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**EMOTION REGULATION AND
RESILIENCE IN EDUCATIONAL
ORGANISATIONS:
A CASE OF GERMAN SCHOOL
TEACHERS**

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PhD

2013

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RESILIENCE IN EDUCATIONAL
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Abstract

This thesis investigates how the regulation of emotions contributes to the resilience of a school's workforce in Germany, so that teachers develop and maintain the ability to handle obstacles as they occur, while emphasising the role of the organisation in supporting this process.

Two areas of literature, around resilience and emotions, respectively emotion regulation, are reviewed and critically discussed. Additionally literature on stress in the teaching profession is reviewed in order to provide the context of this study. It is found that no research has investigated to date which emotion regulation strategies are applied by individuals in an organisational (here specifically educational) context that have the potential to increase their perceived resilience. At the same time it can be shown that the teaching profession is considered a stressful profession due to its high emotional demands (Brackett et al., 2010; Johnson et al., 2005; Kyriacou, 2001) and teachers are in need of high levels of resilience (Brackett et al., 2010), making this study relevant for educational organisations.

In this study, both, resilience and emotions, are understood as social constructions. Consequently this research follows a social constructionist approach. With an interpretivist perspective, this study tries to explore subjective understandings of emotion regulation and its influence on the individual's perception of their resilience, taking a qualitative approach. Semi-structured interviews are conducted with teachers of German schools. This data is complemented by qualitative research diaries, filled in by the interviewees. Interpretative Phenomenological Analysis is the chosen framework for analysis, as it allows the exploration of individuals' experiences and perceptions (Chamberlain, 1999; Smith & Osborn, 2003).

Research participants' reported intensity of emotional experiences in the workplace combined with the increased risks for teachers' physical and psychological well-being, requires high levels of resilience (Roeser et al., 2012) and a strong capability to regulate emotions effectively (Helsing, 2007; Schutz & Zembylas, 2009).

Various antecedent- and response-focused emotion regulation strategies are reported. Many of these strategies can also be considered risk-, asset-, or process-focused resilience-promoting strategies. Positive emotions potentially enhance resilience (Fredrickson, 2001; Hobfoll, 1989, 2001; Ong et al., 2006; Zautra et al., 2001), while the regulation of negative emotions reflects the idea that resilience is developed in the face of adversity (Gu & Day, 2007). Therefore the findings of this study contribute to closing the gap between literature focused on resilience and literature concerned with the regulation of emotions by showing how emotion regulation strategies have the potential to promote resilience.

Organisational support appears as a promising avenue to promote emotion regulation strategies and consequently resilience in employees in the context of educational organisations, fostering teachers' personal and professional development. The role of the organisation appears to be crucial in this context. Various suggestions of participants how the organisation could provide support, form the base for a possible development of a training programme which could help teachers to enhance their individual resilience for their own good and the advantage of the organisation, which is a potential practical contribution.

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Declaration

I declare that the work contained in this thesis has not been submitted for any other award and that it is all my own work. I also confirm that this work fully acknowledges opinions, ideas and contributions from the work of others. Any ethical clearance for the research presented in this thesis has been approved. Approval has been sought and granted by the University Ethics Committee on 07.06.2011.

Name:

Signature:

Date:

Chapter One: Introduction

1.1 Introduction and rationale

In many countries, like Great Britain, Canada or the USA, the teaching profession is strongly associated with psychological strain (Bullough, 2009; Chan, 2006; Gu & Day, 2007; Oplatka, 2009). This is also true for Germany (Schaarschmidt, 2004; Schaarschmidt & Fischer, 2001), with a recent study concluding that the daily challenges teachers face increase their risk of suffering from psychic or psychosomatic conditions (Schaarschmidt, 2005), which is also reflected in a high rate of early retirements (Jehle, 1997; Schaarschmidt, 2005). Commonly reported conditions are cardiovascular diseases and gastrointestinal disorders, chronic pain and tinnitus, which are often summarised under the term “burnout” (Reiter, 2008).

With the profession being a central part of a person’s life, work-related health risks can negatively impact the private life (spill-over effect), while experiencing one’s profession as successful and fulfilling can have a positive impact on health and overall well-being (Lehr, Sosnowsky & Hillert, 2007). Therefore the question arises of whether the situation of German teachers could be effectively improved, if teachers could develop the ability to bounce back from negative emotional experience and adapt to changing demands of stressful experiences (Block & Block, 1980; Lazarus, 1993); that is to become more resilient. Hereby resilience is a highly complex concept which will be introduced and discussed in Chapter Three of this thesis.

In recent literature many authors agree that schools are organisations (Muijs & Harris, 2006; Wilkins 2002) and as such have a responsibility to care for their employees, particularly for teachers (Day & Qing, 2009; Nias, 1996). According to Nias (1996) the well-being of teachers can affect everybody who is involved in the educational process and is therefore of central importance.

Yet often school leaders or politicians are not clear about the severity of negative effects of psychologically strained teachers and which actions should be taken to improve the situation (Halász et al., 2004). Head teachers are usually seen as teachers with an additional part-time administrative job, rather than as school managers and in many cases do not have a strategic approach to quality improvement (including the improvement of teachers’ well-being). For example in-service training for teachers is usually considered a private responsibility for each teacher and not as an activity which brings benefits for the entire school as an organisation (Halász et al., 2004). These

issues will be discussed in more detail in Section 2.3 'Situation of teacher in Germany' of this thesis.

This thesis investigates how the regulation of emotions contributes to the resilience of a school's workforce, while emphasising the role of the organisation in supporting this process and therefore offers schools a potential way in which they can support teachers in becoming more resilient. Different forms of support can be implemented, organised and steered by the organisation and can have a positive impact on teachers' resilience. Although the actual regulation of emotions is in many cases still an individual process, the organisation could have a positive influence and support its employees in this process by providing a formal framework of support measures. These might have various positive outcomes for the organisation, including teachers' lower risk of suffering from burnout, increased performance and job satisfaction, as well as increased organisational commitment (Fisk & Dionisi, 2010; Lyubomirsky, King & Diener, 2005). Therefore the organisation would fulfil the requests of Day and Qing (2009) and Nias (1996): to be concerned with teachers' emotions and care for them as much as it cares for its pupils.

1.2 Background of the thesis

The central reasons for undertaking this research project are of academic and personal natures.

Former research into the implementation of total quality management in educational organisations in Germany during the researcher's undergraduate degree showed how differently the employees within the organisations reacted to change processes. It created the interest in understanding the cause for these widely varying reactions and how it could be possible to influence the way employees react to situations they perceive as critical. Hence the interest in resilience as an individual's ability to bounce back from negative emotional experience and flexibly adapt to the demands of stressful events (Block & Block, 1980; Lazarus, 1993) was born. Literature search revealed that resilience is not purely based on cognition, but that there are also various affective aspects within this concept.

Initially the interest in educational organisations was created through personal contacts. Accounts which these contacts shared with the researcher are also reflected in literature: the teaching profession is emotional in character (Hargreaves, 2000), places high emotional demands on teachers (Brotheridge & Grandey, 2002) and therefore

belongs to the stressful to very stressful occupations (Brackett et al., 2010; Johnson et al., 2005; Kyriacou, 2001). Consequently, according to Brackett et al. (2010) teachers are highly vulnerable to stress-syndromes like burnout syndrome and therefore in need of higher degrees of resilience. Finding ways to increase teachers' resilience might make their job experience more favourable and enjoyable, increase their performance and lower expenditures caused by teachers' absence due to health reasons or even early retirements.

The researcher's former experiences with German schools and their role in engendering this research interest, combined with the reported difficult situation of German teachers which will be detailed in Section 2.3, form the rationale for the choice of German educational organisations as the setting of this research project.

1.3 Focus of the research

This study focuses on teachers in Germany. As cultural influences on the experience and regulation of emotions (e.g. Matsumoto et al., 2008), as well as resilience (e.g. Ungar, 2008, 2012) cannot be eliminated, the data collection of this study will concentrate on German teachers only. Cultural differences in emotion regulation and resilience are explicitly not the focus of this study. Yet literature in English, focusing on teachers in various countries, like Great Britain, the USA or Canada, will be reviewed. A justification of this approach can be found in Section 2.2: German and English language sources.

The research takes a qualitative approach to the phenomenon under investigation. With Interpretative Phenomenological Analysis (IPA) as the methodological approach, it is necessary to select research participants whose accounts will broaden the understanding of the investigated phenomenon (Smith, Flowers & Larkin, 2009). Meaningful insight is gained by focusing on individual experiences and understandings (Chamberlain, 1999). IPA as a methodological approach will be discussed in detail in Section 5.5.

The sample does not need to be representative as prediction of behaviour is not the aim of an IPA study. Individual accounts are relevant to provide a subjective understanding of teachers' interpretations of their own emotions, the ways they regulate their emotions and the effect this has on their resilience. The aim of the research is not to make direct comparisons between teachers from different schools or with different teaching experience or social backgrounds, but to understand the

phenomenon, i.e. experience of emotions in the workplace, how individuals deal with them, and how this can affect individual resilience, from multiple perspectives. Therefore 17 teachers in three schools in Baden-Wuerttemberg, Germany are interviewed, following the Critical Incidence Technique (CIT) and asked to fill in qualitative research diaries.

1.4 Context, significance and distinction of the research

Two main areas of literature support this study and are reviewed and critically discussed. One is concerned with the complex concept of resilience, while the other is focused on emotion generation, emotion regulation and particularly the regulation of positive emotions. Additionally literature on stress in the teaching profession is reviewed in order to provide the context of this study. This forms the third area of interest. These three areas will be briefly introduced here before they are discussed in detail in Chapters Two, Three and Four of this thesis, forming the extensive literature review.

1.4.1 Area one: The teaching profession

In recent literature a number of studies can be found which agree that the teaching profession belongs to the stressful to very stressful occupations (Brackett et al., 2010; Johnson et al., 2005; Kyriacou, 2001) due to its high emotional demands (Brotheridge & Grandey, 2002) as a human service profession (Schaufeli & Greenglass, 2001) which can cause physical and emotional exhaustion, reduced job satisfaction or lowered feelings of accomplishment (Brackett et al., 2010; Guglielmi & Tatrow, 1998; Shann, 1998). Therefore it is important to develop an understanding of processes which teachers use to regulate their emotions and which have the potential to enhance their individual resilience.

Teaching is described as irretrievably emotional in character (Hargreaves, 2000) and as a social practice intrinsically tied to emotional experiences (Hargreaves, 1998), for the better or worse.

Various studies investigate factors that have the potential to reduce teacher stress or enable teachers to deal with stress more effectively in order to alleviate or prevent burnout. The number of these studies shows the importance that is attributed to

improving employees' physical and psychological condition in the workplace, to improve their well-being and performance and hence consequently the performance of the organisation. Only recently resilience has been suggested as another important impact factor in teachers' ability to deal with stress and critical situations (Gu & Day, 2007). Therefore research into resilience seems to be a promising avenue for further research into teacher stress.

1.4.2 Area two: Resilience

Resilience has its roots in developmental and clinical psychology (Block & Block, 1980; Waller, 2001), yet more recently it is also applied in various work contexts, and found to be a necessary condition for teachers' effectiveness (Gu & Day, 2007). High levels of resilience enable teachers to react more positively towards situations they perceive to be critical (Block & Kremen, 1996; Lazarus, 1993) and therefore lead to improved physical and psychological well-being over the duration of their career (Gu & Day, 2007).

1.4.2.1 Definitions of resilience

Resilience is a highly complex concept that has evolved over time and has been interpreted in a number of ways, which makes a comparison of definitions and data from the available literature very difficult (Gillespie, Chaboyer & Wallis, 2007; Grafton, Gillespie & Henderson, 2010; Richardson, 2002).

The complexity and various interpretations of the concept make it very important to clearly define which conceptualisation of resilience is used in a particular study.

Therefore this chapter will have a look at the origins and development of resilience literature, introduce a number of interpretations and finally explain how resilience is interpreted in the context of this study.

The roots of the study of resilience are situated in developmental and clinical psychology. Researchers were trying to identify traits or personal characteristics in children which enabled them to positively adapt and even thrive despite facing adversity and being classified as being very likely to have negative life outcomes (Block & Block, 1980; Waller, 2001). Psychological resilience here is defined as an individual's ability to bounce back from negative emotional experience and adapt to the changing

demands of experiences which are perceived as stressful (Block & Block, 1980; Lazarus, 1993). A number of psychological and behavioural outcomes are associated with the psychological frame of mind which is expressed in this definition. These outcomes include that resilient individuals have energetic and optimistic approaches to life, are open to new experiences and possess high positive emotionality (Block & Kremen, 1996; Klohnen, 1996).

Following early research which concentrated mainly on how individuals dealt with facing difficult life situations and overcame adversity, a paradigm shift in the 1980s led to researchers focusing more on strengths and positive qualities of individuals (Henderson & Milstein, 2002). More recent investigations into underlying protective processes tried to identify protective factors and personal traits (Luthar, Cicchetti & Becker, 2000).

Bonanno (2004) defined very generally that an individual has to fulfil three preconditions to be considered resilient: First, s/he has to be exposed to significant threat, harm, or risk, and second, s/he has to adapt positively, and third, s/he has to maintain normal functioning.

Resilience can be seen as an individual difference variable which has a strong impact on determining how a person reacts when facing a challenging situation. It is the “positive psychological capacity to rebound, to ‘bounce back’ from adversity, uncertainty, conflict, failure or even positive change, progress and increased responsibility” (Luthans, 2002b, p.702).

The term resilience has also been defined in an organisational context. Here it describes the organisation’s ability to adapt to change in turbulent and fast changing times (Hamel & Välinkangas, 2003). The application of the concept of resilience in an organisational context has taken place only recently. Although an interesting application of the concept, this study is not investigating organisational resilience, but individual resilience of organisations’ employees, more specifically German school teachers, or in other words: this study is not about organisational resilience, but individual resilience of employees in organisations.

Gu and Day (2007) suggest two broader concepts of resilience: resilience as a psychological construct and resilience as socially constructed. Both concepts are interesting within this study, as the psychological concept is what the majority of researchers in the more fundamental research on resilience (among others researchers in the area of positive psychology) are concentrating on. Resilience as a social construct is directly relevant to this study which is arguing from a social

constructionist paradigm (further explanation in Section 5.3.1) and using the concept in a more applied manner in the context of German school teachers.

Resilience as psychological construct

A useful and interesting psychological conceptual framework is provided within the 'broaden-and-build' theory which was developed by Fredrickson in the early 2000s (Tugade & Fredrickson, 2004; Tugade & Fredrickson, 2007).

According to the 'broaden-and-build' theory, the experience of positive emotions – for example joy, contentment, interest – has the potential to build psychological resilience over time. Hereby positive emotions let the individual discover different and new social bonds and actions, which help to build personal resources. These can be physical, intellectual, social or psychological. Together they form reserves on which the individual can draw in situations that require coping and survival (Fredrickson, 2004). This concept will be explained and discussed in more detail in Section 3.6.3 later in this chapter.

The 'broaden-and-build' theory makes an important contribution from a psychological perspective to the development of a conceptual basis for creating an understanding of teachers' resilient qualities (Gu & Day, 2007). The work of various educational researchers who investigated the nature of teaching is reflected in this theory (e.g. Helsing, 2007; Nias, 1989; Palmer, 1998; Zembylas, 2003).

There is no teaching without emotions. Gu and Day (2007) cite Hargreaves (1998, p. 835) very suitably:

Good teaching is charged with positive emotions. It is not just a matter of knowing one's subject, being efficient, having the correct competences, or learning all the right techniques. Good teachers are not just well-oiled machines. They are emotional, passionate beings who connect with their students and fill their work and their classes with pleasure, creativity, challenge and joy.

Here Hargreaves emphasises the importance of positive emotions which is in line with the ideas of Fredrickson's 'broaden-and-build' theory of positive emotions. But also other researchers report the significance of emotions and particularly positive emotions in the teaching profession (Brotheridge & Grandey, 2002; Chang, 2009; Roeser et al., 2012).

The VITAE study ('Variations in Teachers' Work, Lives and Effectiveness'), which was conducted in England over the course of four years and involved a mixed methods approach, collecting data from 300 teachers in 100 schools and funded by the Department for Education and Skills, also found that teachers' motivation and job satisfaction was fuelled by the development and progress of their pupils. This relationship was mediated negatively or positively by various factors (e.g. internal values, determination, courage, self-efficacy) that influenced their ability to 'bounce back' from adversity and remain committed to their profession, which ensured their effectiveness. In other words, the experience of positive emotions allowed the teachers to develop resilient qualities (Gu & Day, 2007).

This psychological concept of resilience helps to identify and clarify personal characteristics and internal factors of trait-resilient individuals.

Resilience as social construct

Social work literature offers a slightly different concept of resilience. Here resilience is considered a multidimensional dynamic in the interrelationships of a social system (Henderson & Milstein, 2002; Luthar, Cicchetti & Becker, 2000). This concept is not negating that there might be a biological basis for a capacity of resilience that allows the development of abilities like problem-solving skills, social competence or critical consciousness. Yet this concept emphasises that the aforementioned capacity for resilience is influenced by the environment and social settings in which individuals live and work, social contacts and the strength of their aspirations and beliefs (Day et al., 2006; Gu & Day, 2007; Henderson & Milstein, 2002).

According to Higgins (1994) individuals can learn and improve resilient qualities when they are provided with protective factors like positive learning environments, attentive and caring workplaces and social support, including supportive relationships with peers and supervisors (Benard, 1991; Himle, Jayaratne & Thyness, 1991; Oswald, Johnson & Howard, 2003).

This concept does not consider resilience a personality trait, but a dynamic and developmental construct which is associated with the development and positive adaptation of people facing adversity. Hence resilience is considered to be a product of professional and personal dispositions and socially constructed. Teacher resilience has a social dimension which acknowledges the relevance of professional and personal

factors on the work and life of teachers. It contextualizes the teachers' efforts to remain committed to their profession (Gu & Day, 2007).

As resilience is seen as a dynamic and developmental construct it can change over time, as Gu and Day (2007, p. 1305) state:

An individual may demonstrate resilience in a certain context [...] but fail to display similar qualities when time or space changes. Personal lives and working contexts may become unstable [...] in unpredictable ways, but whether the sudden changes are perceived as adverse conditions by the individual may vary depending on his/her scope of experience at the time of change, perceived competence and confidence in managing the emerging conditions, views on the meaning of engagement, and the availability of appropriate support within the context of change.

This idea is supported by the findings of the VITAE research project which show that seeing resilience as a socially constructed concept is offering a new and interesting perspective to research on teacher resilience and adds to the understanding of variations of resilience over time (Gu & Day, 2007).

Resilience and related constructs

The most significant differentiation is to be made between resilience and ego-resiliency or simply resiliency (Luthar, 1996; Masten, 1994), especially due to the similarity of the terms. While 'ego-resiliency' is a personality characteristic, which does not require the individual to have been exposed to adversity before (Luthar, 1996) and 'resiliency' carries the association of a discrete personality trait (Masten, 1994), 'resilience' is understood as a dynamic developmental process (Gu & Day, 2007). As mentioned before, this implies that individuals can acquire or learn resilient qualities.

Resilience can be further differentiated from the related constructs of hardiness. Hardiness, just like resilience, is considered to be a personal resource, which buffers individuals against stress in work situations and life (Kobasa, 1979). However, hardiness possesses a trait-like nature (Norman, Luthans & Luthans, 2005) and is comprised of three factors which are not necessarily explicitly linked to resilience. These are control (perception that activities are chosen and can be influenced by the individual), commitment (social contacts and involvement and participation in events) and challenge (perceived learning from experiences) (Maddi et al., 2006).

Resilience can also be seen as a component of the larger constructs of psychological capital (Luthans, Luthans & Luthans, 2004; Luthans & Youssef, 2004) and confidence (Stajkovic, 2006). The concept of resilience is not used consistently throughout these constructs. In some cases, resilience is considered to be the antecedent to adaptive psychological states and positive functioning, in some cases it is considered to be the outcome (Luthans et al., 2006).

Resilience in the context of this study

In this study resilience will be seen as a psychological construct which can be influenced by professional and personal and environmental contexts and is therefore socially constructed. This allows collection of data concerning the teachers' perceived effectiveness and ability to maintain their commitment which reflects their resilience via qualitative methods, more specifically semi-structures interviews (Gu & Day, 2007). Also Ablett and Jones (2007) and Stanley (2011) used qualitative methods, more specifically Interpretative Phenomenological Analysis, to investigate their participants' perceptions of work life and perceived resilience.

Philosophical assumptions as well as methodological choices and issues will be subject to a detailed discussion in Chapter Five.

A number of input factors and strategies to increase individuals' resilience have been identified in various studies (e.g. Fisk & Dionisi, 2010; Grafton, Gillespie & Henderson, 2010; Gu & Day, 2007). Yet many of these concepts do not sufficiently consider the complexity of the emotional context of the teaching profession (Zembylas, 2003). Therefore resilience also needs to be discussed in the context of positive emotions (Tugade and Fredrickson, 2004, 2007; Fisk and Dionisi, 2010; Avey, Wernsing and Luthans, 2008).

Researchers suggest a number of ways in which resilience in the context of positive emotions can have a positive impact on the well-being of individuals. These include resource conservation (Hobfoll, 1989, 2001), the counterbalancing effect of positive emotions, described in the dynamic model of affect (Ong et al., 2006; Zautra et al., 2001), and emotions' 'broadening' effect according to the 'broaden and build' theory (Fredrickson, 1998, 2001).

The buffering effect of positive emotions against stress and burnout and their significance in the promotion of resilience (e.g. Fredrickson, 2001; Tugade &

Fredrickson, 2007) raises the question of how an individual can experience positive emotions in the face of critical situations. Therefore it is necessary to understand the strategies and processes individuals use to enhance positive emotional experience, while decreasing or avoiding negative emotional experience.

1.4.3 Area three: Emotion regulation

Zembylas (2003) found that teachers constantly need to regulate their emotions. The body of literature on the control and regulation of emotions is growing (Grandey et al., 2005; Gross, 2002; Larsen, 2000; Tice & Bratslavsky, 2000; Williams, 2007). Yet to be able to discuss emotion regulation in sufficient detail, it is necessary to first understand the complex concept of emotions.

1.4.3.1 Back to the basics: A social constructionist approach to emotion

Social construction theorists argue that emotions are learned as a way of making sense of social situations and the need to function effectively in them (Gabriel & Griffiths, 2002). This involves appraising social situations and then responding to them in some way. In this view emotions are situated clearly in a social context and are not quantifiable in a unified category as for example emotional intelligence, while emotional display is understood as a component of a meaning-creating inter-personal process (Fineman, 1997; Harré, 1986; Mangham, 1998). Emotions are interpreted as positive (pleasant) or negative (unpleasant) by the individual (Gabriel & Griffiths, 2002).

The following ideas of emotions are the most significant in social constructionist approaches. First of all emotions are considered to be social phenomena and are culturally shaped and learned, as for example in the association of certain events with specific negative or positive emotions (funerals – grief, weddings – joy) (Gabriel & Griffiths, 2002).

Through description emotions are constituted. The presence of an audience is essential for the enactment of emotions, while cultural and social contexts provide vocabulary and a certain set of rules for the emotional display according to the audience (friends, family, boss, subordinate) (Gabriel & Griffiths, 2002).

Furthermore emotions are situation-specific, and considered to be learnt aspects of behaviour. Generally they are rather practical and not always irrational, as often they represent conscious judgements, trying to create a particular outcome (Gabriel & Griffiths, 2002).

In this context Fineman and Gabriel (2000) also refer to emotional labour (a concept that will be briefly introduced in Section 4.5). They explain that at times psychological work needs to be done to reconcile personal feelings with an emotional display that is socially sanctioned. This psychological work is called emotional labour.

It is also emotional labour that Gabriel and Griffiths (2002) are referring to when they explain that employees adopt a range of emotional responses, like smiling, expression of interest or simply nodding, which are inconsistent with experienced emotions and therefore far from an expression of emotional intelligence. These emotional responses are rather a way in which employees comply to the dictate of management which can lead to the experience inauthenticity and alienation and in some cases even to burnout.

Earlier it has been explained that resilience will be understood as socially constructed in this study. The individual's capacity for resilience is influenced by the social settings in which the individual is working and living and their social contacts (Day et al., 2006; Gu & Day, 2007; Henderson & Milstein, 2002). As this study is interested in teachers' perceived levels of resilience, a social constructionist approach to the concept is most suitable.

Similarly this research investigates how teachers understand their own emotions and the ways in which they deal with them and will therefore follow a social constructionist approach to emotions. In this approach emotions are considered a way to make sense of social situations and are interpreted as positive or negative by the individual (Gabriel & Griffiths, 2002). So the individual's account of his/her emotions is relevant, even if they are not quantitatively measured.

Gross' modal model explains the emotions generation process (Barrett, Ochsner & Gross, 2007; Gross, 1998a; Gross & Thompson, 2007). A usually external situation's relevance, familiarity, or valence is assessed by the individual (appraisal), which generates an emotional response, involving alterations in experiential, behavioural, and physiological response systems (Gross, 2008).

As emotions are not necessarily immune to self-control, individuals apply a range of emotion regulation strategies on a daily basis (Grandey et al., 2005; Gross, 2002). Parkinson and Totterdell (1999) developed a categorization of regulation strategies, identifying six differentiating factors: implementation medium, strategic intention,

substitution of activity, content of substituted activity, passivity and finally resource deployment focus. Also Gross (Gross, 1998b; Gross and Thompson, 2007) offers a classification system for emotion regulation strategies, oriented at the modal model of emotion. Each step in the sequence of processes that are involved in the generation of emotions constitutes a potential target for regulation strategies. Each of these points represents a family of emotion regulation processes or strategies: situation selection, situation modification, attention deployment, cognitive change, and response modulation (Gross, 1998b). While the strategies classified by Gross are mainly applied during the process of emotion engendering, those that are classified by Parkinson and Totterdell (1999) can be applied even a considerable time after the emotions are fully experienced. This also leads to a suggested higher order commonality, grouping emotion regulation strategies into two major categories: antecedent-focused regulation strategies and response-focused regulation strategies (Gross & Munoz, 1995).

Individuals do not only regulate negative, but also positive emotions. While the majority of research attention has been concentrated on understanding the ways and processes by which individuals regulate their negative emotions (Gross, 1999), more recent research shows that individuals actually do engage as well in the regulation of positive emotions (Gross, Richards & John, 2006). Two main aims of positive emotion regulation can be identified: maintaining or prolonging the positive emotional experience, and increasing or enhancing it (Gross, Richards & John, 2006; Tugade & Fredrickson, 2007).

A research model has been formulated which is visualising a summary of reviewed literature, emphasising the gap in knowledge, where a theoretical contribution is possible.

1.4.4 Research model

Input factors and strategies which can enhance resilience have been investigated in various studies (e.g. Fisk & Dionisi, 2010; Grafton, Gillespie & Henderson, 2010; Gu & Day, 2007). A number of other studies have looked at resilience in the context of positive psychology and found a positive impact of positive emotions on resilience (e.g. Fredrickson, 2001; Tugade & Fredrickson, 2007).

In the field of psychology there are numerous studies researching the processes of emotion generation and emotion regulation and several studies identified and classified a wide range of emotion regulation strategies (e.g. Gross & Thompson, 2007;

Parkinson & Totterdell, 1999). Yet no research has investigated to date which strategies are applied by individuals in an organisational context to regulate their emotions, while having at the same time the potential to increase their perceived resilience. This gap allows an original contribution to theory.

The following research model summarises the reviewed literature briefly to show clearly the aforementioned gap in knowledge, which this study attempts to fill. Its development will be discussed in detail in Section 4.6.2.

The following chapter will introduce the aims and objectives as well as the research questions that are answered by this study in order to make a contribution to knowledge and practice.

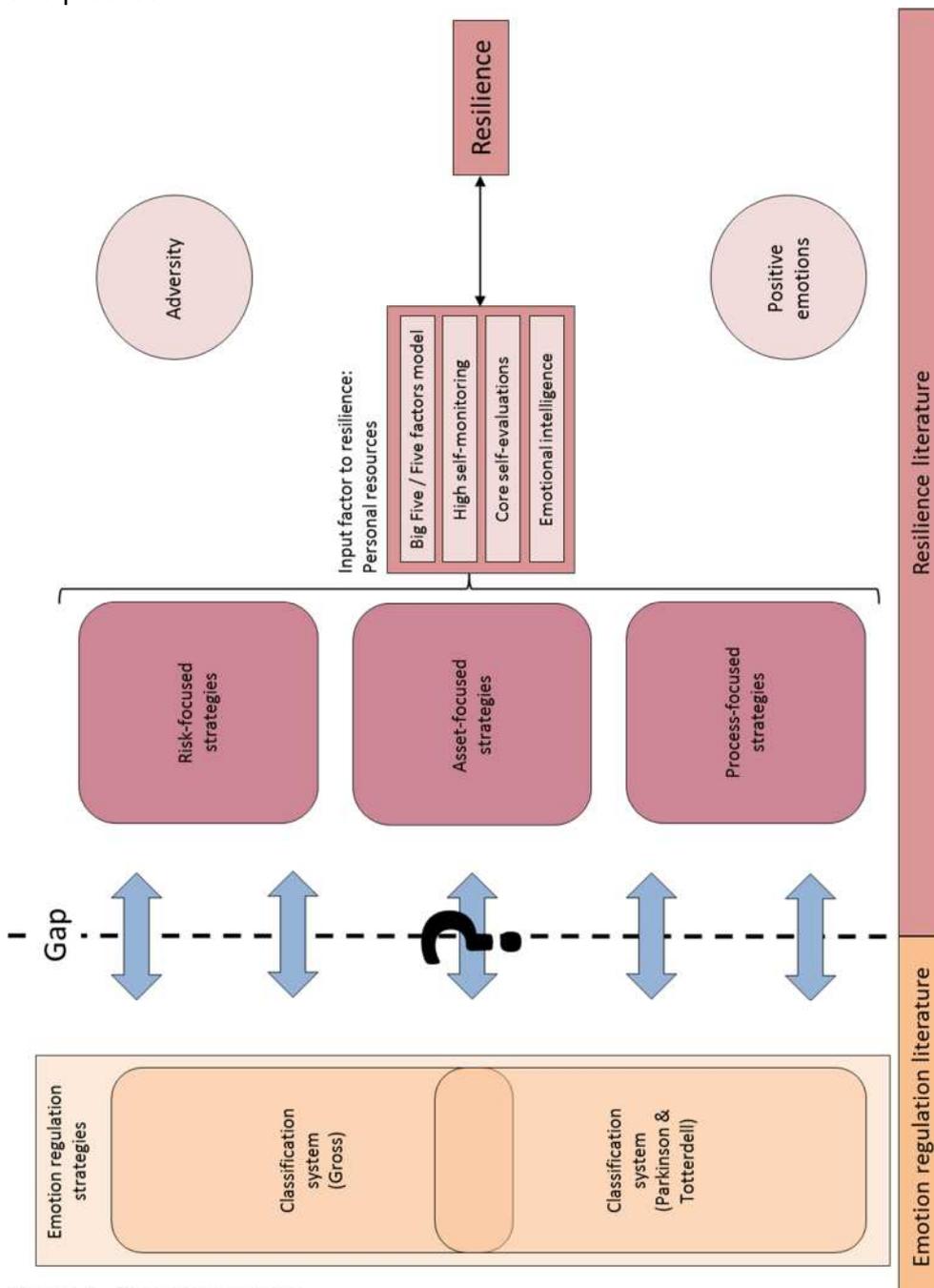


Figure 1 - Research model

1.5 Aims and objectives of the research

This research project has two major aims, or potential contributions to make. Hereby the contribution to knowledge is central, but complemented by a potential contribution to practice.

The aim of this research is to understand how emotion regulation strategies influence teachers' perceived individual resilience. Hereby the individual accounts are relevant to provide a subjective understanding of teachers' interpretation of their own emotions, the ways they regulate their emotions and the effect this has on their resilience.

Investigating which emotion regulation strategies are applied by individuals in an organisational (here specifically educational) context with the potential to increase their perceived resilience will contribute to closing the gap between literature focused on resilience and literature concerned with the regulation of emotions.

The role of the organisation in this process will be investigated as well, allowing for a potential practical contribution. Although the regulation of emotions is often an individual process, the organisation could support and foster this process, taking responsibility for their employees. Creating the theoretical base for the possible development of a training programme that may help teachers to develop their individual resilience for their own good and the advantage of the organisation is a potential practical contribution. Previous research showed that a more resilient workforce shows better performance, higher degrees of job satisfaction and commitment and lower risk of suffering from burnout-syndrome (Fisk & Dionisi, 2010).

1.5.1 Research objectives

The research aim leads to the following three research questions of this study:

1. What are the emotions engendered by critical situations in the context of educational organisations?
2. How do teachers regulate these emotions?
3. Can teachers be equipped to regulate these emotions in a way that increases their resilience?

These three research questions build on each other, with the first one being the broadest, while the third research question is the most specific, forming a pyramid. This relationship between the research questions is illustrated in the following figure:

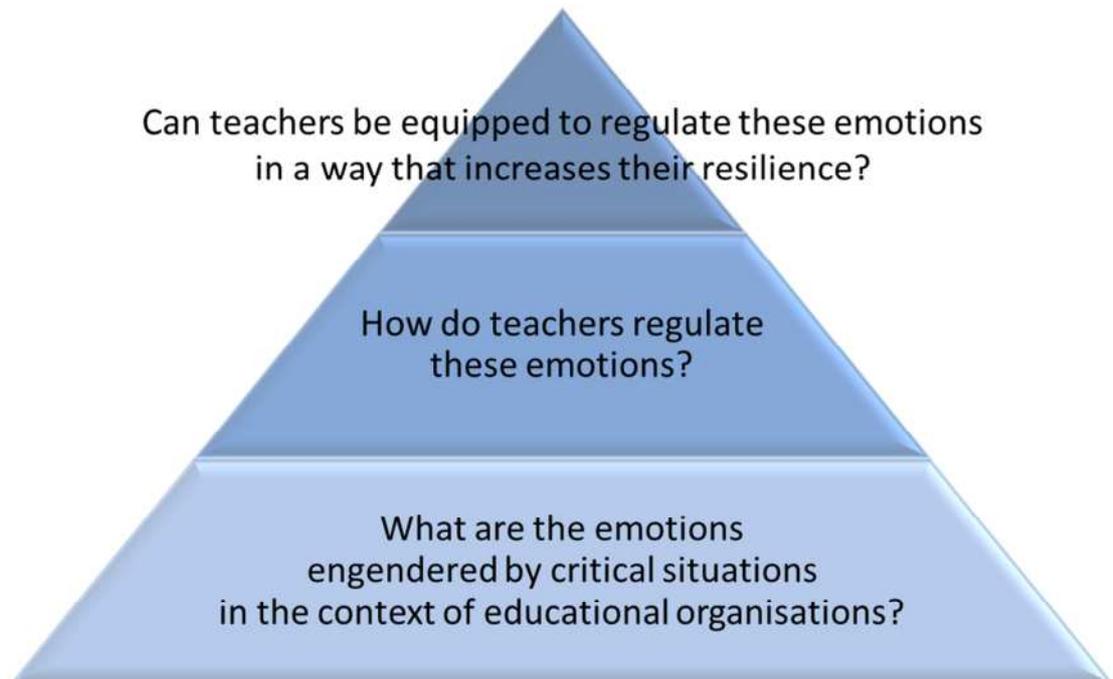


Figure 2 - Relationship of research questions

To answer these research questions four central objectives have to be fulfilled. These are:

1. Critical review of emotion regulation and resilience literature and especially literature concerned with the relationship of both concepts.
2. Design of a research approach which is appropriate to explore teachers' interpretation and subjective experience of their emotions, the way they regulate their emotions and the influence this has on their resilience.
3. Collection and critical analysis (Interpretative Phenomenological Analysis) of qualitative data, while drawing upon the base in current literature, to create an original contribution to this field of study.
4. Ensuring quality and validity of the research and its results by assessing processes and outcomes against appropriate criteria for qualitative research as suggested by Pringle et al. (2011), Yardley (2000, 2008) and Yin (1989) .

1.6 Structure of the thesis

This thesis is presented in eight chapters which will be summarised here briefly in order to allow a clear overview of the whole thesis.

Chapter One (Introduction) introduces the key thoughts and ideas which will be further developed and discussed in subsequent chapters. The understanding of resilience as a social construction is introduced which implies that resilient qualities can be learned and developed. The complex concept of emotion will be defined and it will also be explored why emotions can be understood as socially constructed. The aims of this research, key issues that are investigated and the research questions are set out, while significance and distinction of this research are explained. This section will continue to summarise the structure of the thesis and each chapter's function before concluding with a brief summary.

Chapter Two (Teachers – emotional strain and burnout: Setting the scene), as the first of three chapters which discuss relevant literature, gives an overview of the situation of teachers in Germany and a rationale for also considering findings from sources that are not German. Literature will be introduced and discussed that finds that teachers are facing high levels of stress and are vulnerable to burnout. Yet it is also found that employees can learn to deal with stress. Resilience is introduced as an important factor in how teachers deal with stress and offers a promising avenue for further research.

Therefore in **Chapter Three (Resilience)** resilience-related literature is reviewed and discussed. Resilience is also reviewed in the context of positive emotions, and a number of input factors for resilience and resilience-promoting strategies are identified. The chapter concludes that positive emotions appear to have a buffering effect against stress and burnout and the potential to foster resilience, which makes it necessary for teachers to regulate their emotions in order to build and sustain positive emotions, even in the face of adversity.

In **Chapter Four (Emotion regulation)** consequently extensive literature on emotion generation, emotion regulation and the regulation of positive emotions is critically discussed. Resource conservation, the dynamic model of affect and the 'broaden and build' theory are introduced, as they help us to understand the interconnectedness of resilience, positive emotions and their favourable outcomes. The chapter concludes with a summary of the entire literature review and an explanation of the gap with its potential for a theoretical and practical contribution.

Chapter Five (Methodology) discusses and justifies the philosophical underpinning of this work. The theoretical choices made as well as methodology and methods are informed by a social constructionist paradigm, which also reflects the understanding of resilience and emotions as socially constructed and enables the answering of the three proposed research questions. It will be discussed how this study explores subjective understandings of emotion regulation and its influence on resilience with social constructionism as the epistemic approach and an interpretivistic perspective. Semi-structured interviews (Critical-Incident-Technique) are conducted with teachers at German schools. This data is complemented by qualitative research diaries, filled in by the interviewees. Finally this chapter also explains Interpretative Phenomenological Analysis as the framework of analysis and evaluation, as well as demonstrating the trustworthiness of the undertaken research by showing the congruence of the research design and the chosen research philosophy, and explains possible bias and limitations of this study.

Chapter Six (Findings from the analysis of interviews) presents the detailed analysis of findings from the interviews and diaries. Each theme is illustrated with extracts from the interviews to give voice to the participants and enable the reader to experience the interviewees' accounts first hand and also to judge the coherence of the arguments presented in this thesis. The themes are commented on, providing initial thoughts and ideas which are then further explored in the discussion.

Chapter Seven (Discussion) discusses the findings presented in the previous chapter in the context of the reviewed literature. It concludes that the teaching profession is highly emotional and therefore teachers apply a wide range of strategies in order to regulate negative and positive emotions. The majority of these strategies also influence an individual's resilience positively. Furthermore 'support' is found to have the potential to regulate emotions, foster emotion regulation strategies and promote resilience, while it can be implemented, organised and steered by the organisation. Therefore support offers a way in which an organisation can take responsibility for its employees by providing a formal framework of support.

Chapter Eight (Conclusion) establishes the contribution to theory and practice, reviewing performance against objectives. Limitations will be discussed and potential areas for further research will be highlighted.

1.7 Summary

This research tries to understand whether teachers' application of emotion regulation strategies also influences their individual resilience positively and thereby bridges the gap between literature primarily concerned with the regulation of emotions and literature concerned with resilience and resilience-promoting factors.

Furthermore this could open up possibilities to clarify the role of the organisation and its responsibilities towards its employees in the process of regulating emotions and developing resilience, which could result in favourable outcomes for both employees and organisation, as it has been shown that resilient employees perform better, are more satisfied with their jobs and committed to their profession and have a lower risk of suffering from burnout-syndrome (Fisk & Dionisi, 2010).

Hereby this study is taking a qualitative approach in which the accounts of the participants are central. Meaningful insight is gained by focusing on individual experiences and understandings (Chamberlain, 1999). Interviews with 17 teachers of schools in Baden-Wuerttemberg, Germany, as well as qualitative research diaries filled in by the interviewees will provide rich accounts and allow the development of an understanding of teachers' reported emotional experience, applied emotion regulation strategies and the perceived influence of these strategies on teachers' individual resilience.

Chapter Two: Teachers – emotional strain and burnout: Setting the scene

2.1 Introduction

Teachers are called the “Ausgebrannten” (the ones who burnt out), and reports mention the “kranke Lehrerzimmer” (sick staff room) and talk about the “Leiden der Lehrer” (suffering of the teachers) being caught in the “Horrortrip Schule” (horror trip school). Buzz phrases like these, summarised by Rothland (2007), are not uncommon in German academic and popular scientific journals. The impression is created that something is fundamentally wrong in the teaching profession.

This chapter is the first of three chapters which discuss literature relevant to the topic under investigation, more precisely the situation of teachers (Chapter Two), resilience (Chapter Three) and emotion regulation (Chapter Four) in order to fulfil the first research objective.

This chapter will have a closer look at the situation of teachers and why emotions and the need for resilience are of such central importance for teachers. Detailed definitions and explanations of the terms ‘emotion’ and ‘resilience’ will be given in subsequent chapters. First the choice for sources in English language will be explained, and a brief introduction to the situation of teachers in Germany will be offered. Afterwards the importance of emotions in the teaching profession will be discussed against the background of teachers belonging to the human service professions, the concept of four central and interconnected areas of teachers’ lives, developed by Day and Leitch (2001), will be introduced and a brief overview of past research into teacher emotion will be given. The concept of burnout in the teaching profession will be introduced, highlighting literature which is suggesting that increased levels of resilience might have a positive effect on the reduction of risk for burnout, giving a rationale for a closer investigation into the concept of resilience in the next chapter.

2.2 German and English language sources

Although this study is investigating the case of German school teachers, in the course of this study English language literature from different countries will be used as secondary sources. This will not cause problems for the following reasons:

1. English and German sources generally agree on challenges teachers are facing, and negative effects they are causing. For example Hillert (2007), Reiter (2008), Schaarschmidt (2004, 2005) or Schaarschmidt and Fischer (2001), on the one side and Brackett et al. (2010), Burke & Greenglass (1995), Friedman & Farber (1992) or Johnson et al. (2005) on the other side, agree that teachers experience a considerable amount of stress which can lead to exhaustion, depression and poor performance, which in turn can result in illness and early retirement.
2. Roeser et al. (2012) find in their review of literature about teacher burnout that in developed countries teachers have similar rates of burnout and that there are “similar relations between chronic occupational stress and symptoms of mental and physical health problems” (p. 168).
3. A number of other published studies on teachers’ stress and professional development use both German and Anglo-American sources, for example Roeser et al. (2012) use a crossover of American, Australian, British, Canadian, Chinese, Israeli or other sources (Bullough, 2009; Chan, 2006; Gu & Day, 2007; Oplatka, 2009), despite differences in the schooling systems and national culture. This might make sense as none of these articles concentrates on the influence of culture on teachers’ well-being, stress, etc. and neither does this study.

2.3 Situation of teachers in Germany

The teaching profession is considered to be a profession which is particularly associated with psychological strain (Schaarschmidt, 2004; Schaarschmidt & Fischer, 2001).

2.3.1 Teacher education and training in Germany

According to the 2004 OECD (Organisation for Economic Co-operation and Development) report on attracting, developing and retaining effective teachers, German teacher policy is determined by four central aspects of education governance: the limited role of the federal level, centralised administration at federal state level,

separation of the educational sector from all other sectors and a limited role of local communities (Halász et al., 2004).

Due to the limited role of the federal level and central administration at federal state level, education and training of teachers varies between the federal states of Germany. As all interviewed teachers work in schools in Baden-Wuerttemberg, this section will concentrate on the education and training system for teachers of the federal state of Baden-Wuerttemberg.

2.3.1.1 Initial training – a two-phase approach

Although there are additional ways of becoming a teacher, particularly for professionals in industry, the vast majority of teachers follow the traditional ways of education at university or college of education. The first phase starts with a two weeks internship (Orientierungspraktikum), followed by attendance of university or college of education for at least four to five years, depending on the school type in which teachers want to teach later on. At both educational institutions students need to complete another internship for the duration of a semester (Schulpraxissemester or Semesterpraktikum). The second phase is formed by a longer preparatory service (Referendariat) after graduating (Landesakademie für Fortbildung und Personalentwicklung an Schulen, 2012). This preparatory service follows a dual model, which means that it is partly a kind of on-the-job training and partly organised by teacher training institutions (Seminars) which are not universities and controlled by the ministry of education of Baden-Wuerttemberg (Halász et al., 2004).

Although the two-phase approach to initial teacher training, particularly the apprenticeship approach of the second phase, is generally considered an effective option and close to what is suggested in teacher education reform (Hargreaves, 2000), it is this second phase as well which is subject to most criticism.

Common criticisms include the isolation of the second phase from the first, university-based phase and also from further in-service training and teachers' continuous professional development. It causes universities to stay clear of practical training, as this is considered to be a task for other institutions (Halász et al., 2004).

Another criticism is that it is unable to create a connection between professional reflection and actual school practice. Often the training programmes' content is not

sufficiently practice-oriented and learning content is only rarely linked to the student teacher's concrete individual school experience (Halász et al., 2004).

But also the first phase of initial teacher training is subject to criticism. The limited exposure of the student to actual school experience in this phase is considered its major weakness. Additionally learning is strongly subject-oriented and rarely linked to a teacher's methodological repertoire. Although more recently didactics are taught at university or college, they are often conceived and practised as a theoretical subject.

2.3.1.2 In-service training

Training of teachers who finished their education is provided by the 'Landesakademie fuer Fortbildung und Personalentwicklung an Schulen' (Academy for further education and school staff development) in Baden-Wuerttemberg, Germany. It is an institution of the federal state of Baden-Wuerttemberg. One of their main tasks is the provision and execution of subject-specific trainings, which are attributed to one of the seven following quality areas (Landesakademie für Fortbildung und Personalentwicklung an Schulen, 2012):

QB I: Unterricht (classes)

QB II: Professionalitaet der Lehrkraefte (professionalism of teachers)

QB III: Schulfuehrung und Schulmanagement (school leadership and management)

QB IV: Schul- und Klassenklima (school- and classroom-climate)

QB Q: Qualitaetssicherung und Qualitaetsentwicklung (quality management)

QB S: Sonderpaedagogik (special needs education)

QB V: Inner- und ausserschulische Partnerschaften (intra- and inter-school partnerships)

Professional development for teachers in Baden-Wuerttemberg is provided by order of the ministry of culture and education ('Kultusministerium'). It is divided into regional and central teacher professional development. The regional activities are organised by the four regional councils ('Regierungspraesidien') and the public education authorities ('Staatliche Schulaemter'). The central professional development activities are organised by the Landesakademie, who is also responsible for broader responsibilities such as the implementation of new curricula, leadership development and quality control and management (Landesakademie für Fortbildung und Personalentwicklung an Schulen, 2012).

Although teachers' participation in training is generally compulsory, in Germany the extent of participation in development activities is the lowest among all OECD countries according to the 2000 PISA survey (Halász et al., 2004). Each year only about 32.000 of the approximately 106.000 teachers of public schools in Baden-Wuerttemberg attend training provided by the Landesakademie (Landesakademie für Fortbildung und Personalentwicklung an Schulen; Landesamt fuer Statistik). Hence the quality of initial training and teachers' early career experiences is particularly crucial in Germany, as subsequent development of techniques and skills rests primarily with the individual teacher (Halász et al., 2004).

The major criticism about teachers' in-service training is related to its concentration on subject matter and a lack of efficiency in developing further general teaching competences. It also does not answer to schools' individual strategic needs and the impact of training is further hindered by difference between the advanced environment of the training institution and the reality of everyday school life. High costs for in-service training are another barrier to effective teacher development (Halász et al., 2004).

2.3.2 School leadership in Germany

School leadership in Germany differs from those in many other OECD countries in that, that the non-teaching staff is usually limited to a secretary, who is often part-time, and a caretaker. Therefore teachers face besides teaching duties also a large variety of administrative and bureaucratic tasks.

Principals are usually seen rather as head teachers, than as leaders or school managers. Often there is no additional preparation for new headteachers and they are considered as "first among equals" who receive a slightly higher salary than their colleagues in order to coordinate the school's work. Their way of working is as a part-time administrative job in addition to teaching duties. In many cases they do not have a strategic approach to quality improvement and the assessment and development of the effectiveness of their teacher colleagues' work. Also they are rarely expected to take the lead in processes like school development. Additionally the headteacher's role is quite constraint, with teachers holding a strong position in the school's management due to occupying several places in the Schulkonferenz, which gives them the opportunity to influence the way the school is run.

In the context of teacher development this means that headteachers rarely plan in-service training for their teacher colleagues. This is rather considered a private

responsibility for each teacher and not as an activity which brings benefits for the entire school as an organisation. Teachers expect the school leader to be a loyal colleague, who does not disturb them with challenging and new initiatives, but rather acts as a buffer between them and external demands (Halász et al., 2004).

The OECD report comes to the conclusion that headteachers need additionally support if they are supposed to transform schools into organisation which are more responsive to current and ever-changing challenges. Such support could be provided in the form of training programmes, networking between schools or schools and industrial organisations. The introduction of a two-year Masters level programme in school management at the college of education in Ludwigsburg (Baden-Wuerttemberg) is considered a first step in the right direction (Halász et al., 2004).

2.3.3 Teachers and burnout – retention, burnout, absence & stress related issues

Many sources agree that the teaching profession is considered to be a profession which is particularly associated with considerable psychological strain (Schaarschmidt, 2004; Schaarschmidt & Fischer, 2001).

An extensive study with 3000 teachers in Germany (Schaarschmidt, 2005) concluded that the teachers' current situation is changing for the worse with increasing number of tasks and simultaneous increase of pupils with behavioural disorders and lack of support from parents. As a result, teachers are more likely to suffer from psychic or psychosomatic conditions than other occupational groups. For example teachers represent a higher percentage amongst patients of psychosomatic medicine clinics than any other occupational group (Hillert, 2007). This view is shared by Weber (2007), who states that approximately one third of teachers experience emotional exhaustion and are at high risk to suffer from burnout in the future.

Teachers' higher health risk is also reflected in earlier retirement. A high number of teachers retire early (before reaching the retirement age of 65), many of them due to psychic and psychosomatic conditions (Jehle, 1997; Schaarschmidt, 2005), suffering from depression, anxiety attacks, or physical conditions such as cardiovascular diseases and gastrointestinal disorders, chronic pain and tinnitus. Often these conditions are summarized under the term "burnout" (Halász et al., 2004; Reiter, 2008). According to the 2004 OECD report on attracting, developing and retaining effective teachers in Germany only 6% of teachers worked until the retirement age of 65 in 2001.

Also teacher absenteeism is a serious matter and appears to be rather high in Germany, as “according to data from the 2000 PISA survey 26% of 15 year-olds are in schools where principals believe that student learning is hindered “some” or a “lot” by teacher absenteeism (compared to an OECD country average of 17%)” (Halász et al., 2004, p. 24).

When looking into the reasons behind these issues, it appears that not the high number of compulsory teaching hours or the wide variety of tasks are the main causes of teachers’ distress, but a number of other problems, the teaching profession is currently facing.

As in a number of other OECD countries, also in Germany there is the tendency to blame teachers and schools for various social problems inside and outside the classroom, which combined with politicians’ unjust criticism causes teachers to experience that their status has been eroded which often leads to lowered self-esteem and a subjective feeling of being powerless (Halász et al., 2004).

However these negative experiences are not solely a result of socio-political factors, but also a result of the structural conditions in which teachers’ work is undertaken. In the OECD report teachers described themselves as “lone fighters”, using the image of the teacher as an island. Opportunities for teamwork are rare, as is contact with colleagues who teach the same subject at other schools and other teachers or the headteacher joining in the classroom. Therefore it is not surprising that the OECD report recommends a change of schools’ organisational culture and renewal of their management (Halász et al., 2004).

With the profession being a central part of a person’s life, work-related health risks can also have a negative impact on the private life (spill-over effect), while on the other hand experiencing one’s profession as successful and fulfilling can have a positive impact on health and overall well-being (Lehr, Sosnowsky & Hillert, 2007).

Consequently the question arises of whether the German teachers’ situation could be changed for the better, instead of for the worse.

2.4 Teachers and emotions

Teacher emotion is “a topic which is of daily concern to practitioners [...] [because] as an occupation teaching is highly charged with feelings” (Nias, 1996, p. 293). Therefore it is necessary to have a closer look into the role emotions play in the teaching profession.

Teachers as human service professionals

Teaching is included in the human service professions (a profession that involves direct personal contact with the service recipient (Schaufeli & Greenglass, 2001)). Due to their social nature, these occupations involve a high intensity of emotions, uncertainty and require the constant attention to others. Therefore teachers are required to be mentally flexible, possess relationship management skills and are capable of regulating their emotions effectively (Helsing, 2007; Schutz & Zembylas, 2009). Also a higher level of resilience is required, as conflicts are common in an occupation in which various and numerous social relationships are inevitable (Roeser et al., 2012).

On a daily basis teachers are required to interact with a variety of people: pupils, parents, colleagues, administrators, the school’s leadership team, the headteacher. Through these interactions a range of emotions such as anger, nervousness, embarrassment or excitement is engendered in a socio-political context and also the expectations of other people influence teachers’ emotions. (Zembylas, 2003). Therefore extensive emotional resources and their effective regulation are needed (Roeser et al., 2012).

Due to these kind of emotion-laden interactions, teachers face more emotional demands than most other groups of professionals (Brotheridge & Grandey, 2002). Also Hargreaves (2000) states that “teaching, learning and leading [...] are always irretrievably emotional in character, in a good way or a bad way” (p. 812), they are social practices and intrinsically tied to emotional experiences (Hargreaves, 1998).

Negative emotions, such as anger, frustration and fear (Chang, 2009) need to be regulated, often even in the presence of the stressor which is an additional challenge in itself (Roeser et al., 2012).

Many studies agree that teaching belongs to the stressful to very stressful occupations (Brackett et al., 2010; Johnson et al., 2005; Kyriacou, 2001). The emotional demands teachers are facing have the potential to cause physical and emotional exhaustion,

reduced job satisfaction or lowered feelings of accomplishment (Brackett et al., 2010; Guglielmi & Tatrow, 1998; Shann, 1998).

According to Day and Qing (2009) organisations need to care for teachers as much as they care for pupils due to the contemporary context of teaching. Very explicitly, Nias (1996) states that teachers' emotions are "a matter of collective concern" whose "consequences affect everyone involved in the educational process" (p. 294).

Four areas of teachers' lives

On a more theoretical note, Day and Leitch (2001) suggest that there are four interconnecting areas which are central in teachers' lives and call them 'cognitive', 'emotional', 'personal' and 'professional'. 'Cognitive' and 'emotional' are opposite ends of a continuum, just like 'personal' and 'professional'.

To understand the key role which emotions play in teachers' lives and their personal and professional development, they refer to the tensions within and between those four areas. In the study "the complexities of being and remaining a professional and the strategies used in order to maintain a sense of self" (p.403) are highlighted.

The authors emphasise that it is important to attend to the emotional dimension of teachers' selves which is often neglected in their professional development. It is concluded that 'critical incidents' are not the main cause of emotions in teachers' lives, calling them merely the tip of the iceberg. Of true significance is the continuing inner debate between the ends of the two continuums that are formed by the four areas of teacher's lives: the 'cognitive' and the 'emotional', as well as the 'personal' and the 'professional'. This confirms Palmer's (1998) statement explaining that teaching is situated at the intersection of personal and professional life.

Past research into teachers' emotions

Although today the concept of teacher emotion is generally accepted among researchers, it has not always been like this. Until quite recently teacher emotion as a social phenomenon was not fully accepted among researchers. Instead the cognitive aspects of the teaching profession were emphasised and research into teacher emotion was seen as belonging to psychological disciplines, especially cognitive

psychology, and not as part of education studies. Yet over the last two decades researchers in education became more and more interested in the role of emotions in teaching (Zembylas, 2003).

Zembylas (2003) identified three waves of research into teachers' emotions with the third wave still going on, as even more recent articles than Zembylas' review focus on the identified research areas.

Table 1 - Literature review - teacher emotion (Zembylas, 2003)

	First wave	Second wave	Third wave
Time	1980s, early 1990s	1990s	2000 - ongoing
Relevant authors (examples)	Salzberger-Wittenberg, Henry & Osborne (1983)	Little (1996)	O' Connor (2008)
	Nias (1989)	Blackmore (1996)	Day & Leitch (2001)
	Dworkin (1987)	Woods & Jeffrey (1996)	Bullough (2009)
	Truch (1980)	Kelchtermans (1996)	
	Farber (1991)		
Research interest and central ideas	Establishing awareness of the role of emotions in teaching;	Idea of social relationships, recognising emotion as part of relationships in the classroom and in school context;	Influence of teacher emotion on self-concept, perception, and judgement;
	Broad ideas of stress and burnout, yet no use of the term 'emotion'	Exploration of social interactions among teachers, pupils, parents, and administrators;	Relationship between emotion and teacher identity;
		Emotions seen as socially constructed;	Emotion as embedded in school culture, ideology, and power relations;
		Emotional labour	Invisible aspects of emotional work;
			Development of pedagogies that promote empowerment and teacher self-development

Also Chan (2006) explains that a lot of studies in the past focused on the impact of emotional demands on teachers' well-being, stress, job satisfaction and burnout. Beyond that, Brackett et al. (2010) add that there is still a lack of research into protective factors that promote coping and reduce the risk of burnout.

Now that the significance of teachers' emotions and their ability to manage them in various settings became accepted in education research, the next step would be to close the gap and foster research in education which is trying to investigate the organisational and relational conditions which impact on teachers' abilities to regulate and manage their emotions, to enable them to improve their individual well-being and sustain their effectiveness for the sake of the organisation (Day & Qing, 2009).

2.5 Teachers and burnout

As mentioned in Section 2.3 about the situation of teachers in Germany, burnout is a common diagnosis for teachers suffering from a range of psychic or psychosomatic conditions due to psychological strain. According to Brackett et al. (2010) teachers are highly vulnerable towards stress-syndromes like the burnout syndrome. This is confirmed by Burke, Greenglass and Schwarzer (1996) who state that there is extensive evidence that teachers experience their profession as stressful which effects their well-being and health negatively, causing depressed mood, poor performance, exhaustion and personality changes which lead in the long run to illness and early retirements.

Teaching can only be effective over the duration of a career if teachers are emotionally healthy (Day & Leitch, 2001). Finding ways to increase teachers' physical and psychological well-being might make their job experience more favorable and enjoyable, increase their performance and lower expenditure caused by teachers' absence due to health reasons.

2.5.1 What is burnout?

A commonly shared definition of burnout considers it a state of mental, emotional and physical exhaustion which occurs as a result of long-term involvement in emotionally demanding work situations (Schaufeli & Greenglass, 2001). Another (older) definition, concentrating rather on the causes of burnout, is to understand burnout as a response to continuous difficulties in controlling stress (Lazarus, 1995).

One of the main aims of the early research on burnout was to increase the understanding of factors which are contributing to burnout and of the consequences for individuals suffering from burnout and their health. Stressors within the teaching profession include lack of control, unmanageable workload, lack of workplace community, perceived low reward and feelings of injustice (Maslach, Schaufeli & Leiter, 2001). Burnout is reported to have strong negative impact on the individual's well-being and physical and psychological health (McGrath, Houghton & Reid, 1989) and researchers also found a correlation between burnout or stress and various self-reported measures of personal distress (Greenglass, 1991; Schaufeli & Enzmann, 1998).

Instruments that measure burnout (for example the Maslach Burnout Inventory (Maslach, Schaufeli & Leiter, 1996), which is, according to Schaufeli and Greenglass

(2001) the most common instrument for the measurement of burnout) focus on three different aspects of burnout. Surveys used to measure burnout in employees working in human service professions and specifically education concentrate on these three aspects: emotional exhaustion (feeling emotionally overextended and drained by others), depersonalisation (uncaring and cold response towards service-recipients), and reduced personal accomplishment (reduced feelings of achievement and competence in work with people) (Schaufeli & Greenglass, 2001).

If teacher stress and burnout are not managed they can have a negative impact on teacher well-being, but at the same time also engender human resource and health care costs due to illness and absenteeism of teachers or in the worst case early retirements (Roeser et al., 2012), while teachers' poor performance can be detrimental to pupils' learning and development (Gu & Day, 2007).

2.6 Protective factors

Despite the large number of studies that investigate the impact of emotional demands teachers are facing on a daily basis, on their stress, burnout, mental health, and job satisfaction, there is only a comparably small number of studies focusing on protective factors against stress and burnout in teachers (Brackett et al., 2010).

On the other hand, a range of studies can be found that investigate 'protective factors' in the context of resilience. These protective factors are specific qualities and traits that are attributed to resilient individuals (Garmezy, 1991; Hunter & Chandler, 1999; Werner & Smith, 1982). They are consistent with the protective factors suggested to alleviate or prevent stress and burnout in teachers but include beyond that factors like optimism, patience, faith, adaptability, and a sense of humour, but also cognitive abilities. They help individuals to recover from adversity and thrive despite negative conditions and high risk of stress.

2.6.1 Burnout and social support

Burke, Greenglass and Schwarzer (1996) differentiate four kinds of social support: instrumental support, tangible support, informational support and emotional support. Assistance with a problem would be an example of instrumental support, donation of

goods of tangible support, giving advice of informational support and emotional support could be given for example through reassurance.

Social support as a concept should not be mixed up with the concept of social integration which is concerned with the existence and number of social relationships, the size of the social network, including friends and relatives, and also how frequently there is contact with those people (House, Umberson & Landis, 1988).

Providers of support

Schaufeli and Greenglass (2001) explain the positive effects of co-worker and supervisor support. Both types of provider of support can offer all four kinds of social support. The positive effect of co-worker and supervisor support has been shown in various research studies. By offering support, practical, informational and emotional benefits are provided to employees. Here practical support encompasses tangible and instrumental support as defined by Burke, Greenglass and Schwarzer (1996). These kinds of support have both positive main effects and buffering effects in the alleviation of burnout (Greenglass, Burke & Konarski, 1998; Himle, Jayaratne & Thyness, 1991).

Most studies focus on the effects certain types of support have on the well-being of employees and the alleviation of burnout, while not differentiating who provides the support.

Instrumental and informational support

Himle, Jayaratne & Thyness (1991) report the buffering effects on particular burnout components of informational and instrumental support. They suggest that the provision of information and advice helps the employee to gain the necessary knowledge, while the provision of instrumental support in the form of practical assistance helps to successfully complete a task. Both, knowledge and practical assistance, increase the employee's perception of being in control of their job situation, which in turn can alleviate burnout. In a more specific educational context Greenglass, Fiksenbaum & Burke (1996) find that informational support provided by supervisors and co-workers has the potential to buffer emotional exhaustion.

Practical support

Greenglass, Fiksenbaum & Burke (1996) also demonstrated that practical support was able to buffer teachers' depersonalisation, that is the inappropriate or negative attitude towards recipients (which could be pupils, parents or even colleagues), in cases when they were confronted with high levels of work stress. Just as is the case with instrumental and informational support, practical support can result in the teachers' perception that they have more control over their work, which in turn causes a decreased need to depersonalise pupils.

Emotional support

In a research study of nurses who are employed in hospitals which are undergoing extensive restructuring (Greenglass & Burke, 2000a), organisational support was found to be an important buffer of the nurses' perception of job insecurity on cynicism. Nurses who received emotional support in the form of being made to feel appreciated and valued were less likely to disengage from their jobs or become cynical, despite their potential insecurity about their future position in the organisation. So despite perceived job insecurity, emotional support provided by the organisation seems to have the potential to protect employees from becoming cynical. Schaufeli, Van Dierendonck and Van Gorp (1996) offer a slightly different explanation by offering the possibility that when employees receive emotional support and therefore believe they are valued, the equity in the relationship between employees and the organisation is restored which decreases the feeling of cynicism.

Lack of support

Lack of supervisor support has been identified as a precursor for teacher burnout. A lack of social support at work can be compensated by support from friends and family, which in this case would be necessary to help to rebuild motivation and coping competence (Burke, Greenglass & Schwarzer, 1996). In their study Greenglass, Fiksenbaum and Burke (1995) found that teachers who suffer from high levels of burnout report lower social support levels.

Communities of practice

Instead of using the term 'support', Wenger (2000) takes these idea of social support a step further, suggesting that all learning takes place in social systems, so-called communities of practice, emphasising that an organisation's success depends on its ability to design itself as such a social learning system. Wenger (1998) defines communities of practice as "the social configurations in which our enterprises are defined as worth pursuing and our participation is recognisable as competence" (p. 5) and explains that learning takes place through membership in various communities of practice, some of which are private (families, informal circle of friends), while others are more formal (professional organisations, employee groups).

Belonging to a community of practice can take various forms, such as doing things together, talking, helping a colleague with a task or problem, problem-solving sessions, guest speakers, etc. and therefore encompasses various forms of practical, instrumental, informational and emotional support. The community needs to identify the types of necessary and most efficient activities. It also depends on internal leadership, with the role of the leader, or 'community coordinator' being crucial to its effectiveness. Therefore, although the main source of value creation originates from informal processes (conversations, pursuing ideas, brainstorming), the formal organisational design needs to enable and foster these informal processes in order for the community of practice to be effective and successful (Wenger, 2000).

2.6.2 Burnout and individual resource

Further research shows the positive influence of individual resources on alleviating burnout. These resources include self-efficacy and coping ability (more specifically control coping as opposed to escape coping), which have been the focus of researchers.

Self-efficacy is understood as a personality variable which is "reflecting a person's optimistic self-beliefs about being able to deal with critical demands by means of adaptive actions (Schwarzer, 1993)" (Schaufeli & Greenglass, 2001, p. 505-506). Therefore it also reflects the individual's belief in his/her ability to control environmental demands that s/he perceives as challenging, hence it is considered one of the input factors for resilience (Fisk & Dionisi, 2010).

In their study of nurses employed in hospitals that underwent considerable restructuring, Greenglass and Burke (2000b) found that self-efficacy was able to

predict lower cynicism, lower emotional exhaustion as well as higher professional efficacy.

Coping ability refers here specifically to control coping as opposed to escape coping. Control coping encompasses efforts to change the critical perceived situation, while escape coping implies pessimism and passivity in general and in particular about the prospect of changing the critical situation (Leiter, 1991; Schaufeli & Greenglass, 2001).

In the aforementioned study of hospital nurses, Greenglass and Burke (2000b) found that when dealing with stress, higher levels of control coping predict lower cynicism as well as increased professional efficacy. In other words, engaging in control coping led to positive feelings about professional accomplishments. Nurses who believed in their control of their situation and its outcomes were additionally less likely to be cynical with patients, even in stressful situations. Leiter (1991) also found that successful use of control coping strategies resulted in lower emotional exhaustion and in accordance with Greenglass and Burke (2000b) more positive perception of professional accomplishment.

Researchers in positive psychology, a recent branch of psychology, suggest that a variety of human strengths like optimism, interpersonal skill, courage, work ethic, hope, perseverance and future mindedness (to name only a few) have the ability to buffer against mental illness. They are concentrating on preventing mental illness, as opposed to treating it, by developing an understanding of how to foster these strengths in people (Seligman & Csikszentmihalyi, 2000). Maslach, Schaufeli and Leiter (2001) assume implications of this development for the future direction of research into burnout: prevention instead of treatment. In this context positive skills like self-efficacy or coping ability could be the focus in the development of programmes for burnout prevention in individuals that have the potential to enhance the recipients' quality of life (Schaufeli & Greenglass, 2001).

2.7 Summary and conclusion:

Need to reduce stress and burnout

Today's teachers face high levels of stress and risk of burnout. The consequential negative impact on personal well-being, physical and psychological health often results in premature retirements and long absence due to ill health (Bachkirova, 2005),

causing organisational, administrative and economic problems for schools and governments.

Yet there are also studies offering a more positive and optimistic view. In their meta-analysis of 36 experimental studies of stress management interventions in various work environments, Richardson and Rothstein (2008) show that employees can learn and even be taught techniques that improve their way and efficiency of dealing with stress.

Research focuses on different factors that have the potential to alleviate or prevent burnout, reduce stress or enable teachers to deal with stress more effectively. Some of those which are widely discussed have been introduced in this chapter. Despite the different approaches of these studies, their sum shows the importance that is attributed to improving teachers' (and other employees') physical and psychological condition in the workplace, to improve their well-being and performance and hence consequently the performance of the organisation.

As the aforementioned factors that are suggested to alleviate or prevent burnout are protective factors that are attributed to resilient individuals, the resilience literature is likely to offer fresh and interesting opportunities to fight teacher stress.

Only recently Gu and Day (2007) suggested more explicitly that resilience might be another important factor in how teachers deal with stress and manage the various and complex interactions of their work and private lives. This promising avenue for further research will be discussed in the following chapter.

Chapter Three: Resilience

3.1 Introduction: Role of resilience in reducing burnout/stress

Despite having its roots in developmental and clinical psychology, the concept of resilience is also applied in different work contexts in the current literature. Gu and Day (2007) for example find resilience as a necessary condition for teachers' effectiveness, as it enables them to react positively towards challenging circumstances or in adverse environments. Other than focusing only on negative aspects such as burnout and teacher stress, a shift towards resilience as a more positive and optimistic perspective offers new and promising avenues for further research which has the potential to increase understanding of how teachers develop, and sustain commitment and motivation in challenging situations and environments.

These opportunities combined with the importance attributed to the improvement of teachers' working conditions (e.g. Brotheridge & Grandey, 2002; Helsing, 2007; Roeser et al., 2012; Schutz & Zembylas, 2009) makes it necessary to have a closer look at the concept of resilience.

This chapter starts by summarising the definitions, respectively conceptualisations of resilience, which have been introduced in the introduction of this thesis. It continues by introducing resilient qualities usually shown by resilient individuals and input factors on resilience, that have a fostering effect on these resilient qualities. Afterwards resilience is discussed in the context of its potential to alleviate and prevent burnout and three concepts are introduced that aim at promoting resilience in the workplace.

It will be concluded that most concepts of resilience-promotion do not sufficiently consider the complexity of the emotional context of the teaching profession and teachers' constant need to regulate emotions (Zembylas, 2003). To capture the complex interrelations of emotions, emotion regulation and resilience it is suggested in accordance with Avey, Wernsing and Luthans (2008), Fisk and Dionisi (2010) or Tugade and Fredrickson (2004, 2007) that the researcher discusses the concept of resilience in the context of positive emotions, which will be done in the next section.

Finally this chapter is summarised and concludes that there is the potential that due to resilience's strong connection to positive emotions and the complex emotional context of the teaching profession, emotion regulation is a significant component in teacher resilience. This idea will be further developed and discussed in Chapter Seven – 'Emotion regulation'.

3.2 Definitions of resilience

As mentioned in Section 1.4.2.1, resilience is a highly complex concept which has slowly evolved over time and has been interpreted in different ways (Gillespie, Chaboyer & Wallis, 2007; Grafton, Gillespie & Henderson, 2010; Richardson, 2002). In this work resilience is considered to be a social construction (Day et al., 2006; Henderson & Milstein, 2002; Luthar, Cicchetti & Becker, 2000), which implies that resilient qualities can be acquired and developed by individuals (Higgins, 1994). It is not considered a personality trait, but a dynamic and developmental construct, associated with positive adaptation of individuals in the face of adversity and a product of professional and personal dispositions (Gu & Day, 2007).

3.3 Input factors on resilience

Before having a closer look into the connection between resilience and burnout it is useful to understand inputs to resilience. Although Fisk and Dionisi (2010) consider resilience as a personality trait, they recognise that it is a malleable trait (Masten, 2001), and therefore subject to improvement and development. Fisk and Dionisi (2010) highlight and discuss the connections between resilience and the four following concepts: The Five Factor Model (or Big Five), self-monitoring, core self-evaluations, and emotional intelligence.

In the past, resilience researchers have concentrated on identifying the personality profile which allows survival and thriving when facing adversity (Connor & Davidson, 2003; Wagnild & Young, 1993). Although there is no generally accepted classification of the traits that are associated with resilience, a multidimensional view of the construct has been developed through research and theory (Connor & Davidson, 2003; Richardson, 2002). From a conceptual position, resilience can be seen as a “dynamic higher order mechanism” (Fisk & Dionisi, 2010, p. 171) which encompasses numerous psychological and behavioural characteristics.

Resilient individuals usually possess distinctive cognitive abilities, are optimistic and emotionally stable as well as open to new experiences and change (Block & Kremen, 1996; Tugade & Fredrickson, 2004). Furthermore they prove social skills which enable them to understand other people’s emotional responses and influence them. Also strong problem-solving abilities can be found in resilient individuals. They are able to make plans for the future and ask for help and support if needed. Their strong personal identity helps them to identify and hold on to personal values and beliefs, while another

important characteristic is self-efficacy, which had been mentioned before as one of the individual resources that have the potential to alleviate or prevent burnout (Benard, 2004; Greenglass and Burke, 2000b; Hass & Graydon, 2009).

Resilient individuals are generally optimistic about the future, believing that they will be successful and that they can influence or change their environment in their own interest instead of being a passive 'victim' to critical situations (Maluccio, 2002).

Ambition, social skills and a broad range of interest are further factors that enhance the ability to face difficult situations head-on (Letzring, Block & Funder, 2005).

When Fisk and Dionisi (2010) investigate input factors on resilience, they pay particular attention to the connection between resilience and the aforementioned four concepts of the Five Factor Model (or Big Five), self-monitoring, core self-evaluations, and emotional intelligence, which will now be introduced and discussed.

3.3.1 The Big Five/Five Factor Model (FFM)

In contemporary psychology the Big Five model, or Five Factor Model is used to describe human personality and represents an approach to study individual differences. Personality traits are hereby categorized into the five dimensions: openness to experience (e.g. curiosity, seeking new and unfamiliar experiences), conscientiousness (e.g. productiveness, reliability and carefulness), extraversion (e.g. outgoing, unreserved), agreeableness (e.g. cooperative, non-confrontational), and emotional stability or neuroticism (e.g. low in negative affect and emotional reactivity) (McCrae & John, 1992).

In their study Robins, John and Caspi (1994) stated that resilience predicts certain patterns of behaviour which can be explained and understood with the Big Five model. Their study investigated the behaviour of resilient teenagers who were found to be open, conscientious, extraverted, agreeable, and emotionally stable.

Zhao and Seibert (2006) investigated this issue in a work context and found that managers who were widely considered to be resilient were less neurotic and agreeable and more open to new experiences and more conscientious than other managers who were considered less or not resilient.

Based on these and other similar studies a wide range of authors suggest that resilience possesses a characteristic personality profile, representing a combination

and interaction of the poles of all Big Five dimensions (Block & Kremen, 1996; Fredrickson et al., 2003; Friberg et al., 2005; Robins, John & Caspi, 1994).

3.3.2 Self-monitoring

Self-monitoring is the process of observing, regulating and controlling self-relevant cognitions, feelings and behaviour to achieve a variety of goals, as for example the suppression of socially inappropriate feelings and thoughts, or the communication of an emotional state, which is demanded by the situation, but not experienced (Snyder, 1974). Being able to adjust one's expressed behaviour works as an indicator of how effectively an individual is functioning socially and interpersonally (Snyder, 1974).

There are recent studies linking the ability of self-monitoring to resilience. A study by Inzlicht, McKay and Aronson (2006), which was testing the effects of minority status on performance, found that high self-monitors (individuals who are constantly aware of role demands and comply with them) reacted to negative stereotypes with a performance on higher levels than low-monitors (individuals who value being themselves without considering the situation).

Another study by Bono and Vey (2007) associated the ability to self-monitor with healthy styles of emotion management (e.g. deep acting). This finding might impact further research on physical and emotional well-being.

3.3.3 Core self-evaluations

Earlier in this chapter, resilience is described as encompassing a range of individual difference factors. Many of them are also in the focus of definitions of core self-evaluations. According to Judge et al. (2003, p. 303) "core self-evaluation is a broad, latent, higher-order trait indicated by four well established traits in the personality literature". These are: self-esteem (i.e. the value ascribed to one's self-worth), self-efficacy (i.e. the perceived ability to perform well across time and situations), neuroticism (i.e., the tendency to endorse a pessimistic attributional style), and locus of control (i.e. beliefs regarding the causes associated with life events) (Fisk & Dionisi, 2010).

As earlier studies suggested that resilient individuals are emotionally stable (e.g. McCrae, 1990), possess high self-efficacy (e.g. Bandura, 1997), and tend to have an internal locus of control (e.g. Horner, 1996), their findings should allow the conclusion that resilient individuals score highly on core self-evaluation measures. Core self-evaluations, just like resilience, have a positive impact on performance, goal commitment, and persistence when facing challenges and difficulties. Therefore the relationship between both concepts has practical relevance (Erez & Judge, 2001; Judge et al., 2005).

3.3.4 Emotional Intelligence

The last concept to be introduced is emotional intelligence. It is defined as the ability to “recognize the meanings of emotion and their relationships, and to reason and problem-solve on the basis of them” (Mayer, Caruso & Salovey, 1999, p. 267). According to Mayer and Salovey (1997), emotional intelligence consists of four core competencies:

- perceiving, appraising, and expressing emotions
- accessing and generating emotions when they influence cognition
- comprehending and analysing emotion-relevant information
- managing self- and other-experienced emotion

Until today there is only little theory linking emotional intelligence and resilience, the convergence of both constructs is only supported by some empirical evidence. For example Tett, Fox and Wang (2005) found in their survey study of undergraduate students that flexibility and what they called ‘emotional resilience’, i.e. the ability to recover from negatively experienced emotions and react positively to new and unfamiliar experiences, are positively correlated with multiple emotional intelligence subscales. Another study by Tugade, Fredrickson & Barrett (2004) supports the idea that emotional granularity, i.e. the ability to identify, express and communicate emotions precisely, has linkages to adaptive forms of coping, which in turn would mean that there are linkages to resilience.

Although Fisk and Dionisi’s (2010) review of linkages between resilience and these four concepts adds to the understanding of resilience and its influencing factors, it is vital for this study to put resilience in the more applied context of burnout.

3.4 Resilience and burnout

Recent studies found that it is not primarily the actual stress that has a negative impact on psychological and physical well-being, but the individual's perception of and response to the stress (Grafton, Gillespie & Henderson, 2010). In this context the ability to recover from the negative impact of stress, coping with it and even turning it into a learning experience with positive outcome is referred to as resilience (Richardson, 2002). This view is in line with the interpretation of resilience as a social construct by Gu and Day (2007), who highlight that resilience is a construct associated with the development and positive adaptation of people facing adversity.

Resilient employees are more successful in managing their responses to stress and remaining in a state of psychological and physical well-being which allows them to follow their profession even when facing challenging situations and high levels of stress (Hodges, Keeley & Grier, 2005). This makes resilience relevant in the management of organisational and professional workplace stress (Grafton, Gillespie & Henderson, 2010). Also other studies suggest that resilience has a strong positive effect on job-related attitudes and behaviours, including commitment, engagement, satisfaction or organisational citizenship behaviour while reducing cynicism and absenteeism (Avey, Wernsing & Luthans, 2008; Larson & Luthans, 2006; Luthans et al., 2005; Norman, 2007).

Gu and Day (2007) summarise three reasons why teachers especially should be resilient. First of all, if pupils are expected to be resilient, then teachers as their role models must demonstrate resilient qualities as well. This view is confirmed by Henderson and Milstein (2002). Secondly education researchers agree that teaching is one of the more demanding professions. A lot of studies concentrate on teacher stress and burnout and their causes. Therefore shifting the focus from those negative aspects to resilience might add to the understanding of how teachers remain motivated and committed when facing challenging situations. And thirdly resilience is closely connected to self-efficacy, a strong sense of vocation and the motivation to teach. These are fundamental when it comes to the promotion of achievement in pupils' lives.

3.5 Promoting resilience in the workplace

A wide range of studies suggests that resilience can be developed, no matter if these studies regard resilience as a dynamic and developmental construct (Gu & Day, 2007; Higgins, 1994) or a malleable trait (Masten, 2001). They agree that individuals can learn and improve a variety of resilient qualities if they are provided with a positive learning environment and caring workplaces.

As resilience is seen as dynamic, developmental or malleable, it can change over time, which leads to the question of whether promoting resilience in its employees is not only a potential chance for an organisation to improve the effectiveness and efficiency of its workforce, but also its duty to encourage the development of this psychological resource. Previous research shows that a more resilient workforce demonstrates better performance, higher degrees of job satisfaction and commitment and lower risk of suffering from burnout-syndrome (Fisk & Dionisi, 2010).

A number of strategies to develop and increase resilience in individuals are suggested throughout literature. Three interesting approaches will be introduced and discussed in this section.

Firstly there are Gu and Day's (2007) four protective factors that result from the VITAE study and have the potential to promote teacher resilience. These factors are classified as external or internal protective factors. This differentiation is interesting as it proposes that both factors inside the individual and factors in the individual's environment influence the person's resilience.

Secondly there are the three types of resilience-promoting strategies identified by Masten and Reed (2002). While risk-focused strategies aim at reducing or preventing risks and stressors, asset-focused strategies try to improve the quality and increase the number of personal resources and process-focused strategies aim at mobilizing the adaptation system.

Thirdly and finally Grafton, Gillespie and Henderson (2010) suggest a number of factors and practical strategies that have the potential to promote resilience. They are derived from a study of resilience in oncology nurses and concentrate on self-care practices and support strategies provided by the organisation.

All three approaches offer useful features to answering the question of how employee resilience can be developed. While Gu and Day (2007) differentiate between internal and external factors, Masten and Reed (2002) concentrate on three different strategies centred around risks, assets and processes, and finally Grafton, Gillespie and

Henderson (2010) make practical recommendations, suggesting hands-on strategies for organisation to promote their employees' resilience.

3.5.1 Four protective factors

The aforementioned VITAE study demonstrated a variety of external and internal protective factors, which have a significant impact on teachers' lives. Together these protective factors enable teachers to thrive and sustain their effectiveness and therefore contribute to the positive role of teacher resilience. Despite this promising perspective, the question of promoting teacher resilience is still an under-researched area (Gu & Day, 2007).

Gu and Day (2007) identified four protective factors (two internal and two external) that have the potential to promote resilience in teachers: sense of vocation, self-efficacy, external policy contexts and school contexts.

1. *Sense of vocation* means regarding the profession, in this case teaching, as more than just a job, not treating it as a routine. A strong sense of vocation can strengthen determination, flexibility and courage in teachers. Pupils' progress is usually at the centre of the sense of vocation, it's the mission. A very strong sense of vocation can cause the teacher's inability to separate between identity as person and identity as teacher, even when being at home. It also functions as internal emotional and psychological support, encouraging and enabling teachers to remain committed. A strong sense of vocation is a significant part of teacher resilience as it is associated with qualities that can be observed in resilience: persistence, achievement, professional aspirations and motivation (Benard, 1995; Gu & Day, 2007).
2. *Self-efficacy* is often described as a robust predictor of resilience. According to Bandura (2000) self-efficacy is a personal resource that positively influences individuals' self-motivation. Those who believe in their own capabilities are more likely to concentrate their efforts in order to master a challenging situation, instead of giving up or settling for mediocre solutions. For example, self-doubt is described as a natural reaction to failure. What is really important to the resilience of an individual is how quickly the perceived self-efficacy recovers

from these difficulties. Here a feedback loop between resilience and self-efficacy sets in (Gu & Day, 2007). While a strong sense of self-efficacy is promoting teacher resilience, the teachers' perseverance and sustained effort when facing adversity will have a positive impact on their self-efficacy (which will then in turn result in a strengthened sense of resilience). Or in the words of Gu and Day (2007, p. 1312): "The development of teachers' self-efficacy consistently interacts with the growth of their resilient qualities. It is by nature a dynamic, developmental process – the key characteristic of resilience".

3. Changes in *external policy contexts*, which often cause work-life tensions and high workload, seem to have a strong influence on teachers' self-efficacy, as they are likely to put emotional strain on them, as found by Gu and Day (2007). They state that certain individuals are able to derive fulfilment from valued aspects of their jobs even during challenging times. This suggests that adversity has the potential to develop resilient qualities.
4. *School contexts* seem also relevant to teacher resilience. In-school support is of particular importance for less experienced teachers as it promotes confidence, commitment to the profession and the desire to excel. It encompasses supportive school leadership that makes teacher feel valued and supported as well as supportive colleagues and positive teacher-pupil relationships.

Although all of these factors have a strong potential to promote teacher resilience, they are neglecting the highly emotional context of the teaching profession as identified in Section 2.4, not having a closer look at the challenges teachers are facing when dealing with the sometimes highly negative emotions that are engendered in the face of adversity (Nias, 1996). These emotions need regulation (Helsing, 2007; Schutz & Zembylas, 2009) and it would be interesting to understand possible interrelations between emotion regulation strategies and teacher resilience.

3.5.2 Risk-, asset-, and process-focused strategies

Following the work of Masten and Reed (2002) there are three types of strategies to develop and promote resilience: first, there are risk-focused strategies; they are concerned with the reduction and prevention of risks and stressors. Second, there are

asset-focused strategies, to improve the quality and number of resources individuals can draw upon to cope with stressors. And finally there are process-focused strategies that aim at the mobilisation of adaptation systems. Fisk and Dionisi (2010) focused in their work on the discussion of those intervention strategies that are applicable in a work environment.

a) Risk-focused strategies

Risk-focused strategies are aiming at reducing or preventing stressors in the work environment. An organisational setting which encourages employees not only to take risks, but also not to give up when facing challenges and adversity (Luthans et al., 2006). Fisk and Dionisi contend that the perception of the interpersonal environment as being supportive of risk-taking, i.e. psychological safety, is a “climate-related construct that has implications for reducing perceived threat and enhancing resilience” (Fisk & Dionisi, 2010, p.179). Edmondson (1999) found that psychological safety correlates positively with the collective levels of a range of factors, usually associated with resilience, such as efficacy, performance and perceived control. A variety of methods to create perceived safety are introduced: creation of an enabling work environment which also includes that required information and further resources are made accessible, the communication of clear and persuasive goals, climate of social support, and the application of directive leadership techniques.

b) Asset-focused strategies

The removal of stressors may be impossible in many work life situations, which is why the encouragement of individuals to develop and enhance skills, knowledge and the ability to handle difficult situations is fundamental. Developing social networks within the organisation will provide access to limited resources and social support. Moreover, Fisk and Dionisi (2010) refer to a study by Campion, Cheraskin & Stevens (1994) when contending that job design, like job rotation, might also be helpful in the development of employee resilience. In this study it was found that the rate of job rotations is correlated with positive affect, perceived skill acquisition, and multi career-related outcomes, also including organisational integration. In difficult situations, employees are able to draw

upon the skills and experiences acquired during job rotation to buffer strain. Therefore the effects of job rotation support the building of employee resilience.

c) Process-focused strategies

Another way to increase the optimism, hope and hence resilience of employees, also known as their psychological capital, is to train them to reflect upon and evaluate current work-related setbacks (Luthans, Avey & Patera, 2008; Luthans et al., 2006). Furthermore Fisk and Dionisi suggest inclusion of “mindfulness-based stress reduction” and “expressive writing activities” (Fisk & Dionisi, 2010, p. 180) in training programmes to support the development of employee resilience. Mindfulness is understood as the ability of individuals to pay attention to the moment in a non-judgmental manner. It gives “rise to greater veridicality of perceptions” (Grossman et al., 2004, p.36) and therefore supports emotional processing, coping, self-efficacy and also modifies the perceived locus of control. The advantage of expressive writing is the allowance of the release of repressed feelings and thoughts which strengthens positive emotions and makes room for self-management and proactive coping (Fisk & Dionisi, 2010). There are several studies supporting this idea: in a study with employees of a software and IT company, Fredrickson et al., (2008) found that meditative practices are likely to boost the personal resources of workers, as they increase the regular experience of positive emotions. The advantages of increased personal resources in turn were found to be enhanced life satisfaction and reduced symptoms of depression. Studies by Spera, Buhrfeind & Pennebaker (1994) and Barclay & Skarlicki (2009) provided evidence that expressive writing programs are successful in creating the ability in individuals to demonstrate resilience when facing job loss, or workplace injustice.

3.5.3 Strategies for the workplace

On a more practical note Grafton, Gillespie and Henderson (2010) recommend, following their study of resilience in oncology nurses, a variety of factors and practical strategies that have the ability to promote resilience. Nurses, like teachers, are part of the human service profession, therefore it might be relevant for this study to have a closer look at their results.

Self-care practices and support strategies provided by the organisation are equally important to develop resilience in employees. Organisational support includes staff counselling, the offer of cognitive education and the provision of certain facilities (Grafton, Gillespie & Henderson, 2010; Hilton, 2004).

One such facility could be a quiet room, which needs to be separate from the area where work is done, but still close by. It would offer the space and opportunity to relax, meditate, unwind, pray or just take a few minutes of time out during a stressful day. Hereby a quiet room encourages the engagement in self-care practices in the workplace (Hilton, 2004). Via self-care practices and personal growth, resilience can be developed and fostered.

Another strategy is the provision of “purpose-specific cognitive and transformative education” (Grafton, Gillespie & Henderson, 2010; p. 703) which involves the teaching of particular skills, like reflective self-review, active listening, conscious breathing and other techniques that support relaxation. These skills have the potential to develop emotional intelligence (Goleman, 1995). Individuals who are self-reflective or self-aware are more likely to be able to choose how they react when facing a critical situation instead of just following initial impulses without considering consequences (Goleman, 1995), which enables them to be more successful in managing their behaviour when facing adversity (Grafton, Gillespie & Henderson, 2010).

Additional support for employees can be provided by the organisation in the form of a professional counsellor who can be consulted following specific critical situations or just generally during stressful times.

Despite all those practical recommendations by Grafton, Gillespie and Henderson, (2010) and Hilton (2004), it still has to be kept in mind that not all strategies and practices work equally well for every individual. What benefits one person does not necessarily have the same positive effect on another, according to a study on stress and coping abilities by DeLongis and Holtzman (2005).

Another study on resilience of carers for the elderly (Cameron & Brownie, 2010) found similar results, stating that a range of skills, like time management, crisis management, and self-reflection as well as the provision of social support, mentoring and teamwork are significant for the enhancement of nurses’ resilience in the work place. Furthermore they emphasise the importance of nurses’ positive attitude towards their work. Having a sense of faith, humour and a maximised work-life balance was also reported to increase perceived resilience to workplace adversity. Participants of this study also stated that meaningful spiritual practice strengthens their perceived resilience. The

same was shown for work-life balance and self-care. The participation in various non-work-related activities helps to retain work-life balance which in turn increases resilience (Jackson, Firtko & Edenborough, 2007).

3.5.4 Summary: Promoting resilience

In order to summarise the vast array of input factors and strategies to increase resilience which are suggested in current literature, the following model of resilience promotion has been created.

