant perceptions and experiences, but also allowed for deviation from these questions to enhance the richness of dialogue between the participants and myself. Clandinin and Connelly (2000) indicate that the way

the interview is conducted by the interviewer shapes the relationship and influences what the participant divulges in the process. Two interviews were conducted with each participant, totaling 10 interviews; that spanned a two month period from the second week in September to the first week of November. The schedule and time duration of each interview varied.

Table 3.1 Interview Schedule

Schedule and Duration of Interviews Conducted with Participants			
# of Interview	Participant Name	Date of Interview	Total Time of Interview
1st	Justice	9/14/2011	58 min 33 seconds
2nd	Justice	10/19/2011	30 min
1st	Mark	9/16/2011	1 hr 31 min
2nd	Mark	10/22/2011	1 hr 11 min
1st	Santa Fe	9/20/2011	43 min 58 sec
2nd	Santa Fe	10/18/2011	41 min 37 sec
1st	Sanchez	9/21/2011	47 min 58 sec
2nd	Sanchez	11/1/2011	1 hr 4 min
1st	Mrs. Josh	10/04/2011	1 hr 10 min
2nd	Mrs. Josh	10/20/2011	28 min 37 sec

The first interview was conducted on September 14th, 2011 and the last interview conducted on November 1st, 2011. Each interview fluctuated in time due to the participant's willingness to discuss questions at length. The interviews ranged from 28 minutes to 1 hour 31 minutes.

The participants were also asked to keep a journal about their emotional encounters with colleagues and administrators. Clandinin and Connelly (2000) express that journal writing is a powerful way for participants to fully express themselves. They were given the option to write in the journal daily or at the end of each week. Having been a teacher, I understand that daily journal writing can conflict with work activities and home life. Guiding Prompts (see Appendix C) were created to aid in the writing process. Two of the participants chose to hand write their entries into a notebook that was given to them by myself. They expressed that by hand-writing their stories they were better able to express their emotion and experiences. The other three chose to keep an electronic journal format using

Microsoft Word. Each participant, whether they chose a paper-pen method for their entries, was given a USB flash drive. The journals were kept for the same period of time as the interviews: mid-September to the first week in November.

All data sources, including audio files, were held in the strictest confidentiality. All hand-written journals, USB flash drives, and interview notes, were stored in a secure cabinet in my home. The digital audio recordings of interviews were assigned numbers using the audio recording program Sound Organizer, and kept in encrypted files on a password-protected computer to which only I had access to. The later transcriptions were also kept in encrypted files on the same password-protected computer.

Data Analysis

The study of experience as story, then, is first and foremost a way of thinking about experience. Narrative inquiry as a methodology entails a view of the phenomenon. To use narrative inquiry methodology is to adopt a particular view of experience under study. (Connelly & Clandinin, 2006, p.375)

I have always been interested in stories. Having studied history during my undergraduate work, I found connecting with personal accounts of lived experiences was more meaningful than the scholarly sources I was often mandated to read. Perhaps that is why primary sources play such a crucial role in the study of history. They are not only first hand accounts, but they are small snippets of past experiences, captured in words, that tell of a life lead that differs from our own. These personal accounts allow the reader to feel situated within these experiences: the time, the place, the climate, the emotion. Often times, personal accounts were so moving that I felt emotionally invested in a complete stranger's life. Through a narrative lens, I was able to transcend time and share each moment with the author. Furthermore, because the narratives were written and not oral, I had the ability to stop, question, and interpret, which provided a whole new dimension to these stories.

Narrative inquiry seemed a natural choice for me. As I started conducting research on emotional expression and emotional labor, it became very apparent to me that I would not be able to fully capture teachers' experiences and perceptions using another qualitative approach. The use of narrative inquiry

in writing brings a much needed element to the scholarly discourse on education. Sharing stories is part of our history and culture and has been for thousands of years. Stories are small illustrative pieces for our lived experiences. Stories allow for the reader and listener to actively envision themselves within the setting. The writer, the reader, the listener, and the story all become part of each others perceived reality for a moment in time. Connelly and Clandinin (1990) in, *Stories of Experience and Narrative Inquiry*, state that

The study of narrative, therefore, is the study of the ways humans experience the world. This general notion translates into the view that education is the construction and reconstruction of personal and social stories; teachers and learners are storytellers and characters in their own and other's stories. (p.2)

The school community and culture provides for a bounty of stories that are better understood when expressed in a narrative form. Many words and ideas can be lost in translation, and frankly, the important pieces of peoples' lives and memories can not be deduced to statistics. Narratives, however, allow for the unheard voices and feelings to become known. This gives researchers a better understanding of who teachers are and how they truly feel about their practice, their communities, and themselves. According to Clandinin and Connelly (1989), the reader gives up a part of the self in order to be part of the other's experience. It is through this experience that researchers, as well as the public, will better understand the lives of teachers.

The researcher also has a place in narrative inquiry. In terms of position, the researcher must make a concerted effort to place his/herself within the context of the setting and story of the informant without becoming an agent of hegemony. There are many instances in past qualitative research, where the researcher became the omniscient voice throughout the study. Cole and Knowles (2001) contend that researching is an extension of who we are. Just as the participant's stories are an extension of who

they are within the research; research is a process of “becoming” for both the researcher and the participant; where both are able to construct new feelings and schema about these experiences.

This process of becoming started with my initial interviews, and once the study ended, I began to transcribe each interview using Microsoft Word. This process was tedious and laborious to say the least. It felt like I never took off my head phones. I spent well over two months transcribing. Riessman (1993) asserts that taping interviews and transcribing them is essential yet it is a difficult part of the research process. In total the interviews yielded 169 pages of data.

Since I now had a single set of field texts for each participant, I started reading through and making notes in the margins as I went along. All margin notes pertained to the series of research questions I had originally asked: expressing emotions, emotional labor, identity, and power relations. I soon realized, after that initial read-through and note-taking that I had to rethink the role my research questions played in the participants’ field texts. My questions were solid for qualitative research. However, I could not look at my questions with a reductionist framework. I realized I wasn’t interested in further fragmenting my participants already fragmented stories.

Clandinin and Connelly (2000) address this matter in their story of Ivan Schmidt in their book *Narrative Inquiry*. Ivan’s initial plan is to examine why people become social workers. He wanted to create rich accounts of five social workers experiences. As he worked with his participants, his relationship became increasingly more personal due to the months of conversations he had with them. Soon he began to feel tension on how to write these accounts. He realized that if he wanted to make generalizations and focus on themes that cut across narratives another type of study and method should have been used. I began to deal with the same tensions Ivan dealt with. My main concern was that if I did not reduce the stories to themes and make generalizations based on these themes my work would not be considered adequate or scholarly. What I missed in my research proposal, and initial read-through, is

that to look at participants perceptions, which were tied to their experiences, my research questions became interwoven with their stories.

I could not look at the questions as individual examples or cases, but instead I had to look at how each of the participants' smaller stories was part of a larger story that painted a picture of their lives. Riessman (1993) contends that creating a summation out of identified similarities cross moments is the challenge at hand.

The narratives I wanted to create needed to have a past, present, and future. They were portraits of the participants' perceptions from September 2011 to November 2011. I knew that these perceptions might change over time as people change over time. Van Veen, Sleeper, and van de Ven (2005) argue that "person–environment relations can change with the circumstances and/or over time and thus give rise to different emotions" (p.920). Furthermore, I could not make vast generalizations about all teachers because I was looking at particular individuals and their particular perceptions. Could I say that others teachers felt the same way that these teachers felt? Sure, I could. Each person, however, experiences and perceives things uniquely. So those subtle nuances, those idiosyncrasies, are what fully capture their stories and my research.

What I realized about narrative inquiry is that process is just as important as the product. As I began to write the participants stories, I could not help but think about my own life. I recalled a book I once read with one of my favorite undergraduate professors, Dr. Simon. In *The Star of Redemption*, Franz Rosenzweig (1985) celebrates people as particular and unique, and it is only when one particular truly converses with the other that the love relationship begins. My personal history, my story, myself as a particular, is what fueled my desire to write these particular narratives. Pinnegar and Daynes (2007) contend that narrative inquirers embrace the power of the particular in their understanding of peoples' lived experiences.

Using Clandinin and Connelly's (2000) three-dimensional narrative space: interaction, continuity, and situation which are based upon John Dewey's (1934, 1938) philosophy of experience: personal/social, past, present, future, and place, I was able to give structure to the field texts and create a narrative. Ollerenshaw and Creswell (2002) explain rather well Clandinin and Connelly's (2000) three-dimensional space as: personal— (looking inward) dealing with emotions, hopes, reactions, and morals; social (looking outward)—environment with others, point of view, assumptions, purpose; past—looking backwards to remember; present—looking at current experiences; future—looking to possible experiences; situation—looking at context, time, place, and landscape (p. 340). As I read through the transcribed interviews, journal entries, and my own interview notes, I was always aware of my research questions and how my research questions were interwoven in the participants' field texts.

Mary Kramp (2004) wrote in *Exploring Life and Experience Through Narrative Inquiry*, "the themes that will reveal themselves to you in each narrative are like threads that, when woven together, create a pattern with plot and structure" (p.17). For each participant, I constructed three-dimensional narrative space tables (see Appendix D). Within all of the participants' tables I found that my research questions: teachers' perceptions of their ability to express emotion with colleagues and administrators; the role that power relations within the educational institution plays in these perceptions; how are certain aspects of teacher's experiences and emotional expression at school are emotional labor; how emotional expression and emotional labor influence the formation of teacher identity were woven in as participant stories.

Not only did I want the narratives to have structure and fluidity, but I wanted the reader to be able to situate themselves within the text. Ollerenshaw and Creswell (2002) address holistic-content analysis by explaining that the analysis is based on complex set of steps which involves much more than analyzing for themes. The central feature, restorying, involves both the analysis for understanding of experiences but also considers the process of retelling it. In my process of constructing narratives from

the field texts, I was able to finally complete this project. Once the narrative had been written I emailed them to each participant so that they could review them. Opening the door to negotiation and collaborative construction of the narrative was very important. After all, these are their perceptions and experiences. According to Gay et al. in Pearsons 9th Edition of Education Research (2009) the story itself is the outcome of narrative analysis. The culmination of my research, the participant's narratives, is presented in the next chapter.

Chapter 4: Emotional Portraits

In this chapter I present my participants' narratives which were constructed using Clandinin and Connelly's (2000) three dimensional narrative space tables which is based upon Dewey's (1938) philosophy of experience.

Justice

My name is Justice. I am an experienced teacher. Growing up, I had two teachers that really made an impact on me—my Kindergarten teacher and one of my 9th grade teachers. My kindergarten teacher was so kind. I don't really remember anything she taught me but I remember her kindness. It's funny how I remember my feelings but not much else. My 9th grade teacher was great. He was bald and had big beautiful brown eyes. Okay... Maybe I had a little crush on him. What I remember most about him is that he was fair. I value fairness. When asked to describe myself as a teacher, I guess I would have to say that I have a savior's complex. I want to save everyone. I'm not Jesus, but I just feel like I want to be helpful. I care so much... when you care it puts you in the position of taking it all home with you.

