



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Research Commons

<http://researchcommons.waikato.ac.nz/>

Research Commons at the University of Waikato

Copyright Statement:

The digital copy of this thesis is protected by the Copyright Act 1994 (New Zealand).

The thesis may be consulted by you, provided you comply with the provisions of the Act and the following conditions of use:

- Any use you make of these documents or images must be for research or private study purposes only, and you may not make them available to any other person.
- Authors control the copyright of their thesis. You will recognise the author's right to be identified as the author of the thesis, and due acknowledgement will be made to the author where appropriate.
- You will obtain the author's permission before publishing any material from the thesis.

***UNDERSTANDING THE EMOTIONAL
ENVIRONMENT OF THE CLASSROOM***

A thesis submitted for the degree of

Doctor of Philosophy

at the

University of Waikato

by

SHANE TREVOR HARVEY

University of Waikato

2004

Copyright by Shane T. Harvey 2003

All rights reserved.

©

ABSTRACT

Gottman's work on "meta-emotion" reveals the impact of parents' emotional interactions on their children's emotional development; however there has been no analysis of comparable teacher influences on children in school settings. This research was an attempt to understand how emotion-related variables influence classroom atmosphere and pupils' emotional competence. Several studies were conducted in this research project. The first part of the thesis involved two studies. First, teachers identified by reputation as having an emotionally sensitive and calming teaching style were asked in focus groups to explain the methods they used to ensure that children developed emotionally as well as educationally. Second, students whose emotional and behavioural difficulties had improved dramatically from one year to the next were asked to provide attributions for the change. Transcripts were analysed using content analysis and nonparametric grouping procedures to extract the predominant themes. These were subsequently organised into a descriptive model that represented the classroom emotional environment.

The second part of this project involved three studies. First, teacher questionnaires for primary, secondary, and student teachers were designed to assess the qualities of the emotional environment. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT, Mayer, Salovey, & Caruso, 2002) and the Brief Symptom Inventory (BSI, Derogatis, 1993) were administered concurrently to teachers for discriminative validation purposes. Second, two separate questionnaires on the classroom emotional environment for (i) primary and (ii)

secondary school students were constructed. Students were asked to concurrently complete the student questionnaire on the classroom emotional environment, the Bar-On Emotional Intelligence Test for Youth (EQ-i:YV, Bar-On & Parker, 2000), and the Emotion Regulation Scales for Youth (ERS-Y, Kovacs, unpublished test). These questionnaires were structurally analysed and the relationships between the emotional environment, emotional intelligence, and emotion regulation were explored and discussed.

Findings from these series of studies are as follows. First, based on the focus group studies, five superordinate dimensions were found to contribute to the classroom emotional environment. The five-dimensional model consists of emotional relationship, emotional awareness, emotional intrapersonal beliefs, emotion coaching, and emotional interpersonal guidelines. These dimensions were further sub-divided into secondary categories: Emotional relationships involves rapport between teachers and their students, and students' connectedness with their peers; emotional awareness includes teachers' awareness of emotions—both their own and their pupils'; emotion coaching consists of teachers' emotion regulation and their coaching of students' emotional responses; emotional intrapersonal beliefs involves emotional philosophy, emotional attitude, and emotional acceptance of self and others. Emotional interpersonal guidelines are separated into emotional boundaries and emotional standards. Four exemplars relating to emotional boundaries are boundaries in self, limit setting, expectations, and structure. Likewise, four examples representing emotional standards include fairness, respect, availability, and trust or belief in students. These dimensions exist to varying degrees across four contexts: Personal, teacher-student, student-

student, and teacher-class. Not all superordinate dimensions distribute evenly across these four contexts. Factor loadings of the teacher-based questionnaire provided support for these five superordinate dimensions and their respective subcomponents. Second, teachers' emotional intelligence and psychological symptoms were found to be unrelated to the emotional environment. Third, emotion regulation and emotional intelligence as measured by the ERS-Y and the BarOn EQ-i:YV respectively, were significantly related to the questionnaires on the classroom emotional environment for both primary and secondary students. Fourth, primary school students' data from the Classroom Emotional Environment Questionnaire loaded on positive and negative factors. In contrast, secondary school student data loaded onto five components representing both negative and positive factors and factors indicative of hypothesised model dimensions such as emotional awareness, emotional relationship, and emotional intrapersonal beliefs.

Various implications emerge as a direct result of this study. First, this study organises groupings of emotional behaviours that occur within the classroom context into a framework. This introduces the possibility of measuring and critiquing the emotional environment of the classroom. Second, understanding the classroom emotional environment may act as an adjunct to successful management of pupils' behaviour. Third, interventions designed to address teachers' skills in developing the emotional environment may promote positive emotional development in children. These results emphasise the complexity of the work teachers perform on a daily basis. To continue teachers' invaluable contribution and commitment to pupils' emotional well being invariably means ensuring that teachers' emotional health and safety are protected

and that psycho-education is provided to teachers on skills contributing to healthy classroom emotional atmospheres. These results contribute to a developing field of knowledge in both education and psychology investigating the link between implicit everyday emotional experiences and emotional development in children.

ACKNOWLEDGEMENTS

A community of people were involved in this thesis in many direct and indirect ways, investing their time and energy to ensure this research succeeded. I am extremely grateful to these people.

First I would like to acknowledge both of my supervisors, Professor Ian Evans and Dr. Robert Isler. Professor Ian Evans spent many long hours first convincing me to undertake this PhD and then taking me through a journey of exploration and idea generation that led to the practical implementation of these ideas. Professor Ian Evans assisted in obtaining funding for this project as well as reminding me that the degree of interest in a thesis is often inversely related to the quantity written. I am also deeply indebted to Dr. Robert Isler, who organised directed study assistance, continually encouraged, emotionally coached me throughout this process, and assisted in the generation of research ideas.

I would like to thank the many people who assisted in the generation of ideas and undertaking of the research. To Isabell Johnson who assisted in conducting a pilot study with primary school students. Picking through students' quotes, translating them into questionnaire items and testing and retesting these items with students is time-consuming at the best of times. I am grateful to the research assistants in Professor Ian Evans' clinical research lab who analysed the students' transcripts and assisted in the development of the emotional environment model. I am also grateful to the psychologists and education advisors at Group Special Education who assisted in the analysis of teachers' transcripts.

Many teachers, schools, Principals, Boards of Trustees, and students were involved from beginning to end in this research. To them I am grateful. Principals were amazingly supportive of this research, without their support I would not have been able to obtain the necessary access to the students and teachers. I am thankful for the countless teachers who participated in this research, not only in the focus groups, but also in piloting, developing, and completing the various (and sometimes very lengthy and difficult) questionnaires. I am also thankful for those teachers who allowed me to observe their classrooms for hours or even days on end. I am also thankful for the students who participated. The clarity and insight of their feedback, observations, and interest in this research impressed and inspired me. I hope that this research can somehow repay some of their assistance and address some of their concerns.

I would like to acknowledge the Foundation for Research, Science, & Technology for the Top Achiever Doctoral Bright Future Scholarship that supported this research for the last two years.

DEDICATION

There are others on a personal level that have supported, guided and kept me going through this study. I would like to thank my wife Stephanie, who throughout this process has encouraged, supported, been a shoulder to cry on, edited my often-arduous drafts, and reminded me that there is life beyond the computer screen. I could not have undertaken this PhD without her.

I would like to thank my various friends, who have given me much strength to draw on. To Sophia, Milan, Dragana, Marcus, Tuti, and many others. You have encouraged me and made it your responsibility to give me a life during this time of study.

To my family, who have often had to put up with my disappearances, I thank you for your patience. For the support and guidance you have shown me over these years. Lastly and importantly, to Hashem, throughout this time you have developed my cultural and spiritual roots and as a result, I am beginning to gain an increasing understanding about myself as a person.

CONTENTS

| | | |
|-----------------------|---|-------|
| Abstract | | iii |
| Acknowledgements | | vii |
| Dedication | | ix |
| Contents | | x |
| List of Appendices | | xi |
| List of Tables | | xiii |
| List of Figures | | xv |
| List of Abbreviations | | xvii |
| Preface | | xviii |
| Chapter 1 | Review of the Literature | 1 |
| Chapter 2 | Study 1: Teachers' Views on the Classroom Emotional Environment | 46 |
| Chapter 3 | Study 2: Students' Views of the Classroom Emotional Environment | 73 |
| Chapter 4 | Study 3: Validating the Classroom Emotional Environment Model | 104 |
| Chapter 5 | Study 4: Emotion Regulation, Emotional Intelligence, and the Classroom Emotional Environment in a Primary Context | 130 |
| Chapter 6 | Study 5: Secondary Students and the Emotional Environment | 150 |
| Chapter 7 | General Discussion | 166 |
| List of References | References | 180 |

LIST OF APPENDICES

| Appendix | | Page |
|-----------------|--|-------------|
| A | Materials Used for Study 1 | |
| | Teachers' Moderator Question Guide | 206 |
| | Parent & Family of Origin Meta-Emotion Interview Sample | 210 |
| | Meta Emotion Coding Sheet Sample | 211 |
| | The Teacher Oriented Emotional-Environment Coding System | 214 |
| | Meta-Emotion Interview Parent Coding Sheet Sample | 221 |
| | Parent Meta-Emotion Philosophy and Family of Origin Coding Manual Sample | 223 |
| | Teacher Quotes Categorisation Assessment Template | 225 |
| | Teacher's Focus Group Consent Form | 252 |
| B | Materials Used for Study 2 | |
| | Student Moderator Question Guide | 254 |
| | Child-Adolescent Meta-Emotion Interview Sample | 258 |
| | Child-Adolescent Meta-Emotion Coding System | 259 |
| | Meta-Emotion Interview Child/Adolescent Coding Sheet | 263 |
| | The Student Oriented Emotional-Environment Coding System | 265 |
| | Student Quotes Categorisation Assessment Template | 272 |
| | Children's Focus Group Consent Form | 303 |
| | Parent's Consent Form for Children's Focus Group | 305 |
| C | Materials Used for Study 3 | |
| | Primary Teacher CEEQ | 307 |
| | Secondary Teacher CEEQ | 316 |
| | Student Teacher CEEQ | 325 |

| | | |
|---|---|-----|
| | Teacher Information Flyer | 332 |
| | Student Teacher Information Flyer | 334 |
| | Teacher Information Pack | 336 |
| | Mayer-Salovey-Caruso Emotional Intelligence Test Sample | 346 |
| | The Brief Symptom Inventory Sample | 348 |
| D | Study 3 Statistical Data | 349 |
| E | Materials used for Study 4 | |
| | CEEQ-PSS Questionnaire and Marking Guide | 352 |
| | The BarOn Emotional Quotient Inventory: Youth Version Sample | 356 |
| | The Emotional Regulation Scales for Youth Sample | 357 |
| F | Study 4 Statistical Data | 358 |
| G | Materials used for Study 5 | |
| | CEEQ-SSS Questionnaire and Marking Guide | 368 |
| H | Study 5 Statistical Data | 373 |

LIST OF TABLES

| Table | | Page |
|-------|--|------|
| 1 | Superordinate Dimensions, Secondary Dimension, and Exemplars of the Classroom Emotional Environment | 56 |
| 2 | Factor Loadings of CEEQ Items | 119 |
| 3 | CEEQ Rotated Factor Matrix | 120 |
| 4 | CEEQ Factor Correlation Matrix | 121 |
| 5 | Correlations Between CEEQ Scales | 121 |
| 6 | Relationship Between Teacher CEEQ and MSCEIT Scores | 122 |
| 7 | Matrix of Extracted Factors and Rotated Components for CEEQ-PSS | 141 |
| 8 | Rotated Factor Matrix for the CEEQ-SSS | 158 |
| 9 | Simplified Rotated Factor Structure of the CEEQ-SSS | 160 |
| 10 | Pearson Correlation Coefficients Between Teacher BSI and MSCEIT Scores | 350 |
| 11 | Pearson Correlation Coefficients Between Teacher BSI and CEEQ Scores | 350 |
| 12 | Model Summary of Predictors of the Emotional Environment | 350 |
| 13 | ANOVA of the Three Groupings of Variables Associated with Demographic Variables, MSCEIT, and BSI Scores | 351 |
| 14 | Pearson Correlation Coefficients Between CEEQ-PSS Scales, BarOn EQ-i:YV and ERS-Y with Primary School Students | 362 |
| 15 | Pearson Correlation Coefficients Between CEEQ-PSS Factors, BarOn EQ-i:YV, and ERS-Y Correlations with Primary School Students | 363 |
| 16 | Rotated Component Matrix for the ERS-Y with Primary School Students | 365 |
| 17 | Rotated Factor Matrix for EQ-i:YV with Primary School Students | 366 |
| 18 | Pearson Correlation Coefficients for the CEEQ-PSS, BarOn EQ-i:YV, and ERS-Y with Primary Aged Students Between the Comparable Scales | 367 |

| | | |
|----|--|-----|
| 19 | Pearson Correlation Coefficients Between the CEEQ-PSS and the BarOn EQ-i:YV with Primary School Students | 367 |
| 20 | Correlation Between Secondary Aged Students on the CEEQ-SSS, BarOn EQ-i:YV, and ERS-Y | 375 |
| 21 | Correlations Between the BarOn EQ-i:YV and the CEEQ-SSS Sub-Scales with Secondary School Students | 376 |
| 22 | Factor Transformation Matrix for the CEEQ-SSS with Secondary School Students | 381 |

LIST OF FIGURES

| Figure | | Page |
|---------------|--|-------------|
| 1 | Pictorial depiction of the relationship between various terms of emotion as conceptualised by Salovey and Mayer (1990). | 9 |
| 2 | Fictitious example of bi-directional grouping procedure based on topic and mean. | 53 |
| 3 | The proposed five-dimensional model of the classroom emotional environment. | 69 |
| 4 | Total distribution of CEEQ scores. | 118 |
| 5 | Proposed interrelationship between the emotional environment (as measured by the CEEQ-PSS), emotional intelligence (as measured by the BarOn EQ-i:YV), and emotion regulation (ERS-Y). | 135 |
| 6 | Histogram from overall CEEQ-PSS data for participants who completed all questionnaires. | 139 |
| 7 | Path diagram depicting the relationship between the primary classroom emotional environment, emotional intelligence, and emotion regulation with standardised coefficients. | 143 |
| 8 | Histogram of the CEEQ-SSS distribution. | 157 |
| 9 | Path diagram depicting the relationship between the secondary classroom emotional environment, emotional intelligence, and emotion regulation with standardised coefficients. | 161 |
| 10 | Overall BSI score distribution. | 349 |
| 11 | Histogram of the total outcome of the BarOn EQ-i:YV with primary school students. | 358 |
| 12 | Histogram of the ERS-Y distribution with primary school students. | 359 |
| 13 | Mean CEEQ-PSS score of different age groups and year levels between male and females with primary school students. | 360 |
| 14 | Overall BarOn EQ-i:YV score across student gender with primary school students. | 360 |
| 15 | Scree slope of eigenvalues for CEEQ-PSS with primary school students. | 361 |
| 16 | Overall emotional intelligence and emotion regulation scores based on gender and age with primary school students. | 363 |

| | | |
|----|---|-----|
| 17 | Overall BarOn EQ-i:YV score of primary aged students arranged according to teachers' gender. | 364 |
| 18 | Overall BarOn EQ-i:YV score of primary aged students arranged according to teachers' ethnicity. | 364 |
| 19 | Overall emotional regulation score of primary aged students arranged according to teachers' gender. | 364 |
| 20 | Histogram of BarOn EQ-i:YV score distribution for secondary school students. | 373 |
| 21 | Histogram of overall ERS-Y score distribution with secondary school students. | 374 |
| 22 | Histogram of secondary school student gender CEEQ-SSS scores across age and school year. | 376 |
| 23 | Histogram of secondary school student gender CEEQ-SSS scores against teacher gender and decile rating. | 377 |
| 24 | Histogram comparing taught topic against the CEEQ-SSS, the BarOn EQ-i:YV, and ERS-Y with secondary school students. | 378 |
| 25 | Student gender results grouped according to their teachers' gender on the BarOn EQ-i:YV, and ERS-Y with secondary school students. | 379 |
| 26 | Decile school ratings on the CEEQ-SSS with secondary school students. | 380 |
| 27 | Path diagram depicting the relationship between the simplified factor structure of the CEEQ-SSS, the BarOn EQ-i:YV, and the ERS-Y with standardised coefficients. | 382 |

LIST OF ABBREVIATIONS

Abbreviation

| | |
|---------------|--|
| BarOn EQ-i | Bar-On Emotional Quotient Inventory (BarOn, 1997). |
| BarOn EQ-i:YV | Bar-On Emotional Quotient Inventory: Youth Version (Bar-On & Parker, 2000). |
| BSI | Brief Symptom Inventory (Derogatis, 1993). |
| CEEQ | Classroom Emotional Environment Questionnaire (Harvey, 2003). |
| CEEQ-PSS | Classroom Emotional Environment Questionnaire–Primary School Student (Harvey, 2003). |
| CEEQ-SSS | Classroom Emotional Environment Questionnaire–Secondary School Student (Harvey, 2003). |
| EEIQ | Experiential Emotional Intelligence. |
| ERS-Y | Emotional Regulation Scales for Youth (Kovacs, unpublished test). |
| MEIS | Multifactor Emotional Intelligence Scale (Mayer, Dipaolo, & Salovey, 1990; Mayer & Geher, 1996; Mayer, Salovey, & Caruso, 1997). |
| MSCEIT | Mayer, Salovey and Caruso Emotional Intelligence Test (Mayer, Salovey & Caruso, 2000). |
| SEIQ | Strategic Emotional Intelligence. |

PREFACE

Peter¹ was a 7-year-old who had been referred with behaviour problems to Specialist Education Services where I was employed as a consultant clinical psychologist. By the time I started working with Peter, he had experienced a number of cognitive, behavioural, educational, family, play, group, medical, and social work interventions. Peter's behaviour appeared to be related to intense and rapid emotional arousal, where he would react aggressively with seemingly mild provocation. By the time I starting working with Peter, he was being teacher-escorted around the school to ensure student safety. Trained in cognitive-behavioural approaches, I carried out an intensive investigation of his behavioural, cognitive, and neuropsychological status in both the home and school environment. Believing I had understood the contributing variables to his behaviour, I proceeded with a cognitive-behavioural intervention in both school and home settings. However, like the preceding interventions, my well-orchestrated treatment plan with the latest in behavioural 'expertise' failed to modify Peter's violent emotional reactions at both home and school. Now of course instead of just having Peter's angry outbursts, I was also encountering similar responses from his school and parents too. In all of this, one aspect of the intervention was working surprisingly well. I had hired a teacher aide to assist with programme implementation. During his time with the teacher aide, Peter would calm down and focus on his schoolwork. Out of desperation I increased the

¹ Individuals' names throughout this thesis have been altered.

teacher-aide's contact time and began to watch the interactions that occurred. The complex emotional interactions between the teacher aide and Peter involved a rapport that was warm but within firm boundaries. Moreover, the teacher aide would notice a particular emotional state (admittedly often overt) and use that emotional situation to teach Peter appropriate interactions to undertake at that time, all the while maintaining a safe emotional bond. I attempted to replicate what I saw with both his teacher and parents. As a result, Peter calmed down in both settings and became less aggressive. Instead of assaulting staff, Peter would now try and hug them. His "appropriate" behaviour continued even after his teacher aide and medication were gradually withdrawn. I followed up on Peter 3 months, 9 months and 3 years post-intervention. By all accounts during these visits, Peter was still doing well.

I was interested in finding out what happened, so at the very least this approach could be replicated with other clients. Of course this led to further observations of classes where I worked with clients who experienced social-emotional difficulties. An intriguing pattern began to emerge. For a start, some classes appeared to lack children with emotional or psychological difficulties—even though I knew a student of that description had been placed there. I would take an aggressive child from one class, place them in another class and their emotional arousal would diminish over time along with their aggressive behaviour. Interventions that worked in one class would inexplicably fail in another—despite the best attempts by teachers. These emotionally calming classes could best be described as having a "good feel" about them. School staff could easily identify classes that "felt good", but when I asked what created that feel-

good factor, I typically received a smile and reassurance that it couldn't be rationalised or measured—"you just feel it".

I began to review the literature. The question seemed simple to me: What type of teacher behaviour creates an emotional climate where children like Peter are able to calm down emotionally and get on with their work? The answers to these questions proved to be much more difficult to find in the literature. Already these experiences with Peter and other students persuaded me that emotional factors were important in considering behavioural interactions and psychological outcomes. The idea that emotional aptitude exists was gaining acceptance in mainstream psychology and education, and much was being discussed in the popular literature about terms like emotional intelligence. Although I found the issue of emotional competence was being discussed to some degree—how it developed was still anybody's guess. In relation to parental contributions, the following story is one such example where a parent's naturalistic intervention with an emotional experience developed their child's emotional competence.

I recently heard a story from Stephen Glenn about a famous research scientist who had made several very important medical breakthroughs. He was being interviewed by a newspaper reporter who asked him why he thought he was able to be so much more creative than the average person. What set him so far apart from others?

He responded that, in his opinion, it all came from an experience with his mother that occurred when he was about two years old. He had been trying to remove a bottle of milk from the refrigerator when he lost his

grip on the slippery bottle and it fell, spilling its contents all over the kitchen floor - a veritable sea of milk!

When his mother came into the kitchen, instead of yelling at him, giving him a lecture or punishing him, she said, "Robert, what a great and wonderful mess you have made! I have rarely seen such a huge puddle of milk. Well, the damage has already been done. Would you like to get down and play in the milk for a few minutes before we clean it up?"

Indeed, he did. After a few minutes, his mother said, "You know, Robert, whenever you make a mess like this, eventually you have to clean it up and restore everything to its proper order. So, how would you like to do that? We could use a sponge, a towel or a mop. Which do you prefer?" He chose the sponge and together they cleaned up the spilled milk.

His mother then said, "You know, what we have here is a failed experiment in how to effectively carry a big milk bottle with two tiny hands. Let's go out in the back yard and fill the bottle with water and see if you can discover a way to carry it without dropping it." The little boy learned that if he grasped the bottle at the top near the lip with both hands, he could carry it without dropping it. What a wonderful lesson!

This renowned scientist then remarked that it was at that moment that he knew he didn't need to be afraid to make mistakes. Instead, he learned that mistakes were just opportunities for learning something new, which is, after all, what scientific experiments are all about. Even if the experiment "doesn't work," we usually learn something valuable from it. – Jack Canfield (1995, p. 85).

Robert's mother could have punished him and told him to "smarten up" or even act to ignore this event. Such behaviour might have led Robert to assume mistakes and their resultant emotions were terrible occurrences requiring avoidance at all cost. Considering emotional situations as something to be avoided might have left Robert unable to continue to capitalise and learn from emotional opportunities. However, instead of punishing Robert's spillage of milk in this story, his mother instead decided to use this emotional situation to develop his curiosity and ability to solve problems.

Similarly, understanding the benefits from emotional situations in the classroom environment may help to unlock further information about our emotional development. Many of us may recall significant teachers who have shaped our direction in life. This study was an investigation into the type of emotional environment generated by teachers that assists in students' emotional development. The intent was to understand the context that may later assist in the implementation of effective classroom interventions for children. This study is important in understanding, identifying, and recognising how classroom environments may shape individuals emotionally. Perhaps this study may be a further step in the literature attempting to understand the aetiology of our emotional development.

CHAPTER 1

Introduction

The nature of the emotional environment created by adults influences the development of children's emotion regulation skills (Campos, Campos, & Barrett, 1989; Casey & Fuller, 1994; Shipman & Zeman, 2001). As children progress through the lifespan of human development they are subject to various interactions between the environment and their own biological adaptations. While the external environment initially regulates basic affective and behavioural regulatory changes, this process gradually increases in sophistication as the infant matures, and internal and communicative methods such as language and cognition progressively supersede (but not entirely) externally mediated strategies.

The social facilitation of regulated emotional learning occurs when emotional expressions by the mother elicit the same emotional response in her infant (Termine & Izard, 1988; Thompson, 1991). Responses are conditioned to emotions and are maintained through operant and other social influences such as reinforcement (or punishment) of expression, social referencing, modelling, and emotion symbols such as vocabulary (LeDoux, 1998; Linehan, 1993). Using this line of thinking, Gottman, Katz, and Hooven (1996) argued that emotion regulation skills are developed when appropriate responses are effectively conditioned to emotions. This occurs as a result of parents taking the opportunity when their children are experiencing emotions to normalise and label their emotions, set behavioural limits, and develop coping strategies. In a sense, appropriate problem solving strategies become conditioned to various emotions. Children who are led to discuss and problem solve anger-causing

situations for example, become more conditioned to respond in a like manner for future emotional situations.

