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TEACHER DISPOSITION TOWARDS EMOTIONAL
EXPRESSION IN THE CLASSROOM

by

Johanna Leseho
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to the required standard

Dr. D. Knowles, Supervisor (Department of Psychological
Foundations in Education)

Dr. R. Tinney, Departmental Member (Department of
Psychological Foundations in Education)

Dr. R. Williams, Outside Member (Department of Social
and Natural Sciences)

Dr. A. Olson, External Examiner (Department of
Communication and Social Foundations)

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University of Victoria

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Supervisor: Dr. Donald Knowles

ABSTRACT

The Learning for Living Curriculum, as proposed by the British Columbia Ministry of Education, requires teachers to include a program of emotional acceptance and expression within the classroom. Fifteen experienced, female teachers, 30-50 years of age, currently teaching grades 4-8 in Victoria and Saanich School Districts were interviewed to determine their level of acceptance of creating and implementing a program of emotions in the classroom and whether the degree of comfort with their own emotions was related to this level of acceptance.

Four approaches were used to collect the data: a semi-structured interview, an inventory developed by the researcher, a rating scale derived from the program goals of the Learning for Living Curriculum and a self-rating scale. Questions for the semi-structured interview were based on four main themes. These included whether the participants were resistant to working with children in the domain of emotions, what reasons were cited for any resistance, whether any resistance identified was related to the teacher's personal level of comfort with emotions and what kinds of support these teachers would like from the Ministry or school districts in this area.

On conclusion of the 40 minute interview, the

participants were asked to complete three written instruments. A Personal Skills Mapping Inventory required the teachers to report their imagined thoughts, feelings and behaviours as related to four specific situations. Its purpose was to measure their level of comfort with their own feelings.

The Program Goals Rating Scale listed eight of the goals of the Learning for Living Curriculum, four of these being more emotionally based and four being more cognitively based. The rating of importance of the goals was intended to give an indication of the degree of importance which the teachers gave emotions compared to academics. Finally, the participants were asked to rate their level of comfort with feelings on a 10-point scale.

The results indicate that although all teachers agreed that children need to be free to express their feelings, few felt inclined to provide a program for their students in which this expression could happen. The teachers stated that they were not properly trained to work with children in this domain. In their opinion, in-service workshops, resource personnel and resource materials would be required for them to consider creating a program for their students. Analysis of answers to a Personal Skills Mapping Inventory showed a modest direct relationship between (a) level of comfort with one's own feelings and (b) acceptance of a program on emotional expression. The teachers demonstrated

less comfort with situations which elicited anger, frustration or feelings of helplessness than situations which elicited pleasant feelings or compassion.

In order to successfully modify the curriculum to include a program on emotions in British Columbia's classrooms the Ministry of Education might wish to consider training sessions with teachers which would include how to deal with their own emotions as well as with those of their students. As well, an integrated approach to teaching emotions, rather than separate lessons, might be considered. Further research into the disposition of male and less experienced teachers may also be of benefit.

Examiners:

[REDACTED]

Dr. D. Knowles, Supervisor (Department of Psychological Foundations in Education)

[REDACTED]

Dr. R. Tinney, Departmental Member (Department of Psychological Foundations in Education)

[REDACTED]

Dr. R. Williams, Outside Member (Department of Social and Natural Sciences)

[REDACTED]

Dr. A. Olson, External Examiner (Department of Communication and Social Foundations)

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DEDICATION

I dedicate this thesis to my husband, Kim Kristjan, who has encouraged and applauded me in being all that I am, and all that I am becoming.

A POISON TREE

I was angry with my friend:
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.

And it grew both day and night,
Till it bore an apple bright;
And my foe beheld it shine,
And he knew that it was mine,

And into my garden stole
When the night had veil'd the pole:
In the morning glad I see
My foe outstretch'd beneath the tree.

William Blake

"If facts are the seeds that later produce knowledge and wisdom, then the emotions and the impressions of the senses are the fertile soil in which the seeds must grow."

Rachael L. Carson
(The Sense of Wonder)

Chapter 1

STATEMENT OF THE PROBLEM

Children are socialized very early to believe that certain emotions are negative and should not be expressed in the company of others (Birnbaum & Chemelski, 1984; Saarni, 1979; Adler & Towne, 1984). The results of numerous studies suggest that relevant socialization practices are directed toward the suppression of sadness in boys and anger in girls (Birnbaum & Croll, 1984; Cummings, 1989; Fuchs & Thelen, 1988; Strayer, 1985). Brody and Carter (1982) found that emotional attribution was subject to socialization pressures. Boys attributed girls with more intense fear than themselves, and both boys and girls attributed socially undesirable feelings (those which were either "negative" or intense) more often to others than to themselves. As children mature and further socialization occurs, they are able to use more sophisticated strategies that permit greater regulation of their emotions (Fuchs & Thelen, 1988; Harris, 1987). Suppression of emotions may lead to both physical and psychological effects within the individual (Gross, 1989; Bradshaw, 1988b; Lowen, 1975; Miller, 1981; Perls, 1975). It may also restrict student involvement and learning in the classroom (Jones, 1968; Piers & Curry, 1985).

The Legacy for Learners, adapted from the 1988 Sullivan

Commission Report, considers the need for expression within the school system as necessary for students' total health and well-being. The concepts of "health" and "health promotion" in the Learning for Living Curriculum were taken from the constitution of the World Health Organization. Health refers to "a state of complete physical, mental and social well-being, not merely the absence of disease or infirmity", while health promotion is "the process of enabling people to increase control over, and improve, their health. It represents a mediating strategy between people and their environment, synthesizing personal choice and social responsibility in health to create a happier future" (Legacy for Learners, 1988, p.6).

One aspect of health promotion within the Learning for Living Curriculum is the acceptance and expression of emotions. The 1990 Curriculum Guide outlines the students' need to develop "sensitivity to the feelings and needs of others" (p.18), "appropriate expression of feelings" (p.23), the ability to "recognize feelings" (p.23), a means of "dealing with anger and managing conflict" (p.25), and a way of "becoming aware of their emotional self" (p.29).

Teachers in British Columbia are being asked to work with children in the area of emotions, an area in which they may have little knowledge or experience. Research on teacher resistance (Friend & Bauwens, 1988; Goodlad, 1984; Marcelo, 1987), as well as conversations with Ministry of

Education officials, suggests there may be considerable reluctance on the part of teachers to incorporate the program goals devised by the Ministry for this aspect of the new curriculum. This reluctance may be created by a general resistance to change, resistance to bringing emotions into the classroom, and a discomfort or inability to express one's own true feelings. In a "society which discourages the expression of most feelings" (Adler & Towne, 1984, p. 269) an atmosphere of trust is required before children will feel safe enough to share their emotions with others. Teachers who are resistant to this program are unlikely to create such an atmosphere within their classrooms.

No research appears to have been done to determine teachers' acceptance or rejection of these program goals. The purpose of the present study was to explore teachers' thoughts and feelings about working with children in the domain of emotions. The relationship between one's lack of comfort with their own emotions and resistance to the curricular goals was studied. As well, teachers were encouraged to make suggestions as to what forms of support they wished to receive from their school districts to aid them in being effective in this area.

More specifically, the following research questions were considered:

1. How supportive or resistant are teachers to the aspects of the proposed Learning for Living Curriculum which deal with children's exploration and expression of emotions?

2. If personal resistance exists, what reasons do teachers cite for it?

3. To what extent is teacher resistance to this aspect of the Learning for Living Curriculum related to the degree of comfort with one's own emotional awareness and expression?

4. What form of support would be acceptable or welcomed by teachers to aid them in working effectively in this domain?

Chapter 2

REVIEW OF RELATED LITERATURE AND RESEARCH

Literature relevant to the following areas was selected: (a) the need for emotional expression as a part of the school curriculum, (b) possible reasons for individuals' lack of comfort with emotions, (c) teachers' discomfort with childrens' emotional expression, and (d) teachers' resistance to change. Further, the research in the area of gender differences in emotionality and concerns of teachers was also reviewed to investigate the necessity of restricting the study to a single gender of experienced teachers. The literature reveals a clear distinction between males and females in the area of emotional awareness and expression. Researchers have also indicated a marked difference in the focus of inexperienced versus experienced teachers. Restricting the present study to experienced female teachers helps to eliminate possible confounding variables. Review of pertinent literature allows the researcher to make general inferences as to the responses which less experienced or male teachers might make under similar conditions.

a. The Need for Emotional Expression in the Schools

"Listening to children as they express themselves, without trying to press our thinking and feelings

upon them, is perhaps one of the most fundamental ways of promoting mental health in the classroom" (Moustakas, 1966, p. 42). Alice Miller (1981) writes, "It is not the traumas we suffer in childhood which makes us emotionally ill but the inability to express the trauma."

In 1928, Morton Prince studied the relationship between emotion and energy. He found that a discharge of energy along neural pathways occurred synchronously with the excitation of emotion and continued as long as the emotion persisted. Wilhelm Reich coined the term "energy economy". He believed that organisms require a balance between energy charge and discharge. A healthy individual has no limitation, he does not bind his energy with muscular armoring, therefore, it is available for creative expression and pleasure (Lowen, 1983).

Lowen explains that a person expresses himself in his actions and movements. When his self-expression is free and appropriate to the reality of the situation, his energy economy is in balance and he functions at an optimal level. Limiting a person's right to express himself, his ideas or his feelings, is considered to limit his opportunity for creative living. His energy intake will be reduced in order to maintain an energy balance in his body (Lowen, 1983). According to Reich, a low level energy economy is responsible for the tendency toward depression. With a low level energy economy a student will often relinquish his or

her assertiveness in the classroom, becoming submissive, helpless and withdrawn. Attention and concentration are quickly lost and the child is soon considered to be a 'slow learner' or 'pseudoretarded'.

