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**EMOTIONAL ELEMENTS IN WALDORF
TEACHERS' IDENTITY FORMATION**

Doctoral (PhD) thesis

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Good teaching is charged with positive emotion. 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.

(Hargreaves, 1998, 835.).

Relevance and background of the problem

My topic lies in the intersection of two big research trends: I examine the relationship between teachers' professional identity and emotions. Endeavour in the professional literature written in English to study teachers' emotions increased due to the effects of the affective revolution and the effects caused by the problems coming to surface owing to the changes taking place in the education policy from the end of the 1990's (Sutton & Wheatley, 2003). In the second half of our decade, after mapping the theoretical background of the topic, ambitions to create models have come to the scene, reviews and volumes gathering results of well-framed progressively developing research trends were published (e.g. Pekrun & Linnenbrink-Garcia, 2014; Fried, Mansfield & Dobozy, 2015).

The affective elements of education have received more attention in the last decade in Hungary as well (Falus, 2007); however, there is still only scarce research focusing on teachers' emotions (Józsa & Fejes, 2012). Research results can be found scattered all over the different fields of professional literature, although the number of relevant publications has multiplied in the last couple of years (Szabadi, 2016; Séllei, 2016; Szelezsánné, 2016; Réthyné, 2015; Zsolnai, Rácz & Rácz, 2015).

Intensified interest towards teachers' professional identity can also be dated to the mid-2000's and went hand in hand with the efforts made to understand the emotional aspects of the teaching profession (Akkerman & Meijer, 2011). Career psychological (Szilágyi, 2011), social psychological (Pataki, 2004) and personality psychological (Hermans, 2015) approaches assume a strong relationship between professional identity and emotions which is also emphasised by the international reviews in educational science written in the topic (Beauchamp & Thomas 2009; Rodgers & Scott, 2008; Korthagen, 2004). Few empirical research with small samples focus on this field (Zembylas, 2005; Bullough, 2009) which can also be explained by the methodological problems of researching emotions (Šarić, 2015).

In my research I examine the retrospective narrative professional autobiographies of university students¹ studying at Waldorf Postgraduate Teacher Training Programme at Eötvös Loránd University between 2006 and 2016. The narratives were prepared in the last semester of the Training Programme in the framework of a self-awareness course. The 90 narratives are

¹ hereinafter: teachers

original and valuable source for the multilayered, comprehensive and structured clarification of the relation between emotions and identity.

Theoretical framework

From the theoretical chapter of the dissertation enumerating multiple interpretations I highlight the approaches directly relating to my research questions. Postmodern interpretations emphasise the complexity, inconstancy and social embeddedness of identity. According to Hermans's (2015) theory of "Dialogical self" dynamic, multivoiced and continuous dialogue takes place along identity formation. The determining axes of identity formation are: (1) The *personal* self which is different from everybody else and the *social* self, defined by society. (2) The individual appearing in *different roles* yet feeling him/herself *integrated*. (3) The personality *changing* over time but *keeping* its internal coherence (Akkerman & Meijer, 2011).

The individual lists, categorizes him/herself into different **identity groups** – being a mother, woman, middle aged, Hungarian, choleric, left-handed, vegetarian at the same time – as for her **professional identity**: a teacher. The majority of people living in welfare societies can choose their profession freely today and personality and interest play an ever growing role in this choice. The individual can experience fullness in his/her profession which is crucial from the aspect of their wellbeing (Csíkszentmihályi & Schneider, 2011; Phelan & Kinsella, 2009).

The person constitutes his/her identity through telling stories about him/herself (McAdams, 2008; Pléh, 2012). The basis of narrative identity is autobiographical memory, a peculiar form of memory characteristic of human beings (Fivush, 2011). At the level of past "myself then", at the level of present insightfulness and reasoning and at the level of the future goals are decisive. According to Bluck and Habermas's (2000) life story schema, life story is a mental representation which comprises cognitive, emotional and motivational elements. The story is organized to a whole by *temporal*, *thematic*, *cultural* and *casual* coherence.