My school is big on athletics, but we are slowly reaching out to academics. We had our first real academic pep rally. Thing is only AP and Pre-AP students and teachers were allowed to attend. I thought to myself, why not invite everyone? Let them all have bigger dreams. The school is kind of like that. You know some days teachers act like its awful. Then other days it's great. Guess it just depends on what teachers you come across. Maybe this has to do with teachers not being celebrated on campus. Before, we used to have luncheons, but because of the budget we don't get much of anything. During teacher appreciation week, the school encourages students to write letters to their teachers. That means something to me.

As for my colleagues, I don't trust them. I just don't see them as family. Even in my own department, I work with the least social people. We never eat lunch together nor have parties. It would be nice to do those things together. It would show me that they are human. When I am in my teaching

zone, I am who I really am. The person that my students see is the same person my family sees. But when I get around my colleagues in a meeting then I'm a different person. I'm fake with my colleagues and administration. They're fake—so I play into it—it's like a game. You don't show me your real authentic self then I'm not going to show you who I am. It's all fake, it's not real. I just don't trust them.

One time I told a colleague something in confidence, and that person ended up telling administration. I just wanted my colleague to listen. I just needed an ear. I got so upset I yelled at him. I wanted him to know that I was pissed off. Everything I've ever said to him ends up the same way. So now, I just keep everything on the surface. I do that with most people at school. One time I went to make copies and met up with a colleague. We only had a few words but I would have rather not had any. I never will feel at ease with her. I'm happy to see her face was fabricated. I see her as fake so what do I do when I'm around her? I become fake as well. Life would be sweet if we could really share what we were feeling—the good, the bad, and the ugly.

Same goes for administration. They send a lot of mixed signals. The only administrator that I have a good rapport with is the one that most people don't like. Most people I hear from have had horrible experiences with this administrator. While that might be true for some, this person has done some really caring things that aren't talked about, but that I have seen. This doesn't mean that I would completely open up to this person. Like I said, I don't trust most people at school. One time I sent a student to the office because she was in violation of the dress code. The administrator called me on the phone and told me that the student was being sent back. This administrator said that there was nothing wrong with what the student was wearing. I wanted to scream. I was so angry because I felt like I wasn't being backed up. If admin wants me to address the dress code then they need to do what they need to do. I still feel angry but who do I tell? Will anyone in admin back me up? Maybe I should just

ignore the dress code. If I could speak freely, I would tell admin that I'm emotionally tired of the same old thing.

Although I do occasionally show emotion, I try not to show too much. I think the reason people don't really show true emotion is—well it's like this, if they're fake, putting on a fake show and here you come being real... what are they going to do with that? I think the only place in this building where teachers feel comfortable to talk and let out stress is in the copy room. They talk to the copy lady. I think she might be a soft place for them to fall. I guess since she's not part of the forest, it's okay for all the trees to go in and talk. I talk sometimes, but I've found that writing in my journal helps. This emotional journal may be a good thing because I have never really thought about my emotions on this level. It's eye opening.

Mark

My name is Mark. Trying to define myself as a teacher is difficult—in fact, when I talk about I'm either overly critical or way too kind. I'm certainly understanding. I can be quite the softy when it comes to students who have tough home lives. I'm disorganized, I know it, but there's a method to my madness. I think you should be able to reach your students regardless if you have nothing in common with them. There are way too many teachers that try to be all buddy-buddy with their students. The kids want to hang out in their classrooms all the time—that doesn't mean you're effective, it just means you're cool. I think teachers should be mentors, not the preacher on the stage, but the sage on the side. You just have to be patient, and put up with a lot of things, whether it's the red tape of the education system or high school students' apathy. Speaking of teenage apathy, I was definitely not an "A" student growing up. The teachers I remember were the ones that pushed me, hell, they had to push me. They inspired me to think critically and not take things at face value. There was one teacher in particular, bar none, was the best teacher I ever had. She didn't have any tricks up her sleeves. She was passionate about teaching and didn't take shit from anyone—an example to live by.

The campus that I have been working at for the past few years is rather traditional. We, as a faculty, are expected to be respectful of all cultures, all walks of life. There's a certain level of "acceptance," but at the same time I don't think that certain members of our school community would feel real comfortable having a group on campus comprised of... let's just say Atheists or another religion that is not "Christian." I thought it was crazy that there would be a teacher that was so blatantly biased towards Christianity in the classroom—to the point that there are spiritual messages covering the walls of the room and spilling out into the hallway. I thought it was a bit much. I was surprised that it was so accepted on a public school campus. This speaks volumes as to the culture of the school when that's allowed to the extent that it is.

This is going to sound conspiratorial, but there's a group of people, spread throughout the campus, that control who gets what classes; whose classes get filled; who gets summer school. It comes from top down. They're in tight with each other. If you're not part of that group of administrators and teachers, you're pushed by the wayside. At the same time with any bureaucracy you'll run into that. Those who have the power hold on to it tight, and those who do not do their job and go home at the end of the day. I mean it's a tongue and cheek way of looking at it.

As for my rapport with my colleagues, I guess you could say that I'm the sarcastic one. I complain. It's venting and my colleagues know I'm venting. They also know I like what I do. It's "mostly" friendly, I stress the mostly part because there are some teachers that if your not part of the circle they won't invite you in. A lot of teachers don't associate with people outside of their department because if you are not directly working with them... they don't care. It kind of eliminates a sense of community—as opposed to we're all in this to help each other. I am friendly to everybody even if I don't like them. Especially if they're new, I want to make sure they're not up against the same roadblocks that I was a new teacher. If there's a new teacher and let's just say that they are spending all of their lunch time sitting in their classroom that's not healthy. They are going to burn out quick,

especially if they don't feel like part of the department, which easily happens. Many teachers see this as a rite of passage. I don't. I think they burn out because they don't feel appreciated and the statistics are indeed against them. If you pass that 5 year mark, teachers look at you differently. They don't just think of you as some novice but look at you as a colleague. I don't think it is intentional. I just think that is the nature of the beast. I don't fault those veteran teachers. It's hard to invest time and effort into someone who might not be there in the near future. Teaching is a hard enough job. Needless to say, there are very few people I work with that I consider true friends.

Out of desire to seem like we know what we are doing, many teachers don't ask for help. As a new teacher, if you don't look like you know what you are doing they're going to think you're an idiot. I think males probably have harder time with this because we are expected to be in control all the time. We're not supposed to show insecurities. I do believe there are some inherent gender biases in the profession. For instance, I was asked to help teach a specific grade level and the justification was that they needed a male presence. They needed structure. As if women cannot provide the same stability, management, and structure? Obvious gender bias. Another example, some women who are grumpy, and there's nothing wrong with that, are considered the bitch of the department. If you're a man and you are grumpy, you're just tough. There's a lot of sexual stereotyping.

My rapport with administration is descent. Honestly, we're expected to do our jobs and not cause any problems. If we cause problems, we get bad schedules. We're not supposed to rock the boat. You can tell if an administrator likes you. It's very obvious that there are favorites, but you'll run into that with any job. It's just part of the game.

In this profession you're expected to smile despite your true feelings. Emotion is often seen as a sign of weakness. I don't think anyone would feel very comfortable seeing a colleague cry. I think frustration and anger are much more acceptable. Teachers display a lot of dissatisfaction. There needs to be room to complain because if you bottle it up you'll burn out. I would never show emotion with

administration. They say they won't hold your anger or emotion against you but I'm not too sure about that. Being too emotional just makes people feel uncomfortable and that's in any social environment. It's almost like they want you to be emotionless. If you're a male and too sympathetic, emotional, too involved... red flags start to go up. I could care less if my colleagues or administrators like me. I'm not too concerned about that. I would rather be respected. You don't have to like someone to respect them. You should always treat people with respect... just because you don't respect them doesn't mean you are allowed to treat them like dirt.

Recently a there was a big push in the district—we are all customers and so we need to be experts in customer service. As far as interpersonal communication, the problem is that so many people don't know how to do it. Even if administration sent us to training, if you don't think it is valuable, you're not going to apply it. Nobody wants to hear that they don't know how to talk to people that they don't know how to socialize. More often than not, people make whatever they are being told fit their personality. "Oh, I already do that so I'm good." Then they turn off the rest of the lecture or presentation. However, they are first in line to place their signature on the sign-in sheet and get credit for the day, yet they learned nothing. Never once have I received any sort of emotional intelligence training that acknowledged that teachers are human. We're adults so we're expected to know how to talk to each other and because of that schools don't focus on it.

I also don't think teacher morale is a high priority. Unless you're a coach and your team does well there are no real accolades. Aside from voting for teacher on the year, I don't really see it. There's also no school-wide stress relief. A Christmas party, where teachers can cut loose... I think that would do wonders for morale. Just like there's not friendly staff development it is always about policy; people want to feel important... something to think about.

Santa Fe

My name is Santa Fe. I am a veteran teacher. Contrary to what my administrators think, I care a lot about my students. Sometimes I feel like I care too much. It's just so frustrating because I find myself putting so much effort into trying to teach these kids, but then I'm told that I need to be more caring. It's an unsettling feeling. What exactly do they mean? Does it mean "just pass them?" I'm not going to do that. My class isn't easy, but I'm trying to prepare these kids for a life beyond high school. You know, administrators should teach a class once a week. I think it would give them some much needed perspective—keep them in touch with reality. Just seems like I'm constantly questioning myself—what I did wrong when the kids just don't get it. See, I know what it's like to have really bad teachers, and frankly I'm not one of them. One teacher paddled me everyday— a mean old bird. One just sat behind a desk and taught us nothing. He wasn't mean or rude. He just sat their filling space.

My school, in comparison to other high schools in El Paso, is pretty high achieving. We are definitely not low-performing. Personally I feel like there is too much emphasis placed on standardized tests. For example, everyone is going crazy over the new STAAR test, and because of that the stress level is high. The school, just like the district, is all about numbers. I think that is part of the reason why my school is not very democratic. Power is centered on these few select people—all friends. These people may act like they are listening to issues or your ideas—but they're not. It would be nice to be able to express how I really feel to the people that can make a difference, the people that hold the power, but you can't because they will hold it against you. If they feel threatened by you—you are going to get picked on. I think loyalty means more to them than being a good teacher. I think they overlook a lot of things if you kiss their asses.

One thing every work place needs a place for people to congregate, maybe not all at once, but a place where they can go and shoot the bull. You know where that place is at my school... the copy room. Sometimes I go in there during my prep period and end up spending all 90 minutes just talking.