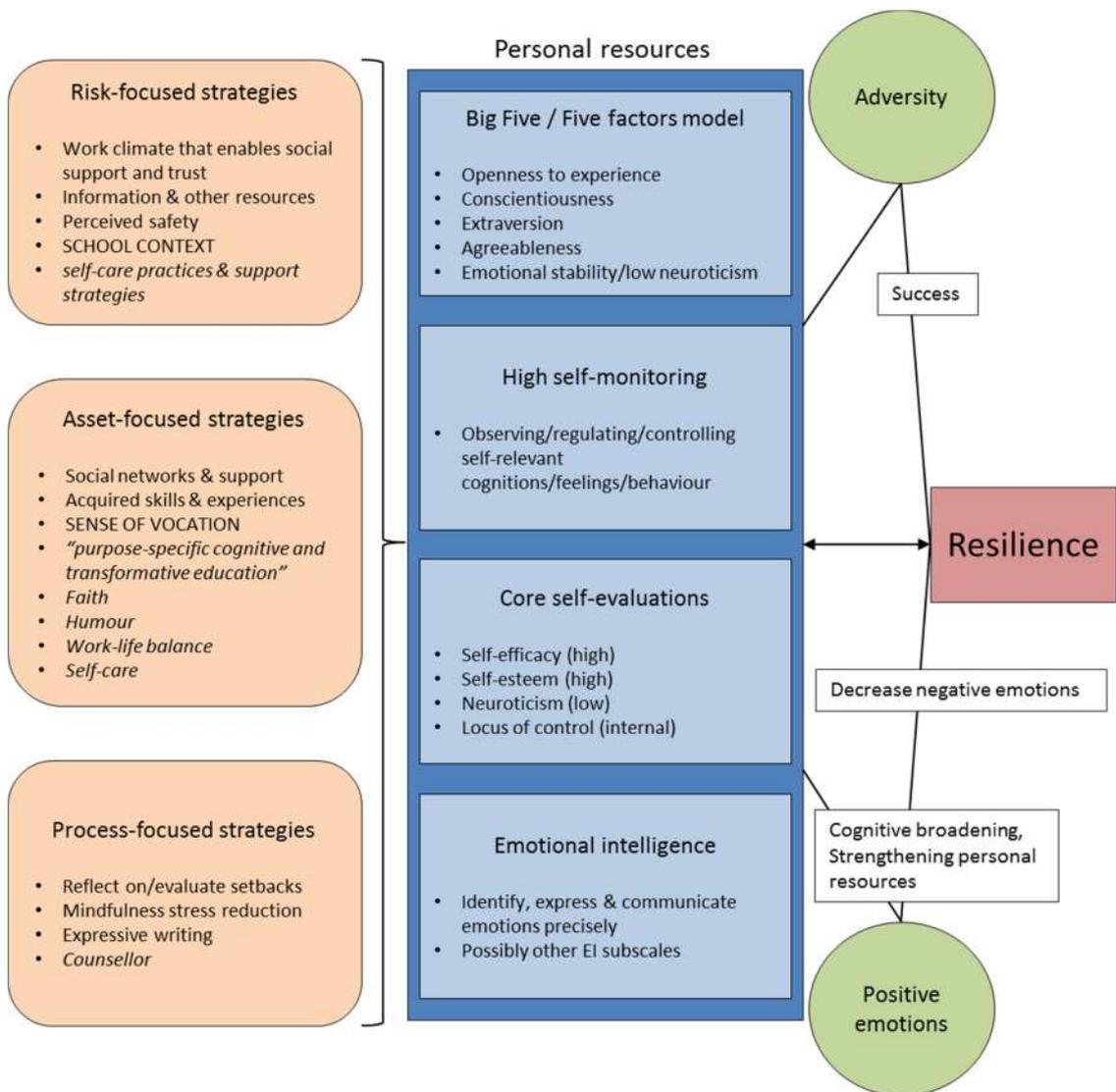


Figure 3 - Summary: Promoting resilience

This model provides a summary of various risk-, asset-, and process-focused strategies which can be used to increase resilience or certain personal resources which in turn can lead to higher levels of individual resilience. Furthermore Gu and Day's (2007) definition of resilience as a social construct which is associated with the positive adaptation and development of individuals in the face of adversity and which can therefore be considered to be a product of professional and personal dispositions is considered. Although they have not been introduced yet and will be discussed in the following sections of this chapter, the resilience-promoting effects of positive emotions within the broaden-and-build theory (cognitive broadening, strengthening personal resources) by Fredrickson (2001) and the dynamic model of affect (decrease negative emotions) by Ong et al. (2006) and Zautra et al. (2001) are also represented in this model.

Resilience-promoting strategies have been assigned to one of the three strategy categories defined by Masten and Reed (2002) and further developed by Fisk and Dionisi (2010). To avoid confusion, strategies derived from Gu and Day's (2007) four protective factors (Section 3.5.1) have been written in capitals, strategies for the workplace by Grafton, Gillespie and Henderson (2010) and Cameron and Brownie (2010) in italics, while strategies that have been suggested by various authors and already had been assigned to one of the three categories have been written in regular font. Strategies that were already part of the three-strategy-model and are also part of one or both of the other models have not been added again, although some strategies still potentially overlap.

Overall this model helps to summarise the high number of resilience-promoting strategies and understand how different models of strategies overlap and complement each other.

3.5.5 Conclusion: Need to consider emotions

So far literature on resilience contains two findings which are significant for this study: firstly, teachers need to be resilient in order to sustain professional effectiveness as well as psychological and physical well-being and secondly, resilience is a socially constructed psychological construct and resilient qualities can be learned and developed. Even more industry-specific, literature states that resilience in teachers can be developed to ensure their effectiveness and commitment to the profession despite facing constant challenges.

There are a number of practical suggestions and attempts to explain how teacher resilience (or nurses' resilience) can be promoted. Yet the extent to which they consider the complexity of the emotional context of the teaching profession and constant need to regulate emotions that have been engendered through situations that have been perceived as critical and the interaction with pupils, parents, colleagues, administrators, or the schools leadership team (Zembylas, 2003) is not sufficient to provide a satisfying answer to the question of how employee resilience in highly emotional professions can be promoted.

To understand the complex interrelations of emotions, emotion regulation and resilience authors like Avey, Wernsing and Luthans (2008), Fisk and Dionisi (2010) or Tugade and Fredrickson (2004, 2007) suggest looking at resilience in the context of positive emotions, which will be done in the next section of this chapter.

3.6 Resilience and positive emotions

As teaching as a profession is intrinsically tied to continuous emotional experiences (Hargreaves, 1998), constantly involving emotion-laden interactions and therefore causes teachers to face higher emotional demands than most other professionals, it is important to consider teacher resilience not only as a social construct, but as a social construct in the context of emotions, more specifically positive emotions.

Recent literature investigates the affective aspects of resilience often in the context of positive psychology (Tugade & Fredrickson, 2004, 2007; Fisk & Dionisi, 2010), which is a more recent branch in psychological research, exploring positive human functioning. In an organisational context this field of study is usually called 'positive organisational behaviour' (POB) and "examines strategies by which individuals and organisations excel" (Fisk & Dionisi, 2010, p. 168) or in the words of Luthans (2002a, p. 59) POB is about "positively oriented human resource strengths and psychological capabilities that can be measured, developed, and effectively managed for performance improvement in today's workplace".

Therefore resilience in the context of positive psychology is associated with meaningful and generative work experiences due to its association with positive emotions (Avey, Wernsing & Luthans, 2008). Here this view makes an interesting addition to the definition of resilience by Gu and Day (2007), who consider it a product of professional and personal dispositions. Although it doesn't challenge the view that resilience is developed by positive adaptation in the face of adversity, it highlights that resilience

can also be associated with the experience of positive emotions, which allow individuals to excel (Fredrickson, 2004).

To be able to build and sustain positive emotions even when facing adversity, individuals need to regulate negative emotions through a variety of strategies (Fisk & Dionisi, 2010; Folkman & Moskowitz, 2000). These positive emotions then form a fundamental keystone to an individual's resilience.

Despite recent empirical research which was able to link positive emotions to resilience (Fredrickson et al., 2003), the debate as to why this effect occurs still remains.

Researchers suggest a number of ways in which resilience in the context of positive emotions can have a positive impact on the physical and psychological well-being of individuals. These include resource conservation (Hobfoll, 1989, 2001), the counterbalancing effect of positive emotions (Ong et al., 2006; Zautra et al., 2001), and their 'broadening' effect according to the 'broaden-and-build' theory (Fredrickson, 1998, 2001). Understanding these concepts will help to make the positioning of resilience in relation to positive emotions clearer.

The following three sections will introduce the three theories that have the potential to explain the interconnectedness of resilience, positive emotions and their favourable outcomes.

3.6.1 Resource conservation

In situations when facing adversity, the ability of individuals to guard against resource loss and strain can get weakened (Grandey & Cropanzano, 1999; Hobfoll, 1989). How people keep and secure their resources, especially those that compensate future effects of stressful or negative events, is explained by the conservation of resources models (Hobfoll, 1989).

It is assumed that individuals high in resilience may be more successful in protecting themselves when facing anticipated or actual resource loss, because many resources, like self-efficacy, or optimism, are discussed in relation to both, conservation and resilience (Hobfoll, 2001).

The use of adaptive coping strategies makes it more likely that individuals gain and sustain relational (e.g. social support) and instrumental (e.g. employment) resources, which can be stored and drawn upon when facing challenging situations.

The focus on resource conservation is on the understanding of stress as a result of resource loss. This makes the theory applicable to understanding the buffering effects of resilience under negative conditions (Fisk & Dionisi, 2010). This again is in line with Gu and Day's (2007) understanding of resilience as a social construct, associated with positive adaptation and considered as a product of professional and personal dispositions.

3.6.2 Dynamic model of affect

There has been a wide range of studies providing empirical evidence that supports the role of positive emotions as fundamental to stress resilience due to their ability to interrupt and overcome negative emotional experience (Ong et al., 2006).

Authors such as Reich, Zautra and Davis, 2003, and Zautra et al. (2001) found that experiencing stress can cause an inverse relationship between negative and positive emotional experience. According to the dynamic model of affect, a deficit in positive emotions causes vulnerability to stress, whereas a surplus of positive emotions counteracts stress (Ong et al., 2006; Zautra et al., 2001). According to Zautra et al. (2001) resilient individuals are more likely to experience positive emotions which in turn protects them from experiencing negative emotions and therefore the effort needed to regulate those negative emotions. This theory suggests that resilience and positive emotions have the potential to reinforce each other, creating a positive feedback loop of increasing well-being.

3.6.3 Broaden-and-build theory

The broaden-and-build theory of positive emotions, developed by Fredrickson from around 1998 onwards, is generally associated with positive psychology (Compton, 2005). The main idea of the theory is that positive emotions are able to "broaden one's thought-action repertoire, expanding the range of cognitions and behaviours that come to mind" (Tugade & Fredrickson, 2004, p. 321; also Fredrickson, 1998, 2001).

The effect of positive emotions is based on their ability to evoke thought patterns which are more creative (Nowicki, 1987), flexible (Isen & Daubman, 1984), integrative (Isen, Rosenzweig & Young, 1991) and receptive (Estrada, Isen & Young, 1997). This in turn supports the idea that the experience of positive emotions can foster employee

resilience as it strengthens an individual's resources upon which he or she can draw in the face of adversity (Fredrickson, 2003). Here also the connection to the 'undoing effect' of positive emotions (Fredrickson et al., 2000) can be found. According to the work of Fredrickson et al. (2000), positive emotions are able to work against and undo the physical reactivity associated with negative emotions, i.e. the cardiovascular aftereffects like increased respiratory and heart rate. Therefore positive emotions make the individual free for interaction with the environment in a less restrictive way (Fredrickson et al., 2000; Tugade, Fredrickson & Barrett, 2004).

Furthermore cognitive broadening associated with the experience of positive emotions improves the processing of self-relevant information and supports effective goal-setting (Fredrickson, 2003). It can be summarized that positive emotions are able to enlarge an individual's range of coping strategies, which in turn may improve personal well-being.

In an organisational context, the favourable long-term outcomes of the experience of positive emotions include "decreased burnout and withdrawal behaviours (e.g., counter-productivity, turnover), enhanced task and contextual performance, as well as increased levels of job satisfaction and organisational commitment" (Fisk & Dionisi, 2010, p. 177).

Another important aspect is that both, the relationship of positive emotions and resilience as well as its outcomes, might be bidirectional (Lyubomirsky, 2008). The successful management of challenging or critical situations or even adversity has the potential to foster factors which are generally associated with resilience, like self-efficacy and self-esteem (see also Section 3.4 Resilience and burnout). This view is in line with Gu and Day's (2007) interpretation of resilience as a product of professional and personal dispositions or in other words, the idea that resilience is promoted by positive adaptation of an individual who is facing adversity. By fostering these factors an individual's resilience might increase which in turn enables this person to apply coping strategies more successfully, for example through better performance or the experience of less exhaustion. This shows that positive emotions and resilience are able to reinforce each other to create spirals of well-being (Fredrickson & Joiner, 2002), which is consistent with the ideas of Zautra et al. (2001) in their presentation of the dynamic model of affect.

3.6.4 Summary: Resilience and positive emotions

The following graphic connects the three concepts that position resilience within the context of positive emotions that have been introduced in this section with the resilience-promotion model (Figure 3) introduced in Section 3.5.4. It summarises which components of the resilience-promotion model are covered by the concepts of resource conservation (Hobfoll, 1989, 2001), the dynamic model of positive affect (Ong et al., 2006; Zautra et al., 2001) and the broaden-and-build theory (Fredrickson, 2001), in order to visualise the connections between the two approaches.

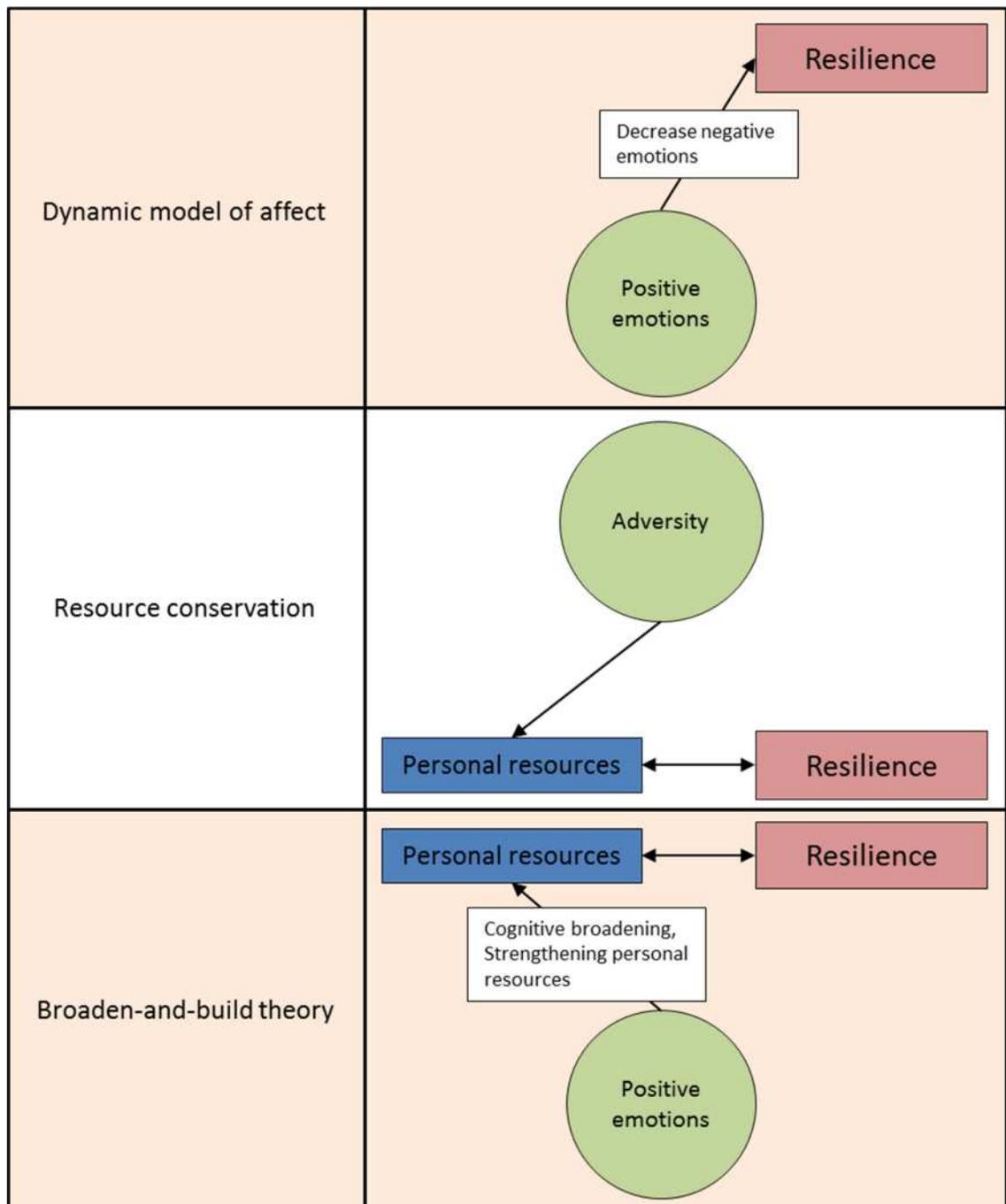


Figure 4 - Summary: Resilience and positive emotions

3.7 Summary and conclusion:

Teachers need to become more resilient, therefore they have to regulate their emotions

As it has been summarised before, two significant findings derive from the first part of the literature review on resilience: in order to be professionally effective and sustain this effectiveness, as well as physical and psychological well-being over the duration of their career, teachers need to be resilient. The second relevant finding is that resilience can be understood as a social construction, which implies that resilient qualities can be acquired and developed.

In the second part resilience is reviewed in the context of positive emotions to develop an understanding of the complex and manifold interrelations of emotions, especially positive emotions, and resilience. Here it can be summarised that positive emotions have a buffering effect against stress and burnout. While a range of studies state the significance of positive emotions in the promotion of resilience and suggest that positive emotions improve physical and psychological well-being it is another question how an individual can manage to experience positive emotions when facing challenging situations, stress and adversity.

Recent studies found that there is a relationship between positive coping strategies, including positive reappraisal, problem-focused coping, as well as the infusion of every day events with a more positive meaning and the occurrence and preservation of positive emotions (Fisk & Dionisi, 2010; Folkman & Moskowitz, 2000), which in turn have the potential to increase physical and psychological well-being and health.

Therefore it seems a promising avenue to have a closer look not only at positive coping strategies, but also more generally into emotion regulation strategies, to see if and how they might be promoting positive emotions and consequently resilience.

Chapter Four: Emotion regulation

4.1 Introduction: Resilience needs emotion regulation

In the last chapter it was found that positive emotions play a significant role in developing and sustaining resilience in individuals, but the question of how employees could manage to experience positive emotions when being confronted with critical situations and stress, was not answered satisfactorily. Some authors indicated that certain positive coping strategies like positive reappraisal, problem-focused coping or creation of positive meaning in everyday events have the potential to induce and preserve positive emotions (Fisk & Dionisi, 2010; Folkman & Moskowitz, 2000). Therefore the investigation of emotion regulation strategies seems a promising next step.

There is a growing body of literature on the control and regulation of emotions (Grandey et al., 2005; Gross, 2002; Larsen, 2000; Tice & Bratslavsky, 2000; Williams, 2007), often also in an organisational context (Fisk & Dionisi, 2010; Wijewardena, Härtel & Samaratunge, 2010). Despite the fact that the concept of emotion regulation can be applied in an organisational context it is necessary to understand the theoretical background behind it. This 'step back' to the origins and theoretical background of emotion regulation, the review of original psychology literature by authors who developed and contributed to the theories of emotion regulation, is useful and necessary. For example Fisk and Dionisi (2010), who investigated the critical role of emotion regulation in the context of resilience in organisational settings also see the need to take a "multidisciplinary approach to resilience, reviewing extant literature from the domains of clinical, social, organisational, and positive psychology" (p. 180). Also other authors from the background of business, management or organisational studies who are researching resilience and emotions in an organisational context (Ashkanasy, 2002; Cardoso do Bonfim & Guedes Gondim, 2009) review original psychology literature. Therefore this approach will also be adopted in this study.

This 'step back' includes the differentiation between theoretical approaches to emotion a clear definition of the term emotion which includes distinguishing it from the related constructs of affect and mood (Section 1.4.3) as well as the introduction of the 'modal model' of emotion (Gross, 1998a; Gross & Thompson, 2007) (Section 4.2.2) which allows a better understanding of the emotion engendering process, starting with the situation which gives rise to the emotion and ending with the ultimate response of the individual. Further on the concept of emotion regulation will be introduced (Section 4.3), including definition and differentiation from related constructs, like coping, mood

regulation and psychological defences (Section 4.3.2), as well as different approaches to classify emotion regulation strategies (Section 4.3.3). This chapter will also discuss the regulation of positive emotions (Section 4.4) as well as emotional labour in the teaching profession and a justification of why this is not the focus of this study (Section 4.5). It will conclude by pulling together the string of resilience, emotion regulation and in particular the regulation of positive emotions and identify the gap in knowledge, which this study attempts to close (Section 4.6).

4.2 Emotions – Essential background information

Emotion in organisations is still a rather new, but nevertheless rapidly developing and growing area within organisational research (Benozzo & Colley, 2012; Fineman, 2000). Despite the development of this research area since the 1980s it was not until recently, that emotions left the periphery of organisational research and became a key topic within academic literature. This was mainly due to practitioners and researchers regarding emotions as the “antithesis of rationality” (Kangasharju & Nikko, 2009, p. 101) and therefore as something negative and threatening, while their positive features and functions have often been neglected (Fineman, 2000, 2003). Over the last three decades emotion in organisations became a significant area within organisational studies with researchers widely agreeing on the significance of the role emotions play in organisations and that emotions and rationality are not each other’s antithesis but closely intertwined (Fineman, 2000; Kangasharju & Nikko, 2009; Madlock, 2008). For example emotional engagement is a necessary precondition for a strong professional motivation (Kangasharju & Nikko, 2009).

In a psychological context the study of emotions is far more established. There it is recognised that emotions play a significant role in people’s lives. Throughout literature, it is widely accepted that emotions facilitate adaptation as they improve the detection of threatening stimuli (Ohman, Flykt & Esteves, 2001), prepare the organism for certain behavioural responses (Frijda, 1986), enhance the ability to memorise significant events (Luminet & Curci, 2009; Phelps, 2006), assist and accelerate decision-making processes (Damasio, 1994) and guide social interactions (Keltner & Kring, 1998).

Nevertheless, emotions are not always functional (Salovey & Mayer, 1990) and might lead to inappropriate behaviour.

Emotions can have both positive and negative impacts on human functioning, but either way they are considered an inevitable feature of life in general, and also more specifically of organisational life.

As this research is investigating how teachers understand their own emotions and the ways in which they deal with them, it follows a social constructionist approach to emotions. Therefore emotions are considered a way to make sense of social situations and are interpreted as positive or negative by the individual (Day et al., 2006; Gu & Day, 2007; Henderson & Milstein, 2002). So the individual's account of his/her emotions is relevant, even if they are not quantitatively measured.

4.2.1 What is emotion?

As mentioned in the introduction of this thesis the term 'emotion' is not consistently used throughout literature. This derives from its origin in everyday discourse. 'Emotion' refers to a wide range of happenings, from mild to intense, brief to extended, simple to complex and private to public (Gross, 2008). This astonishing diversity causes enormous difficulties in the development of a classical tidy definition of 'emotion' and makes the listing of necessary and sufficient conditions for qualification as 'real' emotion nearly impossible.

Emotion is a complex and highly differentiated phenomenon. One recent definition by Sloan and Kring (2007) describes emotions as being conceptualized in dimensional or discrete terms. They might vary along different dimensions (activation, valence, etc.) or differ in kind (fear, disgust, sadness, etc.). Additionally emotions are distinguished cross-sectionally into various response components (emotion experience, behaviour, physiology). The temporal differentiation of emotions adds even more complexity. According to Rottenberg & Gross (2007) it is increasingly accepted that emotional impulses have a changeable temporal trajectory (across emotions, situations, and people), which is described by the term 'affective chronometry' (Davidson, 1998). Hereby the changeability of the emotion waveform is decomposed into several subcomponents (latency, rise time, magnitude, duration, offset).

As this work does not try to deepen and add to specialist psychological theory, but to build a bridge between psychological knowledge and its application in business organisations, a less complex model of emotion would be more favourable.

Thinking of emotion in prototype terms, as suggested by Gross (2008), offers a way out of the dilemma.

Three key features of emotion

Today, three key features of emotion are commonly accepted (Gross, 2008). These are:

- What gives rise to an emotion
- Emotion's constituent elements
- Emotion's malleability

The first key feature has to do with the question of what gives rise to emotion. When an individual attends to a situation and experiences it as being relevant to his or her current goals, emotions arise (Lazarus, 1991). Hereby, according to Gross (2008), it doesn't matter if these goals are unconscious and simple (wanting to get away from that spider) or conscious and complicated (wanting to graduate best of the year). They might be central and enduring to the person's self-concept (wanting to be reliable) or peripheral and transient (wanting the largest piece of cake), widely shared (wanting to be successful in life) or idiosyncratic (superstition).

Irrespective of the individual's goal, it is the meaning of the situation for the individual which gives rise to the emotion. Changing goals or meanings which might happen due to a change in the situation, the environment, the person or any other aspect, will lead to changing emotions (Gross, 2008).

An emotion's constituent elements form a second feature that is commonly described. Generally emotions are conceptualised as multifaceted, embodied phenomena, involving changes in the three response systems of subjective experience (emotion experience – what it feels like), behaviour (impulses to act in certain ways) and physiology (neuroendocrine changes) (e.g. Dolan, 2002; Ekman, 1992; Frijda, 1986; Izard, 1977; Lazarus, 1991; Levenson, 1994; Mauss et al., 2005). Today, there is still a considerable debate about how these aspects of emotion co-occur and which should be given priority.

As for the study of emotion regulation in a business context this information is not crucial, it is sufficient to state that "emotions often involve changes in each of these response domains" (Gross, 2008, p. 499).

The third and last feature which is commonly explained in literature is the malleability of emotion. According to Frijda (1993b) emotions possess an imperative quality, which means they are able to force themselves upon our awareness and hence interrupt what we are doing. However emotions do not simply outplay other possible reactions and responses occasioned by a situation an individual finds him- or herself in, and therefore they have to compete with these other responses.

Especially this third feature is crucial in emotion regulation, as it is the one that allows the possibility of regulation (Gross, 2008).

4.2.2 The 'Modal Model' of emotion

The aforementioned three key aspects of emotion are significant in many different theories of emotion. A consensual model of emotion, also called the 'modal model' was therefore developed (Barrett, Ochsner & Gross, 2007; Gross, 1998a; Gross & Thompson, 2007).

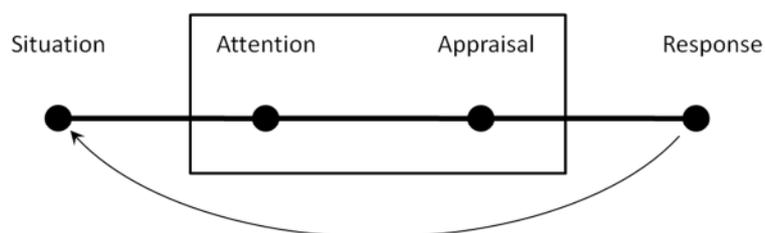


Figure 5 - 'Modal model' of emotion (adapted from Gross & Thompson, 2007)

Figure 5 presents the situation-attention-appraisal-response (SAAR) sequence. Between situation and response, there is the organismal 'black box'. According to the modal model

emotion arises in the context of a person-situation transaction that compels attention, has particular meaning to an individual, and gives rise to a coordinated yet malleable multisystem response to the on-going person-situation transaction (Gross, 2008, p. 499).

The SAAR sequence specified by the modal model starts with a usually external situation which is psychologically relevant and can be attended to in various ways. The individual assesses, for example, the situation's value relevance, familiarity, valence, etc. (Ellsworth & Scherer, 2003). These appraisals generate an emotional response, which involves alterations in experiential, behavioural, and physiological response systems (Gross, 2008). These responses in turn are able to change the situation which engendered the response in the first place. This recursive aspect of emotion is illustrated by the arrow in Figure 5 which shows the response feeding back to the situation.

Another option to illustrate this relationship is to use iterations of the modal model. With time on the x-axis, three miniature versions of the modal model are drawn in a row.

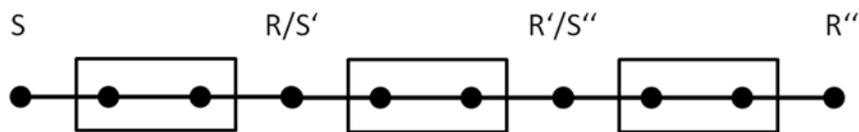


Figure 6 - Iterations of the modal model (adapted from Gross & Thompson, 2007)

Gross and Thompson offer a simple yet strong example of the recursive aspect of emotion:

Imagine two colleagues [...] who are in situation S (disagreeing heatedly) when one emits response R (starts to cry). This emotional response substantially alters the interpersonal situation, transforming it into situation S' (interacting with someone you have just made cry). This situation now gives rise to a new response R' (an apology), which further transforms the situation, into situation S'' (responding to someone who has just apologized). This situation, in turn, provokes still another response, R'' (embarrassment), and so on. (Gross & Thompson, 2007, p. 6)

The relevant idea here is that emotions are able to change the environment which originally has given rise to them. Thereby they are often changing the probability of subsequent instances of emotion (Gross, 2008).

4.2.2.1 Critical evaluation of the modal model

The modal model has been enormously valuable in organising the field of emotion. Emotion was defined as a topic worthy of study in its own right and the basic emotion approach helped to facilitate the development of empirical methods for examining various aspects of emotion response. Central is the appraisal approach which has supported the establishment of the significance of personal relevance and meaning in giving rise to emotional responses (Barrett, Ochsner & Gross, 2007).

Yet there are also at least two limitations of the modal model according to Barrett, Ochsner and Gross (2007). First, the modal model privileges a comparably limited number of emotions and therefore leaves gaps in the understanding and explanation of emotional phenomena. Second, the automatic processing mechanisms, posited by the modal view, do not dovetail with today's understanding of the biological and behavioural bases of emotion. As a result, the modal model has so far failed to produce a comprehensive functional architecture for emotion which on the one hand considers the full spectrum of emotional phenomena and on the other hand specifies a testable set of neural and functional mechanisms (Barrett, Ochsner & Gross, 2007).

However, these limitations have their main impact on empirical psychological research and less on the adaptation of comparably simple frameworks and concepts of emotion and emotion regulation in a business and organisational context. The heuristic modal model underlies intuitions about emotions as well as representing significant points of convergence among emotion researcher (Gross, 2008). This makes it a favourable model for business purposes as it is easy to communicate and carries initial introductory information about the complex psychological topic of emotions.

Also the steps within the modal model of appraising situations and responding to them in some way is also reflected in the view of social construction theorists who argue that emotions are learned as a way of making sense of social situations and the need to function effectively in them (Gabriel & Griffiths, 2002).

4.3 Emotion regulation

So far this chapter allowed a closer look at the concept of emotion. After introducing three theoretical approaches to emotion and explaining why this study will take a social constructionist approach, differentiating between emotion and other related affective constructs, the modal model of emotion was introduced. This model helps to understand the process of how situations can give rise to emotions and how individuals

respond. Additionally this model will help to understand how emotions are regulated. To have a closer look at these processes and understand how individuals are able to regulate their emotions is the next important step on the way to investigate and answer the question of whether teachers can be equipped to deal with emotions in such a way that they become resilient.

This section will give a brief overview of the history of emotion regulation research, before differentiating between emotion regulation and other related constructs in order to ensure a coherent and consistent terminology throughout this research study. Afterwards different emotion regulation strategies and classification systems for emotion regulation strategies will be explained and evaluated.

4.3.1 Emotion regulation background

Emotions are not necessarily immune to self-control and the body of literature about the control and regulation of emotions is growing (Grandey et al., 2005; Gross, 2002; Larsen, 2000; Tice & Bratslavsky, 2000; Williams, 2007).

Although the term emotion regulation originally referred to both regulation by emotions (emotions regulate thoughts, behaviour, physiology) and regulation of emotions (emotions themselves are regulated), in recent literature the latter use was established, not least because usually the coordination of response systems is considered to be a primary function of emotion (Levenson, 1999), so that the first sense (regulation by emotions) becomes coextensive with emotion. Gross and Thompson define emotion regulation as “the heterogeneous set of processes by which emotions themselves are regulated” (Gross & Thompson, 2007, p. 7).

Despite this strong recent interest in emotion regulation, the roots of the research in this field go back to the study of psychological defences (Freud, 1959), of psychological stress and coping (Lazarus, 1966), the attachment theory by Bowlby (1969) and finally emotion theory (Frijda, 1986). In the late 1980s and early 1990s, emotion regulation first attracted notice in the developmental literature (Campos, Campos & Barrett, 1989; Thompson, 1990, 1991) and subsequently in the adult literature (Gross & Levenson, 1993). The application of emotion regulation in organisational and business contexts did not step into the spotlight of research until the late 1990s although emotion itself has been a topic in organisational research since the 1980s (Hochschild, 1983; Rafaeli & Sutton, 1989).

4.3.2 Many terms, many meanings and even more definitions:

Emotion regulation and related constructs

Before distinguishing emotion regulation from related constructs such as coping, mood regulation or mood repair and psychological defences it is necessary to be clear what the term 'emotion regulation' encompasses.

Just as the terms 'emotion' and 'affect' often cause confusion because they are not used consistently throughout literature (discussed in Section 4.2.3), so do the terms 'emotion regulation' and 'affect regulation'.

As this study is using Scherer's (1984) definition which uses the term 'affect' as the broadest category with stress responses, emotions, moods and motivational impulses as subcategories, it is a logical step to adopt the definitions of affect, and emotion regulation which apply this structure.

This definition understands affect regulation as a very broad concept, which includes besides emotion regulation also coping, mood regulation and psychological defences. It is shared and applied by a wide range of authors, for example Balzarotti, Butler, Gross, Ochsner, Thompson (Balzarotti, John & Gross, 2010; Butler & Gross, 2009; Ehring et al., 2010; Gross & Thompson, 2007; Mauss, Bunge & Gross, 2008; Ochsner et al., 2009) and others. Emotion regulation therefore is understood as a very specific concept which is differentiated from the related concepts of mood regulation, coping and psychological defences.

Parkinson and Totterdell (1999) who proposed a classification system of affect regulation strategies on the other hand use the term affect regulation as an umbrella term for emotion and mood regulation while they consider coping to be related to affect regulation and even overlapping in certain areas, but not as a subcategory of affect regulation. They also tend not to refer to emotion regulation specifically but only in combination with mood regulation, referring to it as affect regulation. This definition is shared among others by Parkinson, Niven, and Holman (Niven, Totterdell & Holman, 2007, 2009; Parkinson et al., 1996).

Despite these minor differences in the use of terminology and focus, authors from both areas refer to each other's work and consider it relevant. So for example Parkinson and Totterdell (1999) refer to Gross' (1998a) work about relative effectiveness of specific emotion regulation strategies, while Ochsner and Gross (2005) on the other hand refer to Parkinson and Totterdell's (1999) classification of affect regulation strategies.

This research is specifically interested in the regulation of emotions, following the definition by Gross (1998), as this is considered to be clear, in line with Scherer's (1984)

definition of emotion and applicable in an organisational context. Other authors, whose work is relevant to this study, also used this definition in their research, for example Efenbein (2007), Sutton (2004) or Tugade and Fredrickson (2007).

The following section will briefly distinguish emotion regulation from the related constructs coping, mood regulation and psychological defences.

Emotion regulation and related constructs

Following the definitions of Gross and others, affect regulation is the broader construct, to which emotion regulation, and all other manner of effort to influence any valenced response (Westen, 1994), are seen as subordinate (Gross & Thompson, 2007).

Gross and Thompson (2007) parallel their definition of affect regulation to their earlier definition of affect as the broadest category, encompassing the four affective states of stress, emotion, mood and impulses. Thus, affect regulation includes the four overlapping constructs of coping, emotion regulation, mood regulation or mood repair, and psychological defences.

An examination of these four subordinate families of processes is useful and necessary, as generally all goal-directed behaviour can be explained as minimising pain or maximising pleasure and is therefore affect regulatory in a very broad sense (Gross & Thompson, 2007).

Coping has, other than emotion regulation, a predominant focus on the decrease of negative affect, and an emphasis on much longer periods of time.

Mood regulation is more concerned with changing emotion experience than with emotion behaviour because its behavioural response tendencies are, compared with emotion regulation, less well defined (Larsen, 2000).

Similar to coping, defences usually focus on the regulation of the negative emotion experience (particularly anxiety) of aggressive or sexual impulses and are normally unconscious and automatic (Westen & Blagov, 2007).

As the promotion of resilience requires not only changes in emotion experience, but also in emotion behaviour (Fisk & Dionisi, 2010), this study will have a closer look into emotion regulation, its strategies and possible classifications of these strategies.

4.3.3 Emotion regulation strategies (ERSs)

To understand how individuals manage their emotions it is very useful to look at the range of emotion regulation strategies that have been identified by researchers and how these strategies have been grouped and classified.

Two common explanations of emotion regulation and classification systems for emotion regulation strategies will be introduced here. The first one has been developed by Parkinson and Totterdell (1999), and refers to the regulation of affect, which means in this case emotions and moods. Although these strategies are aiming to regulate not only emotions, but also moods, they should not be disregarded in this study due to their applicability in an organisational context (e.g. Holman, Chissick & Totterdell, 2002; Sonnentag & Fitz, 2007). The other classification system has been established by Gross (Gross, 1998b, 2001; Gross & Thompson, 2007) and refers specifically to strategies used to regulate emotions.

4.3.3.1 Emotion regulation strategies according to Parkinson and Totterdell

Affect regulation is “the process of initiating, maintaining, modulating, or changing the occurrence, intensity, or duration of internal feeling states” (Eisenberg et al., 2000, p. 137). In other words, affect-regulation comprises all processes directed at maintaining or modifying emotions or moods (Parkinson et al., 1996).

A first differentiation encompasses only two categories, which are distinguished by the explicitness of their control processes: automatic and controlled affect regulation.

When applying automatic affect regulation strategies, individuals are not aware that the values of affect-related variables are registered and possible adjustments are made without consciousness. This includes defence mechanisms and coping strategies that have been learned to an extent, which makes it possible to apply them spontaneously on a non-conscious level (Parkinson & Totterdell, 1999).

In controlled affect regulation, people have a deliberate and intentional influence on their emotions and moods. They are using strategies which are implemented as a function of consciously monitored changes in affect. Controlled regulation usually aims at improving one’s feelings (upward regulation). Yet there also might be occasions when affect is intentionally worsened (downward regulation) or when an unpleasant state of affect is actively maintained (Parkinson & Totterdell, 1999; Parrot, 1993).

In daily life most cases of affect-regulation involve a complex combination of both automatic and controlled processes (Parkinson et al., 1996).

In this study however the focus will be on regulation strategies that are applied consciously by individuals, as it is the participants' perception of the effectiveness of regulation strategies and their influence on their perceived resilience that is at the centre of this research.

Categorisation of affect regulation strategies

As emotions and moods are not necessarily immune to self-control, people make use of a large variety of techniques to influence them. These techniques include for example the attempt to distract oneself by engaging in relaxing, pleasurable and/or attention-demanding thoughts or activities when feeling sad or depressed, or alternatively people may try to change the situation that causes the negative feelings (Parkinson & Totterdell, 1999). Parkinson and Totterdell (1999) developed a categorisation of affect-regulation strategies. Hereby they identified six differentiating factors: implementation medium, strategic intention, substitution of activity, content of substituted activity, passivity and finally resource deployment focus, which will be discussed in the following section.

Firstly emotion regulation strategies can be distinguished by their implementation medium. Some strategies are implemented at the cognitive level, others at the behavioural level (Garber, Braafladt & Weiss, 1995). This distinction puts the emphasis on whether the attempt to improve affect was conducted by doing something (behavioural) or thinking (cognitive), whereas many strategies involve a combination of both behaviour and cognition (Parkinson & Totterdell, 1999). This differentiating factor is superior to the following factors, so for example diversion strategies can be implemented on both cognitive and behavioural levels.

The second distinction is the strategic intention. It refers to whether the intention of the applied strategy is to avoid or to address the problem or related affect. Here one differentiates between diversion strategies, involving redirecting cognition and/or action from the current concern (e.g. avoidance, denial, distraction, withdrawal), and engagement strategies which aim to sustain attention to, or work on the problem or related affect (e.g. problem solving, reappraisal) (Parkinson & Totterdell, 1999). In literature several related concepts and distinctions can be found (Endler & Parker, 1990; Nolen-Hoeksema, 1991; Thayer, Newman & McClain, 1994; Weinberger,

Schwartz & Davidson, 1979), although none of these is as detailed as the classification by Parkinson & Totterdell (1999).

Substitution of activity is the third distinction. Some diversion strategies are simply avoidant, whereas others involve actively thinking about or doing something else in order to divert attention from the concern or related affect (Thayer, Newman & McClain, 1994).

Another factor to differentiate emotion regulation strategies is the content of substituted activity. For distraction-oriented actions and thoughts there are further distinguishing factors. Some of these actions and thoughts are directly pleasurable, others are relaxing or aim at producing rather indirect effective benefits, for example by expending energy or occupying attention or leading to mastery. In other words, distracting contents are often specifically selected for their anticipated influence on affect (Parkinson & Totterdell, 1999).

Also passivity can be considered a differentiating factor. Not all engagement strategies demand that feelings or concerns are actively addressed (confronted). Passive acceptance of situations or events is another possible reaction. (Parkinson & Totterdell, 1999).

The final distinction is the resource deployment focus. Engagement strategies can be differentiated further. While some strategies are situation-directed, which means that they attempt to influence the situation which is surrounding the negative feelings, others are affect-directed, which means that they attempt to address the feelings directly (Parkinson & Totterdell, 1999). This distinction also relates to the problem-focused/emotion-focused dichotomy which is popular in the relevant literature (Folkman & Lazarus, 1980).

The following table which has been adapted from Parkinson and Totterdell (1999) will summarise the different categories within the classification of affect-regulation strategies.

Table 2 - Classification: affect-regulation strategies (adapted from Parkinson & Totterdell, 1999)

	COGNITIVE	BEHAVIOURAL
DIVERSION		
Avoidance	Mentally switch-off	Remove oneself from the situation
	Try to put it out of the mind	Avoid doing chores
Distraction		
Relaxation-oriented	Meditation	Lie in the sun
	Think of what to do if one gets free time	Take a bath/shower
Pleasure-oriented	Think about things that make one happy	Do things one enjoys
	Fantasise about pleasant things	Engage in comfort eating
Mastery-oriented	Think about work	Do something one has been putting off doing
	Plan things to do	Tidy up
ENGAGEMENT		
Confrontation		
Affect-directed	Think about why one is in a bad mood	Get it out of one's system
	Work out if one's feelings are justified	Seek sympathy
Situation-directed	Evaluate why things aren't going well	Confront the problem head-on
	Make plans about solving the problem	Seek practical advice
Acceptance		
Affect-directed	Let oneself feel bad	Let the down feeling flow out of oneself
	Try not to force oneself to cheer up	Cry
Situation-directed	Try to accept the situation	Get on with things
	Put it down to experience	Wait for things to pick up

Parkinson and Totterdell (1999) offer a very clearly structured classification system whose strength is that it can be easily understood and applied in a context which is not purely psychological, like for example an organisational context.

4.3.3.2 Emotion regulation strategies according to Gross

The process model of emotion regulation as described by Gross (2002) uses the following definition:

Emotion regulation includes all of the conscious and non-conscious strategies we use to increase, maintain, or decrease one or more components of an emotional response. (Gross, 2001, p. 215)

The differentiation of conscious and non-conscious strategies is in line with the aforementioned differentiation by Parkinson and Totterdell (1999).

As components of an emotional response, Gross considers the experiential component, which is the subjective experience or feeling of the emotion, the behavioural component or behavioural response and the physiological component, which includes for example the heart rate and respiration. These components can be increased (up-regulated) or decreased (down-regulated).

The modal model, which was described earlier in Section 4.2.4 offers one approach to the organisation and categorisation of the large amount of emotion regulation strategies that are applied by individuals on a daily basis. Each step in the sequence of processes that are involved in the generation of emotions (situation, attention, appraisal, response; also mentioned as SAAR-sequence) constitutes a potential target for regulation strategies.

At five points in this sequence, individuals are able to regulate their emotions. Each of these points represents a family of emotion regulation processes or strategies: situation selection, situation modification, attention deployment, cognitive change, and response modulation (Gross, 1998b). The families have their primary impact at different points in the emotion-generative process and are considered as “loose-knit constellations of processes” (Gross and Thompson, 2007, p. 10).

Although Gross and Thompson (2007) concentrate mainly on the between-family differences when explaining their conceptual framework, they also point out that there are higher order commonalities. An example of higher order commonalities is the consideration of the first four families of emotion regulation as ‘antecedent-focused’ (antecedent-focused regulation means the emotion regulation occurs before an emotion has completely developed and become active), while the fifth family is considered to be ‘response-focused’ (regulation takes place after the emotion is developed and already underway) (Gross & Munoz, 1995). This differentiation will be explained in more detail later in the chapter.

Although Gross and Thompson reviewed psychological adult and developmental literature related to the families of emotion regulation processes, their findings are also relevant in an organisational context, as a clear terminology is fundamental and their findings are transferable to situations occurring in daily organisational life.

Situation selection

The first antecedent-focused family of emotion regulation strategies is situation selection. The individual chooses situations based on the emotions they might engender, which allows a move toward or avoidance of certain places, people or events which are likely to elicit certain emotions (Gross, 1998). Therefore situation selection involves taking actions, which make it less (or more) likely for the individual to end up in a situation that is expected to engender undesirable (or desirable) emotions (Gross & Thompson, 2007).

An example for situation selection would be when a person decides to stay at home instead of attending a social event which will be attended by an antagonistic competitor (Boss & Sims Jr., 2008).

Various barriers to effective situation selection make it a family of emotion regulation processes that are rather difficult to apply. First of all, to be effective, situation selection requires a profound “understanding of likely features of remote situations, and of expectable emotional responses to these features” (Gross & Thompson, 2007, p.11). However this understanding is difficult to gain. Due to the occurrence of biases when looking backward and forward in time, it is very difficult to “appropriately represent past or future situations for the purposes of situation selection” (Gross & Thompson, 2007, p. 11). According to Kahneman (2000) there is a considerable difference between the ‘experiencing self’ and the ‘remembering self’, that means that real-time ratings of experience of emotions differ from retrospective summary reports. In the other direction, i.e. forward in time, people usually do not estimate correctly their emotional response to situations or events in the future, as they overestimate the duration of negative emotional responses (Gross & Thompson, 2007). Another difficulty in situation selection is the appropriate weighing of short-term benefits versus long-term costs of emotion regulation (Gross & Thompson, 2007). For example, an introverted person might feel better avoiding challenging situations, like giving presentations. On the other hand, this short-term relief might cause long-term problems, like not being recognised on the job and therefore not being promoted. Because these trade-offs are usually very complex, the perspective of a third party (in psychological context this ranges from parents to therapists; in organisational context this includes colleagues, supervisors, friends and family, etc.) can be helpful (Gross & Thompson, 2007).

It is also usual that people intervene to manage the emotions of others by selecting situations. This is very common in early childhood, but still happens in later life and organisational contexts. Selecting situations for another person to manage his/her emotions involves the same predictive judgments as the management of one’s own feelings using situation selection. Additionally there is the need for estimating the

emotional consequences for another person. Therefore, “extrinsic emotion regulation using situation selection occurs in concert with estimations of the recipient’s self-regulatory capacities” (Gross & Thompson, 2007, p. 11).

Situation modification

In general, not every potentially emotion-eliciting situation has to lead inevitably to an emotional response. Hence the attempt to alter a situation after it has been selected in order to change its emotional impact is another form of regulating emotions (Gross & Thompson, 2007). Situation modification can take place in the form of changing the actual situation by interrupting a certain behaviour or action. Here an example might be a manager who modifies a situation by calling for a break during a meeting which has become too aggressive (Boss & Sims Jr., 2008). Extrinsic situation modification also involves offering help with a frustrating task, intervening in a specific way or simply being present in a supportive way. Although the latter examples derive from developmental literature (Gross & Thompson, 2007), they also can be applied in an organisational context. An employee who is facing a challenging business presentation for example might consider the situation less frightening when his superior, from whom he knows that she supports his ideas, is present during the presentation and gives him encouragement.

As the term ‘situation’ is quite vague, it is often difficult to differentiate clearly between situation selection and situation modification. The reason is that the attempt to modify a situation may create a new situation. As situations can be external or internal, it has to be stated that situation modification only covers the modification of the physical, external environment, while the modification of the internal environment (cognitions) is considered to be ‘cognitive change’ (Gross & Thompson, 2007).

Another issue, which should be considered at this point, is the emotion regulatory effect of emotion expression. Emotion expression usually entails significant social consequences and is able to change ongoing interactions between individuals (Keltner & Kring, 1998). Therefore emotion expression itself could be considered as a kind of extrinsic emotion regulation, as it is altering the nature of the situation (Rimé, 2007) and hence contributes to situation modification. Gross and Thompson (2007) go to such length as to call emotion expression a “powerful” (p. 12) form of extrinsic emotion regulation. In the context of situation modification it is sufficient to hold on record, that emotional expressions can “inaugurate social processes that progressively modify the

situation that initially elicited emotion – sometimes aiding emotion regulation while on other occasions impairing it” (Gross & Thompson, 2007, p. 12-13).

Attention deployment

To regulate emotions it is not mandatory to change the situation which engenders the emotions, as it is done in situation selection and modification. A possibility of regulating emotions without altering the individual’s environment is using attention deployment. This refers to “how individuals direct their attention within a given situation in order to influence their emotions” (Gross & Thompson, 2007, p. 13). While there are many forms of attention deployment, two major strategies can be identified: distraction and concentration.

An individual using distraction will try to focus attention on a different aspect of the situation or to move the attention entirely away from the situation that is eliciting unwanted emotions. Also a change of the internal focus is a distraction-strategy (Gross & Thompson, 2007). This behaviour includes using memories and thoughts which are inconsistent with the unwanted emotional state (Watts, 2007) or recalling emotional incidents to portray desired emotions convincingly. In an organisational context this would also include for example the reinterpretation of a disagreement with a co-worker as a problem solving session (Boss & Sims Jr, 2008).

Strategies that attempt to draw attention to a situation’s emotional features are encompassed by the term concentration. Authors like Wegner and Bargh (1998) call these strategies ‘controlled starting’ of emotions. Another important term in this context is ‘rumination’, which is described as the repetitive focusing of attention on our emotions and their consequences. Usually rumination is referred to in the context of making depressive symptoms last longer and be more severe by concentrating on sad events (Just & Alloy, 1997). On the other hand it is stated that the direction of attention on potential future threats might increase anxiety but decrease the strength of the anticipated negative emotional response (Borkovec, Roemer & Kinyon, 1995).

Attention deployment can take a variety of forms which are summarised by Gross and Thompson (2007, p. 13) as: “physical withdrawal of attention (such as covering the eyes or ears), internal redirection of attention (such as through distraction or concentration), and responding to others’ redirection of our attention”.

Cognitive change

Even after going through the first three steps in the emotion regulation process (selecting, modifying and attending to a situation), an emotional response can still be influenced and altered. A requirement of emotion is the creation of meaning in percepts and individuals' evaluation of their ability to manage the situation (Gross & Thompson, 2007). Cognitive steps are needed for the transformation of a percept into something emotion-eliciting.

There are always many possible meanings that can be assigned to any given situation. Cognitive change is the decision to settle on one of these meanings (Gross, 1998). Or in other words, cognitive change is about changing how the situation one is in is appraised in order to change its emotional significance. This can be achieved by altering how one thinks about the situation itself or one's ability to manage the demands raised by the situation (Gross & Thompson, 2007). For example an idle comment can be taken just as an idle comment, but also as a joke, rumour or insult. How the individual thinks about the comment is addressed by cognitive change (Boss & Sims Jr., 2008).

Probably the most common application of cognitive change in everyday life is so-called 'downward social comparison', which means comparing one's own situation with that of less fortunate persons which causes an alteration of our appraisal of the situation and therefore leads to decreased negative emotions (Taylor & Lobel, 1989; Gross & Thompson, 2007).

As mentioned before, psychologically relevant situations can be both external and internal. The same applies for cognitive change. It can also be applied to the internal experience of a situation (Gross & Thompson, 2007). For example the interpretation of physiological arousal prior to a challenging and stressful business negotiation or job interview as competence enhancing (being more awake, thinking quickly) instead of debilitating (nervousness and anxiety) will lead to a better ability to manage one's emotions.

A very significant type of cognitive change is 'reappraisal', which has recently received particular attention (Gross, 2002; John & Gross, 2007; Ochsner & Gross, 2007). Reappraisal involves the alteration of a situation's or event's meaning in an attempt to change its emotional impact.

Response modulation

So far, all mentioned emotion regulation strategies take place before response tendencies have been initiated. However, instead of anticipating an emotion and reacting preemptively to guide and control it, it is also possible to regulate emotions after they have taken place (Gross, 2002). "Response modulation refers to influencing physiological, experiential, or behavioural responding as directly as possible" (Gross & Thompson, 2007, p. 15). Usually the experiential and physiological aspects of emotions are regulated. Hereby physiological responses are targeted with drugs to decrease for example muscle tension or sympathetic hyperreactivity. On a more daily basis, relaxation and exercising are often used in an attempt to reduce the experiential and physiological aspects of negative emotions, while easily available drugs, such as cigarettes and alcohol, but also food are used for the modification of emotional experience (Gross & Thompson, 2007).

Even more significant in organisational life is the regulation of emotion-expressive behaviour, which is another form of response modulation (Gross, Richards & John, 2006). Reasons for the wish to regulate one's emotion expressive behaviour vary widely. A direct prompt from another person might be a reason as well as the assessment, that hiding one's true feelings from other persons would be best for the personal situation (Gross & Thompson, 2007). But emotion-expressive behaviour is not only subject to down-regulation, but also to up-regulation. Several studies have shown that the initiation of emotion-expressive behaviour causes a slight increase of the actual experience of this emotion (Izard, 1990; Matsumoto, 1989). The down-regulation of emotion-expressive behaviour on the other hand shows strongly varying effects on the experience of emotions. While it is possible to decrease the experience of positive emotion, negative emotion experience cannot be decreased. Yet, the sympathetic activation is increased (Gross, 1998a; Gross & Levenson, 1993, 1997; Gross & Thompson, 2007).

Thompson (1994) states that the capability of regulating emotions increases if individuals are able to express their emotions in an adaptive rather than maladaptive way. In other words, the ability for successful emotion management is partly based on "the availability of adaptive response alternatives for expressing emotion, such as to provoke problem solving or interpersonal understanding rather than simply venting" (Gross & Thompson, 2007, p. 15).

What constitutes an 'adaptive' response alternative depends strongly on the particular situation and might differ from one situation to another. Therefore only the emotional

response in its immediate context is adaptive or maladaptive, never the response itself (Gross & Thompson, 2007).

Antecedent versus response-focused emotion regulation strategies

After discussing the five families of emotion regulation strategies (Gross & Thompson, 2007) this section will now have a closer look at the suggested higher order commonalities, grouping these five families into two major categories: antecedent-focused regulation strategies and response-focused regulation strategies (Gross & Munoz, 1995).

As antecedent-focused emotion regulation strategies allow that an emotion's trajectory can be altered early on within the process of emotion generation these strategies are generally considered to be more effective than response-focused strategies (Gross & John, 2003).

Antecedent-focused emotion regulation encompasses strategies that are applied before an emotion has developed entirely and become active (Gross & Munoz, 1995). The first four families of emotion regulation strategies suggested by Gross, that is situation selection, situation modification, attention deployment and cognitive change (Gross, 1998; Gross & Thompson, 2007) are antecedent-focused, which means that they are used to approach an impending emotion that is not yet completely functional.

Instead of anticipating an emotion and reacting pre-emptively to guide and control it, it is also possible to regulate emotions after they have been developed and are already underway, which is called response-focused emotion regulation and is represented by the fifth family of emotion regulation strategies: response modulation (Gross, 2002; Gross & Munoz, 1995). This can be done by intensifying, diminishing, prolonging or curtailing "the ongoing emotional experiences, expression or physiological responding" (Gross, 1998b, p. 225). In other words, three targets of response-focused modulation strategies can be differentiated: experiential, behavioural and physical (Schutte, Manes & Malouff, 2009).

An example would be the down-regulation of emotion expression, which is also called suppression. Despite the tendency towards an emotional response, the individual will manipulate its expression, which is quite common in customer services when employees have to maintain a pleasant facial expression when they are dealing with angry customers and their complaints (Grandey & Brauburger, 2002).

But not all individuals will use the full range of emotion regulation strategies. John and Gross (2007) found that there are individual differences when individuals use emotion regulation strategies. While one individual might prefer to avoid situations that are likely to engender negative emotions, another person might try to shift his/her attention away from the situation's elements that are perceived as disturbing which results in the down-regulation of negative emotions. This might have further implications when an organisation considers supporting its employees in applying certain emotion regulation strategies.

4.4 Regulation of positive emotions

So far the previous sections of this chapter focused strongly on the regulation of negative emotions. Equally the majority of research attention has been concentrated on understanding the ways and processes of how individuals regulate their negative emotions (Gross, 1999).

When considering that most of these studies are situated in a psychological or clinical context this is not surprising, as regulating distress is the usual concern in these settings (Folkman & Moskowitz, 2003). The focus of most psychological studies since World War II is on understanding how individuals survive and endure when facing adversity and harsh conditions, on healing and repairing damage. Only quite recently the interest in understanding how 'normal' people develop and flourish under supportive and nurturing conditions has developed. Within positive psychology researchers' attention is shifting from a preoccupation with repairing damage in order to survive to building positive qualities in order to thrive and flourish (Seligman & Csikszentmihalyi, 2000).

More recent research shows that individuals actually do engage in the regulation of positive emotions (Gross, Richards & John, 2006). Two main aims of positive emotion regulation can be identified: Maintaining or prolonging the positive emotional experience, and increasing or enhancing it.

4.4.1 Maintenance of positive emotional experience

Instead of intensifying the experience of positive emotions, in some situations the individual's aim can be maintaining or prolonging the affective experience (Gross,

2001). Generally (not exclusively) people prefer to feel good and therefore attempt to maintain these pleasant feelings, protecting their happy state (Tugade & Fredrickson, 2007).

A cognitive form of positive emotion regulation is savouring, which is used in order to maintain and prolong the experience of positive emotions. Individuals who are using this strategy are consciously aware of their positive affective state and pay deliberate attention to it. They also communicate positive events to others and celebrate them (Tugade & Fredrickson, 2007). According to the model of savouring individuals maintain or prolong positive emotions by paying attention to emotions before the upcoming positive event (anticipation), while experiencing it, and afterwards when recalling the past positive event (reminiscence). Tugade and Fredrickson (2007, p. 314) propose a useful example to illustrate how individuals use savouring to extend the experience of positive emotions:

Savouring can prolong the duration of positive emotional experiences when thinking about the impending arrival of your airplane to your summer destination (anticipation); when sharing pleasurable moments with friends and loved ones during your vacation (current pleasant events); and when relishing the memories after returning home (reminiscence).

Savouring can be promoted through for example meditation and relaxation therapies. By remembering and visualising childhood triumphs or also more recent positive experiences, pleasant affective states can be prolonged (Smith, 1990).

4.4.2 Enhancement of positive emotional experience

Besides maintaining and prolonging positive emotional experience, individuals also aim at increasing or enhancing it. In literature a number of ways in which people enhance their experience of positive emotions can be found.

One positive emotion regulation strategy is the modification of emotion's behavioural aspect, for example smiling despite feeling upset after receiving bad news in order to feel less sad and more uplifted. Although this form of emotion regulation might cause a conflict and tension between inner experience of emotion and their outer expression (Gross, Richards & John, 2006) it has also the potential to speed up the recovery from the experience of negative emotions (Tugade & Fredrickson, 2007).

Another strategy would be the individuals' deliberate consideration of blessings in their lives. This might result in gratitude and other positive emotions (Emmons & McCullough, 2003).

Also finding positive meaning in ordinary or negative events and situations can engender positive emotions. This can be achieved through positive reappraisal, problem-focused coping, or the infusion of everyday events with positive meaning instead of indifference. This is usually an intentional process, as people look for positive aspects in situations when they are facing adversity and distress (Fredrickson, 2000; Tugade & Fredrickson, 2007).

4.4.3 Summary of emotion generation and regulation

To summarise and visualise the processes of emotion generation and regulation a model has been developed, which is loosely based on the modal model of emotion by Gross (1998a) and the work of Fisk and Dionisi (2010).

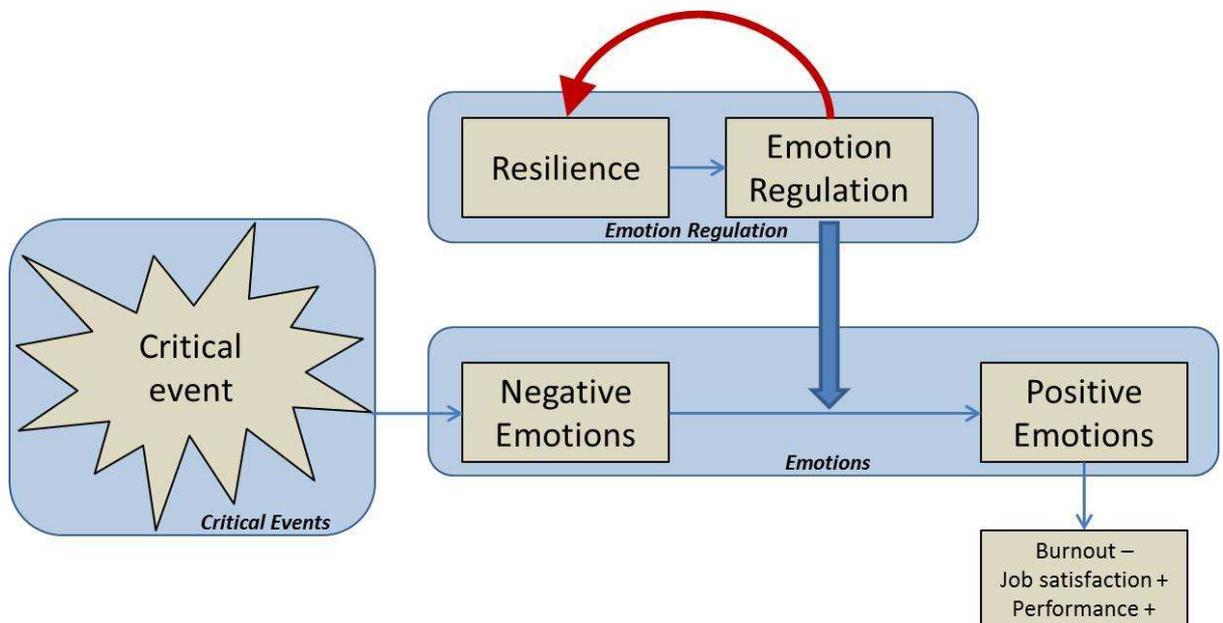


Figure 7 - Emotion generation and regulation, based on extended modal model (Gross, 1998a) and work of Fisk and Dionisi (2010)

The model emphasises three central areas of interest: critical events, emotions (negative and positive) and emotion regulation, which influences and is influenced by resilience.

The main emphasis of this study is on the relationship between emotion regulation and resilience, ultimately trying to answer the question of whether teachers can be equipped to regulate emotions they perceive to be engendered in the workplace in a way that increases their resilience.

4.5 Teachers and emotional labour

A rather negative view of emotion regulation can be found in the concept of emotional labour (emotion management, emotion work), introduced by Hochschild (1983) which was widely accepted in sociological and organisational research, mainly focusing on service workers, such as call centre workers, flight attendants, restaurant waiting staff or receptionists. These employees are supposed to conform with so-called 'display rules' (Hochschild, 1983; Sutton, 2004), which means that they are expected to show a certain range of emotions at work (usually positive ones) while not showing others (often anger, disgust, etc.). Hochschild (1983) argues that emotional labour requires effort from the employee and therefore might result in stress, decreased well-being and burnout. Display rules or emotional demands require the employee to regulate emotional states to achieve the goals of the organisation which is often perceived as stressful (Grandey, 2000).

Two processes of emotional labour are differentiated which represent the way in which employees manage their emotions in order to conform to work role demands: surface acting and deep acting (Hochschild, 1979, 1983).

Surface acting means that employees attempt to control or modify their emotional expression. This could be done by suppressing anger and continuing to smile when interacting with a difficult customer. In this case the employee is displaying emotions that are not experienced, therefore this surface level process is inauthentic. It is this inauthenticity which is then related to stress outcomes, as it takes physiological effort to suppress true feelings and employees experience internal tension (Brotheridge, 1999; Brotheridge & Grandey, 2002; Gross & Levenson, 1997). Furthermore, surface acting can lead to depersonalisation as inauthentic acting over time can cause individuals to feel detached not only from their own feelings, but even from the feelings of other people (Hochschild, 1983). In the case when employees feel that their surface acting is

not efficient it can lead to feelings of diminished personal accomplishment (Brotheridge, 1999). Therefore surface acting is related to the three dimensions of burnout (emotional exhaustion, depersonalisation, reduced personal accomplishment (Maslach, Schaufeli & Leiter, 1996)) as discussed in Section 2.5.1.

Deep acting means that employees attempt to control their internal feelings and thoughts in order to conform to organisational display rules. It involves the modification of cognition or arousal by using a range of techniques (Folkman & Lazarus, 1991; Gross, 1998; Parkinson & Totterdell, 1999). Deep acting is expected to decrease the emotional dissonance employees might experience when acting according to display rules and in case that the performance is perceived to be effective it might also lead to increased feelings of personal accomplishment (Hochschild, 1983). Therefore deep acting appears to be the more favourable process for the well-being of employees.

Earlier research concluded that teachers might also be expected to regulate their emotions to conform to organisational display rules (Ekman & Friesen, 1975). More recently Bonanno (2001) found that often these display rules are internalised and therefore emotion regulation becomes part of the individual's idealised emotion self-image. In the case of teachers, emotion regulation could become one of teaching's primary goals (Sutton, 2004) when teachers believe that regulating their emotions will increase the likelihood of achieving particular teaching goals.

As can be seen in this chapter, emotion regulation and emotional labour are related but different research traditions, investigating how emotions can be managed to ensure optimal functioning. Hereby emotion regulation is the more fundamental, and emotional labour the more applied research tradition (Mikolajczak et al., 2009). As shown in previous sections of this chapter, emotion regulation tries to understand and model the numerous processes or strategies that individuals apply to regulate their emotions. However this tradition is less focused on applying the concept of emotion regulation in a, for example, organisational context. Emotional labour on the other hand is focusing on the ways employees manage their emotions in order to conform to display rules created by the organisation they are working for. Hereby it is important to note that the focus of this tradition has been narrowed down to only two processes of emotion regulation. As explained earlier, these are surface acting (modulating emotional expression) and deep acting (aligning felt and expressed emotions) (Mikolajczak et al., 2009).

More recently efforts have been made to bring those two research traditions together (Grandey, 2000; Mikolajczak et al., 2009), an attempt that received empirical support, showing that focusing on particular emotion regulation strategies is more useful in

increasing understanding of how individuals regulate their emotions in an organisational context than merely concentrating on categories of emotion regulation processes (Diefendorff, Richard & Yang, 2008). Participants in this study did not even report surface and deep acting as the most common emotion regulation strategies.

Although this study does not deny that teachers might need to perform emotional labour and finds studies which are bringing both research traditions together extremely useful, it will follow the tradition of emotion regulation research, yet in an organisational context. This is considered to be more useful as it allows the concentration on positive emotions (in the context of positive psychology) which is providing a possible bridge to connect employees' efforts to regulate their emotions with increased resilience and therefore increased psychological and physical well-being and lower risk of burnout. It is not the causes of burnout that are supposed to be investigated in this study, as is often the case in emotional labour research (Brotheridge & Grandey, 2002; Kinman, Wray & Strange, 2011), but how emotion regulation can lead to increased resilience and therefore the alleviation or prevention of burnout.

4.6 Summary:

Emotion regulation, positive emotions and resilience – pulling the strings together and identifying the gap

After introducing the concepts of resilience, emotion and emotion regulation, this section will bring them together, explain connections that have been identified in literature up to date and conclude with the identification of the gap in current knowledge that this study is attempting to close.

It has been discussed that emotions need to be regulated in order to build and sustain positive emotions in the face of adversity, which form a fundamental keystone of an individual's resilience. Resilience in turn has the potential to have a positive impact on the psychological and physical well-being of individuals.

Resource conservation (Hobfoll, 1989, 2001), the counterbalancing effect of positive emotions (Ong et al., 2006; Zautra et al., 2001) and their broadening effect (Fredrickson, 1998, 2001) have been introduced in order to understand the interconnectedness of resilience, positive emotions and their favourable outcomes. It was found that positive emotions have a buffering effect against stress and burnout,

with various studies stating the importance of positive emotions for the promotion of resilience.

As recent studies found a connection between positive coping strategies and the occurrence and preservation of positive emotions (Fisk & Dionisi, 2010; Folkman & Moskowitz, 2000), the investigation of connections between emotion regulation strategies and their potential to promote positive emotions and consequently resilience appears to be a promising area for research.

4.6.1 Identifying the gap

There have been various studies, investigating input factors and strategies to increase resilience (e.g. Fisk & Dionisi, 2010; Grafton, Gillespie & Henderson, 2010; Gu & Day, 2007). Other studies have looked at resilience in the context of positive psychology and found the positive impact of positive emotions on resilience (e.g. Fredrickson, 2001; Tugade & Fredrickson, 2007). Especially in the field of psychology there are numerous studies researching the processes of emotion generation and emotion regulation. Several studies identified and classified a wide range of emotion regulation strategies (e.g. Gross & Thompson, 2007; Parkinson & Totterdell, 1999).

Yet no research has investigated to date which emotion regulation strategies are applied by individuals in an organisational (here specifically educational) context that increase their perceived resilience. Here a theoretical contribution can be made. Therefore this study will attempt to answer the following research questions that have already been proposed in the introduction (Chapter One):

1. What are the emotions engendered by critical situations in the context of educational organisations?
2. How do teachers regulate these emotions?
3. Can teachers be equipped to regulate these emotions in a way that increases their resilience?

As the third research question asks whether teachers can be 'equipped' to regulate emotions, here also lies a potential practical contribution, as the role of the organisation in this process will be investigated as well.

4.6.2 Development of the research model

To sum up and visualise the outcomes of the review of current literature, a research model is developed. It summarises the two main areas of literature which were reviewed: emotion regulation and resilience.

With regards to emotion regulation it emphasises the two different classification systems for emotion regulation strategies, developed by Gross (1998b) and Parkinson and Totterdell (1999).

The second area of literature, around resilience, is summarised by visualising how three sets of strategies, risk-, asset-, and process-focused strategies (Masten & Reed, 2002) have the potential to promote resilience by fostering input factors, which can be summarised under the four concepts of the Five Factor Model, high self-monitoring, core self-evaluations and emotional intelligence. As discussed in Section 3.3, various researchers developed and contributed to the view of resilience as a “dynamic higher order mechanism” (Fisk & Dionisi, 2010, p. 171), encompassing a number of psychological and behavioural characteristics, which are called input factors on resilience by Fisk and Dionisi (2010). For example Robins, John and Caspi (1994) find in their study that resilience is correlated with characteristics like openness, conscientiousness, extraversion and emotional stability, while Zhao and Seibert (2006) show that managers who are widely considered to be resilient are less neurotic and agreeable and more open to new experiences and more conscientious than other managers who are considered less or not resilient. Therefore this correlation will be demonstrated in the research model with a double arrow. Yet in the context and scope of this study these factors will be considered input factors on resilience according to Fisk and Dionisi (2010).

Although the relationship between resilience and emotion regulation, or positive emotions is bidirectional (Fredrickson & Joiner, 2002; Lyubomirsky, 2008) as explained in sections 3.6 and 4.4 and acknowledged in Figure 7, this research model concentrates on the potential resilience-promoting effect of emotion regulation strategies and therefore focuses on the impact of emotion regulation on resilience, rather than the influence of resilience on the effectiveness of emotion regulation strategies.

The concepts of ‘Adversity’ and ‘Positive emotions’ are included in the model to demonstrate Gu and Day’s (2007) understanding of resilience as being developed in the face of adversity, as well as the importance of positive emotions for the development of resilience in the context of resource conservation (Hobfoll, 1989, 2001),

the dynamic model of affect (Ong et al., 2006; Zautra et al., 2001) and Fredrickson's (1998, 2001) 'broaden-and-build' theory.

The area between the two areas of literature remains blank with only a question mark, visualising that no research has investigated to date which emotion regulation strategies are applied by individuals in an organisational (here specifically educational) context that promote their perceived resilience.

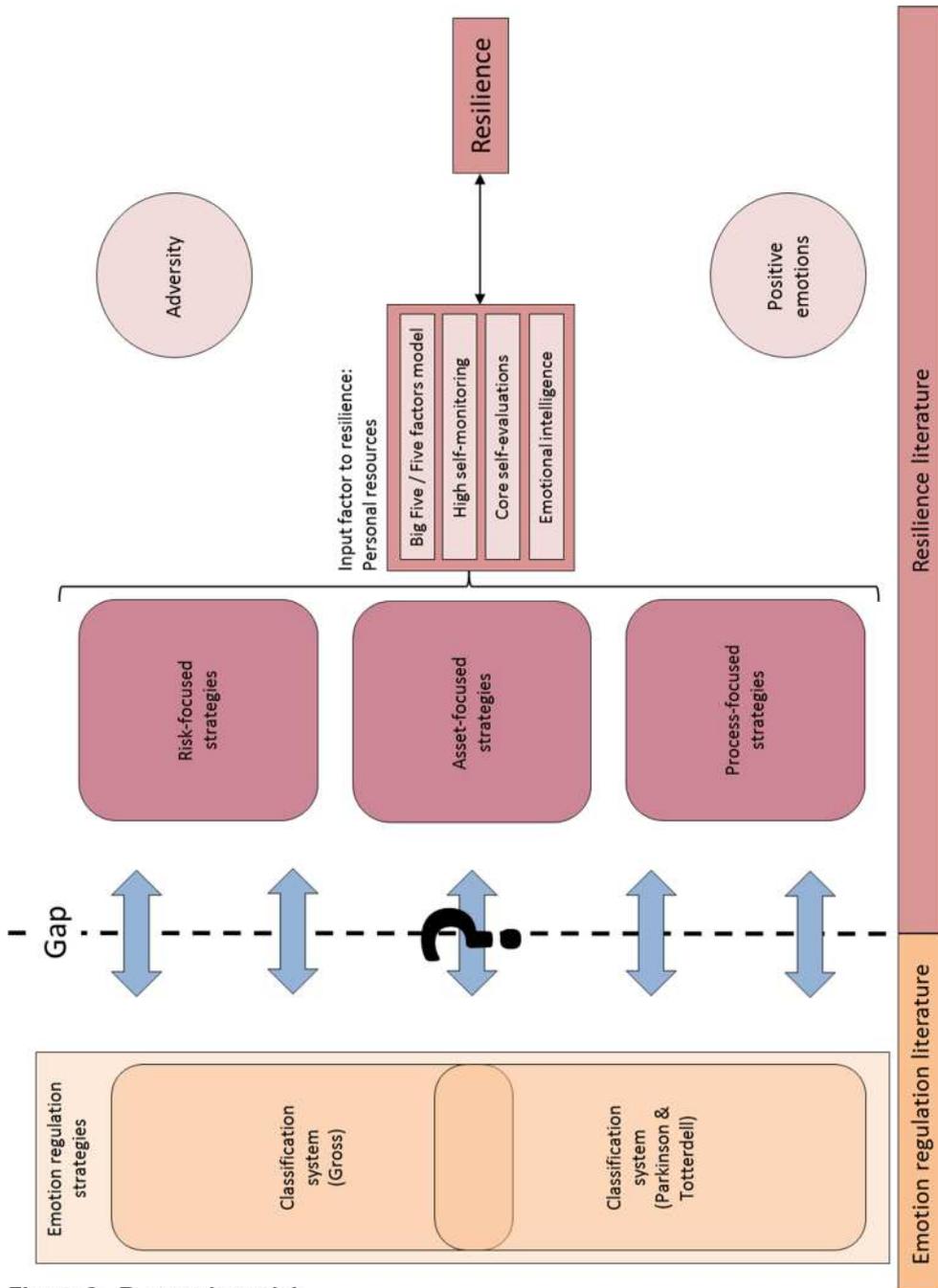


Figure 8 - Research model

The following chapter will discuss and justify in much detail how this study attempts to answer the research questions; the philosophical underpinnings, theoretical perspective, research approach and methods used to collect and analyse the data.

Chapter Five: Methodology

5.1 Introduction

In the previous chapters the concept of resilience as a social construct in the context of positive emotions was introduced, its input factors were discussed and subsequently the concepts of emotion as a social construct and emotion regulation were introduced, including various emotion regulation strategies and their classification systems. This study attempts to bridge the gap between the two concepts and investigate how emotion regulation strategies foster the development of perceived resilience in employees.

Previous work included the consideration of philosophical perspectives, particularly social constructionism. The philosophical underpinning of this work will be detailed and justified in this chapter.

The theoretical choices of this research as well as the chosen methodology and methods are informed by a social constructionist paradigm. This also reflects the understanding of resilience and emotions as social constructs as detailed in Chapters Three and Four. This chapter will give a detailed explanation of and show how social constructionism allows the answering of the central research question: Can teachers be equipped to regulate their emotions in a way that increases their resilience?

First of all this chapter will give an overview of the epistemology, ontology and theoretical perspective. In a second step the choice of research methods will be discussed, with a particular emphasis on the Critical Incident Technique (CIT) and Qualitative Research Diaries (QRD). Therefore this chapter provides the development of an appropriate methodology and suitable methods to explore the emotion regulation strategies applied by teachers of secondary schools in Baden-Wuerttemberg (BW), Germany and how they influence teachers' perceived resilience.

The demonstration of the trustworthiness of the undertaken research and its results is hereby of central significance. Therefore it is particularly important to show that the research design is congruent with the chosen research philosophy (Guba & Lincoln, 2005) and to adhere to quality criteria for qualitative research (Yardley, 2000; Yin, 1989).

Finally this chapter will also explain in detail the framework of analysis and evaluation of this study.

In other words, this chapter will give answers to the following four questions (Crotty, 2009, p. 2), just in reverse order:

1. Which *methods* are used in this study?
2. Which *methodology* governs the choice and use of these methods?
3. What *theoretical perspective* lies behind the methodology in question?
4. What *epistemology* informs this theoretical perspective?

5.1.1 Terminology

The four process elements epistemology, theoretical perspective, methodology and methods are usually discussed in every social research text. Unfortunately these terms are not used consistently. They are often “thrown together in grab-bag style as if they were all comparable terms” (Crotty, 2009, p. 3) and are used in various and in some cases even contradictory ways (Crotty, 2009). Although Crotty (2009) admits that there is not only one single way to use these terms and his choice is not the only defensible way of using them, his reasoning for this specific terminology is convincing, as it is clear and comprehensive. Of course other authors will be considered, but put into the context of Crotty’s work, which will make up the methodology-related terminological framework for this study to avoid any confusion.

Epistemology is the theory of knowledge and concerned with what makes up adequate knowledge in a particular field of study. It is embedded in the theoretical perspective and hence in the methodology (Crotty, 2009).

The theoretical perspective is the philosophical stance, which informs the methodology. Consequently it provides the context for the process as well as grounding its logic and criteria (Crotty, 2009).

Methodology is the strategy, process, plan of action or the design behind the choice and use of particular methods. It links the choice and use of the methods to the intended outcomes (Crotty, 2009).

Finally, the methods are the procedures or techniques which are used to collect and analyse the data related to the research question or hypothesis (Crotty, 2009).

5.2 Research philosophy

As the research philosophy relates to the nature of knowledge and ways in which it can be developed, the adopted research philosophy contains significant assumptions about the researcher's view of the world and will therefore strongly influence the choice of the research strategy and methods.

5.2.1 Epistemology and ontology: A rationale for social constructionism

Epistemology concerns what makes up acceptable knowledge in a certain field of study or in other words "how we know what we know" (Crotty, 2009, p. 8). Saunders, Lewis and Thornhill (2007) identify positivism, realism and interpretivism as the three main distinctions. Crotty (2009) on the other hand calls these three philosophical stances theoretical perspectives and identifies objectivism, constructionism and subjectivism as well as their variants as possible epistemologies. The relevance of the choice of an epistemology to the entire research process is justified by Maynard (1994, p. 10) as follows:

Epistemology is concerned with providing a philosophical grounding for deciding what kinds of knowledge are possible and how we can ensure that they are both adequate and legitimate.

Therefore there is the need for identification, explanation and justification of the choice of an epistemological stance.

Ontology is concerned with the nature and structure of reality and existence, the study of being, and therefore questions the researcher's view of the way the world operates.

According to Saunders, Lewis and Thornhill (2007) there are two main aspects of ontology: objectivism and subjectivism. Crotty (2009) on the other hand identified those two stances as epistemologies and argues that ontology and epistemology are intrinsically tied to each other as they are emerging together. For example "each theoretical perspective embodies a certain way of understanding *what is* (ontology) as well as a certain way of understanding *what it means to know* (epistemology)" (Crotty, 2009, p. 10). In research literature epistemology and ontology are often not kept apart conceptually by authors. For example some writers like Guba and Lincoln (1994) create a close link between realism (ontological notion) and objectivism (epistemological notion) while others, such as Heidegger, can be considered to be

realists, but are far from being objectivists (Crotty, 2009). Instead of adding ontology as a further layer to his schema, Crotty (2009) suggests to “deal with the ontological issues as they emerge” (p. 11).

As indicated in the introduction and the literature review, this study will follow a social constructionist paradigm, which is also reflected in the understanding of emotion and resilience as social constructs.

Crotty (2009, p. 42) defines constructionism as the view that

all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context.

In other words this means that meaning lies not in the object itself, waiting to be discovered, but is constructed. For actual meaning to emerge, consciousness has to engage with objects (Merleau-Ponty, 1962). Where there is no mind, there is no meaning. This is also captured in Husserl’s (1931) use of the term ‘intentionality’ when describing that consciousness is always consciousness of something.

Here Crotty (2009) refers to the example of the tree. Isn’t the tree still a tree, even if no one knows of its existence? The tree is a tree, with all the meaning we attribute to a tree. At least this is what a common-sense view would usually recommend. But it has to be kept in mind that human beings defined the tree as a tree, gave it the name, the attributes and associations that are usually made with trees. And even these associations might differ between cultures or even within the same culture. In that constructionism claims that meaning is constructed by human beings through engagement with the world that is interpreted by them.

Yet meaning of phenomena is not constructed by each individual, one by one. By being born into a world of meaning, by entering a social milieu, individuals inherit and adopt meaning. Therefore “all reality, as meaningful reality, is socially constructed” (Crotty, 2009, p. 54).

As explained before resilience will be understood as a multidimensional dynamic in the interrelationships of a social system (Henderson & Milstein, 2002; Luthar, Cicchetti & Becker, 2000), while the individual’s capacity for resilience is influenced by the social settings in which the individual is working and living and his/her social contacts (Day et al., 2006; Gu & Day, 2007; Henderson & Milstein, 2002). Therefore resilience is understood as socially constructed (Gu & Day, 2007). Resilience is not considered to

be a personality trait, but a dynamic and developmental construct which is associated with the development and positive adaptation of people facing adversity. This is suitable, as it allows data to be collected, using qualitative methods, such as interviews and research diaries. This approach is not completely innovative; there are already studies, for example those of Ablett and Jones (2007) and Stanley (2011), which use qualitative methods, more specifically Interpretative Phenomenological Analysis, to investigate their participants' perceptions of work life and perceived resilience.

Also, as this research is investigating how teachers understand their own emotions and the ways in which they deal with them, following a social constructionist approach to emotions is appropriate. In this way emotions are considered a way to make sense of social situations and are interpreted as positive or negative by the individual (Gabriel & Griffiths, 2002). So the individual's account of his/her emotions is relevant, even if they are not quantitatively measured.

5.3 Theoretical perspective

The theoretical perspective describes the "view of the human world and social life within that world" (Crotty, 2009, p. 7), it "provides a context for the process involved and a basis for its logic and its criteria" (Crotty, 2009, p.66). The theoretical perspective is the sum of assumptions underlying every methodology. Possible theoretical perspectives are positivism, interpretivism, critical inquiry, feminism and postmodernism, to name just a few (Crotty, 2009).

In the interpretivistic approach, the understanding of the differences between individuals in their very own roles as social actors is essential. The social roles humans adopt every day have to be interpreted in compliance with the meaning which is given to them. Therefore the term 'social actors' is used in this context. Here also the role of the researcher is crucial, as his or her personal set of meanings will influence the researcher's interpretation of social roles (Saunders, Lewis & Thornhill, 2007). Particularly in this study the role of the researcher is significant, as the research approach is Interpretative Phenomenological Analysis. This will be discussed in much detail in Section 5.5.4 and a detailed reflective statement by the researcher can be found in Appendix V.

The world of organisations is a complex social world. Situations are as unique as the individuals involved in them. Therefore in some cases the interpretivistic approach might offer better opportunities of answering certain research questions, settled in this

social context, than a traditional positivistic approach (Saunders, Lewis & Thornhill, 2007).

Usually when following an interpretivistic approach, generalisability of research, which is fundamental in a positivistic approach (Remenyi et al., 1998, Saunders, Lewis & Thornhill, 2007), is not of critical importance (Saunders, Lewis & Thornhill, 2007). Instead, according to Remenyi et al. (1998) it is necessary to discover a situation's details in order to understand reality or even a reality hidden behind those details. These aspects will be dealt with in Section 5.8.1 when the quality, validity and rigour of this study will be assessed according to criteria suggested by Yardley (2000).

The interpretivist researcher seeks understanding of the subjective reality of the individuals who are studied to understand and be able to make sense of their intention, motives and actions. This should happen in a meaningful way for the research participants (Saunders, Lewis & Thornhill, 2007).

This study will investigate aspects of human activity as well as interactivity. Following the interpretivistic view, social science research focuses on subjective meanings, perceptions, and interpretations, which in turn is considered to be appropriate for this study. Furthermore the chosen research approach, which is Interpretative Phenomenological Analysis, is, as the name implies, interpretative by definition. It will be introduced and discussed in depth in the following section.

5.4 Methodology: Interpretative Phenomenological Analysis

Interpretative Phenomenological Analysis (IPA) is a recent but fast developing approach to qualitative inquiry. Originating in psychology, it also started to become more popular in social science (Smith, Flowers & Larkin, 2009). The main aim of IPA is to explore experiences and perceptions of individuals (Smith & Osborn, 2003) while helping to understand events from the individual's perspective. IPA also acknowledges the importance of how individuals construct meaning within a personal and social world (Smith & Osborn, 2003).

As the aim of this study is to provide a subjective understanding of teachers' interpretation of their own emotions, the ways they handle and regulate their emotions and the effect this has on their resilience, IPA is considered to be an appropriate method of analysis. IPA enables the investigation of how individuals perceive situations and how they make sense of their world in social and personal terms. Also when

concerned with novelty or complexity, IPA is a very useful approach (Smith & Osborn, 2003).

This section will give a brief overview of the origins of IPA, explaining its three theoretical underpinnings: phenomenology, hermeneutics and ideography, and finally comparing IPA to Giorgi's phenomenological psychology (Giorgi, 1997; Giorgi & Giorgi, 2008).

5.4.1 Origins

Although IPA is drawing on ideas and concepts that have a long history, as for example hermeneutics, the history of IPA itself is rather short, beginning with Smith's publication in 'Psychology and Health' in 1996 which argued for a qualitative approach to psychology that could investigate the experiential and was still able to dialogue with mainstream and therefore traditionally quantitative psychology.

Therefore, although the roots of IPA lie in psychology, there is a strong difference to mainstream psychology when it comes to methodological issues. While most psychological studies follow quantitative and experimental approaches, IPA is committed to an in-depth qualitative analysis (Smith, Flowers & Larkin, 2009).

5.4.2 Components of IPA: Phenomenology, hermeneutics and ideography

IPA combines phenomenological, hermeneutical and ideographic components.

"IPA is phenomenological in that it is concerned with exploring experience in its own terms" (Smith, Flowers & Larkin, 2009, p. 1). Some ideas of the leading figures within phenomenological philosophy, like Husserl, Heidegger, Merleau-Ponty and Sartre, are also relevant to IPA. Focusing on experience and the perception of experience derives from Husserl's work, while the other three mentioned authors developed that work further, contributing each to "a view of the person as embedded and immersed in a world of objects and relationships, language and culture, projects and concerns" (Smith, Flowers & Larkin, 2009, p. 21). Their position is more interpretative, focusing on individuals' relationships to the world and other individuals, rather than viewing them as isolated. Therefore 'experience' is understood as a complex concept invoking "a lived process, an unfurling of perspectives and meanings, which are unique to the person's

embodied and situated relationship to the world” (Smith, Flowers & Larkin, 2009, p. 21). The phenomenological influence is represented by the in-depth exploration of the lived experience of the research participants and by not trying to give a rather objective statement of the event, situation or object itself. The experiences in which IPA is interested are significant for the individual, reflected upon and made sense of. In line with Husserl (1931) there is an intentional relation between the experience/ consciousness and the object of which the individual is conscious. As the actual experience is not accessible due to lying in the past, in IPA research is “experience close” (Smith, Flowers & Larkin, 2009, p. 33). The individual is seen as a sense-making creature, therefore the meaning which the individual gives to the experience can represent the experience itself (Smith, Flowers & Larkin, 2009). Hereby Smith, Flowers and Larkin (2009) emphasise that the vast amount of philosophical literature on phenomenology should not conceal that the phenomenological in its very core is connecting with individuals’ own everyday experience – “philosophy does not own phenomenology” (p. 32). While the philosophical account allows insight and a deeper understanding, its central purpose should be to serve the account of lived experience – not the other way round. Hence Smith, Flowers and Larkin (2009) clearly point out that in IPA phenomenology is more than a scholarly collection of ideas, but a dynamic process, keeping the quest for understanding experiences and perceptions of individuals (Smith & Osborn, 2003) alive. Smith, Flowers and Larkin (2009, p. 34) put the relationship of IPA and phenomenology in a nutshell as follows:

[...] rather than trying to operationalize or privilege one particular phenomenology or phenomenological theorist, IPA is influenced by the core emphases of the approach [...] Thus IPA is concerned with human lived experience, and posits that experience can be understood via an examination of the meanings which people impress upon it.

IPA is necessarily interpretative, focusing on people’s attempts to give meaning to their activities or situations they are facing, trying to make sense of them. Therefore there is a strong influence of hermeneutics or hermeneutic phenomenology on IPA. Here particularly authors like Heidegger and Gadamer are influential (Smith, Flowers & Larkin, 2009). While more traditional phenomenological approaches, such as that of Husserl, are more descriptive, in IPA the researcher has an active role (Braun & Clarke, 2006), which makes it possible to uncover the deep meanings, which phenomenology seeks to achieve (Pringle et al., 2011). In the interpretative activity the researcher’s own perceptions and conceptions are required to access an insider’s perspective to the personal world of the research participant (Smith & Osborn, 2003). The dynamic of preconceptions can be understood as a hermeneutic circle within the research process.

Hereby the researcher's preconceptions, ideas and concerns due to his/her experience form the starting point within the circle. These need to be acknowledged through reflective practices. Meeting and interacting with a research participant (going halfway round the circle) shifts the focus from the researcher to the participant, where the researcher attends as closely as possible to the account of the participant. Following this interaction the researcher returns to analyse the collected data (moving round the second half of the circle, back to the starting point). Yet the new experience will have changed former preconceptions. Listening to recordings, engaging with the data and trying to make sense of it can be understood as a second virtual circle. The double hermeneutic component is expressed by the researcher, making sense of the participants making sense of their experiences (Smith & Osborn, 2003). This double hermeneutic or two-stage interpretation process emphasises the crucial role of the researcher, who is like and unlike the participant at the same time. The researcher is like the participant in the sense that she/he is also attempting to make sense of the world, yet not like the participant as the participant's account is the researcher's only way of gaining access to the participant's experiences (second-order sense-making as opposed the participant's first order sense-making of his/her experiences). The researcher is relying on what the participant is willing to disclose about his/her experience and is additionally influenced by his/her own preconceptions and ideas which she/he needs to be aware of. Again Smith, Flowers and Larkin (2009, p. 37) summarise precisely:

[...] IPA requires a combination of phenomenological and hermeneutic insights. It is phenomenological in attempting to get as close as possible to the personal experience of the participant, but recognises that this inevitably becomes an interpretive endeavour for both participant and researcher. Without phenomenology there would be nothing to interpret; without the hermeneutics, the phenomenon would not be seen.

The idiographic emphasis becomes visible in the mode of inquiry. Usually in psychology a nomothetic approach is predominant. IPA on the contrary tries to make statements about the understandings and perceptions of a particular group of people, rather than making general claims. IPA avoids jumping to generalisations and concentrates on the careful and detailed analysis of only a small number of cases (Smith & Osborn, 2003). While for Husserl it was essential to move from individual instances to the establishment of the essence or eidetic structure of experience, IPA prioritises the detailed idiographic analysis of a particular case of lived experience. The possibility to establish large numbers of cases over time which may lead to the ability to understand the fundamental features of certain phenomena is not excluded, yet is not

the focus of IPA. Also the reader of an IPA study is free to examine the case from his/her own perspective, based on his/her own preconceptions and ideas, and start to think about possible implications for his/her own work (Smith, Flowers & Larkin, 2009).

5.4.3 IPA and other phenomenological approaches

Besides IPA there are a number of other phenomenological approaches which are applied in psychology or human science research. This chapter will compare IPA to the probably most important alternative phenomenological approach which has been suggested by Giorgi. This will help to position IPA among other approaches of phenomenological research.

Giorgi's (Giorgi, 1997; Giorgi & Giorgi, 2008) phenomenological psychology is perhaps the longest established approach. Therefore it might be interesting to put IPA into context with this approach, showing similarities and differences between them.