Teachers tend to use a narrative framework when they are investigating the meaning of the experiences acquired during their work. With a holistic, human-centric approach, narrative teacher research highlights teachers' learning and development, the organization of experiences and the characteristics of teacher personality (Szabolcs, 2013). They present their careers interlaced with reflection in their professional autobiographical narratives in which critical phases, episodes and persons play distinguished roles (Kelchtermans, 2009).

Korthagen (2004) points out that there are two questions standing in the middle of identity: "Who am I as a teacher? What kind of teacher do I want to be?"

The source of professional self-image is the part of experience referring to the self which is gained through practicing the profession. Köcséné (2013) examined self-image with qualitative methods, based on which she described a complex network-like construction which is stratified over time. As found in professional literature, **teacher image** is another key element of identity. A number of research works indicate the effect of educational patterns experienced as students on the identification process (Dombi, 2004; Köcséné, 2007).

My understanding of the expression *teacher image* is that it is a structure of those representations, mental images, the root of which is constructed by the teacher through the experiences gained as a student, and which gives a comprehensive picture of their role, values, goals as a teacher.

Teacher image often finds shape in the form of descriptions in the narratives. The story teller enumerates those features, skills, traits, behavior tendencies, attitudes along which they identify themselves as teachers – I call these **identity characteristics**. Köcséné (2007) refers to them as the crucial category of teacher image, Dombi (2004) as the critical value determining bonding.

In the process of identity formation, external incidences make the teacher do self-reflection, and internal incidences are indicated by emotions (Pataki, 2004; Rodgers & Scott, 2008). Beauchamp and Thomas (2009) state that the relationship between emotion and identity is reciprocal: emotions shape and express identity.

Shuman and Scherer (2014) differentiate the phenomena **emotion, mood, attitude and feeling** along their temporal endurance and the relation between their composing elements. Emotions last relatively short in time and have environmental, contextual causes, while the causes of mood are often not clear and last for a much longer time. Attitude is an enduring aspect with a cognitive component called belief, and relates to the topic on the level of valence. Feeling refers to the concrete process taking place inside a person in a given situation. **Affective style** means the consistent personality trait that refers to dispositions, tendencies for regulating emotions (Bányai & Varga, 2014; Oatley & Jenkins, 2001). Many times, it is not easy for practical research to differentiate among the shades of meaning of the world of emotions (Shuman & Scherer, 2014). According to Frenzel (2014) the most frequently felt emotions in the teaching career are enjoyment, pride, anger, anxiety, shame and guilt.

Emotional labour indicates the effort one makes to create the emotional-mental state in others that is needed in that given context (Hochschild, 1983/2003). According to Hargreaves's research (1998) emotional labour done in order to manage emotions plays a central role in teachers' professional work. As Oplatka (2009) claims it is an autonomous behaviour led by

the moral values and authentic self of the teacher. The most important profession-specific features of how teachers manage emotions are summarized in Jennings and Greenberg's (2009) review.

Objectives and Research questions

Main objectives of my research are

- to clarify the connection between teachers' emotions and professional identity,
- to show the importance of the topic through the results of both the theoretic and the empiric parts of the research.

In favour of these my goal is to explore the professional autobiographies focusing on

- (1) narrative coherence and it's emotional layers (2) teacher image (3) professional self-image (4) and emotional labour.

From a methodological point of view my goal was to use narrative methods being new in the field of educational science:

- mixing quantitative and qualitative methods, applying the research results concerning the emotional proximity/distance and exploring the linguistic markers of emotions.

Research questions

1. a. What typifies the narrative schema of the autobiographies under examination?

- What are the main topics?
- How is temporal structure organized?
- How Waldorf-schools and Waldorf identity are reflected in narratives?
- How casual structure is organized?

1. b. What emotional elements are revealed in the narrative schemes?

2. How are emotions and teacher image connected?

- Who are the educational role models the teachers mention?
- What kind of emotions do they express in connection with their educational role models?
- What kind of identity character markers do they attribute to their educational role models?
- What is the proportion of emotional character markers?

- What is the connection between the role models' identity character markers and the emotions attached to the role models ?
- What kind of effect do they attribute to their educational models?