By middle childhood, children's conception of self increases the complexity of emotional understanding (Thompson, 1991). Emotion regulation therefore becomes related to understanding self and others, social knowledge, display rules, internal and external emotion regulation techniques, the consequences thereof, and the multidimensionality of emotional experience (Thompson, 1991). In support of this, emotion regulation in middle primary children is positively related to sympathy, empathy, positive emotionality, social functioning, and resiliency while being negatively associated with negative emotionality, externalising, and internalising behaviour (Eisenberg et al., 1996b, 1996c, 1996d, 1997a, 1998, 2000). Therefore, caregivers' task of developing emotional skills in children becomes increasingly complex as they mature, requiring accurate discernment and understanding of children's emotional needs and the demands of their emotional environment.

The theme of this thesis is the exploration of whether these described processes transfer to educational settings. While emotion in educational locations has received some attention from different educationalists such as Hargreaves (1998) and Flanders (1970), understanding of beneficial emotional environments in the classroom setting and their effects on students' emotional development is still largely unknown.

With any discussion concerning the effects of the classroom emotional environment on emotion regulation and emotional development, at least five assumptions are associated with this topic. First of all, any discussion about emotional environments would invariably make the implicit assumption that emotions are involved and they occur in a social setting. Second, dialogue about

emotion regulation and emotional development assumes that emotions can be usefully directed and developed. If skills involving emotions can be developed, then the existence of differing levels of emotional sophistication is assumed, an area called emotional intelligence by researchers such as Salovey and Meyer (1990). In this study, emotion regulation and emotional awareness are considered to be dimensions of emotional intelligence. Emotional development relates to the progress of complexity associated with emotional intelligence. Third, the assumption is made that a relationship exists between the emotional environment and emotional ability. Essentially, children's emotional development is positively related to the emotional aptitude of persons in their environment. Of course it is expected that children's physiological disposition interacts with the emotional environment to determine emotional development, but intrinsic to this assumption is that emotional ability can be developed. While similarities may exist in some overall dimensions between emotional intelligence and the skills necessary to develop a healthy emotional class climate, it is assumed these constructs differ. Emotional intelligence for example, is a generic aptitude based approach to emotional skills—often relating to internal emotions and individuals' emotional responses. Developing a constructive classroom emotional climate on the other hand, involves specific and active emotional skills with groups of children. Fourth, it is assumed that many characteristics contribute to the emotional environment and not all of these are necessarily constructive. However, this introduction will attempt to isolate dimensions that could contribute beneficially to the classroom emotional environment. Fifth, similarities are assumed to exist between schools and homes in the composition of the emotional environment and in their relative contribution to children's emotional development. Because both home and educational environments involve adults and children interacting at some

emotional level, generalisations are assumed to exist between these two settings. Therefore, an understanding is required about dimensions of the emotional environment and whether they enhance the development of emotional competence. Before these five assumptions are explicated throughout this introduction, a brief overview of the emotional environment is necessary.

The Emotional Environment

Definitions. Many descriptions of school and class climates exist, although most omit the contribution of emotions. Anderson's (1982) review of school climates for example, categorised most of the literature according to Tagiuri's (1968) and Moo's (1974) models of organisational climates. These categories included ecology (physical/material variables), milieu (personality characteristics of individuals), social system (patterns or rules), and culture (norms, beliefs cognitive structures). Little mention was made of emotional variables in the studies reviewed. Others such as Kannegieter (1986) described socio-ecological environments according to the physical environment. Flanders (1970) introduced ten categories relating to effective classroom interaction—only two of which targeted emotional variables—praise and acceptance of feelings. Trickett, Leone, Fink, and Braaten (1993) based their definition on shared perceptions of people about the environment they were in. Of course shared perceptions do not necessarily describe emotional environments, nor do they provide clues as to whether an environment is beneficial. Moos (1974, 1979) opted for a taxonomic approach and concluded that social environments consist of personal development, system maintenance, and relationship. Although Moos's (1974, 1979) definition addressed components of a generic social environment, the role of emotion tended to be overlooked. Withall (1979) did incorporate emotion into

his definition and described emotional climates as “an emotional tone that is associated with interpersonal interaction. The emotional environment appears to involve numerous contributing factors such as co-existing relationships and interactions, organisational structure, physical surroundings, objects, inner dispositions of the individuals and so on” (p. 90). Even though Withall (1979) identified important components involved in emotional environments, issues such as the bi-directional nature of emotions, development of emotional skills, shaping, and how these components might interact were again overlooked. To appreciate the contributions of emotional dimension to the class climate, further exploration is necessary to understand emotional classroom climates, the fundamental contribution made by emotion and the impact these climates have on children’s emotion regulation.

The emotional environment and development. Little is known about how emotional classroom climates contribute to emotional regulation. Nevertheless some theories allude to the notion that pupils may be susceptible to the effects of emotional interactions in the classroom.

Most attention appears to be given to the detrimental impact emotional environments can have. Leff and Vaughn’s (1985) construct of *expressed emotion* with adults for example, associates mental health relapse of severe psychiatric conditions with negative expressed familial attitudes (Asarnow, Tompson, Hamilton, Goldstein, & Guthrie, 1994; Kuipers, 1979; Hodes, Garralda, Rose, & Schwartz, 1999; Leff & Vaughn, 1985). Relapse in children’s externalising behaviour is also affected by negatively expressed familial attitudes (Peris & Baker, 2000; Vostanis & Nischolls, 1992). Children from maltreating environments display more emotion dysregulation than non-maltreated peers, have fewer effective coping strategies for

emotionally arousing events, expect more negative outcomes, are affectively labile and aggressive, display socially inappropriate emotional expressions, and experience difficulties in attention modulation (Shields & Cicchetti, 1997; Shipman & Zeman, 2001).

Within education, a poor classroom climate increases emotional and behavioural difficulties in both boys and girls (Somersalo, Slonantaus, & Almqvist, 2002) while conflict at school and social facilitation increases childhood psychopathology (Kasen, Johnson, & Cohen, 1990; Welsh, 2000). At-risk students also receive more negative feedback from teachers and peers (Lago-Delello, 1998). In contrast, students' positive views of the school social climate moderate the detrimental effects self-criticism can have on externalisation and internalisation (Kuperminc, Leadbeater, & Blatt, 2001).

Although these studies identify problematic environmental variables and their negative effects on children, they do not identify which emotional processes facilitate beneficial emotional development. Identification and elimination of negative variables does not necessarily facilitate positive emotional development. Again what seemed to be missing was mention of the role of emotion in classroom climates and how emotional interactions interact to affect emotional development in students.

Kopp (1989) suggested four environmental factors interrelate with adaptive emotion regulation. These include novelty, events that involve strong social sanctions, threatened personal efficacy of the individual, and optimal arousal. Even though Kopp (1989) mentioned some influences on children's emotion regulation, no mention was made of emotional variables and the effects that adults' emotion has on children's emotion regulation in classroom environments. Furthermore, the

interaction that emotional variables have with structured environments, nurturing approaches, and emotional support is missing from this model (Denham et al., 2000).

Developing emotional environments. Programs altering the social and community environment to enhance pro-social behaviour range from behavioural management strategies, interactive teaching strategies, cooperative activities, and developmental discipline, to activities promoting social understanding, highlighted pro-social values, helping activities, and social skills training (Hawkins, Von Cleve, & Catalano, 1991; Johnson & Breckenridge, 1982; Solomon et al., 1988, 1996). Structural modification and instructional classroom interventions include student seating, curriculum, evaluative methodology, teacher-student, and community-teacher relationships—none of which involve emotional variables (Comer, 1985; Weinstein et al., 1991).

Environment-centred prevention programs produce significant overall effects in school-based settings. Environment-based interventions have been shown to have a 58.5% success rate, compared to 41.5% of control programs (Durlak & Wells, 1997). In addition, environment-based programs were the only intervention-type where student's rates of growth in competencies were statistically superior to their decline in difficulties (Durlak & Wells, 1997). Solomon et al.'s (1988, 1996) environment-based *Child Development Project* enhanced students' supportive, friendly, helping, and spontaneous pro-social behaviour toward each other in comparison to control classes. The sense of community that developed from their environment-based program improved liking for school, empathy, and self-esteem (Solomon et al., 1996).

These results support the notion that environment-based intervention approaches can and do successfully reduce detrimental social behaviour and promote

academic achievement, self-esteem, and pro-social behaviour. Illustrations such as these loosely describe the influence a teacher can have in developing a beneficial atmosphere that can motivate and develop children's competencies (Wentzel, 1998, 1999). However, none of these environment-based programs maintained emotion as the central motivating factor and emotional factors (with the exception of anger/aggression) were not considered in the outcome. Given its central importance in children's emotional development, it seems necessary to be more accurate about the nature of the emotional environment. To do this, investigation into the nature of classroom emotional environments would of course need to be exploratory and begin with emotion.

Emotion

Definition. The first assumption in this study was that socio-emotional environments involve emotion. This notion is often conveyed in many definitions of emotion. Salovey and Mayer (1990) allocated various descriptions associated with emotion such as mood, affect, or feelings onto various positions of an emotional continuum. They reasoned that "emotion" is comparatively more situation-specific and intense than "mood". Compared with emotion, mood is more pervasive and generalised; "affect" is more related to non-specific motivational states and processes; "feelings" are more related to specific aspects of a situation or object that result in non-specific behavioural responses (Arnold, 1960). This relationship is conceptualised in Figure 1. Emotional tone and dynamics influence the style of emotional experience. Emotional tone characterises an emotional "flavour" such as anger, sadness, or joy, while emotional dynamics are "response parameters" that involve the quality of emotional behaviour (Thompson, 1988). Intensity, variation,

persistence, lability, latency, rise time, and recovery of emotional reactions, are some parameters that discriminate varieties of emotional tone.

The term “emotion” therefore represents a situation specific response.

Likewise, response parameters are descriptions of expected emotional reactions to specific environments. If emotions are characterised according to their situation specificity, situation specificity may also develop different emotional responses.

Also, the more an emotional response is situation dependent, the more the external environment influences and is influenced by emotional responses.

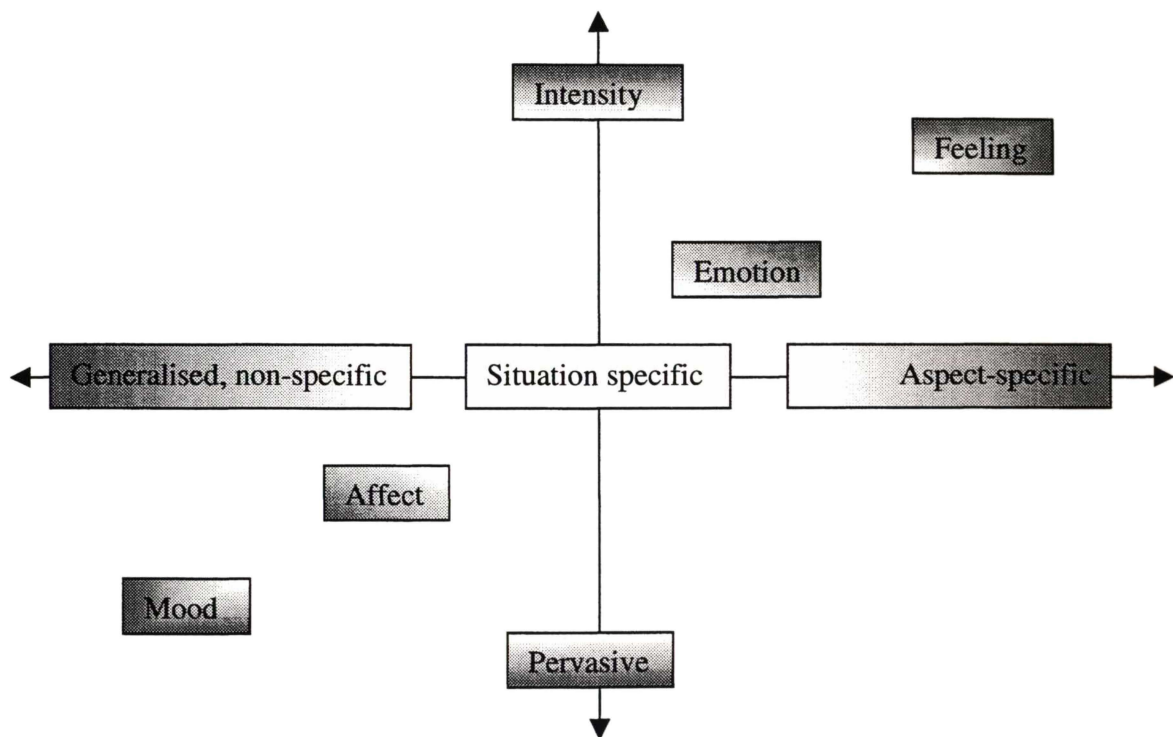


Figure 1. Pictorial depiction of the relationship between various terms of emotion as conceptualised by Salovey and Mayer (1990).

For the purposes of this study, examining environments that shape emotional management skills is thought to be best served under the emotion rubric, as emotion is influenced by the environment, is moderate in frequency, intensity, and duration,

and results in specific behavioural outcomes (Salovey & Mayer, 1990). Mood on the other hand is less situation-specific and therefore by implication, is less likely than emotion to be subject to environmental influences. However, similar to the six blind men's different descriptions of the same elephant in Galdone and Saxe's (1963) poem *The blind men and the elephant*, even focusing on the term "emotion" brings forth a plethora of definitions depending on theoretical orientation and function. Theoretical positions appear to be located along a continuum with the adherents pertaining to one extreme arguing that emotions are an internal physiological and cognitive occurrence and the other extreme pointing out the external, social, and environmental nature of emotion. Darwinists emphasise the functional nature of emotions, behavioural approaches equate body changes as equivalent to emotion, cognitivists consign emotion as a separate system that interacts with cognitive appraisals of the environment, and social constructivists entwine cultural and moral values with emotion (Arnold, 1960; Averill, 1980; Cornelius, 1996; Ekman, 1984; Ekman, Levenson, & Friesen, 1983; Izard, 1977; Lazarus & Folkman, 1984; Mandler, 1982; Oatley & Johnson-Laird, 1987; Schachter & Singer, 1962; Zajonc, 1980). It is the intention in this research to extract the common themes that emerge across most of these perspectives when considering the influences on emotional development.

Emotion and the social context. Across most perspectives, emotions are understood to interact at some level within the social environment. Essentially, emotion arises in response to an internal or external stimulus, as opposed to occurring in a vacuum. In turn, emotion can act as an internal or external stimulus. Some definitions reflect this bi-directional relationship. Keltner and Gross (1999) for example, characterised emotion as "episodic, relatively short-term, biologically based patterns of perception, experience, physiology, action, and communication that occur

in response to specific physical and social challenges and opportunities. Emotions involve more flexible interpretations and responses than reflexes, which typically involved fixed responses to immediate stimuli” (p. 468). Campos et al. (1989) considered emotions were not “mere feelings, but rather processes of establishing, maintaining, or disrupting the relations between the person and the internal or external environment, when such relations are important to the individual” (p. 395). Based on these two definitions, social-emotional environments are likely to classically condition, shape, and define emotional responses. People’s emotions are not passive responses to environmental stimuli, but actively interact in the shaping of input, processing, and output of stimuli throughout the constant bi-directional interacting environment. However, what these approaches fail to explain is *how* an individual decides which relations are important and *how* processes are involved in developing an individual’s ability to regulate the degree that emotions “establish, maintain, or disrupt the relations” within their environment. These questions imply that a certain level of emotional astuteness is necessary for successful interaction—a skill possibly linked to emotional intelligence (Salovey & Meyer, 1990).

Emotion Management as a Skill

If teachers need to understand and manage emotion-related behaviours, then it is likely that teachers may differ greatly in their ability to understand and regulate the feelings of children. Hargreaves (1998) argued that effective teachers held emotional philosophies about the centrality of emotions to teaching practice. Consequently, emotions influence and shape teachers’ emotional connections with students, their social and emotional goals, attitudes, liking, and caring for students and their ability to provide a safe, secure environment. Teaching involves emotional competencies →

such as emotional awareness of self and others, accurate understanding of emotional information, and socially appropriate empathic responses to another's emotional world. Furthermore, teachers' emotional reactions require effective management and direction in accordance to appropriate social standards (Hargreaves, 1998).

Hargreaves (1998) did not describe the classroom emotional environment or link it to the development of students' emotion regulation. His emphasis was on passive emotional dimensions, the internal emotional world of the teacher, and the effect that this had on their ability to relate to students. The importance of passive emotional dimensions should not be underestimated. However, active dimensions that contribute to the emotional character of classrooms is also worthy of attention. Teachers' coaching of emotional skills in students, behavioural guidelines for emotional practices, and the effect the classroom emotional environment has on students requires mention. Needless to say, these descriptions of teachers' adept use of emotions imply that emotions can be competently used in classroom settings. If this is the case, then we are advocating for levels of emotional sophistication. It is possible that this is the same type of phenomenon popularly known as *emotional intelligence*.

Emotional intelligence positively epitomises the degree of healthy emotional development in adults and children. The term emotional intelligence was coined by Salovey and Meyer (1990) and has recently been the focus of popular and psychological attention through books such as Goleman's (1995) *Emotional intelligence: Why it can matter more than IQ*. Various competing models on emotional intelligence have been proposed by Bar-On (1997a, 1997b), Goleman (1995), Mayer, DiPaolo, and Salovey (1990), and Mayer and Salovey (1995).

Emotional Intelligence

Definition. Bar-On defined emotional intelligence as “an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures” (1997, p. 14). According to Bar-On’s model, “emotional intelligence pertains to the emotional, personal, and social dimensions of intelligence. Emotional intelligences comprise abilities related to understanding oneself and others, relating to people, adapting to changing environmental demands, and managing emotions” (Bar-On & Parker, 2000, p.1).

It is difficult to believe that emotional skills do not interact with cognitive processes in the manner with which Bar-On’s (1997) definition seems to suggest. For instance, emotional understanding of the environment is likely to interact in a complex manner with cognitive perception. Mayer and Salovey (1997) take into account this emotion-cognitive interaction. Mayer, Salovey, and Caruso’s (2000) recent aptitude based definition described emotional intelligence as “the set of abilities that account for how people’s emotional perception and understanding vary in their accuracy. More formally, we define emotional intelligence as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others” (p. 401). Mayer et al. (2000) argued that emotional intelligence was composed of four dimensions:

1. Emotional perception and identification (recognising and inputting information from the emotion system),
2. Emotional facilitation of thought (using emotion to improve cognitive processes),
3. Emotional understanding (cognitive processing of emotion) and

4. Emotional management (emotional self-management and the management of emotions in other people).

Another point of difference between Bar-On's (1997), Goleman's (1995), and Mayer and Salovey's (1997) approaches is that Goleman, Bar-On, and others (for example, Segal, 1997), amalgamated social emotional features into their framework, whereas Mayer and Salovey (1997) argued that the two fields should be separate. In Mayer and Salovey's (1997) view, emotional intelligence cannot be accurately labelled "emotional intelligence" if it is integrated with social intelligence. However, emotional skills transpire within an interactive social environment and therefore are unlikely to be easily isolated from the context within which it occurs.

Emotional intelligence and development. Mayer and Salovey (1995) proposed that individuals with emotional intelligence skills could "(a) optimise their pleasures over the long-term; (b) emphasise emotions that are both pro-individual and pro-social; and (c) carefully review a context before deciding what emotion is optimal to feel" (p. 198). Other claims were more extravagant about the benefits of emotional intelligence. Emotional intelligence was said to contribute to the individual and society (Goleman, 1995), redefine what it meant to be smart and was alleged to be the best predictor of success in life (Gibbs, 1995). Bar-On (2000b) also claimed, "one's emotional intelligence is an important factor in determining one's ability to succeed in life." (p. 33). Bar-On asserted that:

Emotionally intelligent people are people who are able to recognise and express their emotions, who possess positive self-regard, and are able to actualise their potential capacities and lead fairly happy lives. They are able to understand the way others feel and are capable of making and maintaining mutually satisfying and responsible interpersonal

relationship, without becoming dependent on others. These people are generally optimistic, flexible, realistic, and successful in solving problems and coping with stress, without losing control (1997, p. 155-156).

Of course most of these considerable claims are unsubstantiated and require validation. Emotional intelligence instruments currently exist and claims about the beneficial effects of emotional intelligence are now coming under much needed scrutiny.

Measuring emotional intelligence. There are a number of measures currently available on emotional intelligence. For the purposes of this study, two of these instruments will be reviewed: the *Mayer, Salovey, and Caruso Emotional Intelligence Test* (MSCEIT, Mayer et al., 2000) and the *BarOn Emotional Quotient Inventory* (BarOn EQ-i, Bar-On, 1997).

Mayer et al. (2000) developed the MSCEIT based on early emotional ability scales such as the Multifactor Emotional Intelligence Scale (MEIS; Mayer et al., 1990; Mayer & Geher, 1996; Mayer & Salovey, 1997). Research using various editions of Mayer, Salovey, and Caruso's Emotional Intelligence Test (Mayer, Caruso, & Salovey, 2000; Mayer et al., 1990; Mayer & Geher, 1996; Mayer & Salovey, 1997) found significant relationships with self-reported empathy (Ciarrochi, Chan, & Caputi, 2000; Mayer, Caruso, & Salovey, 1999), life satisfaction, self-reported relationship quality, pro-social behaviour, self-esteem, and openness to feelings (Ciarrochi et al., 2000). The MSCEIT also correlates negatively with self- and peer-reports of aggressive and antisocial behaviour (Mayer et al., 2000), tobacco and alcohol use (Trinidad & Johnson, 2002).

The BarOn EQ-i (1997) negatively correlates with measures of alexithymia (Toronto alexithymia Scale, TAS-20, Bagby, Taylor, & Parker, 1994), depression

(Dawda & Hart, 2000), suicidal ideation, anxiety, borderline features, and schizophrenia (Bar-On, 1997b). The BarOn EQ-i does however correlate positively with the Trait Meta-Mood Scale (TMMS) (Salovey, Mayer, Goldman, Turvey, & Palfai, 1995), emotional and social functioning (Bar-On, 1997a), self-regard, assertiveness, empathy, social skills stress tolerance, impulse control, reality testing, flexibility, independence, social responsibility, and problem solving (Bar-On, 2000).

Self-report instruments measuring intellectual quotient only modestly correlated with performance-based measures (Paulhus, Lysy, & Yik, 1998). Likewise, the correlation was unexceptional between the BarOn EQ-i (1997) and the MSCEIT (2000) at $R=.36$; a result that signifies that these two tests have approximately 13% of their variance in common.

With the exception of emotional behaviours associated with social interaction, the similarities evident across the different perspectives on emotional intelligence include emotional awareness and emotion regulation in self and others. Perhaps because of their intention to retain emotional intelligence as a cognitive-intelligence construct, only Mayer et al. (1997) emphasised emotional knowledge in their model of emotional intelligence. Even though emotional awareness and regulation are commonly listed across models, it is emotional knowledge that many authors of emotional intelligence intervention packages prefer to develop (Denham & Burton, 1996; Greenberg, Kusche, Cook, & Quamma, 1995; Izard, 2001).

Theorists of emotional intelligence tend to assume that emotion-based abilities exist and depict these abilities as fixed traits rather than as a set of learned behaviours. The implication with fixed traits of course, is their stability across time. However, because emotions and skilful use of emotions involves the social environment, they are subject to the conditions associated with the social

environment (Campos et al., 1989). For example, emotional awareness requires recognising emotions from the social environment. Successfully managing emotion in others requires sophisticated social understanding. Regulating emotion in self incorporates social display rules, beliefs, and philosophies about emotion. Emotional accuracy is likely to improve with increased familiarity with the social environment. Therefore, if social processes are fundamental to emotional intelligence, aetiological developments of emotional intelligence may be more or less socially mediated. Processes such as emotion contagion, modelling, and reinforcement ensure emotional displays from one party are likely to be reciprocated in kind (Hatfield, Cacioppo, & Rapson, 1994).

This therefore leads to the next series of assumptions; namely, caregivers' emotionally astute interactions are positively related to children's emotional development. Therefore, understanding dimensions of emotional intelligence may assist in our appreciation of the dimensions that make-up the emotionally intelligent environment. Consequently, because emotional intelligence involves several dimensions, the emotional environment is assumed to consist of several dimensions—not all of which are likely to be positive. However, dimensions considered to be beneficial to the emotional environment are included in this introduction.

Dimensions of Beneficial Emotional Environments

By comparing across models of emotional intelligence and general emotional environment constructs, three themes emerge as common areas associated with general functioning: emotional relationships, emotional awareness, and emotion regulation. It is also expected that individuals' emotional beliefs will influence their

management of emotions. These aspects of emotionality will be described below, since they feature as important constructs that may contribute to emotional environments.