The main similarity is that Giorgi is trying to operationalise a phenomenological method for psychology. Similarly as in IPA he articulates the necessary transformations to move from philosophy to psychology.

But whereas Giorgi tries to translate Husserl's phenomenological approach as closely as possible, IPA does not attempt to operationalise a particular phenomenological method, but draws from a wider body of phenomenology (Smith, Flowers & Larkin, 2009). Also while Giorgi (1997) states that his approach is strictly descriptive, IPA is explicitly interpretative.

The primary concern of Giorgi's method is the development of a complete eidetic picture of a certain phenomenon. IPA on the other hand has an idiographic emphasis and is therefore not that much concerned with discovering commonalities in experience, but rather analysing convergence and divergence across cases, capturing the depth and richness of the individual cases and therefore fits better the requirements of this research.

5.4.4 IPA and the researcher's role – the need for reflexivity

While more traditional phenomenological approaches, such as that of Husserl, are more descriptive, in IPA the researcher has an active role (Braun & Clarke, 2006). The

central role of the analyst is crucial in making sense of the research participants' personal experiences (Smith, 2004). According to Pringle et al. (2011) the researcher's role makes it possible to uncover the deep meanings which phenomenology seeks to achieve.

Therefore IPA also leads to a strong emphasis on reflexivity. When the role of the researcher is that crucial in a study, then there is the need for the analyst to be aware of his/her own thoughts and feelings, the relationship to the research participants and experience of the interviewing process and so on. Therefore a research diary was kept throughout the entire process of data collection and analysis.

According to Finlay & Gough (2003, p. 1) reflexivity helps "to situate the research project and enhance understanding of the topic under investigation." Being reflective about subjectivity and engagement can improve and deepen insights into personal, but also social experiences. To fulfil this requirement of IPA a detailed reflective statement can be found in Appendix V.

5.5 Methods

In this section the concrete procedures and techniques of collecting data within the overall framework of IPA will be described. These methods will be described in as much detail and as specifically as possible to ensure that the research process is identified and justified. To achieve this it will be detailed which sampling strategies are used, how participants are recruited and how data is collected. Hereby the employed interviewing technique (Critical Incident Technique) and the usage of qualitative research diaries will be described in detail.

5.5.1 Sampling

In qualitative research, sampling issues are important, although its primary purpose is to understand, gain insights and create explanations rather than form statistically valid conclusions (Ghauri & Gronhaug, 2005).

Especially within an IPA study it is important that research participants are selected whose accounts will broaden the understanding of the investigated phenomenon. Meaningful insight is gained by focusing on individual experiences and understandings.

Therefore it is necessary to collect diverse data which allows the extension and/or contradiction of the developing theory and helps to increase the credibility of the analysis (Chamberlain, 1999).

Hence the sample does not need to be representative as prediction of behaviour is – unlike as in quantitative research – not aim of an IPA study.

As explained in Section 1.5 and throughout this work, this study will investigate how the regulation of emotions contributes to the resilience of a school's workforce, so that teachers develop and maintain the ability to handle obstacles as they occur (Pirola-Merlo et al., 2002). Hereby the individual accounts are relevant to provide a subjective understanding of teachers' interpretation of their own emotions, the ways they handle and regulate their emotions and the effect this has on their resilience. The aim of the research is not to make direct comparisons between teachers from different schools or with different teaching experience or social backgrounds. The intention is not to make a direct comparison which is focusing on differences between groups, but to understand the phenomenon, i.e. experience of emotions in the workplace, how individuals deal with them, and how this can affect individual resilience, from multiple perspectives. The ideographic emphasis of IPA has consequences for the applicability of findings of the research, as cases and accounts are held to be local (Smith, Flower & Larkin, 2009). An IPA study does not try to achieve empirical generalisability, but to allow for theoretical transferability. This means that the reader can create links between the analysis of the IPA study, their own experiences and claims in the literature. Hereby the analyst has to provide "a rich, transparent and contextualised analysis of the accounts of the participants" (Smith, Flower & Larkin, 2009, p. 51), which enable the reader to "evaluate its transferability to persons in contexts which are more, or less, similar" (Smith, Flower & Larkin, 2009, p. 51).

The selection criteria applied in this study were:

- Teachers are working at a primary or secondary school in Baden-Wuerttemberg, Germany
- At least one year of teaching experience
- German cultural background

As there are differences between the schooling systems of the 'Bundesländer' (federal states) of Germany, only schools in Baden-Wuerttemberg have been considered to create some sense of boundary and ensure a reasonably homogenous sample.

The requirement that interviewees are from a German cultural background is supposed

to increase the homogeneity of the sample and because this study does not investigate the influence of cultural differences on emotion regulation.

The broad age range of participants might seem to violate one of the major principles of IPA, that is the necessity of a homogenous sample (De Visser & Smith, 2006; Smith & Osborn, 2003). This is supposed to make sure that the study focuses on the investigation of the phenomenon of interest without being influenced too much by other factors. However even within IPA literature it is far from clear what a reasonably homogenous sample is. Studies range from very selective sampling (Goodman et al., 2005) to an investigation of European Union citizenship perceptions (Chrysochoou, 2000) where the only shared characteristic of participants has been their membership of a state within the European Union.

This study will adopt the idea of Larkin, Watts and Clifton (2006) that homogeneity is a matter of compromise. Because the necessary degree of homogeneity of the sample depends on the phenomena of interest, there are no general criteria which could be applied. Although participants of this study range from 28 to 59 years in age and teach in three different primary and secondary schools in Baden-Wuerttemberg, Germany, they all share the experience of negative emotions in the workplace and having to find ways of dealing with them.

Originally Smith (1996) suggested sample sizes of six to eight for an individual IPA study, which he later on revised to sample sizes around three (2004). Generally IPA studies tend to work with rather small sample sizes. This was also confirmed by Brocki and Wearden (2006) who reviewed IPA studies until 2006 and found that sample sizes of past IPA studies reach from one (De Visser & Smith, 2006) to 30 (Collins & Nicholson, 2002). As there is not the one 'correct' size for an IPA study sample it is important that the sample size or number of interviews is suitable to investigate the phenomenon of interest and answer the specific research question(s).

A review (see Appendix C) of recently published papers in recognised journals (among others two four-star journals according to ABS ranking (The Association of Business Schools, 2010)) revealed that sample sizes of under 10 participants are not uncommon for an IPA study, which is in line with the suggestions of Smith (1996).

With this consideration a sample size of 10 was chosen for this particular study. Despite the sample size of 10, 17 interviews have been conducted. From these interviews 10 participants have been chosen (see Section 5.6.1.2) for whom the research question is most relevant and who provide the most information-rich cases, which are important sampling criteria for IPA according to Patton (2002). This kind of

homogenous and purposive sampling is in accordance with the tenets of IPA research (Smith & Osborn, 2003).

5.5.1.1 Participant recruitment

Participants for the pilot as well as for the main study were recruited via a snowball sampling strategy. It was initiated in two schools in Baden-Wuerttemberg with which the researcher had already established contact. The headteachers of both schools were contacted via phone call and personally and both agreed that their school would participate in the study.

For the pilot study the rather small primary school (Alpha School) was chosen. Here the headteacher recruited other teachers, but was advised to emphasise that participation in the study was absolutely voluntary. Yet all teachers agreed to take part in the research. The headteacher passed the researcher's contact details on to the volunteering participants, who then contacted the researcher.

Participants were also asked to mention the study to colleagues and friends from different schools, thus 'snowballing' the sample, which led to the establishment of contact with another secondary school (Gamma School). In this school the initial contact suggested the participation of the school to the headteacher who agreed, whereupon the contact passed the researcher's contact details to six more teachers. Four of them were recruited as participants due to fitting the selection criteria and as it was expected that their experiences could enhance the understanding of the investigated phenomenon.

For the other secondary school (Beta School) the headteacher was contacted directly and agreed that the school would take part in the study. The researcher was invited to visit the school and recruit participants on location. Out of the teachers who offered to take part in the study, six have been selected purposefully (two of them could not take part in the study due to illness).

Table 3 - Recruited participants

School name	School type	Interviewee	
Alpha School	Primary school	Smith	Pilot study
		Milton	
		Winter	
		Miller	
		Adams	
		Banks	
		Clarke	
		Ford	
Beta School	Secondary school (Gymnasium)	Silver	Main study
		Lennon	
		Steel	
		Holmes	
Gamma School	Secondary School (Realschule)	Roberts	
		Jones	
		Fry	
		Hurst	
		Landon	

Purposive sampling enables the selection of individual participants for whom the research question is relevant and who provide information-rich cases (Patton, 2002). Hence the understanding of the particular phenomenon under investigation can be extended and enhanced which again is in accordance with the principles of IPA. Furthermore this sampling method proved to be effective. No teacher who was directly approached refused to participate in the study (although it was strongly emphasised that participation was completely voluntary) and some teachers proactively volunteered to participate once they heard of the study.

After contact between researcher and participants was established and the nature of the study had been explained to participants who then agreed to take part, appointments for interviews were arranged for a date, time and location which was convenient for the interviewee.

5.5.1.2 Selection of final 10 participants

Although the sample size was decided to be 10 as explained earlier, 17 interviews were conducted, as more participants than expected wanted to contribute to the study. The pilot study revealed that the interview schedule did not need to be changed, therefore the data collected in the pilot study was treated like the data collected in the main study. As a sample of 17 participants would be too large to allow a good individual IPA study, which is sufficiently interpretative – especially within the strict time

frame of a PhD study – it was decided to choose 10 participants for whom the research question appeared to be most relevant and who provided the most information-rich cases. As explained before, this is in line with the requirements of IPA (Smith & Osborn, 2003).

A preliminary analysis (see Section 6.3) showed that the experienced emotions and the ways in which teachers dealt with their emotions did not depend on the school type. Therefore in the selection of the final 10 cases it was not relevant to which school the participants belonged. The only criterion for selection was if the case could add to the understanding of the way teachers deal with their emotions in a workplace context and how this influences their resilience.

Table 5 below presents details of the final 10 participants of this study.

Table 4 - Final 10 participants

School name*	School type	Participant*	Randomly generated gender*	Age group	Teaching experience (in years)	Returned research diary
Alpha School	Primary School (Grundschule)	Banks	f	50-59	20	
		Clarke	m	50-59	32	X
		Ford	f	20-29	5	X
Beta School	Secondary School (Gymnasium)	Silver	m	20-29	1	
		Steel	m	30-39	6	X
		Holmes	f	30-39	9	
Gamma School	Secondary School (Realschule)	Roberts	m	50-59	17	X
		Jones	m	30-39	7	
		Fry	f	40-49	8	X
		Hurst	f	30-39	13	

5.5.2 Data collection methods

Interviews, following the Critical Incident Technique (CIT), and qualitative research diaries (QRD) were chosen as data collection methods.

5.5.2.1 Interview - Critical Incident Technique (CIT)

The Critical Incident Technique (CIT) is applied, as it is a suitable method to “gain understanding of an incident [and connected emotions] from the perspective of the

individual, taking into account cognitive, affective and behavioural elements” (Chell, 1998, p. 48).

The interviewees are asked to talk about incidents in which they were resilient or showed resilience following a critical event. They are also asked to describe the feelings which they perceived to be engendered by this event and how they regulated or attempted to regulate them and which regulation strategies they perceived to be the most efficient or successful. The context of these incidents is entirely developed from the subject’s perspective. The interviewees give an account of what the incidents meant for them, their life situation and their present circumstances, attitudes and orientation.

This technique makes it possible to get closer to the subject. Issues can be viewed in context and the participant can disclose conscious reflections about feelings, attitudes and perspective of matters which are important to him/her. CIT allows the investigation of meaning behind participants’ actions, or in other words the participants’ interpretation of their own behaviour (Chell, 1998; Chell & Pittaway, 1998), or with a more phenomenological emphasis, their own experience. Hence CIT can be applied within a social constructionist framework, accepting that data is subjective. CIT is therefore a suitable technique to develop an understanding of the emotions engendered by critical events, current strategies of how they are managed, and how this is perceived to influence participants’ individual resilience.

A common criticism of CIT, that the researcher’s analysis is an interpretation of the interviewee’s account which in turn is an interpretation by the participant of his/her own behaviour, makes it a strong technique within IPA, as IPA’s hermeneutical underpinning requires the researcher making sense of the participants making sense of their experiences (Smith, Flowers & Larkin, 2009).

5.5.2.2 Qualitative research diaries (QRD)

Diaries as a research method were originally applied in a positivist paradigm and focused on quantified measurements. Nevertheless, diaries can also be used as a qualitative research method, providing a deep insight into people’s accounts of events and their situation (Symon, 2004). Plummer (1983, p. 17) summarised:

The diary is the document of life par excellence, chronicling as it does the immediately contemporaneous flow of public and private events that are significant to the diarist.

The range of phenomena that can be recorded and investigated through a diary study is immense and includes specific behaviours, feelings and reactions, social interaction, events and activities (Symon, 2004).

The advantages of a diary study are that this method allows relatively unobtrusive access to ongoing daily behaviour over a longer period of time. Therefore it is possible to capture the immediacy of the incident or experience (Symon, 2004). Some authors claim that it is even possible to reveal hidden events or behaviours (Leadbetter, 1993).

In the past there have been QRD studies to investigate stress or shift work. For example Williamson, Gower and Clark (1998) asked their respondents to record feelings, moods, and eating patterns following a changed shift schedule in order to establish stabilisation effects and disruptive periods. Another study by Conway and Briner (2002) investigated violation of the psychological contract. Violations were recorded and later on linked to ratings of general mood and affective reactions. In both cases the diaries were used to enable participants to give a personal account of their feelings and describe events and situations from their own point of view.

Therefore this method is also suitable for research into teachers' regulation of emotion and its impact on their resilience. Participants will be asked to complete a semi-structured diary, identifying situations and events in which they re-/acted in a resilient way and describe the experienced emotions, their attempts to regulate these emotions (applied emotion regulation strategies), and the perceived effectiveness of the regulation process.

On the other hand researchers such as Stewart (1967) rejected the data collected in an extensive diary study, calling it unreliable, as participants interpreted certain categories of activities in various ways. This is understandable when considering that Stewart worked within a positivist paradigm. Here this issue is indeed problematic. Yet, this study will be carried out within an interpretivist paradigm and therefore individual accounts will be considered to be relevant. In line with the central characteristics of a qualitative approach to research

'qualitative' diaries may not pre-specify activities, events, attitudes or feelings but allow the respondent to record subjective perceptions of phenomena of relevance to themselves at that point of time. The objective of the researcher is to understand the respondent's reactions, descriptions, and so on from the respondent's perspective and within the context of their own worlds (Symon, 2004, p. 99).

It has to be kept in mind that this does not mean that qualitative diaries have to be completely unstructured. Symon (2004) states later in the text that it is up to the researcher to decide about the degree of structure which is required for the diary. Options range from unstructured (participants note any kind of information, they consider to be relevant) to structured (covering only specific events or issues, or even only particular aspects of certain events or experiences).

This diary study will be semi-structured, asking respondents to record events, when they showed resilience and write about connected emotions and emotion regulation (for an example of a blank diary entry page, see Appendix E).

An example of such a diary study is the research of Plowman (2002), cited in Symon (2004) who investigated the role of organisational change agents. Participants were presented four open guiding questions and made weekly entries. Thus they were encouraged to reflect on their role and the more informal practices in the change process could be explored.

Rationale for diary study

As mentioned before, a large amount of data for this study is collected by interviews, following the Critical Incident Technique. Yet, the incidents covered by interviews lie in the past. Although memory of these events might be still good, as the events were perceived as personally relevant and critical, there is always the danger that in retrospect, individuals remember and evaluate their emotions differently. Diaries will complete this data as they cover current events as they happen (Symon, 2004). Memory of emotions will be at best a few hours old and at worst a few days. A diary study will help to capture current emotional moments and the complexity of emotion regulation processes and their impact on the resilience of the study's participants.

Additionally, as participants are expected to disclose personal information, talking about emotional experiences and particularly negative experiences, there was the expectation, that some participants might be more willing to disclose more personal information in a non-face-to-face setting and in writing instead of verbally.

The individual's account of these processes is extremely relevant, as this study is investigating within a social-constructionist epistemology and interpretivist paradigm the perceived emotion regulating behaviour and resilience of individuals. Therefore it is quite likely that differing perceptions of one and the same event might occur.

Design of the diary study

The design of the diary study will answer the primary questions of *who* will fill it in, *how often* respondents will fill it in, over what *period of time*, *structure* of the diary and *asked questions*, *distribution* and *collection* of the diaries and ideas of *encouraging respondents* to complete the diary to avoid attrition.

All participants of the interview part of the study are asked to complete a diary. However there is no obligation for every interviewee to complete a diary. Not wanting to complete a diary does not affect the relevance of the interview in any way. Although a low return rate was expected, as participant attrition is a major concern in diary-based research (Symon, 2004), the actual return rate was eight out of 17 diaries.

5.5.3 Transcriptions and preparations for analysis

The interviews were transcribed verbatim. Effort was also made to include all the interviewer's questions, comments and other verbal expressions. This was done to ensure that the role of the interviewer was not deleted which could have a negative effect on how a reader might understand the transcript, an issue which was criticised by Potter and Hepburn (2005).

As IPA studies concentrate on verbal descriptions of experience, a complex transcription notation system, as necessary in conversation or discourse analysis, is not required. Yet the transcription method needs to be sufficient for the purposes of the study (Rapley, 2001).

The table below summarises the employed transcription notation system.

Table 5 - Simplified transcription notation system

Notation	Meaning
...	Short pause, unfinished sentence
[Pause]	Long pause
()	Short comment of one person while the other is still talking
[laughs]	laughs
[xxx]	Further explanations if interviewee is doing something of interest

During transcription, the names of all persons (participants and other persons mentioned during the interview), schools, and locations were made anonymous and

any information which could lead to the identification of a person was removed from the text to ensure that the identity of research participants cannot be revealed.

Although the computer software NVivo8 was initially used to support transcribing, later on the transcripts were transferred into Microsoft Excel to create tables which allocate a fixed number to every line of transcript and leave a wide right-hand margin for initial and exploratory commenting and a left-hand margin for noting emerging themes next to the central column which contains the transcript. These tables were printed in sufficient font size so they can be read easily, and larger paper sheets for analysis were created by gluing single sheets of paper together. Each interview transcript is made up of five to eight of these analysis sheets. For photographic evidence of such an analysis sheet please see Appendix K. This approach is in line with the recommendation by Smith, Flowers and Larkin (2009) who propose for analysis the use of hard copies of the transcripts with wide margins left and right of the transcript, whereas it is irrelevant on which side of the transcript the comments and the emerging themes are noted.

5.6 Analysis

In this section the frameworks of analysis will be explained. Two forms of analysis of interviews are carried out: A preliminary analysis of 17 interviews and an in-depth analysis following IPA of 10 interviews. The selection process of these 10 interviews is described in Section 5.6.1.2. Additionally the analysis of the Qualitative Research Diaries will be discussed.

5.6.1 Preliminary Analysis

As previously mentioned, the original number of 17 participants was too big to allow a high-quality IPA analysis within the given time frame. Therefore out of the 17 participants 10 had to be chosen for whom the research question appeared to be most relevant and who provide the most information-rich cases.

To make this judgement, a preliminary analysis was carried out, where descriptive codes were developed directly from the transcript (see Appendices G-J).

To organise these codes, the model which summarises emotion generation and regulation processes (Figure 7) introduced in Section 4.4.3 is used. It suggests three

categories which have been named 'families of themes': critical events, emotions and emotion regulation.

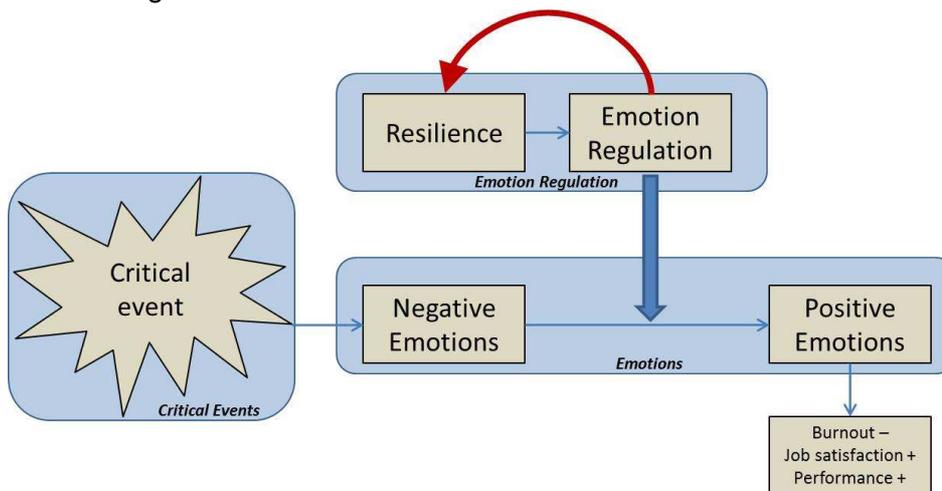


Figure 9 - Emotion generation and regulation, based on extended modal model (Gross, 1998a) and work of Fisk and Dionisi (2010)

The preliminary analysis revealed that participants perceive a strong need for support in dealing with critical situations and negative emotions from the organisation. To deal with this unexpected outcome, a fourth 'family of themes', 'education in emotion regulation', has been added, which encompasses themes which are concerned with a reported lack of support, existing support, feedback to existing support strategies, as well as suggestions for support measures.

To make further usage of this categorisation system easier, each of the categories has been associated with a colour:

Table 6 - Colour codes of 'families of themes'

Critical event	Black
Emotions	Pink
Emotion regulation	Blue
Education in emotion regulation	Brown

Further outcomes of this preliminary analysis are reported in Section 6.3.

5.6.2 Interpretative Phenomenological Analysis

Although there is a lot of literature on guidelines of how to produce an IPA study (Smith, 1995; Smith & Osborn, 2003; Willig, 2001), Smith, Flowers and Larkin (2009) emphasise that existing literature does not prescribe a single method for analysing data, but advocates a rather flexible approach, stating that each book or paper on IPA offers

only one possible process and not a ‘cookbook’ or recipe for researchers which should be followed step by step.

This section will describe how IPA was utilised in this particular study, using sections from transcripts as examples to illustrate the process and how this strategy fits in with guidelines offered in existing literature to fulfil the requirements of an IPA study.

The analytic focus of an IPA study lies on the participants’ attempts to make sense of their experiences of a certain phenomenon. Therefore Smith, Flowers and Larkin (2009, p. 79) suggest that IPA is characterised by

- Common processes
 - Moving from the particular to the shared
 - Moving from the descriptive to the interpretative
- Principles
 - Commitment to the understanding of a participant’s point of view
 - Focus on personal meaning-making in particular contexts

Depending on the analytic task these processes and principles can be applied flexibly (Reid, Flowers & Larkin, 2005).

The following table presents a summary of strategies which can be drawn upon.

Table 7 - Strategies for IPA (adapted from Smith, Flowers & Larkin (2009, p. 79-80))

Strategy	Author
Close line-by-line analysis of experiential claims, concerns, and understandings of each participant.	Larkin, Watts & Clifton (2006)
Identification of emergent patterns (themes) within experiential material, emphasising both convergence and divergence, communality and nuance; first for each single case, and then subsequently across multiple cases.	Eatough & Smith (2008)
Development of a ‘dialogue’ between researcher, coded data and their knowledge, about what it might mean for participants to have these concerns in this particular context, leading in turn to the development of a more interpretative account.	Larkin, Watts & Clifton (2006) Smith (2004)
Development of a structure/frame to illustrate relationships between themes.	Smith, Flowers & Larkin (2009)
Organisation of material in a format which allows that analysed data can be traced back through the process – from initial comments through initial clustering and thematic development, into final structure of themes.	Smith, Flowers & Larkin (2009)
Use of supervision, collaboration, or audit to support testing and developing coherence and plausibility of interpretation.	Smith, Flowers & Larkin (2009)
Development of a full narrative, evidenced by detailed commentary on data extracts, which take the reader through the interpretation, usually theme by theme, and is often supported by some form of visual guide (simple structure, diagram, table).	Smith, Flowers & Larkin (2009)
Reflection on one’s own perceptions, conceptions and processes.	Smith (2007)

As the researcher needs to engage actively with the accounts of the participants, the analysis is always a product of the combined efforts of the analyst and the participant. The result is an account of how the researcher thinks that the research participant is thinking (Smith, Flowers & Larkin, 2009). Therefore the analysis is subjective and truth claims resulting from an IPA analysis are at all times tentative. Still this subjectivity is “dialogical, systematic and rigorous in its application” (Smith, Flowers & Larkin, 2009, p. 80) and the reader has to be enabled to check results subsequently (see more in Section 3.8 on validity and quality).

IPA’s idiographic approach suggests moving from the detailed analysis of the first single case on to the analysis of the next case and so on. The order in which the cases are analysed is not relevant, yet Smith, Flowers & Larkin (2009) recommend starting with the interview which is considered the most engaging, detailed, and complex.

After listening to the interview recordings several times, transcribing them and reading the transcripts, the decision was made to start with the analysis of the interview with participant Steel. The following order of cases for analysis was decided:

Table 8 - Order of analysis of cases

1	Steel	6	Clarke
2	Silver	7	Hurst
3	Holmes	8	Jones
4	Fry	9	Roberts
5	Banks	10	Ford

Smith, Flowers & Larkin (2009) suggest six steps as a guideline to an IPA analysis:

Step 1: Reading and re-reading

Step 2: Initial noting

Step 3: Developing emergent themes

Step 4: Searching for connections across emerging themes

Step 5: Moving to the next case

Step 6: Looking for patterns across cases

The following paragraphs will show why and how this study follows some of these guidelines and where these recommendations are adapted to fit the purpose of this study.

Even before the process of transcribing started, every interview recording was listened to several times, more often while transcribing and again while first reading the transcript when starting the analysis, as the process of analysis was started several weeks after transcribing the interview. The latter step enabled the analyst to imagine the participant's voice which, according to Smith, Flowers & Larkin (2009) will support a more complete analysis. By reading and re-reading the transcripts and listening to the audio-recordings it is possible to immerse oneself in the original data and gain the crucial 'insider's perspective' (Conrad, 1987). It also reduces the risk of summarising the information and jumping to conclusions too quickly. At the same time, initial observations about the transcript have been recorded in a notebook. Those recordings helped to make sure that first ideas, impressions and possible connections were not lost and the focus could remain with the data.

The next step of analysis develops directly from the first step and actually merges with it. While reading the transcript repeatedly, comments and ideas were written down in a notebook. This step now involves the detailed examination of semantic content and language use on an exploratory level. The aim of this process is "to produce a comprehensive and detailed set of notes and comments on the data" (Smith, Flowers & Larkin, 2009, p. 83). To avoid the analyst only seeing in the text which is expected, it is crucial to conduct a very close analysis. Also keeping a clear and open mind will help to be more responsive to the participant's sense-making process.

In a first round of commenting any key words or phrases were highlighted. Additionally the analyst engaged in free associating from the text and everything that came to mind while reading certain sections, phrases or words of the text were written down in the notebook. Sticky notes were used to mark any noteworthy sections and useful and significant quotes were written down in the notebook.

A number of these initial comments form a descriptive core of comments. They are close to the participant's explicit meaning and in some ways resemble descriptive phenomenology (Giorgi & Giorgi, 2004). In their phenomenological focus they give a comprehensive description of the phenomena under investigation, the emotions experienced by the teachers, the ways they deal with them and also the events which cause these emotions. Starting from this the analysis was developed further involving a more interpretative noting, looking not only at the content but also at language use, the context in which teachers experience and regulate emotions (participants' lived experience), and identifying rather abstract concepts which are helpful in making sense of patterns of meaning in participants' accounts.

To support that development, Smith, Flowers and Larkin's (2009) recommendation of exploratory commenting strategy was followed. It involves three discrete processes of commenting, each of them with a different focus:

Table 9 - Discrete processes of exploratory commenting (adapted from Smith, Flowers & Larkin, 2009)

Descriptive comments (blue (hard copy) – normal text (electronic))	Description of content, what participant has said and subject of talk
Linguistic comment (pink (hard copy) – italic (electronic))	Exploration of specific language use
Conceptual comments (green (hard copy) – underlined (electronic))	Engagement on interrogative and conceptual level

To support this process, Smith and Osborne (2003) suggest that the analyst asks critical questions like:

What is the person trying to achieve here? Is something leaking out here that wasn't intended? Do I have a sense of something going on here that maybe the participants themselves are less aware of? (p. 53)

They also advise paying attention to the meaning and significance of metaphor and imagery. As in IPA meaning is absolutely vital it is more important to achieve an understanding of the complexity and content of meanings, rather than measuring their frequency (Smith & Osborn, 2003).

Smith, Jarman & Osborn (1999) as well as Willig (2001) furthermore suggest that the analyst attends to

- justification
- colloquial terms
- unusual phrases
- implicit and explicit assumptions
- emotionally evocative accounts

A section of the interview transcript of participant Fry has been chosen to demonstrate this stage of exploratory commenting. The section has been chosen as descriptive, linguistic and conceptual comments have been made within only a few lines of the transcript. The section has been transferred back into Microsoft Excel to produce a table which can be easily presented within this work. Photographic evidence of the original analysis sheet can be found in Appendix L.

Original Transcript	Exploratory comments (descriptive, linguistic, conceptual)
<p>Ich habe an meiner alten Schule In my old school I implemented</p>	<p>29 Fry got involved with more than the regular work in her own school and enjoyed it as her effort was appreciated.</p>
<p>das Theaterprofil aufgebaut... und habe gedacht, ich hätte da ein anderes Standing... und war dann sehr the theatre profile... and I thought I would have a certain standing... and was very</p>	<p>30 Fry also worked in the theatre profile of her new school, but her work was not appreciated by the headteacher. Disappointment with behaviour of headteacher.</p>
<p>enttäuscht da drüber, wirklich wahrnehmen zu müssen, dass ich... nur Verfügungsmasse bin. Dass es hier nicht disappointed to realise that I am just treated like disposable quantity.</p>	<p>31 Fry reports about a lack of appreciation shown by the headmaster for her work and personality. Pause before the word "Verfügungsmasse" (disposable quantity). Fry chooses the word very carefully and emphasizes it. Fry does not use this word spontaneously. It shows how little appreciation Fry receives from her headmaster. Is appreciation a necessary precondition for satisfaction with job?</p>
<p>um meine Persönlichkeit geht oder um das, was ich leiste... sondern... dass das hier Dienst nach Vorschrift ist und Not my personality matters or my performance... but... this is just work to rule and</p>	<p>32 No appreciation of personality and exceptional performance. Meaning of "Job": The job is more than just "work", it's also personality and passion and engagement that goes further than the job description. Therefore disappointment on job level is taken personally.</p>
<p>das hat mich dann so geärgert, dass ich für mich beschlossen habe... ähm... Ich arbeite das, was ich zu arbeiten I was so irritated then that I decided... um... I work what I have to work</p>	<p>33 Irritation about headmaster's behaviour. Fry hesitates before she announces the consequences. She is obviously not happy with them but considers them as the only possible way of dealing with the situation. Is withdrawal considered revenge? And does revenge give Fry a feeling of satisfaction?</p>
<p>habe, aber ich werde mich nicht mehr über das Normalmaß hinaus engagieren. but I won't get involved more than necessary anymore.</p>	<p>34 Consequence for Fry is not to engage in any extracurricular activity and limit work to "work to rule". Out of protest Fry performs "work to rule" which she would usually object to. What effects might that have on her overall motivation to work/satisfaction with the job? "anymore": Fry used to have a different attitude to work which she enjoyed. The situation with the headmaster doesn't allow this attitude ANYMORE. Second level of disappointment with oneself?</p>

Figure 10 - Transcript section, participant Fry, exploratory comments

Beyond the introduction of exploratory commenting strategies, Smith, Flowers & Larkin (2009) also recommend procedures of de-contextualisation in order to deconstruct the text and hereby bring the words and meanings of the participant into focus. In particular, the suggestion to read sentences of a paragraph in reverse order was perceived as very helpful. In this way the narrative flow was fractured and it was possible to get a better feeling for the participant's usage of certain words. The "habitual propensity for 'quick and dirty' reduction and synopsis" (Smith, Flowers & Larkin, 2009, p. 82) was slowed down and it was made easier to get closer to the actual meaning of the participants' words instead of focusing on what the analyst thinks the participant is saying. De-contextualisation can help "to develop an appreciation of the embedded nature of much of the participant's report and can emphasise the importance of context within the interview as a whole, thus helping one to see the interrelationships between one experience and another" (Smith, Flowers & Larkin, 2009, p. 90)

Both strategies for exploratory commenting, i.e. 'free associating from the text' and the 'system of three discrete processes' (descriptive, linguistic, conceptual), have been used during the initial noting process. Using both strategies alongside each other fosters the detailed engagement with the text and exploration of various avenues of meaning and therefore pushes the analysis to a more interpretative level (Smith, Flowers & Larkin, 2009).

The next step within the process of analysis is the development of emergent themes, which involves a higher level of abstraction. The notes which were made previously in the right-hand margin in order to produce a phenomenological core form now the starting point for the interpretation which is creating emergent themes (Larkin, Watts & Clifton, 2006). In this step the amount of data (which was increased in the second step by adding comments and notes) and the volume of detail are reduced, while complexity is maintained. For this purpose Smith, Flowers & Larkin (2009) suggest mapping interrelationships, patterns and connections between exploratory comments. Hereby the analyst works primarily with the initial and exploratory notes rather than the actual transcript. To achieve this, the page with the transcripts is folded in a way that only the column with the exploratory notes is visible and themes are written on sticky notes and attached to the page before being transferred in another step to the left-hand column (see photographic evidence in Appendices M, N). Hereby the emergent themes are attributed to one of the aforementioned families of themes (Section 6.2) and the sticky notes are colour-coded accordingly (Table 10). Themes that were rather concerned with concepts or more general ideas were written down on green sticky notes. A comprehensive exploratory commenting ensures that it will be closely tied to the original data in the transcript. In other words during the whole process of analysis it is

crucial to maintain the link between the participants' original words, the comments made about these words and the emergent themes.

Re-organising the data requires to break up the narrative flow, a process which represents one manifestation of the hermeneutic circle or as Smith, Flowers, and Larkin (2009, p. 91) describe: "The original whole of the interview becomes a set of parts as you conduct your analysis, but these then come together in another new whole at the end of the analysis in the write-up."

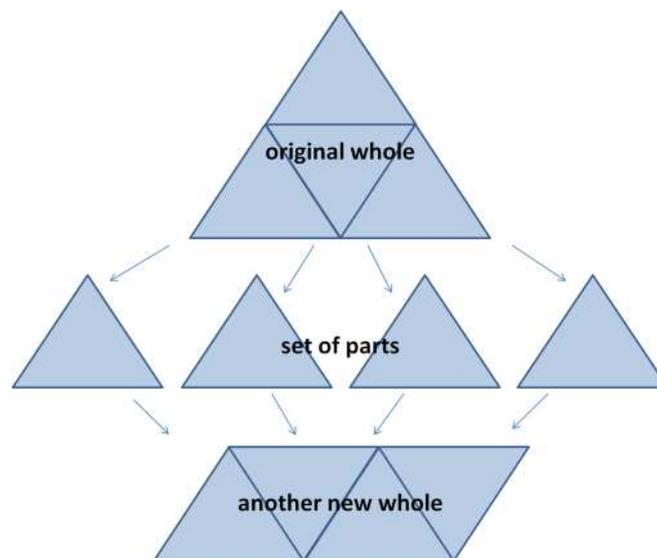


Figure 11 - Process of reorganisation

Initial notes and comments are turned into emergent themes by the attempt to produce a clear and precise statement of what is of central importance within the range of comments. In this process the close connection and relationship between the initial comments and emergent themes becomes apparent. Hereby it was ensured that themes "contain enough particularity to be grounded and enough abstraction to be conceptual" (Smith, Flowers & Larkin, 2009, p. 92). Although at this stage the analyst focuses on capturing significant aspects of the text it is always the influence of the whole text which relates to the hermeneutic circle: "the part is interpreted in relation to the whole; the whole is interpreted in relation to the part" (Smith, Flowers & Larkin, 2009, p. 92).

Emergent themes	Original Transcript	Exploratory comments (descriptive, linguistic, conceptual)
	<p>Ich habe an meiner alten Schule In my old school I implemented</p>	<p>29 Fry got involved with more than the regular work in her own school and enjoyed it as her effort was appreciated.</p>
	<p>das Theaterprofil aufgebaut... und habe gedacht, ich hätte da ein anderes Standing... und war dann sehr the theatre profile... and I thought I would have a certain standing... and was very</p>	<p>30 Fry also worked in the theatre profile of her new school, but her work was not appreciated by the headteacher. Disappointment with behaviour of headteacher.</p>
Disappointment Disposable quantity Lack of appreciation	<p>enttäuscht da drüber, wirklich wahrnehmen zu müssen, dass ich... nur Verfügungsmasse bin. Dass es hier nicht disappointed to realise that I am just treated like disposable quantity.</p>	<p>31 Fry reports about a lack of appreciation shown by the headmaster for her work and personality. Pause before the word "Verfügungsmasse" (disposable quantity). Fry chooses the word very carefully and emphasizes it. Fry does not use this word spontaneously. It shows how little appreciation Fry receives from her headmaster. is appreciation a necessary precondition for satisfaction with job?</p>
Lack of appreciation	<p>um meine Persönlichkeit geht oder um das, was ich leiste... sondern... dass das hier Dienst nach Vorschrift ist und Not my personality matters or my performance... but... this is just work to rule and</p>	<p>32 No appreciation of personality and exceptional performance. Meaning of "Job": The job is more than just "work", it's also personality and passion and engagement that goes further than the job description. Therefore disappointment on job level is taken personally.</p>
Irritation Suppress emotions	<p>das hat mich dann so geärgert, dass ich für mich beschlossen habe... ähm... Ich arbeite das, was ich zu arbeiten I was so irritated then that I decided... um... I work what I have to work</p>	<p>33 Irritation about headmaster's behaviour. Fry hesitates before she announces the consequences. She is obviously not happy with them but considers them as the only possible way of dealing with the situation. is withdrawal considered revenge? And does revenge give Fry a feeling of satisfaction?</p>
Withdrawal Revenge Disappointment with self	<p>habe, aber ich werde mich nicht mehr über das Normalmaß hinaus engagieren. but I won't get involved more than necessary anymore.</p>	<p>34 Consequence for Fry is not to engage in any extracurricular activity and limit work to "work to rule". Out of protest Fry performs "work to rule" which she would usually object to. What effects might that have on her overall motivation to work/satisfaction with the job? "anymore": Fry used to have a different attitude to work which she enjoyed. The situation with the headmaster doesn't allow this attitude ANYMORE. Second level of disappointment with oneself?</p>

Figure 12 - Transcript section, participant Fry, developing emergent themes

Figure 12 shows that the developed themes do not only reflect the original words of the participant but also the interpretation of the researcher and are therefore the result of a synergistic process of both description and interpretation. Hereby the emergent themes already capture and reflect deeper understanding.

An interesting example for the development of an emergent theme is *disappointment*, including *disappointment with self*. It captures the linguistic notes when Fry hesitates to announce how she acted upon the experience of not being appreciated by the headteacher (l. 33). Fry struggles with the fact that the lack of appreciation by the new headteacher does not allow her engaged and passionate work attitude “anymore” (l. 33; 34) and struggles in the interview to articulate her reaction to this changed situation. The theme title also relates directly to the actual content of Fry’s words when she describes how disappointed she is with the new situation and the headteacher’s attitude towards her as a person and her work. Therefore this theme combines understandings which relates to the participant and the analyst at the same time.

The theme *suppress emotions* refers to the descriptive comments about Fry explaining how she reacted by withdrawing from extracurricular activities and limiting her efforts to ‘work to rule’ without expressing her negative emotions, but also in a rather analytical and interpretative manner to the dissonance of the self-controlled and calm way in which Fry states that she still feels disappointed and very irritated. At the same time this theme also reflects the researcher’s interest in concepts of emotion regulation or in this case more precisely emotional labour, by relating to concepts which are evident within literature. It is not something Fry mentions explicitly but at the same time there is still the intimate connection to what she actually does say.

The themes which have been established so far are chronologically ordered within the transcript. The next step involves looking for connections across themes. Hereby the themes have been transferred into PowerPoint and ordered according to their family of themes, as this was found to be helpful with focusing on the research questions. Still connections across families of themes were made. This procedure is in line with Smith, Flowers & Larkin’s (2009) suggestion that this stage within the process of analysis is not prescriptive, as they encourage the analyst “to explore and innovate in terms of organising the analysis” (p. 96).

The following extract from the PowerPoint file for Fry shows how themes around support have been clustered and organised (see Appendix P for full illustration):

Themes	Page / line	Keyword
Emotion regulation		
<i>Development</i>		
Experience / development	4.154-155; 4.158	turning point [...] I have to learn; thank in the beginning
<i>Support</i>		
Lack of informal support - now organisation is needed to provide support	5.196; 5.200	nobody knows my work; lonely fighter
<i>Informal support</i>		
Actual help	5.190-191	colleagues said [...] Shall I join you in class?"
Advice (external)	4.174-176	I have a friend [...] told me [...] or you continue, go every time..."
Advice from colleagues	4.179-181	I have talked to individual colleagues [...] got a few tips
Moral support (being listened to)	5.190-191	colleagues said [...] Shall I join you in class?"
Communication (colleagues)	5.213	nice contacts of a more private nature
<i>Formal support</i>		
"Supervision" (organised support)	5.231	What I'd wish for would be... 'supervision' among colleagues. In groups with equal rights.
"Supervision" is established concept in nursing	3.134	there we did 'supervision' already 20 years ago
Support from organisation - conflict solved more easily?	4.189	This was something that affected me. Especially how the reaction was here.
Could organisation organise internal support? (experts offer training)	4.179-181	I have talked to individual colleagues [...] got a few tips
Emotional support is important	5.237	to feel the understanding / sympathy of the others
<i>Experience</i>		
Experience / development	4.154-155; 4.158	turning point [...] I have to learn; thank in the beginning
Experience as nurse	3.133; 5.226-227	I come from the nursing profession; it's a social profession [...] draw a line for yourself
Awareness of challenges of HSP	5.226-227	it's a social profession [...] draw a line for yourself
Turning point experience	4.154	that was such a turning point for me
Experience necessary or can it be taught?	4.150	I made an experience in my first year
EXAMPLE: learning through experience	4.150-158	I made an experience in my first year [...] than in the beginning
<i>Success</i>		
Success => positive emotions => confirmation	4.185-187	It was really good then. I became a lot more relaxed [...] it was very positive
Success influences general attitude and perception of work	4.187-188	I like to teach this class. Have a relaxed connection. [...] But this is really nice

Figure 14 - Extract from table of superordinate themes and themes - participant Fry

After finishing the first four stages of the analysis process with the first interview, the next step involves moving on to the next case that is the next transcript. With the next transcript the entire process is repeated. Hereby it is crucial to bracket ideas which are emerging from the analysis of the first transcript as far as possible, to do justice to the individuality of each case and keep with IPA's idiographic commitment. Yet it is acknowledged, that inevitably there will be an influence from findings from each prior case on the analysis of the next case. Here it is important to be aware of this and still allow new themes to emerge. The strict outline of the four first steps in the process of analysis should help to make this possible (Smith, Flowers & Larkin, 2009).

The final step involves looking for patterns across cases (Smith, Flowers & Larkin, 2009), which was perceived to be a particularly creative task. For each family of themes tables have been created that make it possible to compare themes across cases, look for similarities, trying to find out if certain themes are more potent than others. Hereby sometimes high order themes were shared by a number of cases, although participants' actual accounts and therefore the basic themes developed from these accounts varied. For example, although all participants mention 'communication' as a central strategy to regulate emotions, the ways in which participants actually use communication and who their communication partners are varies widely.

To illustrate patterns across cases, master tables have been produced. Due to the large size of these tables, only a small extract will be presented here. The complete master tables can be found in Appendix R.

Master table of themes		
C. EMOTION REGULATION		
Support		
SUPPORT		
Moral support		Line
Steel	the colleague gave me the letter and said she would also call that woman and talk to her; And I knew that I had someone who had my back anyways.; she was completely shocked	3.109; 3.136; 3.137
Silver	everybody; we [...] we [...] we etc.; all in the same boat; occupational illness; But in the beginning it was also new for us	3.100; 3.121; 4.156; 4.169; 7.322
Holmes	every day [...] "parallel teacher", talked with each other, exchanged exercise sheets; together with the "Personalrat" [Employee Committee]; we came up with a strategy	3.99; 3.100; 6.265; 6.270
Fry	colleagues said [...] Shall I join you in class?"; nice contacts of a more private nature; to feel the understanding / sympathy of the others	5.190-191; 5.213; 5.237
Banks	very nice colleague who supported me immediately; The back-up; but all the colleagues came immediately; invogoration because you know that there is somebody else; But back then it was good [...] insecure in the beginning, right?; where then a colleague says to me [...] Don't get so agitated."; "Yes, you're right [...] That can't be." And then I feel invogorated and also let off some steam; when you are frustrated [...] "That can't be."	3.97; 3.100; 3.102; 3.106-107; 3.108-111; 4.184; 5.188-189; 5.201-203
Clarke	in the conversation; and then I went to [...] "We don't give in..."; the school leadership team intervned; the school leadership team intervned [...] what I have to do; colleagues realised that [...] "How are you?"; the four of us met; tell a lot of people about my irritation	1.6; 1.16-17; 1.21-22; 1.21-23; 1.39-40; 3.127; 4.140
Jones	together with colleagues; with colleagues [...] in such a situation; I am opposed to [...] How would you do it?"; because I think [...] fight alone; the parents' representatives offered [...] to be alone	1.30; 1.34-36; 3.136-139; 4.184-186; 6.260-264
Hurst	I also often talked [...] still nervous; I still do it today [...] I listen to it; Simply that [...] what exists	4.170-173; 4.174-177; 4.180-183
Roberts	not alone with these preceptions; talked to former colleagues; When I have the feeling [...] a lot better	2.63; 2.64; 5.197-198
Ford	or then suddenly [...] similar for me; It was actually good because [...] worked together well; It was actually good because [...] not alone; because I had him/her on my side [...] work together a lot; feel like fighting alone [...] not alone; It's the two of us [...] two points of security; mainly advantages [...] good feeling; They say [...] yes, help you; praise is so important [...] it's unbelievable; the task to [...] not go there anymore; Just not with [...] I could imagine it	1.4-7; 2.75-76; 2.75-84; 2.78-79; 2.82-84; 2.90; 3.92-93; 4.163-164; 4.168-171; 5.204-206; 5.210-213

Figure 15 - Extract from master table of themes - 'Support'

This extract covers the superordinate theme of 'support', with its subordinate and basic themes.

In a final step the themes are translated into a narrative account, "the themes are explained, illustrated and nuanced" (Smith & Osborn, 2003, p.76), written up in the findings in Chapter Six.

5.6.3 Analysis of Qualitative Research Diaries

Although six out of the 10 participants whose interviews were chosen for the in-depth analysis following IPA returned a diary, only five diaries could be used for this study, as the sixth diary contained only a single entry and the research participant stated that s/he did not find the time to keep the diary. Therefore only five diaries were analysed.

Table 10 - Diaries for analysis

Participant	Number of entries	Number of themes: Emotions	Number of themes: Emotion regulation	Number of themes: Suggestions
Clarke	5	11	19	1
Ford	4	7	18	9
Fry	4	7	25	3
Jones	9	21	42	2
Steel	7	15	37	6

The analysis of the five qualitative research diaries concentrated on three main areas, defined by the structure of the diaries: Emotions, emotion regulation strategies and suggestions regarding the improvement of dealing with critical situations and emotions that are perceived to be engendered by them. These areas reflect three of the four families of themes ('suggestions' reflecting 'education in emotion regulation'). Critical events have been covered in the diaries as well, yet they won't be analysed, as this would not contribute to answering the research questions of this study.

The diaries are read and reread several times. In a next step the text is coded. The codes are transferred into a table, attributed to one of the three areas (emotions, emotion regulation strategies and suggestions) and themes are developed from the codes (Appendices S-U).

5.7 Validity and quality

Validity and quality are important considerations in qualitative research. Still there is dissatisfaction among qualitative researchers because often qualitative research is being evaluated according to the same criteria for validity and quality that are used to evaluate quantitative research (Smith, Flowers & Larkin, 2009). Therefore various guidelines for the assessment of validity and quality of qualitative research have been developed (Yardley, 2000, 2008; Yin, 1989).

This study will focus on Yardley's criteria, as her suggestions offer a considerable variety of ways to establish quality and are not dependent on the theoretical orientation of the qualitative study they are applied to.

5.7.1 Yardley's criteria

To ensure validity and rigor Yardley (2000) suggests four principles for the assessment of the quality of qualitative research: Sensitivity to context, commitment and rigor, transparency and coherence and impact and importance.

1) Sensitivity to context

Yardley (2000) suggests several different ways for the researcher to demonstrate sensitivity to context. These include showing sensitivity for the already existing literature on the research topic, the socio-cultural environment in which the study is located, or the collected data from research participants (Smith, Flowers & Larkin, 2009).

In this study the researcher demonstrated sensitivity to context by acknowledging the interactional nature of the process of data collection through interviews. The researcher first had to establish contact with research participants who had experienced negative emotions due to a critical event within their work life. Access had to be established carefully and potential participants had to be made aware of the nature of the research, the possible interview questions and that being interviewed would make it necessary for them to recall and talk about negative personal experiences. The applied interview technique (CIT) contains the risk that recalled past events cause negative emotions in the present. This issue is dealt with by making potential participants aware of this risk before they agree to be interviewed and to ensure that they understand that they can withdraw from the interview at any time. This is also put on record in the Individual Consent Form which every interviewee has to sign prior to be interviewed. The researcher put emphasis on being introduced to and talking personally with the research participants before they agreed to be interviewed. This ensured that participants were suitable for the sample (purposive sampling) and aware of what it meant to take part in the study.

Due to the sensitive content of the interviews, for example talking about the participant's emotions, difficult situations and the need for the interviewee to recall

those negative experiences, the researcher had to show a high level of empathy. Often it was necessary to put the interviewees at ease and help them to feel comfortable talking about their experiences and emotions. By having a rather informal, friendly, curious but polite, open and interested attitude towards the research participants, they felt more comfortable with opening up to the interviewer and disclosing personal information. Some interviewees even gave positive feedback after the interview by stating that they felt relieved to share this kind of information and are happy that somebody listened to them (“I wanted to talk openly about how I feel” (Roberts, 200-201)) and paid attention to their problems which are often not recognised by people outside the teaching profession (Banks, 149-156).

Also interactional difficulties had to be recognised and dealt with, like interplay between the interviewer as the research expert who has theoretical knowledge on the topic and the interviewee as the experiential expert (Smith, Flowers & Larkin, 2009). The researcher tried to keep the language of the interview as informal as possible, using the interviewee’s terminology, which also ensures that the interviewees are able to describe the experience from their point of view and in their own individual context. Also the application of CIT as the interview technique helped to keep these kinds of interactional difficulties to a minimum as the interviewees described events, experienced emotions and the way they dealt with these emotions from their own perspective. Hence the interviewee as the experiential expert was the authority within the interview, while the researcher did not put any emphasis on theoretical knowledge and strictly followed the interviewee’s account.

According to Smith, Flowers and Larkin (2009), demonstrating skill, awareness and dedication in conducting an IPA interview, and therefore producing a good interview, shows sensitivity to context.

But not only within sampling and data collection did the researcher show sensitivity to context, but also, and probably most importantly, in the analysis process.

Making sense of how the participant is making sense of their experience requires immersive and disciplined attention to the unfolding account of the participant and what can be gleaned from it. (Smith, Flowers & Larkin, 2009, p. 180)

Probably the most explicit proof of sensitivity to context lies within the written work itself, as a good IPA study has to be first and foremost sensitive to the data (Smith, Flowers & Larkin, 2009). Careful data collection and an analysis which grounds analytic claims

in the collected data will cause good IPA research to show sensitivity to the raw material in itself. For example arguments are supported by a number of verbatim extracts, which gives voice to the participants and at the same time allows the reader or reviewer to check if interpretations are grounded in the data. Claims have to be appropriate for the sample and be made carefully.

Previous chapters demonstrate awareness of pre-existing literature which also shows sensitivity to context (Smith, Flowers & Larkin, 2009). The reviewed literature is relevant to both the topic under investigation and the underpinnings of the research and analytical method itself, i.e. IPA. In this study substantive literature supported the orientation of the study while findings are related to and have been linked back to the relevant literature.

2) Commitment and rigour

Commitment is shown in the data collection process by treating research participants in a polite, kind and considerate way, making them feel comfortable during the interviews and appreciating their effort in taking part in the study as well as their contribution to the study in form of their individual account. Hereby careful listening to the research participants is of central significance. Contact with research participants is carefully established and maintained even after finishing the interview and collecting the research diaries by allowing them access to final results and being available for any further questions that might occur.

Commitment is also shown in the care with which each case is analysed.

To demonstrate rigour and therefore prove the thoroughness of the study Smith, Flowers and Larkin (2009) offer a variety of options:

- Appropriateness of the sample to the research question
- Quality of the interview
- Completeness of analysis

For discussion of the appropriateness of the sample please see Section 5.6.1 which shows that the sample matches the research question as well as the chosen methodology.

During the interviewing process all effort has been made to ensure that the balance between separateness and closeness to the research participants and their accounts is kept. When appropriate the researcher asked probing questions and picked up on hints

she perceived as being significant, while trying to dig deeper. Such an approach is suggested by Smith, Flowers and Larkin (2009) to ensure that interviews are of good quality.

The process of analysis is described in detail in Section 5.7 and demonstrates a thorough, systematic and sufficiently interpretative (not only describing what is there but what it means) analysis with sufficient idiographic engagement. The researcher took also care that in the results section the data is drawn on proportionately. As the sample size was 10, it was not always possible to provide an extract from every participant for each theme as there was not enough space. Therefore it was necessary to select good and suitable extracts from a number of participants to illustrate the themes. Hereby it was taken care to draw on participants' accounts as evenly as possible.

3) Transparency and coherence

In Section 5.6.1 it was carefully described how research participants were selected while Section 5.6.2 explains data collection methods. Finally Section 5.7 provides a detailed description of the process of analysis, outlining and illustrating every step within the process. Relevant tables have been included in Appendices F-U.

Smith, Flowers and Larkin (2009) suggest the researcher should explain those stages within the research process as carefully as possible to ensure transparency.

As only the reader of a written-up piece of research can judge its coherence, Smith, Flowers and Larkin (2009, p. 182) suggest that the researcher might ask him/herself the following questions: "Does it [in this case the thesis] present a coherent argument? Do the themes hang together logically? Are ambiguities or contradictions dealt with clearly?" Hereby the authors are not referring to contradictions in the data, which might be a rich part of the text, but to contradiction in the analysis.

To deal with these issues, large parts of the thesis have been drafted and re-drafted several times, especially since the processes of analysis and writing-up have overlapped (an approach which is suggested for an IPA study (Smith, Flowers & Larkin, 2009)). With every redraft the analysis became clearer.

Another option to demonstrate coherence is to prove the fit between the undertaken research and the theoretical assumptions it is based on. A rationale for the choice of IPA is given in Section 5.5.

Smith, Flowers and Larkin (2009) suggest the following “check-list”:

- Phenomenological and hermeneutic sensibility should be apparent in the write-up
- Significant experiential domain for participants as focal point of work
- Demonstration of commitment to attending closely to this ‘thing itself’
- Nuanced and cautious writing
- Manifestation of awareness of IPA as an inherently interpretative activity

4) Impact and importance

According to Yardley (2000) any piece of research has to tell its audience something important, interesting, or useful to be really valid.

By giving voice to the participants and letting them tell their story in their own words, this research tries to tell an interesting story.

As the influence of emotion regulation on resilience in an organisational context is an under-researched area, the aim of this research project is to find out if and which kind of emotion regulation influences the resilience of a school’s workforce. This would provide an important contribution to existing literature by filling this gap.

Propositions which result from this study might be tested in further studies and in the end lead to the development of a training programme that helps teachers to develop their individual resilience for their own good and the advantage of the organisation. Being able to develop and sustain resilience in teachers would offer an opportunity for schools to deal more effectively with threatening situations, e.g. change of teaching methods, enhanced responsibility, role/interpersonal conflict. A more resilient workforce performs better, shows higher degrees of job satisfaction and commitment, and a lower risk of suffering from burnout-syndrome (Fisk & Dionisi, 2010). Therefore a well-performing workforce improves the performance of the organisation as a whole and therefore also its reputation. By creating a theoretical base for this possible development this study also provides a contribution to practice and can be considered useful, not only in a theoretical, but also a practical sense.

As in IPA studies the analysis is the interpretation of a single researcher/research team, there might be doubts about the significance of the findings (Pringle et al., 2011). Yet IPA does not try to find the one single truth or answer, but rather “a coherent and legitimate account that is attentive to the words of the participants” (Pringle et al., 2011, p. 23), which makes the outcomes of this study relevant without them being

generalisable. Although IPA tries to explore understandings and perceptions of a particular group of people, rather than making general claims and therefore concentrates on the in-depth analysis of a small number of cases (Smith & Osborn, 2003), it is possible that further studies with other groups will gradually complete the picture and lead to more general claims.

5.7.2 Pringle et al.'s criteria

Besides Yardley (2000), Pringle et al. (2011) also discuss how validity in an IPA study can be achieved and suggest reflection, method triangulation and team discussions. As explained in Section 5.5.4 a research diary has been kept throughout the whole data collection, analysis and write-up process to allow a reasonable degree of reflexivity. For data collection, both interviews and qualitative research diaries have been used. This form of method triangulation has been applied to ensure higher validity. Although only the researcher executed the analysis of the raw data, findings and the analysis were continuously discussed with the supervision team.

5.7.3 Independent audit

Another way of ensuring quality and validity of a qualitative study can be the independent audit. Hereby all data has to be filed in a way that another researcher would be able to follow the chain of evidence, starting from initial documentation all the way through to the actual final report (Yin, 1989). Therefore it is necessary to check that the chain of arguments from initial notes to the final report is coherent and ensure the rigour of claims made.

As an actual independent audit was not feasible due to time constraints, the audit is virtual, meaning that data has been filed in a way that somebody could follow the 'paper trail'. Also the documentation in the appendix is limited to the example of one participant (Fry) and the complete master tables because providing the complete documents for all participants would have required too many pages. Yet all documents are available on request.

For documentation please see:

Table 11 - Documentation for virtual independent audit

Appendix C	Sample sizes of recently published IPA studies
Appendix D	Interview schedule
Appendix E	Diary entry page
Appendix F	Original transcript (participant Fry)
Appendix G	Preliminary analysis (participant Fry)
Appendix H	Preliminary analysis - List of codes (participant Fry)
Appendix I	Preliminary analysis - Themes across participants
Appendix J	Preliminary analysis - Themes and codes across participants
Appendix M	IPA - Analysis sheets with notes and themes I (participant Fry)
Appendix N	IPA - Analysis sheets with notes and themes II (participant Fry)
Appendix O	IPA - Table of emergent themes (participant Fry)
Appendix P	IPA - Organisation of emergent themes (using Power Point) (Fry)
Appendix Q	IPA - Table of themes and superordinate themes (participant Fry)
Appendix R	IPA - Master tables of themes
Appendix S	QRD - Themes: emotions
Appendix T	QRD - Themes: emotion regulation
Appendix U	QRD - Themes: suggestions

It is important to state that an independent audit is not equal to inter-rater reliability. “The independent auditor is attempting to ensure that the account produced is a credible one, not that it is the only credible one” (Smith, Flowers & Larkin, 2009, p. 183). This deals with the specific nature of qualitative research. Instead of producing a single report, representing ‘the truth’, or trying to reach consensus, the independent audit acknowledges that there can be a number of legitimate accounts. Therefore it is essential to ensure transparency in order to show that this particular account has been produced systematically.

In that way even a virtual audit demonstrates commitment to validity and quality of this study.

5.8 Ethical issues

Formal ethical approval was granted by the Research Ethics Committee of Newcastle Business School, Northumbria University in Newcastle upon Tyne.

5.8.1 Informed consent

After being identified as potential research participants, all individuals received brief information about the nature and aims of the study. The research topic itself and the research process have been explained and any arising questions concerning the process and the consent forms have been answered. Participants were told that it was an investigation into the phenomenon of how employees deal with their emotions (especially negative emotions) which are engendered in the work place and how that influences their resilience and that they would be asked to talk about events that engendered (mainly) negative emotions, how they dealt with them and if/how that influenced their perceived resilience.

Directly before the interview the nature of the study was again explained to the participants in more detail and they were made aware of the risk that the interview might become a stressful experience for them due to its contents (for more details see Section 5.9.3 Protection from harm). Interviewees were talked carefully through the Individual Consent Form and afterwards asked to sign in order to indicate their understanding and willingness to participate in the study.

It was also explained that the research process would involve an interview and taking part in a diary study over the duration of about eight weeks.

Permission to record the interview on voice recorder was obtained. It was made very clear that participation in the study was entirely voluntary and that participants may withdraw at any time. It was also explained that the interview recordings will be transcribed afterwards and returned to the interviewee in order to make any amendments, additions or deletions.

5.8.2 Privacy and anonymity

Anonymity is ensured by changing names of participants, schools, locations and names mentioned within the interview. These pseudonyms were used throughout analysis and dissemination. Furthermore it was ensured that any information which might identify interviewees or people mentioned in the interviewee would be removed. This was also done to ensure that participants were able to talk more freely.

As there were only three male participants it was decided to allocate a random gender to each research participant. To generate a random gender for each interviewee the computer program on the website www.random.org (Haarh, 1998-2012) was used,

which in turn is using atmospheric noise, to create true random numbers in contrast to pseudo-random numbers which are generated in a predictable fashion by using a mathematical formula. The service is provided by Mads Haahr of the School of Computer Science and Statistics at Trinity College, Dublin, Ireland.

The program generated three raw random bytes in binary display (one bit per interviewee). Beforehand 1 was defined as male, 0 as female. Only the first 17 bits were used and allocated to the interviewees in the order in which their interviews had taken place.

The following sequence was produced:

10100010 11101100 01011101

Source: <http://www.random.org/cgi-bin/randbyte?nbytes=3&format=b>

(Accessed: 17.02.2012)

5.8.3 Protection from harm

The need to collect rich data by conducting in-depth interviews might conflict with the individual participants' right to privacy and dignity and in the worst case might turn into 'psychic voyeurism' (Stagner & Ross, 1967, cited in Brannen, 1988), which must be avoided. Interviewing research participants on sensitive topics is likely to make them feel uncomfortable and stressed (Brannen, 1988) as they are encouraged to recall events which might have been perceived as negative.

Especially in this study, research participants are asked to recall events which have engendered negative emotions and talk about how they dealt with these emotions. Confronting these memories and telling their story might be a stressful experience for the participants.

As participants' well-being is the researcher's responsibility there was the need to be alert to any kind of physical or verbal cues which might have suggested distress or discomfort before, during or directly after the interview.

Before the interview the nature and purpose of the study were explained in detail to participants. They were made aware of the risk that they might experience negative emotions due to recalling negative events. It was also clarified that they did not need to answer any question and could withdraw from the interview at any time. It was ensured that they understood these issues and signed the Individual Consent Form before they were interviewed. By meeting the individual participants prior to the interview and talking with them personally, the researcher did not only ensure that they were suitable for the sample, but also made sure that they understood what it meant to take part in the study.

During the interview the researcher showed a high level of empathy, with a rather informal, friendly, open and interested attitude towards the interviewees. Thus participants were put at ease and felt more comfortable with opening up to the researcher, talking about their emotions and experiences and disclosing personal information.

It was also considered to be important that the interviewees were not left feeling 'up in the air', to give them enough time to readjust to their surroundings and leave without being under negative impressions from the experience of being interviewed (Keats, 2000). To ensure this, interviewees were made aware that the interview would end soon and the final question was related to experiences of existing training opportunities which they heard of or which they might have attended in the past. This was purposely designed in this way to offer interviewees the opportunity to talk in a rather objective manner about professional training provision and their thoughts on its quality and how it might be improved, rather than focusing on their emotions. Although this issue was clearly relevant to the interview and discussion it proved to be a more gentle way of easing out of the interview.

After the interview participants were debriefed as to the aims of the research project and provided with contact details of the researcher in case any further questions occurred.

5.9 Summary

This chapter clarified this study's approach to research and how the research has been conducted. It has been detailed why a social constructionist approach is most suitable for this research project, also referring to the previously introduced understanding of emotion and resilience as social constructs. Hereby this research follows an interpretivistic approach, focusing on subjective meanings, perceptions, and interpretations.

The choice of Interpretative Phenomenological Analysis as the approach to qualitative inquiry is justified as it allows exploration of the experiences and perceptions of individuals (Smith & Osborn, 2003)

It is explained how participants have been recruited and data has been collected, using two complementing methods for data collection, interviewing following CIT and Qualitative Research Diaries.

Two forms of analysis of interviews are explained, a preliminary analysis of seventeen interviews and an in-depth analysis following IPA of ten interviews. Also the analysis of the Qualitative Research Diaries is discussed.

The chapter concludes with a discussion of how to ensure the quality and validity of qualitative research and ethical issues around this research project.

Chapter Six: Findings from the analysis of interviews

6.1 Introduction

This study investigates how the regulation of emotions contributes to the resilience of a school's workforce, so that teachers develop and maintain the ability to handle obstacles as they occur (Pirola-Merlo et al., 2002).

Hereby the individual accounts are relevant to provide a subjective understanding of teachers' interpretation of their own emotions, the ways they handle and regulate their emotions and the effect this has on their resilience.

Therefore interviews have been carried out with teachers of primary and secondary schools in Germany. The interviewees have been asked to talk about critical incidents, describe the emotions engendered by these events and how they regulated or attempted to regulate them and which regulation strategies they perceived to be the most successful. Thereby the participants shared their individual account of what the event meant to them, their life situation and current circumstances.

First in this chapter four families of themes (critical events, emotions, emotion regulation, education in emotion regulation) will be introduced which derived from the literature and the research questions, and helped to organise the collected data.

As mentioned in Section 5.7.1 a preliminary analysis has been carried out prior to the detailed and in-depth Interpretative Phenomenological Analysis. Findings from this first analysis will be presented briefly in Section 6.3.

The main part of this chapter will focus on the findings from the IP analysis, presenting issues discussed by the interviewees, themes and superordinate themes. Each theme is illustrated with extracts from the interviews to give voice to the participants and enable the reader to experience the interviewees' accounts first hand and also to judge the coherence of the arguments presented in this thesis. This form of introducing findings also ensures transparency of the analysis process and demonstrates rigour and commitment to the completeness of analysis and therefore according to Yardley (2000) demonstrates the quality of this research project.

Additionally each theme is commented on, providing initial thoughts and ideas which are then further explored in the discussion in Chapter Seven.

6.2 Families of themes

Three of the four families of themes are directly based on a model, which has been developed to summarise emotion generation and regulation processes introduced in Section 4.4.3. It derives from the extended modal model by Gross (1998a) and the work of Fisk and Dionisi (2010) and was shown to be suitable for the categorisation of themes during the preliminary analysis of 17 interviews as described in Section 5.7.1.

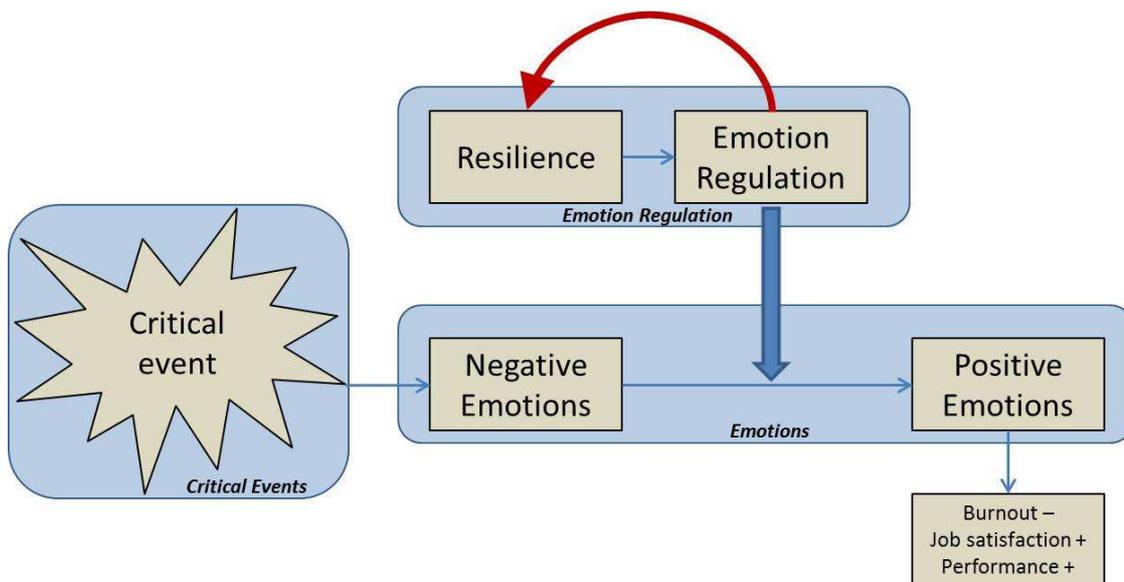


Figure 16 - Emotion generation and regulation, based on extended modal model (Gross, 1998a) and work of Fisk and Dionisi (2010)

The first central element in this framework are the 'critical events', i.e. external situations, which are psychologically relevant and can be attended to in a variety of ways, so for example relevance and familiarity of the situation are evaluated (Ellsworth & Scherer, 2003; Lazarus, 1991). Should the events be considered as threatening and personally relevant, individuals will usually experience negative emotions, for example fear or anger (Gross, 2008; Lazarus, 1991). Hence 'emotions' is the next family of themes. In the following phase negative emotions are regulated. Hereby different authors, for example Gross, or Parkinson and Totterdell, offer different approaches to the categorisation of the large amount of emotion regulation strategies. For the creation of families of themes these different strategy categories would already be too detailed and not helpful in answering the research questions. Therefore it was decided to have 'emotion regulation' as another broad family of themes.

In this way 'critical events', 'emotions' and 'emotion regulation' have been identified as central elements, with two of them also being reflected in the research questions, while

'critical events' help to create an understanding of the situations teachers are facing:

1. What are the emotions engendered by critical situations in the context of educational organisations?
2. How do teachers regulate these emotions?
3. Can teachers be equipped to regulate these emotions in a way that increases their resilience?

Throughout the interviews participants expressed a strong wish for support in dealing with critical situations and negative emotions from the organisation. Therefore 'education in emotion regulation' has been added as the fourth family of themes. It encompasses themes which are concerned with a reported lack of support, existing support, feedback to existing support strategies, as well as suggestions for support measures. Due to its strong connection to a practical application, this family of themes is also of central importance for this study.

6.3 Preliminary analysis and findings

For a preliminary analysis, all 17 transcripts have been read and reread several times. Descriptive codes have been developed from the transcripts and have been allocated to one of the four families of themes.

Findings from this preliminary analysis are not detailed but allow the identification of the final 10 transcripts which are analysed using Interpretative Phenomenological Analysis and inform this detailed and in-depth analysis as it shows the applicability of the aforementioned families of themes. It is revealed that the experienced emotions and the ways in which teachers deal with their emotions is not depend on the school type. Therefore the only criterion for selecting the final participants is if their account can add to the understanding of the way teachers deal with their emotions in a workplace context and how this influences their perceived resilience.

The structure of these preliminary findings is demonstrated in Figure 17:

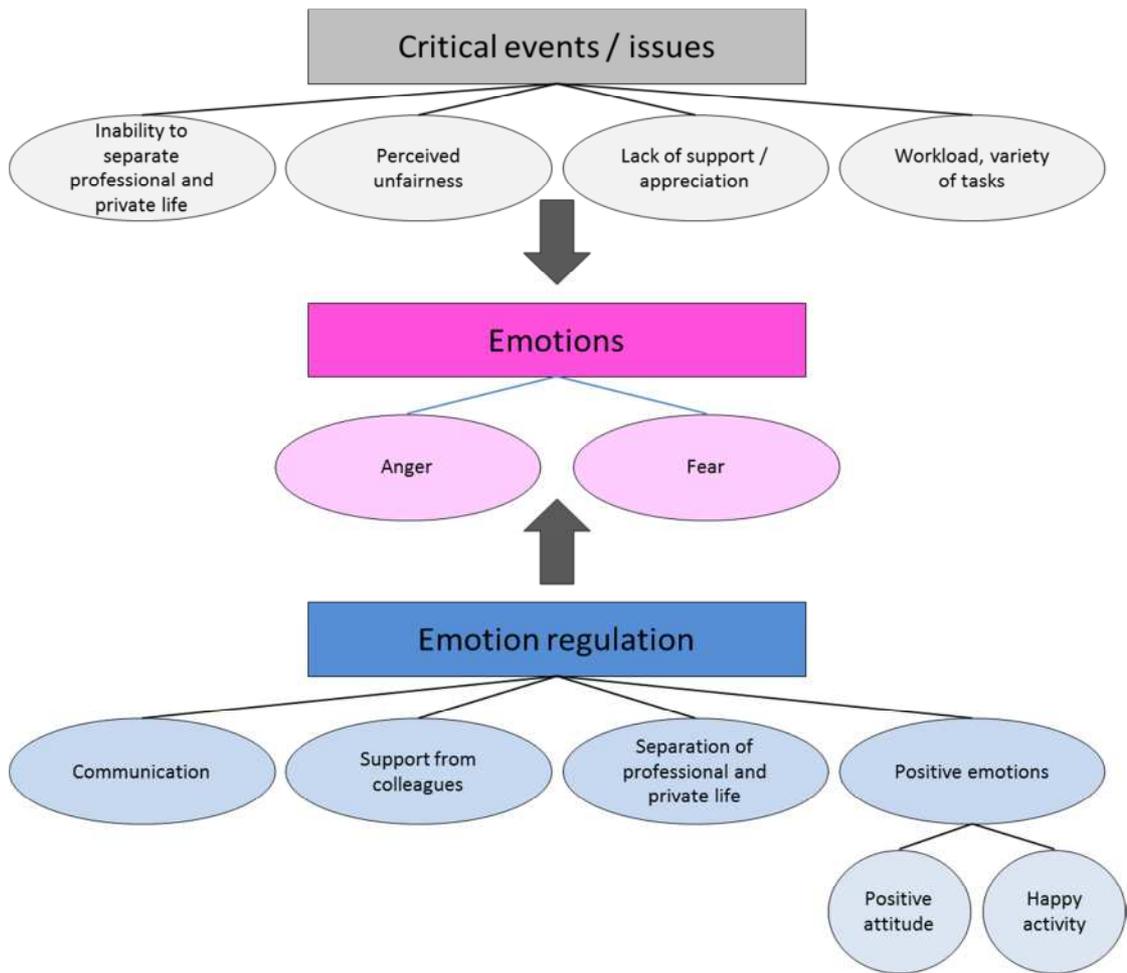


Figure 17 - Summary of findings from preliminary analysis

The preliminary analysis concentrated on three families of themes: critical events/issues, emotions and emotion regulation. Each of these families comprises a number of themes which were evident in all or most of the interviews (Appendices I, J).

6.3.1 Critical events/issues

The first family of themes, critical event/issues includes the finding that it is issues rather than actual events causing negative emotions in teachers in the workplace. All 17 interviewed teachers reported more issues than events and it was also issues rather than events they emphasised most when talking about situations that created negative emotions.

These issues include the inability to separate between professional and private lives, lack of support and appreciation, perceived unfairness, and high workload as well as a large variety of tasks.

Especially comparing themes between teachers from primary and secondary schools offered another interesting insight. Within this sample there seem to be hardly any differences in the kind of emotions which participants perceive to be engendered and how they deal with them depending on the participants' school type. Throughout all school types the majority of causes of negative emotions are issues rather than events. Still it should be stated that in primary school if events have been reported, they are mainly centred on the parents of pupils while in secondary schools events with pupils themselves are reported more often. By far the most frequently reported emotion is anger, no matter if the teacher is working at a primary or secondary school. And when it comes to managing emotions no noteworthy differences could be discovered.

This finding helped to set the criteria for selecting 10 out of the 17 interviews for a more detailed analysis. As this study aims to provide a subjective understanding of teachers' interpretation of their own emotions, the ways they handle and regulate their emotions and the effect this has on their resilience, the minor differences in events which engender negative emotions didn't influence the choice of the final 10 interviews. Therefore the only criterion for selection was if the case could add to the understanding of the way teachers deal with their emotions in a workplace context and how this influences their resilience. The final sample includes four teachers from the primary school (Alpha School) and six teachers from the secondary schools (four from Beta School and two from Gamma School).

6.3.2 Emotions

The second family of themes, emotions, contains two themes. Through a preliminary analysis anger and fear could be identified as the most common negative emotions reported by the interviewees. Hereby anger also includes emotions like irritation and anger with oneself, while fear also includes insecurity, nervousness and the specific fear of failing.

6.3.3 Emotion regulation

The third family of themes, emotion regulation, encompasses the following themes: Communication, support from colleagues, the ability to separate professional and private lives and the experience of positive emotions. These are the most commonly reported emotion regulation strategies.

Communication is a central theme within the emotion regulation family of themes and two different aims of communication can be identified: communication which aims at solving the problem and dealing with the actual critical situation and communication whose only aim is to relieve negative emotions by talking about and sharing the situation perceived as negative and its engendered emotions.

All interviewed teachers' perceived **support** as a useful strategy to deal with negative emotions. Hereby both support in the form of actual help as well as moral support have been mentioned and been experienced as useful and efficient strategies to deal with negative emotions. The strong and unexpected emphasis which participants put on this theme led to the decision to have a closer look at findings around 'support' and introduce and discuss them in separate sections. Section 6.4.4 'Support and education in emotion regulation: Teachers' needs' deals with this theme in greater detail.

Another recurrent theme was the strategy to **separate professional and private lives** to deal with negative emotions. While not being able to separate these two parts of their lives is reported to cause negative emotions most state that separating professional and private lives is or could be an effective strategy to deal with negative emotions.

Within the theme of **positive emotions** two sub themes can be identified, positive attitude and optimism on the one hand and so-called 'happy activities' on the other. Hereby 'happy activity' means any activity the interviewees undertake because they enjoy it and it makes them feel good.

6.3.4 Outcomes

The preliminary analysis provided three central outcomes which will be detailed briefly in this section.

The first outcome is the selection of the final 10 participants for the Interpretative Phenomenological Analysis. As the preliminary analysis revealed that with regards to reported emotions and emotion regulation strategies there are hardly any differences

between teachers from different school types this factor did not influence the choice of the final 10 participants. Also the preliminary analysis allowed the researcher to become more familiar with the transcripts which helped to identify those cases which are detailed and rich can therefore add to the understanding of the way teachers deal with their emotions in a workplace context and how this influences their resilience.

The second outcome is the conformation of the fit of the families of themes to organise developing themes. As descriptive codes have been developed directly from the transcripts and have been allocated to one of the four families of themes, it became apparent that the four families of themes are a suitable and effective tool to organise the various themes.

The third and final outcome is the discovery of the significance of the theme 'support' which led to the decision to present and discuss it within separate sections within this thesis. 'Support' was reported to be a useful strategy by all interviewed teachers and includes the forms of actual and moral support. Findings around the theme 'support' will be presented in detail in Section 6.4.4 and discussed in Section 7.4.2.

6.3.5 Reflection on development as a researcher

Besides the primary outcomes of this preliminary analysis, it also helped to develop the researcher's skills in analysing interview data. This section will present a reflection on this development.

Firstly the researcher developed an understanding for the depth and richness of interview data. Interviews include more than only the actual spoken word, but plenty of additional data, for example in form of participants' tone of voice or certain patterns of expression. The preliminary analysis enabled the researcher to improve the ability to grasp and understand this additional data and interpret it in the context of what is said. This is particularly important as IPA is a highly interpretative framework for analysis and requires the research to pay attention to small details, such as variations in participants' expressions or discrepancies between what is actually said and the impression the participant makes on the researcher.

Developing the ability to familiarise herself with the text was another positive effect of the preliminary analysis. The researcher discovered that when reading the transcript several times, aspects were spotted which had been missed before. As the following

analysis according to IPA is very detail-oriented and interpretative, familiarity with the text and attention to detail are crucial.

The researcher was also able to foster her ability to see connections and dependencies between occurring themes and to understand and develop these relationships to make sense of the participants' accounts.

The preliminary analysis also helped to learn about the danger that the analysis of one interview can influence the analysis of the next. By awareness of this risk and leaving a few days between or doing different tasks between the analyses of two interviews, the researcher learned to minimise it.

Furthermore the researcher developed a better understanding of her own interviewing skills by listening repeatedly to the recordings of the interviews and reading the transcripts and therefore developed a stronger self-awareness of herself as a researcher. This will be also discussed further in the reflective statement about the journey as IPA researcher, which can be found in Appendix V.

6.4 Interpretative Phenomenological Analysis

According to Smith and Osborne (2003) IPA is a useful approach when investigating how individuals perceive situations and how they make sense of their world in social and personal terms. Therefore it is an appropriate approach for a study which is investigating if a school's workforce can be equipped to deal with emotions in a way that is likely to increase its resilience. To allow a subjective understanding of teachers' interpretation of their own emotions, and even more importantly, the ways in which they deal with their emotions and regulate them and what effect this has on their resilience, a more in-depth analysis than the preliminary analysis is necessary. In Section 5.5 a detailed rationale for the choice for and explanation of Interpretative Phenomenological Analysis was given.

As discussed in Section 5.6.1 on sampling, the Interpretative Phenomenological Analysis is based on the in-depth analysis of 10 interviews. This follows suggestions by Smith (1996) who first considered sample sizes of six to eight as suitable for an individual IPA study, and later revised these numbers to sample sizes around three (Smith, 2004). Generally IPA studies tend to work with rather small sample sizes, which was also confirmed by Brocki and Wearden (2006). How the final 10 participants were chosen from the original 17 participants is explained in detail in Section 5.6.1.2.

The application of this far more in-depth framework for analysis did not lead to major changes of identified themes, but allowed better understanding of them better and put them into a more complex context which allows a better understanding of how participants regulate their emotions and how this influences their resilience. Allowing approximately 10 weeks between the preliminary and the Interpretative Phenomenological Analysis allowed the researcher to come back to the transcripts with an open mind, not being strongly influenced by findings from the preliminary analysis.

This section will introduce the findings from the IPA in a narrative account, explaining, elucidating and nuancing the central identified themes. The participants will be given voice by presenting extracts from the interviews which will illustrate the presented themes. Therefore the reader will be able to directly experience the participants' accounts and judge the coherence of the arguments which will increase the transparency of the research process and demonstrate rigour and commitment to the completeness of analysis (Yardley, 2000).

In Chapter Seven these findings will be put into and discussed in the context of current literature.

Figure 18 (next page) is introduced to clarify the structure in which the findings will be presented. Hereby findings are already roughly attributed to the three research questions. Yet first of all critical events mentioned by the participants will be summarised in order to create a better understanding in the reader for the situations these teachers are facing (to set the scene).

Emotion regulation strategies are divided into two major groups, 'active prevention strategies' and 'problem-solving strategies'. The first encompasses two, and the second three, subgroups of strategies ('protection of private life' and 'positive emotions', as well as 'communication', 'reaction to experience of emotions' and 'relieving experience of negative emotions'). Each of these subgroups comprises three to six strategies which directly derive from the thematising of the transcripts.

'Support' is introduced as an outstanding group of emotion regulation strategies and is therefore discussed in a separate section, including a number of suggestions made by research participants of what 'support' in this context could or should look like. Hereby the role of the organisation in the process of emotion regulation and resilience-promotion becomes apparent.

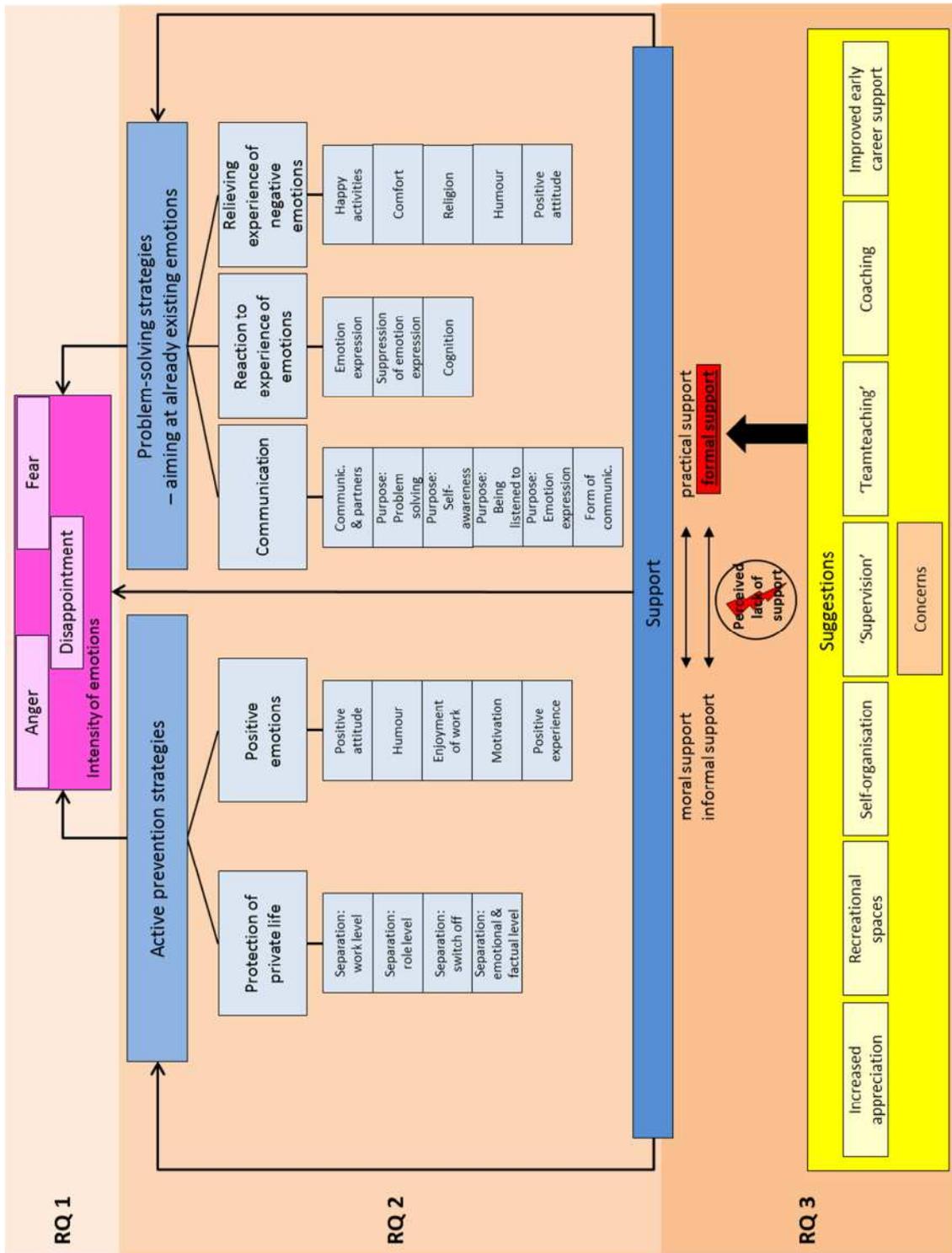


Figure 18 - Summary of findings from Interpretative Phenomenological Analysis

6.4.1 Setting the scene – critical events and issues

How emotions are engendered and which situations engender emotions is a research area in its own right. Various theories can be found within this topic as for example Affective Event Theory by Weiss and Cropanzano (1996).

Yet this study tries to investigate whether a school's workforce can be equipped to deal with emotions in a way that is likely to increase its resilience by answering the following research questions:

1. What are the emotions engendered by critical situations in the context of educational organisations?
2. How do teachers regulate these emotions?
3. Can teachers be equipped to regulate these emotions in a way that increases their resilience?

The identification of critical events/issues in order to avoid them, to be able to avoid the cause of negative emotions, is not aim of this study and does not support the answering of the research questions, which aim at looking into the connection between reported emotion regulation and perceived individual resilience of teachers in German schools.

Therefore it is considered to be sufficient to summarise findings from the preliminary analysis on critical events/issues to set the scene and create a basic understanding of the situations participants were facing and which they perceived as engendering negative emotions.

The inability to separate professional and private lives, perceived unfairness, a lack of support and appreciation as well as high workload and the need to tackle a large variety of tasks simultaneously were the most commonly reported issues that were perceived to engender negative emotions in the workplace or work-related situations (see Appendices I,J).

6.4.2 Emotional teachers

The preliminary analysis identified anger (including irritation, anger with oneself) and fear (including insecurity, fear of failing and nervousness) as the most common

negative emotions. The findings from the IPA suggest that besides these two themes, also 'disappointment' and 'desperation' and the respective intensity of emotions are relevant themes that help to understand which emotions are engendered by critical events and issues in the workplace according to the participants of this study.

1. Anger – “Anger is the... yes, anger, aggressive...” (Roberts, 106)

Confirming the results from the preliminary analysis, anger is still the predominant emotion reported by participants throughout all interviews. Here the theme 'anger' encompasses a lot of shades of the emotions, ranging from rather weak irritation to outrage or even aggression. There is also the interesting case of the participant who is happy to be angry which will be referred to later in this chapter.

While Holmes describes rather slight irritation, Roberts describes emotions on the opposite end of this themes' spectrum:

And then I went there, to the seminar tutor and discussed it with him. Well and nothing could be done and then I... well I went to this school. And from the first day on I was so irritated. Of course. (Holmes, 90-93)

While Holmes remained calm and relaxed at this part of the interview, Roberts seemed rather tense, which enforced the content of his words, when reporting:

Yes, something that is sometimes... well... Anger is the ... predominant um... emotions, I'd like to say. Also during parent-teacher conferences. The expectations of parents. Parents who can't admit that their child might be wrong [...] this lack of understanding that many parents have, it makes me angry. Yes? Anger is the... yes, anger, aggressive... (Roberts, 101-106)

Both teachers explain the reason for their anger, justifying the emotions to the interviewer. Although the participants seem to experience different intensities of the emotion, both report a need to regulate it.

Another subtheme of anger is anger with oneself. Roberts for example states:

Anger. Anger. Also helplessness sometimes. Also anger with myself, that I say to myself, you don't have anything to lose. (Roberts, 85-86)

Here Roberts lists anger, anger with himself and helplessness as emotions he perceives as experiencing due to a situation at work he described earlier.

Also Silver describes a case of anger with herself:

Well it depends on your day, personally. And they are... it's quite funny. Because if you are in a good mood then um... they reflect this mood. Well, it's pretty much like a mirror for... of yourself. And it's even more annoying, because if you come in and you... you don't feel well... and... there is 30 times bad facing you (laughs) that's very... it's getting you down because you are angry with yourself. (Silver, 54-58)

Both participants talk about experiencing anger with themselves but do not detail if it is more or less difficult to deal with this kind of anger. They also don't specify if there are particular regulation strategies they use to address this kind of anger. It rather seems as if it is treated like other forms of anger.

Roberts, who reports a high experience of anger throughout the entire interview adds a very interesting view:

It is also disappointment. Yes. Bitterness you could even say. But... mainly... predominantly, yes, anger. Anger. Still... I am actually happy that it still shows in anger and not complete withdrawal. (Roberts, 158-160)

Despite experiencing all sorts of negative emotions, anger is the predominant one. Still Roberts states to be happy about being angry as he would rate what he considers the only alternative – withdrawal – as even worse than anger. This view on his anger could verge on being considered an emotion regulation strategy.

Although anger is the predominant emotional theme, further emotions are reported which are just as relevant to participants and are reported to also have a very strong impact on their well-being.

2. Fear

Fear, also including insecurity, self-doubt, nervousness and intimidation, is the other dominant emotion identified in the preliminary analysis.

Most reported cases of fear are perceived to be directly connected to a particular event or issue occurring in the workplace, often situations of change. For example Ford talks about starting work in a new school:

That was an excitement, simply, if I will manage this. Yes... so, if... if I will get along well with the colleagues, if I will manage teaching, if people will be satisfied with the way I am doing things. (Ford, 23-25)

Also being confronted with new pupils in the beginning of the school year or early on in the teacher's career is perceived to engender fear and insecurity:

Yes, exactly. Well the stress in the beginning with the own classes. Insecurity. Will they like me? Will they accept me? (Silver, 307-308)

A different situation that engendered fear is reported by Jones:

Well sometimes you feel... helpless, if what you request um... isn't done. And then... well sometimes I find is... yes, sometimes you are also... anxious on the one hand... well, and helpless. What should you do now? When the pupils... no idea, well, somehow... don't do at all anymore what you tell them and... So far I always had the feeling that I still... handled the situation, or had the situation under control. But... this is something that concerns me, where I think 'What will I do if I have a class, that...gets completely out of control?' (Jones, 113-119)

He talks about the fear of losing control in the classroom, which has a strong negative impact on his perception of work, making it difficult for him to enjoy his profession.