3. How are emotions and professional self-image connected?

- What kind of emotions do teachers live through in their professional work?
- What kind of identity character markers do teachers attribute to themselves?
- What kind of similarities/differences can be identified between teacher image and professional self-image concerning emotions and identity character markers?

4. What kind of emotional work do teachers do in their professional work?

- What are the functions of emotional work?
- What are the factors of emotional work?
- Can emotional work be learnt with practice?

Methods and sampling

Research methods

I carried out a *mixed method content analysis of narrative kind with a qualitative emphasis; a research with no intervention*. My research is narrative from an epistemological background as well: space-time-social criteria (Connelly & Clandinin, 1990), life story schema (Bluck & Habermas, 2000), narrative structure of time (Pólya, 2007) and story types (Gergen & Gergen, 1983) are examined and the need to grasp the self-interpretative content lying behind causal coherence (McAdams, 2008) also has a central role in my research. Furthermore, I apply the narrative compositional principle of emotional proximity/distance (Pohárnok, Nagy, Bóna, Naszódi, Kis, & László 2005). I share Bea Ehmann's (2002) interpretation of content analysis. My research has a qualitative emphasis, since it has an explorative-interpretative character; at the same time I believe quantitative analysis is important in the support of the results, under the careful considerations of the transformations from qualitative to quantitative data. My research is without intervention, which has not allowed for qualitative cyclical process. Reliability and validity are ensured by the sophisticated research process, deep theoretical exploration, accurate documentation and affluent reflection, personal and methodical triangulation and comprehensive data management.

The identification of emotions is built on the **Geneva emotional wheel 3.0** (Shuman & Scherer, 2014). The model conceptualizes emotions along the two most important components *valence and control/power*: passive-positive (love, admiration, contentment, relief, solidarity), active-positive (interest, amusement, pride, joy, pleasure), active-negative (anger, hate, contempt, disgust, fear) and passive-negative emotions (shame, disappointment, regret, sadness, guilt). Melinda Pohárnok's category descriptions and dictionaries shared with me in personal communication were the starting points of the elaboration of linguistic markers and emotional profiles. Data processing was carried out with Atlas.ti and SPSS programs.

Sampling

The population of my research consists of 207 teachers studying at Waldorf Postgraduate Teacher Training Program at Eötvös Loránd University, who finished their studies between 2006 and 2016. There is a narrowed sample of 90 participants out of all six different grades, 43.4% of the population. Out of the 90 participants, 85.6% was female, the average age was 40.47 years, most teachers of the sample had 4-9 years of teaching practice. At the time of writing 56.7% were teaching in a Waldorf School, today 82.3% of them are teaching there.

Main results

Coherence and emotional elements of narrative identity

Through analysing thematic coherence I identified, categorized and organized in thematic groups 1275 episodes. Those episodes are connected by the concept of education.

- (1) Career episodes (51%): roots of interest in the career, story of career choice, beginner teacher years, period of professionalisation.
- (2) School episodes (33%): primary, secondary, higher education, kindergarten episodes.
- (3) Personal episodes (16%): childhood and family stories, birth and education of an own child, historic events in the family.

Temporal coherence: According Pólya (2007) we can infer to the actual identity state of a person from the relation of the linear story from the past and the narrative perspective. Types of temporal structure in narratives:

- (1) Linear temporal structure 47%
- (2) Thematic-linear temporal structure: 40%. Themes: model persons, career choice

(3) Chaotic temporal structure: 13%. Narrative perspective is mainly out of linearity. A personal or career experience happening in the present can be identified in centre of the interest.

Deviation from linear temporality inside one episode is a sign of emotionally deep or hardly expressible memory.

Cultural coherence in connection with Waldorf schools:

- 91% of teachers present (1) the story of how Waldorf-education caught them and/or (2) episodes in Waldorf schools.
- At the same time 82% of the episodes, including those experienced as a learner, take place in public education.

Experiences happening in public education belong to a deeper cultural layer, meanwhile a newer layer which is shorter in time relates to Waldorf schools.