We talk about anything, work related or not. Problem is there are no outlets at school for stress. Well at least none to my knowledge. I think if there is, they are self-constructed, like teachers seeking out other teachers. I used to talk a lot to some of my colleagues, but their classrooms have changed so I don't see them as often. These are the teachers I consider friends. I feel like we can say whatever we want around each other; however, these teachers are few and far between. The other group, the select group, I feel like I have to be very careful about what I say because I have said a few things in the past that have come back to haunt me. It's unfortunate because I think it can be beneficial to show your true emotions. So many of us go around saying that we are having a great day and it just isn't so. We go around pretending.

As for my rapport with administration, I'm not real sure where I stand. I would say that with one administrator it's pretty bad. The other three, I guess it's good. There's not a lot of communication. I had a bad start to my school year. My schedule changed and I was stuck with classes that I had no idea I would be teaching. I tried not to let my negativity influence my students that wouldn't be professional. I just wish they would have given me a head's up. Let me better prepare for the school year. Another thing is getting hit with walkthroughs. Walkthroughs don't really bother me, but the inconsistency does. Sometimes they are often, other times—no walkthroughs. One administrator comes in, sits down, and stays for a while. Another one comes in and just stands at the door for a few seconds and then leaves. Most of the time, I don't take any thing positive or constructive from those walkthroughs. How can an administrator make a judgment call on a 30 second walkthrough? We're constantly told that these walkthroughs don't count for anything. If they don't count for anything—why are they doing them? I think it is bull.

I feel like I don't have a say in the matter. I don't have a voice. People have to be able to display their emotions. I tell my student we are not islands. We're not isolated. We all have to come together. Displaying emotion can be good. I may display a bit of anger at times. I try to keep it as level

as possible. I try to not show too much emotion one way or the other. You can't be too negative. What I mean is someone who is always complaining. After a while people just close off and think... here comes the complainer again. I would say that I mask my emotion on a daily basis. Sometimes I wonder if I am the only one—living the big fabrication that everything is great. With the exception of a few of my friends at school, most people don't really know me.

Sanchez

My name is Sanchez. I'm relatively new to the teaching profession. I would like to think of myself as a teacher who is challenging. I think it is crucial to prepare kids for competition in the 21st Century. When I was a kid I used to play football. I was the smallest guy on the team. My coach didn't care. He made me tackle guys regardless of their size. He could have used my size as crutch, but he didn't. He pushed me, and because he pushed me I was determined to perform at my best. So that's the way I approach teaching. I think we have this victim mentality in America—all these sob stories... but eventually you have to say so what! The real world isn't going to make any accommodations for you and that's what I tell my students.

From what I hear this school used to be the place to be. I feel like it is slowly fading and on the verge on disintegration. Schools are like products. They have a life cycle. That's why we need to be creative and look at it from a business perspective. Take for example baking soda, at first people used it to bake, but most people don't bake often. SO they reinvented the product—you can use it to brush your teeth. You can use it to remove odor from your refrigerator. The school just needs to reinvent itself. It's sad because the school is not that old. Unfortunately, it is a pretty negative energy around the campus, but everyone on the surface is like "everything is so positive!" I saw this teacher at a football game and it was like "You're here! Time to vent!" Complaining gets old real quick. One of the major reasons why people quit jobs—it's not because of pay—people always think it's about money. It's due to lack of recognition. I just don't think administration appreciates their teachers. If you're a good teacher, they leave you alone. If you're bad they check up on you.

Just like any high school in El Paso, this school has a typical structure: principal, assistant principals, department chairs, and teachers. My rapport with administration is actually good. They've been good to me and I really have no complaints. I think this is due to the fact that I have given very little resistance to anything they want me to do. I think being known as the "flexible" teacher is a good thing. Actually, yes, it is a good thing. The more I think about it the more I realize if I were an administrator I would like the same type of flexibility. As for my rapport with colleagues-- I am loner by choice. I guess I feel like I know what I'm doing. So let me do my thing and you do yours. Things have started to change though. There's another teacher on campus that has become kind of like my first real friend and through him I have met others. It's nice. One day we decided to go and have a burger for lunch. Other teachers joined us. It was definitely an element I wasn't expecting, but I rather enjoyed.

I think people get a general sense of who I am, but unless they enter my classroom they will never really know. I think they see me as the guy who never complains, always smiling, kind of cool with everything. One day I wasn't smiling and a teacher was like "You're not smiling?" I guess I'm a pretty happy person. You had asked me how I felt about displaying emotion. I think in general it can be good thing. People have to know that you love them. It shows you're real. I can't lie. I really think that you should really try to display positive emotions. It's kind of like this; do I want someone to "dump" a bunch of negativity on me? So I don't dump on others. Complaining can be a real problem. Some teachers complain for the sake of complaining. If you're upset because you had a long day... sorry that's your job. Like this time when I was sitting in the teachers lounge and this teacher just came in and dumped on everyone in the room. People that complain for more than 2 seconds... honestly I just zone out. She became background music to me. Everyone felt dejected after that. I try not to be completely affected by those around me.

Let me clarify something, I'm not saying that it's not okay to be upset. It is okay to get angry from time to time. Anger can be positive if it addresses a problem or injustice in the school. Example, a teacher was pissed off about the student parking situation. At first, I was thinking, oh no I am sensing anger, but it was anger due to the lack of campus policy being enforced, which I thought was an issue that needed to be addressed—it was good that she was emotionally charged. She's not just complaining. Eventually this issue was taken to the Campus Improvement Team. The democratic process on campus is pretty weak. The issue was addressed by administration, but needless to say, nothing has been done about the student parking situation.

Personally, I don't really share my emotions with others because I feel like I am being whiney. If the situation at hand doesn't affect the kids... then my complaints are not legitimate. I think displaying emotion with administration is a whole other story. It should be okay, but I guess currently, it is not as easy to do. I could see why someone would struggle to show emotion in front of an administrator. The way I see it, as long as it is legitimate, and not just complaining, I don't see why not. I think most of the time people mask their real emotions with administrators. I'm guilty of doing it. At the start of the year when classes were being created, I figured since they were going to open up a new course, why couldn't they just open up a particular course that I wanted to teach? They said no, no, no, no! And of course I asked why, why, why? In my mind I was a little upset, but I just smiled and said thanks.

I recently had a parent -teacher conference with an administrator and to my surprise it was very successful. They backed me up. Honestly, it felt pretty awesome. I'm just not scared of administration. I think some people fear losing their jobs, but I don't. I know I can get another job and because of this... I don't teach with fear.

When it comes to adversity I think you can tell those who are the true professionals. You should be able to keep your head. People can scream and you are able to keep your cool. I think if someone

has never experienced adversity at school they might feel all flustered and take things personal. So they might act out and act disrespectful. It is important to keep a level head. Be the grown up. From my recollection, the entire time I've been on campus, we've never had any sort of interpersonal skills or adversity training. Last summer I went to see Harry Wong and his wife. I did it to fulfill professional development hours. I definitely think there should be training on interpersonal skills, especially when you are working at a school—it's all about relationships with students and colleagues.

Mrs. Josh

My name is Mrs. Josh. I guess you could say that I am a seasoned teacher. When it comes to teaching, I don't think knowing your content or curriculum is as important as knowing your students. You have to build rapport. I try my best to be dynamic, but ultimately my students are the best “deciders” on whether or not I am a good teacher. One thing I can say is that I feel like I do make a difference. I've had plenty of bad teachers growing up— professors on their soapboxes and some that were just plain mean. So I think I have a pretty good sense as to what kind of teacher I will never be.

I've been on this campus for a while, and truly believe that this school is creating a tradition of excellence. We are proud of our school. I think people are happy to be here. Unfortunately, within the past year or so, the atmosphere was turning a bit negative, but I feel like this had more to do with the impending district economic issues. The mentality was like “Be happy you have a job!” I think, for the most part, this was coming from Central Office, and not necessarily our administration. Despite these brief moments of negativity, I feel like the overall morale is good. Here's the thing though, I make a conscious effort to surround myself with positive people. So for the most part, the atmosphere is very positive. There are people that tend to be a little more negative than I am. Frankly, that is not who I choose to associate with when I do very rarely associate with other people.

I do feel like the school could do more to recognize teachers' successes on campus. Honestly, it seems to come and go. There's a lot of inconsistency. I've seen a couple of teacher of the month

banners in the halls, although I'm not real sure what that means. There are some organizations, like Student Council, that try to recognize, but once again it is inconsistent. You know – It's October and I haven't seen it done this year. I have noticed that at faculty meetings they will honor service award recipients. Occasionally they give kudos to specific departments. But here again, some departments that have excelled or exceed expectations go unrecognized because... it's kind of like certain departments can't be rewarded because that would make everyone else feel bad. I think sometimes the administration has to deal with a kind of political correctness.

The way the campus is structured... I feel like we lean towards an egalitarian approach. It's kind of a shared thing. The principal is in charge and there should be no doubt that she is in charge. She's the boss. Then there are the assistant principals. There are shared responsibilities and shared power. Like if we are told in a faculty meeting that we are having a problem with dress code. We need to work together. There are only three assistant principals, and they can't see every dress code violation. If we work together as teachers, it's kind of a shared responsibility, and I do believe that. We also have the Campus Improvement Team which allows teachers to have a voice. The principal is not a dictator and she doesn't come in and say this is what I want people to approve. She takes into consideration people's ideas and we vote on things. It's a committee situation. We sometimes look at the principal and ask what she thinks is best just because she is a lot more familiar with some of the issues than the CIT is. But for the most part we vote on everything.

My rapport with administration is good. I stay out of trouble, do my job... I do what I am supposed to do. I may not like everything that goes on, but I comply. It's not like they are asking for my kidney! I take my job very seriously. I'm mindful that this is not just my job, but my life! I'm just being honest, not trying to be corny, I believe in my heart of hearts that this is what God wanted me to do.

I also have a good rapport with my colleagues. However, I think because I have a good rapport with administration, I feel like there are some people that think I'm a snitch, but I'm not. I feel like they also think that I get preferential treatment. I guess you can say, because of that, I am a bit guarded. I've learned to keep to myself. I'm not exclusionary. It's kind of a self-imposed isolation—I just feel most comfortable in my own classroom. I'd rather not get involved in the politics and gossip.

There are some individuals on campus I do consider friends. So I am really not afraid to talk and show emotion with them. However, there's an appropriate time and place to display emotion. When you come to work, they are paying you to perform. For instances, if you are having a bad day, I don't recommend going into your administrator's office. I do feel like there are these "unwritten rules" in education. For example, you don't point people out, and you never make it seem like it is us against them. I think emotion has a lot to do with situation. It's like you have to read your crowd. Like I said, there's a time and place for everything.

One time at a faculty meeting, I said something about an issue at school and was not expecting to be applauded. Then I thought, oh dang, I'm a rebel rouser. I didn't want to cause trouble. I was kind of afraid that the administration would think I was trying to incite the crowd. You know, when I was on my probationary contract (3 years)—I said nothing! I joked with people and said, "My fourth year is coming!" I think the more years of service under your belt, the more guts and credibility you have. Then again, it's just one of those things—you don't want to get labeled as a troublemaker. You know... the kind of labeling that can go on. I feel like if I have a complaint—I need to be professional about it. There is an appropriate way to voice it and an inappropriate way to do so. I'll be honest, some thought in the past that if you said something to a certain administrator you would end up with a certain schedule... or things might happen to your schedule. I don't personally feel like that administrator would do that, but its kind of one of those things like "why risk it."