Perls (1975), in his theory of Gestalt Therapy, described how overactive behaviour also may stem from an imbalance in an organism's energy economy. He stated that conflict between the demands of society to behave in a particular manner and one's inner nature, which may be contrary to society's image, results in tremendous expenditures of energy. In Reichian terms, the individual would require an equally tremendous intake of energy. As energy is derived from any stimulating effect, an individual would be inclined to create or participate in stimulating activity in order to balance the energy demanded by the conflict. In a classroom setting, behaviour that is impulsive, distracting or excitable may be used by a student to create this balance. Outrageous or inappropriate behaviour is almost certain to get a response from teachers and fellow classmates which would generate the necessary levels of energy. It may be that some ineffective learners or 'behaviour problems' are the result of the demands on these students to restrict the expression of their true emotions.

The quiet, withdrawn and the active controlling student may also be the result of a proneness to experiencing shame

and a poor self-concept. Self-concept is an image of the self, encompassing all of a child's understanding of his qualities and capabilities and the feelings that accompany these self-perceptions. The feeling of shame creates a shift in self-perception for the child. There is a sense of shrinking, of being small, a sense of worthlessness and powerlessness, and a sense of being exposed (Lewis, 1971; Scheff, 1987; Rank, 1950). The experience of shame is related to a desire to hide or to escape interpersonal contact (Lewis, 1971; Lindsay-Hartz, 1984).

As the child withdraws further into himself, he is unable to participate in the learning process and may develop into a 'slow learner'. Or, to mitigate the sense of degradation that accompanies shame, a child may act impulsively to escape from it. Anger or arrogance are used to inflate his sense of self-worth. He will try to avoid any situations which he fears will have him experience his shame. An extreme example of an attempt to escape from the pain of shame is the act of suicide (Shreve & Kundel, 1989).

Dupont (cited in Sprinthall, 1982) pointed out that emotional needs are paramount for children with special learning difficulties who had previously been segregated, as they first enter the regular classroom. Such children may not overtly broadcast their needs for personal support or their anxieties, especially during the transition phases. It is therefore imperative that teachers be able to

identify, with accuracy, the emotions of children and help them to verbalize their thoughts and feelings. Dupont asserts that teachers respond only infrequently to pupils' emotions. Such a lack of responsiveness reduces the likelihood of social or academic learning for many pupils, including those who have been integrated into the regular classroom.

From their 1985 study, Piers and Curry concluded that all childhood learning is propelled by affect and that adults who work with children must recognize their emotions to facilitate their acquisition of skills and knowledge. In Fantasy and Feeling in Education, Jones (1968) argued for the necessity of feelings in the classroom because allowing students to "let off emotional steam powers the children's mastery of the subject" (p. 36). In classes where students were instructed to create, express and use the emotions and images stimulated by materials presented, they demonstrated spirited concern and involvement, the lesson ended with significant, credible and relevant questions. In sharp contrast, another class not so instructed showed the children's involvement to be superficial and the lesson ended in questionless silence.

b. Individual's Lack of Comfort with Emotions

According to Freud, we have a variety of methods of emotional denial that includes repression (preventing an

idea, feeling, or memory from reaching consciousness), isolation (repressing the affective part of an idea, leaving only the intellectual part in consciousness), reaction formation (replacing a threatening idea with its opposite), and conversion (providing an outlet for intrapsychic conflict in the form of a physical symptom) (Powell, 1969; Carlson, 1984). The lack of acceptance for the expression of certain emotions within the western culture has given rise to these and other forms of denial.

As with all learning, denial of our true emotions may be considered to begin in the family of origin. Family Systems Theory depicts the family as an interconnected structure aspiring to a state of homeostasis. In order to achieve this homeostatic condition family members automatically accept certain roles in an attempt to keep the structure in balance. If, for example, the father removes himself physically or emotionally from the family, a male child will take on the role of the absent father, becoming a companion to his mother and parent to any siblings. One parent may express all of the anger for the family, forcing all other members to repress their own feelings of anger. Or, if the parents deny their anger, the system will produce a child to express these feelings and become the family scapegoat. Children within this form of dysfunctional family system grow into "false selves", unaware of who they really are or what they really feel (Bradshaw, 1988).

"When an emotional event happens, emotions must be discharged in order for the intellect, reason and judgment to make sense out of it" (Bradshaw, 1988, p. 77). Having emotions denied, invalidated or made fun of as children, we come to associate the emotion with shame. "As emotions get bound by shame, their energy is frozen, which blocks the full interaction between the mind and the will" (Bradshaw, 1988a, p. 77). If a child has been denied the right or freedom for emotional expression he or she may convert the forbidden or shameful feeling into another more acceptable or tolerable one (such as arrogance, contempt, perfectionism, criticism, rage or control). Eventually, any awareness of the true feelings underlying it are lost (Kaufman, 1985; Bradshaw, 1988; Fosum & Mason, 1986). It is understandable, therefore, that individuals who had been shamed as children, might be uncomfortable in a setting intended to elicit emotions. Their own feelings may be evoked and, with them, the attached feelings of shame.

A further complication arises in the area of recognition of emotions. Through the process of associating private experiences with interpretations provided by the community, children develop a set of labels by which to identify and categorize their subjective experiences. This process depends upon overt emotional responding. If there is no overt response, such learning cannot occur. Or, the labelling process may be erroneous. Children could

conceivably learn to mislabel the subjective experience associated with anger, for example, as fear or guilt (Miller, 1981).

c. Teachers' Discomfort With Childrens' Emotional Expression

Although both psychologists and learning theorists have long espoused the importance of allowing children the freedom to express themselves (Prescott, 1938; Miller, 1981; Perls, 1975; Brown, 1977; Rogers, 1969; Moustakas, 1966), "most teachers--I should say most teaching methods--place a tacit premium on remaining aloof from emotional references in subject matters not only when there is a good reason for doing so but also when there is not" (Jones, 1968, p. 176). These teachers believe that emotions will "get in the way of the lesson" (Jones, 1968, p.25).

For example, many films are available to schools which not only provide for cognitive skill development and an increased awareness of the subject matter but also induce an emotional response from the children viewing them. Jones (1968) believes one reason that teachers choose not to show these films is their lack of confidence in their ability to control the emotions which they stir--their own as well as the children's (p. 24).

Studies have indicated a tendency by teachers not to make emotions public in class but instead to present

themselves as balanced individuals who do not undergo mood changes (Marcelo, 1987). Richard Prawat (1980) found that when asked to write about classroom events involving students and to focus on the affective or noncognitive behaviours observed, teachers generally failed to attribute an affective state to the student(s) they were describing but rather focused on what the student(s) did. Personal adjustment was referred to only 19% of the time. Adjustment to the classroom and other students appeared to be of greater concern to the teachers in the study who referred to interpersonal adjustment 41% of the time. In a paper presented to the American Educational Research Association, Scott and Oliner (1987) explained how rational, analytic, and objective modes of thinking, which are linked to the masculine ideal, have been the foundation of education in North America. The feminine ideals of care, compassion, and connection have not been considered by educators as important or necessary inclusions within the curriculum. They also suggested there may be some reluctance on the part of teachers to give attention to these values as they are associated with the private sphere of home and family.

Gjeide's (1983) description of the characteristics of teachers includes a submissive quality and a need for dependence and structure. "The prospect of replacing a traditional organizational structure with one characterized by greater looseness, informality and confrontation may be

particularly threatening to persons with strong needs for structure and dependency. A mismatch exists between teacher characteristics and such change objectives, increasing the probability of teacher resistance to self-renewal programs."

The traditional organizational structure which Gjeide refers to is closely aligned to the masculine ideals of which Scott and Oliner speak and are devoted to the suppression of feelings and the maintenance of the status quo. Research on the development of nonverbal communication in kindergarten to grade 12 classrooms reveals that the system has been successful in these directions. Buck (1977) found a negative correlation between the ability to express emotions and age for children four to six years old, with older boys in particular concealing their responses to emotions. An ability to produce posed facial expressions of emotions increases from kindergarten to grade three. However, development ceases past this point (Moyer, 1975; Ekman et al., (1980); Koburger, 1978; Saarni, 1979, 1984). In general, as children advanced through the grades their ability to communicate their emotions to teachers declined, their expression of emotions through actions declined, and their physical expression of anger declined until, by the end of high school, only half of all students were perceived as being able to clearly express or interpret emotions (Andersen et al., 1985; Ekman & Oster, 1979; Cole, 1986).

d. Teachers' Resistance to Change

Many explanations have been offered as to why teachers resist change. These include; (a) a desire to maintain the status quo--fear of the unknown, (b) feelings of failure and frustration--an unwarranted demand on their already overburdened time and resources, (c) threat of change to pride in proficiency at teaching--anxieties about whether they will be able to accomplish the task successfully, and (d) differing perceptions as to whether the particular program recommended is necessary at all (Friend & Bauwens, 1988; Margolis & McCabe, 1988; Goodlad, 1984; Dyer, 1984).

As a program of emotional expression requires an approach which radically digresses from the traditional concepts of teaching and learning, it is possible that teachers do not feel they are capable of initiating the change. Their lack of confidence in their own abilities as well as a lack of comfort with their own emotions may act as a deterrent to the acceptance of changes. Staff time, effort and, to some extent, personal investment, are required to make the proposed changes in the curriculum. Because the benefits from the suggested changes are societal rather than personal, there is no immediate, visible incentive for teachers to accept the recommendations.

e. Gender Differences in Emotionality

Studies examining gender differences in emotionality

and emotional expression present strong evidence that females are more communicative of their feelings (Snell et al., 1988), more empathic with others (Hoffman, 1975), and more accepting of the feelings of others (McDermott, et al., 1983) than are males.