Emotional Relationships

Definition. Lazarus (1994) considered that the relationship between two people mostly involved emotions. The idea that emotion is intrinsically linked to relationship was alluded to as early as 1873 when Darwin proposed that emotional displays function to communicate an internal state to others. Barrett (1993) pointed out that emotional displays serve as adaptive functions in areas such as intrapersonal, behaviour, and social regulation. Communication of emotion is implanted in a context and develops by socialisation processes (Barrett, 1993). In so doing, communication operates to alter and shape the relationship between the individual and his or her social environment (Reis, Collins, & Berscheid, 2000). This is because emotion “read” by receivers is concurrently and reciprocally communicated back to the sender. Each of the individuals present shape each other’s emotional responses through interaction (Barrett & Nelson-Goens, 1997) resulting in outcomes such as emotional contagion (Hatfield et al., 1994). This interaction can be likened to the use of the behavioural term “contingencies”—although more emphasis is placed on emotions and the bi-directional dynamics in the relationship literature. Barratt (1993) also described emotion as a relational process that occurs between the individual and their environment. According to Barratt (1993), emotion involves:

bidirectional processes of establishing, maintaining, or disrupting significant relationships between an organism and the (external or internal) environment. They are *bi-directional* in that they involve the interdigitating impact of the environment and the organism upon each

other. They are *processes* in that both organism and environment are constantly changing in relationship to one another: A change in one involves a change in the other. They are *relational*: The emotional quality associated with an event is dependent upon how that event affects an organism, and the quality of the organism's emotional response for the environmental event. And, finally, the relationships are *significant*—the impact of environment and organism upon each other has implications for that organism's adaptive functioning in that environment (p. 149).

This quote clearly links emotion to communication, relationships, the environment, and the interaction between them. Emotion about welfare is also at the core of personally significant relationships (Lazarus, 1994). Personal goals and agendas influencing “core-relational themes” are based on whether the relationship is harmful or beneficial, which is interpreted as emotion about the relationship (Lazarus, 1994). Shame for example, distances an individual from significant others following perceived infringements; guilt assists in the repair of interpersonal damage, and envy or jealousy conveys the need for equitable distribution of resources (Barrett & Nelson-Goens, 1997). Likewise anger involves goal enhancement or goal prevention and the “protection or enhancement of self-esteem” (Lazarus, 1994, p. 212).

Closeness in relationships is related to the degree of emotional expression in interaction and intensity of emotional experiences (Barrett, Robin, Pietromonaco, & Eysell, 1998). Close communal relationships are also linked to higher expression of both positive and negative emotional experiences (Clark, Fitness, & Brissette, 2003; Clark & Taraban, 1991), whereas in distant relationships, individuals are more likely to suppress negative emotional displays (Collins, 1994; Collins & DiPaula, 1997). Despite the fact that individuals who express both negative and positive emotions

appear to be accepted in close communal relationships, negative emotional displays lessen the attractiveness of an individual in non-close relationships (Clark, Pataki, & Carver, 1996; Clark & Taraban, 1991). Possibly due to these social and cultural consequences, there is an unfortunate trend to misrepresent internal states to conform to normative display rules (Fridlund, 1994). If close communal relationships ensure that both positive and negative emotional displays are accepted, the opposite also occurs—exclusive presentation of positive emotions communicates a distant relationship (Collins, 1994; Collins, & DiPaula, 1997).

Disclosure of personally revealing information, emotions and thoughts combined with emotional responsiveness of the listener through validation, acceptance, positive regard, and understanding of the material disclosed, are essential components of close relationships (Reis & Shaver, 1988). Indeed, Collins and Millar (1994) found in their meta-analysis that people disclose more to those they like and in turn are liked by those they disclosed to; and those who are disclosed to, tend to reciprocate disclosure (Collins & Millar, 1994). Particular aspects enhance the relationship between self-disclosure and relationship. If the disclosure involves something unique or special about the individual disclosing, the impact is beneficial (Collins & Millar, 1994). In addition, emotional self-disclosures are more often associated with close relationships than factual self-disclosures (Laurenceau, Barrett, & Pietromonaco, 1998). The benefits of bi-directional communication of emotion are also validated by partner research. Empathic responses to displays of emotion are linked to greater caring and closer relationships (Clark, Fitness, & Brissette, 2003; Ickes, 1997; Williamson & Clark, 1989). Conversely, inaccurate appraisal of expressed emotion from a partner is associated with dissatisfied relationships (Noller & Ruzzene, 1991).

This has important implications for teachers and psychologists observing classroom environments. Classrooms involve communal relationships and therefore observing the degree and acceptance of appropriate emotional expressions and disclosures between teachers and pupils, may provide an indication of the closeness and quality of the relationship that exists between them.

Teacher-student emotional relationship and development. The large volume of literature regarding resiliency and attachment is one indication of how vital the presence of a strong relationship is for preventing emotional difficulties (Greenberg, Speltz, & DeKlyen, 1993; Werner & Smith, 1989). Securely attached children are more likely to be sociable, compliant with parents, emotionally positive, develop a secure working relationship, and exhibit more effective emotion regulation. Insecure attachment on the other hand, is negatively associated with these factors and positively associated with externalising behaviour. Secure attachment develops between children and their parents when their parents are warm, responsive and sensitive to their children's emotional cues in their first year of life (Greenberg et al., 1993).

It could be hypothesised that attachment plays a comparative role in teacher student relationships as it does with parents. Denham (1998) suggested that children in need of emotional attachment might seek it from teachers. Educationalists often emphasise the importance of relationships between teachers and students for the purposes of achievement. Pianta (1999) reasoned that a child's competence "is often embedded in and a property of relationships with adults" (p. 17). Children in need of relationships, seek to meet that need from any source possible (Denham, 1998). Given their similarity, these relationships can include both home or school (Pianta &

Steinberg, 1992). In fact, 71.6% of 7- to 15-year-old children were found to have a secure relationship either with their teacher, peers, or both (Lynch & Cicchetti, 1997).

A child who encounters the presence of one caring person in their life outside of the family circle—often a teacher and/or a positive role model—is more likely to become resilient (Werner & Smith, 1989). Therefore, the influence of a teacher's skill in developing a secure emotional relationship might be linked to children's emotional development. Certainly some research alludes to this. A student's relationship to a teacher is linked to academic outcomes, self-efficacy, success expectations, interest in school tasks and grades, improved classroom functioning, interest in class, pursuit of academic goals, following of class rules, competence, and reduced drop out rates (Birch & Ladd, 1997; Furrer & Skinner, 2003; Hamre & Pianta, 2001; Pederson, Faucher, & Eaton, 1978; Wentzel, 1998). Of course high academic output does not correspond to emotional development of pupils. Repressive teacher styles obtain high student achievement but negative attitudes, while disorderly classrooms result in both negative attitudes and low achievement (Wubbels, Creton, Levy, & Hooymayers, 1993). Instead, Wubbels et al. (1993) found effecting optimal academic attainment and positive student attitudes requires a balance between authoritative approaches and emotional support. Skinner and Belmont (1993) found the strongest predictor of student's attitude was the teacher's involvement with them—over and above structure and autonomy support. 'Teacher involvement' in Skinner and Belmont's (1993) study incorporated emotional aspects of interpersonal relationships, such as expressed affection, enjoyment of interaction, attuned teachers, and dedication of resources for their students; the very qualities 'X-factor' teachers in low socio-economic schools in New Zealand were found to exhibit (Hill & Hawke, 1998, 2003).

Child-teacher relationships also soothe children's emotional experiences at school and predict emotional and behavioural engagement. Students with teachers who are involved, warm, and affectionate are happier and more enthusiastic whereas students find less involved teachers more inconsistent and coercive (Furrer & Skinner, 2003; Lynch & Cicchetti, 1997). Connectedness to a teacher or school is also the most protective factor for counteracting social consequences of high-risk conditions such as dropping out, behaviour difficulties, psychopathology, and academic failures (Pianta, 1999; Pianta & Steinberg, 1992), emotional distress, suicidal thoughts and/or behaviours, violence, substance abuse (alcohol, cigarettes, cannabis), and sexual behaviours (Resnick et al., 1997). Teacher-student relationships are also inversely related to child anxiety (Wentzel, 1998). During a school year of quality teacher-student relationship, aggression was found to reduce both during that time as well as in the subsequent school year (Hughes & Cavell, 1999). On the other hand, a negative downward spiral can be expected to occur when optimal relationships are not developed. Maltreated children experience more difficulty than non-maltreated children in developing beneficial relationships with teachers (Lynch, & Cicchetti, 1992); poor student-teacher relationships increase both pupils' social and emotional maladjustment (Murray & Greenberg, 2000) and teachers' stress, as well as negative feelings toward teaching (Yoon, 2002). Teachers' negative attitudes towards students are likely to result in further student maladjustment (Welsh, 2000). Although it is unclear exactly how emotional relationships contribute to pupils' emotional development, it is nevertheless important to understand what can be done to facilitate the development of healthy connections.

Developing emotional relationships. Teachers are seen as caring, being interested in, and accepting of students when they form good relationships with them

(Morganett, 1991). Teachers demonstrate their intention to develop this through a number of strategies. Open communication and teachers' self-disclosure about both personal and professional matters enhance student participation (Goldstein & Benassi, 1994). Classroom strategies include reciprocal communication (taking time to talk and listen), asking students their feeling and thoughts on topics, sharing interests, using "I" messages, giving private, quiet reprimands, writing personal notes on tests, assisting new students in class to adjust, providing a suggestion box, carrying out activities where students could interview teachers, beginning the school year with a personal letter, or giving students a birthday card (Morganett, 1991; Pigford, 2001). Outside the classroom this involves participation in extracurricular activities, challenging students in mutual interest activities such as sport, eating lunch with students regularly, greeting students, saying something of personal value to students, joining in with free time games, as well as joining in with school and community events (Pigford, 2001).

Interpersonal relationships are also not to be confused with emotional environments—even though emotional relationships are likely to be an important dimension within the emotional environment (Withall, 1979). Interpersonal relationships imply that the interaction is directly related between two main parties, predominantly individual-based, and that the relationship is directly influential on its participants. Comparatively, emotional environments may exert a less specific influence on individuals than singular relationships.

Although a link is identified in these studies between relationship, academic achievement, and reduced psychopathology, the contribution of emotion is again minimised. Furthermore, no mention is made about which processes are involved in developing students' emotion regulation and nor do these studies describe what other

factors are necessary in developing appropriate emotional environments. Without established guidelines concerning, for example, the expression of emotion, warm relationships could be insufficient to create beneficial change. Teachers' beliefs and attitudes are likely to be additional contributors to teacher student relationships, the emotional environment, and consequently, students' emotion regulation.

Teacher Beliefs

Teachers' negative beliefs and feelings about teaching are linked to negative teacher-student relationships (Yoon, 2002) and negative emotional outcomes in pupils. Teachers' attitudes are influential and "contagious" with students (Acton, 1984). Pygmalion (Rosenthal & Jacobson, 1968, 1992) and Golem effects (Babad, Inbar, & Rosenthal, 1982) are further evidence of how beliefs may affect children academically, behaviourally, and emotionally. The Pygmalion affect is based on the premise that an individual's expectation for the performance of another person can serve as a self-fulfilling prophecy (Rosenthal, 1973). The Golem effect is concerned with the implications of such beliefs, namely, "that teachers might harm their low-achieving students through their negative expectations" (Babad, 1993, p. 127).

The question arises as to how expectations and beliefs about students' behaviour and intellect could positively or adversely affect the emotional environment and students. Rosenthal (1991) argued that two factors mediate between beliefs and the environment: affect and effort (see also Rosenthal, 1973; Harris & Rosenthal, 1985). Put another way, beliefs and environment are related to both the socio-emotional behaviour of the teacher and their instructional interaction. Rosenthal teamed up with Babad and Bernieri (1987, 1989a, 1989b, 1991) to ascertain the impact non-verbal communication had on students. They found judges were able to detect teachers' real feelings about students through "leakage" that occurred in

emotional variables such as dogmatic behaviour, bias/non-bias, like/dislike, positive/negative expectations or belief in high/low academic performance, and negative affect—even when the teacher attempted to mask their real feelings. In addition, although they were attempting to compensate, teachers were found to leak negative emotion concurrently in less controllable, nonverbal channels. This also occurred when judges were unable to understand the spoken language of the teachers (Babad & Taylor, 1992). Leakage from teacher expectancies was seen to occur through emotional behaviours such as leaning toward the student, touch, gestures, persistence with students (Brophy, 1983, 1985; Harris & Rosenthal, 1985, 1986), smiling, encouragement, head nods, acceptance of students' ideas, criticism, praise, acceptance of student's feelings, use of student's ideas, or lecturing (Flanders, 1970).

These belief constructs relate mostly to affectively-valenced attitudes of teachers and their acceptance of students. The approach does not incorporate teachers' emotional self-acceptance or teachers' philosophy about the expression of emotion. Similar to the research on expressed emotion, this literature tends to focus on the impact of detrimental beliefs and does not describe how teachers' beliefs may beneficially develop emotional skills in students. So far in my discussion, the likely contribution emotional relationships and beliefs make to beneficial emotional environments has been introduced. Although emotional relationships are possibly one medium through which emotional development of children is facilitated, maximisation of any intervention is likely to require a fuller understanding of emotions and their consequences, including emotional awareness, emotion regulation in self and others, and meta-emotion, and it is to these four topics that the discussion now turns.

Emotional Awareness

Definition. The process of recognising emotion in self and/or others has been described as emotional perception (Mayer et al., 2000), emotion recognition (Leppänen & Hietanen, 2001), emotion understanding (Denham, 1988), self-awareness of emotion, and emotional awareness (Farrell & Shaw, 1994).

Saarni's (1988) emotional competence concept strongly emphasises emotional awareness of self and others. Denham (1998) also places importance on emotional understanding, which in turn is based on awareness. Denham's (1998) category "emotional understanding" includes emotional labelling, identification of emotion-eliciting situations, awareness of emotion in others, and awareness of emotion regulation strategies, and is developed through awareness of emotional events (Denham et al., 2002). Denham's (1998) construct blends awareness of emotional experiences with interpretations of underlying processes associated with emotion. It could be argued that emotional awareness is a skill placed on a continuum of complexity and cognitive interpretation rather than a static position that an individual occupies. Based on this premise, it is likely that Denham's emotional understanding would be located at the higher end of a continuum of awareness. Indeed, Lane and Schwartz (1987; see also Lane, 2000) contend that emotional awareness develops in a manner similar to Piaget's stages of cognitive development. For Lane and Schwartz (1987), emotional awareness consists of five hierarchical levels in ascending order from physical sensations, action tendencies, single emotions, blends of emotion, to blends of blends of emotional experience. This fifth level involves the capability to understand the complexity involved in emotional experiences of self and others. Saarni (1988) argued that felt emotional awareness includes awareness of emotional states, of multiple emotions, levels, and even

awareness that one might not be aware of some emotions. Furthermore, awareness includes awareness of others, empathy, cultural display rules, differentiation of outer display and inner experience, and ability to label emotions to describe inner emotional states (Saarni, 1988). Labelling emotions should not be confused with emotional expression, as those expressing emotion might be quite unaware of the emotions they are experiencing, the emotional signals they are sending, or the resultant emotions their expression may be creating in others.

As mentioned earlier, emotional awareness also includes awareness of emotion in others. Mayer et al. (2000) described emotional perception as the “ability to recognise how an individual and those around the individual are feeling....emotional perception involves paying attention to and accurately decoding emotional signals in facial expressions, tone of voice, and artistic expressions” (p. 19). Mayer et al.’s (2000) definition appears to favour the ability of individuals to be aware of other’s emotions more than emotional awareness of self. However, it is awareness of self coupled with awareness of others that best predicts social-emotional competency (Baddeley, Della Sala, Papagno, & Spinnler, 1997; Machado, Beutler, & Greenberg, 1999).

Emotional awareness and development. Without the emotional awareness of self, an individual may be less able to monitor their interaction appropriately with the social environment. Certainly, therapists’ awareness of their own emotions has a positive impact on their accuracy in detecting emotions in others (Machado et al., 1999). Likewise, Hargreaves (1998) also points out that teachers’ own emotional awareness corresponds to their emotional awareness of students. In this respect, awareness of emotions in self is alleged to be functional because emotions supply information about the social environment (Clore, 1994). Anger and guilt inform the

individual of unfairness that may be occurring with interpersonal relationships (Solomon, 1990); embarrassment relates to loss of self-esteem, concern for others' evaluations, absence of scripts to guide interactions (Keltner & Buswell, 1997), or social status in comparison with others (Gilbert & Trower, 1990; Tangney, Miller, Flicker, & Barlow, 1996). In essence, "emotional expression and experience provide important information about the sender's emotions, intentions, orientation to the relationship, and well-being; events or objects in the environment; and the conditions of social relations" (Keltner & Kring, 1998, p. 324). Not surprisingly then, emotion awareness corresponds to social adjustment in 7- to 10-year-old girls (Leppänen & Hietanen, 2001), and high self-awareness decreases emotional intensity (Silvia, 2002).

The majority of what is known about emotional awareness has been generated from investigations into individuals who appear to lack this skill. Disruption in emotional awareness is likely to decrease the accuracy of information received by the individual concerning his or her environment, and consequently degrades that individual's ability to respond appropriately. Aggression in young boys corresponds to difficulties with emotional understanding (Denham et al., 2002) and undertaking dual tasks (Baddeley et al., 1997). This latter finding is interesting given that social interaction is likely to be a dual task that requires awareness of one's own responses as well as that of the emotional environment.

Some severe psychiatric conditions are known to be associated with difficulties in emotional awareness. Some examples include alexithymia (literally no words for feelings) (Apfel & Sifneos, 1979; Mallinckrodt, King, & Coble, 1998; Sifneos, 1973; Taylor, 1984; Taylor, Bagby, & Parker, 1997), psychopathy (Cleckley, 1976; Hare, 1993), and borderline personality disorder (Linehan, 1993). Psychopaths'

emotion dissociation, for example, results in difficulty processing and using affective characteristics of language (Day & Wong, 1996; Louth, Williamson, Alpert, Pouget, & Hare, 1998; Williamson, Harpur, & Hare, 1991), leaving them with a dictionary comprehension of words (Cleckley, 1976; Hare, 1993). Individuals diagnosed with borderline personality disorder on the other hand, are acutely aware of the external emotional environment, but neglect their own affective messages—resulting in chronic emotional dysregulation (Linehan, 1993). These conditions that relate to affective unawareness highlight the responsibility psychologists have for designing interventions that will facilitate the healthy development of children’s emotional awareness.

Developing emotional awareness. Most attempts at emotion awareness training are person-centred approaches aimed at emotion education (Farrell & Shaw, 1994; Greenberg & Kusche, 1993). Greenberg and Kusche’s (1993) PATHS (Promoting Alternative THinking Strategies) curriculum assumes that children’s ability to understand, manage, and discuss emotions influences their behaviour, development, socialisation, and affective problem solving. Teachers delivering the PATHS curriculum attempt to increase children’s emotion vocabulary, their ability to discuss emotions, develop awareness of emotion cues in self and others, understand display rules, and use emotion regulation strategies. Indeed, Greenberg, Kusche, Cook, and Quamma (1995) reported significant improvements of children’s skills in these topic areas. As the PATHS name suggests, however, emotional curricula such as this promote the restructuring of thinking. Emotional skills are taught “cold” in an instructional manner without taking advantage of everyday implicit emotional opportunities. As a result, less emphasis is placed on the competencies of the

emotional environment to skilfully condition appropriate behavioural responses to emotional experiences.

Silvia (2002) reported that improving an individual's self-awareness increases their ability to notice their emotions, which leads to a drop in emotional intensity. Other experiential-based approaches such as 'core mindfulness' (Linehan, 1993) involve examining emotions and behavioural responses, allowing experience of emotion, and labelling different emotions as they occur. Originally designed specifically for those diagnosed with borderline personality disorder, it has recently been generalised to other adult populations such as violent offenders (Fruzzetti & Levensky, 2000), forensic inpatients (McCann & Ball, 2000), substance abusers (Dimeff, Rizvi, Brown, & Linehan, 2000), elderly depression (Lynch, 2000), women veterans (Koons et al., 2001), and binge eating (Telch, Agras, & Linehan, 2001). Although treatment outcomes using experientially based approaches with adults are promising (for another example see Greenberg, 2002), no comparative intervention attempts have been made to train teachers to use everyday emotional experiences to coach emotional awareness with students.

Teacher awareness. Kounin (1970) introduced a concept called *withitness* to describe effective classroom-based teacher behaviour. Withitness is comparable to the metaphor "eyes in the back of the head" where teacher behaviour effectively communicates to students that their teacher knows what is going on. The key is that students perceive their teacher as being aware. Even when the teacher's back is turned, the target child can be accurately picked at the correct time. Targeting the wrong student or the wrong time communicates to the class that the teacher is unaware. Handling the correct inappropriate behaviour on time was found by Kounin (1970) to contribute more to managerial success than the strategy used. Awareness

becomes essential because it subsequently influences how the child is managed. While Kounin's construct of withitness deals with the importance of the awareness process, it is unrelated to emotional awareness per se, but is linked instead to behavioural and learning difficulties in the classroom. Furthermore, withitness does not facilitate students' emotional development, but is used as a preventative strategy for managing inappropriate behaviour. Finally, the importance of the emotional relationship between teachers and students is not emphasised in Kounin's (1970) approach. In spite of this, it appears evident that both teachers' emotional awareness of themselves and awareness of their students are likely to be necessary contributing factors to developing beneficial classroom emotional climates, along with emotional relationships and beliefs. Further dimensions assumed to contribute to a calming classroom emotional environment are the management of emotion in self and others, and finally meta-emotion, and I will discuss each of these in turn.

Emotion Regulation in Self

Definitions. Emotion develops through social processes and is regulated according to social situations encountered. Various definitions have been proposed for emotion regulation. However, self-emotion regulation in the context of my research is described by a two-part definition that acknowledges the interaction between emotions and the social-emotional environment:

- 1) *Intentional or automatic personal regulation of emotion.*
 - a) The ability to inhibit socially inappropriate emotionally driven behaviour relating to strong positive or negative affect and to enhance appropriate behaviour relating to a necessary and/or desirable emotion.
 - b) The ability to self-soothe the reaction-based physiological arousal and enhance a relevant and functional state of physiological arousal.

- c) The ability to refocus attention from the antecedent stimulus.
- d) The ability to organise self to co-ordinate action to achieve an internal or external goal and to facilitate adaptation of the individual to the social and physical environment (Cole, Michel, & Teti, 1994; Eisenberg, Fabes, et al., 1997a, 2000; Gottman & Katz, 1989; Shipman & Zeman, 2001; Thompson, 1994).

2) *Intentional or automatic regulation of and by the emotional environment.*

- a) The ability of an individual to manage the physical and social environment in a socially appropriate manner so that the environment regulates the individual's emotions (Cole, Zahn-Waxler, Fox, Usher, & Welsh, 1996; Eisenberg, Guthrie, & Fabes, 1997; Halberstadt, 1991; Kopp, 1989; Lazarus & Folkman, 1984; Shipman & Zeman, 2001).

The first part of the definition implies that direct personal regulation of emotion involves the adaptive individual skill of emotion regulation through the direct, intentional or automatic management of neurophysiological arousal, emotionally driven behaviour, involvement of cognitive activity, and regulation of the emotion causing situation (Eisenberg, Guthrie, et al., 1997a; Gottman & Katz, 1989; Kovacs, unpublished test manual; Parkinson & Totterdell, 1999). These reactions occur as a result of cognitive and perceptual discrimination learnt from the social environment and are responsive to situational demands and perceived social standards (Cole et al., 1996; Kovacs, unpublished test manual; Lazarus & Folkman, 1984). Furthermore, the individual learns display rules (Ekman & Friesen, 1975; 1978), whereby personal emotional expression and arousal is regulated to conform to the confines of the socioemotional context (Shipman & Zeman, 2001). Because individual emotional responses provide the socio-emotional environment for others,

the socio-emotional environment is reciprocally influenced. Therefore, an individual might influence the emotional environment in order to regulate his or her own emotional responses.

Emotion regulation and development. Emotion regulation is linked to appropriate emotional development throughout the human lifespan (Thompson, 1991). As emotion development progresses, emotions that are initially externally regulated progressively become internally managed and socialised (Thompson, 1991). Much of Eisenberg and her colleagues work on emotionality has focused on the relationship between affect and children's social functioning (Abe & Izard, 1999; Eisenberg & Fabes, 1991; Eisenberg et al., 1993, 1995, 1997b). Appropriate emotion regulation is positively related to social functioning (Eisenberg et al., 1995), social skills, and peer status (Eisenberg et al., 1993). Moreover, children able to emotionally regulate are less prone to distress and more able to soothe others (Fabes et al., 1994b). In contrast, children high in emotional intensity and low in regulatory/coping capabilities have lower social competence and social status than other children (Eisenberg et al., 1993), are more likely to use abusive language and escape behaviour when they experience anger (Eisenberg et al., 1994), and exhibit increases in behaviour difficulties (Block & Block, 1980; Block, Gjerde, & Block, 1991; Cole et al., 1996; Eisenberg et al., 1993, 1995, 1997; Kliewer, 1991; Pulkkinen, 1988; Sandler, Tein, & West, 1994).