Links to Waldorf-education can be based on biographical motives:

- self-investigation in adolescence: readings, crucial personal encounters;
- gathering information about Waldorf-education in higher education;
- the shocking experience of the birth of an own child
- problem with an own child
- job search

We find among the inner motives:

- change in beliefs in relation to the educators' role;
- seeking for creativity, novelty or development in professional career.

The personal unique story unfolds in the interaction of internal and external motives and is inserted into the sequences of temporal structure.

- 56% express identification with Waldorf education and 22% express strong approximation to it.
- 21% use Waldorf specific vocabulary intensively and further 57% use a few expressions.

Identification is a *process* that is reflected in different levels and in different ways in the autobiographies.

The analysis of casual coherence revealed four levels. (1) Level of represented I: there are the episodes. (2) Representation of career motivations, characterization of models, and

manifest self-representations are at a higher perspective, are independent from temporal coherence and insert into the storytelling. (3) Level of mission: beliefs about ideology and faith have an effect on the narrative coherence of the story and make bigger intersections. They look for explanations with summarizing more episodes and inserting the career motivations of role models and self-characterizations into a higher level context. (4) The meaning-making-I builds the life story schema from the level of present, its narrative perspective is mostly represented in the introduction part of the narratives. Verbal manifestation of identification is influenced by all these mentioned elements as the heart of the story, the central point of professional identity (Figure 1).

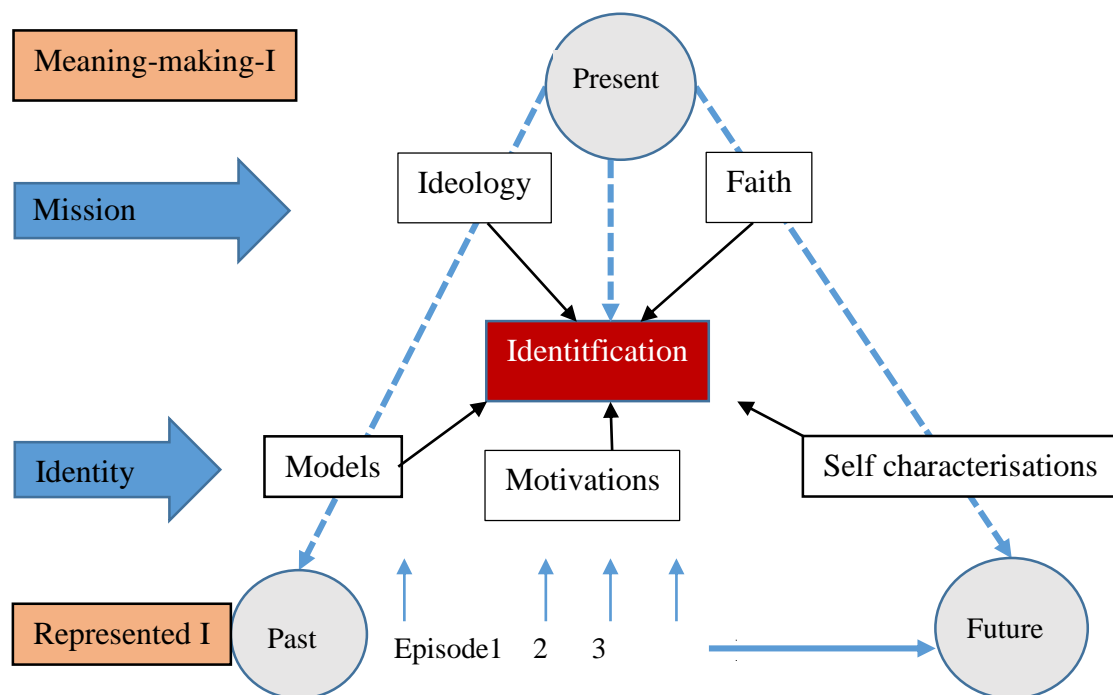


Figure 1: System of relations of cause-effect coherence in the autobiographies examined

Examining all these mentioned elements I categorized professional biographies into different schematic types:

- (1) Completion/stability stories 34.4%,
- (2) Progressive/surprise stories 21.1%,
- (3) Self-search stories 14.4%,
- (4) In medias res stories 13.3%,
- (5) On the road stories 12.2%,
- (6) Those not considering themselves as teachers 4.4%.