In a study of Japanese-American and Caucasian families, McDermott et al. (1983) found adolescent girls, regardless of ethnicity, believed that all family members should be free to cry and acknowledge affection for each other. Although girls, as well as boys, regulate their emotional expression in the presence of others as they grow older (Feldman & White, 1980; Shennum & Bugental, 1982), boys appear to be better able to neutralize affects or decrease overall expressiveness (Buck, 1977; Feldman & White, 1980). Adult women have demonstrated more facial expressivity of emotions than men (Buck, 1982; Buck, Baron, & Barrette, 1982; Buck, Miller, & Caul, 1974) as well as a higher willingness than men to discuss and/or reveal their emotional feelings with others (Snell et al., 1989).

Research also indicates a marked difference in the types of emotion more readily displayed by each gender. Boys generally show more anger than girls while girls exhibit more fear than boys (Fuchs & Thelen, 1988; Birnbaum & Croll, 1984; Strayer, 1985).

Numerous studies have substantiated the role that socialization plays in the differentiation of emotional

expression among males and females. Adult judges rated female infants as smaller, softer and more finely featured than male infants. Possibly due to this discernment, parents foster more dependency, affection and tenderness in their female infants who receive more sensitivity and nurturance than male infants. Consequently, females tend to perceive higher levels of affection and positive emotionality in their families (Hampson & Beavers, 1987).

Parents of preschoolers hold different expectations for their children's expression of emotions depending on their gender. Parents have stated that they prefer to have their sons show anger more often and more intensely than their daughters (Fuchs & Thelen, 1988) and their daughters to show fear more often and more intensely than their sons (Birnbaum & Croll, 1984). Fathers have been shown to respond more favourably to their daughters' sadness than to their sons' sadness (Fuchs & Thelen, 1988). Adults also hold gender specific outcome expectancies about expressing emotions and the likelihood of expression of emotions (Dosser, Balswick, & Halverson, 1983; Fuchs, Thelen, & Wonderlich, 1986).

At the same time, parents who have incorporated the expectancies and socialization effects which they encountered as children into their own fabric act as models for stereotypical behaviour for their offspring. In comparing emotional experiences in Europe, Japan and the United States, Scherer et al. (1988) found that intensity of

emotions, length of duration and nonverbal expression all varied with culture. Even physiological reactions to emotional arousal varied according to culture. It is, therefore, not difficult to accept Saarni's (1979) argument that the family environment (and the culture within which it evolved) is significant for the socialization of emotions and that it is within this context that children learn expectancies concerning how others will react to their expressive behaviour.

In comparing six studies of empathy, defined as vicarious affect, Hoffman (1977) found females obtained higher empathy scores than males in every case. Findings suggest that females may have a more highly developed affective base for prosocial behaviour than males. But is this behaviour strictly the result of socialization by one's family and culture or does nature also play a role?

In 1975, Hoffman discovered newborn females to be more likely to cry than males in response to another infant's cry. This suggests the possibility of a constitutional precursor that, together with differences in socialization, may account for later sex differences in empathy.

Many other biological differences have their effect on emotionality. Maturation rate, as a biological process, influences both behaviour and experiences (Parsons, 1980). Levels of hormones, especially androgens, present during critical periods early in development affect behaviour

patterns in most laboratory animals. Although the effects of hormones on behaviour is less dramatic on human beings than on animals, due to the control which our cortex is able to exert over automatic responses, evidence exists to demonstrate the strong effect on human behaviour that androgens can have (Parsons, 1980).

A genetic, chemical predisposition to certain behaviours is suggested when we witness hyperactivity and alcoholism being passed down to men of the same family. Hysteria, on the other hand, is expressed only in females. Research of temporal-lobe epilepsy shows men are apt to suffer from chronic and early onset schizophrenia, fetishism, violent sexual behaviour and violent crime; all left hemisphere disorders. Women suffer more from depression, mood disorders and orgasmic and sexual problems; right hemisphere disorders (Durden-Smith & de Simone, 1983). Research into brain lateralization offers some possible insight into the reasons for gender differences in emotionality. The left hemisphere of the brain is believed to be analytical, specializing in language, as well as mediating the more cognitive, analytic aspects of emotional functioning (Buck, 1982). The right hemisphere is considered more holistic. Its speciality is the processing of emotion, recognition of faces, performance of visual tasks and the perception of spatial relations (Buck, 1982; Ekman & Oster, 1979).

In Sex and the Brain, Durden-Smith and deSimone (1983)

describe the "selective activation of one hemisphere or the other...which hemisphere responds to what sort of stimulus in males and females". The female brain appears to be less lateralized and less tightly organized than the male brain. Whereas language is rigorously segregated to the left hemisphere in males (while their visual-spatial skills are as rigorously segregated to the right hemisphere), the female brain is more diffusely organized and less functionally distinct. Switching between the two hemispheres also seems easier for females than males.

Whereas women are able to integrate verbal and non-verbal information into a complete picture, "male brains are specialists--they speak different languages, verbal and visual-spatial. It may be that they can communicate with each other only in a formal way, after encoding into abstract representations" (Levy cited in Durden-Smith & deSimone, 1983, p.60). Meaning is derived through these representations and then must be re-encoded into language in order to communicate to others. This may be a possible explanation for the conjecture that women are better at reading the emotional content of tones of voice and intensities of facial expression, at interpreting social cues (posture, gesture) and at quickly fitting in all sorts of peripheral information.

It has also been speculated that since females have not dedicated as large a neural space to their visual-spatial

skills as males have, their right hemispheres are able to accommodate the development of other types of non-verbal communication skills such as emotional sensitivity. "If this is so," says Jerre Levy, "then males may be at a double disadvantage in their emotional life. They may be emotionally less sophisticated, and because of the difficulty males may have in communicating between their two hemispheres, they may have restricted verbal access to their emotional world" (Levy cited in Durden-Smith & deSimone, 1983, p.61).

f. Concerns of Teachers

A number of studies have examined the basic concerns of preservice teachers with regards to their practicum experiences, before and after student teaching. Student teachers have been found to be most concerned with discipline, being liked by their pupils, expectations of their sponsor teachers, their own subject adequacy and evaluation by their superiors (Travers et al., 1952; Thompson, 1963; Petrusich, 1967).

In-service teachers, in both early and late teaching stages of their careers, have also been subjects for much research. York (1968) found first year in-service teachers to be most concerned with discipline, own content adequacy and personal adjustment problems. Only 13% of those studied

named problems of pupil learning or methods of adapting subject matter to individual pupils as their major concern. In her 1969 study, Fuller also points out that she found no study to support the proposition that beginning teachers are concerned with instructional design, methods of presenting subject matter, assessment of pupil learning, or tailoring content to individual pupils. She termed the early teaching stage Concerns with Self.

In 1957, Gabriel surveyed both beginning and experienced teachers in England in order to compare the problems and satisfactions each group encountered. He found that experienced teachers were significantly less concerned with maintaining discipline and with criticism from inspectors and were more often concerned with slow progress of pupils. Jackson (1968) confirmed these findings in his study of 50 experienced American teachers termed superior. Fuller (1969) labelled this late teaching stage as Concerns with Pupils. She contrasted early and late teaching stages as concerns for personal gain and evaluations by other as opposed to pupil gain and self evaluation.

Summary

The literature on the restriction of emotional expression outlines the ill effects on the development of children and their ability to learn. In families where children's true feelings are disallowed, "false selves" emerge. Emotions quickly become associated with shame and

soon only the shame is experienced. A shame-bound child holds himself in very low esteem. He, not his behaviour, is wrong. A child with this perception of self may either retreat into psuedoretardation or attempt to preserve a sense of self worth by becoming actively controlling of his environment (which usually leads to disruption in the classroom).

As the child grows into an adult he remains uncomfortable in situations which elicit the feelings which are associated with his shame. Teachers who were shamed as children may experience an inability to open to their own feelings and a discomfort in allowing their students the freedom to do so. This may be one reason why teachers have restricted the inclusion of emotions in their curricula. Education has been based on rational, analytic and objective thinking with little room for the development of care, compassion and connection between students. Studies show that only one half of high school graduates are able to clearly express or interpret emotions. Many teachers still believe that emotions "get in the way" of learning even though the opposite condition has been shown to be true.

Differences in emotionality have been demonstrated between genders. Males are less language oriented than females and less likely to communicate their emotions. Males were also found to more readily display and accept

anger where females will more readily display and accept fear or sadness.

The age and number of years of experience of individual teachers has also been shown to be an important factor in any school program. Beginning teachers demonstrate more concern for themselves than for their pupils.

Chapter 3

RESEARCH METHODOLOGY

Administrators in School Districts #61 (Victoria) and #63 (Saanich) were approached for permission to interview their teachers. The purposes of the study, what would be expected of the teachers, the disposition of the final document, anonymity, and confidentiality were stated (see Appendix A). The Principles of Procedure (Appendix B) were also presented at that time. This form of contracting is suggested by Walker (1985) and can be referred to throughout the course of the research by both researcher and participant.

Upon receiving approval of the school boards, principals of 30 elementary and middle schools within the districts were approached for assistance in securing volunteers for the study. A letter was circulated to all eligible teachers at these schools (see Appendix D).

Research Participants

The participants in this study were 15 intermediate (grade 4-8) female teachers between the ages of 30 and 50, with five or more years experience. As the researcher was to meet with each participant only once for 30-40 minutes, there did not exist an extended period of time in which to develop rapport. It was important, therefore, to attempt to

eliminate any variables which could interfere with the teachers' comfort in sharing their thoughts and feelings. Restricting subjects to females within the researcher's age range aided this endeavour since, "where both share the same gender socialization and critical life-experiences, social distance can be minimal" (Oakley, 1981, p.55).

Intermediate teachers were chosen for the study out of the researcher's personal belief that there would be a wider range of responses than would appear with primary teachers. Intermediate grades tend to be more subject oriented than primary grades with less time available within the curriculum for 'extras'. In the higher intermediate grades, students are being prepared for junior high or high school, a very different environment with different expectations than elementary school. It was the researcher's belief that intermediate teachers may therefore feel less inclined to take the time to include a program on emotions with their classes.