When viewed in this manner, the effect that emotion regulation and dysregulation has on children and their environment becomes apparent. Of course it is necessary to understand how emotion regulation is influenced by and varies across socio-emotional contexts and situations within both the home and school environment (Underwood, 1997). Given that the skills associated with emotion regulation are

linked to non-problematic behaviour, the positive implications to developing this skill in the educational environment becomes highly significant. The previous definition used in this research explains emotion regulation as a process, but does not explain how an individual necessarily regulates their emotion. Before exploring how the emotional environment influences emotion regulation, it would seem prudent to explore emotion regulation strategies.

Strategies of emotion regulation. Numerous strategies exist that assist in the regulation of emotion. Analogies are often drawn between coping and strategies of emotion regulation (Eisenberg, Fabes, & Guthrie, 1997; Skinner, Edge, Altman, & Sherwood, 2003). Similar to emotion regulation, coping is fundamentally linked to the social-emotional environment (Berg, Meegan, & Deviney, 1998). Skinner et al. (2003) grouped coping strategies into three categories: basic action strategies, according to function, and superordinate groupings (relatedness, competence, and autonomy) (Skinner et al., 2003; see also Ryan-Wenger, 1992, for a review on coping strategies). Irrespective of categorisation, most coping strategies were seen as linked to the social environment (Skinner et al., 2003; Ryan-Wenger, 1992). As such, coping can be facilitated and developed through and by the social environment and is therefore referenced with and adaptive to the local context. Therefore, because coping strategies may be contextually related, different individuals, in different environments, and at different times, require complex judgements about when, where, and how to employ various coping strategies. Likewise emotion regulation involves complex combinations of behaviour, cognition, attention, emotion, goals, and environmental interactions—effectively rendering function- and superordinate-based categorisation less meaningful (Skinner et al., 2003). Given that complex social and emotional processes heavily influence coping, it is surprising that the most prevalent

explanations of coping and emotion regulation appear to be cognitive in perspective. Irrespective of this, it is apparent that teachers' effectiveness in orchestrating an environment that appropriately develops emotion regulation skills in students would require complex skills in emotional awareness, timing, and understanding of their social-emotional context.

Regulation of Emotion in Others

Definition. The second part of the earlier emotion regulation definition involves regulation of and by the emotional environment. However, there is a paucity of literature discussing the regulation of emotion in others even though emotion regulation of oneself and others was allocated a position within the emotional intelligence framework at the highest skill level by Mayer et al. (2000). They argued that managing or regulating emotion in others was an “ability to incorporate emotions into decision making that involves other people” (p. 20). These authors felt the use of emotion in decision-making is made possible due to emotion regulation. However, this definition is vague and calls attention to an individual's personal emotion regulation more than regulation of emotion in others. Moreover, it neglects to raise the issue of emotional dependence on the external environment. I would argue that developing emotion regulation skills in children so they can independently regulate their own emotions, should take precedence over environmental control of children's emotions. I am not arguing for the neglect of external regulation of children's emotions by adults—in many cases when undertaken appropriately, this approach would be necessary for children's emotional development. The concern is instead that our long-term focus should be on the internalisation and generalisation of emotion regulation skills.

Mayer et al. (2000) also failed to account for the bi-directional nature of emotional expression. Inadvertently, regulation of others' emotion may actually occur in everyday interaction without conscious intent. This implies that emotion regulation in others may not occur purposefully or with any skill—two features necessary if something is to be labelled as intelligence (Mayer & Salovey, 1999). Therefore, simply managing emotion in others is not enough to be labelled a component of emotional intelligence. I would argue that to be described as a skill, managing emotion in others would require the *conscious* development of emotion regulation skills in others, *in order for those individuals to manage emotions more effectively themselves*. For the purposes of this thesis, an emotion-regulating or -coaching environment is defined as the *ability of the emotional environment to be aware of and provide appropriate internal and external regulators to an individual's emotional responses in order to develop that individual's emotion regulation skills*. These emotion regulation influences may be direct such as scripting, or indirect, as seen in the emotion contagion literature (Hatfield et al., 1994).

Regulating emotion in others and development. Gottman, Katz, and Hooven (1997) and Underwood (1997) asked the question about the extent of influence that environments have over emotion regulation. From the parenting literature, parent-child relationships are known to influence the development of children's socialisation and emotion regulation skills through modelling, coaching, and contingency (Halberstadt, 1991). This is evidenced in a negative sense also with maltreating mothers whose parenting styles involve less understanding of their children's emotional displays and less coaching of effective strategies for dealing with emotional arousal (Shipman & Zeman, 2001). As a result, maltreated children display more emotion dysregulation, fewer effective coping strategies, expect more negative

outcomes, are affectively labile and aggressive, display socially inappropriate emotional expressions, and experience more difficulties in attention modulation during emotionally arousing events than their non-maltreated peers (Shields & Cicchetti, 1997; Shipman & Zeman, 2001). The consequences of such maltreatment impacts negatively on children's cognitive, academic, social, and emotional development (Ammerman, Cassisi, Hersen, & Van Hasselt, 1986; Calam & Franchi, 1987; Trickett & McBride-Chang, 1995). Maltreated children are more likely to exhibit conduct problems, aggression, social difficulties, and non-compliance (Conaway & Hansen, 1989).

Since skills associated with emotion regulation are linked to cognitive development, physical health, socialisation, and adaptive behaviour, the manner in which this skill is developed becomes highly significant for psychologists. It becomes important, for example, for the development of emotion regulation to be replicated across a child's various social environments.

Meta-Emotion

The development of emotional regulation has been the focus of an approach termed *meta-emotion*, as developed by Gottman et al. (1996).

Definition. Gottman et al. (1996) introduced various meta-emotion parenting concepts. One such concept, the *parental meta-emotion philosophy*, involves a system of emotions and cognitions about emotions with oneself and others. In essence, parents who adhere to a meta-emotion philosophy approve of and consider that emotions enrich lives and, therefore, deem that emotions represent an opportunity for learning and intimacy.

The process of *emotion coaching* was reasoned to interlink with a parent's meta-emotion philosophy (Gottman et al., 1997). Emotion coaching involves a

process whereby a parent recognises his or her own and/or his or her child's emotion, views the emotion as an opportunity for intimacy or teaching, helps the child to verbally label his or her emotions, empathises with and/or validates the child's emotion, and assists his or her child to problem solve the situation that led to the negative emotion. This process using scaffolding/praising strategies is carried out in a warm, non-derogatory manner. Conversely, a dismissive meta-emotion philosophy leads parents to believe negative emotions such as sadness or anger is harmful to their children. Consequently, emotionally dismissive parents attempt to alleviate negative emotions as hastily as possible. These parents cajole their children, implying that negative emotions are not important, are temporary, and once they get over it they will be 'safe and sound' afterwards.

Meta-emotion and development. Emotion coaching was reported by Gottman et al. (1997) to influence regulatory physiology and increase the child's emotion regulation skills, which in turn enhances positive peer interaction and emotional awareness. Parental meta-emotion philosophy also relates to both the inhibition of parental negative affect whilst facilitating warm positive parenting. Meta-emotion parenting differs from parental warmth however, in that warm parents might not necessarily be emotionally aware nor have an appreciative understanding of both positive and negative emotions (Gottman et al., 1997). This does not mean that parents who are not favourable to emotions are emotionally unaware. Instead, Katz, Gottman, and Hooven (1996) hypothesised emotionally dismissive parents may be well aware of negative emotions. These parents instead consider that emotions exert a toxic effect on their children and therefore attempt to rid their child of such emotions. Indeed, Katz et al. (1996) found children from emotionally aware parents who were disparaging of emotion, resulted in negative outcomes for the child's peer

relationships. In addition, being aware of emotions is not always beneficial because being tuned and responding to a child's negative emotion (e.g., tantrums) may act to instead reinforce its expression (Katz et al., 1996). As a result, neither emotional awareness nor caring alone is sufficient for creating a beneficial emotional environment. Supporting skills such as understanding of constructive approaches and beliefs about emotion appear necessary as well.

Using pathway analysis to support their theories, Gottman et al. (1996) found meta-emotion parenting was related to scaffolding-praising parenting and the reduction of child derogation. In addition, emotion coaching correlated with child's physiological regulation, achievement, and peer-relations. Of course direct causality cannot be inferred from this study. Further investigation using longitudinal studies may be useful in shedding light on the nature of this relationship. Others have argued that the influence of meta-emotion may not be due so much to the emotion philosophy or reciprocal relationship between adult and child, but other factors such as parent personality and family system (Cowan, 1996; Eisenberg, 1996a).

Presumably because caregivers coach appropriate emotion labelling and problem solving during the emotional experiences, children's appropriate responses become conditioned to emotions. Although Gottman et al. (1996) discusses these types of consequences, the antecedents to meta-emotion are still unclear, restricting the formulation of meta-emotion interventions (Cowan, 1996). Gottman et al.'s (1996) use of pre-school populations and the family environment also limits the usefulness of this approach with school children and the school environment. It is unknown for example, whether emotionally warm and aware teachers are able to coach children's emotions in the classroom. Compared to parents, teachers are at a disadvantage because of the higher adult to child ratio in the classroom, the necessity

of delivering set curricula, and the non-biologically based nature of their relationship with students.

Nevertheless, these dimensions of the emotional environment and meta-emotion concepts seem to provide a novel and applicable approach to understanding how classroom environments may develop children's emotional regulation. (Gottman et al., 1996, 1997; Katz et al., 1996). Therefore the question to be raised is this: Does a comparable meta-emotional approach apply within schools to facilitate the development of students' emotion regulation?

Emotion coaching in education. Conflict resolution programmes in schools have been used to develop social skills with students (e.g., "Cool Schools" mediation programme; NZ Foundation for Peace Studies Inc, 1992). Bodine and Crawford (1999) advocated that conflict resolution and behaviour management facilitate the development of emotional intelligence. Behaviour management emphasises the development of responsibility through appropriate class and life rules, class meetings, planning, and communication about responsibilities. Conflict resolution is similar to Gottman et al.'s meta-emotion philosophy (1996) in that conflict is considered to be a natural and normal process that leads to solution building and positive emotional change. This in turn creates a climate that meets the needs of the individuals in the environment (Bodine & Crawford, 1999).

Some similarities exist between meta-emotion and conflict resolution. Both require the environment to be alert to the opportunities that emotional situations provide in order to develop social and emotional skills. Both approaches view emotional situations as opportunities to coach social skills through problem solving and solution development (Bodine & Crawford, 1999; Gottman et al., 1997).

However, several fundamental differences also exist. Bodine and Crawford (1999) were more interested in understanding the negotiation process and reaching solutions than identifying, labelling, validating, and communicating emotions. Moreover, conflict resolution only focuses on one emotion, that of conflict, rather than using a variety of emotional opportunities. In addition, instead of adults using emotional opportunities, in peer mediation programmes students themselves often receive training in conflict resolution skills and act as mediators for their peers. While peer mediation programs may benefit socially accomplished students, a meta-analysis conducted by Wilson, Lipsey, and Derzon (2003) found little change in aggressive students. Moreover, mediation programs are programmes and as such, are less responsive to naturalistic learning opportunities.

What is being advocated in the present research is a *process* whereby an adult coaches student's emotional skills as the emotional experiences occur. Naturally, the coaching process occurs over a variety of emotional situations, in a number of ways, at various times, and with various emotions. The process is in response to emotional knowledge of the situation and context, the individuals involved, awareness of emotion, and through participants' relationships.

Both Cowan (1996) and Eisenberg (1996a) felt meta-emotion was a construct worth pursuing. However, meta-emotion is but one dimension of the emotional environment and is likely to be reliant on other features such as the strength of an adult-child relationship, adult emotional awareness, and children's personality and biological predisposition for the development of emotional aptitude.

The theme introduced throughout this introduction involved the understanding of the classroom emotional environment and whether the emotional environment influences students' emotion regulation. It would appear that both

aspects of this theme require further exploration. Currently, no satisfactory model exists explaining contributing emotional dimensions to positive classroom atmospheres. Furthermore, it is largely unknown whether classroom emotional dimensions influence pupils' emotion regulation—although based on this introduction, some influence is likely to exist. It is possible that dimensions such as emotional-relationships, -awareness, and -regulation of self and others may contribute, but as of yet, the nature of beneficial classroom emotional environments is still largely speculative.

Conclusions

In conclusion, there are a number of important concepts surrounding the issue of emotion regulation in children and the way in which the relationship between adult and child influences emotional development and behaviour. The evidence presented supports the notion that the social and emotional environment facilitates positive emotional outcomes. Consequently, the social and emotional environment is of interest in the development of emotional regulation in children. The classroom is a social and emotional context and therefore children's emotion regulation skills may be developed through exposure to an emotion-coaching teacher. However, Pianta (1999) notes that while some literature reflects aspects of relationships with teachers, there are "few attempts to integrate knowledge about teacher's attributions, interactions with children, expectations,children's feelings about teachers, time spent in contact with teachers...." (p. 86). The literature discussing interactions between teachers and children Pianta (1999) felt, focuses "almost entirely on instructions.....the social, emotional, and relational quantities of these interactions are almost always neglected" (p. 86).

These concepts seem relevant to the issue of current concern, but what exactly is the nature of the classroom environment? Minimal research exists that describes or operationalises a classroom emotional environment—let alone measure the effects on student’s emotion regulation skills. Furthermore, no corresponding literature exists measuring how teacher’s meta-emotion or emotional sensitivity to reading children’s emotional cues and generating a response may develop student’s emotional competence. Obviously it is necessary to develop an understanding of the type of emotional environment that has beneficial effects on students’ social and emotional well being without disrupting academic attainment. Given the lack of formal knowledge on this topic, the nature of this research is exploratory and guided by two priorities. The first priority of this research is to develop a broad understanding of themes associated with beneficial emotional class climates. Although no doubt important, empirical testing of *possible* emotional contributors to the class climate is not the focus of this particular project. What seems to be important at this stage is the development of a conceptual understanding of probable qualities associated with beneficial emotional classroom climates. Revealing such themes is likely to be best served using qualitative methodology. The second priority is to explore whether these emotional themes are related to children’s emotional competencies. Examining real world relationships between the emotional climate and students’ emotional development is likely to involve numerous uncontrollable variables across naturally occurring situations. To address this, passive correlational and multivariate designs will be used. Therefore, this research is not solely anchored to either a qualitative or quantitative approach, but makes use of a combination of both methods to address the complex nature of this topic. In summary, the aim of this

research is to understand and assess the type of classroom emotional environment that influences students' development of emotion regulation skills.

CHAPTER 2

Study 1: Teachers' Views on the Classroom Emotional Environment

The search for social-emotional influences on the development of emotion regulation has inevitably focused on parents. A variety of evidence has identified parental behaviour and styles as influencing children's emotion regulation ability (Shipman & Zeman, 2001; Trickett & McBride-Chang, 1995). Gottman and his colleagues described the parents of children with good emotion regulation as emotionally aware, warm, non-derogatory, and using scaffolding praising strategies (Gottman et al., 1997). In particular these investigators have described the parental ability of emotion coaching, which they defined as being aware of the child's emotion, seeing emotion as an opportunity for intimacy, helping the child label emotions, and validating or empathising with feelings to allow the child to problem solve. Scaffolding praising is a process whereby parents guide and structure children's learning situations using simple information in a low-key manner. Parents wait for opportunities to reinforce and extend their child's efforts through approval and praise whenever they perform or behave correctly.

Although parental influence is obviously important, children spend a great deal of time in school in the presence of peers and, of course, teachers. Thus, one could assume teachers' abilities to engage in emotion coaching or creating a classroom emotional environment that supports the development of emotion regulation is going to be of considerable importance. Personal interest in this aspect of teaching and the classroom atmosphere has been generated over my time of

providing consultation to teachers regarding the management of negative or challenging children's behaviours (typically involving emotion dysregulation). Behaviourally oriented management and discipline strategies have much demonstrated effectiveness with children exhibiting serious conduct disorders. Nevertheless, encouraging teachers to implement them sensitively and the achievement of successful outcomes often seemed to me to depend on the emotional environment of the classroom. Features of emotional climates like positive relationships between teachers and students are likely to mediate effective teaching delivery. These impressions are supported by empirical studies from both the home and school contexts (Birch & Ladd, 1997; Furrer & Skinner, 2003; Hamre & Pianta, 2001; Hughes & Cavell, 1999; Hill & Hawke, 1998, 2003; Pederson, Faucher, & Eaton, 1978; Skinner and Belmont, 1993; Wentzel, 1998; Wubbels, Creton, Levy, & Hooymayers, 1993).

Although some interesting work has focused on the use of instructional methods to explicitly teach children emotion regulation skills, it could be argued that what is particularly important is not so much formal instruction of emotion as the emotional climate of the classroom, in which there are possibly hundreds of implicit learning opportunities whereby teachers can foster emotion regulation in their pupils. The purpose of Study 1 was to explore what conditions might foster an effective emotional climate, and to find out from teachers themselves how they conceptualised their role in determining the emotional environment of their classrooms. Since there could be a large range of emotional competencies, my first consideration was to solicit examples from teachers and to see whether these could be organised into a smaller set of characteristics that define classroom climates that foster emotion regulation in children. The initial approach for generating hypotheses for further

testing was to draw on the self-reports and understandings of those teachers who were identified by their colleagues as having developed emotionally calming classroom climates.

Method

Participants

Teachers were nominated by itinerant educational specialists, based on criteria presented to them. These criteria specified teachers who were judged to create an emotionally calming atmosphere in their classrooms, where students were able to calm down and get on with work, classrooms that felt good, teachers who spent most of the day with the same class. Forty-three invitations inviting teachers to participate were sent. Eight teachers failed to reply, two declined, four wanted to participate but the focus group was cancelled because of lack of participants in their particular geographical area, six accepted but failed to show, and one invitation was returned due to incorrect address. This resulted in twenty-two teachers from public primary and intermediate schools being selected. School principals were asked to confirm the nominations and to consent to the research. Nominated teachers were contacted initially by mail, followed by individual meetings to instruct them on the nature of the research and to obtain their written consent.

The schools and the selected teachers represented a diversity of public educational programs in a region of New Zealand characterised by small cities and towns serving a fairly prosperous farming community. The chosen participants ranged in teaching experience from 1 to 39 years; there were 2 men and 20 women (across the region, 82% of the teachers for this age range of children are women). Ten teachers were of Māori descent, and 12 were European New Zealanders. As Māori represent 15% of the population, and only 5% of the teaching workforce in this particular region, there was an unplanned disproportion of Māori teachers who

participated. The teachers were divided into three focus groups, consisting of 6, 7, and 9 members respectively.

No special incentives were offered to the teachers. At the completion of the study a summary of the findings and conclusions were fed back to the participants.

Procedure

Each focus group meeting took approximately two hours. The first author and a co-moderator whose role was to record verbal and non-verbal behaviour during the session facilitated them. The general questions put to the focus groups (Appendix A) were adapted from Katz and Gottman's (1994) Parent and Family of Origin Meta-Emotion Interview. The questions were structured on the basis of Krueger's (1998) guidelines for developing focus group questions. The essential theme of the discussion focussed on what these teachers did that influenced the emotional environment of the classroom. This required considerable introspection of their own feelings about pupils as well as reflection on children's emotional reactions. The sessions were taped and the audiotapes transcribed for analysis.

Data reduction. To guide the initial development of categories for consideration, several coding systems were used. These included Hooven, Katz, and Mittmann's (1996) meta-emotion coding system, meta-emotion interview parent coding sheet, meta-emotion coding system coding training manual (Katz, Mittman, & Embry, 1997), and the parent meta-emotion philosophy and family of origin coding manual (Hooven, Katz, & Mittman, 1996). Transcriptions were first reduced to specific concepts and developed into codes to describe new emerging concepts (e.g., "1AI: Teacher is fair"). Codes were brief descriptors summarising recurring themes. Each mention of an emotional word or concept in the transcripts was incorporated into a coding guide (for instance, the quote "*you know just so much about them and*

how they're feeling", could be coded under *emotional awareness of students* or *emotional relationship*). Recurring codes were also included from the previously listed coding manuals. Codes or concepts were included in the coding guide if the results from both the researcher and an independent rater mentioned each concept more than five times by different people within a focus group or were reiterated across more than one focus group. Codes that failed to meet these criteria were discarded from the coding guide. As the information was abstracted and refined, the system was modified to suit the emerging concepts.

Data analysis. Teachers in the focus groups provided a wide range of rich examples of issues that they considered important in understanding and responding to their own and their pupils' feelings. In order to distil the essential themes, I approached the task as one that could be best described as a bi-directional non-parametric grouping procedure based on topic and mean. It was assumed that some topics would summarise a broad general domain and some topics would be more explicit examples or themes that could be subsumed under a more general category. To do this, twenty-three quotes were provided to nine education specialists who were asked to assign the most appropriate codes to each quote. Education specialists were made up of education psychologists and special education advisors. Quotes were brief extracts from transcripts. All of the twenty-three quotes were chosen based on their representation of themes that met the inclusion criteria. Selected quotes were associated with the most frequently occurring codes. Approximately nine representative codes per quote from the coding guide were provided alongside each of the twenty-three quotes (Appendix A). Raters were then asked to list codes that were representative of the quotes and to categorise in descending order the degree of representation they had. A highly representative code for example, might receive a

level of “1”—meaning this code summarised and captured the essence of the quote. A less characteristic code may be given a level of “4”, indicating that a minor relationship between the code and quote was evident. The codes across all nine raters were calculated to obtain the overall mean levels. The mean level of each code was placed in hierarchical order and then grouped in topic clusters. A fictitious example of this procedure is shown in Figure 2. Reliability was calculated according to agreement between all nine raters on whether a code represented a given quote.

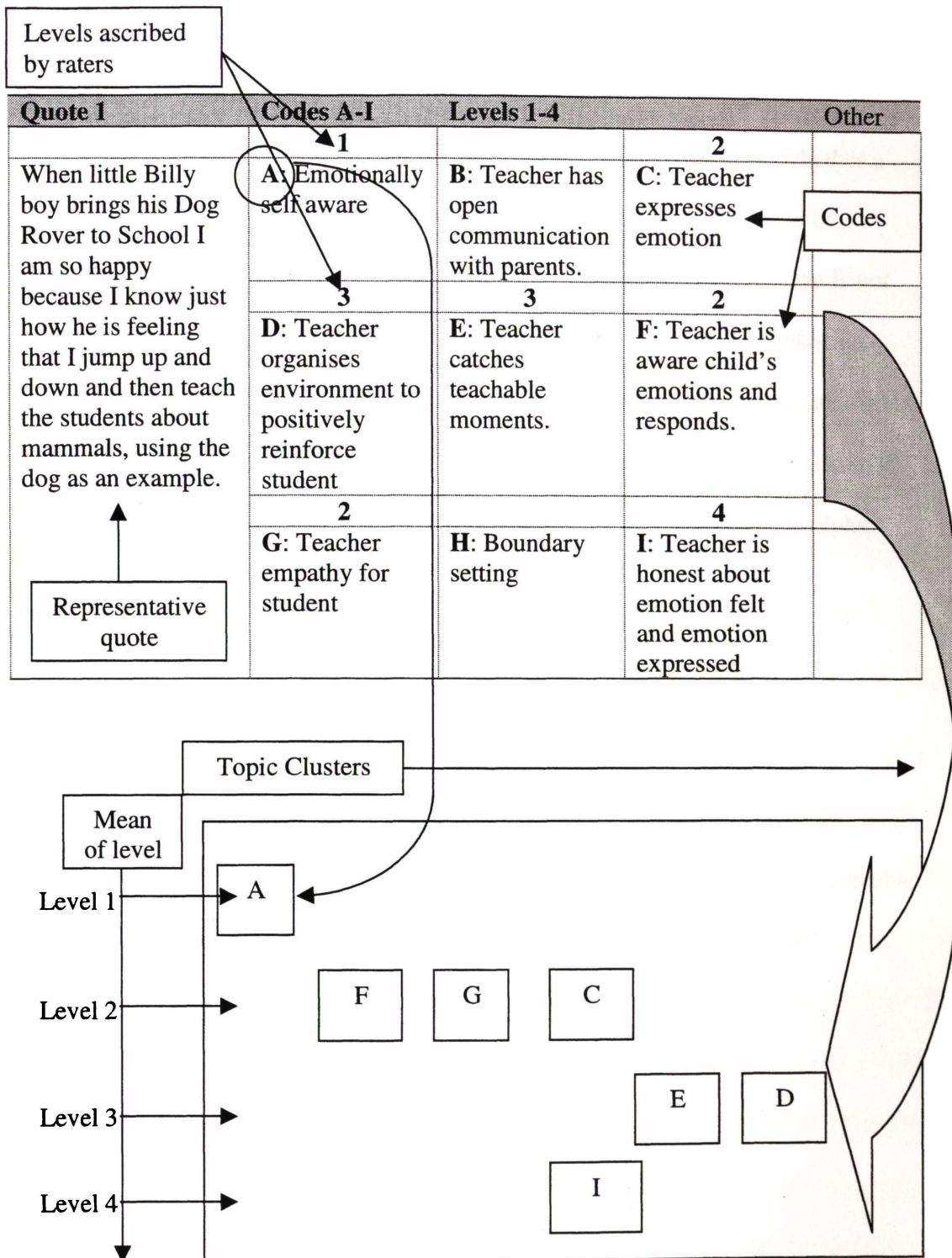


Figure 2. Fictitious example of bi-directional non-parametric grouping procedure based on topic and mean.