Bottom line, as humans we want to feel accepted. No one likes to have the feeling that they are not liked by somebody. That is just kind of an unsettling feeling. If you do this job because you want to be liked you are in the wrong profession. I would rather be respected than liked. If I am liked it is almost like a popularity contest. If I am respected-- someone might not agree with what I have to say but they can acknowledge the fact that I'm motivated and I'm trying to doing what is best for kids. If I was going to give any advice to a new teacher it would be have realistic expectations. You're not superhuman. You don't have to be perfect.

Chapter 5: Conclusion

Although there were basic commonalities amongst the participants' stories presented in Chapter 4, these commonalities cannot be used to make vast generalizations about these teachers or the profession. Each unique experience carries with it the nucleus from which their stories were born. Therefore, what may seem as common, in fact, is very different due to the exclusive nature of the circumstance and individual perceptions involving emotion felt and communicated. Context and situation are critical in understanding teacher perceptions of emotion and the roles that their emotions play at school. Lawrence-Lightfoot and Davis (1997) argue that context is used to understand and interpret the experiences of people within their setting. The connective element that each thread has within narrative inquiry research, allows for individual experiences to become part of a larger portrait that gives the reader a more holistic view, the broader context, of the role emotion plays at school with teachers, their peers, and administration.

Therefore, the presented theories from Chapter 2 are not meant as a means to structure or create a framework for my text, but rather as part of a "conversation between theory and life" (Clandinin and Connelly, 2000, p.41). Each thread, the connects the participants experiences, was not used as a set of themes, categories, or method of grouping, but rather to highlight the relation amongst narratives while still maintaining the context from which each connective thread came to fruition. Clandinin and Connelly (2000) contend in their work *Narrative Inquiry*, people are never objects set in isolated theoretical categories. They are multifaceted and intricate living in storied lives.

The narrative threads presented are embedded in each teacher's experience and are interwoven in my research questions: How do teachers' perceive their ability to express emotion with colleagues and administrators? What role do power relations within the educational institution play in these perceptions? How are certain aspects of teacher's experiences and emotional expression at school

emotional labor? How does emotional expression and emotional labor influence the formation of teacher identity?

Discussion of the Threads

Research Question1: Perception of Ability to Express Emotion

Trust.

All of the participants discussed their qualms about expressing emotion at school. For Justice, Santa Fe, and Mrs. Josh, their ability to express emotion stemmed from their inability to trust people at school. Trust is vital in creating an amiable and positive school climate. Hargreaves (2002) argues that teachers' professional trust is a product of the social bonds created at school. Justice's distrust of her male colleague came from his lack of confidentiality. Although she believed it difficult to express emotion at school, in the event that her colleague betrayed her confidence, she did not hesitate to express anger. She asserted that "she wanted him to know that she was pissed off." She displayed this anger by yelling at him. In this instance Justice wanted her colleague to know what she was truly feeling. By breaking her trust, this reaffirmed her feelings of distrust for others. According to Hargreaves (2002), when teachers experience betrayal, they are likely to become withdrawn and avoid interactions with those individuals they experienced the betrayal with.

Santa Fe, on the other hand, distrusted administration and colleagues he believed to have close ties to administration. Due to his feelings of being surveilled, he felt his intentions were being put into question. According to Kelchtermans, (2005) teachers often feel vulnerable when they have experiences that question their professional identity and integrity. Like Justice and Santa Fe, Mrs. Josh felt at times distrustful of people. Her reasons for this distrust, however, are a product of her own mixed emotions on how people at school perceive her. She believed that some of her colleagues harbored resentment because they perceived her as having a friendship with certain administrators, which allowed her to reap benefits that were not offered to others. Harris and Anthony (2001) express in their study of teacher

collegiality and professional development that teachers need to build relationships that are founded on trust and mutual respect in order to feel comfortable sharing information about themselves in the context of their work.

New teacher vs. experienced teacher.

Another thread that revealed itself in the narratives was the notion of “new teacher” versus “experienced teacher.” This was not something that I had initially considered when examining the field texts and final narratives. Mark discussed at length how new teachers are often viewed as outsiders and their feelings are not given much credence because of their status. He did not want others to experience the same obstacles and “rites of passage” that he perceived others felt were necessary. Mark viewed this as counterproductive to the idea of community and being “in it together.” Tickle (1991) argues that the experience of teachers as they make their passage from neophyte to Teacher with a capital T was spurred by their deliberate monitoring and mindfulness of their judgment and actions with others.

This differs from Mrs. Josh’s perceptions of years of service. She explicitly remarked how she felt more at ease to voice her opinion after her probationary contract had been met. In her example of the faculty meeting, Mrs. Josh felt confident in expressing her views even though administration might view it as inciting the crowd. She considered her words to carry more weight and credibility with her colleagues because of her years of experience.

Emotional climate.

All of the participants discussed teacher morale and the overall school climate. Many of the participants mentioned the fact that the status of the school’s emotional climate was dependent upon who you asked at the time. Examples of how the emotional climate was dependent on personal perceptions are illustrated in Justice’s statement “some days teachers act like it is awful. Then other days it’s great;” and Mrs. Josh’s address of the negative school climate as being tied to impending district economic issues. These references relate to Clandinin and Connelly (2000) and Dewey’s (1938) idea

that feelings cannot be separated from experience. How each person experienced their interactions with others at school helped to shape their either positive or negative feelings about the school climate.

Research Question 2: Power Relations and Perceptions of Expressing Emotion

The perception of self within the school's power structure gave way to a wide variety of feelings. All of the participants described their relationship with administration and their sentiment that is not easy for some to fully divulge what they were truly feeling with those that hold power. The way each participant envisioned the make up of the school's power structure and their direct experiences with administration shed light on this matter.

The oligarchy.

Santa Fe and Mark both mention that that the believed power was centered around a few and how these few influenced the dynamics and interworking of the school. Mark specifically referred to the make-up of the school's power structure as "conspiratorial" He believed that this power resonated from top down. When one expressed emotions that are seen as problematic there were consequences such as "bad schedules." According to Stone, Horejs, and Lomas (2012)," historically schools have been hierarchical, bureaucratic, top down organizations that do not encourage teacher leadership" (p.50). Santa Fe's experiences with administration also lead him to believe that power is centered on a few people as well. Seeing himself outside of this inner circle provoked unsettling feelings about his place within the school. This was the cause of much frustration and stress in his day to day work.

Flexibility.

Both Sanchez and Mrs. Josh had a more favorable view of administration on campus. This was in part due to their perception of the self as flexible. Nevertheless, they did acknowledge that it might be difficult for some to express emotion with administration at school. Sanchez specifically used the term "flexible" to explain why he had a positive working relationship with administration. Sanchez viewed the power structure at school as typical of any public high school in the city. There were no real

problems he came across in his dealings with administration because he never hesitated to do what was asked of him. He stated that he did not fear any reprisal from administration and because of this he did not work in fear. He made it a point to state that he could easily find another job if need be. He admitted that it might not be easy for some to display emotion. This, however, had to do with the part that legitimacy played for him in the display of emotion at school. Expression of emotion was dependent upon the function it played in relation to student support and needs.

Although Mrs. Josh didn't specifically use the word "flexibility" she did mention that she would comply with administrations requests because "it's not like they are asking for my kidney!" She believed that everyone on her campus was given the opportunity to participate and share in work. She noted that the principal was not a dictator and that voting was key in policy making at school. She felt that emotion was not always easy for both her peers and administration to express. She noted that administration had to maintain a certain "political correctness." With this said, there were specific administrators she did not want to risk showing emotion to. She had heard from others on campus that a certain administrator, when in disagreement, possibly changed people's schedules.

Research Question 3: Emotional Labor

Surface acting.

All of the participants gave specific instances of their use of emotional labor as defined by Hochschild (1983) with other adults (i.e. faculty, staff, and administration) at school. Brotheridge and Grandey (2002) assert that surface acting deals with individual's modifying and controlling their emotions which lead to inauthentic interactions. Justice was part of this larger "game" she believed was occurring at school. Since she considered most people at school as fake she did not believe it necessary to exhibit what she considered authentic emotion with others.

The use of emotional labor at school for Santa Fe is a means of getting through the day. He used words such as "fabrication" and "pretending" in regards to his relations with others. He wondered if

others felt like he did, and if they too are fabricating positive emotion to disguise what they are really feeling. By maintaining that everything is “okay” on the outside, Santa Fe engaged in surface acting.

Excessive emotion was a problem for Mark. He expressed how emotion can be uncomfortable for people. This discomfort was in any social situation and was not restricted to only school. Always smiling, a form of surface acting, is what Mark believes is desired by those who hold power at school. If not smiling, then becoming “emotionless” is the next best option. Over time, surface acting can lead to depersonalized relationships and feelings of detachment (Brotheridge & Grandey, 2002; Hochschild, 1983).

Emotional display rules.

The statement Mrs. Josh made in reference to unwritten rules school at was one of particular interest to me. These rules were not displayed or mandated, yet she felt people knew what these rules were, or at least she did. Hochschild (1983) refers to these rules as “feeling rules.” These rules were used to define appropriate and inappropriate emotional display with others on campus. Mrs. Josh explains that teachers are not to point fingers and never make it seem like it is us (teachers) against them (administration). Zembylas (2002) contends that it is difficult to point out emotional rules at school because they are often given the guise of teacher ethical codes or considered as techniques with regards to professionalism.

Professionalism

Zembylas (2002) stated in “Structures of Feeling in Curriculum and Teaching: Theorizing the Emotional Rules,” that professionalism encompasses a skill set that teachers use to interact with others at school and that these professional skills are ultimately emotional labor. Professionalism for Sanchez and Santa Fe was being able to manage emotion and “keep a level head” in difficult situations. Justice makes mention of attempting to not show too much emotion at school, and Mrs. Josh believed as a professional there is always and appropriate time and place to exhibit emotion.

Research Question 4: Influence on Identity

Although each participant's professional identity differs, all of the participants seemed to be influenced by the emotional dealings they experienced on campus. Their ability to express emotion or lack thereof helped shape their perceptions of self within their school. In Day and Leitch's (2001) inquiry into the role emotion plays in teacher's lives, they found that professional identity is affected by the emotional and social contexts of school. In Justice's narrative, the impression that she has of people at school as "fake" influenced her creation of a professional identity that was in tune with what she believed other were doing. Previous research (Kerby, 1991; Lasky, 2005; Sutherland et. al, 2010) suggests that lived experience and emotion are factors that professional identity make up entails.