School District #63 (Saanich) also offers middle schools. These consist of grades 6, 7 & 8 only. The concept behind middle schools is to work students gradually into the format of high school where every class is with a different teacher. Each year of the middle school provides students with a higher proportion of courses by teachers other than their homeroom. In some cases, as one of the participants commented, students may spend only 2 periods

(80 minutes) per day with their homeroom teacher. The researcher was interested in whether teachers at middle schools would respond differently than teachers at elementary schools. This was another reason for choosing to interview intermediate level teachers.

As demonstrated within the review of the literature, concerns of beginning and experienced teachers have been found to be quite different. Fuller (1968) labelled the beginning years as Self Concerns while the later years of teaching were labelled Concerns with Pupils. Teacher concerns would likely have an affect on the individual's disposition towards working in the domain of emotions in the classroom. Therefore the study was restricted to those with over five years of experience.

Instruments

Both quantitative and qualitative research techniques were used in this study. Information collected by means of a personal skills mapping inventory and two rating scales provided the quantitative data while a semi-structured interview was used to gather qualitative data.

Personal Skills Mapping Inventory and Self-Rating Scale

A self-rating scale was used along with a Personal Skills Mapping Inventory to measure the level of comfort with emotions which a participant possessed. At the

completion of the interview and all other instruments, participants were asked to indicate their level of comfort with expressing their feelings on a scale from 0 (ill at ease) to 10 (very comfortable) (see Appendix H). However, all 15 of the participants rated themselves either seven or eight on the scale. The researcher decided not to include the self-rating scale due to this lack of variation in teachers' responses which meant that no relationship between the self-rating scales and other scores could be established. As it was the final instrument for the participants to complete, there would have been no influencing effects on the other data collected.

Individuals who participated in the creation of the Personal Skills Mapping Inventory possessed the same characteristics as those who were to be participants in the actual study. Instructors at the University of Victoria and Camosun College were solicited to read a letter to their classes requesting volunteers (see Appendix C). The six women volunteers generated dozens of experiences from their personal histories in which strong emotions had been present. These experiences included receiving an unexpected call from an ex-husband, having unwanted relatives extend their visit with you, and being awakened by a phone call in the middle of the night. From the many situations contributed, four scenerios were chosen by the researcher to serve as the Personal Skills Mapping Inventory. It was

important that each situation presented be one with which the subjects could easily relate. It was also important that a range of emotions be presented, pleasant as well as unpleasant.

After reading each scenario the subject completed the sentence openings: I feel...; I think...; I behave by.... (see Appendix F). These are the three components of attitudes as stated by Triandis in Attitudes and Attitude Change (1971). Responses to the Personal Skills Mapping Inventory were rated by the researcher on a four-point scale (0-3), from "very uncomfortable with emotions" to "very comfortable with emotions." Graphs were created to provide a visual representation of the data (see Figure 1). To assess the reliability of these ratings, two judges, both between 30 and 40 years of age with university education but no teacher training, were asked to rate the responses independently. Reliability between the researcher's ratings and those of the two judges was determined by calculating the number of equivalent scores for each situation. Table 1 illustrates the inter-rater reliability for the Personal Skills Mapping Instrument. Although reliability is fairly low (40.4% & 48.3%) when examining the individual variables, it becomes quite high (88.7% & 90%) when the two levels of comfort and discomfort are combined to form only two categories.

Table 1

Inter-rater Reliability for
Personal Skills Mapping Instrument

Agreement with Judge	Situation				Global
	1	2	3	4	
Four-point scale (very comfortable, comfortable, somewhat comfortable, uncomfortable)					
# 2	65.0%	21.6%	36.6%	38.3%	40.4%
# 3	53.3%	41.6%	45.0%	53.3%	48.3%
Two-point scale (comfortable, uncomfortable)					
# 2	96.6%	70.0%	90.0%	98.3%	88.7%
# 3	95.0%	80.0%	88.3%	96.6%	90.0%

Program Goals Rating Scale

Of the numerous program goals presented in the Learning for Living Curriculum, eight were chosen. Four of these goals related to emotions while the remaining four were more cognitive in nature (see Appendix G). Participants were asked to rate each goal on a three-point scale consisting of extremely important, somewhat important or of little importance. After rating each goal, participants were requested to select the three goals they considered to be most crucial (rating them 1,2,3).

Semi-Structured Interview

Prior to asking the participants any of the interview questions (see Appendix I) specific structural themes and content areas involving emotions within the Learning for Living Curriculum (see Appendix J) were presented. The new curriculum goal of "acceptance and expression of emotions" was stated along with the researcher's interest in hearing teachers' attitudes and feelings about working in this domain.

The interview questions were directed at the teachers' attitudes as well as their level of comfort working in this domain, the extent to which resistance exists among teachers, and suggestions of what form of support they would like to have from their school districts in this area. The final eight questions were decided upon after two pilot

studies were completed and through discussion with the participants of the pilot studies.

One of the interview questions asked participants if there were specific feelings which they would prefer to stay away from during class discussion or activities. A list of feeling words (see Appendix K) was presented to the teachers at this time.

Statements made by participants during the interview which indicated some form of resistance to implementing a program on emotions within the classroom were written onto index cards along with the identity number of the subject who had made the comment. (Out of the 15 participants in the study, 12 cited at least one consideration for working in this domain.) The researcher determined four categories of answers and sorted the statements under the headings: (1) harmful to children, (2) lack of training or resources, (3) not my job, and (4) won't work.

The two independent judges who rated the Personal Skills Mapping Instrument were used to determine the appropriateness of the category headings and the reliability of the sorting. Each judge was asked to sort the statements on the cards under the category headings after an explanation of each heading was given.

Seven statements did not receive category agreement by at least two of the judges and were discarded. Of the remaining 40 statements, 26 (or 65%) were placed into the

same categories as the researcher by the other two judges. The remaining 14 were placed into the categories determined by the researcher and agreed to by one of the other judges.

Pilot Work

Two female teachers, with similar teaching experiences and ages of the research participants, served as pilot subjects for the study. On completion of the interview and filling out of the instruments, each was asked to comment on the procedure, the questions and the written forms. Through these discussions the researcher determined which questions of the interview were important, how many scenarios in the Personal Skills Mapping Inventory were appropriate, and how best to gain the information sought in the Program Goals Rating Scale.

Procedure

Once interested teachers were identified interview dates and times were arranged. The researcher's interest in learning more about their thoughts and feelings about working in the domain of emotions with children and any contributions would be appreciated. A written consent form ensuring confidentiality was signed by the researcher and participants (see Appendix E). The interviews lasted between 30 and 40 minutes. Teachers were then asked to complete three written instruments. In all cases the

atmosphere during the interview was informal and friendly. The teachers were encouraged to add any information they wished to share which had not been asked in the questions.

Treatment of Data

The categories of comfortable and uncomfortable were used in cross-tabulations to examine the relationship between levels of comfort with emotions and acceptance of a program on emotions. An acceptance score of 0-10 was assigned each subject by the researcher and judges upon reading the transcripts of the interviews. Scores of 0-3 were classified as Low, scores of 4-7 were classified as Medium, and scores of 8-10 were classified as High.

Chapter 4

RESULTS AND DISCUSSION

Research Question #1

How supportive or resistant are teachers to the aspects of the proposed Learning for Living Curriculum which deals with children's exploration and expression of emotions?

All participants stated that it is important to include acceptance and expression of emotions in the school program though a variety of reasons were given for this. Three teachers said that learning is affected by children's emotions and without expression of emotions, students will run into trouble with their school work as well as on the playing field. The majority of participants reported their beliefs that sharing emotions in the class teaches children how to communicate themselves, to understand what their classmates are going through and to learn the appropriate means of expressing their feelings to others. One teacher propounded that sharing your own feelings with the class paves the way for them to open themselves up to you more as a friend than an authority figure.

Only one of the 15 participants, however, indicated that actual lessons were a positive approach, seeing them as "preventive measures" or "exploratory work" which would "bring out needs without having to deal with a crisis." In contrast, seven of the 15 teachers stated a preference not to create separate lessons which focused on emotional

acceptance and expression but to "deal with things as they came up." As one teacher remarked, "You don't have to give kids time to express their emotions - they do it. I don't think it could be formally guided."

Only six participants said that the classroom teacher should be responsible for the creation and implementation of a program on emotions, "unless she was too uncomfortable to do so." The reason most often given why the classroom teacher should be responsible for the program was that she knew the students best and had the best opportunity to develop an atmosphere of safety between herself and them. Four participants declared that the classroom teacher should be primarily responsible for a program but included that she should be supported by the counsellor and administrators. Counsellors alone were deemed to be responsible for the domain of emotions by three participants. The other two participants believed a program would be best initiated by a drama teacher or in language arts class. Although all of the teachers were emphatic that you must deal with emotions as they arise, they generally agreed that such consideration would be handled on a one-to-one basis. When asked what she would do if a student appeared upset as he entered the classroom (which was determined by body language, facial expression or behaviors) four of the teachers said they would wait before approaching the child either "to see if it's something they can get over," or to "give them time to

deal with the feelings themselves." If the child still appeared upset these four teachers, as well as all but one other, would then privately ask the student if he wished to talk about what was upsetting him. Three of these participants stated that if they were not able to encourage the student to discuss the upset they would suggest that he seek out the counsellor or some other staff member with whom he felt relaxed enough to share his difficulty. The remaining teachers made no comment with reference to students not sharing themselves.

One teacher did not say that she would ask the child if there was some way she might help. Instead, she would "make a comment which the child may choose to respond to or not." If the child did respond the teacher would at that time take him or her out of the classroom to discuss the problem.

Each participant was asked what percentage of intermediate teachers she believed would include a program on emotions in their curriculum. The responses varied from "pretty much everyone would include it" to "few". Of those teachers who did venture an opinion, proportions of 10%, 25-50%, less than 50%, 75-80%, 85% and 90% were suggested. Very little agreement on the degree of support which colleagues would give to such a program was demonstrated.