Results

Interrater Agreement

Percentage of agreement between the nine independent raters on whether a code represented the given quotes was calculated. Interrater agreement can be miscalculated when the likelihood of agreement on the basis of chance alone is not taken into account. For that reason, calculation was based on Cohen's coefficient kappa (κ) (1960). Cohen's coefficient kappa (κ) is based on the following calculation; where P_o is the proportion of ratings where the judges agree, P_c is the proportion of ratings for which agreement is expected by chance, and κ is the coefficient alpha.

$$\kappa = \frac{P_o - P_c}{1 - P_c}$$

Whether a code was representative or not was assumed to be the calculation of 50% probability each multiplied over nine raters. The overall agreement was 71%. Guttman, Spector, Sigal, Rakoff, and Epstein (1971) argued the minimum acceptable standard was 65% and therefore interrater agreement was considered to be acceptable.

$$\kappa = \frac{0.73 - 0.06}{1 - 0.06} = 0.71$$

Emotion Target or Context

Within most of the broader categories identified there were three important emotional contexts: teachers themselves, individual pupils, and the class as a whole. Examples across these three target areas will be given presently. Fourth and fifth contexts were occasionally mentioned within some of the major dimensions, namely

that of the overall school and the community it serves. Although no doubt important, these two contexts go somewhat beyond the psychological level of interaction between teacher and pupil, so I will explain them here but not provide additional analysis.

Overall school and community context. Participants believed that when the school management was supportive, this positively influenced teaching staff mood, which in turn influenced the emotional environment of the classroom. School principals and management structures that considered the school to be partially “owned” by the community involved families in decision-making and problem solving. Participants were involved in the community and were seen in the students and their families’ everyday environments. Through such participation, parents would express positive attitudes to their children about their teacher and be trusting of school personnel if issues or problems arose. When teachers felt appreciated by management and community they felt more able to provide emotional support to their colleagues and in turn be open to advice and ideas from others. A school and community that respected and dignified teaching professionally was seen as fostering an atmosphere in which less secure teachers could obtain positive help without being defensive or viewing behavioural difficulties as personal failures.

Teachers used specific strategies to provide information to families and build trust, such as reporting positive progress. Encouraging families and whānau to discuss issues and contribute to decision-making was seen as very important. A phrase often used by participants was “power given is power gained.” This included a school administration system in which management shared power and responsibility with teachers, and teachers were in turn expected to share responsibility with students.

Core Emotion Concepts

In terms of core emotional concepts or themes within the classroom environment, five super-ordinate dimensions were identified that could be reliably discriminated: *emotional relationships*, *emotional awareness*, *emotion coaching*, *emotional intrapersonal beliefs*, and *emotional interpersonal guidelines*.

Table 1. *Superordinate Dimensions, Secondary Dimensions, and Exemplars of the Classroom Emotional Environment*

| Superordinate Dimensions | Secondary Dimensions | Exemplars |
|---|---|--|
| Emotional Relationship | Teacher-student Teacher-class Student-student | |
| Emotional Awareness | Emotional self-awareness Emotional student awareness Emotional class awareness | |
| Emotional Intrapersonal Beliefs | Emotional philosophy Emotional attitude Emotional acceptance | Emotional self-acceptance Emotional student-acceptance |
| Emotion Coaching | Emotion regulation of teacher Emotion coaching of student Emotion coaching of class | |
| Emotional Interpersonal Guidelines | Emotional standards | Fairness Respect Availability Trust/belief in students |
| | Emotional boundaries | Boundaries in self Expectations Limit setting Structure |

These superordinate categories were broken down into secondary components. An emotional relationship for example, was sub-divided to include three secondary components: teacher-student connectedness with individual students and/or the class as a whole, and students' relationships with their peers. Teachers' emotional awareness involved self and/or students. Emotion coaching consisted of regulation of emotion in teachers themselves and emotion coaching of students. Emotional interpersonal guidelines had two secondary dimensions: emotional standards and emotional boundaries. Exemplars that characterised emotional standards included fairness, respect, availability, and trust or belief in students. Likewise, examples of emotional boundaries included boundaries in self, limit setting, expectations, and structure. Finally, secondary characteristics associated with emotional intrapersonal beliefs included emotional attitudes, emotional philosophy, and emotional acceptance. Examples of emotional acceptance included self-acceptance and student-acceptance. These five superordinate dimensions did not have discrete boundaries and some degree of overlap existed. In some cases, described exemplars and behaviour were able to blend into more than one dimension. Despite these overlaps, it was thought possible that exemplars and behaviours could be segregated into five dimensions. Each concept categorised this way has been described below and examples given of the teachers' discourse.

Emotional relationships. All participants agreed that the relationships between teacher and pupil and between teacher and class as a whole are essential elements of teaching, important mediums for communication, and representative of their primary investment in children. The concept essentially characterises the interaction necessary in any relationship:

It comes from knowing them, from taking the time to get to know them and being interested. I think also allowing them to know you as well, because the connection isn't just from us to them, it has to come back the other way. And so to do that you've got to share part of who you are.

Emotional relationships were described using analogies like connection, understanding, and relatedness. Emotional relationship within the overall classroom context was most often described within a family metaphor:

I thought, "If that was my child, how would I want them to be treated?" I made the decision from then on that I would treat all the children as my own.

The participants saw emotional connectedness as something tangible that could be easily fostered by relatively simple strategies. These included using positive reinforcement and directing positive comments to things the students are interested in, initiating greetings and conversations, investing time and being available to students, allowing the students to know things about him or herself as an individual, using alternative forms of communicating such music, poetry, stories, and games, and being open to class issues and concerns that students might wish to discuss.

These teachers recognised the importance of developing students' peer relationships alongside their relationships with teachers. An emphasis on co-operation

in class, students supporting each other, and older children looking out for more vulnerable ones, gave a sense that class ownership was shared among students and teacher:

Teacher 1: It's like a family I reckon; you get that sort of feeling that everyone's looking out for each other—you know “this is our room and we all belong.”

Teacher 2: Yeah, and you just feel like you're in the middle of a family...it doesn't start at the beginning of the year, but I'm just starting to feel that now.

Emotional awareness. Teachers believed self-awareness and awareness of students' emotions were important secondary dimensions in developing an appropriate classroom emotional atmosphere.

Emotional self-awareness. This included teachers understanding their own emotions and the antecedents to them, as well as recognising the impact of their emotions on others. They were analytical of their own feelings and used emotional information from the class to modify their teaching practices. They also actively put themselves in “students' shoes” to understand the emotion and perspective of the student and appeared to be involved and empathic to the student's emotional experiences. They would try to achieve this by careful listening and observation, particularly of students' body language and communication:

It's like, when you can see one of the children is upset and you take them aside and they say ‘I stayed at Dad's and something happened’ and their tears are welling up and yours are too because you just know so much about them and how they're feeling and you're so connected it becomes something that's part of you as well.

Emotional awareness of students. These participants also reported being aware of student's emotions and having an awareness of the emotional environment of the classroom. This awareness allowed them to prevent and defuse escalating emotional dysregulation through altering emotional antecedents and consequences:

I saw a little boy in my class was upset yesterday, and someone was trying to help him, but was actually overdoing the mother hen routine and he burst out crying, and then we sorted it out and I saw another little boy just sort of like a tilt of his head and a smile, and it was saying 'it's all right now' and you can start seeing little things like that happening. Sometimes they do it overtly because they know that's what you're wanting to see, but it's when they're not—they know no-one's going to catch it, that I start to attend to it more.

Emotion coaching. Emotion coaching was seen by the teachers as being able to regulate their own emotions as well as emotionally manage and develop students to be aware of feelings in themselves and others. The respondents considered this to be a necessary skill for classroom teachers.

Emotion regulation in self. With respect to their own emotional regulation they reported strategies of masking an emotion (e.g., presenting a calm demeanour when experiencing frustration), qualifying an emotion (e.g., expressing the frustration but qualifying it by explaining how they were feeling tired or upset by a previous difficult experience that morning), or simulating an emotion (acting positive without actually feeling it). One participant gave an example of how the use of masking eventually changed her affect:

I had this child I didn't like because her mother actually didn't like Māori people—it wasn't the child's fault but I found I was personally

reacting to that and I thought ‘urgh, this is unhealthy’, so I actively made a decision that I would praise that kid at least 3 times every single day—and to look to be genuine in that praise. And that girl is now in Form 2 and still comes to visit, because I actually made myself like that child.

Some teachers reported using their colleagues to help them generate alternative emotions. Discussions with colleagues that were most helpful in this regard were those that focused on pride in their work, love of children, determination not to give up hope on a student, focusing on goals, and trying to understand reasons for students’ behaviour.

Emotion coaching. Coaching students to recognise and be aware of their emotions was reportedly achieved by verbally labelling emotions students were experiencing, and verbalising their own emotional responses to the students’ behaviour. Other active strategies during emotional situations included cooling-off opportunities, humour, distractions, directing children to “put themselves in that person’s shoes”, mediation during conflict, story telling, and training students to intervene appropriately to regulate their peers’ emotions. These strategies require attention to timing, the developmental stage of the student, and the situation. Sometimes teachers would use an evoked emotional situation such as reading an emotional story and then discussing with students useful strategies. Teachers recognised that it might take time to teach a child to self-soothe and that sometimes the child had to learn to identify emotions, regain some composure or cool off before it was helpful to initiate a conversation about feelings. Choices about strategies were sometimes offered and this guidance during emotional events was delivered in a sensitive, calm, and validating manner.

A few years ago I had a really feisty feisty boy, he was incredibly feisty, and I helped him to learn to recognise in himself, when that was beginning to escalate. And then I told him this is what you need to do, you can come and see me, you don't have to tell me anything, you can even just say, "I need to take some time." We had this system where, if you needed the time, you sit on the seat outside...and if you're like that, it is difficult for you to learn, so that's ok, you take the time. And when you feel you're ready, you come back in, and you re-engage in learning, and then, when it was in the playground, and it had escalated, I would say are you ready to talk about it or would you like...? Always give him a choice. I never ever push them into a corner because that's when you have the hassle...

The teachers recognised that by regulating their own emotion they could effectively regulate students' emotion, and that once an emotionally negative spiral occurred it was difficult to reverse. Minimal cues were considered more effective than numerous words, with attention to eye-level being one way of communicating a specific message, and "the look," which was effective when children had been taught to be more aware of the teacher's emotional disposition. With younger children and female teachers, touch—a hug, handshake, touch on the arm, or a rub on the back to reassure and connect with a pupil—was frequently reported.

You walk past their desk and you just touch the shoulder, and say, "oh wow, that's super handwriting", or "that's a great brainstorming", it's just that touch on their shoulder and they look up and, you know and they do.

Emotional intrapersonal beliefs. Three secondary categories were included within this dimension that included positive attitudes, philosophies regarding emotion, and acceptance in themselves and their students.

Emotional attitudes. The broader attitudinal themes that emerged revolved around the love of teaching, being enthusiastic about the profession, and proud to be teachers: “I think it comes down to I actually love my job, I do, I mean I get satisfaction out of it.” Other statements encompasses the belief that teaching was an investment in children and made a difference to their lives:

At the end of the year when you write the class list and you think, like I had Craig last year and Craig had been a behaviour problem all the way through school, but Craig and I just clicked, and I thought wow, it would be so tempting to keep Craig because next year’s so frightening for him. And I thought, no, let him move on, he has to stand on his own two feet. So you know, Craig went into the next class and I really missed those ones who you form that really really special bond with because you help them come so far, but at the start of this year, Craig walked into the school, “gudday Mrs Peterson”, into his classroom. And that was it, and he’s been perfect. And although you miss it and you think I don’t see him now to just catch up with him, but that’s a good thing, because gosh, somewhere along the line I made a difference.

Teachers saw learning as fun, used many and varied instructional media in their classrooms, set up interactional learning strategies and practical learning situations. They believed that cultural values, principles, and attitudes of students needed to be incorporated into the world of the classroom. These teachers talked

about respecting, loving, and valuing their students—ideas captured by their phrase: “celebrate our children.”

Emotion philosophy. Subsumed within this generally positive attitude was recognition that human emotions are a part and an essence of life, and that emotion is intrinsic to teaching and to the learning process. Participants reported they had some colleagues who considered emotions to be synonymous with weakness, and they all wished that emotions were talked about more often and taught in teacher education. The overarching belief was that teachers needed to acknowledge the “whole student,” not just viewing them in relation to subject material, but to view them as an individual with cultural, spiritual, and emotional dimensions.

Emotional acceptance. Acceptance of students’ feelings helped teachers realise that they could not take students’ inappropriate behaviour personally. To achieve this level of acceptance required participants to accept and respect themselves.

Teacher 1: And you can’t take it all personally anyway, like when a kid stands up and says you’re mean I hate you rah rah rah. You just can’t take it personally; you can’t take it home with you. Because it’s not you, it’s not you.

Teacher 2: It’s often given that situation at that time, the frustration...

Teacher 3: They just want to take the frustration out on you...and you just happen to be there.

Participants perceived that emotional honesty, “being real”, genuine, and not pretentious was important— to be more reflective of their own strategies and teaching styles and allowing them to apologise to students when they had made mistakes:

Teacher 1: I think that with kids too, you're allowed to make a few mistakes, you're allowed to, but if you've developed a rapport with them, they'll be able to make the mistakes and you can own it say "sorry, this is actually my fault, come back here, and let's sort it again." And you can say, "oh look I've been up half the night marking", and they'll let you be.

Teacher 2: Well I think they actually appreciate that too, sometimes it is hard to apologise but you have to.

It was often commented that teachers needed to be confident in themselves so that they did not need to please students or be driven by the desire to be liked by their students. "One of the things I think is that you have to be comfortable with who you are, part of which is out there in your background. Not everyone can do what I do because that's not who they are. Somewhere there has to be that acceptance of yourself as a person. And that somehow makes a difference to how you connect with those kids."

Emotional interpersonal guidelines. Emotional interpersonal guidelines appeared to fall into two constituent secondary sub-categories: emotional standards and emotional boundaries.

Emotional standards. Standards are socially appropriate principles that guide individuals' emotion-related arousal, behaviour, and communication. These standards differed from emotional philosophies or ideologies in that they relate more to guidelines for conduct than to beliefs. Examples include: respect (respecting a student's privacy, communicating in an age-appropriate manner, maintaining a student's dignity), trust/belief in student (belief in reliability, honesty, truthfulness, honour and strength of student), availability/student focused (using individual

learning approaches, catching teachable moments, altering expectations where necessary), and fairness (what applies to one individual must apply to all, whether it involves teacher or student):

Teacher 1: If you are messy on the blackboard and scribble things up you then can't then tell them off for having a messy book. You can't have those double standards, they pick up on them. When we do a desk tidy—I do it too. So I don't blast children to clean their desk while mine is piled high with goodness know what and I can't find anything on it. You can't have double standards like that.

Teacher 2: It's things like hat policy at playtimes. If you're not wearing a hat why should they wear a hat?

Emotional boundaries. Boundaries are put in place not only to protect students from other peers or adults (e.g., ensuring that students are not dragged into collegial, professional, or public controversies and criticisms), but also for the protection of the teacher themselves. Personal emotional boundaries were considered important when a teacher had concerns with a specific emotion they were experiencing, and thus attempted to avoid or regulate the feeling or remediate the situation that created the emotion. The emotional threshold varied between teachers depending on their level of emotional comfort.

Teacher 1: Then again, you can't allow yourself to be emotional. I'm sure we've all got kids in our class if we really allowed ourselves to get totally emotionally involved with what was happening there with that family that, you could go too far. You've got to, feel the emotion, but it's still got to be like a balance. It's sensing too the emotional

feeling when you're too close, if they are, push back, push back a little bit.

Teacher 2: In a way, that bit's about you as a person too isn't it?

Because you have to respect yourself as a person, and know yourself as a person and to know when that is happening. And I think striking that balance with that emotion thing is so right, it is about you the person knowing your own space, and knowing when it's time to call it quits.

There was general agreement that it was necessary to set up clear and consistent boundaries, rules, consequences, routines, and standards for students: "You just know the boundaries, and you don't ever overstep it. And straight away from the beginning, you do work with children who know you as a person, but they also know your expectations and where they stand with you, and I think that they actually appreciate it, and they don't step over it." Teachers who were consistent with these boundaries reported that students understood that warnings would be followed through, using low-key directives:

Teacher 1: Sometimes the less work the better, eh?

Facilitator: How's that?

Teacher 1: Because they pick up on cues: like, if you're getting quieter, "my gosh, there's something going on here."

Teacher 2: They learn to read your body language and things too.

Teacher 1: And if you keep using lots and lots of words when you're telling someone off, they'll only respond to that, so if you get them to respond to one word or one look, its just makes life a lot easier and cause that's what the expectation is, one look and you be quiet.

Teacher 3: Otherwise they'll expect a whole lot of words every time.

It makes the words more effective when you do have to use them...

Facilitator: How do you train them to respond to that kinda quiet voice or the cue that you've got?

Teacher 1: They just get used to it. You just nail it from day one. And if they're throwing a tantrum, and they're being really loud and using all sorts of words, you don't yell back at them, and you don't raise your voice. I speak down, and that will bring their voices down too, it just automatically brings them down. You calm and slow, they would come down exact with you, instead of ranting and raving, because they would just go up.

The participants argued that it was important to conduct disciplinary strategies themselves rather than rely on others, and that positive reinforcement strategies could be relied upon for the majority of classroom control and coaching of appropriate behaviour.

Model of the Classroom Emotional Environment

Based on the results of this discussion with teachers, a hypothetical model was generated to explain the relationships between the emerging superordinate dimensions. The model of the way these basic dimensions might relate to each other is provided in Figure 3 on the next page.

Of the five superordinate dimensions identified by teachers, teachers considered emotional relationships to be the linking concept in a beneficial classroom climate and therefore it was surmised that the ultimate outcome or central organising principle for the others seemed to be emotional relationships. The remaining four categories appear to fall along two general axes, one end of which can be considered

the passive features, based on emotional awareness, beliefs, principles and philosophies, and the other end encompassing the more active transformation of these beliefs into explicit practices.

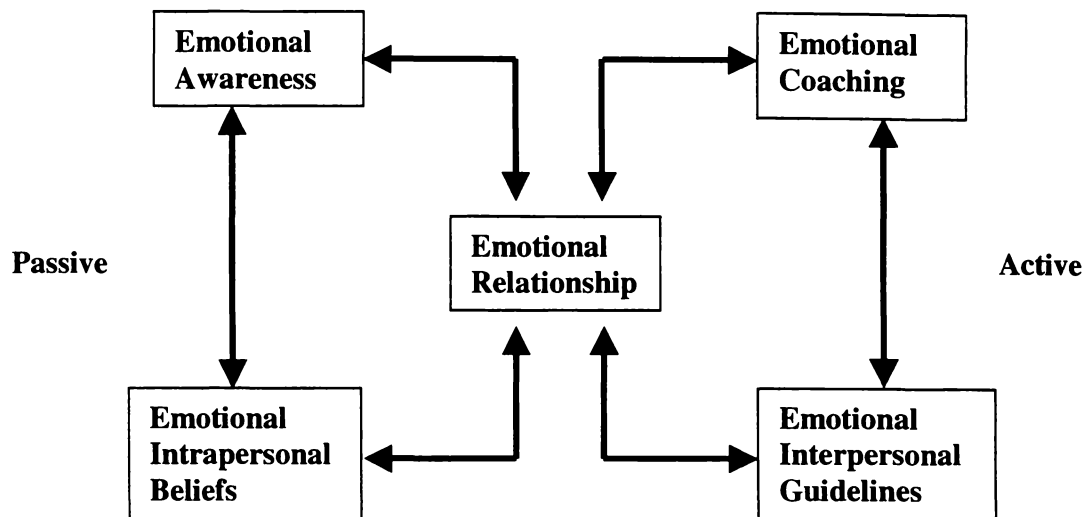


Figure 3. The proposed five-dimensional model of the classroom emotional environment.

It was proposed that any passive features might be modified into active characteristics. Emotional awareness or intrapersonal beliefs (passive) for example, may translate into emotional coaching and/or emotional interpersonal guidelines (active).

Discussion

The classroom emotional environment appears to be linked to three contexts (the teacher, individual students, and the class as a whole) across five broad content dimensions of emotional relationships, emotional awareness, emotional coaching, emotional intrapersonal beliefs, and emotional interpersonal guidelines. These five dimensions do not appear to have distinct boundaries, but instead exhibit some degree of overlap. An additional two contexts influencing the classroom emotional climate includes the school community and the community in general. However, these two contexts were not investigated further because their influence was considered to be less direct and went beyond the level of personal contact between students and teacher.

Each dimension can be sub-categorised into secondary dimensions. For example, emotional relationships includes teachers' relationships with students, with the class as a whole, and between students and their peers. Emotional awareness and emotion coaching both involve using these skills with self and pupils; intrapersonal beliefs contain the secondary characteristics of emotional attitudes, emotion philosophy, and emotional acceptance of self and others. Finally, emotional interpersonal guidelines include emotional standards and boundaries.

According to various teachers, their emotional relationship with students was considered to be the central feature in a calming classroom emotional climate. Therefore it was hypothesised that emotional relationships are the linking dimension connecting two axes that seem to represent beliefs and awareness as characteristics intrinsic to teachers' styles and guidelines and coaching representing more active strategies actually adopted by teachers.

These results generally support the expectation that the teachers selected would use principles similar to those of awareness and emotion coaching identified by Gottman et al. (1997) in parents. In addition, the use of passive constructs in the model regarding emotional philosophies, awareness, and self-regulation are comparative to those articulated by Hargreaves (1998). The common themes (emotional relationships, emotional awareness, and emotion management) arising from various emotional intelligence approaches are comparative to emotional dimensions generated from teachers' reports of their classroom practice. This outcome supports an assumption made in the introduction—that emotional abilities bear some resemblance to dimensions of beneficial emotional environments. A further assumption that was corroborated was the close similarity between parental factors thought to relate to the development of emotion regulation in children and teachers' assumptions about these same issues. It is interesting that constructs developed for understanding emotional relationships within families have very close parallels in primary and intermediate school classrooms.

This sample of teachers, however, also introduced additional constructs around self-acceptance, their attitude towards emotion in general, boundaries, and standards associated with appropriate emotional expression, and the type of connectedness or relationship they had with their individual students, class, school, and community. The emotional environment of the classroom can thus be seen as affording enormous possibilities for enhancing children's emotion regulation.

In brief, understanding the contribution that emotions have in developing positive class climates is an important topic that highlights the considerable amount of emotional work teachers are required to perform. What was so striking about these teachers—admittedly a select group cued to think about these very issues—was the

rich collection of observation, examples, and principles that they could generate in a relatively short discussion. These were indeed important themes to them and they asserted that they had experienced very little prior discussion or analysis on this topic. However, Study 1 focused only on teachers' understanding and did not directly observe teaching practice. Furthermore, assessment of the actual influence such practices have on children's emotion regulation or students' perception of teacher's emotion coaching in the classroom was not performed. I construed from teachers' discussions of their emotional teaching practices that five emotional dimensions were associated with healthy class climates. It was necessary to ascertain whether students held these same core values. Therefore, it was decided to interview students for the purposes of validating the proposed model and to obtain their perspective on the emotional climate of the classroom.