3. Disappointment

Disappointment is an interesting theme as it is not often experienced on its own, but perceived to come together with further emotions, in particular anger.

Yet there are also cases when participants reported only the experience of disappointment, for example Clarke talks about a situation when he was looking forward to a change in his professional life:

Well I was looking forward to change and was quite sure that this is exactly the right thing for now and that it will surely work out. That this is the time to start

something new. And then it didn't work out. I was disappointed then. (Clarke, 48-51)

Clarke experienced disappointment when his expectations were not met and the expected change did not happen. Similarly Ford expected to feel strong relief after finishing her final exams to become a teacher, an experience which hasn't been met:

After every step you managed... it was good again. And when all exams were passed I missed... Because I always thought, now it has to... there must be that light feeling on my shoulders. But I didn't feel that. It... surprised me then, that I thought 'Well, actually everything is good now. It worked well. Why do I not feel completely relieved?' I always imagined that after I finished all tasks, that I experience incredible relieve. But it didn't happen the way I wanted it. (Ford, 12-18)

According to the participants, in both cases disappointment has been caused due to expectations that have not been met. Also both did not report that disappointment was experienced together with any further negative emotions in these cases.

Yet there are other cases. For example Holmes experiences similarly to Clarke and Ford that his experiences are not met:

Well... I also remember situations... it was during the 'Referendariat' [last, practical stage of teacher education]... when I was very disappointed. [...] So and first I was speechless. I was looking forward to it all the time. Thought 'Hey, it's your dream to get to this [school]. That's amazing.' And I don't know, I was... completely beaten. I thought 'That's not possible! What could be said against it?' [...] And there... that's a situation, when I was... absolutely angry, disappointed but then just fought as well. (Holmes, 75-110)

The difference in this case is that Holmes experienced not only disappointment, but also anger. She does not say explicitly if they were engendered at the same time or one emotion led to the other. However her formulation suggests that initial disappointment led to anger.

It is similar in Clarke's case where he talks about being disappointed in some of his colleagues:

I was also irritated then. I was actually also irritated about my colleagues, who I would have expected to... um... to be prepared in advance. (Clarke, 121-123)

Clarke had certain expectations of his colleagues which they apparently did not fulfil which he reports as engendering disappointment which in turn made him irritated. Here Clarke himself suggests that disappointment led to anger.

Also cases are reported where disappointment is perceived to be engendered due to very general expectations or assumptions that are not fulfilled, as opposed to the very specific and event-oriented expectations mentioned before.

For example Holmes describes a situation where she is disappointed with the decision making of the leadership team of the school, which she calls 'politics':

Yes it was everything, also incomprehension. Well... anger... yes, a bit of anger as well, but... act... actually predominantly disappointment, because this... this... also about this particular kind of... politics, you could almost say,... that... that skills you have aren't used in an optimum way. That people here... teach that subject, who have no experience, or taught it themselves, instead... of taking people who can do it well. Well that... that was something I didn't understand, that existing potential just wasn't... wasn't used well. (Holmes, 42-47)

Here Holmes is not talking about disappointment with a specific decision, but the overall system which she perceives as incomprehensible.

Fry is disappointed with the way she is treated by the headteacher:

And was very disappointed to realise that I am... just treated as disposable quantity. Not my personality matters or performance... but... this is just work to rule and I was so irritated then that I decided... um... I work what I have to work but I won't get involved more than necessary anymore. (Fry. 29-34)

Yet she is not referring to a specific event, but the overall way she is treated and which she perceives as not appropriate and disappointing. In both cases anger is engendered as well, with Fry suggesting that there might be a connection between both emotions.

With anger, fear and disappointment as the most central emotions that are reported by participants it is also interesting to understand the perceived intensity of these emotions.

4. Desperation or intensity of emotions

To better understand the necessity to regulate emotions which are perceived to be engendered in the workplace, it is interesting to have a closer look at the perceived intensity of the emotional experience, as reported by the participants.

During the interviews some participants reported how strongly they experienced certain negative emotions which they regarded to be engendered in work-related situations. Clarke for example describes his reaction to a situation which nearly caused him to leave the organisation as follows:

And I didn't know any other way out, but to leave this [...] village. I have... well I had the impression everybody is against me. I have a certain reputation here and I can... I cannot do anything here to escape it. It was connected with the comment 'It's been like that before. Don't you know that?' Well, that is what it engendered in me. Yes and I have... I thought, so... there is... there isn't another way for me, I am fed up with [...]. I leave. (Clarke, 42-46)

Clarke experienced negative emotions in such intensity that he felt unable to deal with them and the situation he regarded as their cause and therefore decided to avoid the situation entirely by leaving the organisation.

The actual reaction to these emotion is not always that strong, although the intensity with which negative emotions are experienced can still have a strong negative impact on the person's life, as reported by Ford:

And I have to be extremely irritated and then sometimes terribly desperate and sad and I think I don't manage this anymore. This is... This is simply not manageable. How am I supposed to manage this? And I doubt everything. And I have the feeling... that... all the preparation is useless and I am doing everything completely wrong and I feel... as the biggest... failure. (Ford, 129-133)

Ford is full of self-doubt and experiences strong insecurity, which she also takes home and is therefore influencing her private life (Ford, 129).

Other participants also reported the strong experience of negative emotions, especially their physical experience:

It was like... losing the ground under my feet. (Clarke, 29)

I thought it was terrible, I still know it. The other things, that's... blurry now, how it happened. But this situation, I remember, it was... I felt really hot. (Ford, 35-37)

Also experiencing a situation as being in shock and crying were reported:

And I couldn't deal with it at all. Well, it did... really, I was... it was nearly like a shock. (Clarke, 35-36)

While some experiences were only internal and invisible to others, other participants could not hide the intensity of the emotions they experienced:

But then I started to cry outside, because I was just... helpless. Or I thought 'Hm, how do I deal with this situation?' (Jones, 107-108)

In certain situations negative emotions become strong enough that they cannot be hidden anymore.

Summary

Overall participants describe their experience of negative emotions vividly and often in great detail. The perceived high intensity with which negative emotions are experienced suggests that regulation of emotions is essential for the participants' well-being.

Although it is very likely that emotions are also engendered in the participants' private lives, this study will concentrate on the regulation of emotions that participants regard to be engendered in the workplace and work-related situations.

6.4.3 Emotion regulation

While the preliminary analysis simply allowed the identification of several emotion regulation strategies (among others communication, support from colleagues, separation of work and private lives and positive emotions) the IPA allowed a closer look at the strategies and their connections and effects. It also allows conclusions on how effective participants perceive the strategies to be.

It could be revealed that certain strategies are used to prevent critical issues and events or the creation of negative emotions, while others aim at dealing with emotions once they are experienced.

Generally participants perceive strategies which aim at preventing situations that engender negative emotions as more effective for their well-being and increasing their resilience than strategies which aim at dissolving or at least easing negative emotions. This might make sense as in the first case negative emotions are not experienced at all (Gross & John, 2003).

The theme 'support' takes a very central and special role next to and across the other themes of emotion regulation. Therefore a whole section will concentrate on this theme. Support is not only a very strong strategy in preventing critical issues and events, but is equally strong in dealing with negative emotions which are already experienced. Additionally it can help to build, develop and strengthen all other emotion regulation strategies. This characteristic/ability makes it a very interesting strategy, worth having a closer look at.

Generally an active reaction seems to make participants feel more accomplished than a passive approach (e.g. Clarke, 80-84; Holmes, 169-171; Steel, 192-193).

1. Active prevention strategies

The first group of emotion regulation strategies is aiming at actively preventing the occurrence of events or issues that are perceived as likely to engender negative emotions. The emphasis is on actively preventing such situations. Therefore different forms of withdrawal or avoidance are not included in this section – also because when comparing themes across cases passive regulation strategies have been found to be of less relevance to the participants than active regulation strategies.

Active prevention strategies include the protection of private life, which is aiming at separating professional and private lives at different levels, including work level and role level, as well as the ability to switch off and the conscious separation at an emotional and a practical level in event, relationship and conflicts. This concept will be introduced more carefully.

One participant for example points out that teaching as a social profession requires special effort to separate professional and private lives in order to deal with stress:

Well it is a social profession and therefore I think it is very important that you develop strategies how I... well how you deal with stress. Because you are trying to draw a line for yourself. (Fry, 226-227)

Dealing with stress in such a profession is very important according to Fry. She is emphasising that drawing a line, that is separating your professional and private lives, is essential.

Active prevention strategies also include strategies that aim at creating positive emotions. Although some of these strategies are also used while or after experiencing negative emotions, the strategies explained here are mainly aiming at creating positive emotions in a general context without having experienced negative emotions directly before applying any of these strategies. Similar strategies applied in reaction to the experience of negative emotions will be looked at in Section 6.4.3 - 2c) 'Relieving the experience of negative emotions'.

a) Protection of private life

“If you constantly keep the drawbridge open you don't need to be surprised if permanently someone comes in.” (Clarke, 79-80)

Protection of private life is a strongly recurring theme which is mentioned several times by all 10 participants. Although not all participants refer to protection of private life on all identified levels, none of the levels will be ignored in this analysis as they are all adding strongly to increasing the individual's resilience.

Even the preliminary analysis identified the separation of professional and private lives as an important emotion regulation strategy. Yet IPA revealed that it is more influential as a prevention strategy than as a strategy for dealing with negative emotions and that participants protect their private lives by separating their professional or work lives and their private lives on different levels:

- Work
- Role

Furthermore the protection of private life includes the ability to switch off and a separation between practical and emotional levels in conflicts, relationships, events, etc.

Separation of professional and private lives – work level

The first level is a separation of professional and private lives in terms of actual work or workload. Also this happens on different levels. Holmes for example talks about the protection of her private time during holidays and vacation:

I can separate this very well. Yes. And especially during holidays. Well this... During holidays usually I don't do anything at all if I can avoid it somehow. Especially not when I am on vacation. Well... people who take exams with them on vacation or something like that... that's just... that's... I would never do that. [interruption] Well then it's vacation. Then I rather try... Today my pupils wrote an exam which I will try to mark this week... or tomorrow. Then it is done. Or maybe I leave it until the first day of school [after the holidays]. Mondays I don't have a lot of classes, maybe I will do it then. But I would prefer if it would be done now. Especially... then it is completed. This was the topic in this class... and then it is done and then I go on holidays and then I continue afterwards [with something new]. I can do that pretty well. The separating. (Holmes, 173-184)

Holmes explains that she prefers not to work during holidays and especially when she's on vacation. Holmes defines holidays and vacation as private life. She tries to keep it separate from her professional life as a teacher.

Holmes is organising her workload rather strictly which helps to keep the private life work-free. Additionally completing work on time gives her a feeling of accomplishment. So there is also a link to the creation of positive emotions, a strategy which will be explained later on.

But Holmes follows this strategy not only when it comes to holidays or vacation, but also during regular working days. She describes her activities after coming home from work which usually happens in the early afternoon as follows:

Then I start to work immediately. I have a look immediately: What has to be prepared for the next day? And try to finish it... to say at four or five or whenever 'So, now it's enough!' Then I do sports, then I go running or... (Holmes, 169-171)

So professional life is clearly limited and after work is finished, Holmes uses her private life to follow activities that are not connected with work.

But the protection of private life in work terms does not only refer to allocating one's work to specific times during the day while keeping other times work-free but also to

protect one's private life from other people invading it. Clarke for example describes vividly:

I don't have to give my telephone number to parents, my email address, so I am constantly available. No, I decide when I am available. And in the meantime nobody gets anything from me anymore, because I realised: In school nothing is that urgent that it has to be NOW. I can be told that still tomorrow. (Clarke, 80-84)

Clarke is prioritising his work by saying that nothing in school is that urgent that it has to be dealt with immediately. He is not afraid to put his own needs of a private life first. He protects his private life by prioritising and organising his workload and avoiding any external threats.

Clarke talks very determinedly about the protection of his private life. In the past he had difficulties in separating his professional from his private life. He had to learn how to apply this strategy. He refers to advice he was given which was very significant for him:

'If you constantly keep the drawbridge open you don't need to be surprised if permanently someone comes in.' (Clarke, 79-80)

Clarke realised that it is his responsibility to protect his private life but he wouldn't have been able to realise that without the support he got.

How important it is to make sure that other people cannot enter one's private life can be seen later in the interview when Clarke states:

It's a relief to know that I don't hand out my telephone number. You can... When the phone is ringing I don't have to think 'Ooooh is it this mother?' or something like that. That's really something. (Clarke, 150-152)

Even if nobody would actually attempt to enter his private life there would still be that constant threat of it, the possibility hanging above Clarke like the sword of Damocles. As even the threat of someone invading Clarke's private life engenders negative emotions it is important to protect it even from the threat, which Clarke achieved by not communicating his contact details.

No matter if participants separate their professional and private lives in work terms by protecting it from others invading it or by organising and prioritising their work, all except one of them emphasise this strategy strongly and report it as very successful.

Separation of professional and private lives – role level

The next level of separation relates to role. Few participants added this level explicitly to the separation of work while for other participants the separation of their role as teacher and their role as a private person was rather implied in the separation of work. Others in turn were not able at all to separate between roles and strongly adopted a 'teacher-role' even in their private life. But especially teachers who explicitly separated between their professional and private role reported that it helped them to protect their private life and deal more easily with challenging situations in the workplace.

By clearly separating his professional and private lives in terms of actual work, Clarke for example also differentiates between his professional and private role.

I don't have to give my telephone number to parents, my email address, so I am constantly available. No, I decide when I am available. And in the meantime nobody gets anything from me anymore, because I realised: In school nothing is that urgent that it has to be NOW. I can be told that still tomorrow. (Clarke, 81-84)

Here Clarke draws clear boundaries by defining his contact details as part of his private life. He is not always a teacher, always there to please the parents. His job is done in school. While he is there he is a teacher and can be contacted. But there is also the private Clarke who does not want to be called by parents or receive work email to his private email account.

Steel is a bit more explicit when explaining how he is doing things in his leisure time which are exclusively for him as a person:

It doesn't have to be anything special, but simply in a way that makes clear, this is for me. You have to be able to really stop being a teacher at some point. (Steel, 192-193)

Activities have a more relaxing character when he does them only for himself on purpose. He calls that to stop being a teacher. So for Steel being a teacher is not an overall role which is consuming his entire life, but limited to his profession. There is not only the teacher Steel, but also the private person.

Both Fry and Hurst who most clearly separate between their professional and private role do that because of having very young children. It seems that if private life contains such significant aspects, the importance of a professional role is diminished. Fry and Hurst have to prioritise strictly to deal with the double burden of raising children and

working at the same time. Both deal with the situation by a clear separation not only of the workload but also of their professional role as teacher and their private role as parent. Fry for example explains:

Well it is like that because I... um with the two children basically I am immediately in a completely different world and they don't give me any room to worry a lot... I don't have the time for it. [...] Well... um... would rather... I would rather say it's due to the circumstances that I don't have time to contemplate. I leave here and then I am a parent and I come in here and then I am not a parent anymore but a teacher. Yes. Yes. And I am pinched of time at home... to prepare something during regular... during daylight. I do that in the evening. And there I am... yes... quite eff... Well I am efficient... I assume, simply that it works... with relatively little effort. (Fry, 99-109)

While the last two sentences of the quote rather refer to dealing with a double workload, Fry explains in the first part how her role as a parent is separated from her role as a teacher. The roles of parent and teacher are exclusive at any point in time. She is comparing them to two different worlds. It is impossible for her to be both at the same time, therefore the situation forces her to separate between the two roles. When she is in school she is a teacher, while at home she is a parent.

Hurst describes her situation very similarly:

When the children are taken care of... Well when I enter school then the children are gone. So I am not thinking permanently 'Oh God, I hope everything is well and...' I go to school and the children are... taken care of. Then... I don't think about it a lot anymore. (Hurst, 81-83)

Well as soon as I am entering school I am in school and... [...] And when I sit in the car again and everything is sorted... okay, now... it's good... (Hurst, 88-90)

In school she is a teacher, as soon as she leaves school she is a private person and very specifically a parent.

Both Hurst and Fry describe being a parent as a challenging but enjoyable role in a private context and strongly contrasted to the professional role of being a teacher (which does not mean that this role is less enjoyable).

Fry then extends the description of her situation by detailing how being a parent also changes the social environment and therefore enforces the separation between roles:

Well, um... of course as long as I was alone and during 'Referendariat' [final

practical stage of teacher education], there... everything is centred around only this topic anyways. Also with all the connected relationships. And of course I don't have... the um... the private circle anymore. There are no teachers, but there are parents or old friends. This means there are not the same conversation topics as during the 'Referendariat' when you're a lot together with other teachers. (Fry, 113-117)

For Fry the separation between roles is supported by her changed circle of friends. While in the beginning of her career friends were mainly teachers as well and therefore a lot of 'private' conversation centred around school and teaching, many of her friends today are parents of young children as well. Therefore conversations are often about children-related rather than professional topics.

And it is really the life circumstances which um... which somehow forced this strategy... onto me. If I want to do one thing correctly... basically I have to subordinate the other. And I work because I enjoy it and because I enjoy teaching. But first and foremost I enjoy being a parent! (Fry, 117-120)

Fry summarises the main points in three sentences. She emphasises the importance of life circumstances and how they influence the organisation of one's life and often don't leave a choice. She points out again that the two roles are exclusive and therefore demand strict separation if they want to be fulfilled well. And finally she states that both roles are enjoyable but her priority is on the private role, on being a parent. This emphasis on the private role helps to protect the private life, as the professional life is not attributed the same significance. Negative emotions engendered in a professional context do not have the same importance for Fry as emotions in her private life and are left behind when leaving school. Fry decided to "focus... on the private" (Fry, 83).

Separation of professional and private lives – switch off

Switching off refers to the participants' perception of their ability to change between their professional and private lives, mainly from their professional to the private life after work, but also the other way round. Strictly speaking it does not add another level of separation but is significant as it reflects how participants rate their ability to change between lives. So while the first two subthemes represent levels on which separation can take place (work, role), 'switch off' is representing an indicator for the perception of the ability to separate professional and private lives.

Hurst for example describes:

I always push it so far away that I... that I really struggle to quickly... Well I get irritated if... if something happens for a moment but... but I don't take it home and I forget it quickly. But somehow this is... not something that drags me down extremely. Yes, depending on how extreme it is it takes more or less time but well... school-related things... I usually leave that quickly behind me and... well. (Hurst, 12-17)

Hurst describes switching off as leaving critical issues and the negative emotions they engender behind her easily. While some participants struggle to switch off after a work day (compare Sections 6.3.1 and 6.4.1), others find it easy and report that despite experiencing negative emotions like irritation or anger in the workplace, they are not strongly affected by these emotions in their private life as they are able to “shrug [them] off” (Fry, 88). Some participants also report that the reason they are not strongly affected by these emotions is that they are not very strong:

Most likely it's connected with the fact that I um... am able to switch off and am rarely really irritated. (Fry, 144-145)

The perceived intensity of the experience of an emotion therefore seems to be relevant when participants talk about their ability to separate between professional and private lives.

There are differences between participants in how they perceive their capability to switch off. As can be seen in the two most recent quotes, both, Hurst and Fry state that switching off after a work day comes easily to them. Hurst emphasises later in the interview:

This... this stays at home. Well as soon as I am entering school I am in school and... [...] And When I sit in the car again and everything is sorted... okay, now... it's good... (Hurst, 88-90)

Hurst describes switching off as a very abrupt process with entering and leaving school, sitting in the car on the way home seeming like literally pressing a switch to change between private and professional life.

For other participants switching off is a rather longer approach:

Well I always take a... a colleague home and we talk in the car about it. And

that helps. Just to switch off a little bit. And I try to... to shrug it off. But I don't always succeed, simply depending on the intensity of the case as well. (Jones, 81-83)

Although Jones describes switching off also as a process that in his opinion is supposed to happen on the way home from school it is not an automatic process in itself but requires the communication with a colleague and even then it is not always successful. Additionally Jones perceives the process of switching off as a mental effort, something he tries to do actively. Again the perceived intensity of the experience of emotions is significant.

When it comes to switching off Ford is a very interesting case as for her switching off becomes a defence mechanism:

I am happy when I am at home, able to close the door... And then I also don't answer the phone. But this is more like 'Um leave me all alone.' Yes. (Ford, 186-187)

Other participants describe switching off more as a passive process of leaving critical situations or negative emotions behind, whether this is simply by leaving the workplace or by having a conversation. Ford on the other hand turns it into an active defence mechanism, closing the door, refusing communication, wanting to be alone. This comes across more as a form of temporary withdrawal than just switching off after a day at work. But it is still a form of separating between professional and private lives and is therefore mentioned in this section.

But switching off is not only a one-way process describing how participants leave behind their emotions after work but also how they leave emotions behind that have been engendered in a private context when they start their work day. Silver for example states clearly:

Personal things like stress with the family, friends or something like this, I don't take it to school. (Silver, 259)

Hurst is referring to her role as parent and explains how worries about children are left behind once she enters the school building.

When the children are taken care of... Well when I enter school then the children are gone. So I am not thinking permanently 'Oh God, I hope everything

is well and... I go to school and the children are... taken care of. Then... I don't think about it a lot anymore. (Hurst, 81-83)

Switching off after work seems to be an equally efficient and difficult strategy to increase resilience. Therefore it might make sense to think about how this strategy could be made easier for employees.

Separation between emotional and practical levels

Many interviewees talked about the separation of emotional and practical levels in different contexts, like roles, relationships or conflicts. Fry for example reported:

This was such a turning point for me. Where I told myself that I have to learn not to take things personally, because I am there in the function of a teacher ... and not as a private person. Which doesn't mean that I am not allowed to tell anything personal... or be private. But when... comments are made or you get anything...um... yes, I manage to stay above it a lot better than in the beginning. And this situation helps me enormously. (Fry, 154-158)

This quote could be interpreted as separating between roles as a private person and a teacher. But Fry is constantly aware of being a teacher when she is in school. She makes that very clear throughout the interview. So the separation here is less between being a private person and a professional but the emotional and practical levels of the role of being a teacher. Being aware of the fact that being a teacher is her profession and not her personal identity (Fry works as a teacher, she IS not a teacher) avoids the creation of negative emotions when being attacked in the role as a teacher. Fry does not feel attacked on an emotional level but is aware that attacks are aimed at the practical level of her role as teacher. She is able to stay above these comments and not feel personally hurt. This capability enables Fry to not take things personally and deal with criticism professionally.

In the context of relationships separating emotional and practical levels also means to separate between the others' role as friend (emotional) and as colleague (practical). Not in all relationships in the workplace is this separation clear, so for example Clarke describes:

Well I... it always was a bit such a relationship which was... I think... I don't think it is good. Um... for once [name] is headteacher, but so... so very much in need

of harmony and such. That is something which I actually dislike. I would like to separate this. [...] But I managed to emotionally pull myself a little bit out of this because of this. (Clarke, 65-69)

Clarke perceived his headteacher's behaviour as uncomfortable as there has not been a clear separation of emotional and practical levels in the relationship. In reaction, Clarke emphasised the practical level of their relationship and created more emotional distance.

Also Steel emphasises that it is important for him to separate between emotional and practical levels of relationships in the workplace:

You have to communicate professionally and how do you keep that privacy out and separate the colleague and the friend who is eventually behind that and um... There for example it is very difficult um... to separate school and private life. (Steel, 27-29)

It does not mean to him not having friendships in the workplace but to separate between the friend and the colleague if necessary. Acting professionally (concentrating on the practical level of the relationship) while the emotional level (friendship) still exists but must not affect the situation. For Steel this is a challenging task where he explicitly states that separation between professional and private lives is difficult.

Also in conflicts it can be useful to concentrate on the practical level of the situation, at least temporarily. For example Jones describes how he is dealing with a pupil who interrupts the class with inappropriate behaviour:

'Well, you will wait outside the door. You calm down and we can talk about it later.' Sometimes it works that you can say 'We have now...', well that you realise in this situation... 'We're just winding each other up and now please leave the room.' And sometimes the pupils leave, calm down outside and you can have a good conversation with them after the class. (Jones, 60-64)

Ignoring the emotional level of the situation, Jones fully concentrates on the practical level, interrupting the situation which engenders negative emotions (most likely in both teacher and pupil), and offers to find a solution later on once emotions are not acute anymore. Separating between emotional and practical levels in a conflict situation does not only refer to dealing with the situation but also to dealing with one's emotions:

Well I... I really like it when I... would... would find it good if I could remain controlled and don't lose my face. Or to a certain extent... myself as well... am not better than the pupils who yell at me and I yell back. (Jones, 72-74)

What might look like the suppression of emotions at first sight is for Jones a strategy to learn to experience less negative emotions in conflict situations by concentrating on the practical level of the conflict.

Although the two last examples represent strategies which are applied once emotions have been experienced they still fall under the superordinate theme of 'protection of private life' as they are not about dealing with emotions directly but concentrate on developing strategies that in the long run might decrease the experience of negative emotions in conflict situations.

b) Positive emotions

Positive emotions play an important role in the prevention of critical situations and the increase of perceived resilience (Fisk & Dionisi, 2010; Hobfoll, 1989; Ong et al., 2006; Tugade & Fredrickson, 2004, 2007). All participants talk about how they experienced positive emotions and how positive emotions can or could influence their reaction to stress or general well-being.

The preliminary analysis identified two subthemes within the superordinate theme of positive emotions: 'Positive attitude / optimism' and 'happy activities'. IPA did not only identify more detailed subthemes but also allowed us to see that certain subthemes reflect strategies that seem to make participants less emotionally vulnerable towards critical situations while others help to regulate negative emotions once a critical situation occurred. Therefore also within the theme of 'positive emotions' a differentiation between prevention strategies and problem-solving strategies can be made. This section is about the 'prevention-character' of positive emotions while their 'problem-solving-character' is discussed in Section 6.4.3 - 2c) 'Relieving the experience of negative emotions'.

IPA helped to identify the following prevention-oriented strategies:

- Positive attitude (including optimism, curiosity, positive outlook)
- Humour
- Enjoyment of work
- Motivation
- Positive experience

Often these strategies are closely connected but will be discussed separately for more clarity.

Positive attitude

Participants showed or talked about positive attitude on different levels during the interviews. Banks, more than all other interviewees, showed a strong general positive attitude and confidence in herself:

No I would still think more positively. I would say 'I will manage this' because I have years of experience in this job. Then I would say 'I will manage it... due to this experience'. [...] Yes, rather... rather... rather curiosity because um... I am facing something unknown, because I don't know the children or the parents. (Banks, 53-59)

Banks shows a strong optimism and seems not to worry too much. When facing change she experiences mainly curiosity instead of fear or insecurity. She has faith in herself and is convinced of being able to deal with challenges. Later in the interview she talks about being a new teacher at a school in a rather difficult social environment:

Quite difficult... difficult environment, but as I knew, I approached it very positively and thought positively 'I will manage it'. (Banks, 95-96)

Despite the challenging situation Banks remains optimistic. Negative emotions are not even engendered or are weak enough to have no major impact, so Banks does not remember them when looking back to these events.

Other participants showed more specifically a very positive approach to work. Hurst for example explains:

Well with the pupils, that was... that was okay. It was really... simple, I think. I didn't find it that dramatic. Of course it is... When you are new... until you get to know each other, it... then it might eventually take one, two weeks or something like that... or three weeks, depending on how often you see the class. But... it was actually not a problem as well. (Hurst, 56-59)

Hurst accepted critical situations, acknowledging their challenging character but not attributing them enough importance so they would engender negative emotions.

Therefore it seems as if a positive attitude makes it less likely for the participants to experience negative emotions.

Some teachers even tried to incorporate strategies to create a more positive attitude amongst their pupils into their classes:

I am always practising this with my class, that I say 'No no no, we only finish the week if everybody says at least one positive thing'. (Ford, 152-153)

Well sometimes there is somehow quickly a little applause for extraordinary efforts, group works or something like that. (Silver, 72-73)

Both, Silver and Ford try to create a more positive classroom climate, thereby regulating their pupils' as well as their own emotions.

Humour

Humour is one of the strategies used for both prevention of critical situations or the creation of negative emotions and the regulation of already experienced negative emotions. The first aspect will be dealt with in this section, while the second is covered in Section 6.4.3 - 2 c) 'Relieving the experience of negative emotions'.

Especially Banks emphasises the prevention-character of humour:

Definitely humour. Well I think that... that is something you have to have. I think it helps. Being able to laugh about yourself. Right? Like... or also laugh about others. Um... on the other hand there are sometimes situations when you take things simply too seriously, when it isn't that serious at all. When I get irritated about something and a colleague tells me 'Come on it's not that bad. Don't get wound up.' I think 'Oh, now I am changing. (Laughs) Right? When I don't even realise it. (Banks, 180-185)

Humour to her is essential to deal with life's challenges, to laugh about oneself and others and taking things not too serious. It usually prevents Banks from experiencing negative emotions in situations that might engender them. Silver describes more briefly but in a similar way:

I take it with humour. Well I just say: It was my choice. (Silver, 154)

Taking things with humour instead of taking them too seriously – this different perception of events or issues that could be perceived as critical, and therefore could engender negative emotions, helps these teachers to deal more efficiently with obstacles as they occur, because negative emotions are not even experienced and therefore no effort is necessary to deal with them.

Enjoyment of work

A very strong subtheme is enjoyment of work. It is closely connected with motivation. Most teachers report at least one of them, but only few express very strongly how much they enjoy their work, Hurst probably being the best example:

Because it is completely my thing. It's just exactly my... my... dream job. I really enjoy it to work with the pupils. And I think they give something back. Especially smaller classes, who still do everything for the teacher and not for themselves... It's amazing, I think. And to teach the older pupils something without... forcing them to do something and you see, they accept it – this is... I think it's beautiful. Well this morning I just said: This is exactly the job which I want to do and no other. I enjoy it. (Hurst, 61-66)

The enthusiasm in Hurst's voice (audio recording is available) is emphasising her words. Teaching itself is an activity which engenders positive emotions in Hurst. A situation which of course is very favourable, as it is likely that challenging situations are perceived as less negative and are outbalanced by situations which are perceived as positive (Hurst, 56-59). So enjoyment of work can create or foster a positive attitude towards work.

Silver confirms this by stating that enjoyment is the predominant emotion engendered by doing his job:

But usually I enjoy the job so much that I um... when I am in school, I usually forget it [negative event in private life]. [...] Yes, it [enjoyment] predominates and I hope it'll remain like that. And I think that THIS is actually the key, especially for me, that I still... enjoy it [teaching] so much (Silver, 264-268)

For Silver enjoyment of work is the key to well-being in a work environment. Thereby Silver explains that for him enjoyment of work is the most useful strategy to create well-being in a working environment.

Holmes explains more precisely which aspects of work are enjoyable for him:

Well actually it's working with children. The... well to work with children... For the children... somehow not only... yes not only imparting knowledge, but also being... cont... a bit of a contact person. That's what I always try... (Holmes, 195-197)

Well... working with children... is one thing... Well, I... well I do enjoy to organise my time freely in the afternoon. I can't deny that. I enjoy it that if the weather is good that I can say, I go running for two hours and just do my work in the evening which other people can't do who sit from 8am until 4pm in the office. Well, I do enjoy this and can deal with it well. (Holmes, 212-217)

So the two major factors for Holmes are working with children and having the freedom of organising her afternoon working hours independently.

These teachers seem to have the ability to concentrate on positive aspects of work while paying less attention to the difficulties and inconveniences. Thus negative emotions are less likely to be engendered.

Motivation

Closely connected to and influenced by enjoyment of work is motivation. Participants described different sources of motivation. The list is not exhaustive but offers an interesting insight into motivating aspects of the teaching profession.

Ford for example states that she perceives the thought of pupils using teaching materials, which she prepared as motivating:

'Uh, I am looking forward to when the children will do that.' Actually there was rather a good feeling. Yes. (Ford, 109-110)

Now during this year... Eingangstufe [teaching method which combines teaching of first and second year pupils]. It was a lot of work, but it was worth it and then it was good. (Ford, 125)

In both cases it is effort that paid off which creates a feeling of being motivated. In the first situation it is anticipated success and in the second it is looking back on recent success.

Ford also describes working in a team as a motivating factor:

Yes, I was very motivated because I was looking forward to it. [...] And it is a good feeling, when you know you... you launch into it together. It's a good feeling, yes. (Ford, 90-93)

As can be seen in Section 6.4.2 'Emotional teachers', Ford experiences a lot of insecurity and is unhappy with working alone. Working in a functional team gives her the needed support and increases both her enjoyment of work as well as her motivation to work.

Clarke is strongly motivated by an idea, a new teaching method he heard about:

Uh, with a lot of motivation. Because... um... well I have... heard from colleagues who attended training sessions and who enthused about it, how amazing it is. And I had a colleague in the neighbour school who I am in contact with and who told me what she is doing. And how amazing. [...] Then I have... and I was ready, when the headteacher approached me, if I... would do or wanted to do that as well. I was at a point that I said 'Yes, I want to do that and I want to know now how it is.' (Clarke, 93-99)

Although often change is perceived as something threatening and something that engenders negative emotions, in Clarke's case the positive anticipation is stronger. Clarke is motivated and looking forward to changing teaching methods despite knowing that it will be hard work (Clarke, 111-114). But the positive emotions, due to high motivation, predominate, and negative emotions are not strongly experienced.

Positive experience

Teachers make experiences every day at work, but only a few of them are significant enough to be memorable. In many cases these experiences are connected with negative emotions (see Section 6.4.1 'Setting the scene – critical events and issues'). But sometimes these experiences are positive and some teachers are able to draw on these positive experiences and emotions.

For example Clarke who talked about his motivation to engage in new teaching methods also describes the positive experience when hard work pays finally off:

It was a lot of work and it took a lot of effort, it... um... demanded from me to change a lot, after I had taught for many years like that, to do it differently now, that was... work. And... well right now I have the feeling that I reap the fruit of that effort. This school year things go very well. (Clarke, 111-114)

Ford has similar thoughts about an achievement:

No, we have done this together already for a year and it worked quite well. Of course I know, some things would have to be changed and improved. But it was... it was a good feeling to have... managed that. To have... shown that it is possible. (Ford, 101-103)

Having successfully managed a challenging situation can engender positive emotions. But these positive experiences can also be simply due to enjoying oneself and having a good time as in Holmes' example:

And then I was allowed [...] to change to this Gymnasium [secondary school], where I... where I wanted to go originally. And there I have... I didn't have the happiest time of my life, but it was a fant... an absolutely fantastic time in this school. I had to... drive further. But I could take the train, read my newspaper in the morning. I was happy. (Holmes, 105-109)

The right circumstances at the right time can create an environment which is enjoyable. Positive situations don't necessarily need effort from the individual. The same is true for the example of Banks:

Of course sometimes there is positive feedback, from pupils, also sometimes from parents or something like that. (Banks, 159)

Here receiving positive feedback from pupils and parents is experienced in a positive way. It is not only Banks' own achievement which engenders positive emotions but the acknowledgement by others.

But no matter if positive experiences are due to one's own actions, circumstances or other people, critical in these situations is if the people who experience them are able to use these positive emotions for their own well-being not only in the present, but also in the future, when the positive experience is not current or recent.

Here Ford finally adds a very interesting thought when she talks about storing positive emotions:

I think there are people who... who can... who keep them [positive emotions]. And they are so self-confident... who simply... yes simply store them better. I have immediately the feeling 'Nobody said anything [positive]. Now it wasn't good.' (Ford, 173-175)

Ford suggests that some people are able to store positive emotions better than others. Hereby she means continuing to experience positive emotions even after the engendering event or issue is over. She offers the example of not continuing to feel good about a compliment or praise when another person does not show any signs of appreciation. This idea seems to be very interesting as an improved ability to store positive emotions could increase resilience. Ford's lack of this ability makes it rather unlikely that she is able to gain a positive long term-effect from having positive experiences.

2. Problem-solving strategies / strategies aiming at already experienced negative emotions

a) Communication

As stated earlier, communication is a central theme, present in the accounts of all interviewed participants.

The two aims of communication, solving the actual conflict and being listened to, identified in the preliminary analysis could be confirmed in the IPA. While both aims culminate in decreasing the experience of negative emotions, the former takes the more practical route of solving or at least trying to solve the conflict engendering the negative emotions, while the latter directly aims at the negative emotions, trying to ease or dissolve them by talking to other people (family member, friends, colleagues) about the problem or the experienced emotions with the purpose of just being listened to.

Both are perceived as useful strategies by the participants and from the numerous examples throughout the interviews a few central ones will be introduced in this section.

Beyond those two purposes of communication two more could be identified through IPA: emotion expression and increasing self-awareness and empathy.

Emotion expression is closely connected to the aim of being listened to, as this kind of communication can (but doesn't have to) involve a certain degree of emotion expression. There are participants who reported that expressing negative emotions, like anger, helped them to ease their experience of this emotion (Holmes, 118-120; Silver, 166-170).

Similarly the aim of increasing self-awareness and empathy is closely connected with the aim of solving the emotion-engendering conflict. Participants reported that communication with another person helped to increase their self-awareness and consequently enabled them to solve a conflict more efficiently.

This section will now have a closer look at communication in general and possible communication partners, the different purposes or aims of communication and finally different forms of communication.

Communication and communication partners

A variety of different communication strategies is present in all interviews with participants mentioning various communication partners.

Communication seems to be perceived as a very natural strategy to regulate emotions by participants as it often is mentioned by the way, without particular emphasis.

And then... yes, you talk about it. Then I talked with colleagues, talked with my partner and so... and... well... Then it got better at some point [...]. (Holmes, 50-52)

Comparably Jones mentions:

But I would say... well there are different mechanisms that work in that case. Well one would be to talk to somebody. (Jones, 213-214)

While Jones is not explaining who he is talking with, Silver for example describes in detail how important communication is for him in dealing with his emotion:

I... just talk a lot with other colleagues about it. Or um... Well the good thing really is, that we are all sitting in the same boat, also with the 'Referendare' [people in last stage of teacher education]. It's the same for everybody. And you exchange experiences. It's a lot about communication for me.[...] Well um... um... yes, well they [family members, partner] get it extremely. The problem is that in such a profession you are talking about nothing but school. During lunch time or when my parents invite me sometimes, then it's actually only about school, about nothing else. And also um... yes, also with the partners, it's just the same. What I observe among colleagues who um... When we go out together for dinner, after half an hour they disappear, the partners, because the teachers only talk about school. (Silver, 155-164)

In this example Silver mentions a range of possible communication partners: colleagues, parents and partner. Particularly important for Silver are colleagues who share the same experiences with him. Talking to them doesn't only supply him with the needed practical advice of someone who has to solve the same kind of problems, but also seems to give him the impression of not being alone in a difficult situation which decreases the negative emotions Silver experiences. Also talking to family members or his partner is essential for Silver, as well as other participants.

Additionally Silver is aware of the negative side effects of the extensive need to communicate. He reports the risk of the 'school' or 'profession' topic taking over and dominating every kind of private conversation, even with communication partners who are not part of his professional world. Therefore extensive need to communicate might put a strain on personal relationships and could create the risk of engendering further negative emotions. Therefore it might be worth looking into negative side effects of emotion regulation strategies in further research projects.

As already shining through in this quote, there are different purposes or aims of communication which will be detailed in the following.

Purpose of communication: Problem solving

The first of the four purposes of communication that have been identified is problem solving. It aims at reducing the experience of negative emotions by attempting to solve the problem, conflict or issue which is assumed to engender these emotions.

In many cases it simply encompasses approaching the person involved in or causing the critical situation and trying to find a solution in an open conversation:

I talk about it openly, like with a friend, that this is not an option. (Silver, 64-65)

And then I went there, to the seminar tutor and discussed it with him. (Holmes, 90-91)

Then you take the pupils aside separately to talk to them. (Jones, 42)

Silver and Jones apply this strategy with pupils, Holmes with a seminar tutor. This strategy is reported to be applied in many everyday situations inside and outside the classroom and perceived to be efficient in cases where the conversation has the desired outcome. Therefore its overall efficiency might also depend on the communication skills of the person applying it.

Holmes for example is using this kind of open communication to actively solve a situation that engendered negative emotion in her, even if that meant addressing her counterpart in a very direct and nearly aggressive way:

And then I fought. Then I have been twice or three times with him and said 'That's not an option! That's just not fair! And if this is supposed to continue, then I get an entire hour or I won't do it. Period!' (Holmes, 64-66)

In this case Holmes' strategy was perceived to be successful. She was able to solve the conflict and reported that the negative emotion which she regarded to be engendered by this situation got dissolved.

Jones developed a strategy to deal with difficult situations in the classroom which consists of two main components: interrupting the emotional situation (situation perceived to be engendering negative emotions) and having an open conversation aiming at solving the actual problem/conflict on practical level after the initial strong experience of emotions decreased:

Well... and then also... to say 'Alright, you leave the room now. You calm down and we can talk about it later.' And sometimes it works that you can say 'We have now...', well that you realise in this situation... 'The situation is escalating at the moment and please leave the room now'. And sometimes the pupils leave, calm down and then you can have a good conversation after the class. (Jones, 60-64)

Jones realised that in his case it is difficult to have a problem-solving conversation as long as the experience of negative emotions is fresh. Therefore he developed this strategy of postponing the problem-solving conversation to a point in time when it is easier to concentrate on a practical level and everybody involved is less likely to get overwhelmed by negative emotions.

Purpose of communication: Self-awareness and empathy

As explained before the purpose of raising self-awareness and empathy is connected with the purpose of problem-solving, as increased self-awareness and empathy are often reported to make problem-solving processes easier or more efficient.

Steel emphasises how important it is for him to talk to other people in order to increase his awareness of how he and his behaviour are perceived by others.

That's very important, that you have people among your colleagues who can strongly... um... um reflect. Or also change the perspective and mirror you and are able to say 'You are sometimes perceived like this and that', yes? And it is important that you have people like that, also friends, who um dare to talk openly with you and who see the others... the other party, in quotation marks, but also you. That's very very important. (Steel, 43-48)

And just again:

Um... But sometimes you are simply blind to any shortcomings, yes? Well there... you see... you don't see yourself. Yes? Also your mistakes and mannerisms. Yes? And um... don't know how you are perceived by other people. And then it's quite good if you um... have friends among your colleagues you can take an independent position and can observe both colleagues and give feedback. Um... that's a form of communication that I appreciate very very much. (Steel, 51-55)

He points out that it takes a trusted relationship to give and receive this kind of feedback, as honesty, openness, but also diplomacy are required.

In a more practical example Silver explains how he put himself into his pupils' shoes in a situation perceived as critical in the classroom:

And they know it and then um... I say 'Okay I know it's the eighth lesson for you today'. Well I um... put myself in their shoes, but also in mine and say 'You

have to be able to do this' and... well... 'We should meet halfway. Well like... more on relationship level. (Silver, 74-76)

Silver shows empathy towards his pupils but expects the same from them as well. With this approach Silver explains that he was able to solve the conflict in this situation. He states to use this strategy regularly, almost naturally (Silver, 78-79).

Purpose of communication: Being listened to

That communication with colleagues is not necessarily always about finding a solution for an existing problem can be seen from Silver's quote:

You discuss this often here after um... with um... lunch and with colleagues. Um... for half an hour, an hour we trash... yes. (laughs) And that's it. (Silver, 139-140)

Although problems might also be discussed rather objectively, sometimes Silver perceives it as liberating (from negative emotions) to simply trash-talk about whatever is the perceived cause of the experienced negative emotions.

As mentioned earlier there are examples when participants simply want to be listened to (Jones, 80-82; Holmes, 189-193).

Another very strong example was Roberts who in fact used the actual interview as an opportunity to be listened to:

And now I get to the next big... area of problems, I am just saying. That's the missing appreciation – I am saying this with a switched on microphone – from the headteacher. Well, that regular work, which doesn't make an appearance in the press, that this is simply not appreciated. (Roberts, 54-56)

He wants to be heard, despite knowing that this interview won't have a direct impact on his problem with the headteacher. Talking about the critical situation and the negative emotions he perceives it engenders, being listened to, was his main motivation to take part in the study:

I hope you will hear more positive things later on, but... um... it was a particular

concern to me. That's why I um... volunteered. Because I... yes, I wanted to talk openly about how I feel. And that's... that's primarily anger. Because it could be done differently. (Roberts, 197-201)

Purpose of communication: Emotion expression

Closely connected with being listened to is the purpose of expressing one's emotions. How closely both purposes are connected can be seen when Silver is talking about how the constant conversation topic 'school' is putting a strain on his private relationships and life:

Yes... well for the relationship it's straining. I was already told that. (laughs) And for myself as well, because I just... because every time I think, I am talking about school and I want to stop myself, but... it doesn't work. Because somehow I have to deal with it... and get rid of a lot. Yes, it's maybe somehow an occupational disease, but maybe it's getting better someday. (Silver, 166-170)

Despite being aware of the negative side effects and the conscious wish to stop, the need to express his emotions is stronger. He needs to "get rid" of negative emotions by talking about them and the situations which he regards as responsible for them. Despite the similarities to the purpose of 'being listened to' the main emphasis is put here on the expression of emotions, getting rid of emotions while being overwhelmed by them, not being able to control what one is talking about, but giving in to the need to deal with negative emotions by talking about them.

A stronger difference between both purposes can be seen in Holmes' account:

And it's a reaction like 'What's up now?!?' and 'Look! Here! Now he didn't again...' And somebody always stands next to you who listens to you or not. And that... is a first reaction. (Holmes, 118-120)

Holmes is not interested who or if somebody is listening to her. The expression of her anger (in this case) has absolute priority in this situation and helps her to deal with the first strong impact of emotional experience. Although she doesn't mind if somebody listens to her, it's not her primary concern. However she also states that this expression of emotion is only a first reaction immediately after the experience of strong negative emotions.

Form of communication

Participants reported a number of different forms of communication which can fulfil one or more of the aforementioned purposes. They were summarised into two main forms of communication which will be explained here: communication on a practical level and communication on a relationship/emotional level.

Communication on practical level is directly addressing the actual problem, looking for a practical solution and less or not at all concerned with the emotions connected with and engendered by the situation:

With the young ones it's simply that I um... tell them directly that it's too noisy and um... yes, and... and that learning like that doesn't work (Silver, 38-39)

Here Silver talks about a situation with younger pupils who are directly told that their current behaviour is unacceptable and has to be changed. Silver reports that this strategy works for him when teaching younger pupils, while he follows a different strategy with older pupils. Here Silver only addresses the practical problem, not the emotional level of the conflict.

Communication on a relationship/emotional level is addressing both the practical and the relationship/emotional level. Problems are not necessarily directly addressed and Silver puts effort into understanding his pupils, their emotions, and putting himself into their shoes:

"Well it is like... the class, although they are many individual people you can see them together, as a single entity to a point that it is one counterpart with whom um... you can communicate and go on relationship level with. And not stand in front of them: 'But now, here'. That doesn't work at all, especially not with the older ones." (Silver, 79-83)

"I talk about it openly, like with a friend, that this is not an option. Well, on relationship level, not authoritarian." (Silver, 64-65)

Seeing the class as a single entity, he tends to treat them like he would treat a friend, with respect, as equals. Emotions play an important part in this kind of communication and although it requires a lot of effort as reported by Silver, he perceives it as useful when working with older pupils.

Other teachers show similar behaviour, even if not mentioning it as explicitly as Silver does.

These two categories also reflect the differentiation between practical and emotional level as discussed in Section 6.4.3 - 1a), showing the connection of different emotion regulation strategies.

While communication to express emotions was already covered in this chapter it is still worth having a closer look at the three concepts of emotions expression, emotions suppression and cognition as initial reaction to and attempt to deal with the experience of emotions.

**b) *Reaction to experience of emotions:
Emotion expression, suppression of emotion expression,
and cognition***

Emotion regulation strategies like communication or 'happy activities' (which will be explained in the following section) are reported to be applied some time after the initial experience of the emotions, not immediately. Participants explained that when experiencing emotions they feel that they have two options: expressing the emotions or suppressing their expression. Depending on the result of this (conscious or subconscious) decision, further emotion regulation strategies are applied that are aiming at decreasing the experience of negative emotions and increasing the experience of positive emotions. Additionally in the interviews one more strategy has been talked about, which is aiming at turning away from an emotional reaction and seeing the situation more cognitively and objectively. As this forms an interesting contrast to the more direct dealing with emotions via expressing them or suppressing the expression, this strategy will be looked at the end of this section.

Emotion expression

In many cases participants reported that they perceived it as helpful to express negative emotions in order to deal with them.

Holmes for example suggests letting negative emotions like anger or irritation out:

When something piled up and you got irritated about... let it be... an exam with worse results than expected or something else... that you just let it out (Holmes, 191-192)

Similarly Banks described how she expresses her anger:

*Hm... yes, then... then I vent my anger somehow. Then with colleagues or at home I hear from people more 'Well, come on, it's not that bad' or something like that. Or I hear 'Hey, you are right. That can't be happening'. And then I feel invigorated and then I can let some steam off.
(Banks, 186-189)*

Banks expresses her anger about certain issues to other people, colleagues or family members, while as explained before, Holmes is not interested if somebody witnesses her expression of emotions or who witnesses it (Holmes, 118-120). Nevertheless both participants perceived their way of emotion expression as useful to them.

In some cases it was reported that emotion expression was not only used to deal with negative emotions, but additionally as a strategy to achieve a more practical aim:

Every time we met I complained again and again and um... showed my resentment for... I don't think the learning materials are good and it doesn't work well like this and which difficulties I have. (Clarke, 127-129)

When Clarke is expressing his dissatisfaction with teaching materials and the overall situation, he does not vent his anger, but also tried to enforce his criticism. In this case emotion regulation is also a tool to get a message across more efficiently.

Also in the case of Hurst emotion expression seems to be used more like a tool than being a deliberate reaction. While she explains that she is usually rather calm she also states:

I mean I also can yell. That's also possible. (Hurst, 323)

Yelling, as an expression of anger, is used here as a tool to intensify the criticism of pupils' misbehaviour.

But in an organisational context emotion expression is not always considered appropriate as Silver explains on the basis of different examples:

You wouldn't do that in the off... in in in priva... in the personal... well in your private life. There you don't have this tension. There you just lose it and start to yell. Yes? And um... (laughs) And there you always have this... it's holding you back. And this... then it piles up even more. And actually you would need to leave the room and start yelling and then go back in again. Yes. Exactly. And that's why some teachers do that. They start yelling. But I don't want that because yelling, that's really... I think it's really terrible. (Silver, 286-291)

Silver explains that in a private context he feels that emotion expression is perceived as helpful when experiencing negative emotions. On the other hand he dislikes the idea of expressing his emotions freely in an organisational context, that is in front of pupils. But Silver still experiences the need to express his emotions, which creates a tension between the wish for emotion expression and the wish for suppression, which in Silver's case is able to engender negative emotions itself.

Suppression of emotion expression

Silver explains in vivid detail how difficult it is sometimes for him to suppress emotions:

But I... I really nearly went overboard. Really. I had... I had to hold myself back, that I didn't go ballistic and start yelling. I didn't do that. I remained calm, but... I had to take a deep breath after every sentence and also sit down again and like... um... on the table and... yes. Well, sitting down actually really helps. (laughs) There you internally calm down quickly. So sitting down on the table and then... yes. Yes, but there... this, I find it terrible. Because in this situation you think: You don't want this at all. You don't want to do this now. You want to remain calm, but you are really at the limit. You hardly manage. (Silver, 277-283)

He developed physical strategies that make it easier to control or suppress the expression of emotions. While negative emotions are still experienced strongly, Silver tries to control their expression to show a behaviour which he perceives as suitable for his professional environment and the current situation. And again there is strong tension between the nearly overwhelming drive to express the anger and the more reasonable awareness of what Silver considers appropriate behaviour in this situation.

Silver also suggests a solution in a similar case, when he experienced strong negative emotions, but he regarded the situation as inappropriate to express them:

And there we had fights as well, um... which hit me personally. [...] And we argued very very very badly in [name of city]. [...] And I was really um... Well

there in the bus I was really um... close to tears and thought 'My God! That can't be happening' and some pupils saw it of course. So you can't hide. [...] And um... yes... well... there... it was that I swallowed my emotions, waited two, three hours because it would... I was in the bus. I am very emotional, also very spirited. I would have absolutely exploded in the bus. But that's not possible in front of pupils. And that's the difference to an everyday situation. Because there you would have given your friend just a mouthful. You can't do that in this job. And um... there you have to swallow, swallow, swallow a lot. (Silver, 198-212)

Because Silver did not consider the situation as suitable to continue the argument, which would have involved the expression of emotions on his side, he suppressed them, even states that he swallowed his anger until the conflict could be solved later on in a different setting.

Various participants report situations in the workplace which they perceived as emotion-engendering but which didn't allow emotion expression or even required to controlling negative emotions themselves over a longer period of time:

Yes, but I could... I couldn't leave just then. I had to continue. I couldn't change it on my own. [...] That doesn't really work. I had to endure it. That cost me a lot of energy. (Clarke, 129-132)

In this case Clarke needed to resign himself to the critical situation. He also describes another situation which made it nearly impossible for him to endure it. As he reports that he felt unable to deal with the amount of negative emotions he experienced at that time, his attempt to suppress their expression and experience culminated in an attempt to leave the organisation:

And I didn't know any other way out, but to leave this [...] village. I have... well I had the impression everybody is against me. I have a certain reputation here and I can... I cannot do anything here to escape it. [...] Yes and I have... I thought, so... there is... there isn't another way for me, I am fed up with [...]. I leave. (Clarke, 42-46)

Rarely participants consider such extreme ways to deal with their emotions and control their emotion expression. In some situations they even try to shift their experience and expression away from the emotions which they perceive are engendered by the critical situation and attempt to concentrate on the situation's objective background.

Cognition

There are a number of different ways in which participants tried to concentrate on the objective side of events or issues. They range from reminding oneself that there is actually no need to experience negative emotions in a specific situation to being empathetic and trying to understand the person whose behaviour is perceived to be engendering negative emotions.

Banks for example talks about a situation which she can't influence and which is known to engender negative emotions in another participant (Winter, 68-74):

No, not positive. Rather... that sounds silly – indiff... indifferent, because the core of my job remains the same. I still go into the class, still teach and still continue doing my things. My colleagues remain the same and my boss remains the same and... it all remains the same. (Banks, 83-85)

Banks feels that this situation is not critical enough to engender negative emotions. She is reminding herself of core aspects of her work that will remain unchanged despite the events which are taking place. Instead of concentrating on the emotional aspects, Banks is emphasising the objective aspects which she perceives as not critical enough to engender negative emotions.

Clarke and Silver describe how they accept certain situations as given, highlighting that they can't change them and therefore perceive them not as relevant enough anymore to engender negative emotions:

And... um... sometimes I just say 'Okay, it's simply like that. I can't change it. I can't change it on my own. (Clarke, 149-150)

First... you tell yourself 'Hey, it's not bad. These are pupils, in front of you. You cannot expect that what you prepared will happen like that during class. Instead... that is... you have to be open. (Silver, 105-107)

In a different situation Silver reevaluates a situation:

Well, I deal with it by thinking... that he is sitting there in the back and simply... um... doesn't want to do anything bad to me and that he is a completely... normal... person, who just... who wants to evaluate me. (Silver, 93-96)

Silver is trying to see the person who is examining his work and the entire examination more objectively which makes both the examiner and the situation appear less threatening and therefore perceived as engendering less negative emotions.

Similarly Holmes tries to objectively understand the headteacher whose behaviour she perceives as engendering negative emotions:

Well I think... I really don't want to be in the headteacher's position. For heaven's sake. But... I think at some points they just try to ... yes, in this case to reduce hours... reduce hours. And they try to put... somehow to put under pressure. If the headteacher does that on purpose or accidentally, I don't know. I actually nearly think it's accidentally. It's because of the need to economise or something like that. (Holmes, 68-72)

But being empathetic, putting herself into the headteacher's shoes and trying to find a logical explanation for his actions, Holmes is trying to shift the emphasis away from the negative emotions towards a cognitive explanation of the situation.

Many different ways have been reported by participants in which emotions are expressed or their expression suppressed. In many cases they also tried to decrease the experience of negative emotions by concentrating on the objective side of a situation they perceived as threatening. Yet another forceful strategy in dealing with negative emotions, according to the interviewees, is the creation of positive emotions.

c) *Relieving the experience of negative emotions*

The creation of positive emotions in order to avoid the experience of negative emotions has already been explained in Section 6.4.3 - 1b). But participants also reported the creation of positive emotions as useful in dealing with negative emotions that are already experienced.

While some strategies are similar to those mentioned before (and therefore won't be discussed in too much detail), like 'humour' and 'positive attitude', others, like 'happy activities' (term will be explained) and 'comfort' are different and specifically aiming at decreasing the experience of negative emotions.

'Happy activities' – or "I can't play Gandhi"

Under the term 'happy activities' all activities are summarised which are reported to be carried out by participants in order to engender positive emotions, that is in order to make them feel better.

These activities include doing sport, watching TV, going for a walk, going to a concert and many more. What they all have in common is that participants emphasise that they are doing them for themselves, as for example stated by Steel:

It doesn't have to be anything special, but simply in a way that makes clear, this is for me. (Steel, 192)

Overall participants seemed to be very aware of the effects 'happy activities' have on them and which are the more effective ones:

Well, twice a week I go to the gym and that's really good for me. It is really good for me. When I am that irritated then I leave there and everything is – or nearly everything is gone then. Or I go... I go for a walk. In the afternoon. [...] Sometimes I buy sweets. That's not as effective. (Clarke, 138-141)

As doing a 'happy activity' was reported as a conscious decision it seems important that teachers are aware which activities have the best outcome for them. In the example above Clarke shows that he knows that doing sports is more effective for his well-being than consuming sweets. This awareness is put into action by going to the gym regularly while buying sweets only occasionally.

A central issue that participants were referring to in connection with 'happy activities' is time: lack of time as a barrier to doing 'happy activities' and consciously allowing time for 'happy activities' as a fundamental component to make the strategy work.

For example Silver is talking about certain 'happy activities' like sport, music and singing, but points out that he lacks the time to follow them properly:

And if I do it... I do sports. That's how I calm down. Maybe like that. Well, that I try it once or twice a week. But it doesn't always work. [...] And um... for me it's a lot of music. Well I do it a lot with music, just like that. That I am just singing alongside and just something alongside and um... walk through the flat and somehow... Try not to um... think about teaching and... Yes. Yes, well, but there are few breaks in between. Some many other colleagues allow themselves a lot more time... every... for a concert or something like that. Or sport. A lot more sport. But I... can't do that. I don't dare to do it and I... well... I am not the type. Well... yes, but it still works. I still feel good. (Silver, 344-352)

It seems as if engaging in 'happy activities' would turn to have the negative side effect of making him feel guilty, due to spending time on something that is not work related but for his own private pleasure, instead of engendering positive emotions.

Allowing time for 'happy activities' seems to be a fundamental part of the process of dealing with negative emotions, as can be seen from the following two quotes from Steel and Holmes:

Yes, well, for example I have... I have so many things to do at the moment. I have... four exams to mark... and... well since November I am constantly marking. That's why I am so short tempered at the moment. (laughs) But yesterday I didn't do anything, but lying on the couch, watching TV, playing with the PlayStation (laughs), drinking tea and um... just pampered myself. [...] Because I come... I can't play Gandhi and um... actually internally... let's say suppress aggressions or something like that. That's impossible. Well I also have to take care of myself... then. (Steel, 74-81)

Steel is emphasising the contrast between being under a lot of time pressure and the conscious decision to take time off to take care of himself. Allowing himself this time and filling it with 'happy activities' is perceived as engendering positive emotions and relieving negative emotions and stress. For Steel 'happy activities' are for himself, they are about putting himself in his own centre of attention. At the same time weakening the experience of negative emotions by engaging in 'happy activities' is an effective and perceived healthy alternative for Steel to suppressing emotions.

Similar to Steel, Holmes highlights the importance of allowing oneself time for privately enjoyable activities, 'happy activities':

I... I went to a concert yesterday evening without any problems... and afterwards went another hour for a walk with a friend. I am... on Tuesday... at... on Monday I have been in the gym and afterwards two hours in the sauna. Well... I... allowed myself these three hours on Monday (laughs). And I don't have any problems with it at all. (Holmes, 221-224)

Having no problems with spending time on pleasing activities that are not work-related is the core statement here. Not only engaging in these activities, but doing it without feeling guilty (as opposed to Silver) seems to be the key to effective use of this emotion regulation strategy.

Comfort

Many participants reported that it helped them to deal with negative emotions when they received comfort from others. This theme is closely connected to moral support as explained in Section 6.4.4 - 1a). Although the differentiation between moral support and comfort in the accounts of the participants turned out to be rather a grey zone and participants seemed to draw the line between both differently, if at all, 'comfort' will be covered in this section as well, to highlight its perceived ability to weaken the experience of negative emotions.

Clarke describes a case when he experienced strong negative emotions due to events in the workplace over a longer period of time, which cost him a lot of energy:

And um... well I can't go on any longer. I didn't have any energy left and... um... my colleagues did realise that and somehow talked to me like... 'How are you?' or something like that and I was immediately in tears.
(Clarke, 38-41)

Although in this case receiving comfort did not dissolve negative emotions, it helped Clarke to express them towards colleagues which he ultimately experienced as at least relieving (140-141). Moral support from the headteacher in combination with comforting words were also perceived as helpful:

And then I approached the headteacher and he said 'We won't give in...'. Well, that was one of my fears. I didn't know how the headteacher would react. Does he say 'We give in' then the issue is off the table or 'No we remain steadfast, we'll get through that'. (Clarke, 16-19)

This example shows again the close connection between both forms of emotion regulation. The headteacher does not only offer support, but also comfort in a difficult situation, encouraging Clarke by emphasising that they will "get through that" (Clarke, 19).

But comfort does not even need to be as explicit as in Clarke's case. Silver perceives the company of young colleagues who are in the same career stage and share and understand the challenges he is facing as comforting:

Well the good thing really is, that we are all sitting in the same boat, also with the 'Referendare' [people in last stage of teacher education]. It's the same for everybody. And you exchange experiences. (Silver, 156-157)

For Silver, not being alone in a difficult situation helps to relieve his experience of negative emotions.

But participants did not only look for comfort and an ease of the experience of negative emotions in their colleagues, friends or family members. Some of them turned also to religion.

Religion

Another strategy to ease the experience of negative emotions which participants are drawing on is religion. Jones explains:

Well I am a Christian and for me it is very helpful that I simply... that I can pray and hand it [problems, negative emotions] over. It makes me calm and serene that I know, I am allowed to hand it over to a higher instance and in the end it's not me who... who is responsible then. Um... that is something that I can... Well something that gives me a lot of serenity. Because I have the feeling for myself that it takes a burden from me. (Jones, 88-94)

Giving up responsibility to a higher instance takes the burden off Jones' shoulders and makes him feel calm. It does not solve the actual critical situation but gives relief on the emotional level and helps to weaken negative emotions.

Roberts deals with critical situations in a similar way, so for example when he is confronted with a pupil who showed openly how much he disliked him:

We prayed for the boy, that he can give up these feelings of hate, that it is not due to the person, but actually due to the bad performance. (Robert, 48-50)

Roberts is unable to solve the actual problem, so he turns to his faith, looking for relieve on an emotional level.

Humour

Humour is a strategy that has been reported to be effective as both a strategy to prevent the creation of negative emotions but also as a strategy to regulate negative emotions that are already experienced. The latter case will be explained here.

For example Banks explains in much detail how she used humour to deal with negative emotions:

We have a circle of friends, or within the circle of remote acquaintances there are people who always bitch 'Teachers are... I don't know, sluggish and lazy and... each year they only have to... they only have to make new copies. They always reuse their material year after year' or something like that. That's frustr... In the beginning it was... I would say not frustrating... then I was... I still took it with humour. And I said things like 'What... Everybody gets what they deserve'. Or... um... twisted it ironically... or I said 'If you would have paid more attention in school, maybe you could've become a teacher as well'. Something like that, right? (laughs) But... the way it is now... mmm... now I am not in the mood anymore to react humorously. Now... these people are dead to me. If you only... Yes, at some point it is over with this humour. At least if you hear it more and more often... from certain people again and again. If others... strangers say it, maybe I still react with humour. But if many people say it... the same one says it again and again, no, then... then he is out of favour at some point. (Banks, 164-176)

Banks describes not only how she uses humour to deal with the emotions engendered by comments which she perceives as hurtful, but also explains the limits of this strategy for her. She seems to use humour not only to deal with the negative emotions engendered in this situation, but also to fight back against the person who made the comment to avoid future situations that might engender negative emotions. This part of the strategy seems to be not always successful according to Banks and therefore, if the situation occurs repeatedly despite the application of humour, Banks considers changing to other strategies. Nevertheless humour is a central emotion regulation strategy for Banks – to prevent critical situations that might engender negative emotions, as well as the creation of negative emotions themselves, and to deal with negative emotions that have already been engendered.

Positive attitude

Having a positive attitude can not only help to prevent the creation of negative emotions, but also to deal with already engendered negative emotions. In this case a 'positive attitude' involves having a positive outlook despite currently experienced negative emotions:

Now, Friday... that would be... it's quite interesting, Friday I always feel good. Because I managed to make it through the week. That's always a good feeling. Now, Monday and Tuesday are my most exhausting days and then also the beginning of the week. There I often don't feel good at all. Friday, I think, is such a day – but that was... that extends through my whole life – there I always have the feeling 'Well, probably this wasn't good and this wasn't good either and this wasn't good either, but somehow you managed to make it through the week again and it was quite okay. (Ford, 145-150)

Although Ford reports experiencing negative emotions due to her own evaluation of her performance, the fact that it is Friday and the week is over, the positive outlook to the weekend and knowing that five difficult working days lie behind her, help her to deal with the negative emotions. Ford explains that this form of having a 'positive attitude' is a strategy which she applied (probably subconsciously) throughout her life.

Although the emotion regulation strategies detailed in this section are not able to prevent the creation of negative emotions, they are perceived as helpful by the participants and constitute an important part in the entire process of regulating negative emotions.

Summary: All emotion regulation is private

Throughout the interviews a variety of emotion regulation strategies can be identified. The most common and significant ones are explained in the previous section.

While some strategies aim at preventing critical situations that have the perceived potential to engender negative emotions, or prevent the creation of negative emotions, others aim at dealing with negative emotions once they are already experienced.

Despite all these differences, the vast majority of strategies have one thing in common: they are learned, practised and applied in a private context. This means that although certain negative emotions are perceived to be engendered due to a critical situation in the workplace, participants report that dealing with these emotions is a private process.

This means that they regulate these emotions often in their private life, in a private context, with the help of private contacts.

This has consequences which have been reported by participants. The major consequence being that the need to regulate work-related emotions in a private context makes it extremely difficult for participants to separate between their professional and private lives – on all suggested levels. This has, as explained in Section 6.3.1, the potential to engender negative emotions itself, while the separation supports the regulation of emotions.

These findings suggest that it might be interesting to have a closer look at whether the organisation supports or could support or is expected to support its employees in the process of emotion regulation.

6.4.4 Support and education in emotion regulation: Teachers' needs

While most identified superordinate themes can be attributed to one of the two categories 'Active prevention strategies' or 'Problem-solving strategies', the theme 'support' takes on a very important role in both categories and furthermore is able to influence the effectiveness of other emotion regulation strategies.

Although authors like Burke, Greenglass and Schwarzer (1996) differentiate between four types of social support (see Section 2.6.1), for this study the differentiation between two types of support (moral and practical support) is sufficient. Moral support (emotional support according to Burke, Greenglass and Schwarzer (1996)) is usually aiming at decreasing the unwanted effect of negative emotions once they are experienced, while practical support (instrumental, tangible and informational support according to Burke, Greenglass and Schwarzer (1996)) usually helps to solve existing problems or to prevent them and hence the negative emotions they might engender.

Support can help to raise awareness of or develop other emotion regulation strategies. For example an organised training session can help teachers to understand the importance of relaxation and switching off:

'If you constantly keep the drawbridge open you don't need to be surprised if permanently someone comes in.' It was meant: I don't have to... as... as example, I don't have to give my telephone number to parents, my email address, so I am constantly available. No, I decide when I am available. And in the meantime nobody gets anything from me anymore, because I realised: In

school nothing is that urgent that it has to be NOW. I can be told that still tomorrow. (Clarke, 79-84)

And as support automatically involves a third party it is closely connected to the emotion regulation strategy communication and involves it in many cases.

1. Practical and moral support

Throughout the interviews participants reported that they profited from both practical and moral support.

a) Moral support

Moral support seemed to be significant mainly after negative emotions have been experienced and helped to reduce their effect:

Well when I have the feeling I can come upstairs to the staff room... and can talk about it, then things are a lot better. (Roberts, 197-198)

Sometimes it even helps if you only talk about it and feel the sympathy of others. (Fry, 236-237)

Both Roberts and Fry state that it helps them after a situation which engendered negative emotions to simply talk about it, be listened to. Actual practical help is not even needed in this situation, maybe not even wanted. It is all about feeling the sympathy of others and talking to people who understand one's problems. Also encouraging words are perceived as helpful:

Yes or back then I called [name of colleague]. Then with... with colleagues, frie... yes, friends, my partner, yes. Who then say 'Yes' and 'Come on' and 'Now you do it like this' and 'Now'... who... help you then... yes, help. (Ford, 162-164)

The wish to not feel alone with one's emotions shines through the comments of most participants. It is reflected in the wish to know how other teachers are dealing with similar situations, not asking for practical advice, but about their emotions, to realise that one is not alone with one's own negative emotions:

I think like... I have often talked with colleagues. Also with younger and older colleagues. I said 'Oh I am so nervous' and then 'How was it for you?' So they just tell 'That's normal' or 'It's getting better after some time'. Or one said she has... she has never been nervous. And the other one said that she was still nervous two years after the 'Referendariat'. (Hurst, 170-174)

Not feeling alone can also happen on a much more tangible level, i.e. in working in a team. Although working in a team will also provide practical support, Ford was referring to the moral aspect of support she received when working in a team to introduce new teaching methods:

And then we went about it [new teaching method] together and hence I never had to feel like fighting alone, that I had to hurry ahead alone. And it was... well it... it provides security, to know 'Uh there is someone else. We pull... we do the same thing, we pull together. I am not alone in this. (Ford, 81-84)

Not being alone provides Ford with a feeling of security, which diminishes the negative emotions that the challenges of changing working conditions engender in her.

Other teachers like Ford are actively seeking positive comments, like praise and appreciation, from others who support them in their actions:

That's good as well. Yes. Well it... it helps a lot. Yes. Of course it is... well for a while it was very strong that I thought 'Right, complimenting... is so... important. Um... yes, well even if the class just painted pictures and you... you hang them on the wall outside and someone walks by and just says 'Wow, they turned out great'. Although you didn't paint them... it feels good. It's unbelievable! (Ford, 167-171)

There is no practical effect Ford gets out of these comments, but they make her feel good as can be seen not only from her explicit words, but also from the enthusiastic way Ford talks about it. Therefore moral support already helps to increase the experience of positive emotions which in turn has the potential to promote resilience.

b) Practical support

Practical support mainly helps to reduce the likelihood of occurrence of critical situations. But it also increases the teachers' confidence to deal with that kind of critical situation whereby the negative emotions it engenders might be fewer or weaker in the future.

Often practical support is given in the form of advice which the participants were actively seeking from colleagues or private contacts:

*And then I have... yes... thought about what to do. Have talked to particular colleagues here who I thought might be very... helpful... thought, they might be able to help, who have a quite good contact to pupils according to my perception. Have asked around a little bit, then got a few tips. (Fry, 178-181)
If it escalates and they... and it... I don't get any further and... can't control it fully anymore, that I ask colleagues 'What are you doing? What would you do?' I don't know if I really do it then, but I just listen to it. (Hurst, 174-177)*

Jones goes even a step further and instead of asking for general advice on how to act in a specific situation he asks for feedback:

Well I... I always can do it only by... Well I write it down and then I often need additional advice from... well I... sometimes go to colleagues and say 'How would you... understand it if I would say this to you like that?' or to my partner and then say... 'That's the situation and I have thought of it like that. Do you think one can say it like that?' (Jones, 252-255)

While some teachers only seek out help after experiencing critical situations, teachers like Holmes generally pursue conversations that could supply them with advice:

Yes, of course you talk occasionally 'How are you doing this? What are your methods here?' (Holmes, 297-298)

This might make it less likely for Holmes to get into situations that engender critical emotions as she is already aware of strategies for avoiding them. This might have a more positive effect on her resilience than seeking advice after experiencing negative emotions, as they are less likely to be engendered.

2. Informal and formal support

No matter if it is moral or practical support, both can be supplied in a formal or informal way. Formal support would mean that support is supplied by the organisation, helping teachers to deal with critical situations and negative emotions in a working environment, while informal support is supplied by family, friends, private contacts, but also colleagues, yet on a personal basis and not within an official framework.

a) Informal support

Most support reported by participants was supplied informally, often not even within the working environment, but by family members, friends or within other social groups:

Former colleagues, like phone calls with former colleagues... A few... I have invited them last Friday for "advent tea" where you can get things off your chest. Where you don't have the pressure to pretend to be happy but um... where you are allowed to say how you feel. (Roberts, 122-114)

As Roberts feels that he can't express his feelings in a working environment, he is looking for support in a private context, yet among people who understand his work-specific problems. It seems that if Roberts' current working environment were as supportive as the former, he would not mind, rather enjoy, receiving support within the organisation. This will be dealt with later in Section 6.4.4 - 4. Suggestions.

Roberts also finds support in his family as well as social groups he belongs to. Also Jones talks about receiving support within a group of friends who meet regularly:

How did I deal with my emotions? I talked about it to my children who then said 'Roberts, don't take it personally. Um... this is targeted at the subject, not at you as a person.' I have talked to um... other people in the "Hauskreis" [meeting of social/religious group]. We prayed for the boy so he can give up these feelings of hate. (Roberts, 46-49)

And... well have there also... um... hm... friends... well... with whom I can talk about it. We have a group once a week when we meet and just talk about private things and... this just gives me a... an ease and comfort. (Jones, 88-91)

Both Roberts and Jones find support in organised groups, but outside and not related to the workplace. As the organisation does not offer (sufficient) support they are looking for further support outside the organisation.

But participants also find support in the workplace although this support is not formally organised:

Because from my old school I am used to that colleagues said 'Yes, it's similar for me. Just relax. Let's see... shall I join you in class?'
(Fry, 189-191)

Fry enjoyed the informal support offered to her by colleagues. But as can be seen from this quote, Fry is referring to her former workplace, implying that at the school where she is currently teaching, colleagues are not offering support. Hence informal support contains the risk that it is not supplied when necessary or not supplied at all as it is not bound to an organisational framework.

Jones is asking colleagues actively for advice:

Well I... always resist to... having to deal with... anything...um... alone. Because I always think that I have colleagues who teach in the same class, colleagues who teach the same year or friends here among colleagues. And that I then say 'Well listen. That's the way I feel right now. How would you do it?' And then, I think, this second perspective often also helps... um... then to... maybe to give you an "exterior view". (Jones, 136-141)

Jones is relying on informal support as he is uncomfortable with dealing with critical situations on his own. His need for support is very strong. This is also reported by other teachers.

It is more rarely that teachers offer support themselves without being directly asked for it. Only Holmes talks about this briefly:

You take people aside and say 'Now it's enough!' (Holmes, 337)

This is in accordance with the earlier finding that in most cases participants received informal support from colleagues only when explicitly addressing them or not at all.

As informal support is considered to be unreliable in most cases by the interviewees, it is even more interesting to have a look at the formal support which is offered by the organisations.

b) Formal support

Formal support was not reported as frequently as informal support. Nevertheless participants talked about several occasions when the organisation supplied support, whether this has been perceived as useful or not.

Only three different cases of formal support that had been perceived as useful were reported, and only one of them happened in the organisation where the interviewee is currently employed.

Jones talked about a situation when he called a class conference. He had to deal with a difficult class at this time and felt caught in the crossfire which engendered more negative emotions than the actual difficulties with the class. To avoid further critical situations he resorted to one form of organisational support that is available in his school:

Organise a class conference, where... we debated together as colleagues: What can be done? Well... because to a certain extent I had the feeling it concerns many colleagues in this class. [...] Well when I just had the feeling, there is an organisational framework which I can resort to. I can... talk together with colleagues. Um... and don't have to be alone. Well, that is something, I think, that helps me in... in such a situation. (Jones, 30-36)

Jones is here fully aware that his organisation is offering some form of support. Knowing that there is an actual framework which makes sure that help is available in certain situations is reported to be helpful by Jones. It gives him a feeling of security, of not being alone and therefore not only helps to solve the actual problem but also reduce negative emotions resulting from loneliness and helplessness when facing that critical situation.

Fry talks about being part of a support measure called 'supervision'. The term 'supervision' is used in German and does not have the same meaning as the English term:

So far I experienced that you have a 'supervisor' and then... practically discuss in a group: What are the topics? What are the problems? And that without getting personal, but actually focusing on the practical level. Where do I have stress, in which class? (Fry, 234-236)

Usually supervision involves peer observation of teaching (Jones, 192) and follow-up group discussions. It is perceived as helpful by Fry for practical and moral support (Fry, 237).

Another form of formal support is 'teamteaching' which is reported by Hurst:

Well I am teaching NWA, that is biology, chemistry, physics in one subject. And we do 'teamteaching' rather often. And this is... well, there are two teachers in the classroom... especially in situations with experiments this is very useful, then you don't have to be everywhere at the same time, that it's burning, but... And then there are theory phases when one teaches and the other one listens and then you can say once in a while 'Well, there... that turned out a bit long' or... or 'You... you haven't been loud enough' or... (Hurst, 197-201)

Besides decreasing the risk of critical situations in the classroom it also has similar effects as 'supervision', offering practical and moral support.

But these forms of formal support are not always welcomed by teachers. Ford for instance explains why she is not happy with the idea of joining a supervision group, a concept she has heard of but never tried before:

There are 'supervision' groups where a group of people... well that... my partner did that once. And I thought, no, this... depending on what topics you are talking about, this wouldn't be something for me... if there are three more people. Even if they are from different schools. There I have... I would have to get used to it first. (Ford, 214-217)

This shows that formal support offered by the school might not always be perceived as helpful and some teachers might experience negative emotions due to offered support measures. For the organisation it might become necessary to evaluate the advantages and disadvantages of support measures. Within the sample of this study only Ford perceived possible formal support measures as not positive, but even she kept the option open to get used to them.

Although not reported frequently, organisations do offer support. Is this support perceived as sufficient by the participants of this study? The next section will have a closer look into this.

3. Lack of formal support

Many interviewees explained that they were not happy with the amount or quality of formal support and perceived it as insufficient. This concerned support in different

areas, such as:

- Teachers' education
- Early career support
- Trainings, coaching, everyday support

a) Teachers' education

Hurst for example remembers her own education and talks about the content of the seminars and lectures:

I think... I have said this often before, even during the pedagogy education. We had then... I don't know anymore, how many "Scheine" [similar to credit point system] there were... so and so many... you had to take... some lectures and seminars... And I learned something about Comenius who lived I don't know when and... and his work, how he viewed pedagogy. That doesn't really help me in school. [...] One [course] was somehow 'Everyday situations in school'. But this was somehow as well... There were a few case studies and how somebody reacted... [...] but if that fits or works for oneself, I doubt it. (Hurst, 97-106)

Hurst didn't perceive the lectures and seminars she visited during her education as useful. While some of them were purely theoretical others were concerned with practice but didn't seem to be applicable for Hurst.

Also Jones did not talk positively about his education. But while he was not complaining about the content of courses (he reports them as being rather useful) he points out another problem in offering support to teachers during their education and providing them with skills that can increase resilience and enable them to experience higher levels of well-being in the workplace:

Well I have... in my... during my studies... taken a course 'Stay healthy in the teaching profession' and there it was mainly about these things... What... what do I do with myself? And... well something like that was offered. But it is like that, that... there is always such an abundance of things you can visit and... of course you are... not obliged to visit this course. [...] It is not only about emotions, but simply also about different t... topics. [...] It is like that, that you... um... definitely sometimes... well some things you only really do if it is compulsory. And if it isn't compulsory, then you can but you don't have to. And of course, you always try somehow... um... yes, to... keep it minimalistic and do only what is really relevant and... I think you only realise later when... when being in the job, what is really relevant. (Jones, 164-184)

Due to the high number of optional courses that are offered during education, the high workload and the inability of most students to see the necessity for courses about coping with stress and remaining healthy in the teaching profession, students tend to take only compulsory courses. So despite support being offered, in Jones' case it was not accepted for the named reasons, which could be a common problem as none of the interviewed teachers report that such courses were visited and perceived as useful, whether they report their non-existence, non-attendance or a lack of usefulness and applicability.

b) Early career support

According to Holmes the perceived lack of support does not end with the teachers' education. He describes the early stages of a teacher's career as very difficult due to a lack of support from the organisation:

And... then they come... then they finished the 'Referendariat' and – you have to say – they have... actually they don't have a clue. Did a little bit for one and a half year. Then basically they don't know what's going on. And then come to an organisation, like ours... and from the first day on they are completely alone. They stand here... have 25 hours. Most often they come... the young people come here, become class teacher of a fifth grade... have 30 little fifth graders hanging around them who have to deal with being in a huge school, who don't know their way around. The teachers also don't know their stuff. Just know where the copy machine is or what... And... and... and everything is expected from them. It is expected that they can teach class 5, 6, 7, 8, 9, 10, that they can do everything, that they know... what the curriculum is about, that they know the books and everything everything everything is expected from them. And they are overwhelmed. Perfectly obvious. So and then it takes two, three years... then... they are physically and mentally completely exhausted. (Holmes, 247-258)

Expectations on young teachers seem to be high according to Holmes' observations and they don't receive sufficient support to deal with the criticality of the situation. Although her current school wasn't Holmes' first school she would have wished for more support:

It was... I think... and I was actually also alone here. Here nobody came who said 'You will do 8th grade with her or him.' But it was 'Holmes, you have an 8th grade, do it'. (Holmes, 285-287)

This suggests that not only critical situations themselves engender negative emotions, but also the lack of support, making it a critical issue in itself.

Fry is referring to both her education and the time when she was working as a teacher:

And coping with stress or something like that wasn't a topic at all. Also burnout in the teaching profession or early retirements or something like that, these are topics with which I was only confronted when I started to work as a teacher. [...] Also now in school no importance is attached to coping with stress. It... you have to function and I come from the nursing practise and there we have done... 'supervision' already 20 years ago. Yes. And this is... impossible here. (Fry, 127-134)

Neither during education nor while working as a teacher Fry feels that she received sufficient support in dealing with stress and her emotions or learned strategies to increase emotional well-being in the workplace. However she remembers that she received and valued formal support when working as a nurse. At the same time she seems to have resigned, declaring it impossible to introduce the same concept in the school she is currently working in.

In many areas participants reported a perceived lack of support and often explicitly wished for more or better formal support, like for example Holmes, when she is referring to her education to become a teacher:

We didn't have anything like that. We had topical seminars, technical didactics. Then we had the... psychological and pedagogical... psychology and a little bit and... a bit social studies around it. And we didn't have anything in this area [emotion regulation, dealing with one's emotions and stress]. And... but I would consider this absolutely indispensable. (Holmes, 317-321)

4. Suggestions

Participants suggested a variety of forms of support or strategies that would improve their perceived emotional well-being in the work place. The interesting point is that all of them require a form of involvement from the organisation, some kind of formal support:

- Increased appreciation
- Recreational spaces
- Self-organisation
- Supervision
- Teamteaching
- Coaching
- Improved early career support

But some teachers also expressed concerns about certain strategies which should be thought through when considering implementing any kind of support strategy.

In this section the participants' suggestions will be introduced.

a) Increased appreciation

Roberts reported a lack of appreciation as a main source of negative emotions. Therefore it might not be surprising that he suggested increased appreciation of work and efforts from the headteacher as a strategy to increase positive and decrease negative emotions:

But that this... long-term work over many many years, that this... isn't appreciated or valued at all. I think it would be a really substantial um... yes, progress, if we would be valued more. Or for me... for me. I would feel considerably better. (Roberts, 153-156)

Despite being the only participant who explicitly suggests an increase in appreciation to receive its positive effects also other teachers reported those positive effects (Banks, 159, Ford, 167-171).

b) Recreational spaces

Another suggestion Roberts made was to establish recreational spaces in the school building:

Yes, that you um... receive assistance, very practical assistance. Even just...

Here this room once was the um... medical room or clinical room. There was a bed. That there are such niches where you can switch off protected from noise. That would be a massive help. Or um... yes, that you can do autogenic training or other relaxation techniques. (Roberts, 136-139)

Awareness of certain emotion regulation techniques seems to be not sufficient if there is not the environmental background to practise them.

c) Self-organisation

Holmes suggested that she would consider it useful if teachers were taught skills in organising their workload and work days more efficiently as that might reduce negative emotions engendered by pressure and high workload:

Well especially... self-organisation... is... for a profession like teacher... that's like... it's nearly like being self-employed. I have to organise my office by myself and that... and I... Personally I believe, I just said that, that this is one of the major factors, why a lot of colleagues are overwhelmed as teachers. Because they don't manage this self-organisation. (Holmes, 321-326)

She considers herself as very capable of this strategy and is actually not reporting any negative emotions engendered by workload. So at least her perception of this strategy is that it is very useful. Holmes even suggests offering training herself to improve her colleagues' ability for self-organisation (Holmes, 335-336).

d) Supervision

'Supervision' appears to be a concept with which most teachers are more or less familiar in theory and which is about to be implemented in at least two out of the three schools. Generally, with only one exception, participants talk very positively of 'supervision' and look positively towards it:

'Supervision', I would support that immediately. Just to... receive feedback. How do I come across to pupils. Because the self-image often is completely different from the... how others see us. I would welcome it. Or even just a conversation group. Yes. I would join immediately. (Roberts, 126-128)

Well, what I would wish for would be simply um... cooperative supervision and that in a group with equal rights. (Fry, 231)

Jones explains that 'supervision' is about to be introduced in the school where he is working which maybe also explains his familiarity with the concepts. The aspect of 'supervision' Jones refers to most positively is self-disclosure:

To introduce something like that, that you do peer observation of teaching, that you just sit in the class of another colleague and talk together about the things. And I... Well that is starting now. We want to do this here in this school. And I have high expectations, because I think you are having a conversation about each other and there you can't... well you can't hide anymore. Well I think often you go into the class, close the class room and what happens there, what happens there with you, you leave it... not to you... don't want to show to anybody. And I think you have to partly disclose yourself... towards another colleague. And have to talk about your emotions... and there I think sometimes, I would like it... no idea, at the end of the week, to say, now you have... um... a time again, half an hour, where you then... with three, four colleagues come together and just say what happened during the week. And maybe then give each other advice. And also simply says 'I... I don't get anywhere in this situation'. And I think everybody knows this situation. That... this simply exists. I think I would like to have something like this, such a... such a framework. (Jones, 192-204)

Jones is pointing out that he would perceive sharing what happens in the classroom, talking about one's emotions and events of the week as helpful. His ideas of how such a regular event could look are rather precise. It seems that he has given some thought to it before. Not only being able to talk to colleagues but actually having a formal framework which encourages or even enforces these conversations makes the difference for Jones.

e) 'Teamteaching'

The concept of 'teamteaching' has been introduced very briefly before as it is an already existing support measure in Hurst's school. But Hurst not only refers to the subject-specific advantages, but also general advantages – and disadvantages of 'teamteaching'. Therefore it is very interesting to have a closer look at this measure again as Hurst considers it a universal support measure and therefore it might be transferable to other subjects as well.

Well I am teaching NWA, that is biology, chemistry, physics in one subject. And we do 'teamteaching' rather often. And this is... well, there are two teachers in the classroom... especially in situations with experiments this is very useful, then you don't have to be everywhere at the same time, that it's burning, but... And then there are theory phases when one teaches and the other one listens and then you can say once in a while 'Well, there... that turned out a bit long' or... or 'You... you haven't been loud enough' or... [...] I like it. I like it. Yes, but I think it also depends on... it's different from person to person. But I... I really like it. [...] Yes, I think... let me just say I think it is not as boring. So you don't only see your own teaching which you already... taught x times, but that you see it also... simply from another side. That... that a colleague teaches something that you... already did 100 times but completely different. If you... say 'Hey, that's interesting'. Basically as a teacher you usually don't have the chance to see someone else's teaching. Maybe sometimes partially in a television programme, but... Where... where is it possible, simply... I don't know... in a... not... maybe observe not only an hour, but an entire unit completely. And... and to get something out of it for... yourself. I think this... I really like it. But it is... some don't want it at all. For whatever reasons. Because they... feel controlled or... It happened once that... that I went there and say 'It's not prepared perfectly. But I still do it and...'. But this is okay then. (Hurst, 197-217)

Although Hurst is enthusiastic about 'teamteaching', which can be seen in the language she is using, she is also aware that this is her personal opinion and some of her colleagues might not share her views. Nevertheless in Hurst's opinion the advantages strongly outweigh the disadvantages.

f) Coaching

Additionally to ongoing measures like 'supervision' and 'teamteaching', some participants also wished for support in the form of training or coaching sessions. The suggestions reach from practising situations in the classroom to reduce the perceived criticality of possibly occurring events, to informative coaching sessions about well-being and health in the teaching profession or similar topics:

Maybe it would be simply interesting somehow to have such a... such a group... where you have to become... somehow pedagogically active. But something that is not directly in school... well schoo... school or pupils because... I think especially in the beginning... If you stand in front of a class and this somehow escalates, in whichever direction... (Hurst, 126-129)

Jones refers to training sessions about well-being in the teaching profession and regulating emotions that have been offered on an optional basis during studies (Jones, 164-173):

And I think it would definitely make sense, um... if there was... the option... I mean you always have the option to talk to other colleagues. But... that there maybe... somehow such offers would be advertised more straight forward, that you use them. Because I think some also... um... are alone with their problems. I observe that more and more among colleagues that there... um... are so many people that fight alone. (Jones, 178-186)

Despite there always being the option of informally talking to colleagues and seeking advice on any kind of questions, Jones would prefer a formal framework in which such training sessions would be offered.

g) Improved early career support

Here the most interesting suggestion came from Holmes who made her first teaching experience abroad. After finishing her teacher education in Germany she taught for a few years at a German school abroad. She perceived the way she was introduced to teaching in this school as very useful and despite being in a situation where she had to get used to new surroundings, a new culture and her new profession she explicitly does not report any negative emotions connected with these events. Despite the extract from the interview being very long it is fully shown here as it describes in vivid detail how Holmes started her teaching career in this school and how she perceived the way she was treated:

And I made the experience at a school abroa... that all colleagues who came there were treated as if they would have no clue. No matter if they came straight from the 'Referendariat' like me or if they had already taught for 20 years at some Bavarian secondary school. They have been taken by the hand. I had five classes in the first year and in all five classes I got a mentor [teacher who teaches a parallel class]. I arrived there and was told 'This is Mr XYZ... um... he teaches the second 8th grade, you have the first 8th grade um... work together with him. And in grade 9 is Mrs XYZ, work together with her'. Well and this was of course a very simple situation. They said: During the next six weeks we will do this, this, this, this, this, this, this, this. Here is the book, page 1 to 20. This is about the plan for the next six weeks. Then you could start to work. Every day you talked with each other in the... in the hallway, in the staff room... exchanged exercise sheets. You really grew into it relatively... quick as well... as well... as well grew of course into methods. And have been simply taken by the hand. Well and then... in the second year it was my turn. Then it was

'Holmes, you are already here for a year. Now here is the new colleague. Take him by the hand in grade 9 and do it with him' And like this I had the opportunity... to... when it came to content I could stick with colleagues a bit. You had to learn all organisational stuff in the new school anyways. Where does what work how. What about computers, copy machines and so and so forth. You have to learn that anyways. That wasn't a problem. We also had to learn our way around in the new environment and in the new country and everything. I was busy enough doing that. Well and then I came here... and... of course it was expected from me as well that I can do everything. And of course I didn't know the curriculum in Baden-Wuerttemberg. Of course I didn't know my way around this school. But I knew if I get an 8th grade and have to teach binomial formulas then I know what it's all about. And then I didn't really mind which book it is. Had a look at it and knew what it was about. Therefore I was disburdened when it came to subject content. To... to gain ground here easily. (Holmes, 260-285)

From the first day on Holmes received support and therefore never felt alone which decreased the likelihood of experiencing negative emotions and also decreased the likelihood of critical situations occurring due to a lack of experience. Therefore Holmes perceived this form of early career support as very helpful. It even had a long-term effect when she started working at her current school. Experiences from the first years of teaching helped her to deal with the new challenges despite the perceived lack of support from the new school.

h) Concerns

But not all interviewed teachers were positive about certain measures of support without any reservation. Hurst already suggested that there might be teachers who are not that much in favour of support measures like 'teamteaching' (Hurst, 215).