The researcher assigned each teacher a rating of High, Medium or Low for her level of acceptance of a program on

emotions. Agreement between the researcher and the independent judges was 73.3% and 60%. As indicated in Table 2, in both elementary and middle schools, the majority of the teachers interviewed expressed a high degree of acceptance of a program on emotions in the classroom.

Teachers were asked to rank order the three most crucial goals to be achieved in the classroom. The number of teachers who rated each goal first, second or third is reported in Table 3. Emotional goals were given a much higher rating than cognitive goals. The total for emotional goals rated as most crucial was 32 compared with 13 for cognitive goals.

The "ability to identify and develop a sense of self" was considered by five teachers to be the most important of all the goals listed. A total of twelve teachers ranked the "ability to communicate and develop healthy relationships" as one of the three most crucial goals. Of the four cognitive goals, only "the ability to recognize problems and reach conclusions" received more than one vote to include it in the three most crucial.

Summary. The teachers in this study generally believe in the importance of the inclusion of an emotional component in the school curriculum. Emotional goals were considered to be crucial to children's development. Children were seen to require an avenue to express their feelings as well as instruction in the appropriate manner of doing so. The

Table 2

Teachers' Level of Acceptance of a Program on Emotions
in the Classroom

Level of Acceptance	Elementary School (n=10)	Middle School (n=5)
High	60%	60%
Medium	20%	20%
Low	20%	20%

Table 3
 Teachers' Ratings of "Learning for
 Living Program" Goals
 (N=15)

Goal Number	Number of Teachers			Total
	1st	2nd	3rd	
Emotional Goals				
1 sense of self	5	2	0	7
4 rights & responsibilities	3	1	1	5
5 empathy & compassion	1	5	2	8
6 communication	4	3	5	12
Cognitive Goals				
2 access information	0	0	0	0
3 adapt/effect change	1	0	1	2
7 societal expectations	0	1	0	1
8 recognize problems, reach conclusions	1	3	6	10

teachers demonstrated empathy and concern for any student who appeared upset.

Despite their acceptance of children's emotional needs, the participants expressed resistance to creating and implementing a program of emotional acknowledgement and expression. Persons other than themselves were recommended for working with the students in this domain. When situations did arise, they would be dealt with discreetly with the single individual involved rather than in a classroom setting. A few teachers clearly stated their belief that lessons on emotions would be sterile and ineffective. Half of the teachers estimated that less than 50% of their colleagues would include a program on emotions in their curriculum.

Research Question #2

If teacher/personal resistance exists, what reasons do teachers cite for it?

All of the participants in the study reported reasons for teachers to resist the implementation of a program on emotions in the classroom. Statements made by participants during the interview which indicated some form of resistance fell into one of four categories: (1) harmful to children, (2) lack of training or resources, (3) not my job, and (4) won't work.

Three teachers were concerned for the effects that a

program on emotions would have on their students. They believed that a child might be damaged by the teacher's own incompetencies, scared by discussion of certain topics, or embarrassed by the attention inadvertently brought upon them if they were experiencing the particular emotion being discussed. One participant was concerned that "if teachers cover emotions in school, parents will relinquish their responsibility and kids will fall through the cracks."

Eight teachers made reference to a lack of training or resource materials which created a reluctance to incorporate emotions into their curricula. Statements made during the interviews included: "I'm not comfortable because of a lack of training," "Teachers need more materials to include a program on emotions," "I don't know how to use art or drama or other activities for emotional expression," and "Going deeply into some emotions may bring stuff up for the child that I'm not qualified to deal with."

The third category was labelled "not my job." The five teachers whose statements fall into this category indicated clear resistance to including a program of emotions in their classrooms. This category might not appear in a study of primary teachers for, as one participant stated, "In intermediate grades you feel more pressure to get the kids ready for the higher grades."

The final category contained a variety of reasons why a program of emotional acceptance and expression as part of

the school curriculum would not work. Nine teachers made 16 references as to why it wouldn't work. These comments ranged from "The whole year 2000 concept won't get off the ground. It will take too much money to implement" to, "If you aren't inclined to emotions, you won't do it. If a teacher is stilted in her approach to children's needs, nothing will help." One teacher was very definite in her statement, "I know I won't use it." Another teacher questioned the viability of such a program in her statement, "We're limited in scope and practicality as to what we can do. These things are too well ingrained from home, like the way they handle anger. The odd role play won't make a dent in them." The number of comments and teachers for each of the four categories are reported in Table 4.

Summary. A total of 40 statements made by participants in this study denote some form of resistance to a program of emotional acceptance and expression. The teachers' considerations include a lack of training and resources in this area which was uncomfortable for them and which might lead to harming their students. Some teachers believed it was the counsellor's job to deal with emotions and that the classroom teacher needed to "get back to basics." A majority of the participants gave at least one reason why a program on emotions simply would not work. Considerations in this category included reference to teachers' lack of

Table 4
 Statements Indicating Teacher Resistance
 to a Program on Emotions
 (N=15)

Category	<u>Number</u>		Examples of
	Statements	Teachers	Statements
Harmful to children	4	3	If I handled it incorrectly, I could ruin kids.
Lack of training and resources	12	8	We're all going to become counsellors & few of us have counsellor training.
Not my job	8	5	It's the counsellor's role...There's too much, we have to go back to basics.
Won't work	16	9	If you can't put it into something else teachers are already doing it won't be used.

comfort with their own emotions, the contrived nature of lessons on feelings, and a lack of support (mostly monetary) from the Ministry of Education and the school districts.

Research Question #3

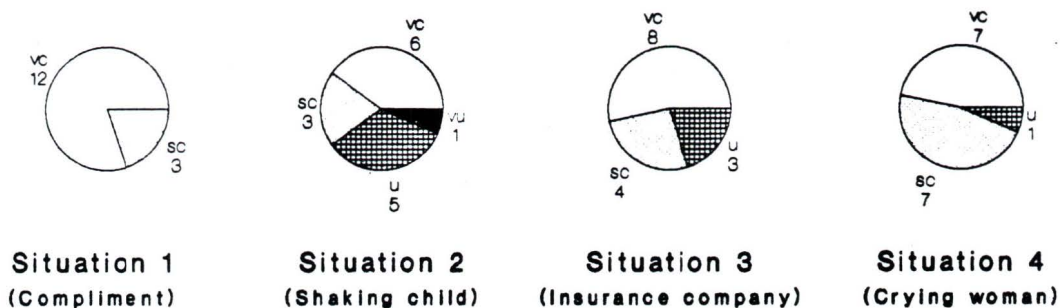
To what extent is teacher resistance to this aspect of the Learning for Living Curriculum related to the degree or comfort with their own emotional awareness and expression?

The participants' degree of comfort with their own emotional awareness and expression was determined by rating their answers to the Personal Skills Mapping Inventory. Pie graphs were used to represent the results visually (see Figure 1). The ratings for feelings, thoughts and behaviours for situation one show a general degree of comfort on the part of the participants. Only one teacher was judged uncomfortable with her emotions through the behaviour she identified in response to receiving a compliment from a colleague. Responses to situation two, a case of mild child abuse, show the greatest amount of discomfort among participants.

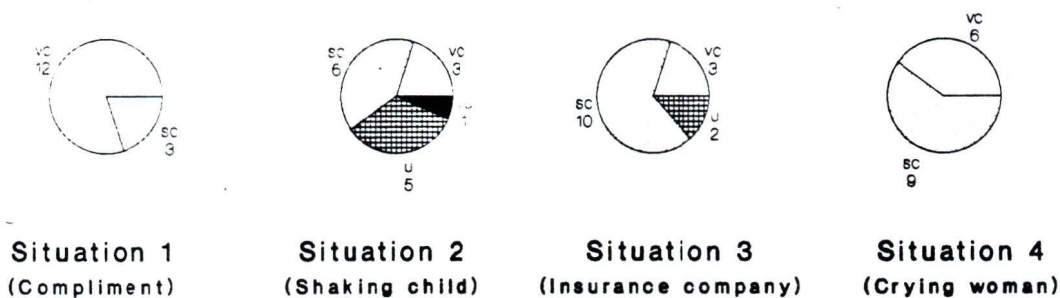
Six teachers were rated in the uncomfortable range in relation to both their feelings and their thoughts about the situation. Behaviours revealed eight teachers experiencing discomfort, half of these being very uncomfortable. The third situation, involving unfair treatment by one's car insurance company, also displays a degree of discomfort on the part of the participants, though less than in

Figure 1
Responses to Situations in the
Personal Skills Mapping Inventory

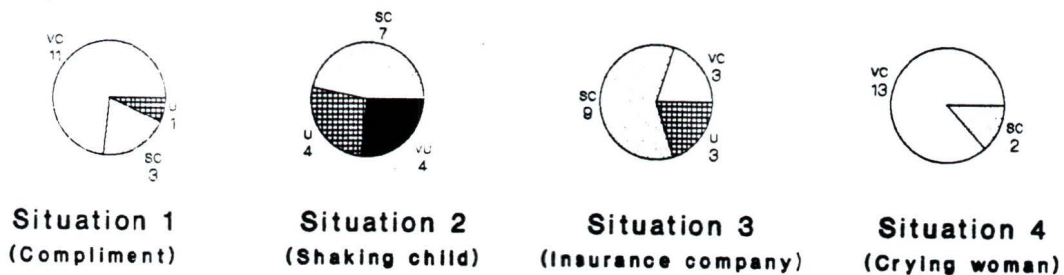
FEELINGS



THOUGHTS



BEHAVIOURS



Legend: VC = Very Comfortable U = Uncomfortable
 SC = Somewhat Comfortable VU = Very Uncomfortable

situation two. Three teachers were judged as being uncomfortable in their feelings and behaviours with two showing discomfort in their thoughts.

The final situation involved a stranger crying near you in the park. Participants were judged as being comfortable with this situation except for one who was uncomfortable with respect to her feelings.