Verisimilitude

When participating in narrative inquiry one must look through a lens that differs from other research approaches. Narrative inquiry researchers (Clandinin & Connelly, 2000; Creswell & Miller, 2000; Polkinghorne, 1997, 1988; Riessman, 1993; Van Maanen, 1988), agree that other criteria, besides validity and generalizability, are needed in order to evaluate narratives. Verisimilitude is one approach that helps with this evaluation. Versimilar as defined by *Merriam-Webster's Collegiate Dictionary* (1999) is having the appearance of truth or depicting realism. Creswell and Miller (2000) contend that verisimilitude establishes credibility with the reader because it allows them to transport themselves into situations that produce feelings they could possibly experience. In terms of this study, verisimilitude would be a good approach for evaluation. In reading my participants' narratives, the audience is invited to place themselves within the context of these emotional experiences and judge for themselves whether they can relate these experiences to their own lives.

Limitations

This study had a number of limitations. Since this study examines teachers' perceptions of emotion and emotional labor in relation to their experiences at school with their colleagues and administration, we have to assume that their stories were truthful and were not fictitious accounts of their feelings and happenings on their campus. In her discussion of the Personal Narrative Groups in her book *Narrative Analysis*, Riessman (1993) contends that when people talk about their lives, sometimes they lie or become confused, therefore we can only understand them through interpretations. To address this limitation in my study, I tried to build sincere relationships where the participants were encouraged to speak freely and honestly. The participants' choice of words and topics they were willing to discuss exhibit a level of comfort that was established through our relationship.

Another limitation was time. A longer duration of time for the study might have reflected changes in teachers' perceptions as the year progressed. It would have also allowed for other methods of data collection such as observations to be collected. However, the data that was collected was substantial and rich with description.

Finally, some of the participants were eager to write in the emotional journals and the amount of data collected is indicative of this. However, two of my participants shared very little as they felt that writing in the journal became an arduous task in relation to their duties as educators. One specifically noted that writing in the journal was too time-consuming. Therefore, these two journals lacked extensive accounts about feelings and interactions with their peers. However, the journal entries that were submitted, although short, did have substance. In addition, the participants gave little feedback in the negotiation of their narratives. Each participant read their interim text, the final product, and gave their approval, but did not add additional feelings or perceptions to their stories.

Future Research

Teaching requires more than knowledge of pedagogy, content area expertise, and professional code of conduct. It requires significant affective practice with others at school. This entails not only the awareness and regulation of one's own emotions but the awareness and negotiation of other's emotions as well. Zembylas and Schutz (2009) stress that the emotional labor of teaching is quite different from other service industry professions in that teachers work with same people everyday. Therefore it is imperative that emotional labor in schools continue to be the object of future studies.

The narrative inquiry process provided an avenue to showcase my participants' stories of experiences dealing with emotional expression, emotional labor, and the influence this has on their professional identity. In O'Conner's (2008) "You Choose to Care: Teachers, Emotions and Professional Identity," she advocates for the examination of the personal nature of teaching that is a contributing factor in teachers professional identity. The teachers in this inquiry discussed how their emotional practice at school directly affected their work and how they interpreted their role at school.

Despite the lack of systematic understanding of teachers' emotions (Hargreaves, 2001; Nias, 1996; van den Berg, 2002; van Veen et. al, 2005), these stories of lived experiences help to address the affective practice of teachers at this particular school in the Southwestern School District with their colleagues and administrators. In bringing these teachers' stories to the forefront of the discourse on emotionality at school, others will gain a better understanding of teachers emotions and the importance that context plays in this type of investigation.

In listening to my participants' stories and constructing their final narratives, I formulated new questions and ideas for future research. The participants discussed their relationships with their administration on their campus. This sheds light on their experiences as teachers; however, the administrator's perceptions were not presented. Further research into emotional perceptions of

administrators would aid others in understanding their work and experiences as leaders in dealing with teachers, staff, and their superiors.

Another possible endeavor utilizing narrative would be to conduct a study using portraiture as the method (Lawrence-Lighfoot and Davis, 1997) to examine an entire school. This would include the lived experiences and voices of often marginalized groups such as clerical and custodial staff. Using this method would help to paint a picture of all the individuals with an investment in the school community and would better reflect the overall school's emotional climate.

Such possibilities for future research would embrace the co-inquiry method and attention to reflexivity that narrative inquiry entails. The principal goal of this project was to examine teachers' perceptions of their ability to express emotions with others at school. These emotional responses that the participants expressed or kept concealed were one of many factors that helped shape their professional identity. The collaborative element throughout my narrative inquiry process resulted in rich stories of lived experience that add to the scholarly discourse concerning teachers' emotional lives within education.

References

- Ashford, B.E., & Humphrey, R.H. (1993). Emotional labor in service roles: The influence of identity. *Academy of Management Review*, 18, 88-115.
- Assuncao Flores, M. & Day, C. (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study. *Teaching and Teacher Education* 22 (2006), 219–232.
- Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teacher and Teacher Education*, 20, 107-128.
- Brotheridge, C.M. & Grandey, A.A. (2002). Emotional labor and burnout: Comparing two perspectives of "people work." *Journal of Vocational Behavior*, 60, 17–39.
- Clandinin, D.J. & Connelly, M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, CA: Jossey-Bass Inc.
- Clandinin, D.J. & Connelly, M. (1989). Narrative and stories in practice and research. Retrieved from ERIC database.
- Connelly, M. & Clandinin, D.J. (2006). Narrative inquiry. In J. Green, G. Camilli & P. Elmore (Eds.), *Handbook of Complementary methods in educational research*. Mahwah, NJ: Lawrence Erlbaum.
- Connelly, M. & Clandinin, D.J. (1990). Stories of experience and narrative inquiry. *Educational Research*, 19(5), 2-14.
- Cole, A.L. & Knowles, J.G. (2001). *Lives in context: The art of life history research*. California: Alta Mira Press.
- Copp, M. (1998). When emotion is doomed to fail: Ideological and structural constraints on emotion management. *Symbolic Interaction*, 21,299–328.
- Craig, C.J. & Huber, J. (2007). Relational reverberations: Shaping and reshaping narrative inquiries in the midst of storied lives. In Clandinin, D.J.(2007), *Handbook of narrative inquiry*. Thousand Oaks, CA: Sage.
- Creswell J & Miller D. (2000) Determining Validity in Qualitative Inquiry. *Theory Into Practice* 39(3), 124.
- Darby, A. (2008). Teachers' emotions in reconstruction of professional self-understanding. *Teaching and Teacher Education*, 24, 1160-1172.
- Day, C. & Leitch, R. (2001). Teachers' and teacher educators' lives: the role of emotion. *Teacher and Teacher Education*, 17, 403-411.
- Dewey, J. (1938). *Experience and Education*. New York: Collier Books.

- Dewey, J. (1934). *Art as Experience*. Tom Rivers, NJ: Capricorn Books.
- Frijda, N. H., & Mesquita, B. (1994). The social roles and functions of emotions. In S. Kitayama, H. Markus, S. Kitayama, H. Markus (Eds.) , *Emotion and culture: Empirical studies of mutual influence* (pp. 51-87). American Psychological Association. doi:10.1037/10152-002
- Gay, L.R., Mills, G.E. & Airasian, P. (Eds.). (2009). *Educational Research: Competencies for Analysis and Applications (9th Ed.)*. Upper Saddle River, NJ: Pearson Education, Inc.
- Haberman, M. (2005). Teacher burnout in black and white. *New Educator*, 1(3), 153-175.
- Hargreaves, A. (2002). Teaching and betrayal (1). *Teachers and Teaching: theory and practice*, 8, (3/4), 393-407.
- Hargreaves, A. (2001). The emotional geographies of teachers' relations with colleagues. *Educational Research*, 35, 503-527.
- Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and Teacher Education*, 16, 811–826.
- Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, 14, 835–854.
- Hargreaves, A. & Tucker, E. (1991) Teaching and guilt: exploring feelings of teaching. *Teacher and Teacher Education*, 7(5/6), 491-505.
- Harris, D. L. & Anthony, H.M. (2001). Collegiality and its role in teacher development: Perspective from veteran and novice teachers. *Teacher Development*, 5 (3), 371-389.
- Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling*. Berkeley: University of California Press.
- Hochschild, A. (1975). The sociology of feeling and emotion: Selected possibilities. In M. Millman & R. M. Kanter (Eds.), *Another voice* (pp. 280–307). New York: Anchor.
- Ingersoll, R. M. (1996). Teachers' decision-making power and school conflict. *Sociology of Education* , 69 (2), 159-176
- Isenbarger, L. & Zembylas, M. (2006). The emotional labour of caring in teaching. *Teaching and Teacher Education*, 22, 120–134.
- Kelchtermans, G. (2005). Teachers' emotions in educational reforms: Self-understanding, vulnerable commitment and micropolitical literacy. *Teaching and Teacher Education* 21: 995–1006.
- Kemper, T.D. (2000). Social models in the explanation of emotion. In Lewis, M., & Haviland-Jones, J.M. (2000). *Handbook of emotions* [2nd Eds.]. New York, NY: The Guilford Press.

- Kerby, A. (1991). *Narrative and the self*. Bloomington: Indiana University Press.
- Kitching, K. (2009). Teachers' negative experiences and expressions of emotion: being true to your self or keeping you in your place? *Irish Educational Studies*, 28(2), 141-154.
- Kramp, M. (2004). Exploring life and experience through narrative inquiry. In DeMarrais, K., & Lapan, S. D. (2004). *Foundations for Research : Methods of Inquiry in Education and the Social Sciences*. L. Erlbaum Associates.
- Lasky, S. (2005). A sociocultural approach to understanding teacher identity, agency and professional vulnerability in a context of secondary school reform. *Teaching and Teacher Education*, 21(8), 899–916.
- Lawrence-Lightfoot, S. & Davis, J.H. (1997). *The art and science of portraiture*. San Francisco California : Jossey-Bass.
- Levinas, E. (1990) *Difficult Freedom : Essay on Judaism*. (S. Hand, Trans.). Baltimore, MD: The John Hopkins University Press.
- Lewis, M., & Haviland-Jones, J.M. (2000). *Handbook of emotions* [2nd Eds.]. New York, NY: The Guilford Press.
- Lyman, P. (1981). The politics of anger: On silence, resentment and political speech. *Socialist Review*, 11(3), 55–74.
- Mish, F.C. (Eds.) (1999). *Merriam Webster's Collegiate Dictionary*. (1999). Springfield, MA: Merriam-Webster, Inc.
- Mishler, E.G. (1986). *Research interviewing: Context and narrative*. Cambridge, MA: Harvard University Press.
- Morris, J.A., & Feldman, D.C. (1996). The dimensions, antecedents, and consequences of emotional labor. *Academy of Management Review*, 21, 986-1010.
- Nias, J. (1996). Thinking about feeling: The emotions in teaching. *Cambridge Journal of Education*, 26(3), 293–306.
- O'Connor, K. E. (2008). "You choose to care": Teachers, emotions and professional identity. *Teaching and Teacher Education*, 24, 117-126.
- Ollerenshaw, J. & Creswell, J.W. (2002) Narrative research: A comparison of two restorying data analysis approaches. *Qualitative Inquiry*, 8 (3), 329-347.
- Pinnegar, S. & Daynes, J.G. (2007). Locating narrative inquiry historically: Thematics in the turn to narrative. In Clandinin, D.J.(2007), *Handbook of narrative inquiry*. Thousand Oaks, CA: Sage.