Ford for example expresses her concerns as follows:

Immediately! I always think... now as well the way we have it with this... individual feedback ['Individualfeedback'], I thought, yes, it's nice and okay, but it... I don't want to talk about everything with my colleagues. That's why I think there should be someone external, in front of whom you wouldn't need to feel embarrassed or still... still keep up your reputation, but that you can really say 'Oh God, this... I did it like this. I know it was completely bad'. Without feeling bad about saying this or because he knows it then. I would really like that. It just would have to be someone you can trust. But this, I think, I would really like it. But on the other hand I have to say as well, it would be mainly this person's job, I think, to reassure you. That I... when... because if... this person would start and say 'Well of course. You should have reacted like this and this and done it like this and this' then I think I already wouldn't go there again the next time. [...]] I think he should have an office here. That's how I always imagined it for

the individual feedback. He would have to have an office here, so whenever something happens you can drop by. Well, with... similar as a doctor. Just not with... well, it... sometimes it could not be tomorrow. It would have to be now, if it is necessary now that I can drop by there today. That he probably will sometimes also join the class and help. Yes, I could imagine it like that. (Ford, 197-213)

Despite thinking that individual feedback is a useful support measure, Ford states that she would only consider it as positive if she wouldn't have to share experiences and emotions with colleagues – which is contrary to, for example, Jones' opinion who is strongly in favour of self-disclosure. Only in a confidential conversation would Ford consider opening up.

Ford also describes in great detail the way such a contact person or advisor should be approachable and how s/he should act and provide support. While she wishes for both moral and practical support, criticism would be perceived as negative by her and she assumes it might engender negative emotions rather than decreasing them.

Well that would be the first thing for me where I would think, I could deal with it well. If it is a person, where I think, yes, I trust her or him. He wouldn't tell that anyone here in [name of city]. Yes. Yes, this is... sure. That would be good, but it is a great dream. (Ford, 219-221)

A trustful relationship with the advisor is a necessary precondition for Ford to feel comfortable. She is aware that these are high demands that might not be fulfilled and maybe therefore she gives in and states that it might be possible for her to get used to formal support measures, even if they don't fully comply with her demands.

This suggests that it is important how support measure are introduced and implemented, as it cannot be assumed that all members of staff will welcome them equally and some might need time and reassurance to get used to them and experience positive results.

Summary

Participants suggested a wide variety of support measures which have the reported perceived effect of decreasing negative emotions, the likeliness of negative emotions being engendered in given situations or the likeliness of occurrence of critical events which might engender negative emotions. Therefore they appear to increase the

participants' ability to deal more effectively with negative emotions or avoid them more effectively and hence increase participants' perceived well-being in the workplace.

Support, as introduced here, is such an interesting theme, as it encompasses a set of regulation strategies which can be implemented, organised and steered by the organisation. Although the actual regulation of emotions is still an individual process, the organisation could have a positive influence and support its employees in this process by providing a formal framework of support measures. Furthermore the interviewed teachers reported the expectation of receiving support from the organisation. A fulfilment of this expectation might also have positive effects on loyalty towards the school, as reported by Fry (80-82).

6.5 Findings from analysis of qualitative research diaries (QRDs)

The qualitative research diaries have been used as a data collection method to complement the data collected via semi-structured interviews. As incidents covered in the interviews will lie in the past, there is the risk that in retrospect individuals remember and evaluate their emotions differently. Diaries will complete this data as they cover events as they happen and memories are only a few hours old, at worst a few days (Symon, 2004). The second challenge for the interview data is that participants are required to disclose personal information, talking about emotional experiences and particularly negative experiences. The potential advantage of data collection via diaries is that participants might be more willing to disclose more personal information in a non-face-to-face setting and in writing instead of verbally. As method triangulation is considered one possible step in order to achieve validity in an IPA study (Pringle et al., 2011), the use of diaries helps to ensure the quality of this research project, and they are therefore an important addition to the data collected through interviews.

The analysis of the five qualitative research diaries (see Section 5.7.3 for selection of five diaries) concentrated on three main areas, defined by the structure of the diaries: emotions, emotion regulation strategies and suggestions regarding the improvement of dealing with critical situations and emotions that are perceived to be engendered by them. These areas reflect three of the four families of themes ('suggestions' reflecting 'education in emotion regulation'). Although critical events have been covered in the diaries as well, they won't be analysed, as this would not contribute to answering the research questions.

6.5.1 Emotions

Findings from the diaries regarding emotions are in line with the findings from the preliminary and in-depth analysis, with participants reporting anger (including irritation) and fear (including insecurity, helplessness, doubts, and self-doubts). Additionally to the preliminary findings and in accordance with the in-depth findings, in four out of the five diaries, participants also report experiencing disappointment.

Participants' accounts on the emotions they experienced are precise and show a degree of reflexivity, as they describe carefully what they perceive to be the course of their emotions and how their emotions are connected.

I was disappointed about the reaction of the pupils, which engendered insecurity and anger in me, because I invested a lot of time and the pupils could not use the tips. (Jones, entry 3)

So while the critical event (bad performance of pupils) is perceived to engender primarily disappointment, also anger and insecurity are experienced. Similarly Steel reports:

First insecurity, then consternation due to this behaviour, and finally anger and strictness. (Steel, entry 1)

Also Steel has a clear idea of how experienced emotions are interconnected and even cause each other.

Just like in the interviews, anger has been reported the most frequently, with all five diaries containing more than one account of experienced anger.

I am shocked, disappointed, irritated (Clarke, entry 3)

Overwhelmed, irritation, irritable (Ford, entry 3)

Anger, angry about this impudence. Disappointed that every attempt to explain was not understood. (Fry, entry 2)

I was irritated and disappointed in the class, because I expected that the atmosphere would improve in the classroom. (Jones, entry 9)

Anger about the inappropriate behaviour, the lack of gratefulness for what we are doing. (Steel, entry 2)

The descriptions do not differ widely from what has been reported in the interviews. Although the descriptions of the interviews were less precise and at times participants had to rephrase several times to express which emotions they experienced, they were also more detailed and vivid than the accounts in the diary. Therefore in the area of emotions, the diaries only confirm findings from the interviews without further contributions to answering the first research question, which asks what emotions are perceived by teachers to be engendered in critical work-related situations.

6.5.2 Emotion regulation

Participants mentioned a range of emotion regulation strategies, but only five of them have been mentioned repeatedly and by all participants. These are 'communication', 'protection of private life' (including the separation of professional and private lives, as well as the separation of emotional and practical levels in conflicts and relationships), 'support', 'reflection and self-awareness' and 'active reaction'.

All of these themes have also been found in the in-depth analysis (IPA) of the interviews.

Accounts of communication, protection of private life and support hardly differ from what participants reported in the interviews.

Reflection was more strongly emphasised in the diaries. One participant even mentioned (in the interview) that he is keeping a diary on a regular basis (Jones, 214-233). He also perceived keeping the research diary as useful:

(Answering the question "Does this approach influence your perceived resilience? How?") "The approach up to now did not, only the insight that I am getting while I am writing now, that differently done, it would have been better." (Jones, entry 1)

This perception is in line with the idea that keeping a diary supports the reflection process and helps to regulate negative emotions through cognitive situation-directed acceptance (put a situation down to experience) and confrontation (evaluate problems, making plans to solve or avoid them in the future) strategies (Parkinson & Totterdell,

1999). Another view is that through expressive writing repressed feelings and thoughts can be expressed which can strengthen positive emotions (Fisk & Dionisi, 2010).

The fact that reflecting was not emphasised strongly during the interviews, but was highlighted in every diary could suggest that keeping a diary encourages individuals to reflect on situations, emotions and their actions, which in turn can promote resilience as shown in studies by Barclay & Skarlicki (2009) and Spera, Buhrfeind & Pennebaker (1994) who found that expressive writing programs were successful in creating the ability in individuals to demonstrate resilience in the face of adversity.

When analysing the interviews it was found that generally an active reaction to a critical situation and the experience of negative emotions seemed to make participants feel more accomplished than a passive approach (e.g. Clarke, 80-84; Holmes, 169-171; Steel, 192-193). This was also confirmed in the diaries by participants reporting that an active reaction towards a critical situations and negative emotions was perceived as more useful (e.g. Clarke, entry 5; Fry, entry 5; Steel, entry 6) than a passive approach such as ruminating, which was explicitly reported to be counter-productive and rather increased negative emotions (Jones, entry 5).

6.5.3 Suggestions

Throughout the diaries participants make a number of suggestions for how their existing approaches to emotion regulation could be improved. These include among others:

Table 12 - Participants' suggestions

Suggestion	Reference
Expert advice	Clarke, entry 1
Counsellor, mediator	Ford, entry 4; Steel, entry 2
Coaching, education for teachers (e.g. conversation techniques, handling critical situations)	Ford, entry 2 ; Steel, entry 1, 4
Moral and practical support	Ford, entry 2, 4; Jones, entry 2, 5
Supervision	Ford, entry 3; Steel, entry 1
Working group (case conference, advice, exchange experiences), fortnightly organised communication group, advice from more experienced colleagues	Ford, entry 3; Steel, entry 3
Prevention of critical situation through organisation / planning	Fry, entry 1

In summary, participants' suggestions include organised support by an expert, which could be an expert in certain processes or subjects, a counsellor or a mediator, direct practical and moral support from the organisation by providing 'supervision' or working/communication groups, and generally processes to prevent critical situations.

All three groups of suggestions are in line with suggestions, participants made in the interviews. Also they have in common that all of them require a form of involvement from the organisation, some kind of formal support.

6.5.4 Value of QRDs

The data collected with the qualitative research diaries is an interesting and important addition to data collected through interviews and confirms these findings.

As mentioned before, diaries as an additional data collection method have been chosen for three reasons: to make sure that participants are enabled to give accounts of events and emotions as they happen and to allow participants to disclose information in a non-face-to-face setting and in writing instead of verbally. More importantly, the use of diaries fulfilled the recommendation of Pringle et al. (2011) to use method triangulation as one possible step in order to achieve validity in an IPA study.

The events covered in the diaries happened on a day-to-day basis during the approximately eight-week period in which participants filled in the diaries. Although they were generally not major events, like the ones covered in the interviews (Critical Incident Technique), these events were significant to the individual and considered worth reflecting upon. The emotions participants reported in the diaries and the emotion regulation strategies they reported having applied generally do not differ from their accounts in the interviews, except from a stronger emphasis on reflexivity. As the diaries themselves functioned as a tool to reflect on situations, emotions and emotion regulation, and therefore encouraged, not to say forced participants to use this strategy, this is not surprising.

The similarity of accounts from the interviews and the diaries can be interpreted in two ways. First of all the finding of Chell (2004) seems to apply in this study as well: although incidents reported in the interviews lie in the past and accounts of them are retrospective, participants recall them very well and in much detail, as these events or situations have been perceived to be 'critical'. Secondly all attempts described in

Sections 5.8 and 5.9 to put the participant at ease before and during the interview to allow them to open up to the interviewer and disclose personal information seem to be successful. Accounts presented by participants during the interviews and in the diaries are rich and detailed, exceeding initial expectations.

The positive feedback on filling in the diaries and using them as a tool for reflection, which some research participants gave in the diaries or when the diaries were collected, was an interesting theme, which was not as strongly evident in the interviews. This finding is particularly interesting, as authors like Barclay & Skarlicki (2009), Fisk and Dionisi (2010) and Spera, Buhrfeind & Pennebaker (1994) state that through expressive writing, which is often practised in diaries, positive emotions can be strengthened and the ability in individuals to demonstrate resilience when facing critical situations can be created.

6.6 Summary

This chapter introduced, explained and illustrated the findings from a preliminary analysis of 17 interviews as well as the findings of a detailed Interpretative Phenomenological Analysis of 10 out of the 17 interviews and the analysis of five qualitative research diaries.

In the beginning of the chapter the research model, based on the extended modal model by Gross (1998a) and the work of Fisk & Dionisi (2010) was introduced.

The preliminary analysis allowed a closer look at critical events, respectively issues, the negative emotions they are perceived to engender and a range of emotion regulation strategies, which participants reported they applied.

Although this analysis enabled an understanding of the kind of emotions the interviewed teacher perceived to be engendered in the workplace or in a work-related context and the various ways in which they attempted to regulate them, it was not detailed enough to give a satisfying answer to the third research question:

- Can teachers be equipped to deal with these emotions [emotions perceived to be engendered in a work-related context] in a way that increases their resilience?

Therefore a thorough Interpretative Phenomenological Analysis was carried out whose findings are the focus of the main part of this chapter. They are translated into a narrative account, which explains, illustrates and nuances them (Smith & Osborn, 2003).

Extracts from the transcripts were used to give voice to the participants and ensure that the reader is able to judge the coherence of the presented arguments. This demonstrates a transparent analysis process, rigour and commitment to the completeness of the analysis.

While Section 6.4.2 concentrates on the emotions which participants perceived to be engendered in work-related situations (referring to research question one), Section 6.4.3 explains the emotion regulation strategies which were applied to deal with these emotions according to the accounts of the participants (referring to research question two).

In a next step the concept of 'support' is introduced in Section 6.4.4. 'Support' on the one hand is perceived as a help to deal with negative emotions (as an emotion regulation strategy) and on the other hand is also reported to have a positive fostering impact on emotion regulation strategies. Therefore 'support' is dealt with in a separate section with differentiation between moral and practical support as well as informal and formal support, with the participants stating that most support they receive is informal. Furthermore participants report a perceived lack of support.

A number of suggestions are made throughout the interviews as to how the ability to regulate emotions and therefore the ability to deal with obstacles as they occur could be improved. These suggestions have one significant thing in common: they all belong in the category of formal support. In other words, teachers wish for more support from the organisation to deal with emotions more effectively in order to become more resilient.

From the point of view of the organisation, 'support' is a framework of measures which can be implemented and organised to improve the perceived well-being of its workforce. The actual regulation of emotions would in many cases still be an individual process, but supported and fostered by the organisation.

Chapter Seven: Discussion

7.1 Introduction

After introducing the findings of this study in much detail in the last chapter, this chapter will now discuss these findings in relation to the objectives of this study and the literature up to date.

Previous research that is relevant to this study concentrated on identifying and classifying emotion regulation strategies (e.g. Parkinson & Totterdell, 1999; Gross, 1998b, 2001), creating a framework which details input and output factors of resilience (Fisk & Dionisi, 2010) as well as identifying a number of resilience-promoting factors (e.g. Gu & Day, 2007; Grafton, Gillespie & Henderson, 2010; Cameron & Brownie, 2010) and strategies (Fisk & Dionisi, 2010; Masten & Reed, 2002). Researchers also investigated resilience in the context of positive emotions and found the regulation of emotions significant for the development of resilience in individuals (e.g. Fredrickson, 2001; Tugade & Fredrickson, 2007).

Further to this previous work, the findings of this study revealed the emotion regulation strategies that teachers of three German schools reported to have applied in order to deal with emotions that have been perceived to be engendered in critical situations, events and issues in the workplace and that have the potential to promote teachers' resilience. Additionally it found that the participants reported a perceived lack and were requesting more support from the organisation (formal support) in order to deal with and to improve regulating emotions. This was emphasised throughout the interviews and a number of suggestions were made on how the ability to regulate emotions and therefore the ability to deal with obstacles as they occur could be improved.

By discussing these findings in relation to relevant literature it will be shown how a detailed look at the emotion regulation strategies that are applied by teachers has the potential to close the gap between research that identifies emotion regulation strategies and research that explores resilience-promoting factors and strategies. It will connect the two by investigating which emotion regulation strategies individuals apply in an organisational (here specifically educational) context that have the potential to increase their perceived resilience. Hereby this work will answer the following research questions:

1. What are the emotions engendered by critical situations in the context of educational organisations?
2. How do teachers regulate these emotions?
3. Can teachers be equipped to regulate these emotions in a way that increases their resilience?

The chapter will be divided into three sections, each of them addressing one research question. They will summarise literature relevant to the research question, discuss the findings in the context of this literature and thereby offer an answer to the central question of whether teachers can regulate their emotions or even be equipped to regulate these emotions in a way that enhances their individual resilience.

7.2 What are the emotions engendered by critical situations?

As stated in the introduction, this question is asking about the emotions that teachers perceive to be engendered in situations (event, issues) in the workplace that are regarded as critical.

Due to its social constructionist approach this study is concerned with the participants' perception of their emotions, their descriptions and accounts of how they feel due to incidents in the workplace. It is not attempting to measure emotions and uncover emotions participants are possibly not even aware of. Also the reader needs to be aware that due to its interview approach, this study can only discuss emotions participants were willing to share with the interviewer. This limitation is discussed in more detail in Section 8.4.2.

The teaching profession is described as highly charged with feelings, with teachers facing emotional demands that often influence negatively their well-being, stress, job satisfaction, and burnout (Brotheridge & Grandey, 2002; Chan, 2006; Hargreaves, 1998; Nias, 1996). Hargreaves (1998, 2000) even states teaching is emotional in character and as a social practice is intrinsically tied to emotional experience. In other words, teachers are prone to face a high number of emotions that are engendered in workplace situations.

These emotional demands are mainly a result of a direct personal contact with the service recipient. Therefore teaching is included in the human service professions

(Schaufeli & Greenglass, 2001). The social nature of teaching involves a high intensity of emotions and uncertainty (Helsing, 2007; Schutz & Zembylas, 2009).

Participants in this study confirmed these views, reporting strong experience of negative emotions which they considered to be engendered through situations or incidents in the workplace. In some cases emotions are experienced in a way that makes the teacher feel that s/he is unable to deal with the situation, leading to further self-doubts and desperation. So for example Ford reported memorably:

*And I have to be extremely irritated and then sometimes terribly desperate and sad and I think I don't manage this anymore. This is... This is simply not manageable. How am I supposed to manage this? And I doubt everything. And I have the feeling... that... all the preparation is useless and I am doing everything completely wrong and I feel... as the biggest... failure.
(Ford, 129-133)*

In their accounts of the **intensity of emotions**, participants often referred to the physical experience of an emotion, describing it as a feeling of losing the ground under one's feet (Clarke, 29) or feeling very hot (Ford, 37).

In some cases emotions were experienced so strongly that teachers were unable to modify their behavioural response and started crying (Jones, 107-108).

The daily interaction with a variety of people engenders a wide range of emotions in teachers. Zembylas (2003) finds anger, nervousness, embarrassment or excitement as central emotions that are engendered in a socio-political context. Chang (2009) confirms the importance of anger among the emotions of teachers and adds beyond that frustration and fear.

Also in the study a large variety of emotions has been reported. Anger (including irritation and anger with oneself), fear (including insecurity, fear of failing and nervousness), and disappointment have been identified as the most common negative emotions.

Anger is the only emotion that has been reported by every participant in this study. It encompasses various shades of the emotion, from weak irritation to outrage and even aggression. Independent of the intensity of the emotion, participants tried to justify it to the interviewer, which can indicate that anger is not a favourable emotion for a teacher. A teacher should not be angry. This discrepancy between a personally experienced emotion and the professional need not to show it seems to cause additional distress and seems to be a cause of negative emotions in itself. This view is shared by Roeser

et al. (2012), who explain that regulating emotions in presence of the stressors is an additional challenge that teachers face in their work lives. In this study Silver for example described a situation when he was very angry with his pupils and tried to hide his anger and how difficult it was for him:

Yes, but there... this, I find it terrible. Because in this situation you think: You don't want this at all. You don't want to do this now. You want to remain calm, but you are really at the limit. You hardly manage. (Silver, 277-283)

This also reflects Day and Leitch's (2001) finding that 'critical incidents' are not the main cause of emotions in teachers' lives, rather just the tip of the iceberg. The main cause for teachers' negative emotions is the inner debate between their cognitive and emotional side as well as personal and professional side. This is also aligned with Palmer's (1998) explanation of teaching as being situated at the intersection of personal and professional life.

The difficulties that this inner debate can cause become very apparent when teachers report that their inability to separate their professional from their private life causes them distress. Not being able to deal effectively and finish with emotions in the workplace and therefore taking them home engenders negative emotions in itself. Often a specific situation in the workplace only engenders initial emotions – the inability to deal with them effectively in the work context and therefore taking them home then causes further negative emotions sometimes also having a negative influence on the teacher's private or family life. For example Landon reports:

Because I realise that sometimes my own children have to suffer... which is unfair... and I actually don't want ... I... I also have already said, whether I have to do something that I... that I can manage this better. Well... maybe discard things more easily, let them go, not let them get close to me. Well this is a bit of a problem for me where I... where I also realise that I am constantly... under stress. (Landon, 50-54)

Negative emotions that are taken home and influence his private life are a major problem for Landon and cause significant distress and are also reported to have a paralysing, energy-robbing effect (Steel, 42-43). In these cases the actual critical incident was not perceived to be the main problem (only the tip of the iceberg), while taking negative emotions home caused serious distress, making teachers suffer from the inner debate between the cognitive and emotional sides as well as the personal and professional sides of their lives (Day & Leitch, 2001).

Besides anger, **fear** (including insecurity, self-doubt, nervousness and intimidation) has been a frequently reported emotion. Fear is often connected to changes in the workplace, like starting to work in a different school, being confronted with new pupils and their parents. Some teachers also reported the fear of losing control in the classroom. Especially teachers in the early stages of their career seem to be more likely to experience insecurity, as for example Silver and Ford:

Well the stress in the beginning with the own classes. Insecurity. Will they like me? Will they accept me? (Silver, 307-308)

That was an excitement, simply, if I will manage this. Yes... so, if... if I will get along well with the colleagues, if I will manage teaching, if people will be satisfied with the way I am doing things. (Ford, 23-25)

Gu and Day (2007) also find that less experienced teachers often have a lack of confidence which can lead to decreased commitment to the profession and a lack of desire to excel. Therefore it is important that the organisation, colleagues and school leadership make them feel valued and supported. This is an idea which is further in line with findings of this research, but will be discussed in more detail in the following sections of this chapter.

Disappointment is an emotion also reported by participants. Often it is closely connected with anger, even perceived as the cause of anger. Fry for example describes a situation when she is disappointed with the way she is treated by the headteacher and this disappointment is perceived to engender further emotions, in this case irritation or anger:

And was very disappointed to realise that I am... just treated as disposable quantity. Not my personality matters or my performance... but... this is just work to rule and I was so irritated then that I decided... um... I work what I have to work but I won't get involved more than necessary anymore. (Fry. 29-34)

As the reviewed literature did not refer to disappointment as a common emotion, but it was often referred to by participants of this study, it might be interesting to have a closer look at disappointment and its potentially anger-engendering effects in the context of school teachers in future research.

Findings about the emotions teachers report to be engendered in the workplace are generally consistent with the result of other studies in this area. Negative emotions (mainly anger and fear) are mentioned, as well as the need to regulate them.

Overall participants describe their experience of negative emotions vividly and often in much detail. Many researchers agree that the teaching profession is one of the most stressful professions due to constant emotion-laden interactions (Brackett et al., 2010; Brotheridge & Grandey, 2002; Johnson et al., 2005; Kyriacou, 2001), with the effect that there is a high risk for teachers to suffer from physical and emotional exhaustion, reduced job satisfaction or lowered feelings of accomplishment (Bachkirova, 2005; Brackett et al., 2010; Guglielmi & Tatrow, 1998; Shann, 1998).

The high emotional demands of the teaching profession, the perceived high intensity with which negative emotions are experienced and increased risks for teachers' physical and psychological well-being require higher levels of resilience (Roeser et al., 2012) and a strong capability to regulate emotions effectively (Helsing, 2007; Schutz & Zembylas, 2009) to ensure teachers' well-being. Therefore the following research question will ask how teachers report regulation of emotions that they perceive as being engendered in the workplace.

7.3 How do teachers regulate these emotions?

The in-depth analysis of 10 interviews revealed that teachers apply numerous emotion regulation strategies, often on a daily basis.

The findings suggested that some of these strategies are used in order to prevent situation that have the potential to engender negative emotions (active prevention strategies), while others are used to regulate emotions after they have been engendered (problem-solving strategies).

Also in literature on emotion regulation, researchers differentiate between emotion regulation strategies that are applied before the emotion is fully developed (antecedent-focused emotion regulation) and strategies that are applied after the emotion is developed and already underway (response-focused emotion regulation) (Gross & Munoz, 1995).

A very good example for a classification system of emotion regulation strategies is that of Gross (Gross, 1998b; Gross & Thompson, 2007) which differentiates between five families of emotion regulation strategies of which the first four are antecedent-focused

and the last response-focused. It is important to note that these regulation strategies are oriented at the emotion generation process and therefore directly applied within this process, that is exactly in the situation that potentially gives rise to the emotions.

Yet the findings of this research reveal that the participating teachers often also apply strategies to regulate their emotions a considerable time after the critical situation that engendered the emotions in the first place. Therefore the sole application of Gross' classification system of emotion regulation strategies would not be sufficient. Here the model of Parkinson and Totterdell (1999) offers a promising addition, as the strategies they group into categories are applicable even some time after the emotion has developed and go beyond just a response-modulation.

The combination of the two models offers a promising framework in whose context the findings of this study can be discussed.

7.3.1 Active prevention strategies and antecedent-focused emotion regulation strategies

It turned out that generally participants perceived strategies which prevent critical situations that might engender negative emotions as more effective for their psychological and physical well-being and resilience than strategies which aim at easing or dissolving already developed negative emotions.

According to Gross and John (2003) the application of antecedent-focused emotion regulation strategies allows that the course of emotions' development can be altered early on within the emotion generation process. Therefore this kind of emotion regulation strategy is usually considered to be more effective, as negative emotions do not fully develop.

The active prevention strategies that have been identified in this study also include strategies whose main aim is to create positive emotions (explained in Section 6.4.3 – 1b) 'Positive emotions') or to create a background in people that enables them to deal with critical situations more easily (explained in Section 6.4.3 – 1a) 'Protection of private life'). These strategies are not necessarily applied before the emotion developed fully and are therefore not entirely antecedent-focused according to Gross' definition (Gross & Munoz, 1995). Yet these strategies are usually applied in a general context without the need to have experienced negative emotions directly before the application of the strategy. Applying these strategies is aiming at improving the general

life background of a person without directly aiming at preventing a particular negative emotion that would otherwise be engendered in a particular critical situation.

Protection of private life

One central active prevention strategy that was reported by all participants of this study is the protection of private life. This is particularly significant in the teaching profession, as teaching is described as being situated at the intersection of personal and professional life (Palmer, 1998). Both elements are connected closely and tensions within and between them can be a major cause of negative emotions in teachers' lives (Day & Leitch, 2001).

Careful analysis of the interviews allowed the differentiation of two levels on which participants protect their private life: work and role. Furthermore the ability to switch off and separate factual and emotional levels in conflicts, relationships, events, etc. were identified as factors that are perceived to protect teachers' private life and foster resilience.

These four categories of separation are closely connected with Parkinson and Totterdell's (1999) classifications of cognitive and behavioural avoidance. These strategies are avoidant as opposed to distracting and aim at diverting attention (cognition) or action (behaviour) from the critical situation and/or negative emotions by thinking or doing something else.

Separating between professional and private lives on a work level was reported to protect the participant's private life. It is closely related to behavioural avoidance strategies, but is not purely aiming at regulating (avoiding) negative emotions that have already been created, but focused mainly on avoiding situations that might have the potential to engender negative emotions due to high, unorganised workload during holidays or everyday work life, for example:

I can separate this very well. Yes. And especially during holidays. Well this... During holidays usually I don't do anything at all if I can avoid it somehow. Especially not when I am on vacation. Well... people who take exams with themselves on vacation or something like that... that's just... that's... I would never do that. [interruption] Well then it's vacation. Then I rather try... Today my pupils wrote an exam which I will try to mark this week... or tomorrow. Then it is done. Or maybe I leave it until the first day of school [after the holidays]. Mondays I don't have a lot of classes, maybe I will do it then. But I would prefer if it would be done now. Especially... then it is completed. This was the topic in

this class... and then it is done and then I go on holidays and then I continue afterwards [with something new]. I can do that pretty well. The separating. (Holmes, 173-184)

Here Holmes explains how she protects her private life during holidays, by avoiding the actual work. Doing work during a time which she perceives to be her own private time might engender negative emotions. Therefore Holmes is organising her work in a way that allows her not to work during holidays and therefore to protect her private life.

She applies a similar strategy on a daily basis, organising her work in a way that makes it possible to avoid working at times she perceives to be private:

Then I start to work immediately. I have a look immediately: What has to be prepared for the next day? And try to finish it... to say at four or five or whenever 'So, now it's enough!' Then I do sports, then I go running or... (Holmes, 169-171)

Moreover completing work on time gives her a feeling of accomplishment which means that this strategy has the additional potential to engender positive emotions. According to Fredrickson (2003), the experience of positive emotion can increase individuals' levels of resilience due to its ability to strengthen personal resources that can be drawn upon in critical situations. Also the processing of self-relevant information and goal-setting can be improved through the experience of positive emotions and their cognitive broadening effect as explained in the broaden-and-build theory of positive emotions (Fredrickson, 1998; Fredrickson et al., 2003). A second positive affect of the experience of positive emotions is their so-called 'undoing effect' (Fredrickson et al., 2000). They are able to ease or even undo physical reactions that are associated with the experience of negative emotions (e.g. increased heart rate), which can improve individuals' current well-being and ability to interact with their environment in critical situations.

Separating professional and private lives in terms of work also includes avoiding other people invading one's private life with work-related queries. This helps to avoid situations which potentially engender negative emotions:

It's a relief to know that I don't hand out my telephone number. You can... When the phone is ringing I don't have to think 'Ooooh is it this mother?' or something like that. That's really something. (Clarke, 150-152)

In this case even the potential of somebody invading his private life is perceived as critical by Clarke. Therefore avoiding this situation (or the possibility that this situation occurs) prevents negative emotions from being engendered.

This strategy also represents a form of situation selection, a family of emotion regulation strategies suggested by Gross (Gross, 1998b). Here Clarke avoids a possible negative emotion-engendering situation where a pupil's parent could call him at home, by not handing out his private telephone number. This is in line with Gross and Thompson's (2007) explanation that situation selection involves taking actions that make it less (or more) likely for the individual to end up in a situation which is expected to engender negative (or positive) emotions.

Clarke weighed the benefits (no interruption of private life and therefore less negative emotions) against the costs (not available for parents with important queries) and made his decision:

I don't have to give my telephone number to parents, my email address, so I am constantly available. No, I decide when I am available. And in the meantime nobody gets anything from me anymore, because I realised: In school nothing is that urgent that it has to be NOW. I can be told that still tomorrow. (Clarke, 80-84)

He is also able to understand the likely features of this particular situation as he had negative experiences before and required external professional help in realising:

'If you constantly keep the drawbridge open you don't need to be surprised if permanently someone comes in.' (Clarke, 79-80)

Therefore Clarke overcomes barriers to successful situation selection as discussed by Gross and Thompson (2007).

Separation of professional and private lives was also reported at a role level. In some cases this separation was already implied in participants' accounts of separation on the work level, while other mentioned it explicitly. Often it is closely connected to the application of other regulation strategies, like using 'happy activities' to engender positive emotions and behaviourally distract from negative emotions (Parkinson & Totterdell, 1999). Steel for example emphasises that 'happy activities' are only for himself:

It doesn't have to be anything special, but simply in a way that makes clear, this

*is for me. You have to be able to really stop being a teacher at some point.
(Steel, 192-193)*

Drawing clear boundaries between their role as a teacher and as a private person is perceived as protecting their private life by some participants.

While especially teachers who explicitly separated their professional and private roles reported that it helped them to protect their private life and deal more easily with challenging situations in the workplace, other participants in turn were rather unable to separate between roles and strongly adopted a 'teacher-role' even in their private life.

Limiting one's role as a teacher might look at first as if it was contradicting Gu and Day's (2007) finding that a strong sense of vocation promotes resilience in individuals. Regarding teaching as more than just a job can strengthen a teacher's determination, flexibility, persistence, motivation and courage, qualities that are associated with resilience (Benard, 1995; Gu & Day, 2007). Yet Gu and Day (2007) first of all refer to 'sense of vocation' as not treating one's profession as a routine and considering pupil's progress as one's mission. They also warn that a very strong sense of vocation can lead to a teacher's inability to separate between identity as a person and identity as a teacher, even when being at home. This study finds that being a passionate teacher with a strong sense of vocation does not necessarily contradict the drawing of clear boundaries between one's professional and private lives as can be seen in the example of Fry:

I identify with my class and my pupils. That is where I concentrate my engagement. (Fry, 79-80)

And a little bit later Fry explains how being a parent makes her separate her role as a teacher and her role as a private person:

Well it is like that because I... um with the two children basically I am immediately in a completely different world and they don't give me any room to worry a lot... I don't have the time for it. [...] Well... um... would rather... I would rather say it's due to the circumstances that I don't have time to contemplate. I leave here and then I am a parent and I come in here and then I am not a parent anymore but a teacher. Yes. Yes. And I am pinched of time at home... to prepare something during regular... during daylight. I do that in the evening. And there I am... yes... quite eff... Well I am efficient... I assume, simply that it works... with relative little effort. (Fry, 99-109)

In both roles, Fry is motivated to do her best. So distinguishing between roles does not inevitably mean that attention to one role negatively influences performance in the other role.

Also maintaining a healthy work-life balance is considered to be an important factor in enhancing resilience in employees (Cameron & Brownie, 2010). This can be achieved among others through participation in activities that are not work-related (Jackson, Firtko & Edenborough, 2007), as it has been reported in this study by Steel, who emphasised that 'happy activities' were only for him (192-193), clearly separating between his role as a teacher and as a private person.

While the previous two subthemes represent levels on which individuals can separate between their professional and private lives, the subtheme 'switch off' is considered to be an indicator for participants' perceived ability to separate professional and private lives in terms of both work and roles.

Some participants, like Hurst, report that they consider it easy to separate lives:

I always push it so far away that I... that I really struggle to quickly... Well I get irritated if... if something happens for a moment but... but I don't take it home and I forget it quickly. But somehow this is... not something that drags me down extremely. Yes, depending on how extreme it is it takes more or less time but well... school-related things... I usually leave that quickly behind me and... well. (Hurst, 12-17)

What Hurst describes as pushing things far away reflects what Parkinson and Totterdell (1999) describe as cognitive avoidance strategy or mentally switching off. Hurst is talking about the intensity of engendered emotions, stating that it depends on how she perceives the critical situation. This is aligned with the findings of Ellsworth and Scherer (2003) who explain that emotions are engendered through a usually external situation which is relevant to the individual who assesses the situation's familiarity, valence and relevance. These appraisals then generate an emotional response (Gross, 2008). This is reflected in the first three stages of Gross' modal model of emotion: situation, attention and appraisal (Gross, 1998a; Gross & Thompson, 2007).

Even after negative emotions are engendered, Hurst is able to cognitively avoid them. How easy or difficult this is perceived to be depends on the intensity of the emotions and therefore in turn on the perceived criticality of the situation.

But Hurst's ability to switch off works both ways. When being in school she leaves her private life at home and when being at home, her professional life stays in school:

This... this stays at home. Well as soon as I am entering school I am in school and... [...] And When I sit in the car again and everything is sorted... okay, now... it's good... (Hurst, 88-90)

Therefore Hurst differentiates strictly between professional and private lives on both work and role levels.

Strongly behaviourally avoidant is Ford's take on separating professional and private lives, by literally closing the door on work and everything that is work-related:

I am happy when I am at home, able to close the door... And then I also don't answer the phone. But this is more like 'Um leave me all alone.' Yes. (Ford, 186-187)

Overall it can be found that for participants of this study, switching off after work is perceived an equally efficient and for most of them difficult strategy to avoid the experience of negative emotions. Some participants apply this strategy successfully on a daily basis, making it a habit. They separate their professional and private lives no matter whether considerable negative emotions have been engendered that day. Therefore the risk that negative emotions intrude into their private lives is decreased. As other participants struggle with this strategy (Landon, 50-54; Jones, 83-85; Steel, 42-43), but often explicitly wish to be able to apply it, it might make sense to think about how this strategy could be made easier for employees.

Also the separation of emotional and practical level in the context of roles, relationships or conflicts has been reported:

I told myself that I have to learn not to take things personally, because I am there in the function of a teacher ... and not as a private person. Which doesn't mean that I am not allowed to tell anything personal... or be private. But when... comments are made or you get anything...um... yes, I manage to stay above it a lot better than in the beginning. (Fry, 154-157)

Although this statement might first look to be another example of the separation between professional and private lives in terms of roles, it goes beyond that. Fry is aware of being in the role of a teacher whenever she is in school, something that she makes very clear throughout the entire interview (e.g. Fry, 99-109). Therefore the

separation found here is rather between emotional and practical levels of the role of being a teacher. Fry's awareness that teaching is her profession (practical level) and not her identity (emotional level) limits the creation of negative emotions when being attacked in the role as teacher. She considers the attacks as aiming at the practical level of her role of teacher, instead of feeling attacked emotionally and therefore does not feel personally hurt. This ability makes it possible for Fry to not take things personally and deal with criticism professionally.

This episode has a strong resonance in the four areas of teachers' lives as identified by Day and Leitch (2001). In their study they highlight "the complexities of being and remaining a professional and the strategies used in order to maintain a sense of self" (p.403), while referring to the tensions within and between the cognitive and emotional, as well as personal and professional dimensions of the teaching profession. It is these tensions that Fry is reducing by clearly defining limits and boundaries for each of the four areas, separating between professional and private lives, as well as the emotional and practical (cognitive) component of her role of being a teacher. Therefore less negative emotions can arise from the inner debate between the four interconnecting areas, which are the main cause of negative emotion in teachers' lives according to Day and Leitch (2001).

Similar tensions between emotional and cognitive areas as well as personal and professional areas of teachers' life can arise in the context of relationships and conflicts. In the context of relationships, separating emotional and factual levels means to distinguish between the others' role as friend (emotional) and as colleague (factual), whereas the two roles often tend to overlap, causing conflicts (e.g. Clarke, 65-69; Steel, 27-29). Participants report the need to distinguish between the professional colleague and the personal friend, but there are no general rules where to draw those boundaries and every participant defines them individually.

Jones offers a very interesting example of separation in the context of conflicts, describing how he deals with a pupil who is interrupting the class with inappropriate behaviour:

'Well, you will wait outside the door. You calm down and we can talk about it later.' Sometimes it works that you can say 'We have now...', well that you realise in this situation... 'We're just winding each other up and now please leave the room.' And sometimes the pupils leave, calm down outside and you can have a good conversation with them after the class. (Jones, 60-64)

Jones ignores the emotional level of the situation and instead concentrates fully on the practical level, interrupting the emotion-engendering situation. This already happens within the process of engendering emotions and can therefore be considered a form of situation modification (Gross & Thompson, 2007). Here the situation had already been selected (Jones was in the classroom, teaching, and could not avoid the pupil disrupting his class). Although at the time when Jones reacts and interrupts the situation, some emotions might have already been engendered (Jones, 62), strongly negative emotions are not yet fully developed. To avoid their full development, that is to change its emotional impact, Jones attempts to alter the situation, which is another form of regulating emotions (Gross & Thompson, 2007). Gross and Thompson (2007) explain explicitly that situations can be modified by interrupting a certain behaviour or action, just as in the case of Jones.

Although some of the presented strategies are applied once emotions have already been experienced, partially or in full, they still fall under the superordinate theme of 'active prevention strategies' as they are not about dealing with emotions directly but concentrate on developing strategies that in the long run might decrease the experience of negative emotions in or after critical situations.

Positive emotions

A second group of active prevention strategies that could be identified in this study aims at engendering positive emotions; not to counteract negative emotions following a critical incident, but rather making the participant 'feel good' on a daily basis. These strategies include a positive attitude (including optimism, curiosity and positive outlook), humour, enjoyment of work, motivation and positive experience.

A positive attitude, enjoyment of work and motivation are usually closely connected. Although they have been introduced separately in Section 6.4.3 - 1b) to provide more clarity, here they will be discussed together due to their interconnectedness.

Participants who showed a general **positive attitude** described themselves as optimistic, curious (Banks, 53-59) and confident (Banks, 95-96; Hurst, 56-59).

Challenging situations were accepted as such, without attributing negative features and too much importance to them, so they would engender negative emotions.

For example Hurst reports:

Well with the pupils, that was... that was okay. It was really... simple, I think. I didn't find it that dramatic. Of course it is... When you are new... until you get to know each other, it... then it might eventually take one, two weeks or something like that... or three weeks, depending on how often you see the class. But... it was actually not a problem as well. (Hurst, 56-59)

The strategy Hurst applies finds strong resonance in cognitive change strategies to regulate emotions according to Gross (1998a). As a requirement of emotions is the creation of meaning that is assigned to a situation, changing this meaning through cognitive steps can change the situation's emotional significance. In other words, cognitive change is about changing how a situation is appraised in order to change its emotional impact (Gross & Thompson, 2007). According to Gross and Thompson (2007) this can be achieved through changing how one thinks about the situation or about one's ability to manage the demands raised by the situation. In the example of Hurst, she is confident in her own ability to deal with the new environment. She is aware of situations that have the potential to be critical, but considers them to be challenges rather than difficulties.

Banks is using the same strategy when starting to work in a new school:

Quite difficult... difficult environment, but as I knew, I approached it very positively and thought positively 'I will manage it'. (Banks, 95-96)

A positive attitude seems to have the potential to enable participants to use cognitive change strategies in order to avoid potentially critical events engendering negative emotions.

Another strong subtheme is **enjoyment of work**, which is described as the key to well-being in the workplace by one participant (Silver, 264-268) and also highly valued by others. It is also closely connected with motivation. For example Hurst is thoroughly enjoying teaching:

Because it is completely my thing. It's just exactly my... my... dream job. I really enjoy it to work with the pupils. And I think they give something back. Especially smaller classes, who still do everything for the teacher and not for themselves... It's amazing, I think. And to teach the older pupils something without... forcing them to do something and you see, they accept it – this is... I think it's beautiful. Well this morning I just said: This is exactly the job which I want to do and no other. I enjoy it. (Hurst, 61-66)

Hurst is enthusiastic about her profession, showing a strong sense of vocation (Gu & Day, 2007), yet without losing the ability to protect her private life. A strong sense of vocation strengthens a teacher's determination, flexibility, courage, persistence, professional aspirations and motivation (Benard, 1995; Gu & Day, 2007), all qualities that can also be observed in resilience. For Hurst teaching in itself can engender positive emotions. This is potentially useful for Hurst's well-being as it is likely that challenging situations might be perceived as less negative and enjoyment of work can create or foster a positive attitude towards work. Moreover positive emotions have the potential to counteract physical reactivity associated with negative emotions and therefore make the individual free for interaction with the environment in a less restrictive way according to the undoing effect of positive emotions (Fredrickson et al., 2000), or even protect from the experience of negative emotions according to the dynamic model of affect (Ong et al., 2006; Zautra et al., 2001). This theory also suggests that positive emotions and resilience have the potential to reinforce each other, creating a positive feedback loop of increased well-being. The resilience-promoting effect of positive emotions will be discussed in more detail in the next section in order to help to answer the third and final research question.

Motivation can arise from efforts that paid off (Ford, 109-110, 125) or working in a supportive environment. For example Ford, who usually experiences a lot of insecurity (Ford, 23-25), describes working in a team which she considers to be a supportive environment as a motivating factor:

Yes, I was very motivated because I was looking forward to it. [...] And it is a good feeling, when you know you... you launch into it together. It's a good feeling, yes. (Ford, 90-93)

Working in a functional team gives her the needed support and increases both her enjoyment of work as well as her motivation to work. This is reflected in Gu and Day's (2007) notion of school context when detailing resilience-promoting factors. In-school support can hereby increase confidence, commitment to the profession and desire to excel, especially in less experienced teachers.

Motivation and positive anticipation can help to overcome the prospects of hard work and meet a challenge successfully (Clarke, 93-99, 111-114). Therefore negative emotions are not engendered or at least not strongly experienced.

As mentioned before, the experience of positive emotions is favourable in order to improve well-being. They can also be engendered by **positive experiences** that teachers can draw on. These experiences can vary from individual to individual and

include hard work that pays off (Clarke, 111-114), meeting a challenge successfully (Ford, 101-103), positive feedback (Banks, 159), or simply having a good time due to lucky circumstances (Holmes, 105-109). The relevant factor is that the individual perceives the situation as personally relevant and positive.

Relevant in these situations is whether people are able to draw on these positive emotions even when the positive experience is not current or recent anymore. Hereby individuals usually try to maintain pleasant feelings, protecting their happy state (Tugade & Fredrickson, 2007).

One form of positive emotion regulation which is used to prolong and maintain the experience of positive emotions is savouring. Hereby individuals pay deliberate attention to their positive affective state, communicating positive events to others. According to the model of savouring this can be done before, during and after the positive event (Tugade & Fredrickson, 2007).

Clarke for example concentrated on her positive emotions before the introduction of new teaching methods, to which she was looking forward, anticipating the experience of positive emotions:

Uh, with a lot of motivation. Because... um... well I have... heard from colleagues who attended training sessions and who enthused about it, how amazing it is. And I had a colleague in the neighbour school who I am in contact with and who told me what she is doing. And how amazing. [...] Then I have... and I was ready, when the headteacher approached me, if I... would do or wanted to do that as well. I was at a point that I said 'Yes, I want to do that and I want to know now how it is.' (Clarke, 93-99)

Again motivation, positive emotions and experiences and enjoyment of work are closely connected.

Holmes also uses savouring, but in this case in the form of reminiscing and recalling past positive events:

And then I was allowed [...] to change to this Gymnasium [secondary school], where I... where I wanted to go originally. And there I have... I didn't have the happiest time of my life, but it was a fant... an absolutely fantastic time in this school. I had to... drive further. But I could take the train, read my newspaper in the morning. I was happy. (Holmes, 105-109)

Ford adds a very interesting thought, talking about her inability to maintain or prolong positive emotional experiences:

I think there are people who... who can... who keep them [positive emotions]. And they are so self-confident... who simply... yes simply store them better. I have immediately the feeling 'Nobody said anything [positive]. Now it wasn't good.' (Ford, 173-175)

Ford suggests that some people are able to store (prolong, maintain) positive emotions better than others. She offers the example of not continuing to feel good about a compliment or praise when another person does not show any signs of appreciation. Improving an individual's ability to maintain and prolong positive emotional experience could finally have a positive impact on their resilience. Therefore it is interesting to note that Tugade and Fredrickson (2007) suggest to promotion of savouring through for example meditation and relaxation therapies. These could be provided by the organisation. By remembering and visualising childhood triumphs or also more recent positive experiences, pleasant affective states can be prolonged (Smith, 1990).

Also **humour** is reported to have a prevention-character with regard to negative emotional experience. Both Silver and Banks describe the importance humour has in their everyday lives:

Definitely humour. Well I think that... that is something you have to have. I think it helps. Being able to laugh about yourself. Right? Like... or also laugh about others. Um... on the other hand there are sometimes situations when you take things simply too seriously, when it isn't that serious at all.
(Banks, 180-185)

Humour usually prevents Banks from experiencing negative emotions in situations that might engender them. Silver describes more briefly but in a similar way:

I take it with humour. Well I just say: It was my choice. (Silver, 154)

In both cases the participants use cognitive change (Gross, 1998a) to avoid the development of negative emotions. Silver is changing the way he appraises the situation he is in, but reminding himself that it was his choice and taking consequences with humour instead of perceiving them as threatening. Changing how one thinks about a situation, taking things with humour instead of taking them too seriously – this different perception of situations that could be perceived as critical, and therefore could engender negative emotions, helps these teachers to deal more efficiently with obstacles as they occur, because negative emotions are not even experienced and therefore no effort is necessary to deal with them.

Overall emotion regulation strategies have been reported that are used to avoid negative emotions or to engender, maintain and prolong positive emotions. These positive emotions have a range of positive outcomes in terms of individuals' resilience and well-being which will be discussed in more detail in the following section.

7.3.2 Problem-solving strategies and response-focused emotion regulation strategies

The in-depth analysis of 10 interviews revealed that participants apply a range of emotion regulation strategies with the primary aim of altering emotions that have already been engendered, and are therefore referred to as 'problem-solving strategies' in Chapter Six.

In literature Gross and others suggest that one family of emotion regulation strategies, response modulation, is response-focused, meaning that these strategies are applied after the emotion is developed and already underway (Gross, 1998a; Gross & Munoz, 1995).

As mentioned before, Parkinson and Totterdell (1999) offer an addition to this classification system of emotion regulation strategies, by considering a number of strategies that can be applied a certain amount of time after the emotion has developed and therefore go beyond response-modulation.

Communication

The most commonly reported strategy in this category is communication, with four central aims: solving the actual conflict, being listened to, raising self-awareness and expressing emotions. The first two purposes aim at decreasing the experience of negative emotions; the first by solving the conflict or critical situation that causes the negative emotions in the first place, the second aims directly at the negative emotions, trying to ease or dissolve them by talking to other people (family member, friends, colleagues). Raising self-awareness is closely connected with the purpose of solving the primary conflict, as participants reported that communication helped to increase their self-awareness and empathy and consequently enabled them to solve the conflict more efficiently (Steel, 51-55).

Emotion expression as the fourth purpose will be discussed in the next section in the context of reactions to the experience of negative emotions. It is considered next to emotion suppression to be an important emotion regulation strategy. Although it is considered to be primarily antecedent-focused (Rimé, 2007) it will be discussed in this section, as it is reported to be applied after experiencing negative emotions.

Solving the perceived **primary conflict** that engenders negative emotions is the first of the three purposes of communication that will be discussed in this section. Often it encompasses directly approaching the person who is involved in or causing the critical situation and trying to find a solution for the conflict in an open conversation (Silver, 64-65; Holmes, 90-91; Jones, 42).

This strategy is reflected in Parkinson and Totterdell's (1999) category of behavioural situation-directed confrontation strategies which belong to the superordinate category of engagement as opposed to diversion. They involve confronting a problem head-on, a strategy that is applied by participants with pupils as well as colleagues or superiors (Holmes, 90-91; Jones, 42). Holmes for example reports a case in which direct and open communication solves the conflict which was causing negative emotions (Holmes, 64-66). In this case Holmes' strategy was perceived to be successful. She was able to solve the conflict and reported that the negative emotion which she regarded to be engendered by this situation got dissolved.

Another purpose of communication is simply **being listened to**. Participants reported that they wanted to talk about an incident which they perceived as engendering negative emotions or about these emotions themselves, without any attempt to improve or change the actual situation (Jones, 80-82; Holmes, 189-193). This behaviour was affect-directed and perceived as liberating from negative emotions:

You discuss this often here after um... with um... lunch and with colleagues. Um... for half an hour, an hour we trash... yes. (laughs) And that's it. (Silver, 139-140)

While communication in order to solve the problem is behavioural situation-directed confrontation, communication with the purpose of being listened to belongs to the behavioural affect-directed confrontation strategies (Parkinson & Totterdell, 1999). Hereby the participant is trying to get the negative emotions out of his/her system or in some cases might be seeking sympathy.

Roberts was using the actual interview to achieve both:

And now I get to the next big... area of problems, I am just saying. That's the missing appreciation – I am saying this with a switched on microphone – from the headteacher. Well, that regular work, which doesn't make an appearance in the press, that this is simply not appreciated. (Roberts, 54-56)

He uses the opportunity to be listened to, uses the anonymity and confidentiality of the interview to be heard, despite knowing that this interview won't have an immediate impact on his problems with the headteacher. Robert explains that his main motivation to take part in the study was the opportunity to talk openly about his negative emotions and the situation he perceives as engendering them:

I hope you will hear more positive things later on, but... um... it was a particular concern to me. That's why I um... volunteered. Because I... yes, I wanted to talk openly about how I feel. And that's... that's primarily anger. Because it could be done differently (Roberts, 197-201)

Roberts felt the need to express his anger, get it out of his system, as described by Parkinson and Totterdell (1999), at least temporarily.

Increased **self-awareness and empathy** are often reported to improve the problem-solving process. Therefore the purpose of communication to raise self-awareness and empathy is closely connected to the purpose of problem-solving. In the context of Parkinson and Totterdell's (1999) classification systems for emotion regulation strategies, in this case the behavioural confrontation strategy (seeking communication and advice), leads to cognitive affect- and situation-directed confrontation strategies. They include reflecting on one's negative emotions and their cause and if they are justified (affect-directed) or evaluating the problem and making plans for solving them (situation-directed) (Parkinson & Totterdell, 1999). Communication is reported to enable and support these strategies:

That's very important, that you have people among your colleagues who can strongly... um... um reflect. Or also change the perspective and mirror you and are able to say 'You are sometimes perceived like this and that', yes? And it is important that you have people like that, also friends, who um dare to talk openly with you and who see the others... the other party, in quotation marks, but also you. That's very very important. [...] Um... But sometimes you are simply blind to any shortcomings, yes? Well there... you see... you don't see yourself. Yes? Also your mistakes and mannerisms. Yes? And um... don't know how you are perceived by other people. [...] Um... that's a form of communication that I appreciate very very much. (Steel, 43-55)

But not only self-awareness is helpful when attempting to solve a conflict. Empathy is reported as useful as well. Silver for example uses communication to show empathy to his students:

And they know it and then um... I say 'Okay I know it's the eighth lesson for you today'. Well I um... put myself in their shoes, but also in mine and say 'You have to be able to do this' and... well... 'We should meet halfway. Well like... more on relationship level. (Silver, 74-76)

With this approach Silver explains that he could solve the conflict in this situation. Here communication between the teacher and the pupils improves mutual perception and understanding of each other's emotions; an ability that is included in the core competencies of emotional intelligence (Mayer & Salovey, 1997), which according to Fisk and Dionisi (2010) and Tett, Fox and Wang (2005) in turn are connected to resilience.

Summarising, it can be said that generally participants reported two main forms of communication that could fulfil one or more of the aforementioned purposes. These two forms of communication were labelled communication on the practical level and communication on the relationship/emotional level. They reflect Parkinson and Totterdell's (1999) differentiation between affect- and situation-directed strategies. While communication on the practical level (Silver, 38-39) is addressing the actual problem and looking for a practical solution, communication on the relationship/emotional level (e.g. Silver, 79-83, 64-65) is often addressing both the practical and the emotional level. In this case the actual problem is not necessarily addressed directly and the focus is more on understanding the emotions and relationships of the people involved in the situation that is perceived as critical.

Reaction to experience of emotions

A wide range of emotion regulation strategies are reported to be applied quite some time after the initial experience of the emotion. Participants explained that they felt they had two main options when reacting to the experience of an emotion: expressing or suppressing it. Depending on this first (conscious or subconscious) decision, further emotion regulation strategies were applied. Another option was mentioned which is aiming at turning away from an emotional reaction and seeing the situation more

cognitively and objectively. This forms an interesting contrast to the more emotion-directed reaction of expressing or suppressing the expression of emotions.

Emotion expression was perceived as helpful by some participants. They reported that expressing the experienced negative emotion (often anger) helped them to deal with it. Hereby it does not necessarily matter if someone is present to witness the expression of emotion (Holmes, 118-120). The expression of negative emotions has absolute priority in this situation and helps the participant to deal with the first strong impact of emotional experience:

When something piled up and you got irritated about... let it be... an exam with worse results than expected or something else... that you just let it out (Holmes, 191-192)

Similarly Banks described how she expresses her anger:

Hm... yes, then... then I vent my anger somehow. Then with colleagues or at home I hear from people more 'Well, come on, it's not that bad' or something like that. Or I hear 'Hey, you are right. That can't be happening'. And then I feel invigorated and then I can let some steam off. (Banks, 186-189)

This form of emotion expression is - just like communication with the purpose of being listened to – reflected in the category of behavioural affect-directed confrontation strategies. Seeking sympathy (Banks) and getting things out of one's system (Holmes) are strategies described by Parkinson and Totterdell (1999) which are also reported by participants of this study.

Also Gross and Thompson (2007) and Rimé (2007) consider emotion expression a useful or even "powerful" (Gross & Thompson, 2007, p. 12) form of emotion regulation. In their understanding emotion expression has the potential to alter the emotion-eliciting situation and therefore contributes to situation modification, the second family of emotion regulation strategies (Gross & Thompson, 2007). Yet this process is not always beneficial, as emotion expression can "inaugurate social processes that progressively modify the situation that initially elicited emotion – sometimes aiding emotion regulation while on other occasions impairing it" (Gross & Thompson, 2007, p. 12-13).

Generally findings of this study regarding the emotion-regulatory effect of emotion expression are more in line with the model of Parkinson and Totterdell (1999), falling mainly into the category of behavioural affect-directed confrontation strategies, but not

exclusively. Some participants also reported to use emotion expression in a more situation-directed manner, as a tool or strategy to achieve a more practical outcome:

Every time we met I complained again and again and um... showed my resentment for... I don't think the learning materials are good and it doesn't work well like this and which difficulties I have. (Clarke, 127-129)

When Clarke expresses his dissatisfaction with teaching materials and the overall situation, he tries to enforce his criticism, using emotion expression to get a message across more efficiently. Similarly Hurst is using yelling as an expression of anger to intensify the criticism of pupils' misbehaviour (Hurst, 323).

But participants were also aware that emotion expression in an organisational context is not always considered appropriate:

You wouldn't do that in the off... in in in priva... in the personal... well in your private life. There you don't have this tension. There you just lose it and start to yell. Yes? And um... (laughs) And there you always have this... it's holding you back. And this... then it piles up even more. And actually you would need to leave the room and start yelling and then go back in again. Yes. Exactly. And that's why some teachers do that. They start yelling. But I don't want that because yelling, that's really... I think it's really terrible. (Silver, 286-291)

Here Silver's statement refers again to the tensions between the four areas of teachers' lives (emotion and cognition, personal and professional) as explained by Gu and Day (2007) and highlights how these tensions engender negative emotions.

Silver is also indicating that there are emotion display rules (Hochschild, 1983; Sutton, 2004) to which he and other teachers are expected to conform. This means that Silver perceives that teachers are required to display a certain range of emotions, while not showing others (in this case anger). Yet this study and specifically this research question is more interested in how teachers can regulate their emotions to finally enable the connection of employees' efforts to regulate their emotions with increased resilience and therefore increased psychological and physical well-being and lower risk of burnout. It is not the causes of burnout that are supposed to be investigated in this study, as is often the case in emotional labour research (Brotheridge & Grandey, 2002; Kinman, Wray & Strange, 2011), but how emotion regulation can lead to increased resilience and therefore the alleviation or prevention of burnout. The question how teachers are doing emotional labour in order to perform their daily tasks successfully could be in the centre of a further research study.

As seen in the last example, participants perceived emotion expression in a work context as not always appropriate. Therefore they also engaged in **emotion suppression** at times. Generally participants perceive the suppression of emotional expression as difficult and requiring a lot of energy (Silver, 227-283). Again the strong tension between the nearly overwhelming drive to express emotions and the more reasonable awareness of what kind of behaviour is considered to be appropriate in this situation engenders further negative emotions and is perceived as stressful (see also Gu & Day, 2007).

Gross and Thompson (2007) understand the suppression of emotional experience as the down-regulation of emotion-expressive behaviour which belongs to the family of response modulation strategies. Hereby response modulation “refers to influencing physiological, experiential, or behavioural responding as directly as possible” (Gross & Thompson, 2007, p. 15). Emotion suppression might even be one of the most significant response modulation strategies in an organisational context (Gross, Richards & John, 2006). Yet the experience of negative emotions cannot be decreased by down-regulating emotion-expressive behaviour (Gross, 1998a; Gross & Thompson, 2007). Therefore it is likely that emotion suppression rather adds to social functioning as it ensures socially appropriate behaviour rather than improving an individual’s well-being directly. It must even be assumed that emotion suppression has an immediate negative effect on a person’s well-being (Hochschild, 1983) and provides positive outcomes only in the long run.

Emotion suppression can also be applied as a form of situation selection or situation modification (Gross, 1998a):

And there we had fights as well, um... which hit me personally. [...] And we argued very very very badly in [name of city]. [...] And I was really um... Well there in the bus I was really um... close to tears and thought ‘My God! That can’t be happening’ and some pupils saw it of course. So you can’t hide. [...] And um... yes... well... there... it was that I swallowed my emotions, waited two, three hours because it would... I was in the bus. I am very emotional, also very spirited. I would have absolutely exploded in the bus. But that’s not possible in front of pupils. And that’s the difference to an everyday situation. Because there you would have given your friend just a mouthful. You can’t do that in this job. And um... there you have to swallow, swallow, swallow a lot. (Silver, 198-212)

As Silver did not consider the situation to be appropriate for continuing the argument, which would have involved the expression of emotions on his side, he suppressed them until the conflict could be solved later on in a different setting. Silver interrupted

the emotion-eliciting situation and chose to postpone it to a point later in time which he considered more suitable.

If emotions need to be controlled over a longer period of time and the individual has no opportunity to solve or escape the critical situation, s/he might choose to accept the situation in order to reduce the negative impact and experience of the emotions engendered by it (Clarke, 129-132). This strategy can fall into the categories of cognitive or behavioural situation-directed acceptance strategies.

There are a number of different ways in which participants tried to **concentrate on the objective side ('cognition')** of events or issues. They range from reminding oneself that there is actually no need to experience negative emotions in a specific situation (Banks, 83-85), consciously accepting a situation that cannot be changed (Clarke, 149-150; Silver, 105-107), cognitively reevaluating a situation (Silver, 93-96), to being empathetic and trying to understand the person whose behaviour is perceived to be engendering negative emotions (Holmes, 68-72).

While consciously accepting a situation falls into Parkinson and Totterdell's (1999) category of cognitive and behavioural situation-directed acceptance strategies, reminding oneself of the lack of need to experience negative emotions and reevaluating the situation are reflected in the category of cognitive change (Gross & Thompson, 2007). Here participants reported changing how a situation is appraised in order to change its emotional significance. For example Silver talks about an exam situation:

Well, I deal with it by thinking... that he is sitting there in the back and simply... um... doesn't want to do anything bad to me and that he is a completely... normal... person, who just... who wants to evaluate me. (Silver, 93-96)

Silver is trying to see the person who is examining his work and the entire situation more objectively which makes both the examiner and the situation appear less threatening and therefore perceived as engendering less negative emotions.

Conscious efforts to be empathetic are perceived as helpful to understand the background of the conflict and the other party in it by the participant (Holmes, 68-72). Holmes is trying to shift the emphasis away from the negative emotions towards a cognitive explanation of the situation. Empathy has the potential to improve the mutual perception and understanding of each other's emotions in the conflict situation. As mentioned before this ability is included in the core competencies of emotional intelligence (Mayer & Salovey, 1997), which according to Fisk and Dionisi (2010) and Tett, Fox and Wang (2005) in turn are connected to resilience.

Positive emotions II

The importance of positive emotions for active prevention strategies has already been discussed. But participants also reported the use of positive emotions to deal with negative emotions that are already fully developed and experienced. These strategies here include 'happy activities', comfort, humour, and positive attitude.

The term '**happy activities**' encompasses all activities which are reported by participants to be carried out in order to engender positive emotions, and therefore increase their subjective well-being.

These activities include among others sport, watching TV, going for a walk, attending a concert, or having sweets. One significant commonality is that participants highlight that 'happy activities' are something they are doing for themselves (e.g. Steel, 192). Most participants who engage in 'happy activities', develop an awareness of which activities have the best outcome for them. Clarke for example knows that doing sports is more effective for his well-being than consuming sweets. This awareness is put into action by going to the gym regularly while buying sweets only occasionally (Clarke, 138-141).

A central issue that participants were referring to in connection with 'happy activities' is time: lack of time as a barrier to doing 'happy activities' (Silver, 344-352) and consciously allowing time for 'happy activities' is a fundamental component to make the strategy work (Steel, 74-81; Holmes, 221-224). Not only engaging in these activities, but doing it without feeling guilty seems to be the key to effective use of this emotion regulation strategy.

In terms of Parkinson and Totterdell's (1999) classification system, 'happy activities' are behavioural relaxation- and pleasure-oriented distraction strategies, involving something that has the relaxing character of something the individual simply enjoys, including comfort eating. Also Gross and Thompson (2007) refer to relaxation, exercising and food in their framework of emotion regulation strategies. Hereby relaxation and exercising aim at reducing the experiential and physiological aspects of negative emotions while food is used to modify emotional experience. Yet participants reported that engaging in 'happy activities' not only reduced their experience of negative emotions, but also induced positive emotions, making them 'happy'.

One significant key to the perceived effectiveness of 'happy activities' is allowing time for them, without feeling guilty. While Silver feels guilty when engaging in activities that are for his own pleasure (Silver, 344-352), Steel and Holmes state explicitly how important it is to allow themselves time to fill with 'happy activities' in order to engender

positive emotions and find relief from negative emotions and stress (Steel, 74-81; Holmes, 221-224). Jackson, Firtko and Edenborough (2007) highlight the importance of participating in activities that are not work-related (but for the individuals themselves (Steel 192)) to ensure a healthy work-life balance, which is considered to be an important factor in enhancing employee resilience (Cameron & Brownie, 2010).

Receiving **comfort** from others was regarded to be helpful by participants in this study due to its perceived ability to weaken the experience of negative emotions.

Comfort can be explicit (Clarke, 38-41) or more implicit, by simply feeling not alone in a difficult situation due to the presence of people who experience the situation as similarly critical (Silver, 156-157). Also receiving support in a critical situation can be perceived as comforting, as in the example of Clarke:

And then I approached the headteacher and he said 'We won't give in...'. Well, that was one of my fears. I didn't know how the headteacher would react. Does he say 'We give in' then the issue is off the table or 'No we remain steadfast, we'll get through that'. (Clarke, 16-19)

The headteacher does not only offer support, but also comfort in a difficult situation, encouraging Clarke by emphasising that they will "get through that" (Clarke, 19).

According to Gross and Thompson (2007) comfort can be a form of extrinsic situation modulation. These strategies can involve offering help with a task or simply being present in a supportive way, as for example in Silver's case.

The further positive effect of support will be discussed in context of the third research question in Section 7.4.2.

Participants also looked for the ease of the experience of negative emotions in **religion**.

Jones explains that giving up responsibility to a higher instance is taking the burden off his shoulders and makes him feel calm. Although religion does not solve the actual critical situation, it gives relief to the emotional level and helps to weaken negative emotions (Jones, 88-94). Similarly Roberts turns to religion, looking for relief on an emotional level when he is unable to solve the actual critical situation (Roberts, 48-50).

The positive effect of religious practice on these participants' well-being reflects the findings of a study on resilience of carers for the elderly (Cameron & Brownie, 2010), which found meaningful spiritual practice has the potential to strengthen perceived resilience.

Giving up responsibility for a situation and accepting it and one's personal inability to change it can also be considered a cognitive and behavioural situation-directed acceptance strategy (Parkinson & Totterdell, 1999). Here the individual accepts a situation, while getting on with things and hoping for things to improve.

Humour and a positive attitude have already been discussed in the context of active prevention strategies. But humour is also used to deal with negative emotions as for example described vividly by Banks:

We have a circle of friends, or within the circle of remote acquaintances there are people who always bitch 'Teachers are... I don't know, sluggish and lazy and... each year they only have to... they only have to make new copies. They always reuse their material year after year' or something like that. That's frustr... In the beginning it was... I would say not frustrating... then I was... I still took it with humour. And I said things like 'What... Everybody gets what they deserve'. Or... um... twisted it ironically... or I said 'If you would have paid more attention in school, maybe you could've become a teacher as well'. Something like that, right? (laughs) But... the way it is now... mmm... now I am not in the mood anymore to react humorously. Now... these people are dead to me. If you only... Yes, at some point it is over with this humour. At least if you hear it more and more often... from certain people again and again. If others... strangers say it, maybe I still react with humour. But if many people say it... the same one says it again and again, no, then... then he is out of favour at some point. (Banks, 164-176)

Banks describes how she applies this strategy and the limitations she encounters. Humour is here not only used to deal with negative emotions engendered by the situation, but also to fight back against the person who engenders them with his/her comments. Repeated occurrence of the situation makes humour a less successful strategy to reduce negative emotional experience. Yet depending on the individual, humour can still be considered an effective emotion regulation strategy which has not only the potential to prevent critical situations that might engender negative emotions and to prevent the creation of negative emotions themselves (active prevention strategies), but also to deal with negative emotions that have already been engendered.

Humour in this case could be considered a form of response modulation (Gross & Thompson, 2007). Banks is changing her behavioural response to the emotion and emotion-eliciting situation from a natural reaction of feeling hurt to a humoristic reaction, which is disguising that she feels attacked, but gives her the opportunity to silence the person who attacked her, and therefore 'winning' the situation, which potentially engenders positive emotions or at least reduces the experience of negative emotions.

Also a **positive attitude** can help to deal with negative emotions once they are already engendered. Here a 'positive attitude' involves having a positive outlook despite currently experienced negative emotions:

Now, Friday... that would be... it's quite interesting, Friday I always feel good. Because I managed to make it through the week. That's always a good feeling. Now, Monday and Tuesday are my most exhausting days and then also the beginning of the week. There I often don't feel good at all. Friday, I think, is such a day – but that was... that extends through my whole life – there I always have the feeling 'Well, probably this wasn't good and this wasn't good either and this wasn't good either, but somehow you managed to make it through the week again somehow and it was quite okay. (Ford, 145-150)

Although Ford is reporting the experience of negative emotions due to her own evaluation of her performance, the positive outlook to the weekend, knowing that a full week of working days lies behind her, helps her to deal with the negative emotions. Ford explains that this form of having a 'positive attitude' is a strategy which she applied (probably subconsciously) throughout her life.

This strategy can be considered to belong to cognitive relaxation- and pleasure-oriented distraction strategies (Parkinson & Totterdell, 1999), as the person applying it is trying concentrate on and think about things that engender happiness and relaxation.

Although the emotion regulation strategies discussed in this section are not able to prevent the creation of negative emotions, participants perceive them as useful and apply a wide variety of them on a daily basis. Therefore these strategies constitute an important element of the emotion regulation processes, and potentially also of the process of resilience-promotion.

7.4 Can teachers be equipped to regulate their emotions in a way that increases their resilience?

After discussing the findings of this study with regards to the emotions participants reported to be engendered by critical situations and the strategies they report to be applying to regulate these emotions, it is now time to look at the final research question and discuss findings in order to understand whether teachers can deal with their emotions in such a way that they become more resilient.

To answer this third research question, this section will focus on two subquestions:

How do reported emotion regulation strategies and their outcomes relate to resilience-promoting strategies identified in the literature?

From a more practical point of view, how can emotion regulation and resilience be promoted in an organisational context?

Both questions are supported by findings from this research that will be discussed for each subquestion in the context of reviewed literature.

7.4.1 Emotion regulation strategies and resilience

This section will discuss how emotion regulation strategies and their outcomes that have been found in this study relate to resilience-promoting strategies that have been identified in the literature.

In literature various resilience-promoting factors (e.g. Fisk & Dionisi, 2010; Grafton, Gillespie & Henderson, 2010; Gu & Day, 2007; Masten & Reed, 2002) can be identified that have been summarised under three central resilience-promoting sets of strategies: risk-, asset-, and process-focused strategies (Masten & Reed, 2002; Fisk & Dionisi, 2010). Additionally to those three sets of strategies, two more concepts which explain resilience-promoting processes will be discussed in this section. The first concept would be Gu and Day's (2007) definition of resilience as a social construct, which is, due to its association with positive adaptation and development of individuals in critical situations, considered to be a product of professional and personal dispositions. Secondly the resilience-promoting effects of positive emotions will be discussed in context of resource conservation (Hobfoll, 1989, 2001), the broaden-and-build theory (Fredrickson, 2001) and the dynamic model of affect (Ong et al., 2006; Zautra et al., 2001). These factors and strategies have the potential to promote resilience directly or

indirectly via enhancing personal resources (e.g. Benard, 2004; Block & Kremen, 1996; Fredrickson et al., 2003; Friberg et al., 2005; Greenglass and Burke, 2000b; Hass & Graydon, 2009; Inzlicht, McKay and Aronson, 2006; Judge et al., 2005; McCrae & John, 1992; Robins, John & Caspi, 1994; Tett, Fox and Wang, 2005; Tugade & Fredrickson, 2004; Zhao and Seibert, 2006).

This section will show and discuss how findings of this study with regard to emotion regulation strategies and their outcomes relate to each of the aforementioned factors that potentially promote resilience and therefore contribute to answering the question of whether teachers can deal with emotions in such a way that they become more resilient.

Risk-focused strategies

Generally risk-focused strategies as identified in the literature are aiming at reducing or preventing situations, issues or events in the workplace that are perceived to be critical. These strategies attempt to increase psychological safety, which is positively correlated with factors such as efficacy, performance and perceived control that are associated with resilience (Edmondson, 1999). Moreover psychological safety is a climate-related construct that has implications to reduce perceived threat and enhance resilience (Fisk & Dionisi, 2010).

A variety of factors could be identified that enhance perceived safety and many of them reflect findings from this research. Suggested factors include an interpersonal environment that is perceived as supportive (Luthans et al., 2006), the creation of an enabling work environment that fosters social support (Cameron & Brownie, 2010) and trust, the availability of required information and further resources, as well as the communication of clear and persuasive goals (Fisk & Dionisi, 2010).

Also Ford (90-93) reported that a supportive environment engendered motivation and enjoyment of work, helped her to fight insecurities and therefore enhanced psychological safety and in turn has the potential to foster resilience. Motivation and positive anticipation are perceived to be helpful in overcoming challenging times and meeting challenges successfully (Clarke, 93-99, 111-114) which can increase the individual's confidence and commitment to the profession (Gu & Day, 2007). These factors contribute to the core self-evaluations, self-efficacy and self-esteem, which are

input factors to resilience (Bandura, 1997; Fisk & Dionisi, 2010; Greenglass & Burke, 2000b).

A supportive environment can also provide comfort in a critical situation (Clarke, 16-19). In this case the headteacher offers support and comfort, a form of extrinsic situation modulation (Gross & Thompson, 2007), which does not only regulate emotions before they are fully engendered, but at the same time also has a positive impact on the individual's core self-evaluations, like self-esteem and self-efficacy and therefore also on resilience.

In-school support is particularly emphasised, as it promotes confidence and commitment to the profession (especially in less experienced teachers), makes teachers feel valued and supported and therefore enhances psychological safety, and in turn resilience (Gu & Day, 2007).

This is reflected in Roberts' statement that there is a strong need for appreciation, suggesting that increased appreciation of work and effort from the headteacher could increase positive and decrease negative emotions (see also Banks, 159, Ford, 167-171):

But that this... long-term work over many many years, that this... isn't appreciated or valued at all. I think it would be a really substantial um... yes, progress, if we would be valued more. Or for me... for me. I would feel considerably better. (Roberts, 153-156)

Gu and Day (2007) highlight that especially less experienced teachers require organisational support as otherwise a lack of confidence can lead to decreased commitment and a lack of desire to excel. In this study especially Holmes, who had her first teaching experiences abroad and received extensive support from her organisation, emphasised how important this early career support is (Holmes, 260-285). The full excerpt from the interview can be found in Section 6.4.4 - 4g). Constant support from day one prevented Holmes from experiencing negative emotions engendered by the new situation. She never felt alone which decreased the likelihood of experiencing negative emotions and also decreased the likelihood of critical situations occurring due to a lack of experience. This well-organised support system also had a long-term effect when starting to work at another school. Experiences from the first years of teaching helped her to deal with the new challenges despite a perceived lack of support from the new school. This support early in her career allowed Holmes to develop strong self-efficacy and self-esteem (core self-evaluations), to be open to new experiences and taught her to be cooperative as she was encouraged to provide support herself for new

teachers the following year. The two latter factors belong to the Five Factor Model, which represent further input factors for resilience (e.g. McCrae & John, 1992; Robins, John & Caspi, 1994; Zhao & Seibert, 2006).

Moreover further support strategies which should be provided by the organisation are suggested. According to Grafton, Gillespie and Henderson (2010) and Hilton (2004) organisational support should encompass staff counselling and the offer of cognitive education (which will be discussed in the context of asset-focused strategies).

Also Ford (197-213, 219-221) requests a contact person or counsellor, who should provide moral and practical support in a constructive way in order to deal with negative emotions and promote confidence. A trusting relationship with the counsellor would be crucial in this case.

Another suggestion by Grafton, Gillespie and Henderson (2010) and Hilton (2004) to enhance resilience is the provision of certain facilities, like a 'quiet room'. It would offer space and opportunity to relax, unwind, meditate or pray during the workday. The 'quiet room' itself would have the potential to foster self-care practices in the workplace (Hilton, 2004), which in turn can develop and enhance resilience.

Also in this study participants suggested the creation of recreational spaces in the school building in order to have the environmental background where they can "switch off, protected from noise" or do "autogenic training or other relaxation techniques" (Roberts, 137-139). These findings are directly in line with Hilton (2004) stating that the provision of such a space could foster self-care practises.

But the organisation can also offer support to teachers in the form of support systems teachers can draw on in critical situations or that support teaching practices on a daily basis, so situations in the classroom are perceived as less challenging. These strategies increase teachers' confidence and increase optimism in critical situations. A study by Schaufeli and Greenglass (2001) comes to similar conclusions, stating that co-worker and supervisor support has positive effects on the alleviation of employee burnout. Himle, Jayaratne & Thyness (1991) suggest that the provision of information and advice helps the employee to gain the necessary knowledge, while the provision of instrumental support in the form of practical assistance helps to successfully complete a task. Both knowledge and practical assistance increase the employee's perception to be in control of his/her job situation, which in turn can increase self-esteem and self-efficacy and alleviate burnout. In a more specific educational context Greenglass, Fiksenbaum & Burke, (1996) find that informational support provided by supervisors and co-workers has the potential to buffer emotional exhaustion.

Jones (30-36) mentions the class conference as example of such a support system. The availability of such a system which makes sure that help is accessible in certain situations is reported to be helpful by Jones. It gives him a feeling of security, of not being alone and therefore not only helps to solve the actual problem but also reduce negative emotions resulting from loneliness and helplessness when facing that critical situation.

Organisational support specifically for teachers that supports teaching practices on a daily basis can contribute to teachers' confidence and increase their self-efficacy, performance and perceived control (Edmondson, 1999) which in turn are related to resilience. Forms of this kind of support that could be identified in this study are 'supervision' and 'teamteaching'.

'Supervision' here involves "peer observation of teaching" and to "sit in the class of another colleague and talk together about the things" (Jones, 192-193). It is generally perceived or anticipated very positively by participants. Supervision does not only provide moral and practical support but also requires a certain degree of self-disclosure (Jones, 195-199) and therefore fosters the ability to identify, express and communicate one's own emotions precisely, which is an ability that belongs to the core competencies of emotional intelligence (Mayer & Salovey, 1997), which according to Fisk and Dionisi (2010) and Tett, Fox and Wang (2005) in turn are connected to resilience.

Also teaching within a team, so-called 'team-teaching' can improve teachers' confidence, self-efficacy and self-esteem, as well as their cooperativeness, while at the same time reducing the likelihood of negative emotions being engendered. Working in a team is perceived as working in a supportive environment, providing support and increasing enjoyment of work and motivation, which again is reflected in Gu and Day's (2007) notion of school context risk-focused resilience-promoting factors. Also Cameron & Brownie (2010) find in their study of carers for the elderly that teamwork can enhance employees' resilience.

Often support fulfils two tasks at the same time. It enhances the effectiveness of and enables certain emotion regulation strategies and at the same time as a risk-focused strategy promotes resilience directly or indirectly via enhancing personal resources.

Asset-focused strategies

As sometimes the removal of stressors in organisational life is not possible, employees need to develop skills, knowledge and the ability to handle difficult situations (Fisk & Dionisi, 2010).

Individuals need to develop social networks within the organisation which can provide them with social support and resources, which then in turn are able to remove stressors, as the entire work environment is perceived as supportive and trustworthy, engendering psychological safety. Here asset- and risk-focused strategies relate to each other.

Social networks are established by employees through communication. While communication seems to be perceived as a natural strategy to regulate emotions it is also used to establish and build relationships with a wide range of people in the workplace and in private life, for example colleagues, parents and partner (Holmes, 50-52; Silver, 155-164). Hereby colleagues who share the same experiences are of particular importance, as they not only offer practical advice, but also moral support within a social network (Fisk & Dionisi, 2010; Grafton, Gillespie & Henderson, 2010). Hence communication is not only an essential strategy to regulate emotion, but also supports the development of a social network in the workplace, which enhances perceived psychological safety and therefore promotes resilience (Fisk & Dionisi, 2010).

Motivation, which is reported to arise from a supportive environment (Ford, 90-93) and which is connected to a sense of vocation and therefore to the promotion of resilience (Gu & Day, 2007) can help to overcome critical situations so that negative emotions are not engendered or at least not strongly experienced.

The findings of Campion, Cheraskin & Stevens (1994), who suggest that job rotation supports the development of employee resilience, were not reflected in the findings of this study, as job rotation is not applicable in the German school system.

Gu and Day (2007) as well as Grafton, Gillespie & Henderson (2010) consider the attitude towards work an important factor to an employee's resilience. A strong sense of vocation (regarding the profession as more than just a job) can strengthen a teacher's determination, flexibility and courage, while functioning as emotional and psychological support which encourages a teacher's professional commitment. This is reflected in the findings of this study that found that participants who showed a general positive attitude towards work described themselves as optimistic, curious (Banks, 53-59) and confident (Banks, 95-96; Hurst, 56-59). They were more likely to accept a challenging situation without attributing negative features to it and therefore

experienced less negative emotions. At the same time a sense of vocation is associated with qualities that can also be observed in resilience: persistence, motivation and professional aspirations (Benard, 1995; Gu & Day, 2007) and therefore can be considered a significant part of teacher resilience (Gu & Day, 2007). Hurst (56-59) for example is aware of the potential criticality of the situation, but confident in her own abilities to deal with it and therefore considers it as a challenge rather than a threat. Therefore a sense of vocation or positive attitude towards work has the potential to enable participants to use cognitive change strategies in order to avoid potentially critical events engendering negative emotions (as discussed in the previous section) and has also the potential as an asset-focused strategy to enhance an individual's resilience via its association with a range of personal resources, like self-efficacy or conscientiousness (Benard, 1995; Fisk & Dionisi, 2010; Gu & Day, 2007). Also enjoyment of work is closely linked and contributes to a sense of vocation. Some participants showed enthusiasm about their profession (Hurst, 61-66), not treating it as a routine (Gu & Day, 2007) and even describing it as the key to well-being in the workplace and as engendering positive emotions (Silver, 264-268). Therefore motivation is not only associated with a sense of vocation and therefore the promotion of resilience, but also with the experience of positive emotion which has further positive effects on teachers' well-being and their individual resilience (Fredrickson, 2001; Ong et al., 2006; Tugade & Fredrickson, 2007; Zautra et al., 2001) which will be discussed in detail later in this chapter.

Another suggested strategy is the provision of "purpose-specific cognitive and transformative education" (Grafton, Gillespie & Henderson, 2010; p. 703) which involves the teaching of particular skills, like reflective self-review, active listening, and relaxation techniques, including among others conscious breathing and meditation.

Some participants expressed their wish for some sort of training or coaching sessions during the interviews. Suggestions reached from practising situations in the classroom in order to reduce the perceived criticality of certain events, to informative coaching sessions about well-being and health in the teaching profession or similar topics (Hurst, 126-129; Jones, 178-186). Despite the given option of seeking informal advice from colleagues, a formal framework in which such training sessions could be offered was reported to be preferred. Skills like these, and also further practical skills like time management or crisis management were found useful in the enhancement of employees' resilience (Grafton, Gillespie & Henderson, 2010). At the same time skills acquired in coaching sessions on teachers' well-being and health could improve the repertoire and application of emotion regulation strategies.

Other factors that can influence an employee's perceived resilience were found to be meaningful spiritual practice, humour and retaining a work-life balance by engaging in activities that are not work-related (Cameron & Brownie, 2010; Jackson, Firtko & Edenborough, 2007). Humour is also applied in order to prevent the experience of negative emotion (Banks, 180-185; Silver, 154) by changing the way a potentially critical situation is appraised (Gross, 1998a) or to deal with negative emotions as a form of response modulation (Gross & Thompson, 2007). Also spiritual practices or religion have the potential to enhance resilience on the one hand (Cameron & Brownie, 2010) and help to regulate emotions on the other. Practising religion and giving up responsibility to a higher authority, a cognitive and behavioural situation-directed acceptance strategy (Parkinson & Totterdell, 1999) was perceived as providing relief on an emotional level (Jones, 88-94; Roberts, 48-50).

Strong emphasis is put on retaining a work-life balance in order to enhance resilience in employees (Cameron & Brownie, 2010; Jackson, Firtko & Edenborough, 2007). Hereby the engagement in activities that are not work-related is suggested. 'Happy activities', discussed in Sections 6.4.3 - 2c) and 7.3.2, reflect this kind of engagement. These activities include among others sport, watching TV, going for a walk, attending a concert, or having sweets. One significant commonality among them is that participants highlight that 'happy activities', which belong to behavioural relaxation- and pleasure-oriented distraction strategies (Parkinson & Totterdell, 1999) are something they are doing for themselves (e.g. Steel, 192). Participants reported engaging in 'happy activities' to reduce the experience of negative emotions as well as engendering positive emotions whose positive effect on resilience will be discussed later in this chapter. One significant key to the perceived effectiveness of 'happy activities' is allowing time for them, without feeling guilty (Steel, 74-81; Holmes, 221-224), so in other words pursuing a healthy work-life balance in order to enhance resilience (Cameron & Brownie, 2010). Furthermore 'happy activities' also reflect self-care practices, whose importance in the development of resilience was stated by Grafton, Gillespie & Henderson (2010). Also the protection of private life as discussed in Sections 6.4.3 – 1a) and 7.3.1 contributes to retaining a work-life balance. Hereby the separation of professional and private lives on work and role levels and the ability to switch off ensure that enough private time is left to engage in 'happy activities' or self-care practices, in order to engender positive emotions and enhance resilience (Grafton, Gillespie & Henderson, 2010).

Process-focused strategies

Psychological capital of employees (e.g. optimism, hope, etc.) can be increased by providing them with training to reflect upon and evaluate current work-related setbacks (Luthans, Avey & Patera, 2008; Luthans et al., 2006). Counselling provided by the organisation can support this process (Grafton, Gillespie & Henderson, 2010).

Reflection and self-awareness also have the potential to improve the problem-solving process in or following a critical situation (Steel, 43-55). Reflection on one's negative emotions and the situation that engenders them as well as evaluating the problem and considering ways in which it can be solved help to regulate negative emotions and reduce their experience (situation- and affect-directed behavioural confrontation strategies). Generally communication is reported to enable and support these strategies. Moreover Ford suggests that this form of communication could also be provided by a professional counsellor (Ford, 197-213, 219-221).

Another suggestion is the inclusion of mindfulness-based stress reduction and expressive writing techniques in coaching sessions to support the resilience of employees (Fisk & Dionisi, 2010). Hereby mindfulness is understood as the ability of individuals to pay attention to the moment in a non-judgmental manner and supports emotional processing, self-efficacy and also modifies the perceived locus of control which means it enhances personal resources that potentially lead to increased resilience. Expressive writing was practised in the form of keeping a diary by one participant who reported it as useful:

Or I really write... well kind of a diary, that I write things down and then again... try to reflect and then... sitting at the desk, think about... [...] Well I have the feeling... that it simply... well... That it helps me to consider: What did actually happen? To recapture the situation and... to become clear: Why did I react that way? And how would I wish I would have reacted? And then to plan for the next situation, well... just like that... turn back the wheel and say: In this situation um... instead of yelling at him, if I would have said um... 'Please, let us talk about it.' Then it would have ended differently. And then to say: Okay from this mistake... Well I can't undo it. I can apologise, but for the next time I should remember this. And this already helped me in one or the other situation. Well to learn from such a mistake and then to say: Okay, next time I will do it this way. And that worked. (Jones, 214-233)

Furthermore the positive effects of keeping a diary were regularly reported in the QRDs and in verbal feedback to the researcher, when diaries were collected:

(Answering the question "Does this approach influence your perceived resilience? How?") The approach up to now did not, only the insight that I am

getting while I am writing now, that differently done, it would have been better.
(Jones, entry 1)

Keeping the diary supports the reflection process and helps to regulate negative emotions through this cognitive situation-directed acceptance (put a situation down to experience) and confrontation (evaluate problems, making plans to solve or avoid them in the future) strategies (Parkinson & Totterdell, 1999). As this strategy can also increase an individual's self-efficacy because s/he feels better prepared for future situations, it also can enhance resilience.

Through expressive writing, repressed feelings and thoughts can be expressed which can strengthen positive emotions (Fisk & Dionisi, 2010). Also emotion expression can be considered a powerful form of emotion regulation (Gross and Thompson, 2007; Parkinson & Totterdell, 1999; Rimé, 2007). Additionally studies by Barclay & Skarlicki (2009) and Spera, Buhrfeind & Pennebaker (1994) provided evidence that expressive writing programmes are successful in creating the ability in individuals to demonstrate resilience when facing critical situations. The expression of emotions was perceived as relieving them by some participants (Banks, 186-189; Holmes, 191-192). Often emotion expression is also used to emphasise a message (Clarke, 127-129; Hurst, 323). In the latter case it might therefore support the solving of the problem which engenders negative emotions.

Also meditative practices have the potential to increase personal resources and therefore enhance life satisfaction and reduced symptoms of depression (Fredrickson et al., 2008). Roberts for example wishes for a recreational space where he would have the opportunity to engage in "autogenic training or other relaxation techniques" (Roberts, 137-139). These would help him to switch off during the workday (Roberts, 137). Generally Grafton, Gillespie and Henderson (2010) and Hilton (2004) describe the opportunity to engage in relaxation, meditation, spiritual and other self-care practices in the workplace as potentially resilience-promoting, while Parkinson and Totterdell (1999) understand them as cognitive relaxation-oriented distraction strategies to regulate emotions.

Positive emotions

Several times within this chapter it has been indicated that positive emotions can have a range of positive effects. While the teaching profession is inextricably linked to

continuous emotional experiences (Hargreaves, 1998) and teachers need to engage in a variety of strategies to regulate negative emotion and to build and sustain positive emotions (Fisk & Dionisi, 2010; Folkman & Moskowitz, 2000), there is research that finds that particularly positive emotions are a fundamental keystone to an individual's resilience. In Section 3.6 three ways in which resilience in the context of positive emotions can have a positive impact on the physical and psychological well-being of individuals have been introduced. The findings of this study will be discussed here in the context of resource conservation (Hobfoll, 1989, 2001), the dynamic model of affect (Ong et al., 2006; Zautra et al., 2001) and Fredrickson's (1998, 2001) 'broaden-and-build' theory.

Resource conservation understands stress as the result of resource loss. Effective emotion regulation helps individuals to gain and sustain relational and instrumental resources, like social support, which can be drawn upon in the face of adversity (Hobfoll, 1989, 2001). Therefore the theory helps to understand the buffering effect of resilience under negative conditions (Fisk & Dionisi, 2010) or its association with positive adaptation in challenging situations (Gu & Day, 2007). This will be discussed in more detail in the following section of this chapter, 'Adversity'.

Fredrickson's 'broaden-and-build' theory suggests that positive emotions are able to "broaden one's thought-action repertoire, expanding the range of cognitions and behaviours that come to mind" (Tugade & Fredrickson, 2004, p. 321; also Fredrickson, 1998, 2001). In other words, positive emotions can foster the development of personal resources (which have been described as input factors to resilience in Section 3.3) and therefore enhance resilience (Fredrickson, 2003).

Participants of this study reported a range of strategies that are aiming at engendering positive emotions, like a positive attitude to work, being optimistic, humour, enjoyment of work, or motivation, which are often interconnected (e.g. Banks, 95-96, 180-185; Clarke, 111-114; Ford, 90-93; Holmes, 105-109; Hurst, 61-66; Silver, 154). Hereby positive experiences for example do not only engender positive emotions, but also personal resources like self-efficacy and self-esteem (Ford, 101-103). Participants with high motivation and a positive attitude to work were more curious and open to new experiences (Clarke, 93-99), which is a factor in the Five Factor Model.

Also the undoing effect of positive emotions, which states that positive emotions can counteract physical reactivity associated with negative emotions and therefore make the individual free for interaction with the environment in a less-restrictive way (Fredrickson et al., 2000; Tugade, Fredrickson & Barrett, 2004) is relevant for this study as individuals' ability to develop and retain a social network is important for enhancing

their resilience. Being free for interaction with the environment can provide them with social support and resources, as they establish and build relationships with a wide range of people in the workplace and in their private lives, like for example colleagues, parents and partner (Holmes, 50-52; Silver, 155-164). This ultimately can promote resilience (Fisk & Dionisi, 2010).

Furthermore positive emotions enable broadening which can improve self-awareness and other strategies that help the individual to regulate negative emotions (Fredrickson et al., 2003). Hereby self-awareness is reported to improve the problem-solving process in or following a critical situation (Steel, 43-55). Reflection can also help to regulate negative emotion as it belongs to situation- and affect-directed behavioural confrontation strategies (Parkinson & Totterdell, 1999).