The differing levels of comfort among the situations is worth noting. As previously indicated, situations one and four received similar responses, teachers being quite comfortable with both of these scenerios. Pleasant feelings were aroused from being given a compliment and these were generally easy to deal with by the participants. Feeling empathy and demonstrating concern for another woman's pain as exhibited through her crying also appeared to present almost no discomfort for the participants. Research demonstrates females as being more sensitive to others than males and as being socialized into feeling/exhibiting sadness. These participants may have been empathic to and thus comfortable with situation four because of its reference to crying.

Similar feelings of anger, frustration or helplessness might be experienced in situations two and three. In situation three, although the unfair treatment is being directed at the participant, the insurance company representative has no personal involvement in the event and

therefore, it remains a safe environment for the teacher to experience and express her feelings. In situation two any intervention on the part of the teacher may bring recriminations. Expressed feelings, such as anger, could be directed back at the teacher by the parent/adult who is abusing the child. Awareness of this may be the cause of the teachers' discomfort.

Each teacher's responses to the interview questions were rated as "low", "medium" or "high" in terms of her acceptance of incorporating a program on emotions within her curriculum. It was determined that three teachers had "low" acceptance, three had "medium" and nine had "high" as reported under Acceptance of Program in Tables 5, 6 and 7. The level of comfort with emotions (comfortable or uncomfortable) varied with each situation.

Comfort with their own emotionality was determined by analysis of the Personal Skills Mapping Inventory as previously described in the Measures section. The level of comfort in each situation was cross-tabulated with level of acceptance and reported in Tables 5, 6 and 7.

It might be expected that teachers who were comfortable with their own emotionality would also be comfortable working in the domain of emotions with their students. The results gave partial support to this expectation. A greater number of participants who were rated as comfortable with their feelings were found to be more accepting of a program

Table 5
Cross-Tabulations: Feelings

Situation	Level of Comfort with Emotions	Acceptance of Program		
		Low (0-3)	Medium (4-7)	High (8-10)
1 compliment of colleague	Comfortable	3	3	9
	Uncomfortable	0	0	0
2 angry parent	Comfortable	1	2	6
	Uncomfortable	2	1	3
3 insurance company	Comfortable	3	2	7
	Uncomfortable	0	1	2
4 crying woman	Comfortable	1	2	9
	Uncomfortable	2	1	0

Table 6
Cross-Tabulations: Thoughts

Situation	Level of Comfort with Emotions	Acceptance of Program		
		Low (0-3)	Medium (4-7)	High (8-10)
1 compliment of colleague	Comfortable	3	3	9
	Uncomfortable	0	0	0
2 angry parent	Comfortable	2	2	5
	Uncomfortable	1	1	4
3 insurance company	Comfortable	3	3	7
	Uncomfortable	0	0	2
4 crying woman	Comfortable	0	3	6
	Uncomfortable	3	0	3

Table 7
Cross-Tabulations: Behaviours

Situation	Level of Comfort with Emotions	Acceptance of Program		
		Low (0-3)	Medium (4-7)	High (8-10)
1 compliment of colleague	Comfortable	2	3	9
	Uncomfortable	1	0	0
2 angry parent	Comfortable	2	1	4
	Uncomfortable	1	3	5
3 insurance company	Comfortable	3	3	6
	Uncomfortable	0	0	3
4 crying woman	Comfortable	3	3	9
	Uncomfortable	0	0	0

of emotions than unaccepting. However, a high proportion of those who were found to be uncomfortable with their own feelings were also determined to be accepting of a program on emotions.

Summary. The teachers in this study were generally comfortable with either pleasant or sad emotions. A number of them exhibited discomfort with anger, frustration and helplessness, particularly if there existed the possibility of their anger being directed back at them. Inspection of Tables 5, 6 & 7 would lead one to presume a modest relationship exists between comfortability with emotions and acceptance of a program on emotional acknowledgement and expression.

Research Question #4

What form of support do teachers suggest would be acceptable to aid them in working effectively in this domain?

The form of support requested by the participants is reported in Table 8. Most of the teachers suggested a resource person be made available to give support, provide training and work with the class while the teacher observed. This person was separate from the school counsellor whose role was seen more as being available for individual sessions with students who were experiencing greater difficulty than the average.

Table 8
District/Ministry Support Requested by Teachers

Form of Support Requested	Number of Teachers
Inservice training (2 asked for reviews included)	10
Workshops giving experience of own feelings	4
Resource person (to give support, demonstrations, advice, training, etc.)	12
More counsellors available (for individual sessions with students, leading class discussion, etc.)	8
Resource materials (including concrete activities, role play scenerios, case studies, novels, etc.)	7
School principal's support	3
Smaller class size	3
Parent training	2
Family advancement worker	1

The teachers' concerns for their lack of training led them to request inservice programs to teach them how to approach the teaching of emotions in a manner that would be comfortable to them and safe for their students. Review sessions were requested by some as part of the training programs. A need for workshops which provided for exploration and experience of teachers' own feelings was also expressed. Resource materials were viewed as essential by about half of the teachers. These should include concrete activities which could be performed with the students, role play scenerios to bring forward experiences of different emotions and how to deal with them and case studies of situations to demonstrate what works and what to stay away from. Other teachers referred to the need for smaller classssizes. The sharing of emotions required, for them, an intimate atmosphere which could not be achieved with the present large classes.

One teacher recommended incorporating family advancement workers who had previously been used in her district. Any student whose school work was being interfered with by his emotional or home life could be referred to a family advancement worker if the parents agreed. These individuals were less trained than counsellors but, due to their working hours of noon to 8 p.m., were able to enter the child's home and work with the

whole family.

Summary. A variety of suggestions were made as to the forms of support which teachers would like to see from their school districts to aid them in working effectively in the domain of emotions within their classrooms. Resources in the form of specially trained teachers as well as materials were of prime importance to the participants, as was inservice training in the area. The support of school counsellors, principals and parents was also seen as necessary for effectively working with emotions.

Chapter 5

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Intermediate female teachers, of both elementary and middle schools, were unanimous in their response that students require an opportunity to express emotions when at school. Many of the teachers interviewed reported that they already attend to the emotions of their students. However, on further exploration of the topic, one third of the participants of this study reported they were not prepared to provide a program on emotions themselves; a further one third were only somewhat supportive of doing so. Many of the participants were not clear about the need for such a program. No reference was made by any of the teachers to the importance of emotional expression for children's mental well-being or for learning. Many of those interviewed expressed a concern that children be taught appropriate means of displaying their feelings. They wanted students to learn how to "get rid of" their emotions and to interact with others in a less volatile manner than is often demonstrated.

Teachers expressed feelings of incompetency and concern for their students at being expected to create and deliver a program dealing with emotions. They felt untrained and uncomfortable with the topic. This lack of comfort with strong emotions, such as anger, was demonstrated in the

results of the Personal Skills Mapping Inventory. A modest relationship was exhibited between level of comfort with emotions and degree of acceptance of a program on emotions in the classroom.

The forms of support requested by teachers reflected their feelings of incompetency and lack of comfort with emotions. Experiential workshops which addressed teachers own feelings were asked to be included in training seminars. Resource personnel and materials were also deemed to be necessary for successful implementation of such a program.

Implications and Recommendations

Asking teachers to provide an environment of openness which would encourage the sharing of feelings would be, to some degree, asking them to allow themselves to be vulnerable and to put children's emotional concerns ahead of their own. However, as demonstrated in the research literature, teachers in the early stages of their careers have been found to be more concerned with their own adequacy and adjustment than with their pupils' emotional or academic needs.

Beginning teachers are typically younger than those with more years of service. They therefore have less life experience as well as fewer teaching experiences from which to draw. It may be more difficult for these teachers to incorporate a program of emotions within their curricula.

Without experiences of certain topic areas (eg., death) these teachers may find it uncomfortable to approach an open discussion or to deal with an individual child undergoing a personal trauma. It would seem that, if the older, more experienced teacher is resistant to implementing a program of emotions with her class, one might conclude that the younger, less experienced teacher would be even less likely to follow the guidelines to do so.

A difference in emotionality of males and females is also clearly demonstrated in the research literature. Whether due to neuro-anatomical differences, hormonal differences, or the effects of socialization, males have been shown to be more controlled, less demonstrative in their affection and less willing to reveal/discuss their feelings than females.

For children to be able to experience their feelings, an atmosphere of acceptance must be present. It is the role and responsibility of the classroom teacher to create this atmosphere. Intermediate female teachers have demonstrated resistance to implementing a program of emotional expression in the classroom. They have also demonstrated some discomfort with their own feelings. If we accept the literature on gender differences in emotionality, we might conclude that male teachers would be even more uncomfortable with their own emotions and more resistant to working with students in this domain. Further research into this area is

required in order to determine the disposition of male teachers to the implementation of a program on acceptance and expression of emotions.

The literature on gender differences in emotionality also illustrates the need for approaching both the training of teachers and the creation of programs for students in a different manner than may have otherwise been undertaken. The present school system is generally analytic and language based. By the time children have reached the intermediate grades they are expected to spend most of their time reading, writing and discussing. This attitude has been carried over into the realm of emotions. The Ministry of Education's Humanities Resource Book offers suggestions of activities for working in this domain. Of the ten activities proposed for early intermediate students under the heading 'Think Positive', only one was non-verbal. If, as Jerre Levy suggests, males derive meaning through abstract representations, requiring them to verbalize their emotions may be fruitless. It may be that, for boys in the class, a program dealing with emotional understanding and expression will require a non-verbal approach. This might include imagery, art, music and/or movement. Restricting boys to verbal expressions could restrict their ability to express at all.

The same may be true for training teachers to work with children in this realm. Anatomical and biological

differences in emotionality of males and females have been compounded by socialization effects. The males in this society have been encouraged to be less sensitive than females and to dissociate themselves from any feelings of fear or sadness while females have been taught to withhold any expressions of anger. Discomfort with anger by females was demonstrated in this study.