CHAPTER 3

Study 2:

Students' Views on the Classroom Emotional Environment

Five dimensions were found to contribute to beneficial classroom emotional environments: emotional relationships, emotional awareness, emotion coaching, emotional intrapersonal beliefs and emotional interpersonal guidelines. From this outcome a model was proposed to encapsulate teachers' views about beneficial classroom emotional climates. The hypothesised model generated from Study 1 incorporates both passive and active dimensions. Linked by emotional relationship as the central organising principle, passive dimensions such as emotional awareness, beliefs, philosophies, and attitudes, roughly translate into explicit practices such as emotion coaching and emotional interpersonal guidelines.

Some limitations to Study 1 existed however. First, what teachers described they did was investigated—not what they did not do, and certainly not what others observed them doing. Second, only teachers' perspectives were used. In order to address these issues, it was decided that seeking students' perspectives on the classroom atmosphere would be a useful approach. This is because both students and teachers contribute to how the classroom emotional atmosphere evolves. Through their participation, students are able to witness their teachers' actual behaviour. Students are also likely to experience a range of teaching styles throughout their school life, making them ideal candidates for describing the types of teacher behaviour they feel do and do not contribute positively to the classroom emotional environment. Therefore, without incorporating student's viewpoints, such a model is

likely to be largely unilateral in perspective. For that reason, it becomes necessary to examine students' perceptions of the classroom emotional environment in order to address these two issues and to validate the proposed model.

Although other types of classroom climates are likely to exist, attention will focus on authenticating the hypothesised model. To achieve this, students' comparisons between helpful and unhelpful teacher behaviour were evaluated. This involved drawing on the experiences of students whose social and emotional behaviour was described by school staff as being difficult the previous year, but had improved over the current year. One deciding factor would need to be whether students attributed their social and emotional improvement to their current classroom. As with Study 1, this study involved generating ideas about what qualities a beneficial classroom emotional environment possessed.

Method

Participants

The principal from a large intermediate school that serviced a central North Island city was contacted. The school and city region had not participated in the first study. This part of the study was conducted concurrently to Study 1. The principal was explained the nature of the research and a request was made to obtain a sample of student participants. A number of criteria were used to select student participants. First, students were identified on the basis that they had exhibited emotional and/or behavioural difficulties the previous year, but now during the current year of this study, were described by their new teacher as emotionally settled, socially successful, and well behaved. Second, verbally communicative students were required. Third, it was desirable that students had been exposed to one predominant teacher throughout the school year; for these reasons, intermediate school students who were twelve to thirteen years of age were chosen. Fourth, because it was necessary for students to compare two consecutive years, students had to be nearing the end of their last year at intermediate school. Invitations to participate based on principal and teachers' nominations for selected students were given to the principal to arrange. Students and parents were provided with information about the nature of the research and written consent was obtained from both. It was requested that one group consist of female students and one group of males. The school organised the venue, receipt of consent forms, and groups to be held. Twenty-seven invitations were sent to the parents of 13 male and 14 female students. Eighteen intermediate school students and parents agreed to participate. Those chosen included twelve girls and six boys. Two male

pupils were Māori and four were European-New Zealand. In addition, two Māori and ten European-New Zealand girls participated.

The students were obtained from the same geographical region as the teachers who participated in the first study—although the schools and cities were different. The students were divided into two focus groups consisting of one group of 8 female students and one group 10 students, consisting of 6 boys and 4 girls. Due to consent given and consent returns it was decided to continue with both a single and a mixed gender focus group.

Other than snack food available at the focus groups, students were not provided with any special incentives for participating. A review of the findings was fed back to the participants at the completion of the study.

Procedure

The focus groups were managed similarly to Study 1. I facilitated both groups while a co-moderator recorded interaction. Both groups lasted approximately two hours. A focus group question format (Appendix B) was generated from Katz's (1997) Child-Adolescent Meta-Emotion Interview and adjusted to target the student population. Once again the questions were structured according to Krueger's (1998) focus group question guidelines. Essentially, participants were asked to provide comparative examples about how the emotional environment was structured differently between the two years and how this altered their emotional experience and assisted them to emotionally settle. The sessions were taped and the audiotapes transcribed for analysis.

Data reduction. The two-part data reduction and analysis process described in Study 1 was repeated with a different group of independent raters. Similar to the previous study, the initial development of categories was based on Hooven, Katz, and

Mittmann's (1996) Meta-Emotion Interview Child/Adolescent Coding Sheet (Appendix B). Emotional concepts were developed from the manuscripts and a student coding guide developed. As before, concepts were included if they conformed to the researcher and independent rater's selection criteria of five mentions in one focus group or repeated across both groups. The completed coding guide is listed in Appendix B.

Data analysis. To carry out the bi-directional non-parametric grouping procedure based on topic and mean, seven graduate students in psychology were recruited to code the transcriptions. Twenty-seven quotes representative of the predominant themes in the manuscripts were provided. Quotes were considered representative if they were matched with one or more of the highest recurring codes. Codes were assigned a level by each of the seven raters according to their estimated representation of the corresponding quote (see Appendix B). As in Study 1, each code's mean level was calculated and placed hierarchically in relation to their level of relevance. Any code assigned a level of 1 for example, was considered to be highly representative of any emerging themes. Codes at levels 2, 3, 4, and 5 were subsumed under these themes in descending order and grouped into topic clusters. As before, reliability was calculated based on percentage of agreement between all seven raters on whether or not a code represented a given quote.

Results

Interrater Agreement

Percentage of agreement between the seven independent raters on whether a code represented given quotes was calculated. Once again, interrater agreement was calculated using Cohen's coefficient kappa (κ) (1960). The overall agreement was 84%. Based on Guttman et al.'s (1971) reasoning that 65% was the minimum acceptable standard, the obtained κ was considered to be acceptable.

$$\kappa = \frac{0.85 - 0.07}{1 - 0.07} = 0.84$$

Emotion Target or Context

Students attributed their improvement in social-emotional behaviour to teachers and class. Unlike teachers, students did not mention the wider school or outside community as significantly influencing the classroom emotional environment. However, like teachers, the same three important interactional emotional contexts were also apparent for participants: themselves, teacher-pupil, and teacher-class. Compared to teachers, students placed more emphasis on the impact student-student relationships had on the classroom emotional environment and their emotion regulation.

Core Emotion Concepts

With the exception of some sub-topics like emotion philosophy and emotional self-acceptance, students identified the same predominant emotional themes found in teacher's manuscripts that were subsumed under passive and active dimensions. These five themes included emotional relationships, emotional awareness, emotional

coaching, intrapersonal beliefs, and emotional interpersonal guidelines. Some of the topics teachers mentioned in Study 1 were private and personal to teachers and therefore were unlikely to be accessible to students. In this study, students tended to emphasise the contribution of the teacher to the active end of the emotional axis. Passive characteristics were more related to the students' internal world. Student examples illustrated they were acutely aware of the boundaries, standards, coaching practices, and emotional relationships with teachers.

Emotional relationships. Emotional relationships consisted of two secondary interactional contexts: teacher-student and student-student relationships.

Emotional teacher-student relationships. Students felt that knowing their current teacher and developing a positive relationship with him or her led to behaviour change. Students were aware of their positive rapport with teachers, because "they would tell us." A good teacher-student relationship was linked to caring and a family-like atmosphere.

Student 1: That's like our class [i.e., like a family].

Student 2: Yeah our class is like a family.

Facilitator: What goes on in your class?

Student 1: It like, we all help each other it's like a big team and...

Student 2: ...and our teacher treats us like her kids, like we're her family.

For students, connecting with their teacher was an important vehicle in learning and for communicating how they were feeling. Students described their teacher using several approaches to ensure a positive relationship. Students considered their current teacher as one who took the time to talk and actively listen to them. Conversely, students felt obstructed from forming an appropriate emotional

connection with their previous teachers when their teacher talked too much, offered advice excessively, talked “at” students rather than to them, appeared uninterested, and didn’t listen. Furthermore, students indicated negative emotion displayed by teachers restricted them engaging in dialogue with their teachers.

Facilitator: When you are feeling like that, when you are rarked up, or even when you’re sad, when you’re frustrated with something, what makes a teacher that you can go and talk to about that?

Student: A teacher who will listen to your story without like butting in and saying “well why don’t you do this”, “why didn’t you come to me earlier”, who is there to listen to you, like now, and she’s like, all calm about it and she says, “whoa look, would you like me to sort this situation out and talk to the other person about it or would you just like to talk about it and just get your anger out and all that, and just express what you’re feeling?” You don’t really want a teacher whose like really grumpy and not really interested in listening to you and is always like, [in a high pitched tone] “ah well, why don’t you do this then” and she’s like, “well um I’m busy at the moment,” you can just actually tell when they don’t really want to listen or there is sometimes when teachers have time to listen they actually want to listen and then there are other times when they just really frustrated like you don’t ask a stressed out teacher or someone like that.

Facilitator: How would your teacher show that they’re not really interested?

Student: She would probably just look at me like in a weird way like, “why are you telling me this”, like if I was telling something, she probably be like “OHH OK”—that sort of thing.

Student: It would be going in one ear and out the other.

Student: Yeah, yeah, she would probably be trying to work or something while you were telling her so you would just like feel like not telling her.

Facilitator: Would she be looking at you...and trying to work?

Student: Nah she would be busy doing something.

Student: Yeah she would already be writing something.

Positive and negative relationships between the student and teacher produced ramifications beyond the direct sphere of student influence. One example given involved a teacher who would phone students' parents to report on their positive behaviour. As a result, the students' parents would emphasise the positive aspects of the students' teacher, which in turn enhanced students' relationships and regard for their teacher. Negative relationships reportedly influenced not only the student, but also the student's relationship with class peers as well. Students felt relationships were further enhanced when teachers participated and displayed an interest in their interests and activities (e.g., sports).

Students reported their current teacher set up an optimal classroom emotional environment at the start of the year. However, to achieve this, their teachers balanced their introduction of expectations at the beginning of the year with the establishment of positive relationships.

Emotional student-student relationship. Peers were important for students' enjoyment of school. This was because students felt friends provided protection, someone to communicate with about emotional difficulties and assisted them in day-to-day coping at school. To be shamed by a teacher or fellow student in front of peers was considered to be emotionally destructive. Social connection was strongly perceived as a positive attribute by students and was linked to whether a student felt reinforced or punished in the school environment.

Students described their current teachers as being mindful of pupils' emotional link to the social environment. For example, students in this study reported that their current teachers assisted them in their development of friendships. This occurred through the establishment of roles amongst peers involving responsibility where older peers were responsible for younger peers. Students referred to teachers setting up and facilitating social networks and co-operation in class with peers. Teachers were seen placing students in groups that balanced student temperaments. Students felt their current teacher relied on pupils to support each other, act as mediators, provide positive reinforcement, and address the emotional environment by mediating emotions and emotional climate. The type of relationship students experienced with teachers was mirrored with students' relationships to each other.

Student: ...like the teachers yell at you and, like, shame you out and the kids can see it and then they basically think "oh well, there's the target then—go for it"

Facilitator: Lets go for that?

Student: Yeah, "lets go for him eh?"...and then they'll like gang up on you and go "oh man, nice yelling man," and they're like bumming you out like, no-one wants to hang out with someone whose like, is getting yelled at...

Emotional awareness. Students were able to provide examples when teachers displayed emotional awareness and empathy. However, to discern whether teachers were emotionally aware required students to display a level of emotional awareness themselves and to understand the processes that occur once emotion is produced. Therefore emotional awareness was sub-

categorised into the students' own emotional awareness and students' perceptions of their current teachers' emotional awareness.

Students' emotional awareness of self and others. Students' ability to provide examples of their current teachers' emotional awareness suggests some degree of emotional awareness of self and their teacher was necessary for students. This was evident in the emotions students described when teachers emotionally coached them to resolve difficulties.

Student: Yeah I like a teacher that doesn't stress out and like when you got a problem in the class or the playground, our teacher helps us through it and she like talks to us and she brings us together so that we can sort out what our problems are and all that. And after that it is pretty much clearer. So that we're not so down and we actually feel a lot better. So it's actually helping us inside feel better.

Students felt they could discern verbal and non-verbal emotional signals in teachers accurately and as mentioned previously, used this to decide whether they should approach or avoid their teacher. Examples were discussed when teachers' feigned emotions were perceived by the class and exploited: "When I was in primary school I had this teacher and I really hated her...and she would make out that she was really angry and she would yell at us and stuff and it would just make us more stupid....and we would be even more naughtier." "That's like Mrs. Peterson, she'll be acting, she'll be trying to act grumpy and we actually know she's getting a phoney frown."

Descriptions were given of teachers' emotions that ranged from happiness, stress, anxiety, loss of emotional control, sadness, and anger. Shame, fear, anger or

mirrored teacher affect were common symptoms reported when teachers' negative emotion became dysregulated or intense.

Student: Like if they yell at you, like, the teachers yell at you in the middle of the class, you're not getting it through your head, you're just feeling the shame, like, you're just getting really embarrassed and everyone is like looking at you like you've done something really bad. Like go out and murder someone, go really over the top, so you feel like crying in class. And shame is just like feeling shame, but if he takes you out of the classroom, like and starts yelling at you he tells you to sit down out of the classroom and you start thinking about what he's going to do to you.

Teacher emotional awareness. For students to be able to describe teachers' emotional awareness meant their teachers would have had to communicate their awareness at some level. In these focus groups, students provided two types of examples that resembled behaviour associated with teacher awareness. The first type of example included teachers who were aware of student or class mood and acted in a non-emotional manner to address the situation:

*Student...*if it's close to lunch-time then they [i.e. teacher] might just take a break or something or then just take the kids out for a game of sport because if she can see that they're stressing out they're not working and they're not paying attention in class and so they're not concentrating, she might just take them out for a game of sport or something and then they might just cool down and be like tired from the sport and then bring them into class and then they'll be too tired to

run around and like be smart and that, and so they'll like really want to sit down and rest.

The second set of examples given by students was when teachers attended to a student's emotions in an emotional manner that involved reciprocation.

Student: When Luke and I last struggled, when he last broke his collarbone at camp, or teacher she just hugged him, and I think she was starting to cry when he was leaving to go to the hospital....she hugged me when I broke my arm I think.

In this sense, teacher awareness appeared to be closely related to empathy. Empathy was alluded to in the oft-repeated statement: "our teacher understands us." Empathy was further sourced from student statements describing teacher's emotional responses being similar to that of their students. As empathy appeared to involve a complex interplay of emotional awareness, caring, and emotional reciprocation, this aspect of awareness was placed under teacher awareness.

Emotion coaching. Emotion coaching consisted of three secondary dimensions involving the management of emotion: Teachers' own emotion-regulation, their coaching of students' emotions, and students' regulation of emotion.

Teachers' emotion regulation. As mentioned by teachers, students indicated their current teachers created an appropriate emotional atmosphere by managing their own emotional responses. Similar to teachers' explanation of emotion regulation strategies, students described how teachers regulated their emotions through strategies such as replacing emotion with another emotion, reacting to felt emotion, providing an explanation about an emotion, or generating an emotion to assist in their teaching. Strategies altered according to context and emotion. Students noted on some occasions that their current teachers' calm and low key emotional

expressions were effective for instructing them, whereas at other times, humour and overt emotional expressions were appropriate. However, in these situations, students felt that the emotion required control and direction according to the context. It is interesting to note in the following extracts, how teachers were said to use different emotion management approaches.

Student: it's almost like getting up as a teacher you've sort of like, got to be an actor, you've got to know how to like act right and all that sort of thing....

Student: Our teacher will not yell at us if we're naughty, if she tells us off, she'll tell us, she won't scream at us and she won't yell at us either.

Student: And always for them [i.e., teachers] to tell the truth, about everything, like if they're not happy about something, to say it and like, you know to or if they're really happy with you, like, to give compliments cause they're really happy with what you're doing.

Student: Our teacher's real nice about this. She's the same [i.e., to others] as she treats us. Even if she doesn't like the person really much, she'll still act and you know that....and she'll respect and she'll be nice

Students felt their previous teachers were less successful and accurate in channelling their emotional displays; instead they were described as either overly passive and timid or intense with dysregulated emotions—both of which were considered disproportionate to the situation.

Student 1: And it's easy for teachers to loose their head. Cause like Mr. Davis last year he kept like blowing off, he keeps yelling at children when they've done something wrong.

Student 2: He just starts yelling, you can hear from, like, if you were over in Room 5 you could hear it from there. Cause he takes you out of the class and starts yelling at you.

Coaching students' emotions. Students described mirroring teachers' emotional behaviour toward them and as a result, teachers' own regulation of emotion led to effective regulation of students' emotions. Likewise, teachers' emotion dysregulation also led to students' emotion dysregulation.

Student: Well I reckon that like if there's gotta be a teacher, I reckon that a perfect teacher would be a teacher who comes to school and she's generally usually always happy even if she's got problems at home she's just come to school and even pretend that she's happy. You know and then the kids can actually look at her and go "oh well".

Student 2: And it makes everybody else good.

Student 1: Yeah it makes everybody else feel good because they think "oh well, we must be going to have a good day because she's looking quite good, she might take us out for a game of sport or something," you know and she's like looking, she looks like she's in the mood to do something fun and to like, teach.

Facilitator: So what the teacher is feeling the class is feeling?

Student 1: Yeah, basically, because if the teachers feeling all stressed out and snotty and all that, of course it's going to affect the kids because they know that if they step out of line something bad is going

to happen to them because the teacher's already in a bad mood. Even with the slightest problem.

Teachers were described as using emotional situations to develop students' emotional and social skills. Facilitation of this process often resulted in teachers assisting students to talk through emotional issues, coaching students to act as mediators between other students, to intervene appropriately in emotional situations, or assisting students to generate coping strategies. One example given involved a teacher taking advantage of a conflict situation to emotionally coach students' social and emotional skills:

Facilitator: How would a good teacher handle it [i.e., emotional situations]?

Student: What happened in our classes, I was having a fight with a girl, not a punch up fight but just an argument fight and she [i.e., the teacher] took us after school and she sat us down and she listened, and she made us talk to each other and explain what, what was the problem and stuff and what we did, and what the things that we liked about each other and what we didn't like about each other and we had to like ask each other problems that were going on so that we could sort it out. So we knew what was happening and she wasn't like, yelling at us, and that she wasn't like talking in a pretty voice she was just talking how she normally talked and that and that making sure that we understand and she wouldn't let us go until we had like said sorry and stuff like that and made up for it. Now so it was really good because after that we felt better and we knew that we would and that was just

another enemy that we had—you know—tucked away that we didn't have to have after that. It was pretty, pretty sweet.

Facilitator: So she made you talk to the other person?

Student: yeah, she made us communicate so that we felt good and so we knew what was going on and we knew what we were doing wrong to hurt the other person, and we knew we had to stop so that they could stop as well, so that we could just communicate better and feel better.

Strategies for effective emotion coaching of students' emotion included identifying with the students' emotion, comforting, talking about the issues, incorporating reinforcement and boundary setting, using cognitive strategies such as emphasising the importance of the student's responsibilities, being a positive role model, and allowing natural problem solving processes to occur as much as possible.

Student: "See if you can sort it out yourself or if you can't, just come to me and we'll try and sort it out for you", like one teacher when um, she sorted out a situation she like, made us feel like we needed to be good and just to like be friends because she said, we've "got a responsibility because a lot of kids like in our class like look up to you" and stuff like that, or kids like look up to you and if you behave bad then they might just think "oh well, why should we behave good when they're being bad and they can get away with it, why can't we?" You know or if they have like little problems you know, where we should be like showing, we should be like setting an example.

Facilitator: So she points out your responsibility to the other kids?

Student: Yeah, then when she thinks that we like, that we've got it all out, and expressed what we're feeling and asked our questions and that, she'll make us shake hands and that and just, like, say to not argue and stuff about it, you know just keep just, either ignore each other or just be friends and just forget all about what happened.

Whatever strategies were used, students found it desirable that it was incorporated into the everyday development of the class emotional environment and that strategies were age appropriate and targeted students' needs. As a result, the emotional environment was rarely formally "taught." Instead, students reported emotional redirection occurred through everyday interaction, such as being given time to reflect on emotional situations and encouraging students to learn awareness of others, empathy and others' perspectives. Students appreciated the time teachers took to assist in the facilitation of emotion regulation.

Students' emotion regulation. Students appeared to also generate a wide repertoire of emotion regulation strategies of their own. Strategies included reading a book, listening to music to calm down, eating, exercise and sport, watching T.V., socialising, or talking to peers or a family member. More active strategies at school ranged from discussions with the offending person, teacher and school principal in order to resolve the issues. There were examples, when students asked their principal and board of trustees if they could be removed from their previous class because of their own and others behaviour difficulties they experienced in that environment. Students were able to also apply the necessary emotion regulation strategies according to the context.

Emotional intrapersonal beliefs. While students did not identify teachers' emotional philosophy and teachers' self-acceptance, they expressed

concern about teachers' emotional attitude to teaching and children. In particular, students felt it was necessary for teachers to believe in what they were doing, to be proud about being teachers, and to enjoy teaching. Moreover, teachers' positive attitude toward teaching meant that they were enthusiastic and creative in their teaching style, resulting in students finding the curriculum interesting. In this example, participants felt that enjoyment of the profession was paramount:

Facilitator: What about if I was going to go back to university and train trainee teachers. What advice would you want to say to me to pass on to them?

Student 1: Tell them they must want to be a teacher 'cause there no point teaching if you don't...

Student 2: If they don't want to be a teacher then there's no point

Student 3: Cause if they're there for the money there's basically no point...but there are other jobs for the money...

Student 4: Mrs Scott said to Lynlee, that she said it's so good to have a job where I like it and 'cause she said that she just loves coming to school every day and not many teachers could say that.

Student 2: But that's what matters.

Student 4: Well yeah but not every teacher could say that they love coming to school and they love their job.

Student 2: But she does and that's what makes her such a good teacher....

Emotional interpersonal guidelines. Guidelines for emotional interaction were reported to contribute to the emotional environment. As with

teachers, students identified passive and active forms of interpersonal guidelines: These corresponded to the emotional boundaries and emotional standards reported in the first study.

Emotional boundaries. Students felt their current teachers expressed their expectations of students' responsibilities and roles at the beginning of the school year. However, this was balanced with teachers' development of a positive relationship with students. When this balance was obtained, students reported feeling positive about teachers' boundary setting style. This balance was what differentiated boundary setting as beneficial or harmful and as one participant explained: "But then like last year's teacher, he is strict, but he's just mean strict, like he just yells for no reason, but like, this year's teacher, she is strict but she's good strict." This participant went on to explain that good strict was when the teacher "just talks, not yells", that the teacher was "still fun, but you know that she's still strict but she makes it fun", and "she doesn't discipline you too hard." It was also felt their current teachers also carefully placed them so that the relationships they developed with their peers produced implicit reinforcement for appropriate behaviour.

The majority of boundary setting portrayed was achieved in a consistent and positive manner using positive reinforcement. Positive reinforcement however, was insufficient in isolation and without limitations; students felt that this required balancing with appropriate consequences. Without this balance, loss of control was inevitable:

Student: The reason that she couldn't like handle the children, I asked her once, like "how come you don't discipline people?"—cause it was just getting out of hand, and she said "I don't believe in discipline, I believe in like good awards." She said that she'd rather have instead of

a chart saying bad people and then putting bad people's names, she said that she'd rather have a good chart and then people are being good, but that just doesn't work like that. The people that are being naughty don't think "oh I want to be good because I want to get on the good chart", like everybody kept being naughty last year because they knew that nothing was going to happen.

The perception was that expectations given by teachers were clear, reasonable, and were established early—appropriate to the students' abilities, stage of development, and emotional disposition: "on the first day, she told us what she expected and from then on we just don't be naughty for her cause we know what she expects and she told us on the first day." Students felt their current teacher personally tackled most emotional situations that required guidance and correction by themselves. Students labelled teachers who preferred other members of staff to discipline and guide as "lazy" or "weak": "she was too lazy to do things so she would just spit you out in detention or something."

Because boundaries were clear and consistent, students were cognisant of expectations. Interpersonal lapses in behaviour consistently resulted in the issue being respectfully confronted, and the inappropriateness of particular behaviour and what was expected discussed. Students felt in these conditions, they were able to fulfil and comply with teachers' expectations and responsibilities. The use of negative consequences without positive relationship building was also harmful for coaching appropriate emotion management in students. Detrimental methods of boundary setting involved the inducement of negative emotion such as shame to serve as a punishment, inconsistent follow-up to inappropriate behaviour, and high intensity, dysregulated negative emotion.

Student 1: I asked the principal if I could change classes and told him, “because the teacher ain’t suitable for me”, ‘cause she always keeps picking on me and making me feel ashamed and making me feel scared.

Student 2: Last year, the teacher she kept yelling at me, so I kept yelling at her back, and so she sent for Mrs. More for the first time, I just sat down and started writing, and got up, went back to class and ate my lunch and walked out.