Positive emotions are also found to have the ability to interrupt and overcome negative emotional experience. This effect is described in the dynamic model of affect (Ong et al., 2006). While an individual who experiences more negative than positive emotions is more likely to feel stressed, an individual who experiences more positive than negative emotions is less vulnerable to stress, as a surplus of positive emotions counteracts stress (Ong et al., 2006; Zautra et al., 2001). Participants of this study used strategies that engendered positive emotions in order to deal with negative emotions that they were already experiencing. Hereby 'happy activities', comfort, religion, and again humour and a positive attitude played a significant role. As behavioural relaxation- and pleasure-oriented distraction strategies, 'happy activities' for example help the individual to find distraction from negative emotion by engaging in activities that engender positive emotions, such as going to the gym, consuming sweets (Clarke, 138-141), simply enjoyable or relaxing activities they are doing for themselves (Steel, 192).

For individuals' personal well-being the experience of positive emotions is generally preferable. Therefore individuals engage in a large variety of emotion regulation strategies that usually aim at down-regulating negative emotions (e.g. Gross, 1999; Gross & Thompson, 2007; Parkinson & Totterdell, 1999) and maintaining or enhancing positive emotional experience (e.g. Gross 2001; Gross, Richards & John, 2006; Tugade & Fredrickson, 2007).

Also participants of this study reported not only strategies to decrease or avoid negative emotion, but also various strategies which aimed at prolonging or maintaining positive emotional experience (Clarke, 93-99; Ford, 173-175; Holmes, 105-109), or engendering, enhancing and increasing it (Banks, 95-96; Ford, 90-93; Hurst, 61-66).

In an organisational context the experience of positive emotions, which potentially enhances resilience can lead to favourable outcomes like a lower risk of suffering from burnout, increased performance and job satisfaction, as well as organisational commitment (Fisk & Dionisi, 2010; Lyubomirsky, King & Diener, 2005) and is therefore favourable not only for individuals, but also for the organisations which employ them. In the case of educational organisation Day & Qing (2009) state that the organisation needs to care for teachers as much as they care for pupils, while Nias (1996) states that teachers' emotions are "a matter of collective concern" whose "consequences affect everyone involved in the educational process" (p. 294).

Adversity

The definition of resilience that has been accepted in this study understands resilience as a dynamic and developmental social construct which can change over time. It is associated with individuals' development and positive adaptation in the face of adversity, a product of professional and personal dispositions (Gu & Day, 2007). Therefore individuals can adopt and improve resilient qualities in cases where they are provided with a range of protective factors such as positive learning environments, attentive and caring workplaces and social support, including supportive relationships with peers and supervisors (Benard, 1991; Himle, Jayaratne & Thyness, 1991; Oswald, Johnson & Howard, 2003).

The discussion of the findings of this study in the context of emotion regulation literature (research question 2) and resilience literature (research question 3) shows how interconnected the two areas of research actually are. Strategies that are applied by individuals in order to regulate (often negative) emotions can also be considered risk-, asset-, or process-focused resilience-promoting strategies or at least foster these, having a positive impact directly on their individual resilience or indirectly via enhancing a range of personal resources.

This reflects the idea of Gu and Day (2007) that resilience is developed in the face of adversity, as a product of professional and personal dispositions as well as Fisk and Dionisi's (2010) idea that the successful management of critical situations has the potential to foster factors which are generally associated with resilience, like self-efficacy and self-esteem. Critical situations engender negative emotions that make it necessary for individuals to regulate them. A range of the strategies that have been reported by participants in this study have not only been perceived as effective in

regulating emotions, but also have a potentially enhancing effect on their individual resilience. Therefore it is facing adversity that, via engendering negative emotions, requires the application of emotion regulation strategies, which in turn can enhance an individual's resilience. So ultimately teachers can regulate their emotions in a way that increases their resilience.

The final section of this chapter will now have a closer look at the range of protective factors that are considered necessary for employees to develop and improve resilient qualities (e.g. Benard, 1991; Himle, Jayaratne & Thyness, 1991; Oswald, Johnson & Howard, 2003).

7.4.2 Promotion of emotion regulation and resilience in an organisational context – the critical role of support

As discussed in Section 2.3 'Situation of teachers in Germany', teachers are facing a number of challenging circumstances in their profession.

Firstly, there is criticism on teacher's initial and in-service training. While teachers' in-service training is perceived to concentrate mainly on subject matter and suffer from a lack of efficiency in developing further general teaching competences, teachers' initial training is criticised for its inability to create a connection between professional reflection and actual school practice. Again, the training programmes' content is not sufficiently practice-oriented and learning content is only rarely linked to the student teacher's concrete individual school experience (Halász et al., 2004).

Also school leadership is subject to criticism. Head teachers are usually seen as teachers with an additional part-time administrative job, rather than as school managers and in many cases do not have a strategic approach to quality improvement (including the improvement of teachers' well-being). For example in-service training for teachers is usually considered a private responsibility for each teacher and not as an activity which brings benefits for the entire school as an organisation (Halász et al., 2004).

The teaching profession itself is considered to be a profession which is particularly associated with considerable psychological strain (Schaarschmidt, 2004; Schaarschmidt & Fischer, 2001) and as a result teachers are more likely to suffer from psychic or psychosomatic conditions than other occupational groups (early retirements and teacher absenteeism are serious matters) (Halász et al., 2004).

All these factors combined demonstrate how important it is that the school as an organisation takes responsibility for the well-being of its employees and hence ultimately for its own increased performance and success.

Throughout the interviews in this study a wide range of emotion regulation strategies could be identified and by discussing them in the context of emotion regulation literature and resilience literature in this chapter it can be shown that these strategies do not only regulate emotions, but also have the potential to enhance resilience. Therefore teachers can regulate their emotions in a way that potentially enhances their resilience.

Yet the reported emotion regulation strategies have one thing in common: they are learned, practised and applied in a private context. As participants perceive that they have to deal with emotions that they regard to be engendered in the workplace in their private life, in a private context, with the help of private contacts, their work-life balance is endangered. It is more difficult for them to separate their professional and private lives – on all suggested levels. As explained in Section 6.3.1 this could be a source of negative emotions in itself.

Being forced to take emotions home because teachers are unable to deal with these emotions in the workplace was perceived as straining (e.g. Steel, 42-43) and often also as having a negative influence on the private life (Jones, 83-85; Landon, 50-54). This is in line with findings of Burke, Greenglass and Schwarzer (1996) who state that a lack of supervisor support has been identified as a precursor for teacher burnout. Although a lack of social support at work can be compensated by support from friends and family, which in this case would be necessary to help to rebuild motivation and coping competence (Burke, Greenglass & Schwarzer, 1996), this can also have the aforementioned negative effects (Jones, 83-85; Landon, 50-54). In their study Greenglass, Fiksenbaum and Burke (1995) found that teachers who suffer from high levels of burnout report lower social support levels.

Also Wenger (2000) emphasises the role of the organisation in supporting communities of practice, that is social learning systems, which enable teachers to adopt skills and abilities which promote their perceived individual resilience. Although communities of practice usually rely on informal processes in the knowledge generation process (conversations, pursuing ideas, brainstorming), the formal organisational design needs to enable and foster these informal processes in order for the community of practice to be effective and successful (Wenger, 2000).

These findings as well as findings from literature suggest that organisational support, or in other words the provision of a range of protective factors, is required to ensure that in an organisational context employees are able to develop and enhance their individual resilience (e.g. Benard, 1991; Himle, Jayaratne & Thyness, 1991; Oswald, Johnson & Howard, 2003).

Therefore this section will ask from a more practical point of view the question of how emotion regulation and resilience can be promoted in an organisational context.

As mentioned before, 'support' was found to be a central theme in this study. Support is not only a strategy that is applied to prevent critical situations, but also to deal with negative emotions that have already been engendered insofar as support is both an active prevention and a problem-solving strategy. Additionally it fosters the development and strengthening of other emotion regulation strategies and therefore presents itself as a protective factor which could take emotion regulation out of a mainly private context, emphasising the organisation's responsibility in taking care of its employees' emotions (Day & Qing, 2009; Nias, 1996), and ensuring that they are able to develop and enhance their resilience (e.g. Benard, 1991; Himle, Jayaratne & Thyness, 1991; Oswald, Johnson & Howard, 2003).

In the context of emotion regulation, support can be considered a form of extrinsic situation modification (Gross & Thompson, 2007), as the provision of support can make a situation which would otherwise have been perceived as critical and would have engendered negative emotions, appear less threatening. This view was also shared among others by Hurst (197-201), Ford (81-84), and Fry (189-191). Practical support especially has the potential to modify situations, as organisations can here provide a framework in a formal way, that lets teachers know in advance, before critical situations can occur, that support is available as could be seen in the example of Jones:

Organise a class conference, where... we debated together as colleagues: What can be done? Well... because to a certain extent I had the feeling it concerns many colleagues in this class. [...] Well when I just had the feeling, there is an organisational framework which I can resort to. I can... talk together with colleagues. Um... and don't have to be alone. Well, that is something, I think, that helps me in... in such a situation. (Jones, 30-36)

Support in the context of resilience has already been discussed in the section about risk-focused strategies to promote resilience and therefore at this point only a summary will be provided. The literature review found that availability of support can increase individuals' perceived psychological safety which in turn is firstly positively correlated with factors such as efficacy, performance and perceived control that are associated

with resilience (Edmondson, 1999) and secondly a climate-related construct that has implications to reduce perceived threat and enhance resilience (Fisk & Dionisi, 2010).

Hereby a strong wish of this study's participants for more formal support from the organisation could be identified. Many interviewees explained that they were not satisfied with the amount or quality of formal support, perceiving it as insufficient (Hurst, 97-106; Jones, 164-184). This concerned particularly support in teachers' education, early career support (Fry, 127-134; Holmes, 317-321) and everyday support, including training or coaching sessions. In literature, backing for the participants' view that these kinds of support are essential can be found (e.g. Cameron & Brownie, 2010; Fisk & Dionisi, 2010; Grafton, Gillespie & Henderson, 2010). Participants also suggested various forms of support which they expect to increase perceived emotional well-being in the work place, including increased appreciation (Roberts, 153-156), the provision of recreational spaces (Roberts, 136-139), self-organisation (Holmes, 321-326), 'supervision' (Roberts, 126-128; Fry, 231), 'teamteaching' (Hurst, 197-217), coaching (Hurst, 126-129; Jones, 178-186) and improved early career support (Holmes, 260-285). Many of these suggestions also reflect the protective factors, including positive learning environments, attentive and caring workplaces and social support which have been suggested by various authors as having the ability to develop and enhance resilience in employees (e.g. Benard, 1991; Himle, Jayaratne & Thyness, 1991; Oswald, Johnson & Howard, 2003). They also reflect the need for formal organisational design to enable and foster more informal processes like conversations, pursuing ideas, or brainstorming, which allow a community of practice to be effective and successful (Wenger, 2000). For example 'supervision', 'teamteaching' and increased appreciation could provide or improve social support, including supportive relationships with peers and supervisors (headteacher) and offering coaching or training sessions would create a better learning environment, while the provision of recreational spaces could be understood as an indicator for an attentive and caring workplace. Furthermore feeling appreciated can also result from emotional support provided by the organisation. Employees who receive emotional support and are therefore made to feel appreciated are less likely to disengage from their jobs or become cynical, even in the face of adversity. Schaufeli, Van Dierendonck and Van Gorp (1996) offer a slightly different explanation by offering the possibility that when employees receive emotional support and therefore believe they are valued, the equity in the relationship between employees and the organisation is restored which decreases the feeling of cynicism. Yet in both cases the final outcome is a lower risk for the employee to suffer from burnout.

Support is a central theme as it is reported to have three positive effects. Firstly it has the ability to decrease negative emotions, to decrease the likelihood of negative emotions being engendered in a given situation or to decrease the likelihood of critical situations occurring. Secondly it has a fostering impact on other emotion regulation strategies through giving and receiving advice and thirdly, in the form of certain risk-, asset-, and process-focused strategies it has the ability to promote resilience. But what makes it even more interesting is the fact that it can be implemented, organised and steered by the organisation. Although the actual regulation of emotions is in many cases still an individual process, the organisation could have a positive influence and support its employees in this process by providing a formal framework of support measures, which might have various positive outcomes for the organisation, as its employees might experience increased loyalty towards the school, as reported by Fry (80-82), or via increased levels of resilience a lower risk of suffering from burnout, increased performance and job satisfaction, as well as increased organisational commitment (Fisk & Dionisi, 2010; Lyubomirsky, King & Diener, 2005). Therefore the organisation would fulfil the requests of Day and Qing (2009) and Nias (1996): to be concerned with teachers' emotions and care for them as much as it cares for its pupils.

7.5 Summary

To summarise this discussion it can be said that it has been found that the teaching profession is highly emotional and critical situations that have the potential to engender (sometimes intense) negative emotions, especially anger, fear and disappointment, occur regularly in a teacher's work life.

Teachers apply a wide range of emotion regulation strategies, aiming at preventing negative emotions from being engendered or regulating negative emotions that have been engendered. Furthermore teachers also regulate positive emotions, which they try to enhance or maintain and prolong.

The vast majority of these strategies which are applied to regulate emotions also influence an individual's resilience at the same time. In this context these strategies can be divided into risk-, asset-, or process-focused strategies, or reflect the understanding of resilience as product of professional and personal dispositions, associated with positive adaptation in the face of adversity, or finally via engendering positive emotions have a resilience-promoting effect in the context of the theory of resource conservation, the dynamic model of affect or the 'broaden-and-build' theory.

Furthermore 'support' was found as an outstanding theme, due to its potential to regulate emotions, foster emotion regulation strategies and promote resilience. Moreover it can help to enhance emotion regulation and resilience in an organisational context as support can be implemented, organised and steered by the organisation. Therefore support offers a way in which an organisation can care and take responsibility for its employees by providing a formal framework of support.

Chapter Eight: Conclusion

8.1 Introduction

The final chapter of this thesis will demonstrate the significance of this research. The research questions and objectives are revisited and the contributions to theory and to practice are demonstrated. Also limitations and strengths of this study will be discussed and the quality of this research will be evaluated. The thesis will conclude with suggestions for further research which could explore questions that opened up in the course of this research project but are not lying within its scope.

8.2 Review of research objectives and questions

As explained in the introduction and throughout the entire thesis, the aim of this research is to understand how emotion regulation strategies influence teachers' perceived individual resilience (see Section 1.5), exploring teachers' subjective understandings of emotion regulation and its influence on their perceived individual resilience with social constructionism as the epistemic approach and an interpretivistic perspective.

The following table revisits the four research objectives, listing the chapters of this study which mainly contribute to their fulfilment:

Table 13 - Research objectives and related chapters

	Research objective	Chapter
Objective one	Critical review of emotion regulation and resilience literature and especially literature concerned with the relationship of both concepts.	Chapters Two, Three and Four
Objective two	Design of a research approach which is appropriate to explore teachers' interpretation and subjective experience of their emotions, the way they regulate their emotions and the influence this has on their resilience.	Chapter Five
Objective three	Collection and critical analysis (Interpretative Phenomenological Analysis) of qualitative data, while drawing upon the base in current literature, to create an original contribution to this field of study.	Chapters Five, Six and Seven
Objective four	Ensuring quality and validity of the research and its results by assessing processes and outcomes against appropriate criteria for qualitative research as suggested by Yardley (2000, 2008), Yin (1989) and Pringle et al. (2011).	Sections 5.8, 8.4 and 8.6 Appendices D-U

Fulfilling all four research objectives makes it possible to answer the research questions introduced in Chapter One.

Objective one has been fulfilled by critically reviewing literature concerned with three different areas (emotions and burnout in the teaching profession, resilience, emotion regulation), which identified and respectively confirmed the gap in knowledge: although on the one hand, a number of studies investigated input factors and strategies which can enhance resilience (e.g. Fisk & Dionisi, 2010; Grafton, Gillespie & Henderson, 2010; Gu & Day, 2007), or resilience in the context of positive emotions (e.g. Fredrickson, 2001; Tugade & Fredrickson, 2007) and on the other hand numerous studies researched the processes of emotion generation and emotion regulation with several studies identifying and classifying a wide range of emotion regulation strategies (e.g. Gross & Thompson, 2007; Parkinson & Totterdell, 1999), no research to date has investigated which strategies are applied by individuals in the context of educational organisation to regulate their emotions, while having at the same time the potential to increase their perceived resilience. This gap allows an original contribution to knowledge.

In order to fulfil **objective two** it has first been clarified that the aim of this study is to provide a subjective understanding of teachers' interpretation of their own emotions, the ways they handle and regulate their emotions and the effect this has on their resilience. To be able to explore subjective understandings, this research builds on social constructionism as the epistemic approach and an interpretivistic perspective, while Interpretative Phenomenological Analysis (IPA) is considered to be a promising method to answer this study's research questions. IPA is trying to explore experiences and perceptions of individuals (Smith & Osborn, 2003) and help to understand events from the individual's perspective. IPA also acknowledges the importance of how individuals construct meaning within a personal and social world (Smith & Osborn, 2003) and is therefore in line with the social constructionist understanding of resilience and emotions on which this research is based. Applied in this study, IPA enables the investigation of how individuals perceive situations and how they make sense of their world in social and personal terms (Smith & Osborn, 2003). Qualitative data is collected in semi-structure interviews (Critical-Incident-Technique) with German school teacher and diaries filled in by the interviewees.

Fulfilment of **objective three** required a number of steps. As mentioned before qualitative data has been collected via semi-structured interviews and qualitative research diaries filled in by the interviewees. Interviews have been carefully analysed following IPA. In Chapter Six on findings, each theme is illustrated with extracts from the interviews to give voice to the participants and enable the reader to experience the interviewees' accounts first hand and also to judge the coherence of the arguments presented in this thesis. Findings regarding the first research question, which asks about the emotions engendered by critical situations, include anger, fear, disappointment and teachers' accounts also refer to the intensity of these emotions. Regarding the second research question about ways in which teachers manage emotion which they perceive to be engendered in the workplace, findings can be divided into two groups: Active prevention strategies and problem-solving strategies. Each of these categories includes a number of emotion regulation strategies that are applied in order to prevent critical situations or negative emotions from being engendered, as well as strategies that are applied to regulate emotions that have already been fully developed. Support is found to be an outstanding theme due to its potential to regulate emotions, foster emotion regulation strategies and promote resilience. Moreover support can be implemented, organised and steered by the organisation and therefore offers a way in which an organisation can take responsibility for its employees by providing a formal framework of support. In Chapter Seven these findings have been discussed in the context of the reviewed literature and research questions. To avoid repetition the outcome of this discussion, including the answer to the third research question and the contribution to knowledge and practices, will be further detailed in the next section of this chapter which will revisit the research questions and their answers.

Objective four was to ensure quality and validity of the research and its results by assessing processes and outcomes against appropriate criteria for qualitative research. Throughout literature, a variety of criteria have been suggested. In accordance with the recommendations by Smith, Flowers and Larkin (2009) for an IPA study, the criteria suggested by Yardley (2000, 2008), Yin (1989) and Pringle et al. (2011) are applied.

Yardley's criteria for the assessment of quality and validity of qualitative research include sensitivity to context (for literature, collected data, analysis process), commitment and rigour, transparency and coherence, as well as impact and importance. Yin (1989) suggests an independent audit, which would also demonstrate

coherence according to Yardley (2000), while Pringle et al. (2011) further suggest reflection, method triangulation and team discussion.

These criteria have been discussed in detail in the context of this research in Section 5.8 and therefore only a brief summary will be presented here.

The careful and respectful procedure of establishing contact with participants and conducting the interviews demonstrated skill, awareness and dedication in order to produce a good interview and acknowledge the interactional nature of the data collection. Giving voice to the participants in writing up the findings as well as making appropriate claims grounded in the transcripts, shows sensitivity to the collected data within the process of analysis. Chapters Two, Three and Four show sensitivity to pre-existing literature that has been reviewed thoroughly and critically.

Respectful treatment of the participants and a careful case-by-case analysis prove commitment, while the appropriateness of the sample (see Section 5.6.1), the aforementioned quality of the interview and the completeness of analysis (see Section 5.7) demonstrate rigour.

A detailed explanation of all stages within the analysis process (e.g. sampling, conduct of interviews, different stages of analysis) transparency is given. The reader can judge coherence of the argument by following the chain of evidence which is provided in the Appendices C to U and hereby perform an independent audit (Yin, 1989). Also a fit between research and the theoretical assumptions it is based on demonstrates coherence. Here the reader can find proof throughout the entire thesis, including the formulation of the research questions, the understanding of emotion and resilience as social constructs, etc.

According to Yardley (2000) any piece of research has to tell its audience something important, interesting, or useful to be really valid. By giving voice to the participants and letting them tell their story in their own words, this research tells an interesting story. Due to its contribution to knowledge, which will be presented again in the next section of this chapter, it is important and a possible practical contribution (see also next section) makes this research project useful.

A research diary has been kept throughout the whole data collection, analysis and write-up process to allow a reasonable degree of reflexivity. A detailed reflective statement about the journey as IPA researcher can be found in Appendix V. Method triangulation has been applied through collecting qualitative data via interviews and research diaries (see Section 5.6.2) and although only the researcher executed the

analysis of the raw data, findings and the analysis have been continuously discussed with the supervision team.

Therefore all four objectives of this study have been fulfilled. Yet a number of new questions and opportunities for further research arose which will be detailed in Section 8.5.

8.3 A contribution to knowledge and practice – revisiting the research questions

To demonstrate the contribution to knowledge, the three research questions introduced in the introduction will now be revisited and it will be shown how their answers contribute to knowledge, but also to practice.

Hereby the first research question forms the basis on which the second and third research questions build in order to make an original contribution.

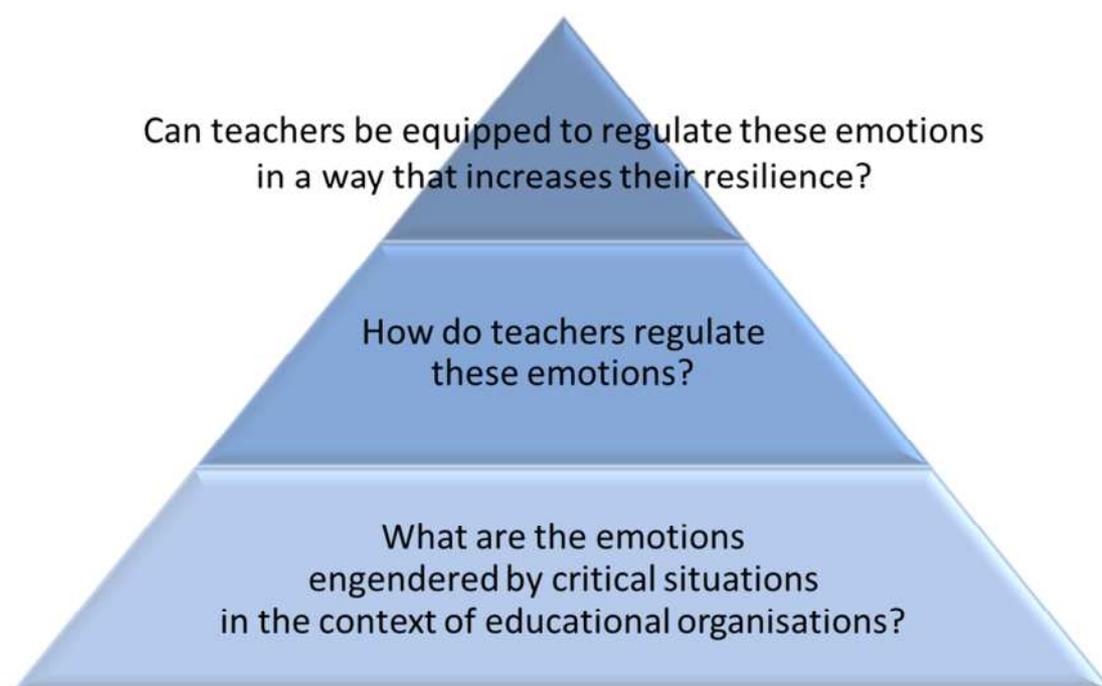


Figure 19 - Relationship of research questions

Research question one:

1. What are the emotions engendered by critical situations in the context of educational organisations?

The findings of this study regarding the emotions which are reported by teacher to be engendered in the workplace are generally consistent with results of other studies in this area. Participants mentioned a range of negative emotions, predominantly anger and fear, as well as the need to regulate them.

Many researchers agree that the teaching profession is one of the most stressful professions due to constant emotion-laden interactions (Brackett et al., 2010; Brotheridge & Grandey, 2002; Johnson et al., 2005; Kyriacou, 2001) and also participants of this study described numerous events that are perceived to engender emotions. Often these emotions are described vividly and in much detail. The high emotional demands of the teaching profession can result in an increased risk of teachers suffering from physical and emotional exhaustion, reduced job satisfaction or lowered feelings of accomplishment (Bachkirova, 2005; Brackett et al., 2010; Guglielmi & Tatrow, 1998; Shann, 1998).

Participants also reported the high intensity of their emotional experiences. This factor combined with the increased risks for teachers' physical and psychological well-being require higher levels of resilience (Roeser et al., 2012) and a strong capability to regulate emotions effectively (Helsing, 2007; Schutz & Zembylas, 2009) to ensure teachers' well-being.

Research question two:

2. How do teachers regulate these emotions?

The second research question is asking for the ways in which teachers regulate emotions that they perceive as being engendered in the workplace to create a better understanding of the strategies teachers are using.

The analysis of the 10 interviews revealed various emotion regulation strategies that are applied, often on a daily basis, with the findings suggesting that emotion regulation strategies are generally aiming at two different purposes: first, preventing situations that have the potential to engender negative emotions or within a given situation preventing negative emotions from being engendered (referred to as active prevention

strategies) and second regulating emotions after they have been engendered and fully developed (problem-solving strategies).

This dualism is also reflected in literature on emotion regulation, where researchers differentiate between emotion regulation strategies that are applied before the emotion is fully developed (antecedent-focused emotion regulation) and strategies which are applied once the emotion is fully developed and already under way (response-focused emotion regulation), usually in order to down-regulate negative emotions (Gross & Munoz, 1995).

Two well-recognised classification systems of emotion regulation strategies that have been introduced and discussed in detail in Chapter Four (Section 4.3.3) are those of Gross (Gross, 1998b; Gross & Thompson, 2007) and Parkinson and Totterdell (1999).

While four out of five emotion regulation families of Gross' model are antecedent focused, all of Parkinson and Totterdell's categories are response-focused and are often applied even a considerable time after the emotion has been engendered. Gross' emotion regulation families on the other hand are oriented at the emotion generation process and therefore directly applied within this process, that is exactly in the situation that potentially gives rise to the emotions.

As the reported emotion regulation strategies in this study reflect both antecedent-focused and response-focused categories, the combination of both models offers a promising framework in whose context the findings of this study are discussed.

Reported antecedent-focused strategies fall mainly into the categories of situation selection (e.g. Clarke, 80-84, 150-152; Silver, 198-212), situation modification (e.g. Clarke, 127-129; Ford, 81-84; Fry, 189-191; Hurst, 323) and cognitive change (Banks, 95-96, 180-185; Hurst, 56-59; Silver, 93-96, 154).

Response-focused strategies reflecting the definition of Gross are reported (Banks, 164-176; Silver, 286-291), just like a wider range of strategies that fall into categories suggested by Parkinson and Totterdell, including cognitive (Hurst, 12-17) and behavioural avoidance (Holmes, 173-184), cognitive (Ford, 145-150; Roberts, 137-139) and behavioural pleasure- and relaxation-directed distraction (Clarke, 138-141; Steel, 192), cognitive affect- and situation-directed confrontation (Steel, 43-55), behavioural affect-directed (Holmes, 189-193; Jones, 80-82; Silver, 139-140) and situation-directed confrontation (Jones, 42, 214-233; Holmes, 64-66, 90-91), as well as cognitive and behavioural situation-directed acceptance (Clarke, 129-132, 149-150; Jones, 88-94, 214-133; Roberts, 48-50; Silver, 105-107).

Furthermore strategies are used to regulate specifically positive emotions by enhancing them (Clarke, 111-114; Ford, 101-103) or maintaining and prolonging them (Holmes, 105-109). One form of positive emotion regulation which is used to prolong and maintain the experience of positive emotions is savouring, by anticipating the experience of positive emotions (Clarke, 93-99) or reminiscing and recalling past positive events (Holmes, 105-109).

A wide range of emotion regulation strategies have been reported that are used to avoid negative emotions or to engender, maintain and prolong positive emotions. In terms of individuals' resilience and well-being these positive emotions have a range of positive outcomes. These impact the answer to the third research question and will be summarised under its heading. Although response-focused emotion regulation strategies are not able to prevent the creation of negative emotions, participants perceive them as useful and apply a wide variety of them on a daily basis. These strategies constitute an important element of the emotion regulation processes, as they help to down-regulate negative and up-regulate or maintain and prolong positive emotions as well.

Research question three:

3. Can teachers be equipped to regulate these emotions in a way that increases their resilience?

The findings of this study have already shown that teachers apply numerous antecedent- and response-focused emotion regulation strategies. The next important step in order to answer the third research question is therefore to show how these strategies and their outcomes (like positive emotional experience) relate to resilience-promoting strategies that have been identified in Chapter Three. Afterwards it will be shown from a more practical point of view how emotion regulation and resilience might be promoted in the context of an educational organisation.

The third research question can therefore be divided in two subquestions which will be answered separately:

3a) How do reported emotion regulation strategies and their outcomes relate to resilience-promoting strategies identified in the literature?

Various resilience-promoting factors can be identified (e.g. Fisk & Dionisi, 2010; Grafton, Gillespie & Henderson, 2010; Gu & Day, 2007; Masten & Reed, 2002) and have been summarised under three central resilience-promoting sets of strategies: risk-, asset-, and processed-focused strategies (Fisk & Dionisi, 2010; Masten & Reed, 2002), and again under two overarching concepts which explain resilience-promoting processes: firstly the understanding of resilience as a product of professional and personal dispositions (Gu & Day, 2007), and secondly the resilience-promoting effects of positive emotions, in the context of resource conservation (Hobfoll, 1989, 2001), the broaden-and-build theory (Fredrickson, 2001) and the dynamic model of affect (Ong et al., 2006; Zautra et al., 2001).

It was found that support measures provided by the organisation, which often had a down-regulating effect on negative emotions (Clarke, 16-19; Holmes, 260-285) or the potential to engender positive emotions (Clarke, 93-99), also had the potential to enhance resilience as risk-focused strategies.

Antecedent- and response-focused emotion regulation strategies that aimed at enhancing positive emotions (Banks, 53-59; Hurst, 61-66; Roberts, 45-50; Silver, 264-268; Steel, 74-81), but also communication (Holmes, 55-52; Silver, 155-164) and the provision of training (organisational support) (Hurst, 126-129; Jones, 178-186) also functioned as asset-focused strategies, likely to foster the development of resilience.

Other emotion regulation strategies like diary-keeping (Jones, 214-233) or emotion expression (Banks, 186-189; Holmes, 191-192), which can be both antecedent- and response-focused, are also reported to have a positive effect on the perceived resilience, while representing process-focused strategies.

Overall, participants reported down-regulating or attempting to avoid negative emotions, while up-regulating and maintaining positive emotions. This is reflected in the two overarching concepts: the resilience-promoting effects of positive emotions (referring to the regulation of positive emotions) and the understanding of resilience as being developed through adaptation in the face of adversity (referring to the regulation of negative emotions).

As mentioned before various antecedent- and response-focused emotion regulation strategies aim at engendering, enhancing, maintaining and prolonging positive emotions, including humour (Banks, 180-185; Silver, 154), enjoyment of work (Hurst, 61-66), a positive attitude (Clarke, 93-99), or savouring (Clarke, 93-99; Holmes, 105-

109), while they also function as risk-, asset-, or process-focused resilience-promoting strategies. Through processes related to the concepts of resource conservation (Hobfoll, 1989, 2001), the 'broaden-and-build' theory (Fredrickson, 2001) and the dynamic model of affect (Ong et al., 2006; Zautra et al., 2001) these positive emotions potentially enhance resilience.

Negative emotions are often engendered when individuals are facing critical situations. In this case a wide range of emotion regulation strategies are applied by individuals. These strategies that are applied in order to regulate (often negative) emotions can again be considered risk-, asset-, or process-focused resilience-promoting strategies or are at least fostering these. This reflects the idea of Gu and Day (2007) that resilience is developed in the face of adversity, as a product of professional and personal dispositions.

Therefore it can be summarised that the antecedent- and response-focused regulation of negative and positive emotions has the potential to promote resilience via a number of different processes. It remains the question, how emotion regulation and therefore resilience can be promoted in the context on an educational organisation.

3b) From a more practical point of view, how can emotion regulation and resilience be promoted in an organisational context?

Throughout the interviews in this study it can be found that nearly all reported emotion regulation strategies have one thing in common: they are learned, practised and applied in a private context, without support from the organisation. Therefore participants perceive that they have to deal with emotions that they regard to be engendered in the workplace in a private context, often with the support of private contacts, which endangers their work-life balance and can put a strain on their private life. It is more difficult for them to separate their professional and private lives – on all suggested levels. As explained in Section 6.3.1 this could be a source of negative emotions in itself and the lack of support can be considered a precursor for teacher burnout (Burke, Greenglass & Schwarzer, 1996).

Findings from this study as well as findings from literature suggest that organisational support is required to ensure that in an organisational context employees are able to develop and enhance their individual resilience (e.g. Benard, 1991; Himle, Jayaratne & Thyness, 1991; Oswald, Johnson & Howard, 2003; Wenger, 2000).

Support, which is a central theme in this study, functions as an antecedent- and response-focused emotion regulation strategy and can additionally foster the development and strengthening of other emotion regulation strategies. What makes it most interesting in an organisational context is that it can be implemented, organised and steered by the organisation. The organisation could have a positive influence and support its employees in this process by providing a formal framework of support measures, which might have various positive outcomes for the employees and the organisation (Fisk & Dionisi, 2010; Lyubomirsky, King & Diener, 2005). Hereby the organisation would fulfil the requests of Day and Qing (2009) and Nias (1996): To be concerned with teachers' emotions and care for them as much as it cares for its pupils.

These ideas are supported by a strong wish of this study's participants for more formal support from the organisation. Many interviewees explained that they were not satisfied with the amount or quality of formal support (Hurst, 97-106; Jones, 164-184), which concerned particularly early career support (Fry, 127-134; Holmes, 317-321) and everyday support, including training or coaching sessions. In literature, backing for the participants' view that these kinds of support are essential can be found (e.g. Cameron & Brownie, 2010; Fisk & Dionisi, 2010; Grafton, Gillespie & Henderson, 2010).

Participants suggested a number of support measures which they expect to increase their perceived emotional well-being in the work place. These include increased appreciation (Roberts, 153-156), the provision of recreational spaces (Roberts, 136-139), self-organisation (Holmes, 321-326), 'supervision' (Roberts, 126-128; Fry, 231), 'teamteaching' (Hurst, 197-217), coaching (Hurst, 126-129; Jones, 178-186) and improved early career support (Holmes, 260-285). Many of these suggestions reflect the protective factors, like positive learning environments, attentive and caring workplaces and social support which have been suggested by various authors to have the ability to develop and enhance resilience in employees (e.g. Benard, 1991; Himle, Jayaratne & Thyness, 1991; Oswald, Johnson & Howard, 2003). The participant's suggestions also reflect Wenger's (2000) idea of the need for formal organisational design to allow a community of practice to be effective and successful.

Therefore organisational support (practical and moral) is considered a promising avenue to promote emotion regulation strategies and consequently resilience in employees in the context of educational organisations, fostering teachers' personal and professional development. This theoretical base for the possible development of a training programme which could help teachers to enhance their individual resilience for their own good and the advantage of the organisation is a potential practical contribution. Yet due to methodological (including sampling) matters, further research

is required in order to develop a training programme which can be implemented in educational organisations. These matters will be discussed in the next section and suggestions for further research will be made in Section 8.5.

Finally the graphic which has been introduced as the research model in Section 1.4.4 will be revisited to summarise this conclusion. The identified groups of emotion regulation strategies are now inserted to visually close the gap between literature concerned with the regulation of emotions on the one hand and resilience on the other, while the shapes for 'adversity' and 'positive emotions' are extended to emphasise the overarching character of these two concepts.

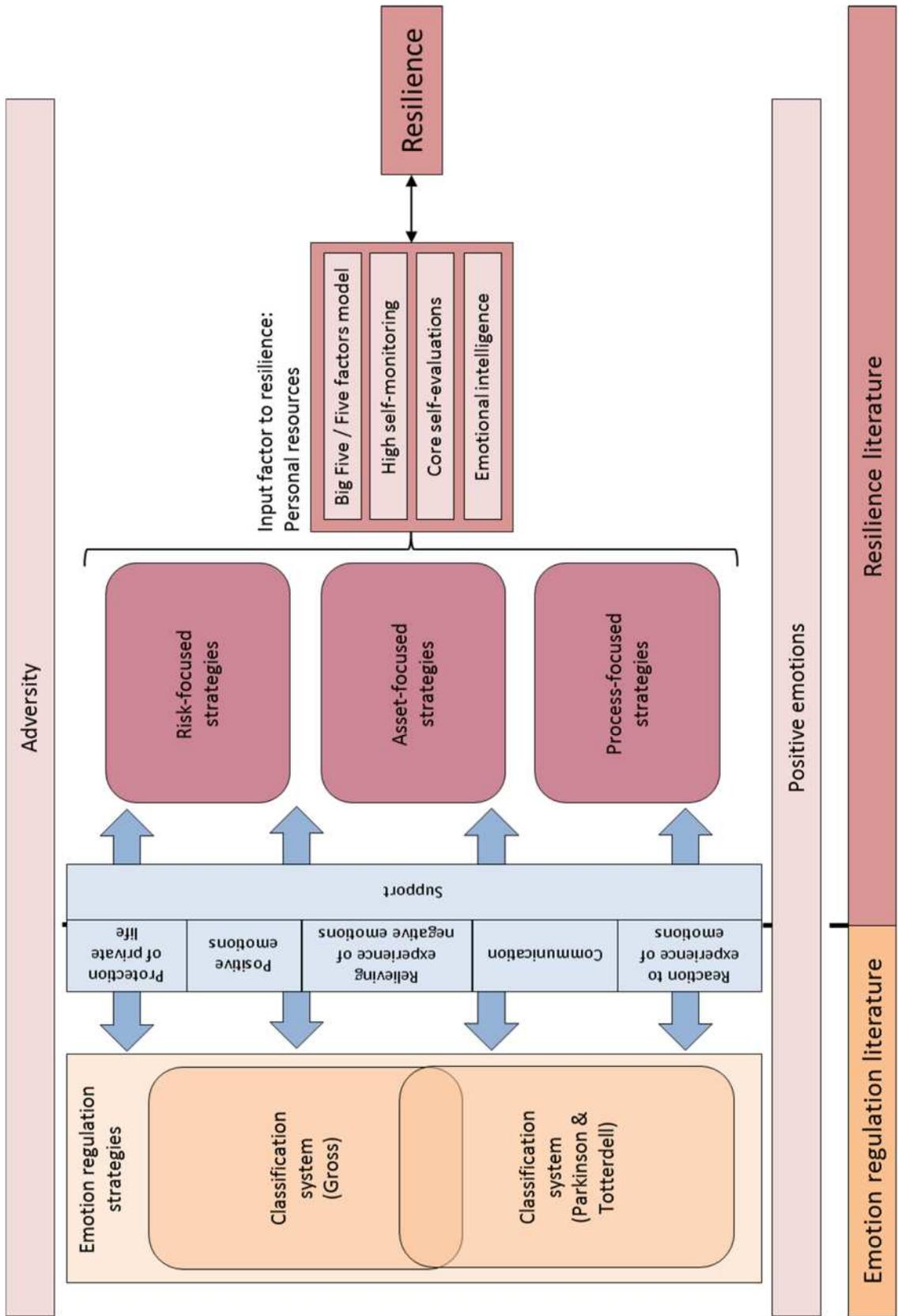


Figure 20 - Research model and conclusion

8.4 Limitations and strengths of the research

Generally the identified limitations fall into three categories, which are personal limitations, including biases, limitations around the methodology and analysis and finally limitations of the validity.

8.4.1 Personal limitations

Personal limitations are founded in the researcher's pre-understanding of school settings due to prior research projects and personal contacts who are working in the teaching profession. Therefore there was the possibility that certain incidents might have been highlighted or particular emphasis put on an area which is of personal concern. Additionally there was the risk of being selective with the data, even unconsciously. To address these matters the researcher reflected on the data, data collection and analysis processes, as well as her own personal situation in context of the research. A diary has been kept to record those reflections. Method triangulation has been applied, as data has been collected through interviews and qualitative research diaries filled in by the interviewees. Furthermore findings and the analysis have been continuously discussed with the supervision team throughout the entire research process. These processes are also recommended by Pringle et al. (2011) to achieve valid outcomes from a qualitative study.

8.4.2 Limitations of methodology and analysis

As an interpretative qualitative approach, IPA has a number of strengths, but also weaknesses which should be acknowledged and, whenever possible, to be dealt with.

As other qualitative approaches, like grounded theory, tend to work with larger sample sizes (Barbour, 2007), the small sample size of 10 participants in this study could be seen as a limitation. Yet Smith, Flowers and Larkin (2009) emphasise that a smaller sample size allows a deeper and more detailed analysis.

Research participants have been selected purposefully, which might be considered a limitation as well. Yet within an IPA study it is important that research participants are selected whose accounts will add to and broaden the understanding of the investigated phenomenon, i.e. the experience of emotions in the workplace and how individuals regulate them, from different perspectives. Participants' accounts are privileged and

meaningful insight is gained by focusing on individual experiences and understandings in accordance with the idiographic approach of IPA (Smith, Flowers & Larkin, 2009).

Another limitation with specific regard to IPA could be the rather broad range of participants who vary in age and teaching experience and are working at three different schools in Baden-Wuerttemberg, Germany. As IPA requires a homogenous sample (De Visser & Smith, 2006; Smith & Osborn, 2003) this might be considered a limitation. Yet the necessary degree of homogeneity of the sample depends on the phenomena of interest and therefore homogeneity is a matter of compromise (Larkin, Watts & Clifton, 2006) and there are no general criteria which could be applied. Despite some variations, all participants in this study share the experience of negative emotions in the workplace and having to find ways of dealing with them.

Both data collection methods, interviews and qualitative research diaries require the participant to disclose personal information about his/her emotional experience and hence only information participants are willing to disclose can be analysed. The dependence on the willingness of participants to disclose this kind of information might be considered another limitation. It was dealt with by trying to put the interviewees at ease and help them to feel comfortable talking about their experiences and emotions. Some interviewees even gave positive feedback after the interview by stating that they felt relieved to share this kind of information.

The usage of qualitative research diaries was partially another attempt to deal with this limitation. It was expected that some participants might be more willing to disclose more personal information in a non-face-to-face setting and in writing instead of verbally. Yet it turned out, that there was no difference in participants' willingness to disclose personal information between these two data collection methods.

Additionally relying on participants' accounts is in the very nature of IPA, as the researcher is making sense of the participants making sense of a particular phenomenon (Smith, Flowers & Larkin, 2009). Therefore the participants' accounts are central.

8.4.3 Limitations due to translation process

All interviews were conducted in German and participants also kept the diaries in German. Although some participants are fluent in English it was decided against conducting interviews in English as that might have caused a further strain on the

research participants. Using German instead of imposing a foreign language on them allowed them to express their views on a sensitive topic, such as negative emotional experience and the ways of dealing with it, more easily and freely. Also using a foreign language despite sharing the same native language might have caused a further alienation of an already potentially straining interview situation.

As it was decided against using a professional translator or software, the interviews were translated by the researcher.

The analysis was carried out using the German transcripts in order to avoid potential distortion of meaning due to the translation process, as any translation is never objective, but an interpretation by the translator (Albrecht, 1973). Therefore for the analysis the raw data in form of German transcripts has been used and hence allowed to stay as close as possible to the rich accounts of the participants.

The central parts of the interviews which are used as direct quotes in this thesis have then been translated into English. According to Albrecht (1973) a text cannot be translated without interpretation, as a completely equivalent version to the original text cannot be produced. While different grammar, words and sentence structure form the surface of any translation, culture with its respective value systems is at the heart of each language. Therefore it is necessary to find the correct English tone when translating the transcripts (Kelly, 1994) which proved to be difficult as the researcher is not a native speaker and both, German culture or identity as well as language skills impact the translation.

Whenever a word by word translation is not possible the researcher's understanding of the participants' accounts becomes relevant and influences the translation. The researcher attempted to be authentic in the translation of participants' accounts, while transferring the meanings in the accounts in a way that makes them understandable for English speaking readers.

Due to the translation, the reader has not only access to the interpretation of participants' accounts, but also to relevant parts of these accounts. Yet, as the researcher decided which parts of the transcripts are translated, the power over the findings of the research still remains with the researcher (Essers, 2009).

8.4.4 Limitations of validity

How limitations of validity are dealt with is discussed in detail in Section 5.8 of this thesis. Therefore here, only a brief summary will be presented here.

Validity, rigour and quality are important considerations in qualitative research and there is still much debate on their assessment (Dixon-Woods et al. 2004; Barbour 2007). The very nature of qualitative research and specifically of an IPA study is that the analysis account is always the interpretation of a single researcher or a research team, in the case of this study one researcher. Therefore claims with regard to the significance of any findings can be doubted. It is more important to follow guidelines for the assessment of validity and quality of qualitative research which have been suggested by various authors (e.g. Yardley, 2000, 2008; Yin, 1989) and discussed in much detail in Section 5.8. By following quality criteria (Yardley, 2000) and providing all data required for a virtual independent audit (Yin, 1989) an independent auditor can “ensure that the account produced is a credible one, not that it is the only credible one.” (Smith, Flowers & Larkin, 2009, p. 183). This deals with the specific nature of qualitative research. Instead of producing a single report, representing ‘the truth’, or trying to reach consensus, the independent audit acknowledges that there can be a number of legitimate accounts. A strong emphasis on transparency (see discussion of Yardley’s criteria in Section 5.8.1) demonstrates that the particular account presented in this thesis has been produced systematically.

8.5 Suggestions for further research

Throughout the entire research process, questions arose or areas of knowledge opened up which form opportunities for further research.

This study used IPA to explore understandings and perceptions of a particular group of people, concentrating on an in-depth analysis of 10 cases, instead of making general claims. Yet further studies with other groups could gradually complete the picture, leading to more general claims (Smith & Osborn, 2003).

Moreover, in order to compensate methodological limitations, outcomes from this research could be quantitatively tested, to find out if actual training programmes could have the desired effect of increasing teachers’ resilience, as suggested in this study. Further studies could support the development of a training programme, for example through investigating which training measures have the best effect, or offer the best cost/outcome ratio.

Other interesting aspects that could be investigated further are:

- Preferences of individual teachers for certain emotion regulation strategies and if this has a direct effect on their resilience
- Cultural differences in the relationship of emotion regulation and resilience (comparing Germany and for example the UK)
- Effectiveness of emotion regulation strategies in enhancing resilience
- Negative 'side effects' of emotion regulation strategies
- The role of the school leadership team or headteacher in the process of resilience-promotion

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RESEARCH ORGANISATION INFORMED CONSENT FORM

Newcastle Business School

University of Northumbria

Completion of this form is required whenever research is being undertaken by NBS staff or students within any organisation. This applies to research that is carried out on the premises, or is about an organisation, or members of that organisation or its customers, as specifically targeted as subjects of research.

The researcher must supply an explanation to inform the organisation of the purpose of the study, who is carrying out the study, and who will eventually have access to the results. In particular issues of anonymity and avenues of dissemination and publications of the findings should be brought to the organisations' attention.

Researcher's Name: _____ Stephanie Haeussler _____

Student ID No. (if applicable): _____

Researcher's Statement:

Purpose

This research will try to make sense of the meaning emotion regulation has for the development and sustainment of resilience.

Participants

Teachers and possibly headteacher of the participating schools. The study will be carried out by Stephanie Haeussler, a doctoral student at Newcastle Business School, Northumbria University, who will be the interviewer for all interviews carried out in this organization.

The participation of the organization and the individual participants is entirely voluntary. Withdrawal is possible at any time.

Research methods

Interviews (following the Critical Incident Technique) and qualitative research diaries will be employed in this study. Research participants will receive an Informed Consent Form and be asked to sign it before the interview takes place. Informed Consent Forms will be handed out as hard copies directly before the interview. All interviews will be recorded with a digital voice recorder and transcribed. After the interview, participants will be also provided with a research diary to complete.

Location of research

The interviews will take place at the location of the participant's choice, which might be the classroom, staff room, the participant's home or any other place which is suitable and where interruption is unlikely.

Timescale

The timescale for data collection is from April 2011 to April 2012.

Time commitment

Initial meeting with the headteacher to discuss the research process, which will allow the headteacher to decide whether the school will take part in the research or not (approx. 30 minutes).

Initial interview with teacher/headteacher (approx. 45-60 minutes).

Reviewing transcript which will be emailed back to the interviewee to make any amendments, deletions or additions (approx. 1 hour).

Follow-up interview approximately two months after the initial interview (approx. 30-45 minutes).

Reviewing transcript which will be emailed back to the interviewee to make any amendments, deletions or additions (approx. 1 hour).

Complete qualitative research diary over a period of about eight weeks (between initial and follow-up interview)

Anonymity

The data used in this study will be anonymised, all names of people and organizations will be changed. It will be ensured, that identification of people or the organization is not possible.

Confidentiality

Data will be stored securely. Hard copies of the anonymised transcripts might be given to the supervision team as part of the data analysis process.

Research dissemination

The completed thesis will normally be available in the library of Northumbria University. Any dissemination (e.g. in a conference paper) or published paper will respect anonymity and confidentiality.

Queries

Please direct any queries regarding this research to Stephanie Haeussler

Mobile:

Email:

Any organisation manager or representative who is empowered to give consent may do so here:

Name: _____

Position/Title: _____

Organisation Name: _____

Location: _____

If the organisation is NBS please completed the following:

Start/End Date of Research / Consultancy project:	Start: End:
Programme Year Sample to be used: seminar group, entire year etc.	
<i>Has Programme Director/Leader, Module Tutor being consulted, informed.</i>	

Anonymity must be offered to the organisation if it does not wish to be identified in the research report. Confidentiality is more complex and cannot extend to the markers of student work or the reviewers of staff work, but can apply to the published outcomes. If confidentiality is required, what form applies?

- No confidentiality required
- Masking of organisation name in research report
- No publication of the research results without specific organisational consent
- Other by agreement as specified by addendum

Signature: _____ Date: _____

This form can be signed via email if the accompanying email is attached with the signer's personal email address included. The form cannot be completed by phone, rather should be handled via post.

Appendix B: Individual Informed Consent Form



Newcastle Business School

Informed Consent Form for research participants

Title of Study:	Emotion Regulation to develop and sustain resilience in school teachers
Person(s) conducting the research:	Stephanie Haeussler
Programme of study:	PhD
Address of the researcher for correspondence:	
Telephone:	
E-mail:	
Description of the broad nature of the research:	This research will try to make sense of the meaning emotion regulation has for the development and sustainment of resilience.

Description of the involvement expected of participants including the broad nature of questions to be answered or events to be observed or activities to be undertaken, and the expected time commitment:

Semi-structured interview and follow-up interview after approximately three months. Initial interview will last about 1 hour, second interview 30-45 minutes. Interviewees will be asked to fill in a diary during the two months until the follow-up interview. This is completely voluntary.

The initial interview will follow the Critical Incident Technique and will range between unstructured and semi-structured. The interviewees will be asked to talk about incidents in which they were resilient or showed resilience following a critical event. They will also be asked to describe the feelings engendered by this event and how they regulated or attempted to regulate them and which regulation strategies they perceived to be the most efficient or successful.

The follow-up interview questions will be informed by the issues arising from the data collection. The interviewee will be asked to reflect about keeping the diary.

All interviews will be recorded with a digital voice recorder and transcribed.

Anonymity will be assured. Names of people and organizations will be changed and it will be ensured that identification of people or the organization is not possible.

Interview transcripts will be emailed back to the participants who will be asked to review them and make any amendments, deletions or additions.

	Data will be stored securely on the computer and hard copies will be locked away. Hard copies of the anonymised transcripts might be given to the supervision team as part of the data analysis process.
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Information obtained in this study, including this consent form, will be kept strictly confidential (i.e. will not be passed to others) and anonymous (i.e. individuals and organisations will not be identified *unless this is expressly excluded in the details given above*).

Data obtained through this research may be reproduced and published in a variety of forms and for a variety of audiences related to the broad nature of the research detailed above. It will not be used for purposes other than those outlined above without your permission.

Participation is entirely voluntary and participants may withdraw at any time.

By signing this consent form, you are indicating that you fully understand the above information and agree to participate in this study on the basis of the above information.

Participant's signature:

Date:

Student's signature:

Date:

Please keep one copy of this form for your own records

Appendix C: Sample sizes of recently published IPA studies

Overview: Published IPA studies

Journal	ABS Ranking	JCR Impact Factor	Year	Author	Title	Method	Sample size	Sampling technique	Reference
Journal of Business Venturing	4*	3.062	2011	J. Cope	Entrepreneurial learning failure: An interpretative phenomenological analysis	phenomenological interview	8	purposive sampling, snowball/chain sampling	Cope, J. (2011) 'Entrepreneurial learning failure: An interpretative phenomenological analysis',
Journal of Occupational and Organizational Psychology	4*	1.939	2006	L. J. Millward	The transition to motherhood in an organizational context: An interpretative phenomenological analysis	semi-structured interviews, each interviewee interviewed twice	8 (10) intended sample size 4-5	purposive sampling	Millward, L. J. (2006) 'The transition to motherhood in an organizational context: An interpretative phenomenological analysis',
International Journal of Entrepreneurial Behaviour & Research	2*		2010	Kempster, S. & Cope, J.	Learning to lead in the entrepreneurial context	qualitative phenomenological interview	9	convenient-purposive sampling	Kempster, S. & Cope, J. (2010) 'Learning to lead in the entrepreneurial context', <i>International Journal of Entrepreneurial Behaviour & Research</i>
British Journal of Health Psychology		2.697	2012	Vangeli, E. & West, R.	Transition towards a 'non-smoker' identity following smoking cessation: An interpretative phenomenological analysis	semi-structured interviews	10	purposive sampling	Vangeli, E. & West, R. (2012) 'Transition towards a 'non-smoker' identity following smoking cessation: An interpretative phenomenological analysis'
British Journal of Health Psychology		2.697	2009	Sherrill Snelgrove, S. & Liossi, C.	An interpretative phenomenological analysis of living with chronic low back pain	semi-structured interviews	10	purposive sampling	Sherrill Snelgrove, S. & Liossi, C. (2009) 'An interpretative phenomenological analysis of living with chronic low back pain', <i>British Journal of Health Psychology</i>
British Journal of Health Psychology		2.697	2007	Hogg, N. M., Garratt, V., Shaw, S. K. & Tagney, J.	It has certainly been good just to talk: An interpretative phenomenological analysis of coping with myocardial infarction	semi-structured interviews	6	convenient-purposive sampling	Hogg, N. M., Garratt, V., Shaw, S. K. & Tagney, J. (2009) 'It has certainly been good just to talk: An interpretative phenomenological analysis of coping with myocardial infarction'
Psychology & Health		2.126	2012	Wang, Y., Wang, J. & Liu, X.	Posttraumatic Growth of Injured Patients after Motor Vehicle Accidents: An Interpretative Phenomenological Analysis	semi-structured interviews	6	purposive sampling	Wang, Y., Wang, J. & Liu, X. (2012) 'Posttraumatic Growth of Injured Patients after Motor Vehicle Accidents: An Interpretative Phenomenological Analysis'

Interview-Schedule

Die Kernpunkte:

[Key questions]

1. **Ereignis**, als Sie resilient reagiert haben

[Incident/event when you reacted resilient]

2. **Emotionen** und der **Umgang** damit

[Describe your emotions and how you dealt with them]

3. Auswirkung auf Ihre „**Stehaufmännchen-Fähigkeit**“

[Effect on your resilience]

4. **Verbesserungsvorschläge**

[Ideas for improvement]

Appendix F: Original transcript (participant Fry)

	Timespan	Content	Speaker
1	0:00.0 - 1:18.1	Ahm... also gerade nochmal mein Thema: Es geht mir ja darum, herauszufinden, wie ähm... die Art, wie Lehrer, oder allgemein Mitarbeiter... ähm... mit ihren Emotionen umgehen im Arbeitsalltag. Wie das ähm... sich auswirkt auf eine... Eigenschaft ähm... die oft Resilience genannt wird. Das ist so eine Art Stehaufmännchenfähigkeit. Ahm... ich beschreibe das immer so als die Art, ähm oder Fähigkeit, ähm... sich von negativen Ereignissen... darüber hinwegzukommen, sich davon zu erholen und wieder zu sich selbst zu finden. Und ähm... Wie gesagt, ich versuche herauszufinden, wie... also im Arbeitsumfeld der Umgang mit Emotionen sich auf diese Eigenschaft auswirkt. Und deswegen würde ich Sie hier jetzt bitten, ähm... kurz nachzudenken, zwei, drei Ereignisse im Schulalltag auswählen, ähm... wo... also die negative Emotionen ausgelöst haben und wie Sie damit umgegangen sind. Das können Ereignisse gewesen sein mit Schüler, mit Eltern der Schüler, mit Kollegen, mit dem Vorgesetzten, völlig äh... egal in welchem Zusammenhang, Hauptsache im Arbeitsalltag.	Interviewer
2	1:18.1 - 1:22.5	Hmhm. Und soll ich da länger ausholen, damit Sie dann die Emotionen verstehen, die da draus...?	Participant Fry
3	1:22.5 - 1:23.7	Ja, gerne. Gerne.	Interviewer
4	1:23.7 - 5:00.9	Okay. Also ich bin seit letztem Jahr an der Schule. Bin nur 50%-Kraft und habe letztes Jahr eine 5. Klasse übernommen als neue Kollegin hier an der Schule. Und habe selber zwei Kinder jetzt im Alter von siebeneinhalb und fünfeinhalb Jahren und ich habe mich hier vorgestellt... oder ich habe meine alte Schule nur verlassen, weil ich es pragmatischer für die Familie gebraucht habe. Und habe mich im Bewerbungsgespräch auch so vorgestellt, dass mir meine Familie im Moment sehr wichtig ist und dass ich gerne arbeiten möchte, aber sich das so ein bisschen drum herum... gestalten soll. Und es ging letztes Jahr ganz gut mit einigem Hin und Her... und jetzt habe ich dieses Jahr einen Stundenplan bekommen, der dann echt eine Herausforderung war... Habe dann das Gespräch gesucht mit meinem Rektor, der mir aber ganz klar signalisiert hat, er hat hier eine Institution zu leiten... und... ja, er kann nicht auf jede einzelne Befindlichkeit Rücksicht nehmen... Wir haben es dann hingekriegt... in der Familie und dann ist mein Sohn ziemlich schwer erkrankt und dann war dieses Thema „Fehlzeiten“. Also ich habe ja als Beamtin nur eine bestimmte Anzahl von Tagen, die ich nehmen darf... um meinen Sohn zu begleiten. Und da hatte ich dann ein Gespräch... ähm... wo es darum ging, wie ich jetzt hier meine Fehlzeiten, die eventuell ja noch entstehen könnten... wieder reinarbeite oder die Stunden verlegt sind. Was natürlich überhaupt nicht... ähm... rein... ähm... organisatorisch gar nicht möglich ist, weil die Schüler sind ja morgens im Unterricht und... mittags im Normalfall auch. Und das hat mich supergeärgert. (Hmhm.) Und ich war letztes Jahr... Also ich mache Theater. Ich spiele Theater. Habe hier auch die Theater AG gleich... aufs Auge gedrückt gekriegt. Weil ich wollte sie eigentlich mal eine Weile nicht machen. Ich habe an meiner alten Schule das	Participant Fry

		<p>Theaterprofil aufgebaut... und habe gedacht, ich hätte da ein anderes Standing... und war dann sehr enttäuscht da drüber, wirklich wahrnehmen zu müssen, dass ich... nur Verfügungsmasse bin. Dass es hier nicht um meine Persönlichkeit geht oder um das, was ich leiste... sondern... dass das hier Dienst nach Vorschrift ist und das hat mich dann so geärgert, dass ich für mich beschlossen habe... ähm... Ich arbeite das, was ich zu arbeiten habe, aber ich werde mich nicht mehr über das Normalmaß hinaus engagieren. (Hmhm.) Und... äh... aus dieser Wut heraus... habe ich auch äh... mich sehr distanziert von dieser Institution. Ich mag meine Schüler. Ich mag mein Kerngeschäft, das Unterrichten. Aber das Engagement für die Institution oder die Außenwirkung der Schule, das ist mir egal. Und dass war bisher aber eigentlich nicht der Fall. Und das ist so meine... (lacht) Reaktion auf diese... ja für mich völlig unverständliche... Art und Weise zu reagieren. Und da habe ich gerade mein Problem, weil ich bisher immer Chefs hatte, mit denen ich ganz gut... umgehen konnte, wo ich das Gefühl habe, das ist ein Miteinander... Und das empfinde ich hier überhaupt nicht so. Ich bin Verfügungsmasse, ich habe da zu sein und... da wird auch nicht gefragt, ob das jetzt so in Ordnung geht oder nicht. Und das belastet mich richtig. Also das belastet mich auch soweit, dass ich mir überlege... Eigentlich, jetzt mache ich noch dieses Jahr, dann kommt meine Tochter in die Schule, dann gucke ich mal und wenn ich hof... Also wenn sich das familiär entspannt, würde ich gerne die Schule wechseln. Also...</p>	
5	5:00.9 - 5:07.6	<p>Ja. Wie versuchen Sie jetzt... ganz spezifisch in dem Moment dann... damit umzugehen. Weil das sind ja jetzt längerfristige Planungen.</p>	Interviewer
6	5:07.6 - 5:58.6	<p>Ja. Gut, in dem Moment ist es jetzt so, dass ich mich aus diesem Theater, dass ich... habe ich jetzt immer wieder signalisiert, weil das bedeutet Freitag Mittag immer hier zu sein, wenn alle daheim sind... äh... dass ich das nächste Jahr definitiv nicht mehr machen möchte. Gut jetzt ist er jemand, der... (lacht) ich weiß nicht ob das in den anderen Gesprächen mit den anderen herausgekommen ist... Er ist ein König und er... regiert in seiner Schule. Also das ist hier nicht unsere Schule, sondern das ist SEINE Schule. Und dass ich... natürlich das Problem habe, wenn er sagt, er will das, dann ist das eine Dienstanweisung und dann werde ich das tun. Aber natürlich... mit einem anderen Engagement, wie wenn ich sage „Ich tue das.“ Und ich möchte es eigentlich nicht mehr. Und ich werde mich auch im Personalrat - das muss ich einfach noch tun - mich erkundigen, welche rechtlichen Möglichkeiten ich habe, um da auch Widerstand zu leisten.</p>	Participant Fry
7	5:58.6 - 6:01.2	<p>Also das ist eine sehr starke Hierarchie?</p>	Interviewer
8	6:01.2 - 6:32.2	<p>Äh... es gibt hier nur einen... (Ihn.) Genau. Und alle anderen sind... genau. Das ist auch das, was mich ganz extrem stört. Es ist ein total nettes Kollegium. Es sind wirklich ganz arg nette Leute. Und es ist verwunderlich: Es regen sich ganz viele auf,... aber keiner sagt etwas. Also es ist ganz spannend. Also er hat auch sehr cholerische Ausfälle... (lacht) Der kann einen dann auch richtig anbrüllen. Da kann ich jetzt eher drüber lachen. Aber das mit</p>	Participant Fry

		dem... mit meinem Sohn, das hat mich echt schwer verletzt. (Ja.) Das muss ich einfach sagen.	
9	6:32.1 - 6:38.3	Wie haben Sie versucht, mit den... mit den Emotionen dann in dem Moment dann wirklich umzugehen? Konnten Sie denen Ausdruck verleihen (Nein.) oder war das...?	Interviewer
10	6:38.3 - 7:35.6	umzugehen? Konnten Sie denen Ausdruck verleihen (Nein.) oder war das...? Also er ist jemand... Ich habe das versucht am Schul... Deswegen bin ich auch so ganz weit... Er ist jemand, ich habe das am Schuljahresanfang versucht klar zu machen, was dieser Stundenplan für meine Familie bedeutet und er hat mir ganz klar signalisiert, das interessiert ihn nicht. Und dann bin ich niemand, der dann vor ihm in Tränen ausbricht, sondern der dann halt, einfach, ja... hart bleibt. „Das ist okay.“ Und meine Reaktion ist dann natürlich, heim zu gehen, mich bei meiner Freundin oder bei meinem Mann aufzuregen. Vielleicht im Kollegium das eine oder andere Gespräch zu führen. Aber... ähm... halt zu schauen, dass ich meinen Aufwand... minimal halte und ganz klar sage „Das mache ich nicht.“ Wenn eine Aufgabe an mich herangetragen wird. Oder mich da einfach zurückhalte, wo ich früher schon jemand war, der gesagt hat „Klar, kein Problem.“ Also ihm gegenüber vielleicht, dem gar keinen Ausdruck.	Participant Fry
11	7:35.6 - 8:04.3	Ja. Äh... wie... wie ist das für Sie... für Sie... Sie sagen jetzt, früher haben Sie sich gerne engagiert (Hmhm.) ahm, heute auf Grund der Umgebung und... und aufgrund des Chef und des Umfeldes, können Sie das so nicht mehr machen oder wollen Sie das so nicht mehr machen. Ähm... Wie fühlt sich das für Sie an? Dass Sie... es was war, was Sie früher gerne gemacht hatten und jetzt... die Umstände... den Spaß daran verderben, oder...? Könnte man das so sagen, oder...?	Interviewer
12	8:04.2 - 8:54.3	Nein, weil es ist... also... ähm... Ich habe keine... Also ich glaube... das ist so eher der Punkt: Ich identifiziere mich nicht mit dieser Schule, sondern ich identifiziere mich mit meiner Klasse und meinen Schüler. Und da geht mein Engagement hin. Und früher habe ich... mich auch mehr... oder war es mir wichtiger, dass die Klasse sich dann auch für diese Schule engagiert hat. Und dadurch, dass ich ruhiger werde, werden natürlich dann auch die Schüler vermutlich ruhiger in der Anbindung zur Schule. Also... ja... ähm... Und ich habe natürlich... dann auch meinen Fokus... ähm... auf das Private. Also...	Participant Fry
13	8:54.3 - 8:58.7	Also zum einen die Schüler dann... (Genau.) als Motivation jeden Tag hier wieder herzukommen.	Interviewer
14	8:58.7 - 9:04.7	Genau. Und das mache ich gerne. (Hmhm.) Und ansonsten... ist es, so wie es ist.	Participant Fry
15	9:04.7 - 9:09.6	Gut. Ahm... haben Sie noch irgendwie eine andere Situation?	Interviewer
16	9:09.6 - 10:11.8	Ähm... Ich habe mich sehr geärgert über Eltern. Also ich habe Eltern in meiner Klasse... Wobei, das sind jetzt so Sachen, wo ich relativ gut abstrei... abstreifen kann. (Hmhm.) Also das, was ich jetzt erzählt habe, war wirklich etwas, was an meine Substanz gegangen ist. Aber ansonsten sind das eher... ähm... Dinge... Ich habe halt einen Schüler, der keine Hausaufgaben macht und der eigentlich ein schlaues Köpfchen ist. Er ist Italiener. Er ist der einzige Bub. Er ist der... Prinz der Familie. Es wird im Grunde genommen alles toleriert. Die Eltern kommen zu Gesprächen, aber sie haben ihn letztendlich nicht in der Hand. Und sichtbar ist aber, wenn er jetzt nicht mal anfängt zu arbeiten, dass er dann durch...gereicht wird. Gut und das kann ich besprechen und da	Participant Fry

		kann ich auch mal im Unterricht richtig wüst... sein und auch mal einen Brüller loslassen... Aber das ist nichts, was mich in meiner Substanz... also was mir jetzt an meiner Substanz rührt.	
17	10:11.7 - 10:28.6	Ist... Sie haben gesagt, das können Sie gut abstreifen. Ahm... also sagen Sie dann am Ende... am Ende vom... vom Schultag, wenn Sie dann abschalten und sagen „Okay, hier endet jetzt mein Berufsleben und mein Privatleben fängt an.“ Oder wie muss ich das verstehen?	Interviewer
18	10:28.6 - 11:35.8	Also es ist so, dadurch dass ich... äh mit den zwei Kindern im Grunde genommen dann sofort in einer ganz anderen Welt bin und die mir auch gar keine Luft lassen, mir jetzt da großartig noch Gedanken zu machen... komme ich eigentlich gar nicht dazu. Und auch... und... gut und dann bin ich auch jemand, der das sehr gut dann stehen lassen kann, da wo es ist. Und der nicht ins Bett geht und sich da abends Gedanken macht. Ich gehe ins Bett und ich schlafe eigentlich. Und das ist glaube ich ein Signal dafür, dass ich das... ja, ziemlich gut lassen kann. Also... Ähm... Würde eher daran... Ich würde eher sagen, das liegt daran, dass meine Umstände im Moment so sind, dass ich eigentlich keine Zeit habe (lacht) zum Nachdenken. Also ich gehe hier raus und dann bin ich Mama und ich gehe hier rein und dann bin ich eben nicht mehr Mama, sondern Lehrerin. (Also richtig...) Ja. (...so mit Schalter.) Ja. Und ich habe auch wenig Zeit daheim jetzt...im Normalen, bei Tageslicht irgendwas vorzubereiten. Das mache ich dann abends. Und bin da... ja... relativ effi... Also ich bin da effektiv... vermutlich einfach dass das auch so gelingt... mit dem relativ geringen Aufwand.	Participant Fry
19	11:35.8 - 11:52.2	Würden Sie sagen, dass Sie über die Jahre, die Sie jetzt schon unterrichten... ahm... eine Art Strategie oder Vorgehensweise entwickelt haben, wo Sie sagen, wenn Sie so mit... Emotionen oder emotionalen Situationen umgehen, dann stecken Sie das leichter weg?	Interviewer
20	11:52.2 - 12:43.2	Ja. Also, äh... natürlich so lange ich alleine war und im Referendariat, da... dreht man sich ja dann eh NUR um dieses Thema. Auch mit allen Beziehungen drum herum. Und ich habe natürlich auch gar nicht mehr... den äh... den privaten Kreis. Da sind keine Lehrer, sondern das sind ja dann die Mamas oder alte Freunde. Das heißt, auch da ist jetzt gar nicht so der Gesprächsstoff, wie während dem Referendariat, wo man ja viel mit anderen Lehrern zusammen ist. Und das es wirklich die Lebensumstände sind, die mich da ähm... die da eine Strategie... mir auch in gewisser Weise auferzungen haben. Wenn ich das eine richtig machen will,... muss ich das andere im Grunde genommen zurückstellen. (Ja.) Und ich arbeite, weil es mir Spaß macht und weil mir das Unterrichten Spaß macht. Aber ich bin... vor allem auch gerne Mama! Also... ja.	Participant Fry
21	12:43.1 - 13:14.1	Sehr gut. Ahm... Dann noch ein Frage ähm... zum... Studium... zur Ausbildung. Ahm... wird da bereits Wert drauf gelegt, dass man das... angehende Lehrer eben nicht nur lernen, mit... bestimmten schwierigen Situationen, Elterngespräche, etc. umzugehen, sondern auch sich selber zu handhaben in solchen Situationen und... mit sich selber und... Em... ihren eigenen Emotionen und dem eigenen Stress umzugehen?	Interviewer
22	13:14.1 - 14:28.4	Also während dem Studium wird auch so Elterngespräch oder so was wird eigentlich gar nicht äh... also während meiner Ausbildung war das noch nicht... war das nicht so..., dass da was... äh...	Participant Fry

		<p>geprobt oder trainiert oder so wurde. Und Stressbewältigung oder so was war überhaupt gar kein Thema. Also auch jetzt Burn-out bei Lehrern oder Frühpensionierung oder so was, das sind alles erste Themen, mit denen ich dann konfrontiert wurde, als ich in den Schuldienst gekommen bin. Und ähm... wir haben in unserem... in unserer Studie... in unserem Stu... Studentenkreis immer so einen Spruch gehabt: ‚Entweder man ist von ähm... Haus aus befähigt zu lehren und kann damit umgehen und kriegt die Schüler... oder man kann es gar nie. Man kann es nicht erlernen.‘ Und ich glaube, dass da wirklich was dran ist. Und äh... dass jetzt... und auch die... Auch jetzt in der Schule wird ja keinen Wert auf Stressbewältigung gelegt. Es... man muss funktionieren und ich komme aus dem Krankenpflegeberuf und da haben wir schon vor... 20 Jahren Supervision gemacht. Ja. Und das ist hier... gar nie... gar nicht möglich. (Ahm... gerade auf das anzuspringen, was Sie... erzählen. Sie haben früher im Bereich Krankenpflege gearbeitet?) Ja, ich bin Krankenschwester.</p>	
23	14:28.4 - 14:48.6	Ahm... Würden Sie sagen, dass der Lehrberuf andere... Stressfaktoren mit sich bringet, als jetzt zum Beispiel der Krankenpflegeberuf, oder gibt es da viele Parallelen?	Interviewer
24	14:48.5 - 15:44.1	Also es gibt natürlich die Parallele, dass man mit Menschen arbeitet. Was mich an der Krankenschwester gestört hat, war dieser intensive körperliche Kontakt. Und natürlich die Arbeitszeiten und dass ich nicht so kreativ sein... kann, wie ich das gerne wäre. Da bin ich natürlich in meinem Lehrerdasein viel freier. Und... vom Stress her... äh... man kann es nicht vergleichen. Aber ich würde jetzt... ICH, aus meine Position heraus, mit meinem Umgang, wie ich mit Schülern umgehen kann... äh... verdiene jetzt mein Geld sehr viel leichter, als als Krankenschwester. Aber das hat wahrscheinlich schon auch was damit zu tun, dass ich ähm... dass ich dieses Abschalten kann und dass ich mich nur sehr sehr selten wirklich richtig ärgere. Also dass ich da schon auch eine große Distanz habe zwischen den Schülern und mir.	Participant Fry
25	15:44.1 - 15:49.3	War das schon immer... irgendwie teil ihrer Persönlichkeit... (Nein.) oder würden Sie sagen, dass haben Sie gelernt, oder... (Das habe ich gelernt.) sich angeeignet?	Interviewer
26	15:49.2 - 17:03.6	Das habe ich gelernt und zwar... habe ich... bin ich jemand, der sehr viel persönlich genommen hat. Also der sehr viel auf seine Person gemünzt hat... und... äh... ich habe dann in meinem ersten Schuljahr eine Erfahrung gemacht. Da hat mich... Da hatte ich eine 8. Klasse, war Schulanfänger... also ja... und habe... mich da richtig hopps nehmen lassen. Also da waren zwei Jungs drin, die es wirklich geschafft haben, mich auf meiner ganz persönlichen Ebene zu erwischen. Und da gab es dann auch noch einen sehr unglückliches, spontanes Schüler-Eltern-ich-Gespräch, was dann ganz persönlich wurde... Und das war so ein Knackpunkt für mich. Also wo ich für mich gesagt habe, ich muss lernen, Dinge nicht persönlich zu nehmen, weil ich bin da in der Funktion als Lehrerin drinnen... und nicht als Privatperson. Was nichts damit zu tun hat, dass ich nicht Privates erzählen darf... oder nicht auch privat sein darf. Aber dass wenn... Äußerungen kommen oder man irgendwas mitkriegt... ähm... ja, da kann ich viel mehr drüber stehen, als jetzt am Anfang. Und da hat mir diese Situation schon enorm geholfen.	Participant Fry
27	17:03.5 - 17:10.4	Also würden Sie sagen, das was so... einer... der Knackpunkte oder... (Ja.) wo Sie wirklich sagen, hier habe ich was dazu gelernt (Ja.) was weiterhilft.	Interviewer
28	17:10.4 - 20:33.8	Und ich habe... also ich habe hier auch noch eine Situation an der Schule, die ich ähm... da war ich ganz neu da. Ich hatte eine neunte Klasse in Geschichte. Gut, und Geschichte ist jetzt so ein	Participant Fry

		<p>Fach, das kann man mögen oder nicht. Habe ich jetzt auch gar kein Problem, aber ich erwarte, dass es ruhig ist. Weil ich jemand bin, ich kann nur arbeiten und ich kann auch nur denken, wenn ich wirklich Ruhe habe. Und ich bin in diese 9. Klasse rein. War natürlich die Neue. Und wir haben dann erst einmal miteinander gekämpft. Ich habe so reagiert, dass ich immer mehr Stoff reingeknallt habe. Die Schüler haben immer mehr reagiert, indem sie halt maulig waren. Und dann ist etwas passiert an dieser St... Schule, wo auch echt speziell ist für diese Schule: Die Schüler haben sich... NICHT bei mir beklagt, sondern sie sind zu anderen Lehrern gegangen. Und das hat mich dann richtig verletzt. Und... ich bin dann von verschiedensten Lehrern angesprochen worden. Bin dann bei der Konrektorion eingeladen worden, die diese Klasse zufällig auch in Englisch hatte, zum Gespräch und dass ich da was regeln müsste und überhaupt. Und habe... mich da echt rechtfertigen müssen... Und hatte das Gefühl ‚Okay, hier bin ich alleine. Hier steht nicht... das... die Institution hinter mir als Lehrkraft, die mich unterstützt, sondern hier sind die Schüler Nummer eins und mein Unterricht muss so interessant und ich muss so toll und... brennend sein, dass die Schüler... zufrieden sind.‘ Und dann bin ich heim und ich habe eine Freundin, die äh... zu dem Zeitpunkt noch gecoacht hat... Firmen gecoacht hat und andere Krankenhäuser. Und die hat dann zu mir gesagt „Klar, es gibt jetzt zwei Möglichkeiten: Entweder du steckst... du machst so weiter, gehst jedes Mal...“ Weil ich hatte dann auch schon immer Bauchweh, wenn ich da hin bin... bin da auch schon sehr angespannt hin. Natürlich habe ich dann auch so gewirkt. „Oder du machst eine Aussprache.“ Und dann habe ich... ja... überlegt, was ich mache. Habe mich hier mit einzelnen Kollegen, die ich da als sehr... hilfreich... ähm... gedacht habe, die könnten mit helfen, die haben einen ganz guten Umgang, so wie ich das wahrgenommen habe, mit Schüler. Habe da ein bisschen rumgefragt, dann ein paar Tipps gekriegt und habe dann mit dieser Klasse eine Aussprache gemacht. Halbe Stunde begrenzt, weil die schon immer darauf aus waren, auch so diese Unterrichtszeit rumzubringen. ‚Jetzt plaudern wir halt mal.‘ Und habe dann auch mit ihnen ganz... versucht, ganz klar zu strukturieren: Warum sind wir hier? Was ist unser Weg? Was stört mich an euch? Was stört euch... an mir? Wie kommen wir zusammen? Und das war dann echt gut. Und... ich bin viel lockerer wieder geworden. Habe geguckt, dass ich da so ein bisschen auf sie drauf... sie eingehe und sie haben sich auf mich einlassen können. Und das war sehr positiv und mittlerweile gehe ich wirklich gerne in diese Klasse rein. Haben einen echt lockeren Kontakt. Klar, die 10er, da kann man auch immer mal ein Späßchen machen oder kann auch mal... fünf grad sein lassen. Und das ist echt nett. Aber... ja. Das war etwas, was mich angegriffen hat. Vor allem, wie die Reaktion hier war. Weil von meiner alten Schule kenne ich das dann eher so, dass die Kollegen gesagt haben „Ja, du, bei mir ist das ähnlich. Jetzt entspann dich mal. Jetzt gucken wir mal... Soll ich mal mit reinsitzen?“ Und hier hatte ich das Gefühl... ich kriege gesagt „Guck, dass du das regelst und das die zufrieden sind.“</p>	
29	20:33.8 - 20:39.3	- Also weder... weder vom Chef noch vom Kollegium eine Form von Rückhalt in der Situation.	Interviewer
30	20:39.2 - 21:30.6	- Ja, also es gibt natürlich einzelne Kollegen, wo man da äh... vertrauterer Verhältnis hat, wo man dann sagt „Boah...“. Aber ich war ja ganz neu. (Hmhm.) Und das hat mich dann auch geärgert, weil ich dachte, ‚Okay, ich... hier kennt gar niemand meine Arbeit.‘	Participant Fry

		Und die haben sich dann auch über die Klassenarbeit aufgeregt... sie aber nicht hergezeigt. Dann habe ich sie dem Kollegen gezeigt, der sich da so... verantwortlich gefühlt hat und der dann zu mir wirklich sagen musst „Okay, die ist viel einfach als meine Klassenarbeit. Was regen die sich auf?“ Ja! Also das war so ein bisschen so was, wo ich dachte ‚Okay...‘ Also ich bin hier schon in... gewisser Weise ein Alleink... oder man ist hier ein Alleinkämpfer. Man hat so sein... Leutchen auch mal zum... was los werden. Aber im Grunde genommen... nicht. (Muss man selber...) ...gucken. Genau.	
31	21:30.5 - 21:36.7	Wie fühlt man sich da? Oder, wie fühlen Sie sich da dann... alleingelassen? Oder würden Sie sich die Situation anders wünschen?	Interviewer
32	21:36.7 - 22:07.8	Natürlich. Ich habe an der alten Schule äh... ja, Freundin gehabt, mit der ich im Grunde genommen über alles reden konnte und zwar völlig ungefiltert. Also das ist hier dann natürlich auch so ein Thema... Es gibt sehr viel Loyalität offiziell. Und klar, wenn man die Neue ist, dann kriegt man immer die offizielle Version. Ja. (Und inoffiziell?) Gibt es die Intrigen oder das, was halt so unter der Hand geschwätzt wird. (Ja.) Gut, und da bin ich natürlich als 50%-Kraft auch in gewisser Weise raus.	Participant Fry
33	22:07.7 - 22:12.0	Ist die Situation allgemein dann schwieriger, wenn man nicht vollzeit an einer Schule ist?	Interviewer
34	22:11.9 - 22:15.0	Ja, natürlich. Um rein zu kommen allemal. Klar.	Participant Fry
35	22:14.9 - 22:27.8	Wie gehen Sie mit dieser Schwierigkeit um? Eben... dass Sie sagen „Gut, ich unterrichte nur hier und mache das... was ich machen muss und... engagiere mich nicht für die Schule ... (Nein, ich...) über das Mindestmaß.“ ?	Interviewer
36	22:27.7 - 23:25.8	Ja, aber ich habe schon äh... auch... äh... ganz... netten Kontakt dann privaterer Art. Also dass man halt dann mal so... auch was von daheim erzählt. Oder dass mal jemand nachfragt, oder... Ich habe jetzt eine Kollegin spontan zu meinem Geburtstagsfestle eingeladen und ich bin normalerweise niemand, der sich da so ganz schnell öffnet... und dann so ganz dicht ran lässt. Und... ähm... eine Kollegin, mit der ich mir den Platz teile... wir schreiben und immer mal wieder Briefle... Aber... also das ist so, das gibt schon so... freundschaftlich...ere... äh Kontakte, aber es gibt niemanden, auf den ich mich hier ganz eingelassen habe. Und wo ich auch merke, das ist hier nicht. Also es wirkt alles sehr... ‚Wir sind eine große Familie.‘ Aber wenn man dann... genauer hinschaut, ist alles doch eher sehr oberflächlich. Es gibt ganz vereinzelt intensivere Kontakte, aber es ist doch eher oberflächlich.	Participant Fry
37	23:25.8 - 23:56.2	Gut, dann hätte ich noch eine Frage. Zum Schluss um nochmal auf die Ausbildung zurückzukommen, weil wir da... (Oh ja.) schnell gewechselt hatten vorhin. (Hmhm.) Ahm... Da Sie ja... in dem Bereich anscheinend ja nicht viel gibt... oder gar nichts gibt, glauben Sie, dass es nützlich wäre, wenn... Lehrer schon in der Ausbildung... da... Kurse, Fortbildungen... (Natürlich.) bekommen würden im Bereich ‚Wie manage ich mich selber?‘ oder ‚Wie handele ich mich selber in... in Konfliktsituationen, in emotionalen Situationen?‘ ?	Interviewer
38	23:56.1 - 24:39.4	Also es ist ein sozialer Beruf und von dem her denke ich, ist es ganz arg wichtig, dass man Strategien erlernt, wie ich mit... also wie man mit Stress umgeht, weil man für sich auch selber einen Schlusspunkt sucht. Oder... um auch nochmal auf dieses ganze Thema ‚Gesprächsführung‘... Es wird keinerlei Gesprächsführung gemacht. Das ist ähm... Oder... kann ich erlernen, das ist in... ja...	Participant Fry

		entweder ich kann das oder habe mal irgendwo, irgendwann was ausprobiert dazu, oder ich kann es halt dann nicht und... habe dann meine Schwierigkeiten und meine Themen. Und gut, was ich wünschen würde, wäre einfach äh... kollegiale Supervision. Und zwar in der gleichberechtigten Gruppe.	
39	24:39.4 - 24:41.8	Wie... würde das aussehen dann?	Interviewer
40	24:41.8 - 25:02.3	Also ich habe es bisher schon so erlebt, dass man halt einen Supervisor hat und dann... praktisch die Gruppe bespricht: Was gibt es für Themen? Was gibt es für Probleme? Und zwar ohne persönlich zu werden, sondern wo es um die Sachlage im Grunde genommen geht. Wo habe ich Stress in welcher Klasse? Da hilft ja allein schon manchmal nur das sagen zu können und das Verständnis der anderen zu spüren.	Participant Fry
41	25:02.3 - 25:06.4	Also... wie ein Gesprächsrunde unter Kollegen dann (Genau.) offizielle.	Interviewer
42	25:06.3 - 25:58.8	Genau. Die aber ähm... extern geleitet wird. Oder extern... gesteuert wird. (Von jemand von außerhalb.) Genau. Genau. Gut und was ich natürlich ganz arg schwierig finde ist, dass wenn man... äh Probleme mit dem Chef hat, dass es eigentlich keine Institution ist, die neutral vermittelt. Also dass es da eigentlich gar nichts gibt und das heißt: Entweder ich füge mich (lacht) oder ich gehe in die Auseinandersetzung und lebe mit der Konsequenz. (Hmhm.) Und das ist etwas, was ich hier gleich ganz am Anfang gesagt bekommen habe. Dass wenn man... (holt tief Luft) ja... sich sträubt oder... ach... konstruktive Kritik leistet, das hat ja nicht einmal was damit zu tun, dass ich rummaule, dass er dann schon seine Mittel und Wege hat, denjenigen auszuknocken... also auszuschalten und zwar so, dass derjenige dann auch irgendwann geht.	Participant Fry
43	25:58.8 - 26:05.2	Also... ein sehr ungesundes Arbeitsklima. Also im... im Verhältnis zum... (Ja.) Chef.	Interviewer
44	26:05.2 - 26:34.3	Ja. Wobei das... Wenn Sie da rein gehen werden, würden Sie das nicht merken. Wir sind ja alle per du. Das ist etwas, wo ich am Anfang gesagt habe „Buh, das ist so künstlich.“ Und äh... man muss auch da ganz klar für sich kriegen... dieses ‚du‘ hat nichts mit der Beziehung zu tun. Das ist ein Arbeits-du, wie in Amerika. Fertig. Also... jeder der kommt darf ‚du‘ sagen zu allen.	Participant Fry
45	26:34.2 - 26:40.8	Schon schwierig. Nein... es ist wirklich... klingt nach einer schwierigen Situation.	Interviewer
46	26:40.9 - 26:42.8	Also das ist hier eine ganz spannende Schule.	Participant Fry
47	26:42.7 - 27:02.7	Nein, also habe ich bisher auch schon so... auch schon... Das Bild fügt sich... fügt sich zusammen. Das ist auch sehr interessant. Auf alle Fälle. Gut, dann sind wir auch schon am Ende vom Interview. (Okay.) Bedanke ich mich nochmal recht herzlich.	Interviewer

		mein Kerngeschäft, das Unterrichten. Aber das Engagement für die Institution oder die Außenwirkung der Schule, das ist mir egal. Und dass war bisher aber eigentlich nicht der Fall. Und das ist so meine... (lacht) Reaktion auf diese... ja für mich völlig unverständliche... Art und Weise zu reagieren. Und da habe ich gerade mein Problem, weil ich bisher immer Chefs hatte, mit denen ich ganz gut... umgehen konnte, wo ich das Gefühl habe, das ist ein Miteinander... Und das empfinde ich hier überhaupt nicht so. Ich bin Verfügungsmasse, ich habe da zu sein und... da wird auch nicht gefragt, ob das jetzt so in Ordnung geht oder nicht. Und das belastet mich richtig. Also das belastet mich auch soweit, dass ich mir überlege... Eigentlich, jetzt mache ich noch dieses Jahr, dann kommt meine Tochter in die Schule, dann gucke ich mal und wenn ich hof... Also wenn sich das familiär entspannt, würde ich gerne die Schule wechseln. Also...	36 DE:Withdrawal from institution
		Ja. Wie versuchen Sie jetzt... ganz spezifisch in dem Moment dann... damit umzugehen. Weil das sind ja jetzt längerfristige Planungen.	37
		Ja. Gut, in dem Moment ist es jetzt so, dass ich mich aus diesem Theater, dass ich... habe ich jetzt immer wieder signalisiert, weil das bedeutet Freitag Mittag immer hier zu sein, wenn alle daheim sind...äh... dass ich das nächstes Jahr definitiv nicht mehr machen möchte. Gut jetzt ist er jemand, der... (lacht) ich weiß nicht ob das in den anderen Gesprächen mit den anderen herausgekommen ist... Er ist ein König und er... regiert in seiner Schule. Also das ist hier nicht unsere Schule, sondern das ist SEINE Schule. Und dass ich... natürlich das Problem habe, wenn er sagt, er will das, dann ist das eine Dienstweisung und dann werde ich das tun. Aber natürlich... mit einem anderen Engagement, wie wenn ich sage „Ich tue das.“ Und ich möchte es eigentlich nicht mehr. Und ich werde mich auch im Personalrat - das muss ich einfach noch tun - mich erkundigen, welche rechtlichen Möglichkeiten ich habe, um da auch Widerstand zu leisten.	38 39 40 CE:Not feeling appreciated + CE:Feeling treated as disposable quantity + CE:Authoritative headteacher 41 42 43
5	5:00.9 - 5:07.6	Interviewer	44 DE:Change of school
		Also das ist eine sehr starke Hierarchie?	45
		Ah... es gibt hier nur einen... (Ihm.) Genau. Und alle anderen sind... genau. Das ist auch das, was mich ganz extrem stört. Es ist ein total nettes Kollegium. Es sind wirklich ganz arg nette Leute. Und es ist verwunderlich: Es regen sich ganz viele auf,... aber keiner sagt etwas. Also es ist ganz spannend. Also er hat auch sehr chole rische Ausfälle... (lacht) Der kann einen dann auch richtig anbrüllen. Da kann ich jetzt eher drüber lachen. Aber das mit dem... mit meinem Sohn, das hat mich echt schwer verletzt. (Ja.) Das muss ich einfach sagen.	46 47 48 49 50 CE:Authoritative headteacher 51
		Wie haben Sie versucht, mit dem... mit den Emotionen dann in dem Moment dann wirklich umzugehen? Konnten Sie denen Ausdruck verleihen (Nein.) oder war das...?	52 CE:Being forced to work additional tasks
7	5:58.6 - 6:01.2	Interviewer	53
		Also er ist jemand... Ich habe das versucht am Schul... Deswegen bin ich auch so ganz weit... Er ist jemand, ich habe das am Schuljahresanfang versucht klar zu machen, was dieser Stundenplan für meine Familie bedeutet und er hat mir ganz klar signalisiert, das interessiert ihn nicht. Und dann bin ich niemand, der dann vor ihm in Tränen ausbricht, sondern der dann halt, einfach, ja... hart bleibt. „Das ist okay.“ Und meine Reaktion ist dann natürlich, heim zu gehen, mich bei meiner Freundin oder bei meinem Mann aufzulegen. Vielleicht im Kollegium das eine oder andere Gespräch zu führen. Aber...ähm... halt zu schauen, dass ich meinen Aufwand... minimal halte und ganz klar sage „Das mache ich nicht.“ Wenn eine Aufgabe an mich herangetragen wird. Oder mich da einfach zurückhalte, wo ich früher schon jemand war, der gesagt hat „Klar, kein Problem.“ Also ihm gegenüber vielleicht, dem gar keinen Ausdruck.	54 55 56 57 CE:Authoritative headteacher 58 CE:Low moral courage among colleagues 59 CE:Choleric headteacher 60 DE:Humour 61 E:Hurt 62 63 64 65 66 CE:Headteacher is not interested in teaching staff; DE:Suppress emotions 67 68 DE:Communication (family + friends); DE:Communication (colleagues) 69 DE:Withdrawal from institution 70 71 72
8	6:01.2 - 6:32.2	Participant Fry	
9	6:32.1 - 6:38.3	Interviewer	
10	6:38.3 - 7:35.6	Participant Fry	