In order to support teachers in being more able to comfortably work with emotions, in-service training would be required. Here, again, it will be imperative to remain cognizant of the differences in gender emotionality. Non-verbal as well as verbal activities must be provided along with activities dealing with different emotional states. Teachers must become familiar with their own emotions before they will be comfortable enough to allow children expression of theirs.

An understanding and appreciation for the necessity of incorporating a program of emotional expression in the classroom may need to be developed within the in-service training sessions. Demonstrations of how to effectively encourage student participation would also be of benefit.

The direction of the Ministry of Education appears to be to create separate lessons on emotions. Therefore, the present study focused on teachers' willingness to follow these guidelines and was silent on integrated approaches. However, subject areas within the present curriculum already

supply opportunities for delving into the domain of emotions. Novel study, art, drama, physical education and music all offer avenues into this realm. Support and instruction on these integrative approaches might be more acceptable to teachers. Resource materials which included role-play scenerios and examples of art or movement activities would assist teachers in creating programs appropriate to their classes.

Video demonstrations would also be of great benefit to both teachers and pupils. Classes of children of various ages could be filmed involved in a variety of activities which focused on emotional acceptance and expression. Teachers observing the video tapes would be able to witness how the instructor worked with the students in the class, individually and as a group. At the same time, students watching the videos would witness others of their age participating in these activities. They would become aware, perhaps for the first time, that other children experienced some of the same feelings they did and that it could be safe and helpful to release and share these feelings. This would create an opening for similar activities to be introduced into their classrooms.

Many of the teachers in the study referred to the importance of teaching children appropriate methods of interacting with others, especially if they were angry or frustrated. Computer software might be developed to assist

children in exploring alternate ways of responding in different situations. Games could be created in which the student chooses how the character responds to differing situations, each choice resulting in at least one consequence. The student might be asked if the consequence was acceptable to them and if not, be given an opportunity to choose a different response. In this manner, children could learn that they have choice over what happens in their lives and that every choice has its consequence. This would all be accomplished in a non-threatening environment where even the most socially withdrawn child may experience the effects of different interactions.

In summary, a lack of comfort with emotions along with feelings of inadequacy due to lack of training and resources may lead many to resist creating and implementing a program of emotional acceptance and expression. If this aspect of the Learning for Living Curriculum is to be successful, there will need to be support for teachers from their principals, school boards and the Ministry of Education. This support should be in the form of in-service training (including workshops in which the teachers own emotions are elicited) and the availability of resource and counselling personnel, resource literature and video tapes of sessions in progress. Computer software may also be developed for student use.

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APPENDIX A1

APPENDIX A2

5221 Beryl Rd.
Victoria, B.C.
V8Y 2M8

January 9, 1991

David Hardcastle
P.O. Box 2000
Saanichton, B.C.
V0S 1M0

Dear Mr. Hardcastle:

As per our conversation of January 8th, I have enclosed a copy of my master's thesis proposal for submission to the advisory committee on January 28th.

As indicated in the proposal, and as I explained in our conversation, my interest is in the area of emotional expression in the classroom and my concern is that teachers in British Columbia will resist working in this domain with their students. Nick Stull, Coordinator of the Learning for Living Curriculum with the Ministry of Education, has also expressed this concern and has offered support for my thesis. It is through his suggestion that I have contacted you.

At this time, I am in need of the assistance of 20 teachers. I would like to meet with five teachers for less than an hour to brainstorm situations which will be used to create a personal skills mapping instrument to give an indication of the subjects' levels of comfortability with their own emotions. The remaining fifteen teachers will be the subjects for my study. I would require approximately one to two hours of their time to complete the personal skills mapping instrument and to be interviewed about their thoughts and feelings towards working with children in the domain of emotions.

I certainly appreciate your consideration for not wishing to ask teachers to do any more than they are already doing now. I am aware of the teachers' work load and understand the extra stress of coping with the new curriculum. However, for the curriculum to be successful it must be met with positive attitudes on the part of the teachers. If resistance exists it is imperative to be aware of it and replace it with an atmosphere of willingness and acceptance.

I hope that the Saanich School Board will be supportive of my study and be able to assist me in furthering the development of this curriculum and education in this province. Thank you for your time on my behalf.

Yours truly,

5221 Beryl Rd.
Victoria, B.C.
V8Y 2M8

February 27, 1991.

Ms. Donna Michaels
Superintendent of Schools
School District #61 (Victoria)
556 Boleskine Rd.
Victoria, B.C.
V8Z 1E8

Dear Ms. Michaels:

I am a student at the University of Victoria in the final year of a Master of Education degree. I have enclosed a copy of my master's thesis proposal for submission to the Victoria School Board for approval that I may request volunteers to act as subjects from School District #61 teachers.

As indicated in the proposal, my interest is in the area of emotional expression in the classroom and my concern is that teachers in British Columbia will resist working in this domain with their students. Nick Stull, Coordinator of the Learning for Living Curriculum with the Ministry of Education, has also expressed this concern and has offered and supplied support for this study.

I am in need of the assistance of 15-20 teachers to be the subjects for my study. I would require approximately 40 minutes of their time to be interviewed about their thoughts and feelings towards working with children in the domain of emotions as well as to complete the three short written instruments.

I appreciate there may be a consideration to ask teachers to do any more than they are already doing now. I am aware of the teachers' work load and understand the extra stress of coping with the new curriculum. However, for the curriculum to be successful it must be met with positive attitudes on the part of the teachers. If resistance exists it is imperative to be aware of it and replace it with an atmosphere of willingness and acceptance. In order to reduce some of the possible stress of giving up 'free' time, I would be pleased to offer any teacher who participates in this study an hour of my time in exchange. I possess a British Columbia teaching certificate (as well as years of experience in various grades and settings) and would be available to supervise in the teacher's classroom while she used the time for planning or other activities.

I hope that the Victoria School Board will be supportive of my study and be able to assist me in furthering the development of this curriculum and education in this province. I would enjoy speaking with you personally about this study. Please contact me at my UVIC office (721-7831) or at my home (658-5643) so that we may arrange an appointment time in the near future. I am anxious to begin my data collection as soon as possible. Thank you for your time on my behalf.

Yours truly,

Johanna Leseho

APPENDIX B

Principles of Procedure

I will undertake to:

1. inform the office of my presence in the school.
2. negotiate separately any interviews.
3. negotiate separately any classroom supervision time.
4. negotiate separately the use of audio recorders.
5. identify teachers by fictitious names in the main body of the thesis.
6. attempt to represent as wide a range of viewpoints as possible.
7. check accounts for bias and strive to secure fair reporting.
8. hold in confidence anything that you may say to me; to discuss that material only in the anonymized context of the thesis or in general terms.
9. keep all tape recordings and written information in a locked drawer until completion of writing the thesis paper at which time they will be destroyed.

APPENDIX C

PLEASE READ THIS ANNOUNCEMENT TO ANY CLASSES WHICH CONTAIN WOMEN WHO MAY FIT THE DESCRIPTION OF THOSE I AM NEEDING FOR MY STUDY.

I AM A MASTER'S STUDENT IN THE DEPARTMENT OF PSYCHOLOGICAL FOUNDATIONS AT THE UNIVERSITY OF VICTORIA LOOKING FOR PERSONS WILLING TO PARTICIPATE IN THE PILOT STAGE OF MY THESIS. THE SUBJECTS IN MY STUDY WILL BE INTERMEDIATE (GRADES 4-8) FEMALE TEACHERS, BETWEEN THE AGES OF 30 AND 50, WITH A MINIMUM OF 5 YEARS TEACHING EXPERIENCE.

I REQUIRE 4 TO 6 WOMEN, SIMILAR IN AGE AND EXPERIENCE AS THOSE WHO WILL BE MY SUBJECTS, TO HELP ME IN CREATING A PERSONAL SKILLS MAPPING INSTRUMENT TO BE USED TO MEASURE ONE'S LEVEL OF COMFORTABILITY WITH EMOTIONAL EXPRESSION. WE WILL MEET ONCE, FOR NO MORE THAN AN HOUR, TO BRAINSTORM SITUATIONS IN WHICH STRONG EMOTIONS WERE PRESENT. FROM THE MANY SCENERIOS ELICITED, I WILL CHOOSE 4 TO BE USED IN THE INSTRUMENT.

IF YOU ARE INTERESTED IN PARTICIPATING IN THIS PROJECT, OR IF YOU WISH ANY FURTHER INFORMATION, PLEASE CONTACT ME AT 658-5643. THANK YOU FOR YOUR TIME.

JOHANNA LESEHO

APPENDIX D1

APPENDIX D2

April 9, 1991

Dear Teacher:

Hello, my name is Johanna Leseho.

I am currently a graduate student in Psychological Foundations in Education (as well as a parttime instructor of a course for education students on learning difficulties) at the University of Victoria. I am conducting a research study to determine teacher disposition towards working in the domain of emotions within the elementary classroom.

"Acceptance and expression of emotions" is one of the goals of the new Learning for Living Curriculum and I am interested in teachers' thoughts and feelings about inclusion of this topic into the program. I would be very interested in having you participate in my study.

The subjects for this study are to be female, intermediate (grades 4-8) teachers, who are between the ages of 30 and 50, with a minimum of 5 years teaching experience. The reasons for restricting the subject pool is to eliminate possible confounding variables and to limit the number of participants required. The study involves an interview followed by the completion of 3 short written instruments. The entire procedure should take about 30 minutes.

I wish to ensure you that strict confidentiality of your verbal and written responses will be guaranteed. Also, your participation is completely voluntary and should you wish to withdraw your participation, you may do so at any point without consequence.

Please be advised that this study has met with the approval and endorsement of both the Saanich School Board and the Saanich Teachers' Association. The School Board has also approved my offer of one hour of my time to supervise/instruct your class, in exchange for the time required to complete the session.

Should you agree to participate, or if you wish further information, please contact me at 658-5643.
Thank you very much.