Most important emotional elements of the narrative schema:

- at the level of the past there are positive and negative emotions towards role model persons;
- there are emotions in relation to the teaching and learning process in the career episodes, achievements and failures;
- at the level of present there are attitudes of the narrative perspective and the change in the feeling/lack of emotional self-efficacy.
- Temporal structure reflects the emotional focuses of the present.
- The manifest representation of professional identification is deeply permeated by emotions.

Emotional elements of the Teacher image

Former research primarily examined sources of learner experiences within institutional frameworks (formal learning); my study explores more complex sources of teacher image. I have found role models from primary and high school 49%, from higher education 17%, from kindergarten 2%, from family 12% and from teacher-family 6%. 14% are other models, such as idols, masters or other people. The proportion of the description of human (25%) and science (20%) teachers is outstanding. The proportion of females is 46%, males is 25%, no signed sex 12%. When remembering role models the condensed experience often relates to groups of models (17%).

I categorized the emotions of the 473 role models in the course of a multistep process. (1) In the first phase I identified all expressed emotions based on the linguistic markers. The negative emotions occurring the most are shame, disappointment, sadness (passive), fear, anger (active); the positives are love, admiration, contentment (passive), interest (active). (2) I identified emotional relationship to role models summarizing all emotions concerning the same role model. Frequency is presented in the outside cycle of Figure 2.

Examination of identity character markers show the importance of relationship, emotional and moral character markers in 68% (Table 1.)

Table 1. Groups of positive and negative identity character markers of educational patterns of writers' role models

Strengths	Weaknesses
Relationship character markers 27%	
relationship consciousness (45) care and attention (25) giving assistance (22) giving trust and safety (21) initiating conversation with students (20) insight into students' personalities (18) respecting student autonomy (9) benevolence (1) acceptance (1)	impersonality and indifference (24) lack of goodwill (9) lack of care and attention (6) distrust (3) lack of insight into personalities (1)
Emotional character markers 21%	
kindness and love worthiness (53) humour (34) enthusiasm (20) patience (16) sensitivity in communication (11)	violence (21) lack of sensitivity in communication (5) impatience (2) lack of enthusiasm (2) lack of humour (1)
Moral character markers 20%	
strictness (36) consistency and order (32) fairness (17) humanity (11) conscientiousness (4) honesty (3) modesty (3)	injustice (29) unpredictability (9) lack of humanity (3) dishonour (2) lack of consistency (2)
Professional knowledge 8%	
preparedness and knowledge (45) versatility (10)	lack of preparedness (7)
Identity 8%	
love for the profession (22) authenticity (18) sincerity (8) beliefs (5) balance (3)	lack of sincerity (3)
Management of learning process 6%	
innovativeness (12) courage and coping (11) experience (7) creativity (6) practicality (4) workload (4) time management (3)	lack of practicality (1)
Student motivation 5%	
Social consciousness 5%	
creation of a friendly environment (17) community building (14) taking students' developmental zones into consideration (3) social sensitivity (3)	lack of skills of creating friendly environment (2)

Connection between emotional relationship and identity character markers

For examining the relationship of the role models' identity character markers and the related emotions I applied Chi-square test in connection with the created character groups' strengths and weaknesses, which has shown a significant relationship.

- The ambivalent and the negative approach are overrepresented in the case of the role models endowed with weakness character markers.

- The positive active and passive emotional approaches are overrepresented in the case of the role models endowed with strengths character markers, while weaknesses are underrepresented.

It can be assumed that identity character markers have an effect on which out of the seven emotional categories the given role model gets into. The results call the attention to the importance of *shame, fear, love, admiration, contentment* and *interest*. Qualitative analysis also reinforces the relationship. Effects the teachers attributed to the role models:

- positive models play an important role in the learning of the teacher's role, in career choice, in making the career attractive, in making the subject attractive, they are role models to follow and can be resources even in the present.
- Negative models create a dislike towards the career which the teachers had to tackle later sometime. The burnout of the model also has a negative effect. The lack of positive models is also mentioned as a hindrance.