11 7:35.6 - 8:04.3	Interviewer	Ja. Ähm... wie ist das für Sie... für Sie... Sie sagen jetzt, früher haben Sie sich gerne engagiert (Hmhm.) ähm, heute auf Grund der Umgebung und... und aufgrund des Chef und des Umfeldes, können Sie das so nicht mehr machen oder wollen Sie das so nicht mehr machen. Ähm... Wie fühlt sich das für Sie an? Dass Sie... es was war, was Sie früher gerne gemacht hatten und jetzt... die Umstände... den Spaß daran verderben, oder...? Könnte man das so sagen, oder...?	73 74 75 76 77
12 8:04.2 - 8:54.3	Participant Fry	Nein, weil es ist... ähm... Ich habe keine... Also ich glaube... das ist so eher der Punkt: Ich identifiziere mich nicht mit dieser Schule, sondern ich identifiziere mich mit meiner Klasse und meinen Schülern. Und da geht mein Engagement hin. Und früher habe ich... mich auch mehr... oder war es mir wichtiger, dass die Klasse sich dann auch für diese Schule engagiert hat. Und dadurch, dass ich ruhiger werde, werden natürlich dann auch die Schüler vermutlich ruhiger in der Anbindung zur Schule. Also... ja... ähm... Und ich habe natürlich... dann auch meinen Fokus... ähm... auf das Private. Also...	78 DE:Withdrawal from institution 79 80 81 82 83
13 8:54.3 - 8:58.7	Interviewer	Also zum einen die Schüler dann... (Genau.) als Motivation jeden Tag hier wiederherzukommen.	84
14 8:58.7 - 9:04.7	Participant Fry	Genau. Und das mache ich gerne. (Hmhm.) Und ansonsten... ist es, so wie es ist.	85 DE:Resignation
15 9:04.7 - 9:09.6	Interviewer	Gut. Ähm... haben Sie noch irgendwie eine andere Situation?	86
16 9:09.6 - 10:11.8	Participant Fry	Ähm... Ich habe mich sehr geärgert über Eltern. Also ich habe Eltern in meiner Klasse... Wobei, das sind jetzt so Sachen, wo ich relativ gut abstreife... abstreifen kann. (Hmhm.) Also das, was ich jetzt erzählt habe, war wirklich etwas, was an meine Substanz gegangen ist. Aber ansonsten sind das eher... ähm... Dinge... Ich habe halt einen Schüler, der keine Hausaufgaben macht und der eigentlich ein schlaues Köpfchen ist. Er ist Italiener. Er ist der einzige Bub. Er ist der... Prinz der Familie. Es wird im Grunde genommen alles toleriert. Die Eltern kommen zu Gesprächen, aber sie haben ihn letztendlich nicht in der Hand. Und sichtbar ist aber, wenn er jetzt nicht mal anfängt zu arbeiten, dass er dann durch... gereicht wird. Gut und das kann ich besprechen und da kann ich auch mal im Unterrichtsrichtig wüst... sein und auch mal einen Brüller loslassen... Aber das ist nichts, was mich in meiner Substanz... also was mir jetzt an meiner Substanz rührt.	87 88 89 90 CE:Parents have wrong image of their child 91 92 93 94 DE:Yelling 95
17 10:11.7 - 10:28.6	Interviewer	Ist... Sie haben gesagt, das können Sie gut abstreifen. Ähm... also sagen Sie dann am Ende... am Ende vom... vom Schultag, wenn Sie dann abschalten und sagen „Okay, hier endet jetzt mein Berufsleben und mein Privatleben fängt an.“ Oder wie muss ich das verstehen?	96 97 98
18 10:28.6 - 11:35.8	Participant Fry	Also es ist so, dadurch dass ich... äh mit den zwei Kindern im Grunde genommen dann sofort in einer ganz anderen Welt bin und die mir auch gar keine Luft lassen, mir jetzt da großartig noch Gedanken zu machen... komme ich eigentlich gar nicht dazu. Und auch... und... gut und dann bin ich auch jemand, der das sehr gut dann stehen lassen kann, da wo es ist. Und der nicht ins Bett geht und sich da abends Gedanken macht. Ich gehe ins Bett und ich schlafe eigentlich. Und das ist glaube ich ein Signal dafür, dass ich das... ja, ziemlich gut lassen kann. Also... Ähm... Würde eher daran... ich würde eher sagen, das liegt daran, dass meine Umstände im Moment so sind, dass ich eigentlich keine Zeit habe (lacht) zum Nachdenken. Also ich gehe hier raus und dann bin ich Mama und ich gehe hier rein und dann bin ich eben nicht mehr Mama, sondern Lehrerin. (Also richtig...) Ja. (...so mit Schalter.) Ja. Und ich habe auch wenig Zeit daheim jetzt... im Normalen, bei Tageslicht irgendwas vorzubereiten. Das mache ich dann abends. Und bin da... ja... relativ effizient... Also ich bin da effektiv... vermutlich einfach dass das auch so gelingt... mit dem relativ geringen Aufwand.	99 DE:Separate between private and work life due to private duties (children) 100 101 DE:Separate between private and work life 102 103 104 105 DE:Separate between private and work life due to private duties (children) 106 107 108 DE:Working effectively 109

19	11:35.8 - 11:52.2	Interviewer	Würden Sie sagen, dass Sie über die Jahre, die Sie jetzt schon unterrichten ... ähm... eine Art Strategie oder Vorgehensweise entwickelt haben, wo Sie sagen, wenn Sie so mit... Emotionen oder emotionalen Situationen umgehen, dann stecken Sie das leichter weg?	110 111 112
20	11:52.2 - 12:43.2	Participant Fy	Ja. Also, äh... natürlich so lange ich alleine war und im Referendariat, da... dreht man sich ja dann eh NUR um dieses Thema. Auch mit allen Beziehungen drum herum. Und ich habe natürlich auch gar nicht mehr... den äh... den privaten Kreis. Da sind keine Lehrer, sondern das sind ja dann die Mamas oder alte Freunde. Das heißt, auch da ist jetzt gar nicht so der Gesprächsstoff, wie während dem Referendariat, wo man ja viel mit anderen Lehrern zusammen ist. Und das es wirklich die Lebensumstände sind, die mich da ähm... die da eine Strategie... mir auch in gewisser Weise auferzwingen haben. Wenn ich das eine richtig machen will,... muss ich das andere im Grunde genommen zurückstellen. (Ja.) Und ich arbeite, weil es mir Spaß macht und weil mir das Unterrichten Spaß macht. Aber ich bin... vor allem auch gerne Mama Also... ja.	113 114 DE:Separate between private and work life due to private duties (children) 115 116 117 118 119 120
21	12:43.1 - 13:14.1	Interviewer	Sehr gut. Ähm... Dann noch ein Frage ähm... zum... Studium... zur Ausbildung. Ähm... wird da bereits Wert drauf gelegt, dass man das... angehende Lehrer eben nicht nur lernen, mit... bestimmten schwierigen Situationen, Elterngespräche, etc. umzugehen, sondern auch sich selber zu handhaben in solchen Situationen und... mit sich selber und... Em... ihren eigenen Emotionen und dem eigenen Stress umzugehen?	121 122 123 124
22	13:14.1 - 14:28.4	Participant Fy	Also während dem Studium wird auch so Elterngespräch oder so was wird eigentlich gar nicht äh... also während meiner Ausbildung war das noch nicht... war das nicht so... dass da was... äh... geprobt oder trainiert oder so wurde. Und Stressbewältigung oder so was war überhaupt gar kein Thema. Also auch jetzt Burn-out bei Lehrern oder Frühpenionierung oder so was, das sind alles erste Themen, mit denen ich dann konfrontiert wurde, als ich in den Schuldienst gekommen bin. Und ähm... wir haben in unserem... in unserer Studie ... in unserem Stu... Studentenkreis immer so einen Spruch gehabt: „Entweder man ist von ähm... Haus aus befähigt zu Lehren und kann damit umgehen und kriegt die Schüler... oder man kann es gar nie. Man kann es nicht erlernen.“ Und ich glaube, dass da wirklich was dran ist. Und äh... dass jetzt... und auch die... Auch jetzt in der Schule wird ja keinen Wert auf Stressbewältigung gelegt. Es... man muss funktionieren und ich komme aus dem Krankenpflegeberuf und da haben wir schon vor... 20 Jahren Supervision gemacht. Ja. Und das ist hier... gar nie... gar nicht möglich. (Ähm... gerade auf das anzuspringen, was Sie... erzählen. Sie haben früher im Bereich Krankenpflege gearbeitet?)	125 126 127 TE:No ER in teacher education 128 129 130 T:You can't learn to teach 131 132 TE:No ER in teacher education 133 134 135 136
23	14:28.4 - 14:48.6	Interviewer	Ähm... Würden Sie sagen, dass der Lehrberuf andere... Stressfaktoren mit sich bringt, als jetzt zum Beispiel der Krankenpflegeberuf, oder gibt es da viele Parallelen?	137 138
24	14:48.5 - 15:44.1	Participant Fy	Also es gibt natürlich die Parallele, dass man mit Menschen arbeitet. Was mich an der Krankenschwester gestört hat, war dieser intensive körperliche Kontakt. Und natürlich die Arbeitszeiten und dass ich nicht so kreativ sein... kann, wie ich das gerne wäre. Da bin ich natürlich in meinem Lehrerdasein viel freier. Und... vom Stress her... äh... man kann es nicht vergleichen. Aber ich würde jetzt... ICH, aus meiner Position heraus, mit meinem Umgang, wie ich mit Schülern umgehen kann... äh... verdiene jetzt mein Geld sehr viel leichter, als als Krankenschwester. Aber das hat wahrscheinlich schon auch was damit zu tun, dass ich ähm... dass ich dieses Abschalten kann und dass ich mich nur sehr sehr selten wirklich richtig ärgere. Also dass ich da schon auch eine große Distanz habe zwischen den Schülern und mir.	139 140 141 142 143 144 DE:Separate between private and work life 145 DE:Separate between private and work life + DE>Contact too pupils is not too personal 146

25	15:44.1 - 15:49.3	Interviewer	War das schon immer... irgendwie teil ihrer Persönlichkeit... (Nein.) oder würden Sie sagen, dass haben Sie gelernt, oder... (Das habe ich gelernt.) sich angeeignete?	147	
		Participant Fry	Das habe ich gelernt und zwar... habe ich... bin ich jemand, der sehr viel persönlich genommen hat. Also der sehr viel auf seine Person gemünzt hat... und... äh... ich habe dann in meinem ersten Schuljahr eine Erfahrung gemacht. Da hat mich... Da hatte ich eine 8. Klasse, war Schulanfänger... also ja... und habe... mich da richtig hoppos nehmen lassen. Also da waren zwei Jungs drin, die es wirklich geschafft haben, mich auf meiner ganz persönlichen Ebene zu erwischen. Und da gab es dann auch noch ein sehr unglückliches, spontanes Schüler-Eltern-ich-Gespräch, was dann ganz persönlich wurde... Und das war so ein Knackpunkt für mich. Also wo ich für mich gesagt habe, ich muss lernen, Dinge nicht persönlich zu nehmen, weil ich bin da in der Funktion als Lehrerin drinnen... und nicht als Privatperson. Was nichts damit zu tun hat, dass ich nicht Privates erzählen darf... oder nicht auch privat sein darf. Aber dass wenn... Äußerungen kommen oder man irgendwas mitkriegt... ähm... ja, da kann ich viel mehr drüber stehen, als jetzt am Anfang. Und da hat mir diese Situation schon enorm geholfen.	148	
27	17:03.5 - 17:10.4	Interviewer	Also würden Sie sagen, das was so... einer... der Knackpunkte oder... (Ja.) wo Sie wirklich sagen, hier habe ich was dazu gelernt (Ja.) was weiterhilft.	150	CE:Being attacked on personal level
		Participant Fry	Und ich habe... also ich habe hier auch noch eine Situation an der Schule, die ich ähm... da war ich ganz neu da. Ich hatte eine neunte Klasse in Geschichte. Gut, und Geschichte ist jetzt so ein Fach, das kann man mögen oder nicht. Habe ich jetzt auch gar kein Problem, aber ich erwarte, dass es ruhig ist. Weil ich jemand bin, ich kann nur arbeiten und ich kann auch nur denken, wenn ich wirklich Ruhe habe. Und ich bin in diese 9. Klasse rein. War natürlich die Neue. Und wir haben dann erst einmal miteinander gekämpft. Ich habe so reagiert, dass ich immer mehr Stoff reingeknallt habe. Die Schüler haben immer mehr reagiert, indem sie halt mauilig waren. Und dann ist etwas passiert an dieser Stu... Schule, wo auch echt speziell ist für diese Schule: Die Schüler haben sich... NICHT bei mir beklagt, sondern sie sind zu anderen Lehrern gegangen. Und das hat mich dann richtig verletzt. Und... ich bin dann von verschiedensten Lehrern angesprochen worden. Bin dann bei der Korrekturion eingeladen worden, die diese Klasse zufällig auch in Englisch hatte, zum Gespräch und dass ich da was regeln müsste und überhaupt. Und habe... mich da echt rechtfertigen müssen... Und hatte das Gefühl, Okay, hier bin ich alleine. Hier steht nicht... das... die Institution hinter mir als Lehrkraft, die mich unterstützt, sondern hier sind die Schüler Nummer eins und mein Unterricht muss so interessant und ich muss so toll und... brennend sein, dass die Schüler... zufrieden sind.' Und dann bin ich heim und ich habe eine Freundin, die äh... zu dem Zeitpunkt noch geocacht hat... Firmen geocacht hat und andere Krankenhäuser. Und die hat dann zu mir gesagt, 'Klar, es gibt jetzt zwei Möglichkeiten: Entweder du steckst... du machst so weiter, gehst jedes Mal...' Weil ich hatte dann auch schon immer Bauchweh, wenn ich da hin bin... bin da auch schon sehr angespannt hin. Natürlich habe ich dann auch so gewirkt. 'Oder du machst eine Aussprache.' Und dann habe ich... ja... überlegt, was ich mache. Habe mich hier mit einzelnen Kollegen, die ich da als sehr... hilfreich... ähm... gedacht habe, die könnten mit helfen, die haben einen ganz guten Umgang, so wie ich das wahrgenommen habe, mit Schüler. Habe da ein bisschen rungefragt, dann ein paar Tipps gekriegt und habe dann mit dieser Klasse eine Aussprache gemacht. Halbe Stunde begrenzt, weil die schon immer darauf aus waren, auch so diese Unterrichtszeit rumzubringen. 'Jetzt plaudern wir halt mal.' Und habe dann auch mit ihnen ganz... versucht, ganz klar zu strukturieren: Warum sind wir hier? Was ist unser Weg? Was stört mich an euch? Was stört euch... an mir? Wie kommen wir zusammen? Und	151	CE:Parent-teacher meeting + CE:Being attacked on personal level
		Participant Fry	152 CE:Being attacked on personal level 153 CE:Parent-teacher meeting + CE:Being attacked on personal level 154 155 DE:Separate between private and personal life + DE:Not taking things personally 156 157 158 159 160		
28	17:10.4 - 20:33.8	Participant Fry	161 162 163 164 165 166 167 CE:Pupils complain to other teachers 168 E:Hurt 169 170 171 CE:Need to explain oneself; CE:No support from institution, colleagues, headteacher 172 173 174 DE:Communication (friend) + DE:Support from friend 175 176 177 178 179 DE:Support from colleagues 180 181 DE:Communication to solve problem 182 183 DE:Communication to solve problem 184		

			das war dann echt gut. Und... ich bin viel lockerer wieder geworden. Habe geguckt, dass ich da so ein bisschen auf sie drauf... sie eingehe und sie haben sich auf mich einlassen können. Und das war sehr positiv und mittlerweile gehe ich wirklich gerne in diese Klasse rein. Haben einen echt lockeren Kontakt. Klar, die 10er, da kann man auch immer mal ein Späßchen machen oder kann auch mal... fünfe grad sein lassen. Und das ist echt nett. Aber... ja.	185	
			Das war etwas, was mich angegriffen hat. Vor allem, wie die Reaktion hier war. Weil von meiner alten Schule kenne ich das dann eher so, dass die Kollegen gesagt haben „Ja, du, bei mir ist das ähnlich. Jetzt entspann dich mal. Jetzt gucken wir mal... Soll ich mal mit reinsitzen?“ Und hier hatte ich das Gefühl... ich kriege gesagt „Guck, dass du das regelst und das die zufrieden sind.“	186	
29	20:33.8 - 20:39.3	Interviewer	Also weder... weder vom Chef noch vom Kollegium eine Form von Rückhalt in der Situation.	187	
30	20:39.2 - 21:30.6	Participant Fry	Ja, also es gibt natürlich einzelne Kollegen, wo man da äh... vertrauterer Verhältnis hat, wo man dann sagt „Boah...“. Aber ich war ja ganz neu. (Hmhm.) Und das hat mich dann auch geärgert, weil ich dachte, „Okay, ich... hier kennt gar niemand meine Arbeit.“ Und die haben sich dann auch über die Klassenarbeit aufgeregt... sie aber nicht herzeigt. Dann habe ich sie dem Kollegen gezeigt, der sich da so... verantwortlich gefühlt hat und der dann zu mir wirklich sagen musst, „Okay, die ist viel einfacher als meine Klassenarbeit. Was regnen die sich auf?“ Ja!	188	DE:Humour
			Also das war so ein bisschen so was, wo ich dachte „Okay...“. Also ich bin hier schon in... gewisser Weise ein Alleink... oder man ist hier ein Alleinkämpfer. Man hat so sein... Leuten auch mal zum... was los werden. Aber im Grunde genommen... nicht. (Muss man selber...) ...gucken. Genau.	189	DE:Support from colleagues
31	21:30.5 - 21:36.7	Interviewer	Wie fühlt man sich da? Oder, wie fühlen Sie sich da dann... alleingelassen? Oder würden Sie sich die Situation anders wünschen?	190	
32	21:36.7 - 22:07.8	Participant Fry	Natürlich. Ich habe an der alten Schule äh... ja, Freundin gehabt, mit der ich im Grunde genommen über alles reden konnte und zwar völlig ungefiltert. Also das ist hier dann natürlich auch so ein Thema... Es gibt sehr viel Loyalität offiziell. Und klar, wenn man die Neue ist, dann kriegt man immer die offizielle Version. Ja. (Und inoffiziell?) Gibt es die Intrigen oder das, was halt so unter der Hand geschwätzt wird. (Ja.) Gut, und da bin ich natürlich als 50%-Kraft auch in gewisser Weise raus.	191	CE:No support from institution, colleagues, headteacher
33	22:07.7 - 22:12.0	Interviewer	Ist die Situation allgemein dann schwieriger, wenn man nicht vollzeit an einer Schule ist?	192	
34	22:11.9 - 22:15.0	Participant Fry	Ja, natürlich. Um rein zu kommen allemal. Klar.	193	
35	22:14.9 - 22:27.8	Interviewer	Wie gehen Sie mit dieser Schwierigkeit um? Eben... dass Sie sagen „Gut, ich unterrichte nur hier und mache das... was ich machen muss und... engagiere mich nicht für die Schule ... (Nein, ich...) über das Mindestmaß.“ ?	194	
36	22:27.7 - 23:25.8	Participant Fry	Ja, aber ich habe schon äh... auch... äh... ganz... netten Kontakt dann privaterer Art. Also dass man halt dann mal so... auch was von daheim erzählt. Oder dass mal jemand nachfragt, oder... Ich habe jetzt eine Kollegin spontan zu meinem Geburtstagsfestle eingeladen und ich bin normalerweise niemand, der sich da so ganz schnell öffnet... und dann so ganz dicht ran lässt. Und... ähm... eine Kollegin, mit der ich mir den Platz teile... wir schreiben und immer mal wieder Briefle... Aber... also das ist so, das gibt schon so... freundschaftlich...ere... äh Kontakte, aber es gibt niemanden, auf den ich mich hier ganz eingelasen habe. Und wo ich auch merke, das ist hier nicht. Also es wirkt alles sehr... Wir sind eine große Familie. Aber wenn man dann... genauer hinschaut, ist alles doch eher sehr oberflächlich. Es gibt ganz vereinzelt intensivere Kontakte, aber es ist doch eher oberflächlich.	195	CE:Being the new one
				196	
				197	
				198	
				199	
				200	CE:Being alone with one's problems; DE:Communication (colleagues)
				201	
				202	
				203	
				204	
				205	CE:Facade instead of true loyalty among colleagues
				206	
				207	
				208	
				209	
				210	
				211	
				212	
				213	DE:Friendly relationship with colleagues
				214	
				215	
				216	
				217	
				218	CE:Facade instead of true loyalty among colleagues
				219	
				220	

37	23:25.8 - 23:56.2	Interviewer	<p> Gut, dann hätte ich noch eine Frage. Zum Schluss um nochmal auf die Ausbildung zurückzukommen, weil wir da... (Oh ja) schnell gewechselt hatten vorhin. (Hmhm.) Ahm... Da Sie ja... in dem Bereich anscheinend ja nicht viel gibt... oder gar nichts gibt, glauben Sie, dass es nützlich wäre, wenn... Lehrer schon in der Ausbildung... da... Kurse, Fortbildungen... (Natürlich,) bekommen würden im Bereich, 'Wie manage ich mich selber?' oder, 'Wie handle ich mich selber in... in Konfliktsituationen, in emotionalen Situationen?' ? </p>	221 222 223 224 225
38	23:56.1 - 24:39.4	Participant Fry	<p> Also es ist ein sozialer Beruf und von dem her denke ich, ist es ganz arg wichtig, dass man Strategien erlernt, wie ich mit... also wie man mit Stress umgeht, weil man für sich auch selber einen Schlüsselpunkt sucht. Oder... um auch nochmal auf dieses ganze Thema 'Gesprächsführung'... Es wird keinerlei Gesprächsführung gemacht. Das ist ähm... Oder... kann ich erlernen, das ist in... ja... entweder ich kann das oder habe mal irgendwo, irgendwann was ausprobiert dazu, oder ich kann es halt dann nicht und... habe dann meine Schwierigkeiten und meine Themen. Und gut, was ich wünschen würde, wäre einfach äh... kollegiale Supervision. Und zwar in der gleichberechtigten Gruppe. </p>	226 227 228 229 230 231 232
39	24:39.4 - 24:41.8	Interviewer	Wie... würde das aussehen dann?	233
40	24:41.8 - 25:02.3	Participant Fry	<p> Also ich habe es bisher schon so e erlebt, dass man halt einen Supervisor hat und dann... praktisch die Gruppe bespricht: Was gibt es für Themen? Was gibt es für Probleme? Und zwar ohne persönlich zu werden, sondern wo es um die Sachlage im Grunde genommen geht. Wo habe ich Stress in welcher Klasse? Da hilft ja allein schon manchmal nur das sagen zu können und das Verständnis der anderen zu spüren. </p>	234 235 236 237
41	25:02.3 - 25:06.4	Interviewer	Also... wie ein Gesprächsrunde unter Kollegen dann (Genau.) offizielle.	238
42	25:06.3 - 25:58.8	Participant Fry	<p> Genau. Die aber ähm... extern geleitet wird. Oder extern... gesteuert wird. (Von jemand von außerhalb.) Genau. Genau. Gut und was ich natürlich ganz arg schwierig finde ist, dass wenn man... äh Probleme mit dem Chef hat, dass es eigentlich keine Institution ist, die neutral vermittelt. Also dass es da eigentlich gar nichts gibt und das heißt: Entweder ich füge mich (lacht) oder ich gehe in die Auseinandersetzung und lebe mit der Konsequenz. (Hmhm.) Und das ist etwas, was ich hier gleich ganz am Anfang gesagt bekommen habe. Dass wenn man... (holt tief Luft) ja... sich sträubt oder... ach... konstruktive Kritik leistet, das hat ja nicht einmal was damit zu tun, dass ich rummaule, dass er dann schon seine Mittel und Wege hat, denjenigen auszuknocken... also auszuschalten und zwar so, dass derjenige dann auch irgendwann geht. </p>	239 240 241 242 243 244 245 246
43	25:58.8 - 26:05.2	Interviewer	Also... ein sehr ungesundes Arbeitsklima. Also im... im Verhältnis zum... (Ja.) Chef.	247
44	26:05.2 - 26:34.3	Participant Fry	<p> Ja. Wobei das... Wenn Sie da rein gehen werden, würden Sie das nicht merken. Wir sind ja alle per du. Das ist etwas, wo ich am Anfang gesagt habe „Buh, das ist so künstlich.“ Und äh... man muss auch da ganz klar für sich kriegen... dieses „du“ hat nichts mit der Beziehung zu tun. Das ist ein Arbeits-du, wie in Amerika. Fertig. Also... jeder der kommt darf, du sagen zu allen. </p>	248 249 250 251
45	26:34.2 - 26:40.8	Interviewer	Schon schwierig. Nein... es ist wirklich... klingt nach einer schwierigen Situation.	252
46	26:40.9 - 26:42.8	Participant Fry	Also das ist hier eine ganz spannende Schule.	253
47	26:42.7 - 27:02.7	Interviewer	<p> Nein, also habe ich bisher auch schon so... auch schon... Das Bild fügt sich... fügt sich zusammen. Das ist auch sehr interessant. Auf alle Fälle. Gut, dann sind wir auch schon am Ende vom Interview. (Okay.) Bedanke ich mich nochmal recht herzlich. </p>	254 255 256
		TIME		0:27:03
		WORD COUNT		4273

Appendix H: Preliminary analysis - List of codes (participant Fry)

List of codes		
Name	Frequency	Location / Line
Critical events		
CE:Authoritative headteacher	IIII I	20; 28; 40; 50; 57; 243
CE:Facade instead of true loyalty among colleagues	III	205; 218; 248
CE:Being attacked on personal level	II	152; 153
CE:Feeling treated as disposable quantity	II	31; 40
CE:No support from institution, colleagues, headteacher	II	171; 191
CE:Not feeling appreciated	II	31; 40
CE:Being alone with one's problems	I	200
CE:Being forced to work additional tasks	I	52
CE:Being the new one	I	195
CE:Break of agreement	I	13
CE:Choleric headteacher	I	59
CE:Difficulties with headteacher	I	13
CE:Headteacher is not interested in teaching staff	I	66
CE:Low moral courage among colleagues	I	58
CE:Need to explain oneself	I	171
CE:No mediator between headteacher and teaching staff	I	240
CE:Parents have wrong image of their child	I	90
CE:Parent-teacher meeting	I	153
CE:Personal problems interfering with work	I	22
CE:Pupils complain to other teachers	I	167
CE:Warning	I	243
Emotions		
E:Hurt	II	61; 168
E:Irritation	II	27; 33
E:Anger	I	35
E:Disappointment	I	31
Dealing with emotions		
DE:Communication (colleagues 3; family 1; friends 2)	IIII I	68; 68; 68; 174; 200; 234
DE:Separate between private and work life	IIII	101; 144; 145; 155; 227
DE:Withdrawal from institution	IIII	33; 35; 36; 69; 78
DE:Separate between private and work life due to private duties (children)	III	99; 105; 114
DE:Support from colleagues	III	179; 189; 234
DE:Communication to solve problem	II	181; 183
DE:Humour	II	60; 188
DE:Change of school	I	44
DE:Contact too pupils is not too personal	I	145
DE:Feeling understood	I	234
DE:Friendly relationship with colleagues	I	213
DE:Not taking things personally	I	155
DE:Resignation	I	85
DE:Support from friend	I	174
DE:Suppress emotions	I	66
DE:Working effectively	I	108
DE:Yelling	I	94
Education in ER		
TE:No ER in teacher education	II	127; 132
TE:'Supervision'	I	231

Appendix I: Preliminary analysis - Themes across participants

Themes	Research participant																	Number of participants out of 17
	Silver	Roberts	Jones	Fry	Lennon	Hurst	Landon	Steel	Holmes	Smith	Milton	Winter	Miller	Adams	Banks	Clarke	Ford	
Critical events																		
Challenge / change	2	1	0	2	0	3	0	2	3	2	1	0	0	5	15	1	2	12 / 17
Conflicts with administration	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1 / 17
Conflicts with colleagues	4	1	2	1	0	1	0	1	0	0	1	0	1	5	0	0	0	9 / 17
Conflicts with headteacher	1	4	0	8	0	0	0	0	1	1	4	0	0	0	0	2	0	7 / 17
Conflicts with parents	0	5	0	1	0	0	0	10	0	3	6	8	1	15	0	3	0	9 / 17
Conflicts with pupils	2	4	4	1	8	0	1	1	0	0	2	1	8	0	0	1	0	11 / 17
Issue not event	63	31	13	20	16	11	18	23	19	7	13	30	28	18	19	7	26	17 / 17
Responsibility	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1 / 17
Emotions																		
Anger	3	7	6	3	9	1	1	3	10	3	4	5	3	12	1	5	6	17 / 17
Bitterness	0	1	0	0	0	0	0	0	0	0	0	0	2	0	0	1	0	9 / 17
Crying	1	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	5 / 17
Desperation	2	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	3 / 17
Disappointment	0	4	0	1	3	0	0	1	5	1	1	0	0	0	0	1	2	9 / 17
Discomfort	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1 / 17
Exhaustion	2	0	0	0	0	0	4	3	1	0	0	0	0	0	0	2	0	5 / 17
Guilt	0	0	0	0	1	0	0	0	1	0	0	0	0	0	2	0	0	3 / 17
Hurt	2	2	0	2	0	0	1	3	0	0	0	0	0	0	0	0	0	5 / 17
Insecurity / fear	4	5	5	0	0	1	0	0	0	1	5	3	6	1	8	2	10	12 / 17
Loneliness	0	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2 / 17
Negative emotion	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	2	0	3 / 17
Paralysed	0	0	0	0	0	0	0	1	5	0	0	0	0	0	0	0	0	2 / 17
Positive emotion	1	1	0	0	0	4	0	0	5	1	5	1	1	0	2	0	0	9 / 17
Sadness	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	2 / 17
Shame	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1 / 17
Shock	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	2 / 17
Suffering	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	1 / 17
Unhappiness	0	0	0	0	0	0	0	0	0	0	2	0	0	1	2	0	2	4 / 17

Appendix J: Preliminary analysis - Themes and codes across participants

Critical issues (not events) – line within transcript

Issue not event	Smith	Milton	Winter	Miller	Adams	Banks	Clarke	Ford	Silver	Roberts	Jones	Fry	Lennon	Hurst	Landon	Steel	Holmes
Taking emotions home /				413		132		129	138; 143							25; 42; 180	
No sep between private and work life /			93			120; 129; 134; 139			144; 151; 160		25; 75; 84				41; 50; 58; 174		
School dominates life									160; 163; 167								
Hierarchical structure	212	97; 99; 142	108														
Workload						139	30; 111	107; 125	24; 90; 141; 151; 290; 297; 329; 343	188; 191				89; 155; 227			150; 153
Pressure				81; 203			56		91; 107; 114; 129				62; 85	136; 143			
Lack of experience				80; 81; 82; 152		55; 94; 111			148; 295					148			
Variety of tasks													100	69; 71; 74			298
Bad work climate	207	179						1	292	64; 192; 198							
Lack of support / reassurance					37; 219; 221					53; 54; 55; 59; 82		171;					285
Lack of appreciation				67							185; 191; 200						
Need to suppress emotions									203; 212; 218; 271; 280; 281; 284; 290							113; 115; 116	
Taking things personally			162; 178; 190; 193; 201; 205										78; 133			24; 28; 41	

Emotions – line within transcript

	Smith	Milton	Winter	Miller	Adams	Banks	Clarke	Ford	Silver	Roberts	Jones	Fry	Lennon	Hurst	Landon	Steel	Holmes
Anger	89; 203; 206	26; 33; 104; 135	68; 73; 119; 252; 260	259; 264; 264	6; 9; 22; 24; 31; 66; 74; 79; 151; 180; 182	147	120; 121; 122; 140	7; 107; 114; 123; 124; 130	186; 188; 295; 345	67; 85; 101; 106; 159	28; 40; 43; 46; 49; 240	27; 33; 35	67; 78; 83; 101; 108; 136; 228; 234; 253	13	34	25; 126; 130	42; 63; 65; 92; 96; 109; 118
Insecurity / fear	32 104; 166	34; 35; 104; 166	50; 61; 252	24; 152; 158; 274; 323	122	111	10; 11	5; 7; 23; 54; 78; 130; 131; 133	222; 295; 301; 345	51; 85; 88; 171; 174; 115; 116	45; 108; 114;	-	-	-	-	-	-

Emotion regulation – line within transcript

	Smith	Milton	Winter	Miller	Adams	Banks	Clarke	Ford	Silver	Roberts	Jones	Fry	Lennon	Hurst	Landon	Steel	Holmes
Communication	134; 151; 217	64; 114; 168; 176	16; 20; 46; 56; 100; 101; 103; 211	216; 384; 450; 453	13; 18; 47; 48; 53; 58; 164; 260; 187; 187; 265; 266			129; 158; 162; 162; 162; 163; 189	65; 71; 79; 82; 139; 140; 155; 157; 159; 168; 201; 207; 215; 340	46; 112; 113; 197	34; 76; 80; 81; 89; 135; 137; 183; 195; 198; 199; 214	68; 68; 68; 174; 181; 183; 200; 213; 234	219; 222; 380; 385; 388		22; 49; 158; 171; 183; 188	34; 35; 38; 55; 116; 119; 122; 138; 139	50; 51; 110; 118; 119; 185; 190; 192; 297
Support	37; 41; 44; 59; 113	138; 167				28; 97; 100; 102; 131; 134; 202; 203	14; 17; 21; 23; 48; 78; 100; 102; 131; 134; 146	76; 79; 81; 83; 158; 163		34; 35; 81; 135; 137; 183; 195; 199; 252; 254			170; 176; 178; 183; 186; 191; 200		183	50; 51; 100; 185; 297	
Separation																	169; 173; 173; 179; 184; 188; 217; 223; 331; 347
	125		100	217; 385	262	128	81; 139; 150	133; 186	252	-	82	155; 227	318	14; 16; 81; 88; 90	52; 191	27; 192	331; 347
Positive emotions	123; 124; 131; 133; 134		65; 80; 82; 85; 96; 100; 119; 124; 170; 172; 173; 269; 285; 292; 294		14; 17; 52; 55; 58; 81; 101; 105; 153; 269; 276	21; 22; 35; 43; 53; 58; 80; 81; 95; 96; 126; 127; 159; 168; 169; 175; 180; 181; 182; 197	49; 50; 101; 103; 138; 140; 141	12; 91; 92; 101; 109; 125; 168; 182	47; 154; 169; 258; 261; 338; 344				80; 81; 104; 117; 123; 125; 343; 348; 373; 376; 380; 385			134; 135; 150; 171; 173; 221; 223; 225; 69; 76; 133; 136; 189; 190	134; 135; 150; 171; 173; 221; 223; 225; 69; 76; 133; 136; 338; 342; 345

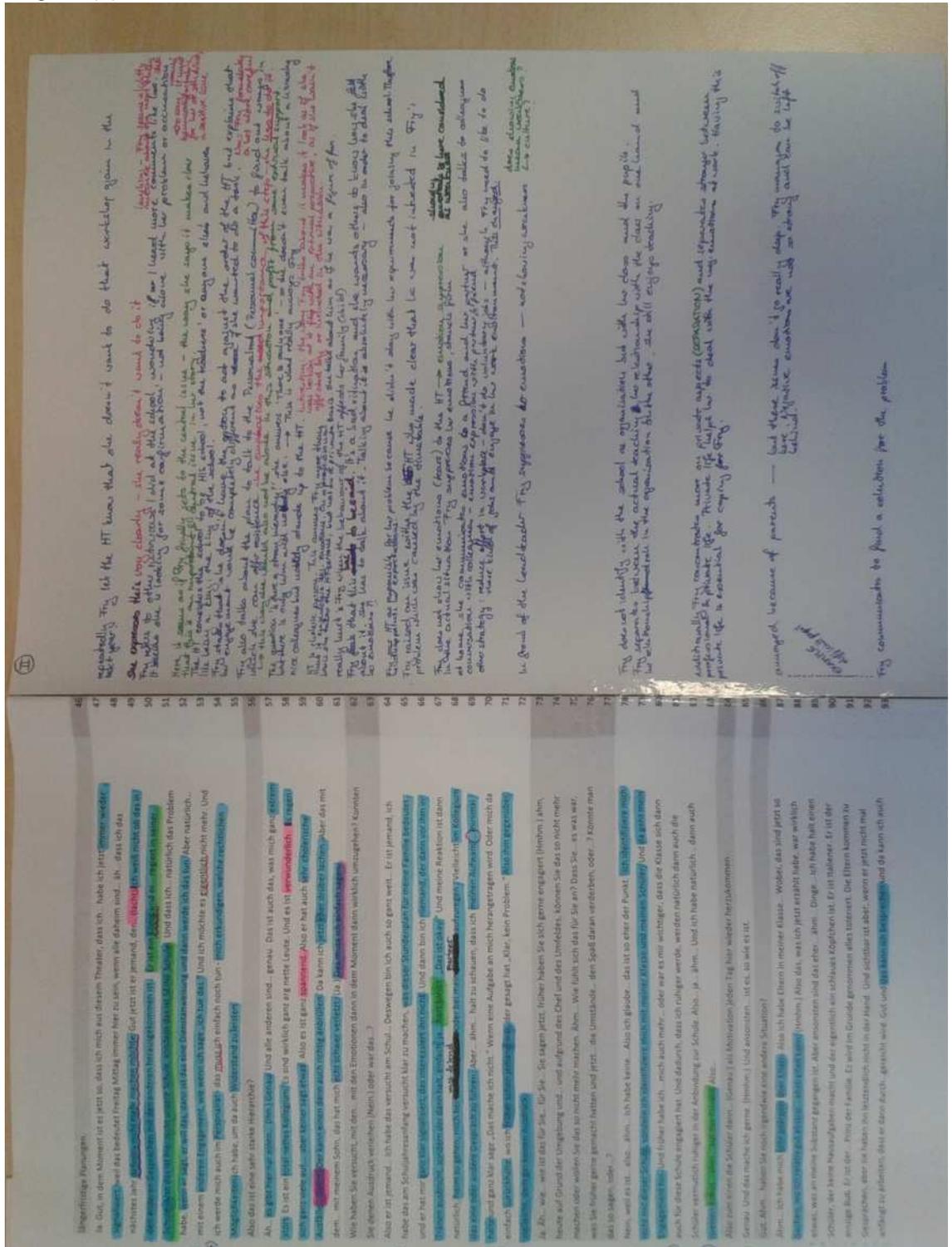
Appendix K: IPA - Analysis sheet (participant Fry)

ript and Analysis: Fry

Speaker: Participant Fry

Text:

1. Also, was gerade nochmal diese Thema ist geht mir ja durch, herauszufinden, was ihm... die Art, wie jenseits...
 2. oder allgemein Mitbestimmter... also, was diese Emotionen eigentlich im Arbeitsfeld, was das dem... sich zusammen
 3. auf dem... Ergebnisse... die die Emotionen gesteuert wird. Das ist so eine Art...
 4. Also, ich beschreibe das immer so die Art, aber mehr Fähigkeit, aber... ich ein negatives Ergebnis...
 5. darüber herauszufinden, was dazu zu arbeiten und wieder zu sich selbst zu finden. Und dann... die geht, ich
 6. versuche herauszufinden, was... und die Arbeitssituation der Umgang im Emotionen sich bei dem Gespräch
 7. auswirkt. Und deswegen würde ich Sie hier jetzt bitten, zum...
 8. und das können Ergebnisse passieren von mir Schüler mit Eltern der Schüler mit Kollegen mit dem
 9. Vorgesetzten, völlig ok...
 10. Ich, gerne...
 11. Okay, also ich bin jetzt...
 12. ...
 13. ...
 14. ...
 15. ...
 16. ...
 17. ...
 18. ...
 19. ...
 20. ...
 21. ...
 22. ...
 23. ...
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 36. ...
 37. ...
 38. ...
 39. ...
 40. ...
 41. ...
 42. ...
 43. ...
 44. ...
 45. ...



Also, wie ein Gesprächsprotokoll unter Kollegen dann (Grenze) definiert.
 Genau, **das aber zum internen Gebrauch** oder extern. **Beispiel** (Vom jemand von außerhalb) Genau
 Grenze, Gut und was ist natürlich ganz eng schwierig finde ist, dass **man man... in Probleme und dass**
 heißt: **Einmal das hier nicht** **Einmal das hier nicht** **Einmal das hier nicht** **Einmal das hier nicht**
 (heißt) Und das ist etwas, was ich hier gleich ganz am Anfang gesagt bekommen habe. **Das kann sein**
Das kann sein **Das kann sein** **Das kann sein** **Das kann sein**
Das kann sein **Das kann sein** **Das kann sein** **Das kann sein**
 Also... ein sehr ungesundes Arbeitsklima. Also im... im Verhältnis zum... (Ja) Chef.
 ja. Wollen das... **Wenn sie da rein gehen werden, werden sie das nicht erleben**. Wir sind ja **das ist**
 etwas, wo ich am Anfang gesagt habe **Blubb, das ist so komisch**. Und ja... man muss auch da ganz klar für sich
 fragen... **Blubb, aber hat nichts mit der Beziehung zu tun**. Das ist ein Arbeitsdu, wie in Amerika. Feiern. Also...
 jeder der kommt darf dir sagen zu allen.
 Schon schwierig. Nein... es ist wirklich... klingt nach einer schwierigen Situation.
 Also das ist hier **das ist das Problem**.
 Nein, also habe ich bisher auch schon da... auch schon... Das Bild liegt sich... liegt sich zusammen. Das ist auch sehr
 interessant. Auf alle Fälle. Gut, dann sind wir auch schon am Ende vom Interview (Dixy) bedanke ich mich
 nochmal recht herzlich.

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239
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256

These der 1980er Jahre: **Highways/authority also can moderate/mediate the idea - a broader lens, serious problems**
 with the 1980s: **strong persuasion that as a serious task. No national, international, institutional.**

The description uses the HT stands with **criticism from employees**, **even counterproductive feedback is**
 provided and results in some kind of **win-win** solution, **ultimately results in the best solution** (strongly)

The way they think about the matter is **socially illegal**, this is a **strongly** **unacceptable**
 as **very irregular and shocking** (rather a deep breath) **the presence of the HT's approach**

Again, **HT's** point out that **there are the strong faces of the organization**. The presence of **having**
HT's is **difficult**, **not real**.
 ↳ **ultimately** are also reported by other students of the same school.

frustrating school! **the presence of a lot of things** **the school** **the school**
 in a way. **They really manage to have an external view on the school** **the school**
responsibility of the school **that too close, can separate lightness** **professional**
There are the 1980s **very well and self-actualized** **also, but very full-time**
from the outside.

0:27:01
4:27

switch off
distance to pupils
- (on relationship level)

calm teacher
you need to work...
and distance...
relationship level...
you need to work...
and distance...
relationship level...

relationship level
you need to work...
and distance...
relationship level...

core & surface emotions
you need to work...
and distance...
relationship level...

being personally attacked
you need to work...
and distance...
relationship level...

conflict with pupils
you need to work...
and distance...
relationship level...

conversation on relationship level (personal)
you need to work...
and distance...
relationship level...

self concept as teacher
you need to work...
and distance...
relationship level...

experience / development
you need to work...
and distance...
relationship level...

EXAMPLE: Learning through experience
you need to work...
and distance...
relationship level...

being the new one
you need to work...
and distance...
relationship level...

EXAMPLE: situations (recent) not passed over by pupils
you need to work...
and distance...
relationship level...

no support from HT/organisation
you need to work...
and distance...
relationship level...

actively seeking support
you need to work...
and distance...
relationship level...

Advice (internal)
you need to work...
and distance...
relationship level...

advice from colleagues
you need to work...
and distance...
relationship level...

communication to solve problem
you need to work...
and distance...
relationship level...

pitfalls & preparation
you need to work...
and distance...
relationship level...

take care of factual & relationship level
you need to work...
and distance...
relationship level...

success - positive confirmation
you need to work...
and distance...
relationship level...

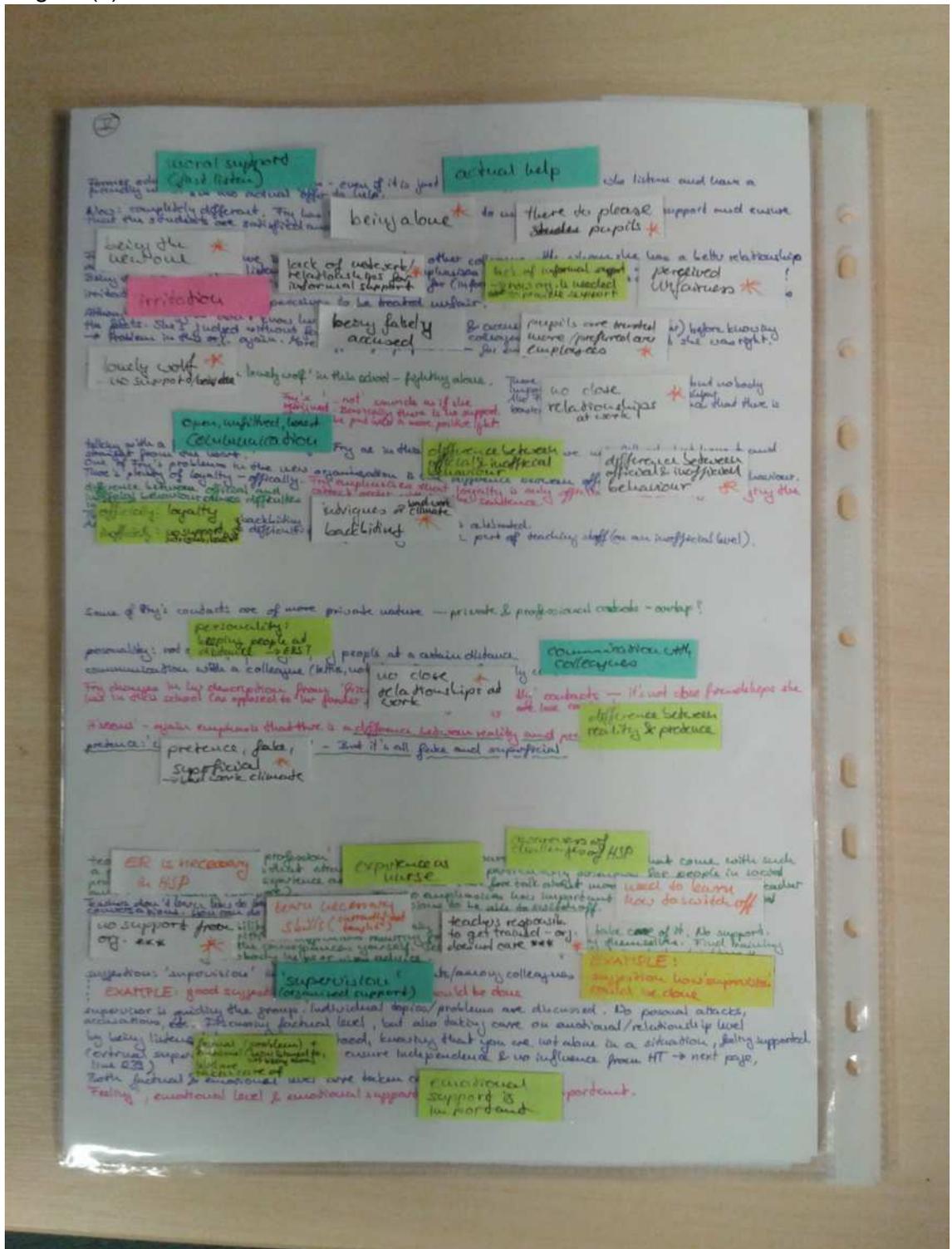
physical effects of development advice
you need to work...
and distance...
relationship level...

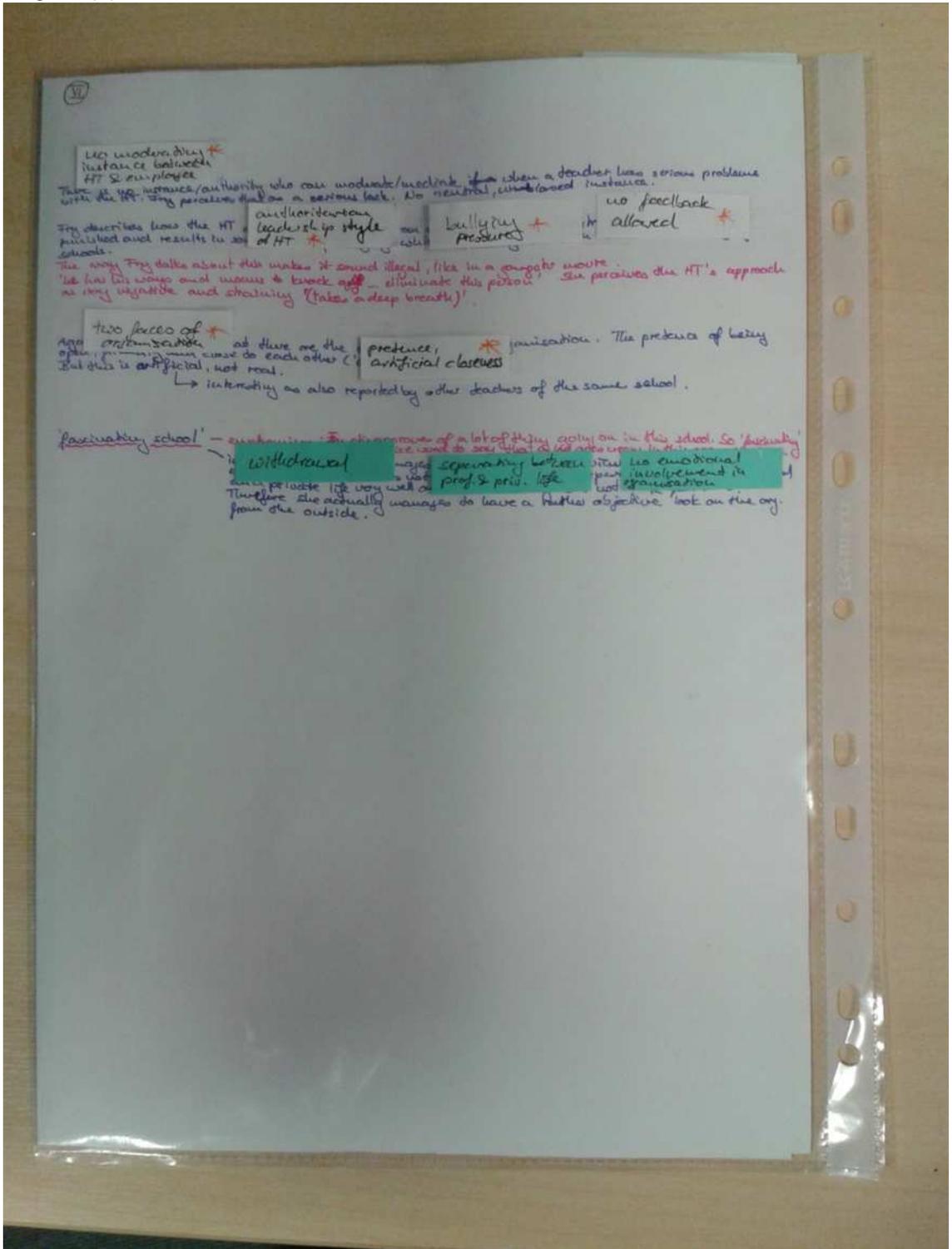
organisation, organise internal support?
you need to work...
and distance...
relationship level...

reality affected
you need to work...
and distance...
relationship level...

support from org
you need to work...
and distance...
relationship level...

within the org
you need to work...
and distance...
relationship level...





Appendix O: IPA - Table of emergent themes (participant Fry)

Participant Fry		
Emergent themes		
Critical events	Critical issues	Emotions
Being the new one	Expectations not fulfilled	Irritation
Forced to do a task	Influence of personal problems	Disappointment
Parents of pupils	Lack of appreciation	Irritation
Conflict with HT	Organisation is put above employees	Anger
Conflict with pupil	Lack of support	Anger
Parent-pupil-teacher talk	No success in problem-solving	Hurt
Being the new one	Lack of appreciation	Disappointment
Passed over by pupils	Lack of understanding	Hurt
"Fighting" with pupils	Bad relationship with headteacher	Irritation
Pupils complaining to other teachers	Bad work climate	
Being the new one	Being objectified / depersonalised	
Being falsely accused	Authoritarian leadership style	
	Unhappiness with current organisation	
	Lack of appreciation as person	
	Treated as machine /depersonalised / objectified	
	Expectations not fulfilled	
	No support from HT	
	HT does not care about employee's needs	
	Problems with HT are common in this school	
	Authoritarian leadership style	
	Authoritarian leadership style	
	Choleric HT	
	Authoritarian leadership style	
	Feeling cheated on	
	HT is not interested in employee's problem	
	Only teacher friends	
	No support in coping from organisation	
	Depersonalised / objectified	
	Taking things personally	
	Transferring issues to relationship level	
	Conflict on relationship level	
	Being personally attacked	
	Conflict conversation on relationship level (personal)	
	Feeling cheated on	
	No support from HT / organisation	
	Attacks / accusations from all sides	
	Pupils are valued higher than employees	
	Organisation does not offer support	
	Being alone	
	There to please pupils	
	Lack of network / relationships for informal support	
	Perceived unfairness	
	Lonely wolf (no support, being alone)	
	Pupils are trusted more / preferred over employees	
	No close relationships at work	
	Difference between official and unofficial behaviour	
	Intrigues, backbiting => bad work climate	
	No close relationships at work	
	Pretence, fake, superficial => bad work climate	
	No support from organisation	
	Teachers' responsibility to get trained - organisation does not care	
	No moderating instance between HT and employees	
	Authoritarian leadership style	
	Bullying, pressure	
	No feedback allowed	
	Two faces of organisation	
	Pretence, artificial closeness	

Participant Fry	
Emergent themes	
Emotion regulation	Education in ER
Communication to solve problem	No education in ER
Active reaction	No info on *coping *burnout during education
Communication to solve problem	ER/ coping can be learnt
Withdrawal	Wish for "supervision"
Reduction of engagement	ER is necessary in HSP
Distance from organisation	Learn necessary skills (currently not taught)
Working for pupils, not for organisation	Need to learn how to switch off
Considering change of school	
Withdrawal	
Look for support (Personalrat)	
Reduction of engagement	
Communication to solve problem	
Emotion suppression	
Communication (friend, partner, colleagues)	
Being listened to	
Reduction of engagement	
Emotion suppression	
Pupils as motivation	
No identification with organisation	
Separation between professional and private life (strong)	
Concentration on private life => change of priorities	
Switch off	
Shake off emotions	
Communication to solve problem	
Purposeful emotion expression	
Own children => private life first	
Separation between professional and private life (SWITCH)	
Switch off (leaving teacher in school)	
Private life occupies completely	
Separation between professional and private life (forced)	
Two roles: teacher, parent	
Self-organisation	
Working efficiently	
Job is not central element in life	
Emphasising private life	
Experience as nurse	
Switch off	
Distance to pupils - no emphasis on relationship level	
Calm temper	
Being aware that teacher is a profession	
Concentrate on factual level	
Not let oneself be attacked on a personal level	
Not transfer conflicts to relationship level	
Actively seeking support	
Advice (external)	
Advice from colleagues	
Communication to solve problem	
Planning & preparation	
Success => positive emotions => confirmation	
Positive experience => positive emotions => learning	
Moral support (being listened to)	
Actual help	
Communication (open, honest, unfiltered)	
Communication (colleagues)	
"Supervision" (organised support)	
Withdrawal	
Separation between professional and private life	
No emotional involvement in organisation	

Participant Fry

Emergent themes

Concept

Job - family: priority?

Expectations

Employees are not valued

Disposable quantity

Disposable quantity

Conflicts that affect the surface vs. conflicts that affect the core

Showing emotions - perceived as weakness?

Separation between job (teaching) and organisation

Importance / meaning of job

Self-concept (teacher or human)

Meaning / importance given to emotions

Emotions on surface vs. emotions affecting the core

"core emotions" - more difficult to regulate

Private and professional life - two worlds

Self-concept (not 'normal' job)

Personal circumstances influence how emotions are experienced

Enjoying flexible working hours

Social surroundings (friends: teachers or not?)

Life circumstances influence development of ERSs

Awareness of risks of HSP?

Talent for teaching / working with children can't be learnt

"Supervision" is established concept in nursing

HSP (nursing, teaching) comes with certain positive and negative attributes

Freedom of working hours requires self-organisation

Core & surface emotions

Relationship level

Experience necessary or can it be taught?

Turning point experience

Self-concept as teacher (work as, not be a teacher)

Separation: *actual work *emotions *identity

Experience / development

Physical effects of unhappiness with work

Could organisation organise internal support? (experts offer training)

Take care of factual and relationship level

Problem solved => positive emotions & success => positive emotions ---> strategy will be repeated

Success influences general attitude and perception of work

Are conflicts on relationship level more serious? (affecting the core)

Not actual conflict but reaction of organisation caused negative emotions (lack of support, pupils first)

Support from organisation - conflict solved more easily? Without negative emotions affecting the core?

Lack of informal support - now organisation is needed to provide support

Difference between official and unofficial behaviour

Officially: loyalty - unofficially: no support, intrigues, backbiting

Personality: keeping people at distance -ERS?

Difference between reality and pretence

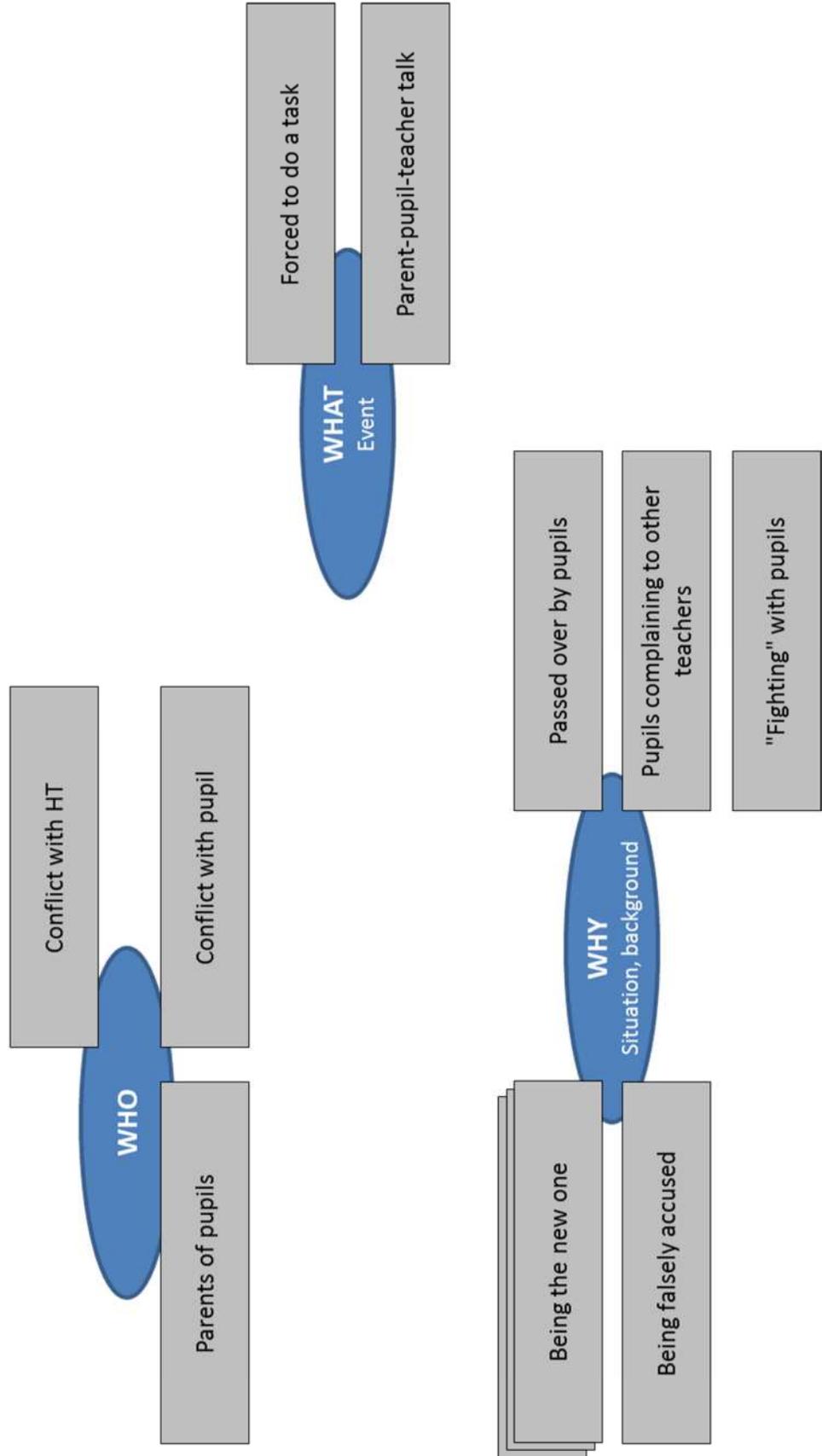
Experience as nurse

Awareness of challenges of HSP

Factual (problem) and emotional (being listened to, not being alone) level are taken care of in 'supervision'

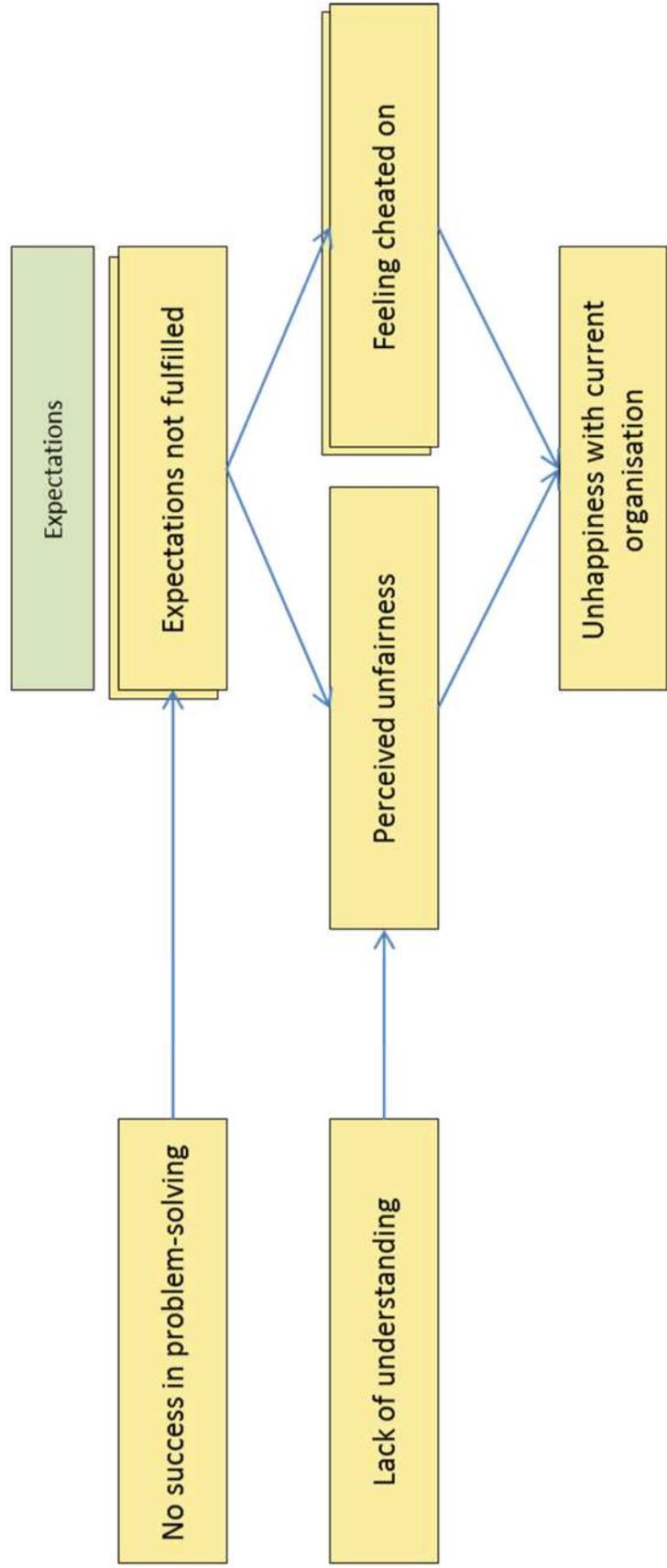
Emotional support is important

Critical events

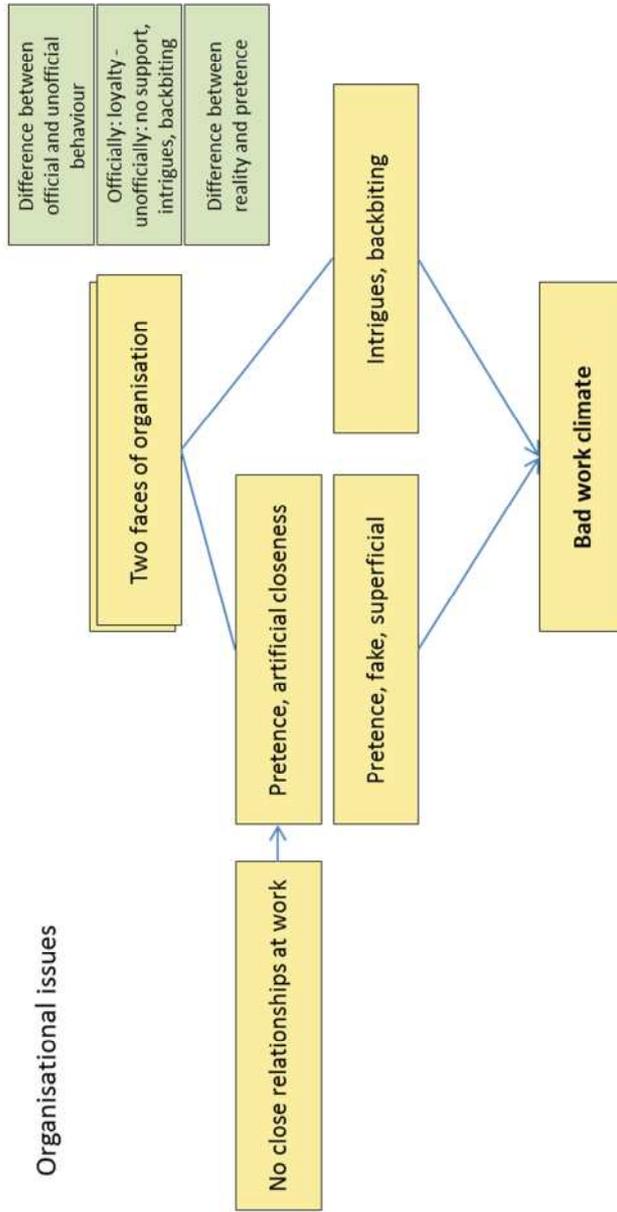


Critical issues

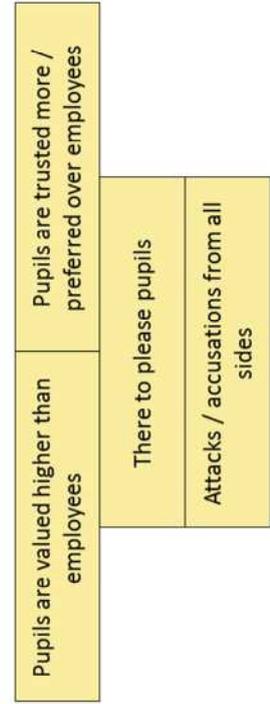
Situational issues



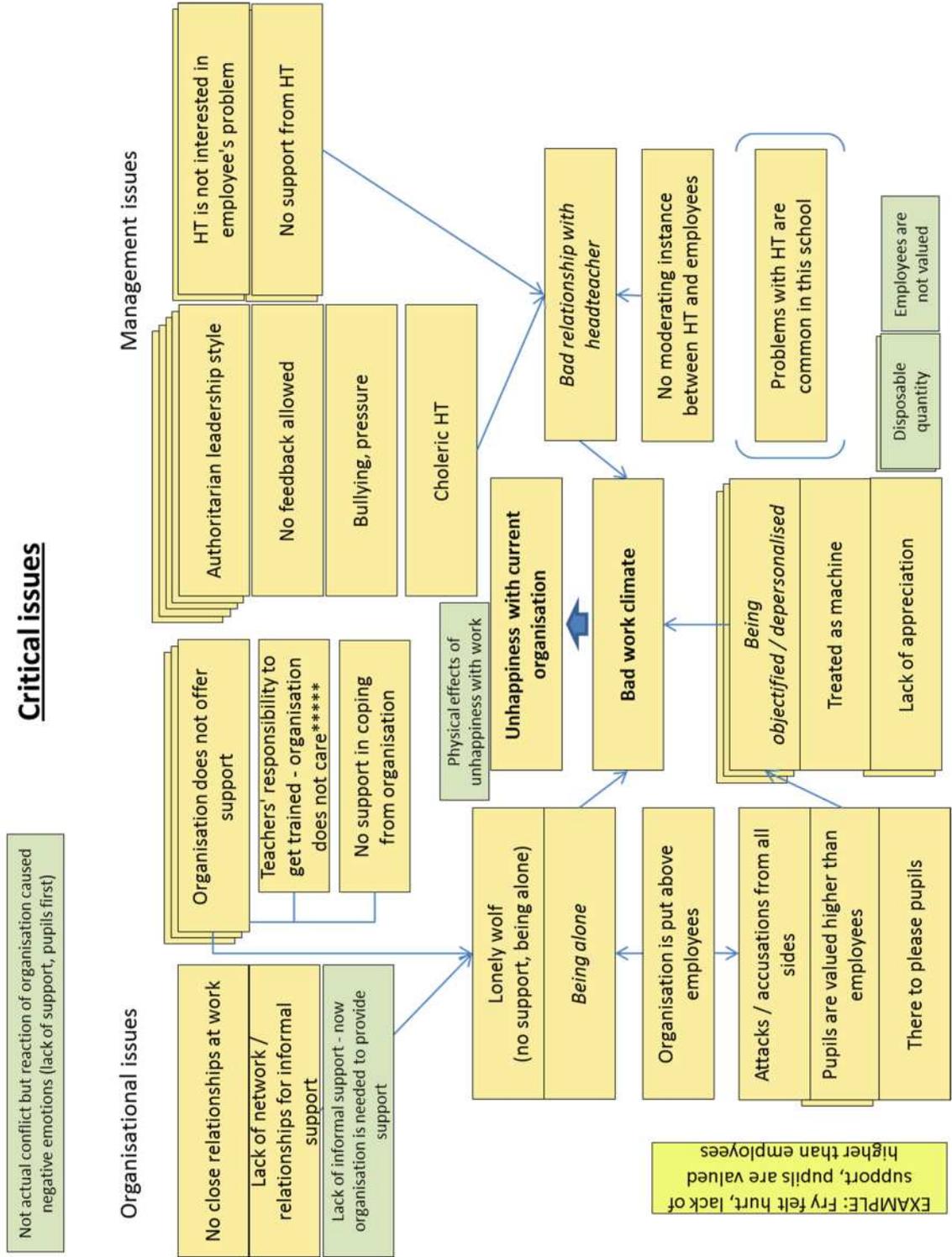
Critical issues



Organisational issues

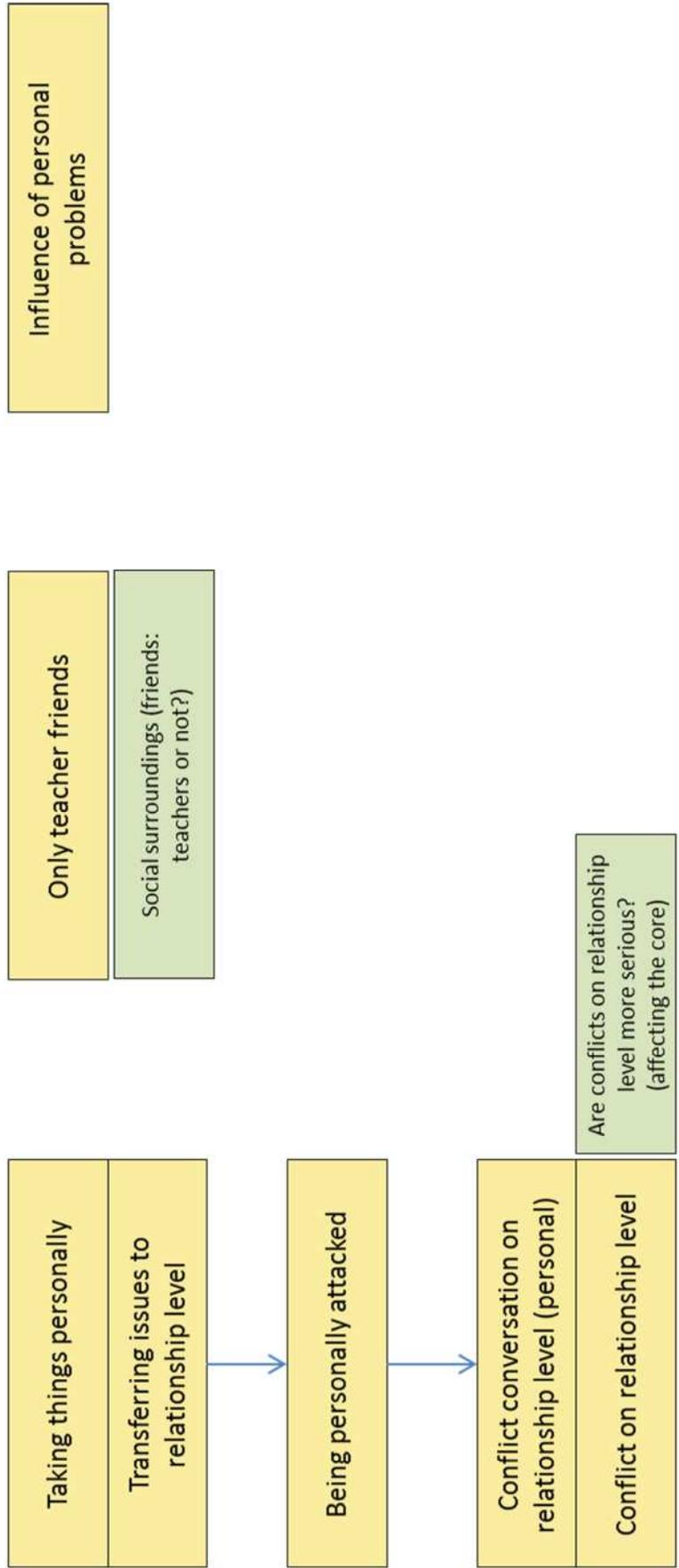


Critical issues

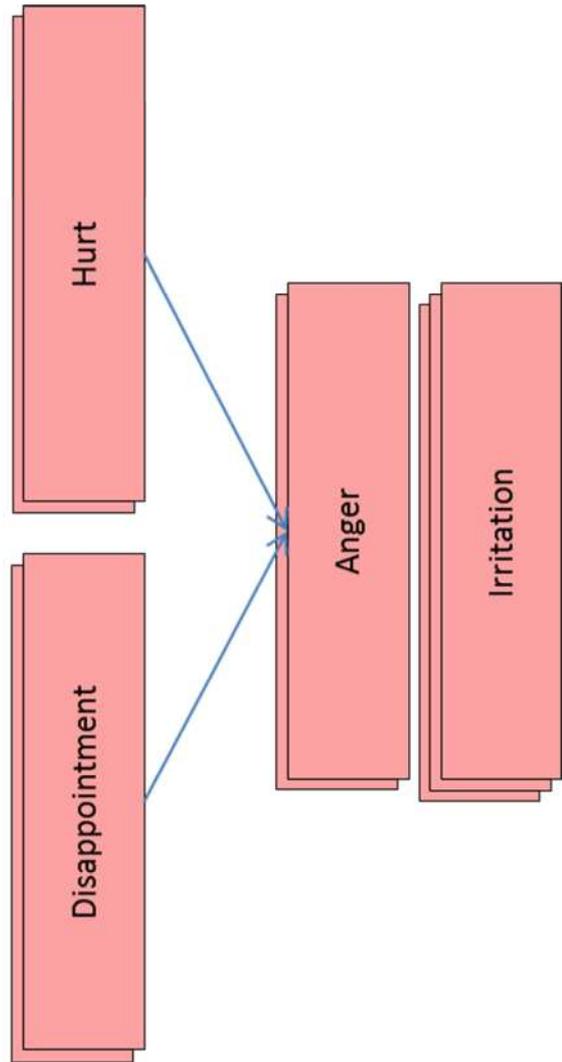


Critical issues

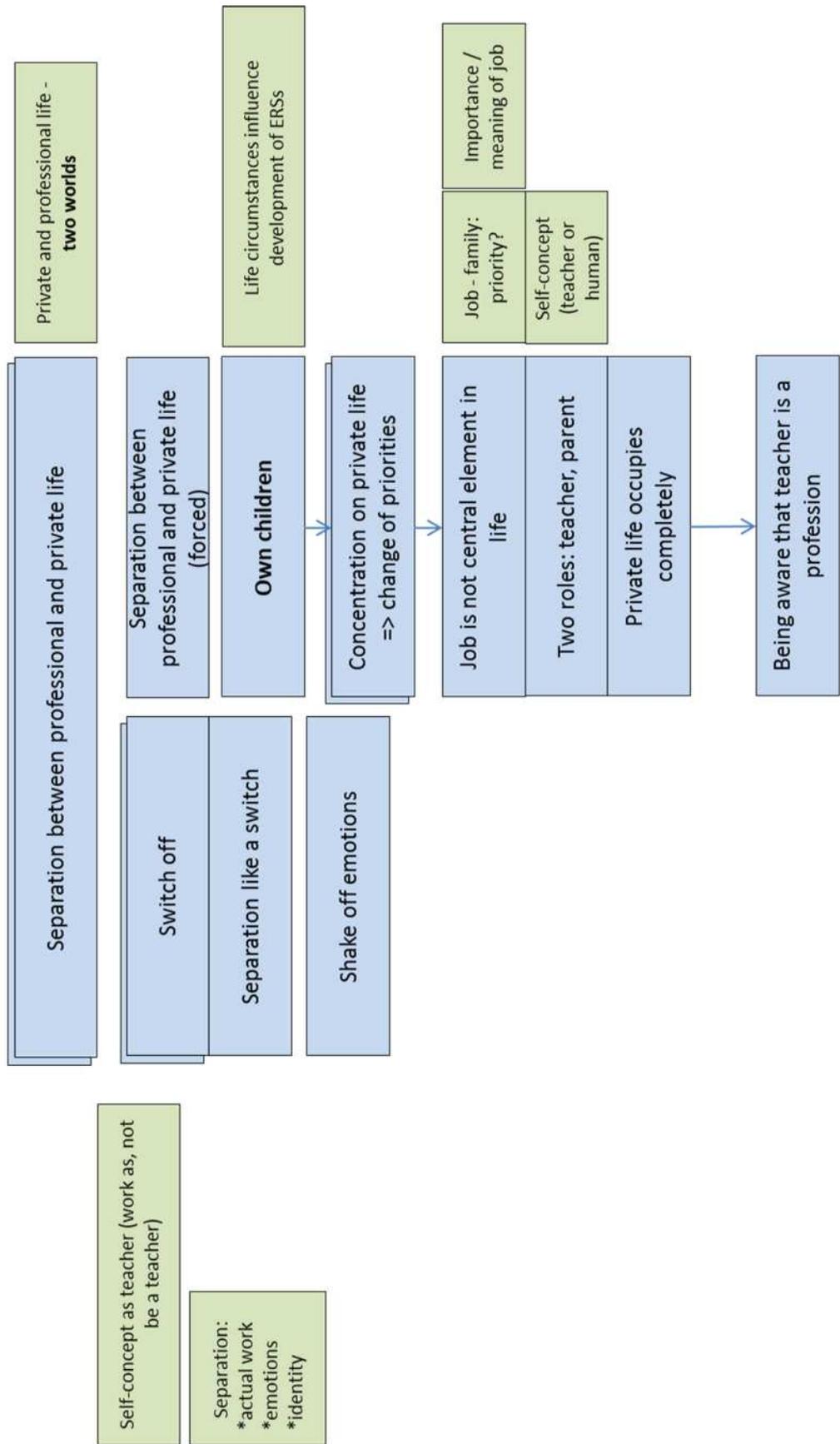
Personal issues



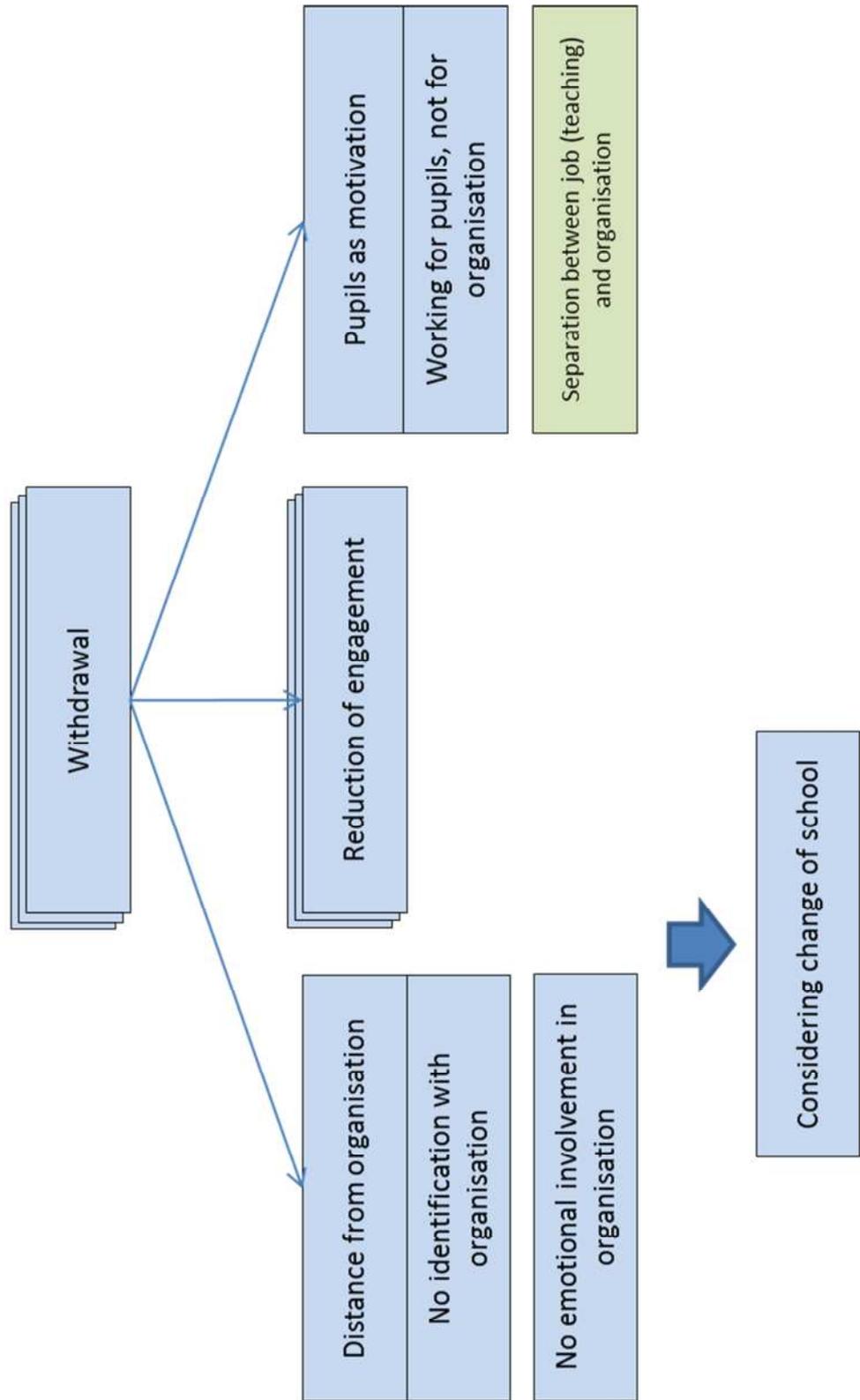
Emotions



Emotion regulation strategies

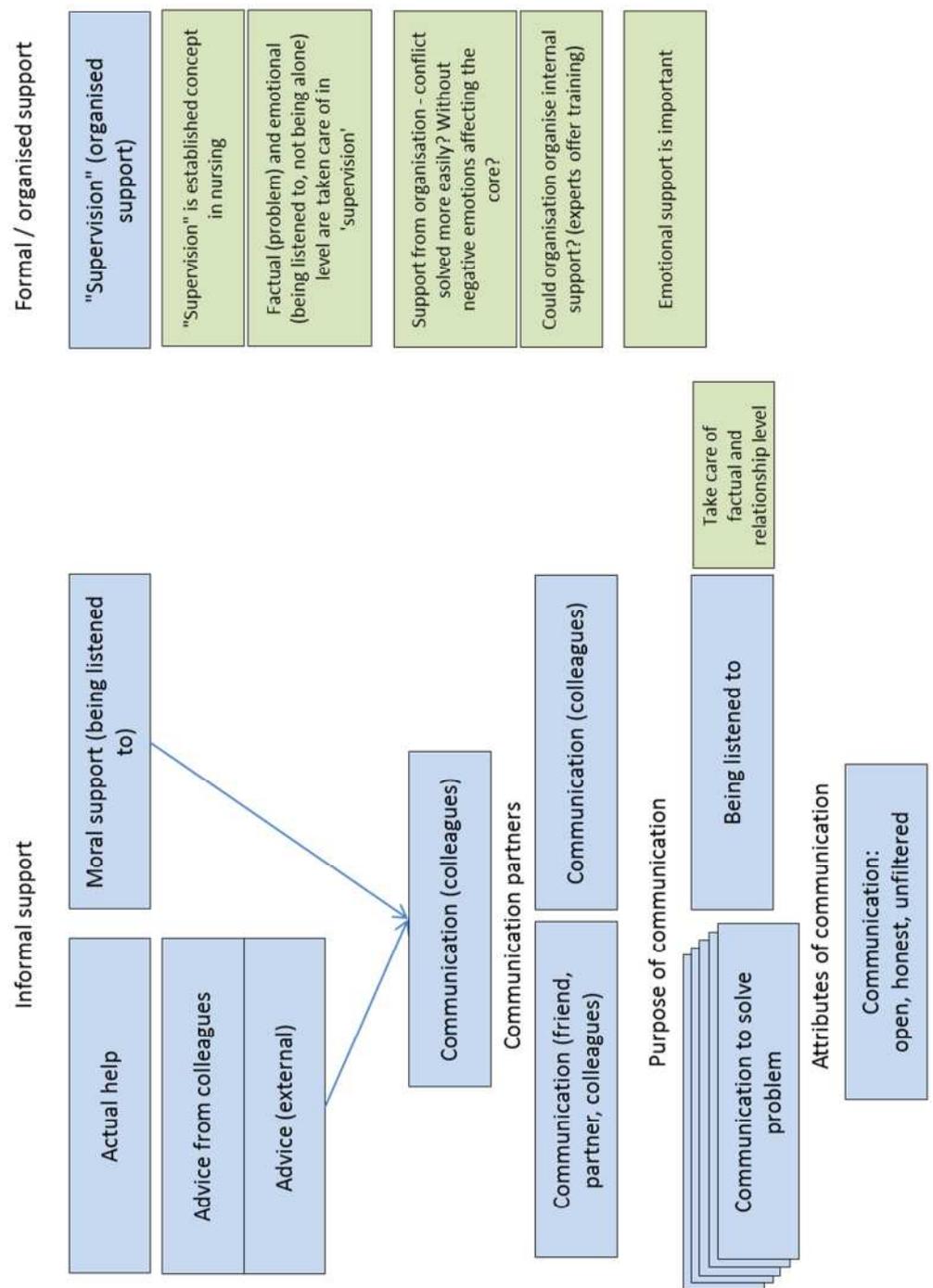


Emotion regulation strategies

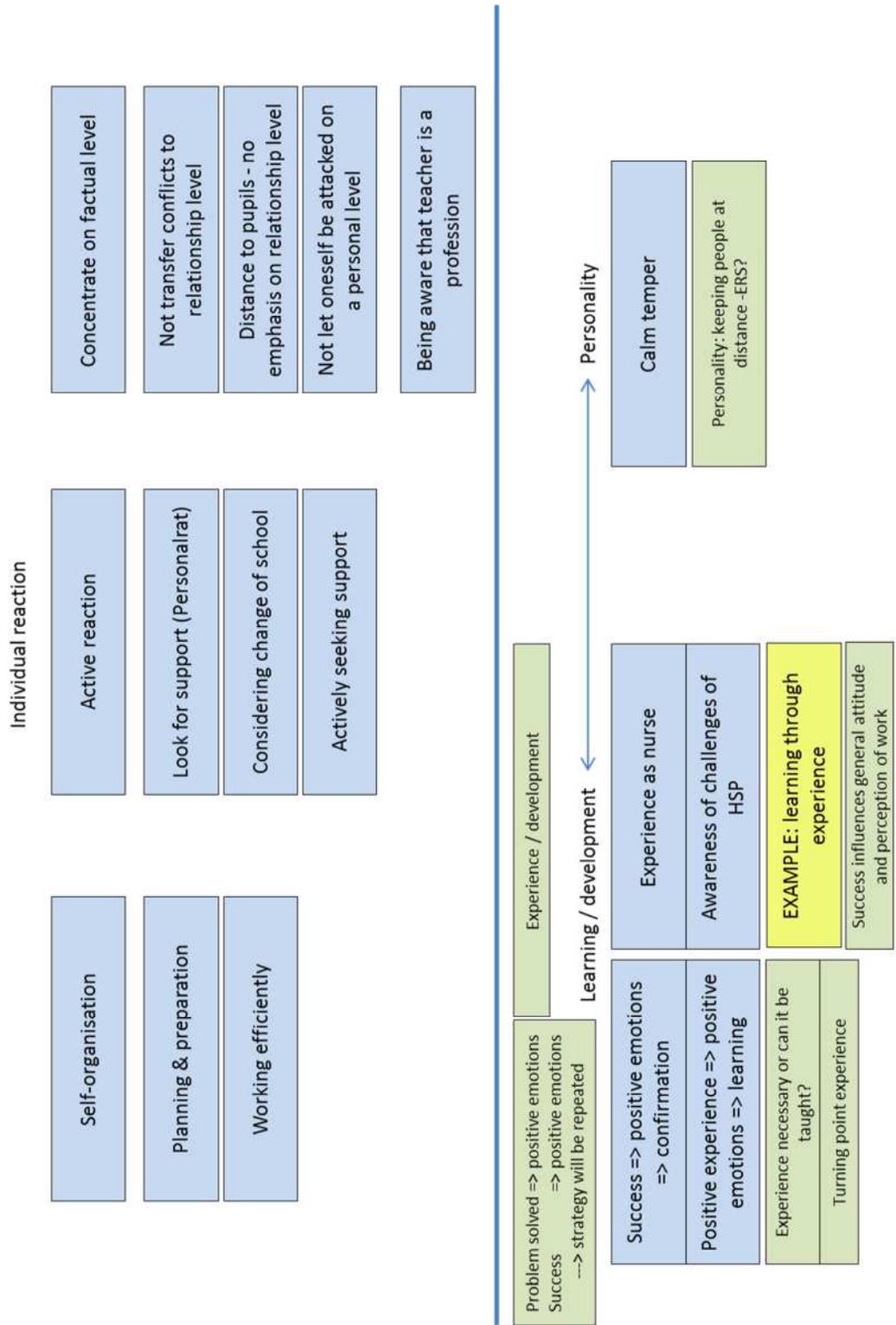


Emotion regulation strategies

Lack of informal support - now organisation is needed to provide support



Emotion regulation strategies



Emotion regulation strategies

Emotion expression, emotion suppression, cognition

Emotion suppression

Purposeful emotion expression

Showing emotions - perceived as weakness?