Sincerely,

April 9, 1991

Dear Teacher:

Hello, my name is Johanna Leseho.

I am currently a graduate student in Psychological Foundations in Education (as well as a parttime instructor of a course for education students on learning difficulties) at the University of Victoria. I am conducting a research study to determine teacher disposition towards working in the domain of emotions within the elementary classroom. "Acceptance and expression of emotions" is one of the goals of the new Learning for Living Curriculum and I am interested in teachers' thoughts and feelings about inclusion of this topic into the program. I would be very interested in having you participate in my study.

The subjects for this study are to be female, intermediate (grades 4-8) teachers, who are between the ages of 30 and 50, with a minimum of 5 years teaching experience. The reasons for restricting the subject pool is to eliminate possible confounding variables and to limit the number of participants required. The study involves an interview followed by the completion of 3 short written instruments. This procedure should take about 30 minutes.

I wish to ensure you that strict confidentiality of your verbal and written responses will be guaranteed. Also, your participation is completely voluntary and should you wish to withdraw your participation, you may do so at any point without consequence.

Please be advised that this study has met with the approval and endorsement of the Victoria School Board. The School Board has also approved my offer of one hour of my time to supervise/ instruct your class, in exchange for the time required to complete the session.

Should you agree to participate, or if you wish further information, please contact me at 658-5643.
Thank you very much.

Sincerely,

APPENDIX E

WRITTEN CONSENT FORM

To the participant:

The purpose of this study is to discover what teachers think and feel about working in the domain of emotions in their classrooms as "acceptance and expression of emotions" is one of the goals of the new British Columbia school curriculum. By examining teacher reactions and suggestions, appropriate action may then be taken to assure success of the program.

The process is to interview you and to tape it. I use the tape so that I get everything right as well as not having to stop while I write it down. Things go smoother, and quicker, if it is on tape. I will be jotting down a few notes to myself while you are speaking as well. What I do then is take the material off the tape and put it down on paper in the way that I am likely to use it. Tapes will be kept in a locked drawer in my office. No one but myself will ever listen to them and, when I have completed the writing of this thesis paper, all tapes will be erased.

There are also three written instruments included in this study: a program goals rating scale, a self-rating scale, and a personal skills mapping inventory. No names appear anywhere on these written forms. Again, I will be the only person to see these papers, they will be kept in a locked drawer and will be destroyed on completion writing this thesis.

Please be aware that you have the freedom not to answer any questions asked during the interview, if you so chose, or to omit any of the written information requested. You also have the freedom to withdraw at any time without penalty.

I foresee no possible risk to you in participating in this study, physically, emotionally or professionally.

Researcher: _____

Institution: _____

Declaration: I have read the above explanation and give my consent that any information which I contribute during the interview or through completion of the three instruments may be used by the researcher in completion of her thesis paper.

Name of Participant: _____

Signature: _____

APPENDIX F

PERSONAL SKILLS MAPPING INVENTORY

Read the situations and complete the three sentence openings:

1. When a colleague I respect gives me an unexpected compliment...

I feel _____

I think _____

I behave by _____

2. While shopping in a grocery store and I witness a parent/adult tightly holding and shaking a child.

I feel _____

I think _____

I behave by _____

3. When my car is damaged in an accident, which was not my fault, and I am told that only partial restitution will be made by the insurance company...

I feel _____

I think _____

I behave by _____

4. While sitting in the park a young women sits down nearby and starts sobbing uncontrollably.

I feel _____

I think _____

I behave by _____

APPENDIX G

PROGRAM GOALS RATING SCALE

Please rate the importance to you of students attaining these goals from the Learning for Living Curriculum, through classroom instruction.

<u>Goal</u>	<u>Extremely Important</u>	<u>Somewhat Important</u>	<u>Of Little Importance</u>
Students should grow in their ability to identify and develop their sense of self.	_____	_____	_____
Students should grow in their ability to access information.	_____	_____	_____
Students should grow in the development of skills which enable them to adapt to and/or effect change.	_____	_____	_____
Students should grow in the understanding of their rights and responsibilities as persons who are both independent of and interdependent with others in society.	_____	_____	_____
Students should grow in empathy, compassion, and honesty in dealing with others, including a willingness to provide emotional support.	_____	_____	_____
Students should grow in their ability to communicate with other individuals, to develop healthy relationships, and to behave in a responsible, caring way.	_____	_____	_____
Students should grow in the understanding of family and societal expectations.	_____	_____	_____
Students should grow in the ability to recognize problems, generate and evaluate alternate solutions, reach conclusions, and take action.	_____	_____	_____

Now go back and mark what you consider to be the three most crucial goals (rate them 1,2,3).

APPENDIX H

APPENDIX I

THE INTERVIEW

Thank you for participating in this study. Please read and sign the informed consent form before we begin.

What the study is looking at:

The rationale behind the Learning for Living curriculum is that it must "address the physical, emotional, intellectual, social, and spiritual dimensions of human development in terms of issues that are personally relevant for students." The classroom is no longer seen primarily as a place for the acquisition of factual information, but has become the centre for activities once relegated to the church or community at large.

One of the goals of the Curriculum 2000 Proposal is "the acceptance and expression of emotions." I've pulled out some of the structural themes and content areas that have to do with emotions from the Learning for Living Curriculum Guide so that you can get an idea of what will be expected from you. (SHOW THEM EMOTIONS WITHIN THE L. FOR L. CURRICULUM) Although some teachers have addressed this issue in their classrooms in the past, this is the first time it has been made mandatory. My interest is in what thoughts and feelings teachers have about working in the domain of emotions with students in the classroom. (Allow teacher to speak freely. Then, ask her any of the following questions which have not been answered by her already.

1. To what extent do you believe it is important or necessary to include acceptance and expression of emotions in the school program? For what reasons?

2. Given that this will be a part of the curriculum requirements, in what ways may the various personnel of the school be responsible for working with students in this domain? (i.e. what should teachers be responsible for? school counsellors? administrators? anyone else?)

3. Imagine yourself leading a discussion on emotions with your class. Are there topics which you would feel more comfortable with? What are some you might feel less comfortable discussing? (Examples, if necessary: divorce, re-marriage, death, new siblings.)

4. There seem to be two separate aspects of this goal, namely the acceptance of emotions and the expression of emotions. How would you attend to each of these processes? (i.e. Would there be a difference for you in encouraging students to identify and acknowledge their feelings compared to having them express their emotions?)

5. SHOW A LIST OF FEELING WORDS. Which of these specific emotions would you prefer to stay away from? What are your reasons for wishing not to deal with these particular

emotions in the classroom?

6. If a student entered your class and seemed to be upset, what might you do? How would you have determined that he/she was upset?

7. What form of support would you like from you school district and/or your principal in order to have you work effectively in the domain of emotions?

8. From what you know of your colleagues who teach intermediate grades, what proportion do you believe would include or exclude this program?

9. Is there anything else you would like to add?

APPENDIX J

EMOTIONS WITHIN THE LEARNING FOR LIVING CURRICULUM

Program rationale:

The curriculum must address the physical, emotional, intellectual, social, and spiritual dimensions of human development.

Structural themes involving emotions:

1. Individual awareness and responsibility:

- making decisions and evaluating consequences
- self-esteem through knowing themselves (self-exploration)

2. Relationships: (potentially charged issues)

- effective communication skills (expressing feelings in such a way that they can be received by another)
- understanding of types of relationships and roles within them
- understanding how relationships change and grow

3. Social awareness and responsibility:

- sensitivity to the feelings and needs of others

Content areas involving emotions:

1. Child abuse prevention:

- prevention of emotional, physical, and sexual abuse
- focus on feelings and children's rights to personal and legal protection
- opportunities to practice assertiveness skills

2. Family life education:

- knowledge and attitudes relating to sexuality
- growth and changes within the family

- changes associated with puberty and adolescence

- development of human life from conception to birth
- appropriate expressions of feelings and adapting to change

- recognizing feelings

- friendship and love in relationships

- consequences for the individual of feeling unloved

3. Substance abuse prevention:

- equipping students to successfully handle the pressures of society to use alcohol, tobacco, and other substances, both legal and illegal

- impact of addiction on the family and how to seek help

4. Mental well-being:

- to help students achieve a balanced emotional life

- behavioural and emotional management: expression of feelings, dealing with anger and managing conflict, handling stress, and developing relational strategies

- coping with change

- suicide prevention

- mental illnesses as well as depression, phobias, eating disorders, and compulsive behaviour

- emotional support for others

APPENDIX K

WORDS THAT DESCRIBE FEELINGS

Sad
Depressed
Discouraged

Playful
Joking
Witty

Miserable
Troubled
Hurt
Frustrated

Angry
Hostile
Enraged
Irritated

Ashamed
Guilty
Embarrassed

Lonely
Forgotten
Left Out

Disgusted
Suspicious

Interested
Excited

Afraid
Tense
Worried

Vigorous
Strong
Confident

Happy
Elated
Peaceful
Relaxed

Kind
Helpful
Friendly
Loving

Curious
Absorbed

Confused
Surprised
Astonished

Weak
Defeated
Belittled
Shy

VITA

Surname: LESEHO Given Name: JOHANNA

Place of Birth: Toronto, Ontario

Date of Birth: Sept.12,1950

Educational Institutions Attended:

University of Victoria	1987 to 1991
University of Victoria	1982 to 1983
Toronto Teachers' College	1972 to 1973
York University	1969 to 1970

Degrees Awarded:

B.A.	University of Victoria	1989
Teaching Certificate	Toronto Teachers' College	1973

Honours and Awards:

University of Victoria Fellowship	1989-91
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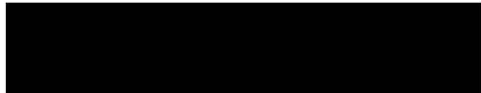
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Title of Thesis: Teacher Disposition Towards Emotional
Expression in the Classroom

Author



JOHANNA LESEMO

Sept. 20, 1991