Emotional standards. Particular observable standards made up an appropriate emotional classroom climate. Exemplars of a favourable classroom included teachers’ fairness, availability, student centeredness, respectfulness, and trust or belief in students. Teachers’ respect for students was linked to students’ feeling of being safe and protected by their teacher in class.

Facilitator: What would you like a classroom to be like?

Student: Respect.

Facilitator: Respect, in the classroom between?

Student: Pupils and teachers.

Student: And to feel like you’re not going to get picked on or to feel like you’re in a safe environment.

Fairness was a frequent concern for students, who gave examples of unfair teacher behaviour such as punishing the whole class for one student’s misdemeanours. Students were incensed when teachers directed their frustration that had been generated from one particular setting or event, to another involving “innocent students”. Students felt teachers should regulate their emotion from one

context or incident to another—instead of venting it unfairly. Of particular spite to students was when teachers held certain students as “pets” or “scapegoats.”

Student: And I reckon teachers should treat everybody the same because, when a naughty person has done something, and the teacher growls them, and then like a good person does the same thing, he just, the teacher might just say “oh, doesn’t matter”, but you got to treat everybody in the same manner.

Students’ current teachers were seen to be available, often participating in shared interests with students, caring about, acting on behalf of students and with confidence, respect, and discretion to student concerns. In return, students reciprocated the attitude they felt their teacher expressed toward them.

...and like I care what my current teacher thinks of me. Like, I wouldn’t be naughty because I care what she thinks of me, but like if I was with last year’s teacher, I don’t like him, so like I don’t behave for him cause I don’t care what he thinks of me.

DISCUSSION

In a similar manner to teachers, students reported the same three important contexts: themselves, teacher-pupil, and teacher-class. Students felt their relationship with peers was an important additional setting contributing to the emotional environment. Also similar to teachers, students identified five general components of the classroom emotional environment consisting of emotional relationships, emotional awareness, emotional coaching, emotional intrapersonal beliefs, and emotional interpersonal guidelines. Although students' descriptions of the same dimensions helped to validate the proposed model, emphasis was sometimes placed differently. Students for instance, emphasised their teachers' intrapersonal beliefs less than teachers did. Conversely, compared to students' accounts, teachers focused more on emotional awareness and wider community contexts.

Unlike teachers, pupils did not identify the wider school or outside community as a fourth and fifth context influencing the classroom emotional environment. Interestingly, while teachers were cognisant of the role their colleagues had on the emotional nature of their classroom, students appeared more mindful of the role their school peers played. Naturally students were less able to directly comment on teacher's emotional philosophies but were able to state their teachers' beliefs and expectations of them as people. Student descriptions suggested they were highly conscious of limits, principles, coaching procedures, and emotional relationships with teachers.

Independence from Study 1 was attempted by conducting the focus groups with students within a different geographical region than schools in Study 1, the use of different independent raters for the focus group categorisation assessment, and the

focus groups for Study 2 conducted *prior* to Study 1. In addition, student transcripts were analysed and the subsequent coding guide developed before the teacher data were. Teacher data was first in being sent to independent raters for analysis. Interpretation of teacher data also occurred first. It could be argued that because the student analysis was undertaken subsequent to the first study with teachers, that the researcher could be biased towards obtaining similar domain descriptors. Although this study was aimed at validating the proposed model of the classroom emotional environment, it was important any bias in the validation process was reduced. To minimise this effect as well as reduce the large amount of data into manageable levels, a bi-directional non-parametric grouping procedure based on topic and mean was carried out. This approach was used to assist in ensuring representative themes were maintained and prioritised. However, this method cannot be assumed to completely eradicate all bias. For example, some lower level codes appeared to represent more than one superordinate theme, leaving the researcher to judge where to best place lower order codes. However, this was more pertinent to lower order items and did not necessarily influence the placing of superordinate dimensions associated with the proposed model. A strategy for reducing bias in future research may be to provide codes with the existing mean levels to several assistant researchers. These assistant researchers would be requested to group codes according to topic, and the mean grouping calculated.

Like teachers, students also provided many rich emotional themes and examples where classroom-teaching practices affected them both beneficially and detrimentally in an emotional manner. Undoubtedly with such an abundant description of emotional experience, this topic is also of necessary concern for students.

GENERAL DISCUSSION:

STUDIES 1 AND 2

The findings of this study suggest that the emotional environment in classroom settings is linked to three main contexts or targets (the teacher her- or himself, teacher with individual students, and the teacher interactions with class as a whole) across five broad content dimensions of emotional relationships, emotional awareness, emotional coaching, intrapersonal beliefs, and interpersonal guidelines. Additional contexts included student-student and teacher with the wider school and community. Teacher data mostly contributed to understanding the teachers' personal, student, and wider context; student information contributed equivalently in contexts relating to teacher-student and teacher-class, and more in student-student contexts.

Special mention is necessary to highlight the interrelationship of dimensions and contexts within the proposed model. First, the five dimensions were hypothesised to interrelate with the different listed contexts. For example, a teachers' emotional awareness (model dimension) involves emotional awareness of themselves, individual students, and the class as a whole (context). Of course not all interactions between dimensions and contexts apply. As their definitions suggest, it is unlikely that emotional interpersonal guidelines or relationships relate significantly to the teachers' "internal context". Use of the terms "interpersonal" and "relationship" in these definitions emphasises interactions with the external environment. Second, it was proposed that the five-dimensions are interrelated. The emotional relationship dimension is hypothesised to be the linking concept connecting two axes proposed to characterise beliefs and awareness, with guidelines and coaching representing more active strategies actually adopted by teachers. It is also reasonable to speculate that

any passive dimension may translate into any active dimension. Therefore, both emotional intrapersonal beliefs and emotional awareness (both passive) may translate into interpersonal boundaries and/or emotion coaching (active). This is consistent with Gottman et al. (1996, 1997), who pointed out that emotion philosophy (here a secondary dimension of emotional intrapersonal beliefs) and emotional awareness both relate to emotion coaching.

It is interesting that 12 girls and only 6 boys were recruited. There are several possibilities for this. First, I attempted to organise one group of boys and one group of girls for an equal gender mix. This was evident in the equal amount of requests to participate. However, there was a higher consent return for female students. This could be due to an increased interest in female students to participate. Alternatively, a resistance to talk about emotions may hamper male participation. The reason for wanting an equal mix is the likelihood of increased disclosure with identifiable similarities in a group. As anticipated, the boys did most of the talking in the male dominated group. In the all female group, female talked comparatively more openly than females in the mixed group. Second, I was interested in students who were verbally articulate and could communicate differences in teacher approaches. The desire to communicate with the researcher may increase the representation of females. Third, it may be possible that girls' emotional behaviour is more amenable to changes in the external environment. Fourth, I was not just interested in emotional difficulties where boys are overrepresented in (i.e., aggression/anger), but emotional difficulties experienced by female pupils as well. Therefore, emotional difficulties could refer to behaviour like stress, sadness, and/or aggression. Including both internal and externally related behaviour may have increased female representation.

Internalisation was certainly true with some girls in the sample. However, it should be noted that there were a number of females who had also displayed aggression.

These results generally support the expectation that those teachers selected would use principles similar to parental factors that relate to the development of emotion regulation in children, such as awareness and coaching identified by Gottman et al. (1997). This sample of teachers however, also introduced additional constructs around self-acceptance, their attitude towards emotion in general, and the type of connectedness or relationship they had with their individual students, class, school, and community. Of course it must also be acknowledged that since the questions posed to the focus groups were based on the work of Katz and Gottman on meta-emotion, the coding system might have cued coders to acknowledge specific aspects of the teachers' discourse. This might lead to some bias towards the principles identified in the literature. Nevertheless it is interesting that constructs developed for understanding emotional relationships within families have very close parallels in primary and intermediate school classrooms. The emotional environment of the classroom can thus be seen as affording enormous possibilities for enhancing children's emotion regulation.

Teachers were only selected as participants by virtue of peer nomination as teachers who developed emotionally calming classroom atmospheres. These teachers were asked to discuss what they did to create a classroom emotional environment, as opposed to what they did not do. Thus the teachers and their self-reported behaviours are not being touted here as representative of all teachers or even these teachers all of the time. Moreover, the strategies that teachers described were restricted to what they could articulate, which may not entirely denote what they actually do. The study with students was introduced partly to investigate these issues concerning what teachers

did and did not do and to develop of picture of teachers' observable behaviour. I am not claiming that teachers' ability to explain certain features of their emotional relationship with children necessarily translate into tangible behaviours, nor are they necessarily the best teachers of children. Nevertheless their awareness of things emotional suggests that these teachers have at least thought about some important issues that influence their pupils' emotional development.

Implementation

A further issue not addressed in Studies 1 and 2 concerns whether this hypothesised model of the classroom emotional environment is sequential or parallel in nature. It is unknown for example, if the various dimensions emerge in the classroom environment in a parallel fashion or sequentially, with certain prerequisite dimensions being established first. For example, the dimensions associated with emotional relationship and/or emotional interpersonal guidelines may form the basis for the emotional climate, from whence other dimensions such as emotion coaching and emotional awareness can operate effectively, in a sequential fashion. In relation to that, several challenges may alter the development of emotion coaching in the educational environment. If the relationship between student and teacher is an essential prerequisite component to develop before emotion coaching can take place, obstacles preventing healthy emotional development may hinder the effectiveness of developing emotion regulation in children. In relation to that, several challenges may alter the development of emotion coaching in the educational environment. If the relationship between student and teacher is an essential component to develop before emotion coaching can take place, obstacles to the development of relationships may hinder the development of other dimensions such as emotion coaching. Teachers for example, do not have the benefit of relying on one-on-one contact and attachment

often evident between children and their biological parents. For that reason, deliberate effort is necessary to relate simultaneously with many students while focusing on curricula issues. Additionally, the interdependent reliance on other dimensions may hamper efforts to effectively implement this model. If it is necessary for the teacher-student relationship to be developed quickly and simultaneously with interpersonal guidelines so that emotional relationships can operate, a failure to establish one dimension may lead to either an over-reliance on one or two particular dimensions or worse, an inability to even establish a beneficial emotional climate.

In many ways, I have presented an idealised model. I am not maintaining that this approach would address all emotion regulation difficulties in children. Much speculation can be made about possible hindrances to the success of emotional contexts in developing children's emotion regulation. Less controllable variables such as learning in other social-emotional contexts, may compromise effectiveness. Obstructions can also include competing demands of curriculum delivery and the ongoing needs of students. Although a high percentage of Māori teachers identified by their peers were represented in this sample, the effects of cultural contributions in establishing beneficial emotional classroom climates are largely unknown.

Finally, this research was initiated out of interest in what allowed some teachers to incorporate consultants' suggestions for managing behaviour and specific mental health needs in classroom settings, while others seem to have great difficulty in doing so. The teacher and student insights raise interesting questions about the nature of professional consultation when implementing specific intervention strategies, especially those of a behavioural or cognitive-behavioural nature. Such interventions are easily operationalised and often have strong empirical support, but they do not always work in practice, partly, I believe, because there needs to be an

appropriate climate for any specific intervention to work, and partly because teachers insensitive to emotional issues have a difficult time implementing specific treatments in an effective way.

Summary and Conclusion

In conclusion, understanding the contributions of teachers and students to the emotional environment highlights the importance of this work and the high emotional requirements teachers encounter. Study 1 focused on teachers' understanding of their emotional practice and students' emotional experiences, rather than direct observational practices, on what the teachers did not do, or the actual influence on children's emotion regulation. Study 2 was conducted to corroborate these findings and attempt to address these issues. The constructs identified will require additional validation through alternative methods of assessment, but nonetheless offer some interesting insights into how the emotional environment of the classroom can be explored and altered.

CHAPTER 4

Study 3: Validating the Classroom Emotional Environment Model

From Studies 1 and 2, a conceptual model of the classroom emotional environment was proposed consisting of five broad interactive dimensions: emotional-relationship, -awareness, -coaching, -intrapersonal beliefs and -interpersonal guidelines. This model is consistent with a combination of previously reviewed emotional dimensions involving meta-emotion parenting (Gottman et al., 1996, 1997), emotion in teaching practice (Hargreaves, 1998), and emotional intelligence (Bar-On, 1997a, 1997b; Salovey & Meyer, 1990). To illustrate, the sub-concept emotion regulation, is similar to Salovey and Meyer's (1990) and Ekman and Friesen's (1975, 1978) emotion management of self. For instance, Ekman and Friesen's (1975, 1978) described emotion regulation strategies such as masking and validation, which was also reported by participants in Studies 1 and 2. With the exception of emotion contagion, emotion coaching of others appeared to be best compared to Gottman and colleagues' (1996, 1997) meta-emotion construct. This was related to using emotional situations to develop emotional skills in others. Hatfield et al. (1994) have previously described the phenomenon of emotion contagion. Emotional awareness of self and others is a skill described previously by Salovey and Meyer (1990). Bar-On's (1997a, 1997b) description of social-emotional intelligence involved relational aspects. Emotional intrapersonal beliefs possessed similarities to theories introduced by Hargreaves (1998). Hargreaves (1998) argued that emotion philosophy and emotion attitudes were central to effective teaching. In this model, emotion philosophy is a sub-component of emotional intrapersonal beliefs. Finally, Babad (1993) and Rosenthal (1991) both discussed the impact of expectations

through emotional transmission on behaviour and learning respectively.

“Expectations” was listed as an exemplar under the sub-category of emotion standards. Several points are worthy of note however. Although broad dimensions of emotional intelligence appear similar to the classroom emotional environment, the content and constructs of both are assumed to be different. Likewise, whether or not the emotional intelligence of children correlates with the competencies of their emotional environments, does not necessarily mean emotional intelligence and emotional environments are the same. In terms of content validity, measuring a ubiquitous construct like emotional intelligence is unlikely to be successful in differentiating or predicting success in any specific fields like emotional environments (Kline, 1994). With regards to construct, emotional intelligence is a concept that is very much associated with generic emotional understanding directed at self and other individuals. In this sense, emotional intelligence is incongruous with classroom emotional environments, as the former construct does not address the emotional management of a group of children, in a manner that is emotionally calming and assists in their development of emotion regulation skills. The ability to develop a beneficial emotional climate is reliant on skill areas emotional intelligence may not address. Some examples include emotional attitudes, emotional timing, fatigue, and negative or positive responses. Whether or not someone is able to achieve with a “cold” emotional intelligence test, is not necessarily indicative that they will behave in a like manner when their emotional arousal is high. Naturally then to address this issue, validation procedures that ascertain whether these two constructs can be discriminated are worthy of exploring.

Simply distinguishing emotionally calming teachers from emotional intelligence, may neglect the many other variables linked with teachers’ ability to

develop safe emotional environments. Another factor that might relate to individual differences among teachers in the implementation of a positive affective climate is the degree to which teachers cope with and manage stressful experiences. This could be measured using scores on the *Brief Symptom Inventory* (BSI). Emotional difficulties are likely to impede appropriate functioning and influence mental health disorders (Mayer, Caruso, et al., 2000; Mayer, Salovey, et al., 2002; Trinidad & Johnson, 2002).

As of yet, dimensions of the proposed model have only been developed and supported through grouping procedures based on teacher and student discussions. Even though these procedures are undoubtedly of benefit in generating ideas, further statistical support, such as factor analysis, is necessary to purposefully validate the proposed structure of the five-dimensional model.

The next step in the research programme, then, was to further validate the proposed five-dimensional model. Of course to achieve this, constructing a questionnaire that measures teachers' responses to emotional situations in the classroom would be required. However, no psychometric instruments suitable for comparative purposes are currently available. Consequently, convergent validation could not be attempted. Nevertheless, validation of constructs can be carried out using discriminative and factor analytic procedures (Kline, 1994; Messick, 1990). Once a questionnaire is developed, construct validation may be sought using factor-analytic techniques to support the existence and relationship of the five proposed dimensions. Discriminative validation procedures can also be used to distinguish between emotional intelligence, psychological difficulties and emotional environments. As mentioned in the literature introduction, the aptitude-based Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is used to measure adults'

emotional intelligence. Measuring the dissimilarity between this measure and the BSI with a questionnaire representing the proposed model may provide some initial evidence for the assumption that these are different constructs.

Therefore, the focus with Study 3 was on the design of a questionnaire and the validation of the proposed model. Factor analysis was performed to validate the five-dimensional structure of the proposed model. The MSCEIT and the BSI were concurrently administered for discriminative validation purposes. The conduct of this study, administration of the CEEQ to a large group of teachers, the findings, and their implications will now be described.

Method

Development of the Classroom Emotional Environment Questionnaire

Preliminary sample. Twenty-eight primary, secondary, and student teachers were asked to complete and critique several emotional classroom vignettes, questions, and a preliminary questionnaire on the classroom emotional environment for the initial development phase of the study. The development sample of participants was sourced through the researcher's contacts with various teachers as part of his role as consultant to various schools. Teachers volunteered out of interest for the research topic and no particular inducements were given. Teachers who were current clients of the researcher were not involved in the study. The pilot sample consisted of 24 females and 4 males; 24 New Zealand European, 2 Māori, 1 English, and 1 North American. There were 11 teachers who were primary based, 8 secondary, 4 student teachers, and 5 Resource Teachers of Learning and Behaviour (RTLB). In addition, participants' ages ranged from 24 to 64 years. Teaching experience ranged from student teachers with minimal exposure to those with 25 years. Finally, decile rankings of schools that participants taught at ranged from 3 to 10.

Questionnaire design. Consistent with the advice given by Betz (1996) and Dawis (1987) to ensure appropriate test construction, the following steps were followed in the design and administration of the *Classroom Emotional Environment Questionnaire* (CEEQ) in this study:

Definition of the measured construct. Vignettes of emotional experiences in the class, wider school, and community settings were generated from examples provided by teachers from Study 1 of emotional situations in the classroom. Extrapolated vignettes were categorised into six main contexts of emotional situations

relating to personal, teacher-student, teacher-class, student-student, teacher-colleague and teacher-community. Questions about response areas were generated from the categories identified in the first two studies and included areas such as emotional awareness of self and others, emotion philosophy, emotional relationship, standards (namely, fairness), interpersonal guidelines, emotional attitude, emotional acceptance of self and others, and emotional regulation of self and others.

Development of a large pool of items related to the construct of interest.

A series of questions were asked about each vignette that covered the possible response areas listed previously. Initially 30 vignettes with 19 questions per vignette, were incorporated into the first questionnaire. The scale was based on a 5-point Likert-type scale.

Administration of the items to a development sample. The preliminary questionnaire was reduced in size to include 18 vignettes with between 13 to 16 questions per vignette and ranked on a 4-point Likert-type scale. Three vignettes were allocated to each of the six main emotional contexts. This questionnaire was administered to a development sample of 28 primary-, secondary-, and student-teachers.

Refinement of the original items through analysis and expert judgement.

Based on statistical analysis and feedback from teachers, the CEEQ was refined in various ways. The pilot data were analysed for normality, cluster, and factor structure. Feedback sheets were provided with the preliminary questionnaires. Development participants were asked to rate the length of time it took to complete the questionnaire, list questions they failed to understand, provide suggestions for improvements, and to provide comments on the scenarios. In addition, numerous other scenarios reported from the focus groups were listed under context headings.

Participants were asked to rate which scenarios occurred the most frequently or had the most important ramifications in their class and to assign a ranking of importance with each rated scenario. Participants were also asked to add emotional scenarios they had encountered. Participant feedback and statistical analysis were subsequently taken into account and the questionnaire altered accordingly.

Preliminary results.

Development sample feedback and expert judgement. The range of time taken to complete the CEEQ was between 10 minutes to 3 hours, with the 35 to 45 minutes category most frequently rated by participants. The CEEQ was altered based on participant feedback in several ways. First, the highest ranked scenarios were included into the questions. Second, an explanation of each item was provided. Third, the last two context domains involving the wider school and community were omitted in order to measure more direct influences on the classroom. Fourth, due to item difficulty, several questions were reworded or removed to ensure they were appropriate for the target population and vignette. Fifth, the Likert-type scale was increased to a 6-point scale. Sixth, because of the long completion time of some participants, some questions were removed and the CEEQ was reduced to two vignettes per context. Seventh, the questionnaires were diversified to target primary, secondary or student teachers. The main difference between the questionnaire versions was the language used to describe the vignettes. To illustrate, the first class a primary school teacher encounters in the morning is likely to be the same class they will teach throughout the day. The first class a secondary school teacher will address, is their form class. Secondary teachers may not actually teach some of the students in their form class. This difference is illustrated in the following example:

Primary school vignette: *Already tired from events the night before, you had a disastrous morning before you got to school and when you start, some students begin acting out.*

Secondary school vignette: *Already tired after teaching an extremely difficult and non-compliant class, you start the next class and individuals begin acting out.*

Statistical analysis. Although this pilot phase used a small sample size, the preliminary results were promising. First, the overall data, scores and sub-scale scores were normally distributed with the exception of the emotional relationship dimension and the variable teacher emotion regulation. To address this, scenarios not contributing to overall relationship scores were removed. Items contributing to emotion relationship and teacher emotion regulation were reworded. The numbered Likert-type scale for emotion regulation was replaced by written descriptions of different regulation or coaching strategies identified by participants in the focus groups. These included: *No control/guidance* [of emotion], *expression* (e.g., acting angry when feeling angry), *validate* (explaining the emotion and its cause to others), *replace* (alternatively known as masking), *restrain* (alternatively known as suppression), or *no emotion* [experienced].

The possible factor structure of the preliminary questionnaire was explored. This was strictly an exploratory exercise as the small sample size meant the outcome is unlikely to be robust. The extracted factors generally supported the dimensions of the proposed model. Exploratory factor analysis extracted 4 components (or 5 with eigenvalue of .96 or greater) accounting for 76.2% of the variance. The robustness of the proposed model was further supported through cluster analysis. The resultant vertical icicle tree resulted in clusters around emotional awareness, emotion

regulation and coaching, emotional intrapersonal beliefs, and emotional relationship. The exception was emotional interpersonal guidelines.

Participants (Study Cohort)

A total sample of 206 primary, secondary and student teachers completed the CEEQ. Of these teachers, 82 were primary, 47 secondary, and 77 were student teachers. Participants were proportionally distributed across both low and high decile ranked schools and teaching experience ranged from 1 to 38 years. Age was evenly spread across the sample group with 48, 44, 49, and 57 participants from each of the age ranges of 18-25, 26-35, 36-45, and 46-55 years respectively. Only 8 participants fell in the 56-65-age range. Overall, 49 were men and 157 women; 190 teachers identified ethnically as New Zealand European, 13 as Māori, 2 as Pacific Islanders, and 1 North American. This sample was only used when analysing the CEEQ by itself.

The CEEQ was administered concurrently with two other questionnaires, the MSCEIT and the BSI. In all, 109 participants completed all corresponding questionnaires. This included 53 primary, 34 secondary, and 22 student teachers. As with the larger sample, participants' ages and the decile ratings of schools were evenly distributed. There were 22 men and 87 women, and 101 New Zealand European, 5 Māori, 1 North American, and 2 Pacific Islanders represented in this sample. This smaller sample was used with analysis involving comparisons between the three questionnaires.

Teacher participants were volunteers from schools in the Palmerston North-Manawatu, Horowhenua and Wanganui districts. Although Māori represented 15% of the population in these areas, they created only 5% of the teaching workforce. Consequently, there was a proportionate ratio of Māori to non-Māori participants.

Student teachers were obtained from three educational institutions in the central North Island. An incentive for student teachers participation included a draw for a \$100 book voucher. Compensation options for participatory primary and secondary schools consisted of professional development workshops, seminars, or one-off individual supervision and consultation by the researcher. Teachers could also choose to receive feedback from the test results. Morning tea was provided for participating schools.

Although all participants completed the CEEQ and only one did not complete the BSI, ninety-six failed to complete the MSCEIT. Non-completion of the MSCEIT was primarily due to administrative difficulties encountered. First, as busy teachers, participants found the MSCEIT too long and too difficult to complete. Second, administration of the MSCEIT requires both an item booklet and an item response sheet. The reusable item booklets are expensive and hence only 15 were purchased. Logistically, whether personally administering the MSCEIT to hundreds of participants dispersed over a large area or only posting out 15 booklets at a time, both can be time-consuming and problematic. An attempt was made to accommodate this by ensuring the MSCEIT could be obtained online and/or booklets and response sheets could be sent to participants who requested them. Posting out item booklets however, led to some being lost. Accessing the MSCEIT online also led to a third difficulty that prevented completion. An offshore publishing company administered the MSCEIT. However, technical problems such as altering the username and password (without the researcher's awareness) midway through the running of this study left some participants unable to complete the MSCEIT. Furthermore, some participants' data were lost using this medium. Finally, other participants found they

could not gain access to a computer, or if they did, their computer could not access the website.