- Polkinghorne, D.E. (1988). *Narrative knowing and the human sciences*. Albany, NY: State University of New York Press.
- Polkinghorne, D.E. (1997). Reporting qualitative research as practice. In W.G. Tierney & Y.S. Lincoln (Eds.), *Representation and the text: Re-framing the narrative voice* (pp. 3-21). Albany, NY: State University of New York Press.
- Riessman, C.K. (1993). *Narrative analysis*. Newbury Park, CA: Sage.
- Rosenswieg, F. (1985). *The star of redemption*. (2nd Ed.). University of Notre Dame Press.
- Shapiro, S. (2010). Revisiting the teachers' lounge: reflections on emotional experience and teacher identity. *Teacher and Teacher Education*, 26, 616-621.
- Stone, M., Horejs, J., & Lomas, A. (1997). Commonalities and differences in teacher leadership at the elementary, middle, and high school levels. *Action in Teacher Education*, XIX (3), 49 – 64.
- Sutherland, L., Howard, S., & Markauskaite, L. (2010). Professional identity creation: examining the development of beginning preservice teachers' understanding of their work as teachers. *Teaching and Teacher Education*, 26, 455-465.
- Tickle, L. (1991). New teachers and the emotions of learning teaching. *Cambridge Journal Of Education*, 21(3), 319.
- van den Berg, R. (2002). Teachers' meanings regarding educational practice. *Review of Educational Research*, 72(4), 577–625.
- van Veen, K., Slegers, P., van de Ven, P. (2005). One teacher's identity, emotions, and commitment to change: A case study into the cognitive–affective processes of a secondary school teacher in the context of reforms. *Teaching and Teacher Education* 21 (2005) 917–934
- Zembylas, M. (2007). Mobilizing anger for social justice: The politicization of the emotions in education. *Teaching Education*, 18(1), 15–28.
- Zembylas, M. (2005). Discursive practices, genealogies, and emotional rules: A poststructuralist view on emotion and identity in teaching. *Teaching and Teacher Education*, 21, 935–948.
- Zembykas, M. (2002). Structures of feeling in Curriculum and teaching: theorizing the emotional rules. *Educational Theory*, 52 (2), 187-208.
- Zembylas, M., & Schutz, P. (2009). Research on teachers' emotions in education: Findings, practical implications and future agenda. In P. A. Schutz, & M. Zembylas (Eds.)

Appendix A

University of Texas at El Paso (UTEP) Institutional Review Board Informed Consent Form for Research Involving Human Subjects

Protocol Title: Emotional Portraits of Teaching: An Examination of Perceptions of Emotional Expression, Emotional Labor, and Teacher Identity Using Narrative Inquiry

Principal Investigator: Roxanne Hackney

UTEP College of Education: Department of Teacher Education

1. INTRODUCTION

You are being asked to take part voluntarily in the research project described below. Please take your time making a decision and feel free to discuss it with your friends and family. Before agreeing to take part in this research study, it is important that you read the consent form that describes the study. Please ask the study researcher or the study staff to explain any words or information that you do not clearly understand.

2. Why is this study being done?

You have been asked to take part in a research study in order to better understand teachers' perceptions and experiences dealing with emotional expression, emotional labor, and the construction of their identities as teachers. I will then use all of the data to construct narratives about your stories and experiences.

Approximately, 5 teachers, will be enrolling in this study at Chapin High School.

You are being asked to be in the study because you are a public secondary teacher at the campus where the study will be conducted.

If you decide to enroll in this study, your involvement will last about three (3) months from August 2011 through November 1, 2011.

3. What is involved in the study?

If you agree to take part in this study, the researcher will: have you keep a daily emotional journal for a period of three month. You will be able to write in this journal about your emotional experiences with students, colleagues, and administrators at school and reflect upon your day. This journal can be kept using a word processing program or written in a notebook. I will give you a USB drive or a notebook to keep and save these emotional journal

entries.

I will also interview each participant twice over the three month period.

I will interview you once at the beginning of the study and once again at the end of the three months. The topics that will be covered will vary: (1) background information; (2) self-perceptions and identity; (3) public perception of their occupation; (4) ability to express emotion at school; (5) emotional labor; (6) collegiality at school. The interview could take anywhere from 30 minutes to 2 hours depending on your openness and talkative nature. The interviews will be both recorded by hand and audio recorder.

4. What are the risks and discomforts of the study?

There are no known risks associated with this research. Every effort will be made to ensure your confidentiality. First and foremost, the researcher will allow you to choose a pseudonym so that your identity will be protected for the duration of the study. All data that is gathered in the form of journal entries and interviews will be kept at the home of the researcher in a locked cabinet. All electronic recordings will be kept on a secure computer with a password.

The study may include risks that are unknown at this time.

5. What will happen if I am injured in this study?

The University of Texas at El Paso and its affiliates do not offer to pay for or cover the cost of medical treatment for research related illness or injury. No funds have been set aside to pay or reimburse you in the event of such injury or illness. You will not give up any of your legal rights by signing this consent form. You should report any such injury to Roxanne Hackney at (915)328-6140 or rhackney@miners.utep.edu and to the UTEP Institutional Review Board (IRB) at (915-747-8841) or irb.orsp@utep.edu.

6. Are there benefits to taking part in this study?

There will be no direct benefits to you for taking part in this study. This research may help me to understand teachers' emotional perceptions about their ability to express emotion at school with colleagues and

administrators and how this influences the creation of their teacher identity. I cannot guarantee, however, that you will receive any benefits from this study other than an opportunity to tell your own story with authority.

7. What other options are there?

You have the option not to take part in this study. There will be no penalties involved if you choose not to take part in this study.

8. Who is paying for this study?

The sole funding for this study is provided by the researcher Roxanne Hackney.

9. What are my costs?

There are no direct costs. Roxanne Hackney, the principal researcher, will be responsible for travel to and from the research site and any other incidental expenses.

10. Will I be paid to participate in this study?

You will not be paid for taking part in this research study.

11. What if I want to withdraw, or am asked to withdraw from this study?

Taking part in this study is voluntary. You have the right to choose not to take part in this study. If you do not take part in the study, there will be no penalty.

If you choose to take part, you have the right to stop at any time. However, we encourage you to talk to the researcher so that she knows why you are leaving the study. If there are any new findings during the study that may affect whether you want to continue to take part, you will be told about them.

The researcher may decide to stop your participation without your permission, if he or she thinks that being in the study may cause you harm.

12. Who do I call if I have questions or problems?

You may ask any questions you have now. If you have questions later, you may call insert Roxanne Hackney at (915)328-6140 or rhackney@miners.utep.edu.

If you have questions or concerns about your participation as a research subject, please contact the UTEP Institutional Review Board (IRB) at (915-747-8841) or irb.orsp@utep.edu.

13. What about confidentiality?

1. Every effort will be made to ensure your confidentiality. None of the information will identify you by name. The researcher will allow you to choose a pseudonym so that your identity will be protected for the duration of the study. All data and records that are gathered in the form of journal entries and interviews will be kept at the home of the researcher in a locked cabinet. All electronic recording will be kept in encrypted files on a secure computer with a password.

2. Every effort will be made to keep your information confidential. Your personal information may be disclosed if required by law. Organizations that may inspect and/or copy your research records for quality assurance and data analysis include, but are not necessarily limited to:

- The sponsor or an agent for the sponsor
- Department of Health and Human Services
- UTEP Institutional Review Board

Because of the need to release information to these parties, absolute confidentiality cannot be guaranteed. The results of this research study may be presented at meetings or in publications; however, your identity will not be disclosed in those presentations.

All records will be recorded by hand and with an audio recorder. All electronic recording files will be kept in encrypted files on a secure computer with a password. The only person that will have access to the recordings will be the researcher. Once the study has been terminated, the researcher will keep all audio recordings in encrypted files on a secure computer that is password protected for future scholarly research pursuits.

14. Mandatory reporting

If information is revealed about child abuse or neglect, or potentially dangerous future behavior to others, the law requires that this information be reported to the proper authorities.

15. Authorization Statement

I have read each page of this paper about the study (or it was read to me). I know that being in this study is voluntary and I choose to be in this study. I know I can stop being in this study without penalty. I will get a copy of this consent form now and can get information on results of the study later if I wish.

Participant Name: _____ Date: _____

Participant Signature: _____ Time: _____

Consent form explained/witnessed by: _____

Signature

Printed name: _____

Date: _____ Time: _____

Appendix B

Interview Questions

1. Background Information Questions:

- What is your name?
- How old are you?
- What ethnicity do you identify with?
- How many years have you been teaching?
- What grade level(s) do you teach?
- Tell me a bit about your life while you were growing up.

Teacher Identity Questions:

- Can you recall any teacher that you liked from your youth, if so, what were they like?
- Can you recall any that you did not like, if so, why?
- How would you describe yourself as a teacher to others (e.g. personality traits and characteristics)?

Emotional Questions

- At school what is your rapport like with your colleagues? With Administrators?
- What are your beliefs about displaying emotions in front of others (adults) at school?
- Can you recall a time(s) when you displayed positive emotion at school with colleagues and administrators?
- Can you recall a time(s) when you displayed negative emotion at school with colleagues and administrators?
- Do you ever feel like you are masking your true emotions at work? If so, please elaborate.
- Do you feel like you are able to freely express your emotions at work? Please explain.
- Talk a little about teacher morale.

- Talk a little about what professionalism means to you.
- What does burn out mean to you?

Power Structure

- How is your school structured?
- How has authority?