Let the role model be negative or positive, according to one third of the teachers' population under examination it integrates and has an effect during the teaching work.

Emotional elements of professional self-image

The analysis of the teachers' narrative about their own stories revealed other aspects of the emotions, which is presented in Figure 2. In career stories the narrator becomes the motor of the episodes. The proportion of active positive emotions increases, especially regarding the positive emotions. The proportion of ambivalent emotions significantly increases, too.

The role of the ambivalent emotions is bifold: those lasting longer in time anticipate the need for change. During the change following this state the emotional experience connects to cognitive understanding, which is the source of cathartic experiences, the key of the teacher's learning process.

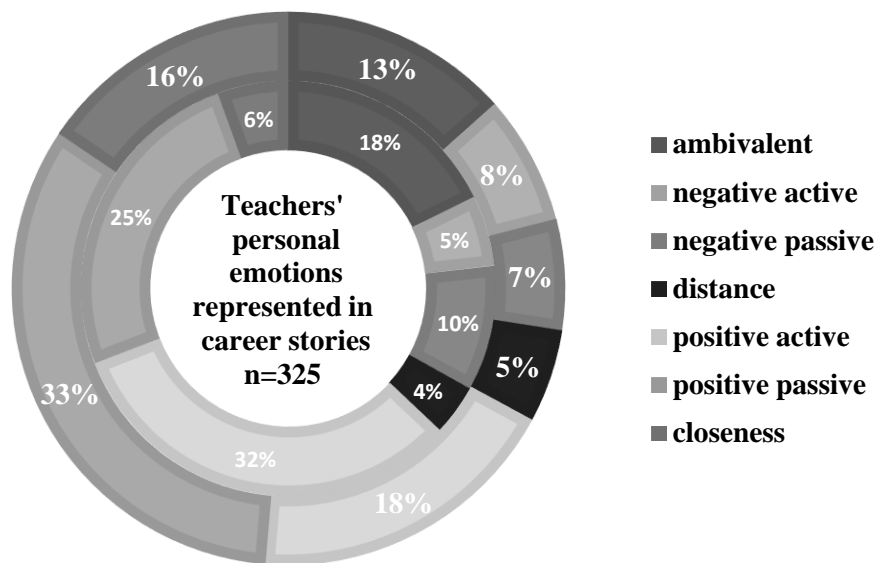


Figure 2. Comparison of proportion of the emotions towards role models (outer circle) and that of teachers' personal emotions appearing in their own stories (inner circle)

The most relevant changes among the character markers is in relation to identity, which increases from 8% to 22%. The group of emotional character markers preserve their importance (22%) (Figure 3).