Concentrate on factual level

Distance to pupils - no emphasis on relationship level

Relationship level

Are conflicts on relationship level more serious? (affecting the core)

EXAMPLE: difficult pupil - easy problem, factual, surface emotions

Education in ER

No ER	Need for ER	Suggestion
No education in ER	ER is necessary in HSP	Wish for "supervision"
No information on *coping *burnout *early retirement during education	Need to learn how to switch off	Experience as nurse "Supervision" is established concept in nursing
Awareness of risks of HSP?	Learn necessary skills (currently not taught)	Factual (problem) and emotional (being listened to, not being alone) level are taken care of in 'supervision'
HSP (nursing, teaching) comes with certain positive and negative attributes	ER / coping can be learnt	Emotional support is important
Freedom of working hours requires self-organisation	Talent for teaching / working with children can't be learnt	EXAMPLE: suggestion how 'supervision' could be done
Enjoying flexible working hours		
Self-concept (not 'normal' job)		Could organisation organise internal support? (experts offer training)

Appendix Q: IPA - Table of themes and superordinate themes (participant Fry)

Super-ordinate themes and themes -	Participant Fry				
Themes	Page / line	keyword			
Critical issues and events					
<i>Causer</i>					
Conflict with HT	1.40-41; 2.50-51; 2.52; 2.57; 6.242-246	I have to be available... and nobody asks if this is okay for me or not; He is a king [...] this is his school; if he says he wants it [...]			
Conflict with pupil	4.152	there were two boys			
Parents of pupils	2.87	irritated about parents			
<i>Event</i>					
Forced to do a task	1.28	workshop was dropped in my lap			
Parent-pupil-teacher talk	4.153-154	spontaneous pupil-parents-teacher talk, which became very personal			
<i>Situation / background</i>					
<i>Relationship level</i>					
Being personally attacked	4.145	great distance between the pupils and me			
Taking things personally	4.152-153	who managed to hit me hard on a personal level			
Transferring issues to relationship level	4.149; 4.150	somebody who took a lot of thing personally; applied everything to myself			
Conflict conversation on relationship level (personal)	4.149; 4.150	somebody who took a lot of thing personally; applied everything to myself			
Conflict on relationship level	4.153-154	spontaneous pupil-parents-teacher talk, which became very personal			
Showing emotions - perceived as weakness?	4.152-153	who managed to hit me hard on a personal level			
	2.66-67	nobody who starts crying [...] stay hard			
<i>Creation of specific critical background</i>					
Being the new one	1.14; 4.165; 5.195	new colleague, of course was the new one; I was completely new			
"Fighting" with pupils	4.165	fought with each other			
Pupils complaining to other teachers	4.167-168	the pupils did... not complain with me [...] to other teachers			
Passed over by pupils	4.167-168	the pupils did... not complain with me [...] to other teachers			
Being falsely accused	5.5.196-198	here nobody knows my work [...] Why do they get agitated?" Yes!			
<i>Overall negative background</i>					
Expectations not fulfilled	1.18-19; 2.66	a timetable which was a real challenge; he signalled clearly that he's not interested			
Lack of support	1.21	can't take care of the state of every single individual			
Feeling cheated on	2.66; 4.167-168; 4.171-172	he signalled clearly that he's not interested; the pupils didn't [...] really hurt me; Here the institution [...] doesn't support me			
Perceived unfairness	5.5.196-198	here nobody knows my work [...] Why do they get agitated?" Yes!			
Lack of understanding	1.38	completely absurd... way to react			
No success in problem-solving	1.20-21	he has to lead an institution [...] can't take care of the state of every single individual			
Influence of personal problems	1.22	my son got very sick			
Only teacher friends	3.114; 3.115-117	Also with all the relationships around; the private circle. There are no teachers [...] spend a lot of time with other teachers			
Social surroundings (friends: teachers or not?)	3.114; 3.115-117	Also with all the relationships around; the private circle. There are no teachers [...] spend a lot of time with other teachers			
<i>Work climate</i>					
Not actual conflict but reaction of organisation caused negative emotions	4.189	This was something that affected me. Especially how the reaction was here.			
Unhappiness with current organisation	1.41-42	that puts a strain on me. It puts such a strain on me that I think about			
Physical effects of unhappiness with work	4.177	always tummy ache [...] very tensed			

<i>Management / leadership issue</i>						
Authoritarian leadership style	1.40-41; 2.50-51; 2.52; 2.57; 6.242-246					I have to be available... and nobody asks if this is okay for me or not; He is a king [...] this is his school; if he says he wants it [...]
Bad relationship with headteacher	1.39-40					so far I always had headteachers [...] I feel it is not like that at all
Bad work climate	1.41; 4.167					that puts a strain on me; typical for this school
Bullying, pressure	6.245-6.246					that he has his ways and means to knock off... eliminate someone and in fact in such a way that this person leaves at some point
Choleric HT	2.59-60					very choleric attacks [...] really yell at you
No support from HT	2.47					signalled again and again [without positive result]
No support from HT / organisation	4.171-172					Here the institution [...] doesn't support me
No feedback allowed	6.243-246					That if you [...] constructive feedback [...] leaves at some point
No moderating instance between HT and employees	6.240-241					if you have... problems with the headteacher [...] moderates neutrally / unbiased
Problems with HT are common in this school	2.50					in the other conversations
HT does not care about employee's needs	1.20-21; 2.47					he has to lead an institution [...] can't take care of the state of every single individual; signalled again and again [without position]
HT is not interested in employee's problem	2.66					he signalled clearly that he's not interested
<i>Organisational issues</i>						
No support from organisation *****	5.229-230					whether I can do it [...] difficulties with these issues
No support in coping from organisation	3.132-133					In school no importance is attached to coping
No close relationships at work	5.200-201; 5.219-220					You have your... people [...] but basically... not.; take a closer look [...] very superficial
Lack of network / relationships for informal support	5.196; 5.200					nobody knows my work; lonely fighter
Teachers' responsibility to get trained - organisation does not care*****	5.229-230					whether I can do it [...] difficulties with these issues
Organisation does not offer support	4.171-172					Here the institution [...] doesn't support me
Being alone	5.191-192					Here I has the feeling [...] that they are satisfied."
Lonely wolf (no support, being alone)	5.200					lonely fighter
Lack of informal support - now organisation is needed to provide support	5.196; 5.200					nobody knows my work; lonely fighter
<i>Depersonalisation</i>						
Being objectified / depersonalised	1.40; 3.133					disposable quantity, I have to be available; you have to function
Treated as machine / depersonalised / objectified	1.31-32					disposable quantity [...] work to rule
Lack of appreciation	1.20-21; 1.31					he has to lead an institution [...] can't take care of the state of every single individual; that I am... just disposable quantity
Lack of appreciation as person	1.31					that I am... just disposable quantity
Employees are not valued	1.20-21					he has to lead an institution [...] can't take care of the state of every single individual
Disposable quantity	1.31; 1.40					that I am... just disposable quantity, I have to be available
<i>Status of employee</i>						
Organisation is put above employees	1.20-21					he has to lead an institution [...] can't take care of the state of every single individual
There to please pupils	5.192					that they are satisfied
Pupils are trusted more / preferred over employees	5.5.196-198					here nobody knows my work [...] Why do they get agitated?" Yes!
Pupils are valued higher than employees	4.172-174					here the pupils are number one [...] that the pupils are satisfied
Attacks / accusations from all sides	4.169					different teachers came and talked to me [...] vice-headteacher
EXAMPLE: Fry felt hurt, lack of support, pupils are valued higher than emp	4.167-174					the pupils did... not complain with me [...] to other teachers [...] that the pupils... are satisfied.
<i>Two-faced organisation</i>						
Two faces of organisation	6.248					If you would go in there, you wouldn't realise it
Pretext, artificial closeness	6.248-251					If you would go in there, you wouldn't realise it [...] everybody who comes is allowed to say 'du' to everybody
Pretext, fake, superficial => bad work climate	5.219-220					everything seems a lot like [...] very superficial
Intrigues, backbiting => bad work climate	5.207					There are intrigues of that what is talked about secretly
Difference between official and unofficial behaviour	5.205-207					There is a lot of loyalty officially [...] what is talked about secretly
Officially: loyalty - unofficially: no support, intrigues, backbiting	5.205-207					There is a lot of loyalty officially [...] what is talked about secretly
Difference between reality and pretence	5.219-220					everything seems a lot like [...] very superficial

Super-ordinate themes and themes -	Participant Fry
Themes	Keyword
Emotions	
<i>Negative Emotions</i>	
<i>Anger</i>	due to this anger; [repeated hesitation]
<i>Irritation</i>	super irritated; that irritated me so much; irritated about parents; that irritated me
<i>Disappointment</i>	was very disappointed; he signalled clearly that he's not interested
<i>Hurt</i>	really hurt me a lot; really hurt me

Super-ordinate themes and themes -	Participant Fry		
Themes	Page / line	Keyword	
Emotion regulation			
Self-protection			
Self-protection (avoidance of disappointment)	1.33-34; 1.35; 2.53; 6.253	I work what I have to work, but I won't get engaged more than necessary; distanced myself from this institution	
Dissolving negative emotions			
Happiness			
Emphasising private life	3.118-120	If I want to do one thing right [...] because I enjoy teaching. But I am... most of all I enjoy being a parent	
Pupils as motivation	2.79	I identify with my class and my pupils	
Enjoying flexible working hours	3.108	I am doing it in the evening	
Comfort			
Being listened to	2.68; 5.200; 5.237	let steam off with my friends or my partner; you have some... people to... talk about things; to feel the understanding	
Emotion expression			
Purposeful emotion expression			
Avoidance	3.94	be really tough during classe... and yell once in a while	
Withdrawal	1.33-34; 2.53; 6.253	I work what I have to work, but I won't get engaged more than necessary; with different engagement as if; fascinating school	
Distance from organisation	1.35	distanced myself from this institution	
No identification with organisation	2.78-79	I don't identify with this school	
No emotional involvement in organisation	6.253	Well this is a very fascinating school here.	
Reduction of engagement	1.34; 2.53; 2.69-70	I won't get engaged more than necessary; with different engagement as if; keep my effort... at a minimum [...] I don't do that	
Working for pupils, not for organisation	1.35-37	I like my pupils [...] but engagement for the institution [...] that doesn't matter to me	
Pupils as motivation	2.79	I identify with my class and my pupils	
Separation between job (teaching) and organisation	2.78-80	I don't identify with this school [...] That's where my effort goes	
Considering change of school	1.44	would like to change the school	
Active self-protection strategies			
Self-organisation			
Planning & preparation	4.183	dearly structured	
Self-organisation	3.108-109	I am efficient... [...] with relatively little effort	
Working efficiently	3.108-109	I am efficient... [...] with relatively little effort	
Active reaction			
Active reaction	1.20	tried to talk to the headteacher	
Actively seeking support	4.174-175	I went home and I have a friend [...] and she told me	
Look for support (Personalrat)	2.54	I will in the Personnel Committee [Personalrat]... [...] inquire	
Considering change of school	1.44	would like to change the school	
Concentrate on factual level			
Not transfer conflicts to relationship level	4.155-156	I have to learn to not take thing personally [...] not as a private person	
Distance to pupils - no emphasis on relationship level	4.145-146	great distance between the pupils and me	
Not let oneself be attacked on a personal level	4.158	I can stand above these things a lot more than in the beginning	
Being aware that teacher is a profession	4.155-156	I am there in the function of a teacher... and not as a private person	

<i>Creating resilient background - Protection of private life</i>					
Separation: *actual work * emotions * identity	5.227 (w); 2.88 (e); 4.155-156 (i)				you have to draw a line for yourself; shake off... shake off quite well; function of a teacher... not as a private person
Separation between professional and private life (forced, strong, switch)	2.83; 3.99-100; 6.253				focus... on the private; with the two children [...] completely different world; Well this is a very fascinating school here...
Private and professional life - two worlds	3.99-100				with the two children [...] different world
<i>Switch off</i>					
Shake off emotions	2.88				shake off... shake off quite well
Switch off	2.88; 3.101; 3.102-103; 4.144				shake off... shake off quite well; who can leave it where it is; I go to bed and sleep; that I know how to switch off
<i>Self-concept as teacher</i>					
Being aware that teacher is a profession	4.155-156				I am there in the function of a teacher... and not as a private person
Self-concept (teacher or human)	2.78-79; 2.83				I don't identify with this school; focus... on the private
Self-concept as teacher (work as, not be a teacher)	4.155-156				I am there in the function of a teacher... and not as a private person
Two roles: teacher, parent	3.105-106				I leave here [...] not parent anymore but teacher
<i>Concept of job</i>					
Job is not central element in life	3.118-120				if I want to do one thing right [...] because I enjoy teaching
Job - family: priority?	1.17				my family is very important at the moment
Importance / meaning of job	2.83				focus... on the private
<i>Importance of private life</i>					
Own children => private life first	3.99-100				with the two children [...] different world
Concentration on private life => change of priorities	2.83				focus... on the private
Emphasising private life	3.118-120				if I want to do one thing right [...] because I enjoy teaching. But I am... most of all I enjoy being a parent
Private life occupies completely	3.100-101; 3.105				and they don't let me any air [...] I don't have the time; no time to (laughs) think about it
Life circumstances influence development of ERSs	3.104; 3.117-118				my circumstances; life circumstances [...] forced a strategy... on to me
<i>Communication</i>					
Communication (open, honest, unfiltered)	5.204-205				a friend who I basically could talk to about everything and in fact completely unfiltered
<i>Interaction partner</i>					
Communication (colleagues)	5.213				nice contacts of a more private nature
Communication (friend, partner, colleagues)	2.68-69				let steam off with my friends or my partner. Maybe have one or the other conversation with colleagues
<i>Purpose of communication</i>					
Communication to solve problem	1.20; 1.24; 2.66; 4.181				tried to talk to the headteacher; had a conversation; I tried to explain to him; had a discussion with this class
Being listened to	2.68; 5.200; 5.237				let steam off with my friends or my partner; you have some ... people to ... talk about things; to feel the understanding
Take care of factual and relationship level	4.183-184				Why are we here? [...] How do we come together?
<i>Development</i>					
Experience / development	4.154-155; 4.158				turning point [...] I have to learn; thank in the beginning
<i>Support</i>					
Lack of informal support - now organisation is needed to provide support	5.196; 5.200				nobody knows my work; lonely fighter
<i>Informal support</i>					
Actual help	5.190-191				colleagues said [...] Shall I join you in class?"
Advice (external)	4.174-176				I have a friend [...] told me [...] or you continue, go every time..."
Advice from colleagues	4.179-181				I have talked to individual colleagues [...] got a few tips
Moral support (being listened to)	5.190-191				colleagues said [...] Shall I join you in class?"
Communication (colleagues)	5.213				nice contacts of a more private nature

<i>Formal support</i>					
"Supervision" (organised support)	5. 231				What I'd wish for would be... 'supervision' among colleagues. In groups with equal rights.
"Supervision" is established concept in nursing	3. 134				there we did 'supervision' already 20 years ago
Factual (problem) and emotional (being listened to, not being alone) level are tak	5. 235				where it is about the actual issue [...] feel the understanding / sympathy of the others
Support from organisation - conflict solved more easily? Without negative emotio	4. 189				This was something that affected me. Especially how the reaction was here.
Could organisation organise internal support? (experts offer training)	4. 179-181				I have talked to individual colleagues [...] got a few tips
Emotional support is important	5. 237				to feel the understanding / sympathy of the others
<i>Experience</i>					
Experience / development	4. 154-155; 4. 158				turning point [...] I have to learn; thank in the beginning
Experience as nurse	3. 133; 5. 226-227				I come from the nursing profession; it's a social profession [...] draw a line for yourself
Awareness of challenges of HSP	5. 226-227				it's a social profession [...] draw a line for yourself
Turning point experience	4. 154				that was such a turning point for me
Experience necessary or can it be taught?	4. 150				I made an experience in my first year
EXAMPLE: learning through experience	4. 150-158				I made an experience in my first year [...] than in the beginning
<i>Success</i>					
Success => positive emotions => confirmation	4. 185-187				It was really good then. I became a lot more relaxed [...] it was very positive and in the meantime I like to teach this class
Positive experience => positive emotions => learning	4. 185-187				It was really good then. I became a lot more relaxed [...] it was very positive and in the meantime I like to teach this class
Success influences general attitude and perception of work	4. 187-188				I like to teach this class. Have a relaxed connection. [...] But this is really nice
Problem solved => positive emotions & success => positive emotions - - - -> strategy	4. 185-187				It was really good then. I became a lot more relaxed [...] it was very positive and in the meantime I like to teach this class
<i>Emotion expression, suppression or cognition</i>					
<i>Emotion expression</i>					
Purposeful emotion expression	3. 94				be really tough during classes... and yell once in a while
<i>Emotion suppression</i>					
Emotion suppression	2. 66-67; 2. 71-72				nobody who starts crying [...] stay hard; in front of him I don't show it
<i>Cognition</i>					
Concentrate on factual level	4. 158				I can stande above these things a lot more than in the beginning
Distance to pupils - no emphasis on relationship level	4. 145-146				great distance between the pupils and me
Relationship level	4. 145				great distance between the pupils and me
Are conflicts on relationship level more serious? (affecting the core)	4. 189				This was something that affected me. Especially how the reaction was here.
EXAMPLE: difficult pupil - easy problem, factual, surface emotions	2. 87-93				I was very irritated about parents [...] Well and I can discuss that.

Super-ordinate themes and themes -	Participant Fry
Themes	Page / line
Education in ER	Keyword
<i>No ER in teacher's education</i>	
No education in ER	during my education there wasn't is yet
No information on *coping *burnout *early retirement during education	And coping [...] when I started to teach
Awareness of risks of HSP?	And coping [...] when I started to teach
HSP (nursing, teaching) comes with certain positive and negative attributes	there is the parallel that you work with people
Self-concept (not 'normal' job)	during the usual, during daylight
<i>Need for education in ER</i>	
ER is necessary in HSP	it's a social profession [...] draw a line for yourself
Need to learn how to switch off	it is very important [...] draw a line for yourself
Learn necessary skills (currently not taught)	whether I can do it [...] difficulties with these issues
ER / coping can be learnt	I can learn [...] tried something
Talent for teaching / working with children can't be learnt	Whether you have the talent [...] You can't learn it.
<i>Suggestions</i>	
Wish for "supervision"	there we did 'supervision' already 20 years ago
Experience as nurse	I come from the nursing profession; it's a social profession [...] draw a line for yourself
"Supervision" is established concept in nursing	there we did 'supervision' already 20 years ago
Factual (problem) and emotional (being listened to, not being alone) level are taken care of in ER	where it is about the actual issue [...] feel the understanding / sympathy of the others
Emotional support is important	to feel the understanding / sympathy of the others
Could organisation organise internal support? (experts offer training)	I have talked to individual colleagues [...] got a few tips
EXAMPLE: suggestion how 'supervision' could be done	What I'd wish for would be ... 'supervision' among colleagues. In groups with equal rights.
<i>Characteristics / skills of teachers</i>	
Freedom of working hours requires self-organisation	being a teacher I have a lot more freedom

Appendix R: IPA – Master tables of themes

Emotions

Master table of themes		
C. EMOTIONS		
Anger		Line
Steel	explode; hurt feelings; people who got hurt; can't suppress aggressions; and is was extremely offensive; I have never read sth	1.21; 1.36; 2.70; 2.80; 3.97; 3.103
Silver	hit the roof; this irritates you even more; angry with yourself; bothers me right now; well... yes... difficult; explode; close to tears; nearly exploded; you just explode and start yelling; nearly went	1.27; 2.56; 2.58; 2.71; 3.127; 5.194; 5.203; 6.277; 7.287; 7.297
Holmes	... asked myself what's the matter; How...? What's going on now?; anger... yes, a little bit with anger maybe as well; 'It doesn't work like this! It's just not fair!'; from the first day I was so angry; completely angry; Look! There! Now again he hasn't me...; you don't	1.24; 1.28; 1.42; 2.65; 3.92; 3.109; 3.118; 7.307-309
Fry	super irritated; that irritated me so much; due to this anger; [repeated hesitation]; irritated about parents; that irritated me	1.27; 1.33; 1.35; 1.37-39; 2.87; 5.195
Banks	even irritated; I am in disfavour with them; when I get agitated;	4.147; 4.175-176; 4.183; 5.186
Clarke	irritated [...] irritated with my colleagues; charged	3.121-122; 4.139
Jones	irritating; anger; you are angry	1.43; 2.46; 2.49
Hurst	it irritates me	1.13
Roberts	Anger. Anger. [...] Also anger with myself; it's anger; anger is [...] anger, aggression; so anger. Anger; happy [...] anger [...] not complete withdrawal; mainly anger	2.85; 3.101; 3.106; 4.159; 4.159-160; 5.201
Ford	was angry; I was so angry; I would have known it! [...] known it!; extremely angry; I was really irritated	1.7; 3.114; 3.116-118; 3.123; 3.130
Fear		Line
Silver	you can't expect [...]not getting confused (textbook); stress-situation [...] No matter who. Absolutely.; afraid; Insecurity. Do they	3.105-3.112; 3.130; 7.302; 7.307; 8.351
Banks	of course felt a bit queasy; [asks herself questions]; fear "Will I manage this?"; feel very queasy [many hesitations] [...] I don't like that at all.; insecure in the beginning	1.25; 1.25; 2.45; 2.63; 3.111
Clarke	I was afraid; afraid [...] I was insecure; is it enough	1.10; 1.10-11; 1.11-13
Jones	the feeling; partially had the feeling; sometimes I am just irritated; controlled [...] not lose face; helpless; alone in front of a class; alone [...] what you say; helpless; scared; and helpless; the feeling that [...] out of control?; when I think [...] out of control?; that I lose control [...] takes the fear away; friendly; unnecessary fear; embarrassed; crying [...] I don't know myself; the feeling [...] well, topics; find difficult [...] perceived as instructive; beginner [...] ask for a	1.18; 1.31-33; 1.40; 2.72-74; 3.108; 3.112; 3.112-117; 3.114; 3.115; 3.116; 3.117-119; 3.118-119; 3.125-127; 3.127; 3.132; 4.147; 4.156; 4.171-173; 6.241-247; 6.242-244; 6.247
Hurst	What's wrong...; so nervous; before every class [...] so nervous [...] won't manage; hopefully [...] hopefully [...] how to continue	1.43; 3.131; 4.141-142; 4.151-152
Roberts	self doubts; I am scared [...] scared to tell my boss; escape route; avoid the direct route	2.51; 4.171-172; 4.176; 4.178-179
Ford	was insecure; a nervousness [...] it was exciting; I still know [...] was horrible; not prepared [...] about myself?; the first time [...] Will everything work?; sometimes very desperate and sad [...] like the	1.7; 1.23-25; 1.34-35; 1.37-39; 2.77-78; 3.130-133

Disappointment		Line
Silver	this is terrible	6.240
Holmes	true to the motto "Your time will come"; Actually mainly disappointment; I was disappointed; very disappointed; and suddenly 'buff'. Was looking forward to it all the time; disappointed; after such disappointments; very disappointed; the	1.35; 1.43; 2.49; 2.76; 2.88-89; 3.110; 3.112; 3.127; 3.131
Fry	was very disappointed; he signalled clearly that he's not interested	1.31; 2.66
Clarke	didn't work; was not confirmed. Not at all; would have expected [...]	2.50-51; 3.108; 3.122-123
Roberts	Disappointment; also disappointment. Yes, bitterness	1.41; 4.158
Ford	missed it... because I always thought; didn't happen how I wished it	1.13; 1.17-18
Desperation or intensity of emotions		Line
Silver	quite desperate; and was quite desperate	4.153; 7.304
Clarke	lost the floor under my feet; hit me; like a shock; the feeling [...] that can't be; tears; no other escape; no other escape [...] to get out; everybody is against me; the feeling [...] to get out; it was already earlier like that; no other way; powerlessness; I could not [...]	1.29-30; 1.33; 1.36; 1.37-39; 1.40; 1.42; 1.42-44; 1.43; 1.43-44; 1.44-2.45; 2.46; 3.120; 3.129-131; 3.134-135
Jones	started to cry	3.107
Hurst	super surprising; super sad; extreme; won't manage	1.22; 1.25; 1.27; 4.142
Roberts	Anger. Anger. Helplessness sometimes as well.; feel alone	2.85; 2.88
Ford	completely overwhelmed [...] never ever manage; horrible [...] felt hot; felt hot; very irritated [...] sometimes very desperate and sad; biggest failure [...] all the time	1.5-6; 1.35-37; 1.37; 3.130; 3.133-134

Emotion regulation – Active prevention strategies

Master table of themes		
C. EMOTION REGULATION		
Active prevention strategies		
<i>PROTECTION OF PRIVATE LIFE</i>		
Separation of professional and private life		Line
Steel	separate the colleague from the friend; separate school and private life; haven't done anything; indulge myself; you have to be not a	1.28; 1.29; 2.76; 5.190; 5.193
Silver	didn't happen to me yet that I take that with me; personal things like stress with the family, friends or sth like this, I don't take it to	6.257; 6.259; 8.355
Holmes	I can separate this very very well; can do it pretty well, the separating; you have to create these free spaces/times for yourself	4.173; 4.184; 5.225
Fry	focus... on the private; with the two children [...] completely different world; shake off... shake off quite well; I am there in the function of a teacher... and not as a private person; you have to draw	2.83; 2.88; 3.99-100; 4.155-156; 5.227; 6.253
Banks	after classes she stays in school [...] That would meet my preferences.; finish everything in school; You also take...	3.118-4.141; 3.120; 3.132-133; 4.141
Clarke	If you constantly keep the drawbridge [...] comes in; I don't have to give [...] can be told tomorrow; it's a relieve [...] that's something	2.79-80; 2.81-84; 4.150-152
Jones	that you can switch off [...] to leave it behind	2.82-83
Hurst	When the children are taken care of [...] don't think a lot about it	2.81-83; 2.88-90
Ford	close the door [...] leave me alone.	5.186-187
Separation - work		
Steel	haven't done anything; indulge myself	2.76; 5.190
Silver	didn't happen to me yet that I take that with me; on the weekend	6.257; 8.355
Holmes	create my free spaces/times; decelerate it a little bit; lie down on the couch and sleep for 15 minutes; I know pretty well that after 15 to 20 minutes I wake up. And then I am fit again; start my work immediately; try to finish it; especially holidays [...] usually nothing [...] especially not when I am on holidays [travelling] [...] never ever	4.150-151; 4.152; 4.163; 4.165-166; 4.169; 4.170; 4.173-176; 4.179-183; 5.189; 5.225; 8.339; 8.342; 8.345
Fry	you have to draw a line for yourself	5.227
Banks	prepares everything in school and does very little at home; But that	3.118-119; 3.134-135
Clarke	I would like to separate this [...] get out emotionally; I don't have to give [...] can be told tomorrow; it's a relieve [...] that's something	2.67-69; 2.79-80; 2.81-84; 4.150-152
Hurst	push it always so far away; It is irritating [...] forget it again quickly; don't take it home with me; I leave it here; stresses me [...] doesn't	1.12; 1.13-14; 1.14; 1.16; 2.73-74; 2.90
Roberts	As soon as I have a free second; My outlet [...] walk everywhere;	3.96; 3.96-98; 3.98-99
Ford	all the time and then in the evening I sit down; come the fighter spirit [...] I get back on track; the longer the day lasts [...] I think I don't manage anymore; I am fed up. At the end of the day; my	3.134; 3.135-137; 3.137-138; 4.139; 4.159; 5.186-187
Separation - role		
Fry	my family is very important at the moment; I don't identify with this school; focus... on the private; with the two children [...] different world; and they don't let me any air [...] I don't have the time; my circumstances; no time to (laughs) think about it; I leave here [...] not parent anymore but teacher; life circumstances [...] forced a	1.17; 2.78-79; 2.83; 3.99-100; 3.100-101; 3.104; 3.105; 3.105-106; 3.117-118; 3.118-120; 4.155-156
Hurst	dream job; exactly the job; two children at home [...] stresses me; When the children are taken care of [...] don't think a lot about it anymore; When the children are taken care of [...] now... it is good	2.61; 2.65; 2.69-73; 2.81-83; 2.81-90; 2.88-90; 2.90

Separation - emotional / factual level		
Fry	shake off... shake off quite well; I am there in the function of a	2.88; 4.155-156
Clarke	For one s/he is headteacher [...] I don't like the other; I would like to	2.66-68; 2.67-69
Jones	I am this mediator [...] to coordinate this; "So, you go now out [...] talk about it later; that you realise [...] after the class; I feel better [...] afterwards; discuss in a calm environment; I had the feeling [...] I have to please everybody; I find it difficult [...] please everybody;	1.23-24; 2.60-61; 2.62-64; 2.71-72; 2.76; 6.268-271; 6.269-271; 6.272-273; 6.274-276
Hurst	At home [...] coming over for a cup of coffee; stay relaxed [...] just continue; I am a pretty calm... type [...] just continue; Leave!; Even if it is really stressful [...] still relaxed; When am I supposed to do [...]	1.38-40; 3.116-118; 3.117-118; 3.119; 5.225-226; 5.230-231
Roberts	I had the impression [...] as if s/he was exchanged; who then said [...] not against you as a person; everybody has to like me, but in	1.35-37; 2.46-47; 2.52
Ford	Okay, what's next? [...] it was good again.	1.10-12
Separation - emotions		
Fry	shake off... shake off quite well	2.88
Switch off		
Silver	on the weekend you can really relax [...] sleep a bit	8.355
Holmes	Today I have an exam written [...] and then it continues	4.179-183
Fry	shake off... shake off quite well; who can leave it where it is; I go to	2.88; 3.101; 3.102-103; 4.144
Banks	But I don't manage that at all [...] "I have to leave"; And then I start late [...] during the weekend; after classes, after stress anyways, but	3.122-124; 3.123-125; 3.125; 3.126-128
Jones	I take... a colleague [...] leave it behind; I take... a colleague [...] take it home; Because sometimes [...] on the private life	2.81-83; 2.81-84; 2.83-85
Hurst	When I go into school, then the children are gone; don't think about it a lot; this stays at home; I am super busy [...] now it is good again;	2.81; 2.83; 2.88; 2.89-90; 2.90
Roberts	As soon as I have a free second; My outlet [...] walk everywhere;	3.96; 3.96-98; 3.98-99
Ford	happy to be at home [...] leave me alone.	5.186-187

Master table of themes		
C. EMOTION REGULATION		
Active prevention strategies		
<i>POSITIVE EMOTIONS</i>		
Creating positive emotions		Line
Ford	who say "yes" and "come on" [...] help; praise... I so important [...] unbelievable; my partner always says [...] store it better; my partner always says [...] now it wasn't good."; if this person [...] wouldn't go	4.163-164; 4.168-171; 4.173-174; 4.173-175; 5.204-206
Positive attitude		
Steel	Yes, exactly [...] whether you survive the 'Ref' or not	5.195-196
Silver	but maybe someday that will get better; but it's not like that for me [4.170; 6.260
Banks	that's exactly what you would have to do. And that's why I was supporting it quite quickly; someone who [...] Try something.; I want to do something else. [...] Try something.; approach it pretty optimistically; Continued to think... the positive; think more positively; they can't do that much in four, five years; simply curious what children you get; rather curiosity; on the other hand curious	1.19; 1.20-22; 1.21-22; 1.22; 1.43; 2.51; 2.53; 2.58; 2.79; 2.80-81; 3.95-96; 4.168; 5.197
Clarke	in the conversation [...] did not agree; but most likely [...] if I had reacted like this; I was invigorated [...] nobody can attack me; I was looking forward [...] to start something new; I decide; in school [...] tomorrow; I don't need to feel addressed [...] feel addressed; Because... I have... from trainings [...] well then; sounded great; I	1.6-7; 1.20-21; 1.23-24; 2.49-50; 2.82; 2.83-84; 2.85-86; 3.93-97; 3.96; 3.99; 3.100; 3.101-103; 4.147-148
Jones	together as colleagues; organisational framework [...] in such a situation; Christian; It simply gives me [...] responsible in the end; It simply gives me [...] a lot calmer; I am always opposed to [...] How would you do it?"; because I think [...] so many fight alone; high hopes; and then the parents' representatives offered [...] don't have	1.30; 1.34-36; 2.88; 2.91-92; 2.91-93; 3.136-139; 4.184-186; 5.194; 6.260-264; 6.262-264; 6.273; 6.275-276
Hurst	for the moment [...] and... okay; nothing that really pulls me down; when I start somewhere new [...] "What's wrong here?"; well with the pupils [...] actually no problem; because it's really [...] I like it; calm... type; prepared; you have to somehow... relax a little bit; but surely [...] it's getting better; you found out; I simply wrote [...] security; not not useful; quite interesting; I like it [...] I really like it;	1.13-17; 1.15; 2.51-54; 2.56-59; 2.61-66; 3.117; 4.154; 4.157; 4.158; 4.157-158; 4.159-160; 4.180; 4.186; 5.203-204; 5.207; 5.212-214; 5.215-217; 5.226; 5.229; 5.230; 5.231
Roberts	we prayed [...] bad performance; like it was before; I would wpprecia	2.48-50; 3.118; 3.127-128
Ford	worked together well. That was a good feeling; looking forward; mainly advatages [...] It's a good feeling, yes; it paid off and then it was good again; Now Friday [...] always a good feeling; Friday, I	2.76; 2.91; 3.92-93; 3.125; 4.145-146; 4.148-150; 4.152-153
Humour		
Silver	take it with humour	4.154
Banks	homour; And I said things like [...] you could have become teacher as well."; now I am not in the mood anymore [...] then I am in disfavour with them; definitely humour; Be able to laugh about yourself. Right? So... or also be able to laugh about others [...] when	4.168; 4.168-171; 4.171-176; 4.180; 4.181-183; 4.181-182
Roberts	sense of humour	2.80

Enjoyment of work		
Fry	I am doing it in the evening; If I want to do one thing right [...] because I enjoy teaching. But I am... most of all I enjoy being a parent	3.108; 3.118-120
Clarke	Yes I want to do that [...] to do something new; It was a lot of fun [...] something new	3.99-103; 3.101-103
Hurst	It's completely my thing [...] I like it.	2.61-66
Motivation		
Silver	apologise because it is maybe I a little less structured than usually; I enjoy the job that much	2.64; 6.248
Holmes	work with children	5.195
Fry	I identify with my class and my pupils	2.79
Banks	that's exactly what you would have to do. And that's why I was supporting it quite quickly	1.19
Clarke	I was looking forward [...] to start something new; with a lot of motivation; the incentive to start something new; required me to change [...] work	2.49-50; 3.93; 3.103; 3.112-113
Hurst	It's completely my thing [...] I like it.	2.61-66
Roberts	I would appreciate [...] I would join immediately	3.127-128
Ford	I am looking forward [...] good feeling; paid off	3.109-110; 3.125
Positive experience		
Holmes	I was actually allowed to go to this secondary school [...] fantastic time [...] I was just happy.; I trained that a bit; I realise that it is good for me; I knew what it was all about; with regards to subject knowledge I was really unburdened; really unburdened [...] know for every year.	3.105-108; 4.164; 5.190; 7.282; 7.284; 7.287-288
Fry	It was really good then. I became a lot more relaxed [...] it was very positive and in the meantime I like to teach this class; I like to teach this class. Have a relaxed connection. [...] But this is really nice	4.185-187; 4.187-188
Banks	my experience is; I will manage [...] experience for years [...] due to this experience; in any case it's getting more comfortable	1.36; 2.53-55; 2.69
Clarke	a lot of fun; I have the feeling [...] fruits; this year it works very well at the moment	3.101-102; 3.113-114; 3.114
Jones	so far always the impression [...] under control; I think [...] they are friendly; practise; for the next time [...] learn from such a mistake; and it worked	3.117-118; 3.125-127; 3.131; 5.231-232; 5.233
Hurst	When I start somewhere new [...] "What's wrong now?"; it's a learning curve	2.51-54; 4.160-161
Ford	it was somehow good; I kept it short [...] any words; after the first... minutes it's gone; the first minute [...] always quite good; we have already done this [...] it's possible; next time [...] experience; paid off	1.12; 1.41-2.46; 2.52; 2.60-63; 3.101-103; 3.118-122; 3.125

Emotion regulation - Problem-solving strategies

Master table of themes		
C. EMOTION REGULATION		
Problem-solving strategies		
<i>COMMUNICATION</i>		
Communication		Line
Holmes	talk about it; talked with people; school becomes topic; you talk	2.50; 3.110; 5.187; 7.297
Clarke	in the conervation; the four of us met; tell people about my irritation	1.6; 3.127; 4.140
Jones	I can talk woth colleagues [...] be alone; he says again and again [...] to talk about it; I take... a colleague [...] about it; the conversation with colleagues is helpful; Listen!; address a colleague; sit together with colleagues and say what happened during the week; try to talk to somebody	1.34-35; 2.79-80; 2.81-82; 3.135-136; 3.139; 4.183; 5.201; 5.214
Hurst	all new people [...] take them with you; often talked with colleagues; I ask colleagues; how do different people react; one teaches [...] weren't loud enough.	1.38-39; 4.170; 4.176; 4.179; 5.200-201
Roberts	talked about it with other people; tried to talk to him/her; I say this with the microphone switched on; talked to former colleagues; very few with who I can exchange [...] in the class room; to talk about pupils [...] very rarely; a very recent event [...] very very rarely; phone calls with former colleagues [...] say how you feel; when I have the feeling [...] a lot better	2.48; 2.50; 2.55; 2.64; 2.68-69; 2.81-83; 1.27-2.83; 3.112-114; 5.197-198
Ford	tell my partner seven thousand times; back then called [...] my partner; I tell everything	3.129; 4.162-163; 5.189
Communication partners		
Silver	with my colleagues; with other colleagues; my parents; partners	4.139; 4.156; 4.161; 4.162
Holmes	talked with colleagues, talked with my partner	2.51
Fry	let steam off with my friends or my partner. Maybe have one or the	2.68-69; 5.213
Banks	with colleagues or at home [...] That can't be."; talk a lot with the	5.187-189; 5.200
Jones	I can talk woth colleagues [...] be alone; he says again and again [...] to talk about it; I take... a colleague [...] about it; the conversation with colleagues is helpful; Listen!; address a colleague; sit together with colleagues and say what happened during the week; try to talk to somebody	1.34-35; 2.79-80; 2.81-82; 3.135-136; 3.139; 4.183; 5.201; 5.214
Hurst	all new people [...] take them with you; often talked with colleagues; I ask colleagues; how do different people react; one teaches [...] weren't loud enough.	1.38-39; 4.170; 4.176; 4.179; 5.200-201
Roberts	talked about it with other people; tried to talk to him/her; I say this with the microphone switched on; talked to former colleagues; very few with who I can exchange [...] in the class room; to talk about pupils [...] very rarely; a very recent event [...] very very rarely; phone calls with former colleagues [...] say how you feel; when I have the feeling [...] a lot better	2.48; 2.50; 2.55; 2.64; 2.68-69; 2.81-82; 1.27-2.83; 3.112-114; 5.197-198
Ford	tell my partner seven thousand times; back then called [...] my partner	3.129; 4.162-163

Communication - to solve problem		
Steel	decided to have that conversation myself	3.110
Silver	directly simply say; too noisy [...] learning doesn't work like that; talk about it openly; then talk about it; have a heart-to-heart	1.38; 1.39; 2.65; 2.79; 5.207
Holmes	saw him two, three times and said 'It doesn't work like this!'; went to the seminar tutor and discussed it with him; talks with people and searched that I... If there's a door; discuss that	2.65; 2.91; 3.110-111; 5.209
Fry	tried to talk to the headteacher; had a conversation; I tried to explain to him; had a discussion with this class	1.20; 1.24; 2.66; 4.181
Clarke	showed that I am unhappy [...] difficulties I have	3.128-129
Jones	talk to pupils individually; You calm down [...] discuss it afterwards; you realise in this situation [...] good conversation after the class; afterwards discuss it; discuss it in a quiet environment; I had the feeling [...] please everybody; takes a large burden off of my shoulders; as a contact person from the school [...] talked with each other	1.42; 2.60-61; 2.62-64; 2.71-72; 2.76; 6.268-271; 6.273; 6.274-276
Roberts	tried to talk to him/her	2.50
Communication - to be listened to		
Silver	bad mouth... yes.; all in the same boat; dump it on them	4.140; 4.156; 4.159
Fry	let steam off with my friends or my partner; you have some... people to... talk about things; to feel the understanding / sympathy of the others	2.68; 5.200; 5.237
Banks	with colleagues or at home [...] That can't be."	5.187-189
Clarke	complained again and again; tell a lot of people about my irritation	3.127; 4.140
Jones	it simply helps me to talk about is	2.80
Roberts	a very recent event [...] very very rarely; I say this with the microphone switched on; not alone with these perceptions; I say this with the microphone switched on; talk about it; when I have the feeling [...] a lot better	1.27-2.83; 2.55; 2.63; 2.64; 5.197; 5.197-198
Communication - emotion expression		
Silver	bad mouth... yes.	4.140
Banks	then I express my irritation; let off some steam	5.187; 5.189
Jones	then I also said [...] what's the reason; conversation about one another [...] can't hide; have to reveal yourself [...] talk about one's emotions; emotions	4.155-156; 5.195-196; 5.198-199; 5.199

Communication - self-awareness		
Steel	was very very loving, very beautifully modelled. Was really a lot of work; people who can reflect; or change the perspective or mirror you; take an external position and simply look at both colleagues separately; can give feedback. That is a kind of communication which I value very very much and which helped me to work on this conflict.; it will be a surprise for her when I call her.; of course expected that I wouldn't get to read this letter	1.19; 1.44; 2.45; 2.54; 2.55; 3.112; 3.98
Silver	put myself in their shoes; see both situations; somehow come to terms with it... and dump a lot; of course I can understand it	2.75; 2.79; 4.168; 5.194
Holmes	I don't want to swap with the headteacher	2.68
Fry	a friend who I basically could talk to about everything and in fact completely unfiltered	5.204-205
Roberts	to get feedback [...] how others see you; for me... for me; that's how it is for me; She is empathetic [...] between colleagues and... superior	3.126-127; 4.155; 4.178; 4.181-183
Form of communication		
Steel	That is like "case conference" what you are doing, which helped me the most at that moment.; "case conference"... that teacher simply meet and talk about cases.	4.139; 4.155
Silver	directly simply say; talk about it openly; then talk about it; communicate and move to relationship level; walk into the classroom and say: I had a conversation that's why I am late	1.38; 2.65; 2.79; 2.82; 6.246
Fry	Why are we here? [...] How do we come together?	4.183-184
Jones	once a week such a group [...] talk about private things	2.90-91
Roberts	talk openly [...] say how you feel; We have a colleague [...] considerably younger; She is empathetic [...] between colleagues and... Superior; Among the colleagues [...] admit problems; when I have the feeling [...] a lot better	3.113-114; 4.163-164; 4.181-183; 5.192-194; 5.197-198
Ford	tell my partner seven thousand times	3.129

Master table of themes		
C. EMOTION REGULATION		
Problem-solving strategies		
<i>REACTION TO EXPERIENCE OF EMOTIONS</i>		
Emotion expression		Line
Steel	I go outside, clear my head	5.190
Silver	and they really explode; not in private life. There you don't have that tension. You just explode and start yelling; actually you would have to leave the room for a bit and start yelling and then go back in; they just start yelling	5.194; 7.287; 7.289; 7.290
Holmes	Someone always stands next to you who listens to you or not; has to get out in any form; it doesn't matter who stands next to me; just let it out	3.119; 3.121-122; 3.122; 5.192
Fry	be really tough during classes... and yell once in a while	3.94
Banks	then I express my irritation; with colleagues or at home [...] That can't be."; let off some steam; talk a lot with the colleagues	5.187; 5.187-189; 5.189; 5.200
Clarke	When the four of us met [...] showed how unhappy I was; I have [...] what difficulties I have	3.127-128; 3.127-129
Jones	I got used to [...] to clearly show what I want; if pupils are rude [...] to clearly show what I want; not better [...] and I yell back; outside I started to cry; I had the feeling [...] how they actually behaved; I had the feeling [...] somehow on purpose; embarrassed; I thought [...] show a weakness; a weakness; And I had the feeling [...] in front of you, crying; And I had the feeling [...] somehow on purpose; crying	2.57-60; 2.58-60; 2.73-74; 3.107; 4.146-152; 4.146-158; 4.147; 4.147-148; 4.148; 4.154-156; 4.154-158; 4.155
Hurst	I can also yell	5.232
Roberts	saying this with the microphone switched on; That's why I volunteered [...] it could be done differently.	2.55; 5.200-201
Ford	tell my partner seven thousand times; back then called [...] my partner; then I talk	3.129; 4.162-163; 5.189
Suppression of emotion expression		
Steel	I put that aside; I don't react at all; then I don't react to it; take a breath; suppress aggressions somehow. That doesn't work.	2.64; 2.70; 2.74; 2.74; 2.80
Silver	first [...] calming down. Breathing.; well... yes... difficult; just simply [...] just [...] just [...] simply etc.; tell yourself: hey, it's not bad; first swallowed it and waited 2 or 3 hours; I would have exploded [...] but in front of pupils that is impossible; swallow, swallow, swallow a lot; take a breath after every sentence and sit down; sitting down for a bit [...] sitting down helps very well; stay calm, friendly; present yourself in a cooperative manner	2.61; 3.127; 3.103ff; 3.105; 5.208; 5.209; 5.212; 6.279; 7.280; 8.327; 8.330
Holmes	potential isn't used	2.47
Fry	nobody who starts crying [...] stay hard; In front of him I don't show	2.66-67; 2.71-72
Banks	Take things as they come, it's gonna be alright; suppress the bad [...] in the course of time it gets less bad; in the course of time; in the course of time; I rather pushed the negative aside. Continued to think... the positive; I pushed this aside; still don't like it [...] happy when I am over with it; rather calm; There I am rather calm [...] Let's see what happens. Will it happen at all?; secondly rather calm; indifferent; I don't deal with it, I just do it; I rather suppressed that, I can suppress it	1.35; 1.36; 1.37; 1.38; 1.42-43; 2.45; 2.56; 2.69; 2.79; 2.79-80; 2.80; 2.83; 4.158; 5.198

Clarke	I couldn't think of [...] to get out of this; no other way; pulled back; the relationship [...] I would like to separate this	1.42-44; 2.46; 2.65; 2.65-67
Jones	I tried [...] laugh at me; you realise in the situation [...] please leave now; we have to continue; suppress it initially; suppress [...] I yell back; I would like [...] not lose face; I would like [...] I yell back	2.55-56; 2.62-63; 2.65; 2.71; 2.71-74; 2.72-73; 2.72-74
Hurst	push it far away; nothing that pulls me [...] leave it easily here; can't remember [...] didn't flip out; getting used to [...] that you are above this	1.12; 1.15-16; 3.131-133; 4.146-147
Roberts	One does not admit [...] very subjective opinion	2.71-72
Cognition		
Steel	can give feedback. That is a kind of communication which I value very very much and which helped me to work on this conflict.	2.55
Silver	he is back there [...] nothing evil [...] normal person; normal person who just wants to evaluate me; I am somehow an emotional person; sit down for a bit	3.95; 3.96; 6.264; 7.280
Holmes	I think at some points they try [...] don't know at all; due to the need to economise	2.69-71; 2.72
Fry	I was very irritated about parents [...] Well and I can discuss that.; great distance between the pupils and me; I can stand above these things a lot more than in the beginning; This was something that affected me. Especially how the reaction was here.	2.87-93; 4.145; 4.158; 4.189
Banks	Hmm, I want to do something different [...] Try something; With the first year pupils [...] that's not that bad; If I would know [...] think more positively; indifferent [...] I don't think it would be too bad if it should happen like that.; But I still go into my class [...] everything stays the same.; you always had that in your mind. You heard about that long before.; Maybe it isn't like that; situations where you just take it too seriously, when it isn't that... that serious; When I get agitated [...] don't even realise it; where then a colleague says to me [...] Don't get so agitated."; "Oh, now I change." (laughs) Right? When I myself don't even realise it.	1.21-22; 2.48-50; 2.51-53; 2.83-89; 2.84-85; 2.87; 4.161; 4.183; 4.183-185; 4.184; 4.185
Clarke	who can I call; I called a psychologist; I couldn't think of [...] get out of this; no other way; then I went [...] supports me in this situation; I decide; I don't need to feel [...] I don't need to feel addressed; And then we started [...] for the first year pupils; yes, but I couldn't [...] that doesn't work; I had to endure it; I had to [...] how it can be done differently	1.14; 1.41; 1.42-44; 2.46; 2.47-48; 2.82; 2.85-86; 3.100-101; 3.129-130; 3.129-131; 3.130-131; 3.131; 3.134-135; 4.140-141; 4.149-150
Jones	I got used to [...] out of the door; You calm down [...] discuss it later; you realise [...] good conversation; suppress it initially [...] discuss it afterwards; in a calm environment; it feels uncomfortable [...] what's the reason; write it down; then... write it down; I also had the feeling [...] to please everybody; large burden off of me; as a contact person from the school [...] good solution	2.57-60; 2.60-61; 2.62-64; 2.71-72; 2.76; 4.155-156; 6.252; 6.258; 6.268-271; 6.273; 6.274-276
Hurst	It's completely my thing [...] I like it; it was prepared [...] it's getting better at some point; These were my thoughts back then [...] calm down; one is teaching [...] weren't loud enough; simply not as boring [...] also... interesting; That works as well.	2.61-64; 4.154-158; 4.156-157; 5.200-201; 5.207-210; 5.232
Roberts	I am not alone with these perceptions	2.63; 4.155; 4.178
Ford	Okay, what's next [...] somehow good; when all exams [...] missing; Sure, I know now [...] to have managed this; this could be done better [...] even better; There I learned well [...] good marks; didn't manage [...] good marks; that would be an idle wish. Most likely for all my life.	1.10-12; 1.12-13; 3.101-102; 3.105-106; 3.111-113; 3.112-113; 5.221-222

Master table of themes		
C. EMOTION REGULATION		
Problem-solving strategies		
<i>RELIEVING EXPERIENCE OF NEGATIVE EMOTIONS</i>		
Happy activities		Line
Steel	watch the television; play playstation; drink some tea; take care of myself; spoil myself; get something delicious to eat or go out to eat something; meet friends; take a bath; reading	2.77; 2.77; 2.77; 2.81; 5.190; 5.191; 5.191; 5.192; 5.192
Silver	bad mouth... yes.; sport [...] talk a lot [...] communicate it even if it's just via facebook [...] music [...] just sing something	4.140; 8.344-8.350
Holmes	do sport, then I go running; running for two hours; concert; went for a walk with a friend; sport [...] sauna	4.171; 5.215; 5.221; 5.222; 5.223
Clarke	I go twice a week to the gym [...] really good for me; go for a walk	3.138; 4.140
Roberts	running [...] walk everywhere	3.96-98
Humour		
Silver	take it with humour	4.154
Banks	do something [...] any internet games; humour; And I said things like [...] you could have become teacher as well."; definitely humour; Be able to laugh about yourself. Right? So... or also be able to laugh about others; Be able to laugh about yourself. Right? So... or also be able to laugh about others [...] when it is not that... that serious	3.126-128; 4.168; 4.168-171; 4.180; 4.181-182; 4.181-183
Roberts	sense of humour	2.80
Comfort		
Silver	everybody; we [...] we [...] we etc.; all in the same boat; occupational illness; But in the beginning it was also new for us	3.100; 3.121; 4.156; 4.169; 7.322
Holmes	all of us 'Referendare' [teachers in education]; together with the "Personalrat" [Employee Committee]; we came up with a strategy; "parallel teacher", talked with each other	2.77; 3.99; 3.100; 6.265; 6.270
Fry	let steam off with my friends or my partner; you have some... people to... talk about things; to feel the understanding / sympathy of the others	2.68; 5.200; 5.237
Banks	The back-up; but all the colleagues came immediately; you know that there is somebody else; "Yes, you're right [...] That can't be." And then I feel invigorated and also let off some steam	3.100; 3.102; 3.106-107; 5.188-189
Clarke	And then I went [...] "We won't give in"; and the headteacher took action; and the headteacher [...] felt invigorated; my colleagues [...] "How are you?"; the four of us met; tell a lot of people about my irritation	1.16-17; 1.21-22; 1.21-23; 1.39-40; 3.127; 4.140
Jones	a class conference; an organisational framework [...] in such a situation; to talk about it; I am always opposed to [...] How would you do it?"; because I think [...] so many fight alone; and then the parents' representatives offered [...] don't have to be alone	1.30; 1.34-36; 2.80; 3.136-139; 4.184-186; 6.260-264
Hurst	I often talked to [...] still nervous; But on the other hand [...] I listen to it; Well just like [...] what exists	4.170-173; 4.174-177; 4.180-183
Roberts	A pupils [...] really really rarely; switched on microphone; not alone; former colleagues; staff room; If I have the feeling [...] a lot is won.	1.27-2.83; 2.55; 2.63; 2.64; 5.197; 5.197-198
Ford	who say "yes" and "come on" [...] help; if this person [...] wouldn't go there anymore	4.163-164; 5.204-206

Religion		
Jones	I am a Christian [...] hand it over; it simply gives me [...] is responsible in the end; it simply gives me [...] a lot calmer;	2.88; 2.91-92; 2.91-93
Roberts	we prayed for the child [...] connected with the bad performance	2.48-50
Positive attitude		
Steel	Yes, exactly [...] whether you survive the 'Ref' or not	5.195-196
Silver	but maybe someday that will get better; but it's not like that for me [...] it was always like that	4.170; 6.260
Banks	that's exactly what you would have to do. And that's why I was supporting it quite quickly; someone who [...] Try something.; I want to do something else. [...] Try something.; approach it pretty optimistically; Continued to think... the positive; simply curious what children you get; think more positively; rather curiosity; on the other hand curious again; they can't do that much in four, five years; approached it very positively [...] thought very positively; took it with humour; so optimistic and also always think "Well, it's gonna be alright."	1.19; 1.20-22; 1.21-22; 1.22; 1.43; 2.51; 2.53; 2.58; 2.79; 2.80-81; 3.95-96; 4.168; 5.197
Clarke	in the conversation [...] did not agree; but most likely [...] if I had reacted like this; I was invigorated [...] nobody can attack me; I was looking forward [...] to start something new; I decide; in school [...] tomorrow; I don't need to feel addressed [...] feel addressed; Because... I have... from trainings [...] well then; sounded great; I want to do it and I want to know how it is; together it's all easier; it was a lot of fun, also together [...] to do something new; another tip [...] important advice	1.6-7; 1.20-21; 1.23-24; 2.49-50; 2.82; 2.83-84; 2.85-86; 3.93-97; 3.96; 3.99; 3.100; 3.101-103; 4.147-148
Jones	so far I always had the impression [...] under control; because I realise [...] they are friendly; practise; high hopes	3.117-118; 3.125-127; 3.131; 5.194
Hurst	for the moment [...] and... okay; nothing that really pulls me down; when I start somewhere new [...] "What's wrong here?"; well with the pupils [...] actually no problem; because it's really [...] I like it; calm... type; prepared; you have to somehow... relax a little bit; but surely [...] it's getting better; you found out; I simply wrote [...] security; not not useful; quite interesting; I like it [...] I really like it; not so boring; Where... where it is possible [...] I really like it; it also happened [...] but this is okay then; still relaxed; Of course! Hand it over; somehow it always works; pretty quiet	1.13-17; 1.15; 2.51-54; 2.56-59; 2.61-66; 3.117; 4.154; 4.157; 4.157-158; 4.158; 4.159-160; 4.180; 4.186; 5.203-204; 5.207; 5.212-214; 5.215-217; 5.226; 5.229; 5.230; 5.231
Roberts	like it was before; I would appreciate [...] I would join immediately	3.118; 3.127-128
Ford	it has to feel very light on my shoulders; I always imagined [...] feel relieve; worked together well. That was a good feeling; looking forward; mainly advantages [...] It's a good feeling, yes; it paid off and then it was good again; Now Friday [...] always a good feeling; Friday, I think [...] and it was quite okay; I practise with my class [...] mentions one good thing	1.13-14; 1.16-17; 2.76; 2.91; 3.92-93; 3.125; 4.145-146; 4.148-150; 4.152-153

Education in emotion regulation

Master table of themes		
C. EMOTION REGULATION		
Education in emotion regulation		
<i>EDUCATION IN EMOTION REGULATION</i>		
Existing education		Line
Jones	often the feeling [...] out of the room; it's helpful; it gives me [...] very calm; event 'staying healthy in the teaching profession'; plenty of things [...] not obliged to attend	2.56-60; 2.88; 2.91-93; 4.164; 4.166-167
Roberts	health management [...] once a seminar	3.130-131
No education		
Steel	doesn't exist; pointed out several websites; that's pretty much it; option to engage in supervision; there are trainings for teachers in this area but in this way it doesn't help; everybody can learn subject knowledge; but you learn it at some point	4.148; 4.151; 4.151; 4.152; 4.156; 4.162; 5.188
Silver	but the pedagogy classes are very bad; But from the seminar [...] too little; thousand subject-oriented trainings [...] nothing... for the emotional level	4.175; 4.180-182; 4.184-185
Holmes	organise my time freely; And... then they come [...] and then they manage.; they have no clue; everything is expected of them; it was expected of me that I can do everything; I was alone here. Here nobody came [...] Just do it.; How do you do it [...] methods; didn't exist back then; We had "Fachseminare" [...] nothing in this area; this organisation [...] not manage to finish	5.213; 6.247-260; 6.248; 6.254; 7.280; 7.285-287; 7.297; 7.318; 7.319-321; 8.331
Fry	during the usual, during daylight; during my education there wasn't is yet; And coping [...] when I started to teach; there is the parallel that you work with people	3.107; 3.125-126; 3.127-129; 3.139
Jones	such things; something like that; of course [...] not obligatory to attend something like that; And especially [...] well topics; some things [...] what is really relevant; You realise only later [...] what is really relevant.	4.165; 4.166; 4.167; 4.169-173; 4.178-181; 4.181-182
Hurst	I think [...] how he saw pedagogy; and learnt something about Comenius [...] doesn't help me in school; That actually doesn't help me in school; didn't interest anybody; One was [...] I doubt it; But I think all pupils are different [...] I doubt it; this pedagogic education [...] not different; such a group [...] training	3.97-100; 3.99-101; 3.100; 3.101; 3.102-106; 3.103-106; 3.106-107; 5.195
Roberts	But it was organised differently [...] wrong events; could not profit a lot	3.132-133; 3.134

Suggestions		
Steel	absolutely, absolutely necessary; with some you realise it's gonna be difficult for them; everybody can learn subject knowledge; you have to be a stress-resistant person; unable to cope	4.159; 4.160; 4.162; 4.162; 4.163
Silver	some colleagues [...] somehow as the boss; spontaneity is really important; marking stress [...] still private emails; children or youths camps; Whether you can [...] or look for help; I am [...] and who really explode; but I am not the type	2.47-48; 3.112; 4.141-145; 4.176-177; 4.177-178; 5.189-194; 6.258
Holmes	[you have to create these free spaces/times for yourself; I could... I should give such a seminar with... work organisation] [I was in [country]; best what you can do; And I made the experience [...] orientate me at a colleague; "parallel teacher", talked with each other, exchanged exercise sheets; taken by the hand Definitely! No, definitely! [...] made it easier.]	[5.225; 8.335] [5.232; 6.236; 6.260-276; 6.265; 6.270; 6.272; 7.294]
Fry	I come from the nursing profession; there we did 'supervision' already 20 years ago; I have talked to individual colleagues [...] got a few tips; it's a social profession [...] draw a line for yourself; What I'd wish for would be... 'supervision' among colleagues. In groups with equal rights.; I always experienced it in a way that you [...] to feel the understanding / sympathy of the others; where it is about the actual issue [...] feel the understanding / sympathy of the others; to feel the understanding / sympathy of the others	3.133; 3.134; 4.179-181; 5.226-227; 5.231-232; 5.234-237; 5.235; 5.237
Banks	To do a parent-teacher conference [...] I don't like that at all; It was even worse [...] In the beginning you were insecure, right?; From my side I would say [...] in the course of time it's not that bad anymore; The four of us from the ES [...] of gives tips or something like that	2.64-65; 3.92-111; 5.196-199; 5.201-203
Clarke	I would really like 'supervision' for example	4.156
Jones	some things [...] what is really relevant; some things [...] alone with their problems; I think it would be surely useful [...] alone with their problems	4.178-181; 4.178-185; 4.182-185
Hurst	to have such a group [...] for whatever reason; when you start as a new teacher [...] no idea what exists; that colleagues join [...] easier for everybody involved; we often do teamteaching [...] you weren't loud enough" or...	[3.126-129] [4.178-183] [5.191-194] [5.197-201]
Roberts	Well I would like that [...] join immediately	3.127-128; 3.133; 5.201
Ford	[And I wondered [...] get used to it; 'supervision' groups] ['individual feedback'; I always think [...] wouldn't go there anymore; I think he would have to have an office here [...] That's how I could imagine it] [that he maybe [...] three others; Depending on what points are discussed [...] get used to it; There I would have to [...] get used to it]	[5.213-217; 5.214] [5.197; 5.197-206; 5.208-213] [5.215-216; 5.215-217; 5.216-217]

Support

Master table of themes		
C. EMOTION REGULATION		
Support		
<i>SUPPORT</i>		
Moral support		Line
Steel	the colleague gave me the letter and said she would also call that woman and talk to her; And I knew that I had someone who had my back anyways.; she was completely shocked	3.109; 3.136; 3.137
Silver	everybody; we [...] we [...] we etc.; all in the same boat; occupational illness; But in the beginning it was also new for us	3.100; 3.121; 4.156; 4.169; 7.322
Holmes	every day [...] "parallel teacher", talked with each other, exchanged exercise sheets; together with the "Personalrat" [Employee Committee]; we came up with a strategy	3.99; 3.100; 6.265; 6.270
Fry	colleagues said [...] Shall I join you in class?"; nice contacts of a more private nature; to feel the understanding / sympathy of the others	5.190-191; 5.213; 5.237
Banks	very nice colleague who supported me immediately; The back-up; but all the colleagues came immediately; invogoration because you know that there is somebody else; But back then it was good [...] insecure in the beginning, right?; where then a colleague says to me [...] Don't get so agitated."; "Yes, you're right [...] That can't be." And then I feel invogorated and also let off some steam; when you are frustrated [...] "That can't be."	3.97; 3.100; 3.102; 3.106-107; 3.108-111; 4.184; 5.188-189; 5.201-203
Clarke	in the conversation; and then I went to [...] "We don't give in..."; the school leadership team intervened; the school leadership team intervened [...] what I have to do; colleagues realised that [...] "How are you?"; the four of us met; tell a lot of people about my irritation	1.6; 1.16-17; 1.21-22; 1.21-23; 1.39-40; 3.127; 4.140
Jones	together with colleagues; with colleagues [...] in such a situation; I am opposed to [...] How would you do it?"; because I think [...] fight alone; the parents' representatives offered [...] to be alone	1.30; 1.34-36; 3.136-139; 4.184-186; 6.260-264
Hurst	I also often talked [...] still nervous; I still do it today [...] I listen to it; Simply that [...] what exists	4.170-173; 4.174-177; 4.180-183
Roberts	not alone with these preceptions; talked to former colleagues; When I have the feeling [...] a lot better	2.63; 2.64; 5.197-198
Ford	or then suddenly [...] similar for me; It was actually good because [...] worked together well; It was actually good because [...] not alone; because I had him/her on my side [...] work together a lot; feel like fighting alone [...] not alone; It's the two of us [...] two points of security; mainly advantages [...] good feeling; They say [...] yes, help you; praise is so important [...] it's unbelievable; the task to [...] not go there anymore; Just not with [...] I could imagine it	1.4-7; 2.75-76; 2.75-84; 2.78-79; 2.82-84; 2.90; 3.92-93; 4.163-164; 4.168-171; 5.204-206; 5.210-213

Practical support		
Steel	who dare to talk openly - [that might be easier with external mediator]; older colleague which is always good	2.47; 3.135
Holmes	talked to the "Personalrat" [Employee Committee]; together with the "Personalrat" [Employee Committee]; we came up with a strategy; every day [...] "parallel teacher", talked with each other, exchanged exercise sheets; talked with people;	3.98; 3.99; 3.100; 3.110; 6.265; 6.270
Fry	I have a friend [...] told me [...] or you continue, go every time..."; I have talked to individual colleagues [...] got a few tips; colleagues said [...] Shall I join you in class?"	4.174-176; 4.179-181; 5.190-191
Banks	informed myself here and there and everywhere; who gave me a hand; "I help you" and "You can have this and you can have that"; where then a colleague says to me [...] Don't get so agitated."; gives tips or something like that	1.43-44; 3.97; 3.102-103; 4.184; 5.203
Clarke	and I enquired [...] nothing can happen to you; I was invigorated [...] nobody can attack me	1.15-16; 1.23-24
Jones	the conversation with colleagues; I have colleagues [...] an outside view; sit together [...] advice; I write it down [...] one can say it like this?"	3.135-136; 3.137-141; 5.201-202; 6.252-255
Hurst	I also often talked [...] still nervous; I still do it today [...] I listen to it; listen; Simply that [...] what exists; that you simply say... see [...] what can be combined	4.170-173; 4.174-177; 4.177; 4.180-183; 4.183-184
Roberts	this room [...] recreational space; training for headteachers [...] work climate; that a headteacher becomes aware [...] on their colleagues	3.137-4.142; 4.142-143; 4.145-147
Ford	It was actually good because [...] worked together well; because I had him/her on my side [...] not alone; that he maybe [...] could imagine it	2.75-76; 2.78-84; 5.212-213
Informal support		
Steel	older colleague which is always good	3.135
Silver	we [...] we [...] we etc.; all in the same boat; But in the beginning it was also new for us	3.121; 4.156; 7.322
Banks	with colleagues or at home [...] That can't be."; talk a lot with the colleagues	5.187-189; 5.200
Clarke	in the conversation; I have a friend [...] enquired; I enquired [...] nothing can happen to you; and then I went to [...] "We don't give in..."; the school leadership team intervened; the school leadership team intervened [...] what I have to do; I was invigorated [...] nobody can attack me; colleagues realised that [...] "How are you?"; the four of us met; tell a lot of people about my irritation	1.6; 1.14-15; 1.15-16; 1.16-17; 1.21-22; 1.21-23; 1.23-24; 1.39-40; 3.127; 4.140
Jones	together with colleagues; with colleagues [...] not alone; with colleagues [...] in such a situation; my partner [...] talk about it; I take... a colleague [...] in the car; once a week such a group [...] private things; the conversation with colleagues; I am opposed to [...] How would you do it?"; I have colleagues [...] an outside view; Listen!; address colleagues; because I think [...] fight alone; simply say; sit together [...] advice; try to talk to somebody; I write it down [...] one can say it like this?"; the parents' representatives offered [...] to be alone	1.30; 1.34-35; 1.34-36; 2.79-80; 2.81-82; 2.90-91; 3.135-136; 3.136-139; 3.137-141; 3.139; 4.183; 4.184-186; 5.201; 5.201-202; 5.214; 6.252-255; 6.260-264;
Hurst	all new people [...] take them with you; And with some [...] private things; talked with colleagues; I also often talked [...] still nervous; I still do it today [...] I listen to it; ask colleagues; if you start as a new teacher [...] not not useful; different people; Simply that [...] what exists	1.38-39; 1.41-43; 4.170; 4.170-173; 4.174-177; 4.176; 4.178-180; 4.179; 4.180-183

Roberts	talked with other people; tried to talk to; say this with the microphone switched on; talked with former colleagues; few with whom I can exchange; talk about pupils [...] something positive during classes; a very recent event [...] very very rarely; Former colleagues [...] how you feel; She is empathetic [...] between colleagues and... superior; when I have the feeling [...] a lot better	2.48; 2.50; 2.55; 2.64; 2.68-69; 2.81-82; 1.27-2.83; 3.112-114; 4.181-183; 5.197-198
Formal support		
Steel	who dare to talk openly - [that might be easier with external mediator]	2.47
Fry	there we did 'supervision' already 20 years ago; I have talked to individual colleagues [...] got a few tips; This was something that affected me. Especially how the reaction was here.; What I'd wish for would be... 'supervision' among colleagues. In groups with equal rights.; where it is about the actual issue [...] feel the understanding / sympathy of the others	3.134; 4.179-181; 4.189; 5.231; 5.235
Banks	we had one year lead time and trainings [...] come together more often and come to an arrangement; very nice colleague; back then; talk a lot with the colleagues; The four of us from the ES [...] of gives tips or something like that	1.27-28; 3.97; 3.108; 5.200; 5.201-203
Clarke	and then I went to [...] "We don't give in..."; and then I went to [...] reacts; the school leadership team intervened; then we started; And then we started [...] for first year pupils; the four of us met	1.16-17; 1.16-18; 1.21-22; 3.100; 3.100-101; 3.127
Jones	I don't [...] alone; in such a situation [...] organisational framework which I can use; organisational framework; We considered [...] 'kollegiale Hospitation'	1.28-29; 1.29-34; 1.34; 5.191-192
Hurst	rather alone; at home all people are welcomed [...] cup of coffee; at home all people are welcomed [...] rather distanced; without any [...] rather distanced; one teaches [...] you weren't loud enough	1.30-31; 1.38-40; 1.38-41; 1.39-41; 5.200-201
Ford	that you know [...] not alone; the combination of [...] looking forward to it; I always wondered [...] how we imagined it	2.83-84; 2.89-91; 3.96-100
Explicit suggestions		
Banks	The four of us from the ES [...] of gives tips or something like that	5.201-203
Clarke	[we all learned; rehab [...] learned a lot [...] psychologists; Since I was [...] I feel better] [Since I was [...] I feel better] [did not learn a lot]	[2.53-54; 2.78-79; 4.146-147] [4.146-147] [4.146]
Jones	[invest a lot of time; you hear from [...] not from the own practise; do 'kollegiale Hospitation' [...] talk about the things; in the conversation about each other [...] can't hide anymore; in the conversation about each other [...] talk about one's emotions; you go into the classroom [...] to nobody else; reveal to another colleague; reveal [...] talk about one's emotions; talk about one's emotions; Why did I react [...] differently; next time] [in this situation [...] class conference [...] together with colleagues; organisational framework; I think I would like [...] such a framework] [I think also there [...] you use it; at the end of the week [...] everybody knows this situation; I think I would like [...] such a framework] [once a week such a group [...] private things; at the end of the week [...] such a framework]	[1.43-44; 3.132-135; 5.192-193; 5.195-196; 5.195-199; 5.196-197; 5.198; 5.198-199; 5.199; 5.227-230; 5.231] [1.29-30; 1.34; 5.203-204] [4.182-184; 5.199-5.203; 5.203-204] [2.90-91; 5.199-5.204]

Hurst	[if you can reenact [...] and stay relaxed; to have such a group [...] for whatever reason] [I also often talked [...] still nervous; I still do it today [...] I listen to it; if you start as a new teacher [...] not not useful; if you start as a new teacher [...] what exists; Simply that [...] what exists; that you simply say... see [...] what can be combined; I think I would [...] cross over; a group formed that gets trained; one teaches [...] weren't loud enough; from person to person different; Some don't like it [...] feel controlled] [if you start as a new teacher [...] not not useful; Simply that [...] what exists; they start it [...] easier... for everybody involved; a group formed that gets trained; we often have 'teamteaching' [...] weren't loud enough; And there are [...] weren't loud enough; can say [...] weren't loud enough; from person to person different; not as boring [...] interesting; And actually a s teacher [...] for yourself; where it is possible [...] entire unit; Some don't like it [...] feel controlled] [they start it [...] easier... for everybody involved; a group formed that gets trained; And there are [...] weren't loud enough; can say [...] weren't loud enough; from person to person different; not as boring [...] interesting; And actually a s teacher [...] for yourself; Some don't like it [...] feel controlled]	[3.114-117; 3.126-129] [4.170-173; 4.174-177; 4.178-180; 4.178-183; 4.180-183; 4.183-184; 4.186-5.187; 5.195; 5.200-201; 5.203; 5.214-215] [4.178-180; 4.180-183; 5.191-194; 5.195; 5.197-201; 5.199-201; 5.200-201; 5.203; 5.207-210; 5.210-214; 5.212-213; 5.214-215] [5.191-194; 5.195; 5.199-201; 5.200-201; 5.203; 5.207-210; 5.210-214; 5.214-215]
Roberts	[not alone with these preceptions; talked to former colleagues; big improvement [...] feel a lot better; When I have the feeling [...] a lot better] [not alone with these preceptions; talked to former colleagues; coaching or 'supervision'; get feedback [...] others see you; you see yourself [...] others see you; When I have the feeling [...] a lot better] [not alone with these preceptions; talked to former colleagues; coaching or 'supervision'; get feedback [...] others see you; you see yourself [...] others see you; When I have the feeling [...] a lot better] [a tool [...] calm down; this room [...] recreational space] [training for headteachers [...] work climate; that a headteacher becomes aware [...] on their colleagues]	[2.63; 2.64; 4.154-156; 5.197-198] [2.63; 2.64; 3.126; 3.126-127; 3.127; 5.197-198] [2.63; 2.64; 3.126; 3.126-127; 3.127; 5.197-198] [3.98-99; 3.137-4.142] [4.142-143; 4.145-147]

Appendix S: QRD - Themes: emotions

Qualitative research diaries - Analysis			
Clarke	Ford	Fry	Steel
Emotions	Emotions	Emotions	Emotions
Anger	Anger	Anger	Anger
Irritation	Irritation	Anger	Anger
Irritation	Irritation	Anger	Anger
Irritation		Anger	Irritation
			Irritation about oneself
			Strong anger
			Strong anger
Fear	Fear	Fear	Fear
Fear	Fear		Doubts
Helplessness	Helplessness		Fear
Helplessness			Insecurity
Self-doubt			Panic
			Self-doubt
			Insecurity
			Strong insecurity
Disappointment	Disappointment	Disappointment	Disappointment
Disappointment		Disappointment	Disappointment
Disappointment		Disappointment	
		Disappointment	
			Disappointment
			Disappointment
Intensity of emotions	Intensity of emotions	Intensity of emotions	Intensity of emotions
Shock	Consternation	Disbelief / consternation	Consternation
	Overwhelmed		Desperation
	Shock		Desperation

Qualitative research diaries - Analysis	
Jones	Steel
Emotion regulation	Emotion regulation
Communication	Communication
Communicate emotions	Communication - confirmation (colleague)
Communication	Communication (colleague)
Communication	Communication (colleagues)
Communication (colleague)	Communication to be listened to (partner)
Communication (colleague)	
Communication (colleague)	
Communication (colleagues)	
Communication (colleagues)	
Communication (parents)	
Communication (partner, colleagues)	
Communication to be listened to (colleagues)	
Communication to solve problem	
Communication to solve problem (parents)	
Communication to solve problem (parents)	
Communication to solve problem (pupil)	
Open communication	
Open communication	
Open communication	
Open communication (situation, emotion)	
Preventive communication	
Protection of private life	Protection of private life
Separate practical & emotional level in conflict	Concentrate on practical level
Switch off	Concentrate on practical level
Switch off	Concentrate on practical level
	Inner distance
	Inner distance
	Not taking thing personally
	Not taking things personally
	Not taking things personally
	Self-protection
	Self-protection
	Self-protection (workload)
	Separate emotional and factual level
	Separate emotional and practical level
	Separating professional and private lives (role, conflict, relationship)
	Separating professional and private lives - relationship level
Support	Support
Asking for feedback	Moral / emotional support (colleague)
Asking for support from headteacher	Moral support, comfort
Not being alone	Moral support, comfort, encouragement
Not being alone	Not being alone
Not being alone	Not being alone
Practical support (advice)	Practical and moral support (colleagues)
Practical support (advice)	Support (practical support, feedback)
Practical support from headteacher	
Support from headteacher	
Reflection and self-awareness	Reflection and self-awareness
Change of perspective	Change of perspective
Reflecting about problem	Change of perspective (general)
Writing	Change of perspective on situation
Writing	Reflecting
Writing - reflecting	Reflecting on conflict
Writing diary - awareness	Reflecting on own reaction
	Reflecting on situation
Active reaction	Active reaction
Active reaction	Active reaction - planning
Active reaction - trying to solve problem	Active reaction - tackle problem
Active reaction (not helpless)	Active reaction (planned)
	Active reaction (prioritising)

Appendix U: QRD - Themes: suggestions

Qualitative research diaries - Analysis			
Clarke	Ford	Fry	Jones
Suggestion	Suggestion	Suggestion	Suggestion
Expert advice	Briefing	Organisation of processes to avoid critical situations	Practical support from headteacher
	Coaching	Prevent critical situation through organisation / planning	Support from headteacher
	Counsellor	Respect	Education for teachers (e.g.
	Fortnightly organised communication group		Mediator
	Need for further moral /		Supervision
	Not feeling alone		Working group (case conference,
	Practical support in critical		
	Supervision		
	Support from others in similar		
			Steel
			Advice from more experienced colleagues - reality about
			Better education (preparation) in handling critical situations
			Education for teachers (e.g.
			Mediator
			Supervision
			Working group (case conference,

Appendix V: Reflective statement

My journey as an IPA researcher

Researcher reflexivity can be understood as the researcher's capacity to acknowledge how his/her own experiences and context influence the process and outcomes of the research project (Etherington, 2004). Although reflexivity often absent in qualitative articles (Langdrige, 2007) it is considered important and an indicator of the quality of qualitative research (Finlay & Gough, 2003). According to Finlay & Gough (2003, p. 1) reflexivity helps "to situate the research project and enhance understanding of the topic under investigation." Some authors even state that on some subjective levels there is always a connection between the researchers and their work, as they generally have certain experiences or some form of preconceived ideas or conceptions that are relevant to their work (Hertz, 1997). Therefore it is necessary for researchers to continuously question their own work and analyse their own procedures and behaviours. This is particularly true for a social scientist who investigates the emotions and thoughts of people surrounding a certain phenomenon and often needs to interact with the subject under investigation.

As the focus of this research is on emotions and emotion regulation in an organisational context, the researcher has inevitably personal experiences of the investigated phenomenon. Emotions have been experienced and regulated by the researcher and therefore there is a degree of empathy, but also pre-existing ideas. Therefore reflexivity is integral to ensure the quality of this research project, which is in line with suggestions from authors such as Langdrige (2007), or Smith, Flowers and Larkin (2009). Maso (2003, p. 49) states explicitly:

By being reflexive about their own subjectivity, qualitative researchers can improve the quality of their research. If they make sure that their research question is the expression of a real and living doubt – by studying their own motives and the scientific literature – their search will be supported by a passionate wish to acquire answers satisfying both to them and to the scientific community.

In his statement Maso concentrates on personal reflexivity, the understanding of what motivates the researcher to pursue this particular research project (Willig, 2001).

But not only the researcher has an impact on the research process, also the chosen epistemological and methodological assumptions, methods for data collection and analysis influence the research outcomes (Willig, 2001). As these are chosen by the

researcher a complete separation is not appropriate, yet despite overlaps they will be discussed in separate sections of this chapter.

Also the IPA approach emphasises the role of the researcher in making sense of the research participants' personal experiences (Braun & Clarke, 2006; Smith, 2004). Therefore IPA itself leads to a strong emphasis on reflexivity. When the role of the researcher is that crucial in a study, then there is the need for the researcher to be aware of his/her own thoughts and feelings, the relationship to the research participants and experience of the interviewing process and so on. To fulfil this requirement, a research diary has been kept throughout the entire process of data collection and analysis and is a source of reflections.

This chapter will detail reflections on the epistemological and methodological assumptions (Section 8.6.1) as well as the researcher's involvement in the research process (Section 8.6.2). As the following sections concentrate on the actual reflections, they are written in the first person singular, as this seems more appropriate for a reflective approach.

Epistemological and methodological reflexivity

The aim of this research project is to develop an understanding of how emotion regulation strategies influence teachers' perceived individual resilience. Teachers' individual accounts are hereby crucial to provide a subjective understanding of teachers' interpretation of their own emotions, the ways they regulate their emotions and the effect this has on their resilience. The epistemological and methodological choices made in the course of the project are consistent with the aim of the research and necessary to answer the research questions, as discussed in detail in Chapter Six. Yet they also lead to a number of implications that need to be addressed, which will be done in this section.

As I experienced negative emotions in an organisational context myself and had to regulate them, there was a certain degree of familiarity with the phenomenon under investigation. Also experiences as an associate lecturer added to pre-existing ideas. Therefore I had to be careful that these ideas were not influencing how I asked questions during the interviews or made sense of participants' experiences in the process of analysis. I had to be aware of what have been my own experience to avoid reading aspects based on them into the analysis (Tomkins & Eatough, 2010).

As the researcher, I am the primary instrument of the process of data collection, analysis and interpretation. Especially using IPA puts further emphasis on the importance of my role within the entire research process (Braun & Clarke, 2006; Smith, 2004; Smith, Flowers & Larkin, 2009). My sensitivity towards the investigated topic could impact on the research process. Another possible implication of my chosen methodology is that as the only researcher/analyst on this project I would have been able to choose aspects of the available transcripts that support my preconceived ideas and preferred outcome of this research project (Guba & Lincoln, 1981). These implications have been dealt with by keeping a research diary and hence reflecting on every aspect of the research process and also my role as researcher in this project. Additionally I discussed findings and the analysis continuously with the supervision team.

As the semi-structure interviews, following the Critical Incident Technique, were conducted according to a rather flexible interview schedule (Appendix XXX), each participant's account is unique. Participants were asked to describe their emotions which they perceived to be engendered by a critical situation and how they regulated or attempted to regulate them and which regulation strategies they perceived to be the most efficient or successful in influencing their perceived resilience. Yet this approach is appropriate for answering the research questions, as it allows us to "gain understanding of an incident [and connected emotions] from the perspective of the individual, taking into account cognitive, affective and behavioural elements" (Chell, 1998, p. 48). Therefore the context of these incidents is entirely developed from the participant's perspective. They give an account of what the incidents meant for them, their life situation and their present circumstances, attitudes and orientation and therefore enable a rich subjective understanding of teachers' interpretation of their own emotions, the ways they regulate their emotions and the effect this has on their resilience, which is in line with the requirements of a good IPA study (Smith, Flowers & Larkin, 2009).

Personal reflexivity

In this section I will reflect on my own subjectivity and context, and how they influenced the research process. Langdrige (2007) suggests a number of questions for a researcher to reflect on when reflexive issues are supposed to be taken seriously in a research project. The answers to these questions together with entries into my research diary will form the base of the following personal reflective statement.

Table 14 - Questions to encourage a reflexive approach to research (based on Langdrige, 2007, p. 59)

Question	My reflection
<p>Why am I carrying out this study?</p>	<p>A former research project in educational organisations engendered the interest in understanding why individuals reacted differently to change processes in an organisational context. Furthermore it engendered the question how it could be possible to influence the way employees react to situations they perceive as critical. Hence the interest in resilience as an individual's ability to bounce back from negative emotional experience and flexibly adapt to the changing demands of stressful experiences (Block & Block, 1980; Block & Kremen, 1996; Lazarus, 1993) was born. I was especially interested in the interplay of emotions and individuals' resilience as the teaching profession belongs to those professions that are highly emotional in character (Hargreaves, 2000) and place high emotional demands on individuals (Brotheridge & Grandey, 2002).</p>
<p>What do I hope to achieve with this research?</p>	<p>I hope to bridge the gap between literature concerned with emotion regulation and literature about resilience and resilience-promoting factors, showing how emotion regulation strategies have the potential to enhance individuals' resilience in an organisational context.</p>
<p>What is my relationship with the topic being investigated?</p> <p>Am I an insider or outsider?</p> <p>Do I empathise with the participants and their experience?</p>	<p>I am an outsider in the meaning that I am not a teacher in a German school, on the other hand I have personal contacts who work as teachers in German schools and I teach myself in UK Higher Education as an Associate Lecturer and therefore know what it means to interact with students. Therefore I am aware that I might empathise to a certain degree with the participants of my research. As I am aware of this I try to minimise the influence of this empathy on the analysis of the collected data. On the other hand I found that degree of empathising very useful in the process of data collection, as participants seemed to be more happy to disclose personal information once they felt that I was rather 'on their side', than diminishing their problems. Their perceived problems not being taken seriously is something some participants reported as causing them distress (Banks, 165-167).</p>

<p>How do I feel about the work?</p>	<p>First I felt slightly insecure about asking people to disclose personal information about their emotions. I expected to be rejected and face an unwillingness to talk about such a sensitive topic. Therefore I made sure that potential participants were aware of this risk before they agreed to be interviewed and that they understood that they can withdraw from the interview at any time (see Individual Consent Form). I also made sure that I was introduced to and talked personally with the research participants before they agreed to be interviewed. This ensured that participants were suitable for the sample (purposive sampling) and aware of what it meant to take part in the study. Due to the sensitive content of the interviews, for example talking about the participant's emotions, difficult situations and the need for the interviewee to recall those negative experiences, I had to show a high level of empathy. I tried my best to put the interviewees at ease and help them to feel comfortable talking about their experiences and emotions. By having a rather informal, friendly and open attitude towards the research participants, they felt more comfortable with opening up and disclosing personal information. This approach not only helped the interviewees to feel more comfortable in the interview setting and open up, but also gave me the confidence to conduct the interviews and hear about the participants' personal accounts. Some interviewees even gave positive feedback after the interview by stating that they felt relieved to share this kind of information and are happy that somebody listened to them (Roberts, 200-201; Banks, 149-156).</p>
<p>How does my position influence the analysis?</p>	<p>My own experiences with teaching (and therefore empathy with participants) might have a potential influence on how I analysed the data. Yet I was always conscious about this and ensured that I only worked with data derived from the interviews instead of letting personal experiences influence the process of analysis.</p>
<p>How might the outside world influence the presentation of findings?</p>	<p>This study is situated around the borderline between psychology and business studies. As I am from a business background and looking for application of certain concepts which derive from psychology in an organisational context, this might limit options for presentation of findings to a more psychology-oriented audience.</p>
<p>How might the findings impact on participants?</p>	<p>Participants expressed a strong interest in the findings during the interviews. The findings could possibly increase awareness of emotion regulation strategies the participant him/herself or other participants are applying and increase understanding about how they can profit from these strategies beyond the central outcome of regulating emotional experience, that is increasing their resilience.</p>

<p>How might the findings impact on the discipline and my career in it?</p>	<p>The findings of this research may add to the understanding of the relationship between emotion regulation strategies and the promotion of resilience, bridging the gap between literature concerning one or the other area. In a more practical sense, this research could be the first step towards the potential development of a training or coaching programme for teachers to enhance their resilience. This research also points out the responsibility of the organisation in promoting its employees' resilience, as support as a central element in the process of emotion regulation and resilience-promotion can be implemented, organised and steered by the organisation. Therefore support offers a way in which an organisation can care and take responsibility for its employees by providing a formal framework of support.</p>
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To ensure the quality of the research project it is necessary to demonstrate sensitivity to context, for example by acknowledging the interactional nature of the data collection process through interviews (Yardley, 2000). I spent a lot of effort on making sure that sensitivity to context is shown throughout the process of reviewing literature, data collection, analysis and writing up. I will reflect here in more detail on my approach to data collection, as here the need to show sensitivity to context may be the most obvious, as it is not only about the research project and me, but a number of people, more precisely 17 research participants, get involved.

When I established contact with potential participants, this was done carefully and I made sure they were aware of the nature of the research, the kind of interview questions which they might be asked and that being interviewed would make it necessary for them to recall and talk about negative personal and emotional experiences. As the applied interview technique (CIT) contains the risk that recalled past events cause negative emotions in the present, I made potential participants aware of this risk before they agreed to be interviewed and ensured that they understood that they could withdraw from the interview at any time. I made sure that I could talk personally with all participants before they agreed to be interviewed – to ensure they were suitable for the sample (purposive sampling), and at least equally important that they were aware of what it meant to take part in the study.

Due to the sensitive content of the interviews (emotions, difficult situations, negative experiences) I had to show a high level of empathy. I perceived that as less of a challenge as I already empathised with the research participants due to having personal contacts who work as teachers in German schools and teaching myself in UK Higher Education as an Associate Lecturer and therefore knowing what it means to interact with students. Yet at all times I was aware of this degree of empathy and tried

to minimise the possibly distorting influence of this empathy on the collection and analysis of the data. On the other hand I found that empathising was very useful in the process of data collection, as participants seemed to be happier to disclose personal information. During the interviews it was sometimes necessary to put the interviewees at ease and help them to feel comfortable talking about their experiences and emotions. I achieved this by having a rather informal, friendly, curious but polite, open and interested attitude towards the research participants, so they felt more comfortable with opening up. Receiving positive feedback from participants (Banks, 149-156; Roberts, 200-201) was very encouraging in this approach. I also tried to dress 'smart casual', in order to give the participants the feeling that I was taking them and the interview process seriously, but at the same time appear approachable and trustworthy. Talking to teachers in widely varying age groups, I was surprised by the openness with which the research participants talked about their emotions and sometimes very personal situations. I treasure this experience and treated the data with every possible respect, especially during the process of analysis when I made sure that my arguments were supported by a number of verbatim extracts, which give voice to the participants and at the same time allow the reader to check if interpretations are grounded in the data. This sensitivity to the raw data is another step towards good IPA research (Smith, Flowers & Larkin, 2009).

Also interactional difficulties had to be recognised and be dealt with, like interplay between me as the research expert who has theoretical knowledge on the topic and the interviewee as the experiential expert (Smith, Flowers & Larkin, 2009). I tried to keep the language of the interview informal, adapting to the participant's terminology whenever possible. This ensured that the interviewees were able to describe the experience from their point of view and in their own individual context. Hence the interviewee as the experiential expert was the authority within the interview, while I did not emphasise theoretical knowledge and followed the interviewee's account. Whenever I had the feeling that the participant felt insecure and nervous, I tried to lighten the mood or even pointed out personal feelings of inadequacy, presenting myself as more 'human' in order to break down the power imbalance to make an open conversation possible. This happened for example in the interview with Roberts:

In the beginning of the interview earlier this day I had the impression that the interviewee did not really feel comfortable with the situation and felt rather nervous. He seemed a bit tensed and for example had folded his arms. I got the impression that he might not be very willing to talk to me about critical situations which he experienced. I thought I needed to make him feel more relaxed and started the interview with rather irrelevant small talk and also did not switch on the recording device immediately (although he already had expressed his agreement on using it). I then continued to talk about negative experiences I

made myself and how they made me feel. There I got the feeling that we 'bonded' in a way. He seemed to see me as someone who was able to understand problems which teachers are facing and not as someone who would judge him for admitting difficulties. So when I started the actual interview I had the impression that he was a lot more relaxed and I was surprised about the openness with which he talked about his emotions.

Also during other interviews, comparable situations occurred and were dealt with in a similar manner.

My initial insecurity about asking such personal questions was firstly diminished by the aforementioned procedures to make sure that participants knew what they agreed to and secondly was nearly extinguished by my realisation during the first minutes of the first interview that the participant (and all following participants) were probably nervous due to the unusual situation, but not embarrassed about being asked probably uncomfortable questions. I understood that the participants volunteered to take part in the interview and be asked about situations they perceived to be critical, their emotions and how they dealt with them. I had made sure that they knew what that might entail, and it had not kept them from agreeing to be interviewed.

This first interview felt rather strange. I was very nervous when I headed for the school this morning for the first interview. I was wondering, how on earth I might be able to ask participants about their emotions without seeming to be nosy or impolite and intruding. So before I started the actual interview I asked Smith again if he was aware that I would ask him questions about his emotions (although I had talked him through everything when he first agreed to take part in the study). I think I might have seemed even apologetic. He replied that this was not a problem at all and that he had been looking forward to this interview. This was when I realised that I had probably more difficulties asking questions, than he might have answering them. During the interview it still felt strange at first – not only to ask about emotional experience, but also to hear those personal stories. But the longer the interview lasted, the more I got used to it and relaxed. I hope this process will continue so I will become more and more confident in interviewing people about personal experiences.

It was fortunate that I became aware of this early on during my first interview. Therefore the data collection was not negatively influenced by my initial insecurity, as I began to feel comfortable asking personal questions. Also my hope that this would improve throughout the research process was confirmed. The more interviews I conducted, the more I honestly enjoyed the interview situations and the conversations.

Gough (2003) explained how, when researching a topic he could relate to and could empathise with participants, he found that he was shifting between two positions, that of a “detached polite interrogator” and that of a “co-participant, interested in

contributing to the conversations” (p. 149). I felt the same conflict when interviewing the participants of my study, trying not to interfere with the account of the participant on one side, but on the other side wanting to set interviewees at ease and to join the conversation, especially when participants were of similar age or reported comparable experiences to my own. I believe this was another attempt to make participants feel more comfortable with disclosing personal information. Also Gough (2003) considers it appropriate to present oneself as human in the process of data collection, which can be achieved through disclosure of experiences similar to those that the participant is reporting. It also adds to establishing a non-hierarchical relationship with the participant which allows a better understanding of their experiential world (Roberts, 1981).

While some studies find that both female and male research participants prefer to be interviewed by a female researcher, as they claim to perceive the female interviewer as more understanding and empathic (Catania et al., 1996), others argue that the interviewer’s gender is not as influential on the interviewing process as the interviewer’s style and skill (Wise, 1987). Therefore it is difficult for me to judge if my gender or the way in which I conducted the interview and treated the participants allowed the rich and in-depth accounts that participants produced in the interviews.

In any case I am grateful for the experience to talk to interesting and inspiring people, of whom every single one had a personal and meaningful story to tell. In the end it was my responsibility within the process of data analysis (in accordance with the requirements of IPA (Smith, Flowers & Larkin, 2009) to make sense of the participants making sense of their situation. This study is proof of the effort I made to demonstrate my respect for all those who participated in this research project.