Appendix C

Guiding Prompts

1. Write about emotional interactions with colleagues
2. Write about emotional interactions with administration
3. Write about how you feel throughout the day due to your experiences

Appendix D

Justice's Three Dimensional Narrative Space Table

Personal	Social	Past	Present	Future	Situation/Place
I am an experienced teacher		Experienced Teacher			
Remember feelings-- kindness	Kindergarten teacher was kind to me				Participant's elementary school
I value fairness	9 th grade teacher was fair	I had a little crush on my 9 th grade teacher			Participant's High School
I have a savior's complex					
Want to be helpful					Southwestern ISD - High School
I care so much about the students	Take it all home with you				Southwestern ISD - High School
Wanted others to dream bigger	Did not invite all students	School held academic pep rally for AP and Pre-AP student	School is big on athletics starting to slowly reach out to academics		Southwestern ISD - High School
	some teachers act like its awful other days its great		Depends who you come across		Southwestern ISD- High School
	Teachers are not celebrated on campus	Used to have luncheons			Southwestern ISD - High School
Means something to me	Encourage students to write letter				
I don't trust my colleagues	My department has the least social people				Southwestern ISD - High School

	Never eat lunch or have parties together				
Shows me they're human	Nice to do things together				
Teaching zone-I am who I really am	Students see real me				Justice's Classroom Southwestern ISD- High School
I am fake	Colleagues and Administrators are fake It's a game I am a different person with them.	When meetings are held			
I was so upset Just needed an ear Felt pissed off	I am fake He told administration and I yelled at him Everything is on the surface with him	Told something to colleague in confidence	Now everything is on the surface with him		
Wish we didn't have any	Had a few words with colleague They are fake and so I fabricated a happy face	Went to make copies and met with colleague			
Never feel at ease with her	Life would be sweet if we could really share what we are feeling			Life would be sweet if we could really share what we are feeling	
I am perplexed	Get along		Doesn't mean		Southwestern

by administrations mixed signals I don't trust people I felt so angry	(have a good rapport) with Administrator most people have had horrible experience with Administrator felt nothing was wrong with student's outfit and I felt angry.	Encounter with Administration on the phone because of student out of dress code	I will open up to this person	If I could speak out I would tell that I am emotional tired of the same old thing	ISD - High School Justice's Classroom Southwestern ISD - High School
Don't show to much emotion	People don't show emotion because they are putting on a fake show and if you come in being real what are they going to do with that?				Southwestern ISD- High School
I think that the copy lady is a soft place for people to fall	All the trees (teachers) go in and talk because she is not part of the forest		I think people feel comfortable talking to the copy lady. She's a soft place for people to fall		Southwestern ISD - High School (copy room)
I have never really thought about emotions		I have found writing in my emotional journal helps	This may be a good thing		

Mark's Three Dimensional Narrative Space Table

Personal	Social	Past	Present	Future	Situation/Location
I'm either overly critical or way too kind.	. I can be quite the softy when it comes to students who	There are way too many teachers that try to be all buddy-buddy	Trying to define myself as a teacher is difficult		

<p>I'm certainly understanding</p> <p>I'm disorganized</p>	<p>have tough home lives.</p>	<p>with their students. The kids want to hang out in their classrooms all the time—that doesn't mean you're effective, it just means you're cool</p>	<p>I think you should be able to reach your students regardless if you have nothing in common with them.</p> <p>I think teachers should be mentors, not the preacher on the stage, but the sage on the side. You just have to be patient, and put up with a lot of things, whether it's the red tape of the education system or high school students' apathy.</p>		
<p>The teachers I remember were the ones that pushed me, hell, they had to push me.</p>	<p>They inspired me to think critically and not take things at face value.</p> <p>She didn't have any tricks up her sleeves. She was passionate about teaching and didn't take</p>	<p>I was definitely not an "A" student growing up</p> <p>There was one teacher in particular, bar none, was the best teacher I ever had.</p>			<p>Previous schooling</p>

	shit for anyone				
I thought it was a bit much.		I thought it was crazy that there would be a teacher that was so blatantly biased towards Christianity in the classroom	There's a certain level of "acceptance," but at the same time I don't think that certain members of our school community would feel real comfortable having a group on campus comprised of... let's just say Atheists or another religion that is not "Christian		SSD High School
This is going to sound conspiratorial	They're in tight with each other. If you're not part of that group of administrators and teachers, you're pushed by the wayside.		There's a group of people, spread throughout the campus, that control who gets what classes; whose classes get filled; who gets summer school. It comes from top down. At the same time with any bureaucracy you'll run into that. Those who have the power hold on		SSD High School

			to it tight, and those who do not do their job and go home at the end of the day.		
<p>I guess you could say that I'm the sarcastic one.</p> <p>I complain.</p> <p>I am friendly to everybody even if I don't like them.</p> <p>I don't. I think they burn out because they don't feel appreciated and the statistics are indeed against them.</p> <p>I don't think it is intentional. I just think that is the nature of the beast. I don't fault those veteran</p>	<p>It's venting and my colleagues know I'm venting. They also know I like what I do. It's "mostly "friendly, I stress the mostly part because there are some teachers that if your not part of the circle they won't invite you in</p> <p>Many teachers see this as a rite of passage. If you pass that 5 year mark, teachers look at you differently. They don't just think of you as some novice but look at you as a colleague teachers.</p> <p>Needless to say, there are very few people I work</p>	<p>A lot of teachers don't associate with people outside of their department because if you are not directly working with them... they don't care.</p>	<p>It kind of eliminates a sense of community—as opposed to we're all in this to help each other</p> <p>Especially if they're new, I want to make sure they're not up against the same roadblocks that I was a new teacher. If there's a new teacher and let's just say that they are spending all of their lunch time sitting in their classroom that's not healthy. They are going to burn out quick especially if they don't feel part of the department which easily happens.</p> <p>Teaching is a</p>	<p>It's hard to invest time and effort into someone who might not be there in the near future.</p>	SSD High School

	with that I consider true friends.		hard enough job.		
<p>I do believe there are some inherent gender biases in the profession</p> <p>I think males probably have harder time with this because we are expected to be in control all the time.</p>	<p>As a new teacher, if you don't look like you know what you are doing they're going to think you're an idiot.</p> <p>As if women can not provide the same stability, management, and structure?</p> <p>Another example, some women who are grumpy, and there's nothing wrong with that, are considered the bitch of the department. If you're a man and you are grumpy, you're just tough. There's a lot of sexual stereotyping.</p>	<p>I was asked to help teach a specific grade level and the justification was that they needed a male presence</p> <p>We're not supposed to show insecurities.</p>	Obvious gender bias		SSD High School
You can tell if an administrator	If we cause problems, we get bad	we're expected to do our jobs	It's very obvious that there are		SSD High School

likes you	schedules. . .	and not cause any problems. We're not supposed to rock the boat	favorites, but you'll run into that with any job. It's just part of the game		
Emotion is often seen as a sign of weakness I would never show emotion with administration I'm not too sure about that I could be careless if my colleagues or administrators like me. I'm not too concerned about that I would rather be respected.	They say they won't hold your anger or emotion against you. like they want you to be emotionless. If you're a male and too sympathetic, emotional, too involved... red flags start to go up..		In this profession you're expected to smile despite your true feelings I don't think anyone would feel very comfortable seeing a colleague cry. I think frustration and anger are much more acceptable. Teachers display a lot of dissatisfaction. There needs to be room to complain because if you bottle it up you'll burn out. Being too emotional just makes people feel uncomfortable and that's in any social environment. It's almost	You should always treat people with respect... just because you don't respect them doesn't mean you are allowed to treat them like dirt.	SSD High School
	Nobody	Never once	Recently a	Even if	SSD High School

	wants to hear that they don't know how to talk to people that they don't know how to socialize.	<p>have I received any sort of emotional intelligence training that acknowledged that teachers are human.</p> <p>We're adults so we're expected to know how to talk to each other and because of that schools don't focus on it.</p>	<p>there was a big push in the district—we are all customers and so we need to be experts in customer service.</p> <p>More often than not, people make whatever they are being told fit their personality. “Oh, I already do that so I'm good.” Then they turn off the rest of the lecture or presentation. However, they are first in line to place their signature on the sign-in sheet and get credit for the day, yet they learned nothing.</p>	administration sent us to training, if you don't think it is valuable you're not going to apply it.	
I also don't think teacher morale is a high priority.		Aside from voting for teacher on the year, I don't really see it.	<p>Unless you're a coach and your team does well there are no real accolades. There's also no school-wide stress relief.</p> <p>Just like</p>	A Christmas party, where teachers can cut loose... I think that would do wonders for morale.	SSD high School

			there's not friendly staff development it always about policy, people want to feel important... something to think about.		
--	--	--	---	--	--

Santa Fe's Three Dimensional Narrative Space Table

<p>I am a veteran teacher.</p> <p>It's an unsettling feeling. What exactly do they mean?</p> <p>Does it mean "just pass them?" I'm not going to do that.</p>	<p>Contrary to what my administrators think, I care a lot about my students. I'm told that I need to be more caring.</p>	<p>Sometimes I feel like I care too much. It's just so frustrating because I find myself putting so much effort into trying to teach these kids, but then</p>			<p>SSD High School</p>
<p>I think it would give them some much needed perspective—keep them in touch with reality. Just seems like I'm constantly questioning myself—what I did wrong when the kids just don't get it.</p>	<p>You know, administrators should teach a class once a week.</p>				<p>SSD High School</p>
<p>See, I know what it's like</p>	<p>One teacher paddled me</p>	<p>One teacher paddled me</p>			<p>School as a child</p>

<p>to have really bad teachers, and frankly I'm not one of them.</p>	<p>everyday</p> <p>One just sat behind a desk and taught us nothing.</p>	<p>everyday— a mean old bird. One just sat behind a desk and taught us nothing. He wasn't mean or rude. He just sat their filling space.</p>			
<p>Personally I feel like there is too much emphasis placed on standardized tests.</p>	<p>Everyone is going crazy over the new STAAR test, and because of that the stress level is high.</p> <p>The school, just like the district, is all about numbers. I think that is part of the reason why my school is not very democratic.</p>				<p>SSD High School</p>
<p>It would be nice to be able to express how I really feel to the people that can make a difference, the people that hold the power, but you can't because they will hold it against you</p> <p>I feel like</p>	<p>Power is centered on these few select people—all friends. These people may act like they are listening to issues or your ideas—but they're not.</p> <p>If they feel threatened by you—you are going to get picked on. I think loyalty</p>		<p>Nice to express how I feel</p>		<p>SSD High School</p>

they value loyalty	means more to them than being a good teacher. I think they overlook a lot of things if you kiss their asses.				
		<p>You know where that place is at my school... the copy room.</p> <p>Sometimes I go in there during my prep period and end up spending all 90 minutes just talking.</p> <p>We talk about anything, work related or not.</p>	<p>We talk about anything, work related or not. Problem is there are no outlets at school for stress. Well at least none to my knowledge.</p> <p>Problem is there are no outlets at school for stress. Well at least none to my knowledge.</p>	One thing every work place needs a place for people to congregate, maybe not all at once, but a place where they can go and shoot the bull.	Copy room, SSD High School
I feel like we can say whatever we want around each other.	These are the teachers I consider friends; however, these teachers are few and far between.	I used to talk a lot to some of my colleagues, but their classrooms have changed so I don't see them as often.			SSD High School
I feel like I have to be very careful about what I say	The other group, the select group,	few things in the past that have come back to haunt me.			SSD High School
It's unfortunate .	So many of us go around saying that we are having a great day and it		I think it can be beneficial to show your true emotions.		SSD High School

	just isn't so. We go around pretending				
I'm not real sure where I stand with my administration I had a bad start to my school year. I just wish they would have given me a heads up.	I would say that with one administrator it's pretty bad. The other three, I guess it's good. There's not a lot of communication.	My schedule changed and I was stuck with classes that I had no idea I would be teaching. I tried not to let my negativity influence my students that wouldn't be professional.			
I don't take any thing positive or constructive from those walkthroughs. Why are they doing them? I think it is bull.	Walkthroughs don't really bother me, but the inconsistency does. Sometimes they are often, other times—no walkthroughs.. How can an administrator make a judgment call on a 30 second walkthrough?	One administrator comes in, sits down, and stays for a while. Another one comes in and just stands at the door for a few seconds and then leaves	Another thing is getting hit with walkthroughs. We're constantly told that these walkthroughs don't count for anything.		SSD High School
I feel like I don't have a say in the matter. I don't have a voice.					SSD High School
I try to not show too much emotion one way or	People that complain—after a while others just close		You can't be too negative.		