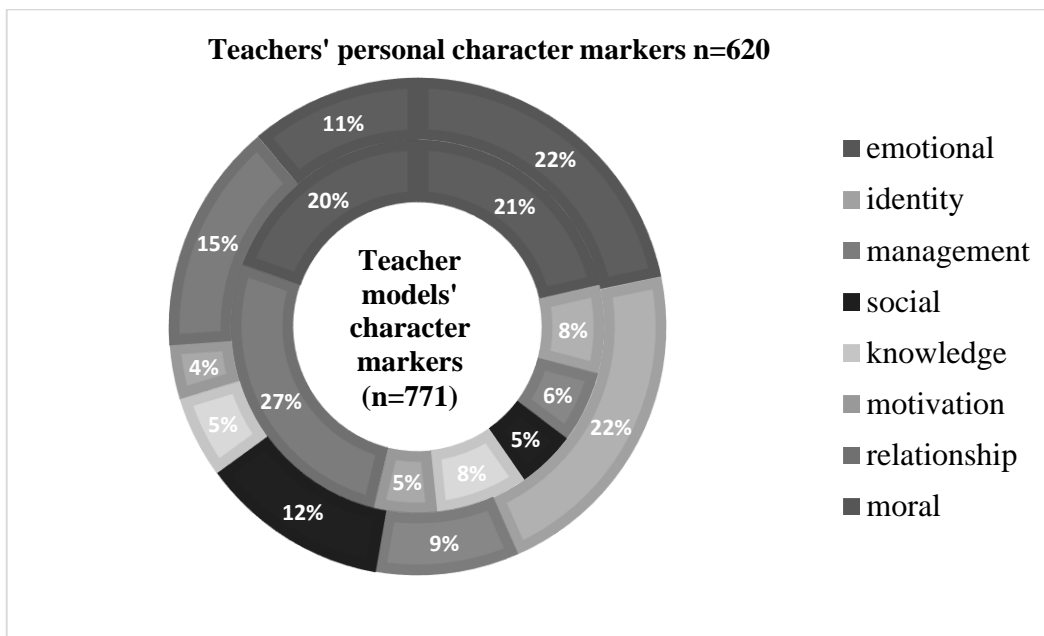


Figure 3. Comparison of teachers' personal, and the role models' identity character markers of educational patterns

Among the new character markers, empathy, the control of emotions and development have an emphasis in self-image. Character markers of teacher image and self-image do not overlap, coherence within identity is not logical, but has a narrative nature.

Emotional labour of the teacher

In the teacher's work humour, enthusiasm, patience and empathy get an important role beside detecting, expressing and controlling emotions. Emotional character markers are in connection with all the other identity marker groups.

The role of direct context emerges from the features that have an effect on the management of emotions. They indicate problems in relation to colleagues but are positive in connection with experiences with the mentors. The root of the conflicts with parents can be drawn back to the differences in values. The results also call the attention to the influence of the education policy context.

The comparison of the episodes of the beginner years and those of professionalisation gave a picture about the fact that the teaching profession can be taught. Beginner teachers are enthusiastic, they consider their innovative, brave, creative behaviour important. They are interested in the students and put emphasis on the values motivation, order and consistency, and are happy with their feeling of success in relation to these. At the same time, their self-efficacy has not taken shape, yet, young teachers face the task of reshaping the educational patterns living in them. It is hard to pay attention to the emotional state of an entire class. It goes together with strong stress, within which the sudden panic and the long term anguish (even 1-3 years) also play roles. Expectations to measure up to, the accumulation of negative experiences, too much information, and anxiety from the new situation can create uncertainty. The beginner teacher learns the feeling and the expression of love, empathy, the self-control needed as a helping professional, the patience needed to create humour and a friendly atmosphere. Whether or not they can shape their professional identity depends on their motivation and whether they receive support in the necessary moments with the emotional work they do. They need to process their experiences and to interpret the reflection seen in the mirror their students hold. An honest and trustful relationship with the mentor, practical knowledge, the sharing of coping strategies, strengthening of future goals and motivations, positive experiences, success, reflection of happy events all belong to the important tasks of the mentor. The mentor's role is supporting the teacher in going on the road where the directors of the learning process are the young teachers themselves.

Conclusion

The amount, multi-colour nature, different contexts and revealed relationship of the identified emotional elements with teachers' professional identity allow for the statement that emotional elements play a crucially important role in the work of the teachers participating in the study. The results of my research cannot be generalised to a wider population of teachers; but the data meticulously collected from the Hungarian professional literature in relation to affective features, student-teacher relationship, methodological efficiency, climate, well-being, burnout, school bonding and the quoted wide range of theoretical and empirical research of the international literature all point to one direction: teachers' emotions play a central role both in relation to their work success and well-being. Further research is needed in the field.

The multi-level analysis of emotional elements is a novelty in my research: the structured exploration of the relationship of emotions and identity and the recognition of the complex picture about the role models' sources are important results. Knowledge about the role of the ambivalent emotions in identity change and the qualitative support of the connection between emotions and identity character markers are particularly important results. It is a novelty that the research allows for insight into the less known life of Waldorf schools: the investigation of their identity features and the high proportion of emotional-relational type of groups raise further questions.

The results of my research are mainly useful for teacher trainers, teachers in professional further education and mentor trainers to apply in their practice. Preparing the teachers to the emotional aspects of the profession and competency development are basic tasks. Introducing the level of identity into the work of teacher training is a possible and desirable step both according to the international literature and my research results.

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