the other.	off and think... here comes the complainer again.				
I wonder- if I am the only one living the big lie	With the exception of a few of my friends at school, most people don't really know me.	I would say that I mask my emotion on a daily basis.	I wonder if I am the only one—living the big fabrication that everything is great.		SSD High School

Sanchez's Three Dimensional Narrative Space Table

Personal	Social	Past	Present	Future	Situation/Place
I would like to think of myself as a teacher who is challenging.			I'm relatively new to the teaching profession. I think it is crucial to prepare kids for competition in the 21 st Century.		
I was determined to perform at my best.	My coach didn't care. He made me tackle guys regardless of their size. He could have used my size as crutch, but he didn't. He pushed me, and because he pushed me	When I was a kid I used to play football			His part high school
I think we have this			The real world isn't		

victim mentality in America—all these sob stories... but eventually you have to say so what!			going to make any accommodations for you and that's what I tell my students.		
I feel like it is slowly fading and on the verge on disintegration. It's sad because the school is not that old.		I heard that this school used to be the place to be	Schools are like products. They have a life cycle. That's why we need to be creative and look at it from a business perspective. The school just needs to reinvent itself.		SSD High School
	Everyone on the surface is like "everything is so positive!" It was like "You're here! Time to vent!" Complaining gets old real quick.	I saw this teacher at a football game	Unfortunately , it is a pretty negative energy around the campus		SSD High School
I just don't think administration appreciates their teachers.	If you're a good teacher, they leave you alone. If you're bad they check up on you.		One of the major reasons why people quit jobs—it's not because of pay—people always think it's about money. It's due to lack of recognition.		SSD High School
I think being known as the "flexible" teacher is a	My rapport with administration is actually		Just like any high school in El Paso, this school has a	The more I think about it the more I	SSD High School

good thing.	<p>good They've been good to me and I really have no complaints.</p> <p>I think this is due to the fact that I have given very little resistance to anything they want me to do.</p>		<p>typical structure: principal, assistant principals, department chairs, and teachers.</p>	<p>realize if I were an administrator I would like the same type of flexibility.</p>	
<p>I am loner by choice.</p> <p>I guess I feel like I know what I'm doing.</p> <p>I rather enjoyed going to lunch with my colleagues</p>	<p>Things have started to change though. There's another teacher on campus that has become kind of like my first real friend and through him I have met others. It's nice.</p>	<p>One day we decided to go have a burger. Other teacher joined us</p>			Burger Joint
<p>I think people get a general sense of who I am, but unless they enter my classroom they will never really know.</p> <p>I think they see me as the guy who never complains, always smiling, kind of cool with everything.</p>	<p>A teacher was like "You're not smiling?" I guess I'm a pretty happy person.</p>	<p>A teacher saw me</p>			SSD High School
Displaying	People have to	I was	Complaining		SSD High

<p>emotion—in general it can be good thing</p> <p>I can't lie.</p> <p>I try not to be completely affected by those around me.</p>	<p>know that you love them. It shows you're real</p> <p>I really think that you should really try to display positive emotions. It's kind of like this; do I want someone to "dump" a bunch negativity on me? So I don't dump on others.</p> <p>Some teachers complain for the sake of complaining. If you're upset because you had a long day... sorry that's your job.</p> <p>Everyone felt dejected after that.</p>	<p>sitting in the teachers lounge and this teacher came in dumped on everyone in the room</p> <p>She became background music to me.</p>	<p>can be a real problem</p> <p>People that complain for more than 2 seconds... honestly I just zone out.</p>		<p>School—teacher lounge</p>
<p>I was thinking, oh no I am sensing anger</p>	<p>Which I thought was an issue that needed to be addressed— it was good that she was emotionally charged. She's not just complaining. Eventually this issue was</p>	<p>A teacher was pissed off about the student parking situation</p> <p>She was anger due to the lack of campus policy being</p>	<p>I'm not saying that it's not okay to be upset. It is okay to get angry from time to time. Anger can be positive if it addresses a problem or injustice in the school.</p>		<p>SSD High School—Faculty meeting</p>

	<p>taken to the Campus Improvement Team.</p> <p>The issue was addressed by administration</p>	<p>enforced Needless to say, nothing has been done about the student parking situation.</p>	<p>The democratic process on campus is pretty weak.</p>		
<p>Personally, I don't really share my emotions with other because I feel like I am being whiney.</p> <p>I'm guilty of doing it.</p>	<p>Displaying emotion with administration I could see why someone would struggle to show emotion in front of an administrator.</p> <p>As long as it is legitimate, and not just complaining, I don't see why not. .</p>		<p>If the situation at hand doesn't affect the kids... then my complaints are not legitimate.</p> <p>It should be okay, but I guess currently, it is not as easy to do.</p> <p>I think most of the time people mask their real emotions with administrators</p>		<p>SSD High School</p>
<p>I was a little upset</p>	<p>They said no, no, no, no! And of course I asked why, why, why?</p> <p>I just smiled and said thanks.</p>	<p>I met with administration at the beginning of the year when classes were being created. I asked if they could open up a particular course I wanted to</p>			<p>SSD High – Admin Office</p>

		teach.			
<p>To my surprise it was very successful.</p> <p>It felt pretty awesome.</p> <p>I'm just not scared of administration</p> <p>I know I can get another job and because of this... I don't teach with fear.</p>	<p>They backed me up</p> <p>I think some people fear losing their jobs,</p>	<p>I recently had a parent - teacher conference with an administrator</p>			<p>SSD High School—Admin Office</p>
<p>I think if someone has never experienced adversity at school they might feel all flustered and take things personal.</p>	<p>So they might act out and act disrespectful. It is important to keep a level head. Be the grown up.</p>		<p>When it comes to adversity I think you can tell those who are the true professionals</p> <p>You should be able to keep your head. People can scream and you are able to keep your cool.</p>		
<p>I definitely think there should be training on interpersonal skills.</p>		<p>Last summer I went to see Harry Wong and his wife. I did it to fulfill PD.</p>	<p>Especially when you are working at a school—it's all about relationships with students and colleagues.</p>		<p>PD at Plaza Theater</p>

Mrs. Josh’s Three Dimensional Narrative Space Table

Personal	Social	Past	Present	Future	Situation/Place
<p>I am a seasoned teacher</p> <p>I try my best to be</p> <p>I feel like I do make a difference</p>	<p>my students are the best “deciders” on whether or not</p> <p>I am a good teacher</p>		<p>I don’t think knowing your content or curriculum is as important as knowing your students.</p> <p>You have to build rapport.</p>		
<p>I think I have a pretty good sense as to what kind of teacher I will never be.</p>		<p>I’ve had plenty of bad teachers growing up— professors on their soapboxes and some that were just plain mean</p>			<p>Participant’s College; Previous schooling</p>
<p>I feel like the overall morale is good</p> <p>I make a conscious effort to surround myself with positive people</p>	<p>We are proud of our school. I think people are happy to be here</p> <p>The mentality was like “Be happy you have a job!”</p> <p>There are people that tend to be a little more negative than I am. I choose not to associate with them when I do very rarely associate with other people.</p>		<p>the atmosphere was turning a bit negative, due to impending district economic issues</p> <p>I think, for the most part, this was coming from Central Office, and not necessarily our administration</p>		<p>SSD High School</p>

<p>I do feel like the school could do more to recognize teachers' successes on campus</p>	<p>administration has to deal with a kind of political correctness</p>	<p>There's a lot of inconsistency. I've seen a couple of a "teacher of the month", although I'm not real sure what that means.</p> <p>There are some organizations, like student council, that try to recognize, but once again it is inconsistent.</p> <p>It's October and I haven't seen it done this year. I have noticed that at faculty meetings they will honor service award recipients.</p> <p>Occasionally they give kudos to specific departments</p> <p>some departments that have excelled or exceed expectations go unrecognized</p>			<p>SSD High School</p>
---	--	---	--	--	------------------------

		certain departments can't be rewarded because that would make everyone else feel bad			
<p>I feel like we lean towards an egalitarian approach</p> <p>I do believe that</p>	<p>The principal is in charge and there should be no doubt that she is in charge. She's the boss. Then there are the assistant principals. There are shared responsibilities and shared power</p> <p>the Campus Improvement Team allows teachers to have a voice.</p> <p>The principal is not a dictator and she doesn't come in and say this is what I want people to approve.</p> <p>She takes into consideration people's ideas and we vote on things</p>	<p>if we are told in a faculty meeting that we are having a problem with dress code. We need to work together</p>	<p>it's kind of a shared responsibility</p>		<p>SSD High School</p>

<p>I stay out of trouble, do my job... I do what I am supposed to do.</p> <p>I believe in my heart of hearts that this is what God wanted me to do.</p> <p>I'm mindful that this is not just my job, but my life</p> <p>.</p> <p>I take my job very seriously</p>	<p>It's not like they are asking for my kidney!</p>	<p>I may not like everything that goes on, but I comply</p>			<p>SSD High School</p>
<p>I feel like there are some people that think I'm a snitch, but I'm not</p> <p>I feel like they also think that I get preferential treatment.</p>	<p>I also have a good rapport with my colleagues and administration</p>	<p>Because of this, I am a bit guarded.</p> <p>I've learned to keep to myself. I'm not exclusionary.</p> <p>It's kind of a self imposed isolation— I just feel most comfortable in my own classroom.</p>			<p>SSD High School</p>
<p>I am really not afraid to talk and show emotion with them</p>	<p>There are some individuals on campus I do consider friends</p>		<p>there's an appropriate time and place to display emotion—at work they pay you to</p>		<p>SSD High School</p>

	<p>If I am respected-- someone might not agree with what I have to say but they can acknowledge the fact that I'm motivated and I'm trying to doing what is best for kids</p>			<p>expectations</p>	
--	---	--	--	---------------------	--

Curriculum Vita

Roxanne Hackney was born in El Paso, Texas. The second daughter of Leticia Romo and Edward Hackney, she graduated from Austin High School, El Paso, Texas in 1999. In the fall of 1999, she entered the University of Texas at El Paso and obtained a Bachelor of Arts in History. For 6 ½ years, she taught Social Studies at a high school in the El Paso Independent School District. In the fall of 2009, she entered the Graduate School in the College of Education. She is currently working as Program Assistant for the Texas Title I Priority Schools Grant at an auxiliary school in the El Paso Independent School District.

Permanent address: 541 Isabella
El Paso, Texas 79912

This thesis/dissertation was typed by Roxanne Hackney.