Measures

Three measures were used in this study. The **Classroom Emotional Environment Questionnaire (CEEQ)** was designed to assess how teachers might use everyday emotional situations to develop the classroom emotional environment. The CEEQ contains items whereby participants rate how they would respond emotionally to eight vignettes from four emotional contexts (personal, teacher-student, teacher-class, student-student). Areas of response include emotional awareness of self and others, emotion philosophy, emotional relationship, emotional standards, emotional interpersonal guidelines, emotional attitude, and emotional acceptance of self and others. Items are rated on a 6-point Likert-type scale ranging from *very unlikely* (1) to *very likely* (6). Emotion regulation of self and others is measured with a six-point scale that uses six corresponding emotion regulation descriptors. In this scale, respondents rate whether their approach to an emotional situation would involve (1) no guidance or control of their emotion, (2) expression of emotion, (3) validation, (4) replacing this emotion with another emotion, (5) restraint of this emotion, or (6) whether they felt no emotion would be experienced. A further item involves respondents describing their emotional response to each scenario. This is graded against five broad emotional responses: 1) negative active, 2) negative passive, 3) no affect, 4) positive passive, and 5) positive active. Three questionnaire variations exist pertaining to school type or employment position (i.e., primary teachers, secondary teachers, or tertiary student teachers). The CEEQ can be seen in Appendix C. For the purposes of this study, the CEEQ was adapted for both paper-and-pencil and online use.

The **Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)** (Mayer et al., 2002) is an ability-based scale designed to measure emotional intelligence in adults 17 years and older. As opposed to self-report instruments, the MSCEIT measures the proficiency with which an individual performs tasks and solves emotional problems. The MSCEIT is divided into two sub-scales of emotional intelligence: *Emotional Experience* and *Emotional Reasoning*. Emotional Experience corresponds to a person's ability to perceive, respond, and manipulate emotional information. This secondary domain consists of four sub-tests measuring emotional awareness (awareness of one's own feelings, the feelings of others, and sensitivity to emotional stimuli from the physical environment) and using emotions (the ability to take feelings into account to more accurately reason about situations, to decide how to act, and creatively problem solve). The other secondary domain, Emotional Reasoning, relates to a person's ability to understand and manage emotions. This area also has four tests measuring how accurately a person understands emotional meaning and manages emotion in self and others. In particular, this area involves understanding emotions (knowledge of emotional information, emotional blends, emotional fluctuations, and how emotion develops in relationships) and emotion management (the ability to regulate emotion in self and others in order to promote emotional development). The MSCEIT has been standardised on approximately 5000 respondents and has a full-scale reliability of .91, with domain reliabilities .90 for emotional experience and .85 for emotional reasoning (Mayer et al., 2002). Overall, the MSCEIT test-retest reliability was cited by Mayer et al. (2002) to be $r=.86$ (Brackett & Mayer, 2001). Although Mayer et al. (2002) presented little evidence of convergent validity with the MSCEIT, structural validity had been supported extensively with discriminant approaches in the area of IQ, emotion, and personality

measures. Factorial validity was supported by the emergence of a two-factor solution (Ciarrochi, Chan, & Caputti, 2000). The MSCEIT is offered in both online and paper and pencil versions and takes approximately 60 minutes to complete. To administer the paper-and-pencil version of the MSCEIT, an item booklet and an item response sheet is required.

The **Brief Symptom Inventory (BSI, Derogatis, 1993)** is a 53-item self-report questionnaire that assesses psychological symptoms. The BSI is a short version of the SCL-90-R and is rated on a 5-point Likert-type scale of distress ranging from (0) *not at all* to (4) *extremely*. The BSI measures *somatisation, obsessive-compulsive, interpersonal sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, and psychoticism*. Three global indices are also included that measure *global severity index, positive symptoms total* and *positive symptom distress index*. The BSI is internally reliable with an alpha coefficient range of .71 to .85, and test-retest coefficients ranging from .68 to .90 across the different sub-scales (Derogatis, 1993). In convergent validation studies, the BSI was found to correlate highly with other mental health measures such as the MMPI and the SCL-90-R. The BSI takes approximately 10 minutes to complete.

Procedure

Schools in the Palmerston North-Manawatu, Horowhenua, and Wanganui districts, as well as three trainee teacher-college institutions in the central North Island were invited to participate. Interested schools and trainee-teachers received information packs (Appendix C) outlining research rationale, methodology, and an invitation to participate. Any research pack was accompanied by a paper-and-pencil copy of the CEEQ and BSI, the research website address that contained links to the tests used in this study, and a covering letter. Participants were given the opportunity

to request the paper-and-pencil version of the MSCEIT from the researcher or to access the other questionnaires online. Due to limited number of MSCEIT item booklets owned by the researcher, paper-and-pencil versions of the MSCEIT were available upon request. Those opting to use the online questionnaires were given instructions in their information packs about on how to access the website. Additional information was provided on the website.

Participants were asked to sign consent and confidentiality agreements, complete the three questionnaires, and provide demographic information. Participants were given the option of returning the paper-and-pencil questionnaires through drop-off points, posting them to the researcher, or having the tests administered personally by the researcher either at a research laboratory or at the participants' place of choosing.

Following the administration of the questionnaires, the data were collated and analysed. Results were shared with participants who expressed a desire for feedback. A draw was conducted for student teachers that participated and the winning trainee was awarded a \$100 booker voucher.

Results

Complications

The values of randomly missing data were estimated using means of the corresponding item values. The causes of outliers and extreme values were investigated. Outliers related to errors in data input were corrected with the appropriate data. All other outliers were still within the range of the scale dimensions and were therefore included in the data analysis.

Normality

The distribution of CEEQ scores for the larger sample of 206 participants who only completed the CEEQ was normal ($D=.06, p=.07$), but with a relatively small range (2.11). The histogram in Figure 4 displays the distribution. CEEQ scores with the smaller sample of 109 participants who completed all questionnaires were also normally distributed ($D=.05, p=.20$). There was no significant difference between both the larger and smaller sample groups on CEEQ scores; $F(1, 204)=.46, p=.50$.

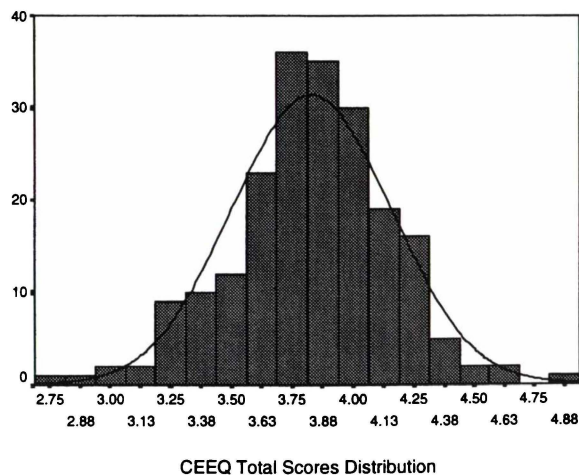


Figure 4. Distribution of CEEQ total scores.

To address whether changes in vignette wording between teacher groups affected the normality distribution, an ANOVA looking at main effect of teacher

group by vignette and the interaction between the two was conducted. The main effect of the total vignette score, $F(2, 203)=1.31, p=.27$, was not significant. However, significant effects between groups for vignettes 3, 4, 5, and 6 were found. These vignettes were removed from the CEEQ, leaving only vignettes 1, 2, 7, and 8. Each teacher's score from the CEEQ was averaged over these 4 vignettes to give a single measure on each item.

Factor Analysis

Before subjecting the 14 items from the CEEQ to principal component analysis, the suitability of the data for factor analysis was investigated. Although the sample size of 206 is not at the recommended size of 300 (Tabacknick & Fidell, 1996), it exceeds Nunnally's (1978) suggestion of 10 cases for each item analysed. Based on this, 14 items require a sample size of 140.

Table 2. *Factor Loadings of CEEQ Items.*

| Factors | Initial Eigenvalues Total | % of Variance | Cumulative% |
|---------|------------------------------|---------------|-------------|
| 1 | 3.85 | 27.5 | 27.5 |
| 2 | 2.52 | 18.0 | 45.5 |
| 3 | 1.88 | 13.4 | 58.9 |
| 4 | 1.17 | 8.4 | 67.3 |
| 5 | 1.00 | 7.1 | 74.4 |

Principal components analysis with varimax rotation extracted five factors with eigenvalues greater than or equal to one; accounting for 27.5%, 18.0%, 13.4%, 8.3%, and 7.1% of the variance respectively. The five-factor solution explained 74.4% of the overall variance.

Both teacher-student and teacher-class relationship items loaded against the first factor labelled Emotional Relationship. In addition, the variable emotion philosophy loaded unexpectedly onto the first factor. Another variable, emotional

attitude, loaded evenly between Factor 1 and 3. For the purposes of the model, emotional attitude was retained in the third factor. Emotional self-, student- and class-awareness variables loaded strongly in the second factor. This factor structure was termed Emotional Awareness. The variables emotional attitude, emotional self- and class-acceptance loaded strongly onto the third factor. These qualities were termed Emotional Intrapersonal Beliefs. Teacher emotion-regulation and emotion coaching of student and class loaded under the fourth category Emotion Coaching and finally, the fifth loading structure consisted of variables consistent with Emotional Interpersonal Guidelines, namely, emotional standards and emotional boundaries.

Table 3. *CEEQ Rotated Factor Matrix*

| | Factors | | | | |
|---|--------------------------------|-----------------------------|--|--------------------------|---|
| | 1 Emotional Relationship | 2 Emotional Awareness | 3 Emotional Intrapersonal Beliefs | 4 Emotion Coaching | 5 Emotional Interpersonal Guidelines |
| Emotional Relationship | | | | | |
| Teacher-student relationship. | .89 | | | | |
| Teacher-class relationship. | .87 | | | | |
| Emotional Awareness | | | | | |
| Emotional self-awareness. | | .66 | -.37 | | |
| Emotional student awareness. | | .90 | | | |
| Emotional class awareness. | | .88 | | | |
| Emotional Intrapersonal Beliefs | | | | | |
| Emotion philosophy. | .89 | | | | |
| Emotional attitude | .57 | | .52 | | |
| Emotional self-acceptance. | | | .87 | | |
| Emotional student-acceptance. | | | .88 | | |
| Emotion Coaching | | | | | |
| Teacher emotion regulation. | | | | .64 | |
| Student-focused emotion coaching. | | | | .80 | |
| Class-focused emotion coaching. | | | | .87 | |
| Emotional Interpersonal Guidelines | | | | | |
| Emotional standards. | | | | | .80 |
| Emotional boundaries. | | | | | .89 |

*Loadings .3 and below have been excluded.

The five extracted factors were correlated. With the exception of Factor 1 with 5, all of the five extracted factors correlated less than .30 and therefore seemed to be partially independent from each other (see Table 4).

Table 4. *CEEQ Factor Correlation Matrix.*

| Factors | 1 | 2 | 3 | 4 | 5 |
|---------|------|------|------|------|------|
| 1 | 1.00 | | | | |
| 2 | .01 | 1.00 | | | |
| 3 | -.01 | -.01 | 1.00 | | |
| 4 | -.16 | .29 | .01 | 1.00 | |
| 5 | -.36 | .20 | -.00 | .18 | 1.00 |

Reliability

The internal consistency of the CEEQ with a Cronbach alpha of .67 was below the recommended Cronbach alpha coefficient of .70 (Pallant, 2001). The average measure intraclass correlation coefficient range was from .60 to .73.

Correlations

Pearson Correlation was calculated between the five CEEQ scale scores (see Table 5). Positive correlations higher than .30 existed between the Emotional Awareness and Emotional Interpersonal Guidelines ($r=.33, p<.01$) and Emotional Coaching with Emotional Intrapersonal Beliefs scales ($r=.75, p<.01$). Other components did not relate above .30. Correlations were high for items within each scale, with .80 for Emotional Relationship, .60 for Emotional Interpersonal Guidelines, and a range of .55 to .56 for Emotional Awareness, .28 to .55 for Emotional Intrapersonal Beliefs, and .42 to .45 for Emotion Coaching. All scale scores correlated significantly with the overall criterion score.

Table 5. *Correlations Between CEEQ Scales*

| | Emotional Awareness | Emotional Relationship | Emotional Interpersonal Guidelines | Emotional Intrapersonal Beliefs | Emotion Coaching |
|------------------------------------|---------------------|------------------------|------------------------------------|---------------------------------|------------------|
| Emotional Awareness | 1.00 | | | | |
| Emotional Relationship | .24** | 1.00 | | | |
| Emotional Interpersonal Guidelines | .33** | -.15* | 1.00 | | |
| Emotional Intrapersonal Beliefs | .09 | .75** | -.21** | 1.00 | |
| Emotion Coaching | -.15* | -.10 | .10 | -.10 | 1.00 |
| Overall criterion score | .58** | .67** | .49** | .57** | .25** |

* Correlation is statistically significant at the $p<.05$ level (2-tailed). ** Correlation is statistically significant at the $p<.01$ level (2-tailed).

Corresponding outcomes. There were no correlations greater than .30 between the full-scale and sub-scale scores on the MSCEIT and the CEEQ. The only significant relationship was between the Emotion Understanding (MSCEIT) with CEEQ Emotion Coaching scales ($r=.22, p=.03$) (see Table 6).

Table 6. *Relationship Between Teacher CEEQ and MSCEIT Scores*

| CEEQ | Total | Awareness | Relationship | Guidelines | Beliefs | Coaching |
|---------------|-------|-----------|--------------|------------|---------|----------|
| MSCEIT | | | | | | |
| Total | .07 | -.03 | .09 | -.02 | .02 | -.01 |
| Perceive. | -.02 | -.09 | .06 | -.02 | -.07 | -.02 |
| Facilitate | .11 | .13 | .07 | .09 | .04 | -.01 |
| Understand | .10 | -.07 | .03 | -.05 | .07 | .22* |
| Manage | .06 | .02 | .06 | -.04 | .03 | -.18 |

* Correlation is statistically significant at the $p<.05$ level (2-tailed).

Due to the non-normal distribution of the BSI data, Spearman's rho was used to assess the relationship between the BSI and the MSCEIT. Negative correlation occurred between Facilitating Thought (MSCEIT) and both Paranoid Ideation and Positive Symptom Index (BSI, see Table 10, Appendix D). Phobic Anxiety and Depression (BSI) were negatively related to Emotion Perception (MSCEIT). Finally, Experiential Emotional Intelligence was negatively related to Global Severity of Symptoms and the amount of symptoms present.

Overall, the CEEQ did not correlate highly with total BSI scores, Global Severity of Symptoms, and the amount of symptoms present. Various CEEQ sub-scales however, were related to the BSI (see Appendix D, Table 11 for more details). Teachers' emotional acceptance of self and student negatively correlated with a wide range of symptoms. Moreover, emotion regulation and emotion coaching of students did not correlate highly with obsessive-compulsive characteristics and interpersonal sensitivity respectively.

Hierarchical Multiple Regression

While controlling for demographic effects, the degree that psychological symptoms and emotional intelligence predicted the amount of variance associated with the emotional environment was measured. To do this, a hierarchical multiple regression was undertaken. Demographic variables (age, sex, ethnicity, decile rating, experience and age of students) explained 11.7% of the variance (see Table 12, Appendix D). The MSCEIT sub-scale scores (Perceiving Emotion, Facilitating Thought, Understanding Emotion, Emotion Management) only explained a further .6% of the variance while BSI variables explained an additional 12.7% of the variance. In total, these three groupings accounted for 25% of the variance in the CEEQ scores. Using hierarchical steps, or loadings of within-group variables, failed to make any further unique or statistically significant contributions to the prediction of variance in CEEQ scores (see Table 13, Appendix D).

Discussion

The aim of this study was to investigate the proposed five-dimensional model of the classroom emotional environment. To achieve this, a questionnaire measuring teachers' responses to the classroom emotional environment was developed from which factorial and discriminative validation analyses were carried out. The CEEQ was compared to the BSI and MSCEIT using discriminative analysis.

As hypothesised, the obtained factor structure of the CEEQ supported the five-dimensional model of the classroom emotional environment. In particular, all variables loaded onto five factors representing the five central themes predicted: Emotional Relationship, Emotional Awareness, Emotion Coaching, Emotional Intrapersonal Beliefs, and Emotional Interpersonal Guidelines. The exception to the pattern was that the variable emotion philosophy did not load onto the Emotional Intrapersonal Beliefs factor as expected, but rather loaded onto Emotional Relationships. The close link between emotion philosophy and relationship was puzzling. However, Gottman and colleagues (1996) pointed out that emotion philosophy is linked closely to both effective parenting and children's emotional development. Therefore while emotion philosophy may seem to involve intrapersonal beliefs about emotion, these beliefs no doubt influence how an adult relates to children. Teachers' relationship with children is of course, one dimension I propose to be fundamental in pupils' emotional development. Needless to say, this explanation for the results is speculative, requiring further validation.

Internal consistency did not reach the recommended Cronbach alpha coefficient of greater than .70, although the average measure intraclass correlation coefficients range superseded .70 on the upper limits (.60 to .73). While many authors

believe high internal relationships improve internal reliability, Kline (1994) has argued that high internal consistency is antithetical to validity. Variables of breadth like emotional environments require items to measure different construct dimensions. If all items are highly consistent and therefore highly related with each other, the test may be too narrow and not an adequate measure of the construct under investigation. Furthermore, designing questionnaires would then become an exercise of replicating items that are simply variations of each other. Using this line of thinking, it would be expected that attempts to measure five separate dimensions of the emotional environment might result in low correlation between dimensions and high correlation within dimensions. Should all dimensions be highly correlated, it could be argued that only one construct is being measured. However, if all separate dimensions correlate significantly with an overall score of the emotional environment, it could be argued that five consistent dimensions exist that contribute to the emotional environment—which is exactly what occurred. This would indicate that there are indeed five discrete dimensions that contribute to the make-up of the emotional environment. Further reliability could be established from test-retest methodology as well as measuring changes in teachers' perspectives over different times of year (for example, beginning of term versus the end of term), and over stages of different interventions.

As anticipated, low relationships were found to exist between the CEEQ, the MSCEIT, and the BSI. Observational data supported this non-relationship between the MSCEIT and the CEEQ. The researcher was asked to conduct this research in two different schools where a specific class environment was chaotic. On the MSCEIT one teacher scored approximately two standard deviations above the mean and the other teacher scored approximately two standard deviations below the mean. Conversely, both teachers scored one standard deviation below the mean on the

CEEQ scale measuring emotional responses to emotional vignettes. This outcome may be due to a variety of factors. First, emotional intelligence, emotional environments, and mental health are different constructs under investigation. The skills involved in developing a classroom emotional environment are specific to population (i.e., teachers) and social-emotional environments, a far cry from individualistic- and generalist-based emotional aptitude or mental health symptoms. While overlap may occur between stress and the teaching profession, the relationship between mental health and teachers' responses to emotional situations on the BSI is likely to be minimal. The exception here of course is with extreme cases. The BSI was developed with a standardisation base of mental health clients. Study 3 on the other hand, assessed teachers, an arguably different population than users of mental health services.

Second, as a skills-based measure, the MSCEIT is different to the self-report style of the BSI and CEEQ. This in itself may influence dissimilar outcomes. Obviously the CEEQ may not necessarily measure the emotional environment either. Teachers are likely to answer CEEQ items when in a non-emotional state and with idealised responses. Therefore by not measuring what teachers would actually do given an affective situation reduces the accuracy of the CEEQ for predicting such characteristics as teacher effectiveness.

Third, with little relationship between the three instruments, lower scores on emotional skill tests such as the MSCEIT should not be seen to be an indication of teacher potential. In fact, it was my experience during observation that various teachers who scored on either extreme on the MSCEIT scale, appeared to produce emotionally dysregulated classroom environments. Two separate examples occurred in this study whereby concerned schools participated in order to assist specific

teachers. Their hope was that I could identify areas for these teachers to develop professionally—with the view to improve the classroom emotional environment. Observations of both classrooms revealed chaotic classroom interactions. Students were observed fighting, yelling, running around the classroom, not complying with teacher requests, behaving defiantly to teacher and peers, and abstaining from work. Observations of these very same students behaving with calm emotional responses when taught by different teachers led to the assumption that teacher management played a factor in the differences. What was interesting about these two cases was that both teachers scored at either extreme of the MSCEIT. One teacher scored approximately two standard deviations below the mean and the other teacher was two standard deviations above the mean. Although both teachers scored around the overall mean on the CEEQ (and on some scales higher than the mean), both were observed to score one standard deviation below the mean on the CEEQ when asked to describe their emotional response to the emotional vignettes. A result such as this would suggest these two teachers exhibited actively negative emotional responses such as anger or frustration. Of course I am not suggesting that emotional environments can be isolated to negative or positive emotional dimensions because of these two examples, but given that these two teachers obtained considerably different results on the MSCEIT, this provides interesting speculation into causation. Unfortunately antecedents to teachers' positive and negative emotional responses were not explored in this study. It could be argued for example, that with the considerable emotional work observed, emotional overload or burnout may be one possible antecedent to teachers' negative responses.

Finally, the lack of relationship could simply mean that the CEEQ is not a psychometrically sound instrument. Certainly, the CEEQ did not meet the

recommended criteria for suitable internal consistency. This could partly be due to having three versions of the CEEQ administered to three separate populations. To improve reliability of the CEEQ, it is recommended that further development and testing be conducted with this aim in mind. Further testing of the CEEQ could involve administering a respective questionnaire to a matching population. Taking this approach is likely to reduce the “noise” that arises from administering editions of a test to different populations.

It is necessary to mention the large difference between the 206 participants who solely completed the CEEQ and the 109 who completed all three psychometric instruments. Clearly this is a large difference and one that is likely to significantly impact any outcomes. Although no statistically significant difference was found to exist between both groups of participants on the CEEQ, it is unknown whether non-completers would have obtained different profiles on the MSCEIT. Areas that influence test completion can include time constraints, motivation, research interest, or access to resources to aid in instrument completion. These areas are likely to restrict and alter the appropriateness of the sample and influence scoring outcomes.

Two more issues require further discussion. First, the aim of this research was to understand better the type of emotional environment in the classroom that benefits students’ emotion regulation. This has not been directly addressed at this stage of the research. Second, students are active participants in classroom interactions. How they observe teachers’ behaviour is likely contribute to our understanding of the classroom emotional environment. Developing a questionnaire based on pupils’ perceptions of classroom emotional environments may go partway to address some of these issues. Certainly, students may not understand teacher’s motivations or appreciate teachers’ levels of emotional awareness, beliefs, and emotion coaching strategies. However,

since students can be affected by and play a part in how the emotional environment develops, consideration of their perspective would add to our understanding of how the emotional environment contributes to children's emotional experiences and hence, their development.

CHAPTER 5

Study 4: Emotion Regulation, Emotional Intelligence, and the Classroom Emotional Environment in a Primary Context

Support for the proposed five-dimensional model of the classroom emotional environment was obtained through factor analysis of teachers' emotional responses on the CEEQ. The five CEEQ dimensions appeared to be somewhat independent to each other, although variables within each dimension interrelated respectably. As anticipated, only minimal correlation was found to exist between the CEEQ, MSCEIT, and BSI, supporting the assumption that these are different constructs.

Even though these outcomes are encouraging, two further issues require addressing. First, asking teachers to describe their response to hypothetical emotional situations may not accurately represent what a teacher might *actually* do given the same situation. Idealistic portrayals of their emotional responses may influence teachers' outcome on the CEEQ. Children are often recipients of various teacher emotional responses and therefore provide an alternative perspective on teacher behaviour. Investigation into how young students perceive the emotional environment would add much to understanding in this field. Second, it remains to be demonstrated whether teachers who show high ability in developing the classroom affective climate, have some degree of positive influence on students. The aim of this research programme of course was to understand the type of classroom emotional environment that influences the development of students' emotion regulation. Up to this stage, efforts have been directed at constructing and validating a model of the classroom emotional environment. However, the relationship between classroom emotional

environments and students' emotional development has only been addressed indirectly through the medium of focus groups. Study 2 partly addressed these latter two issues in that the views of students who had improved emotionally between two school years were accessed. However, student views were subjected to interpretation by various adult coders and compiled by the researcher subsequent to the teacher focus group analysis. As well as that, no attempt was made in Study 2 to directly measure the relationship between the emotional climate of these students' classrooms and their ability to emotionally regulate.

Additional attempts at understanding the relationship between the classroom emotional environment and students' emotional development could be undertaken through the administration of questionnaires to students. A questionnaire accessing students' perceptions of the classroom emotional environment would need to be developed to achieve this. To undertake this, items for a questionnaire could be sourced from students' descriptions of calming classroom environments generated from students' responses in Study 2. The resultant questionnaire could then be used to evaluate the premise that a relationship exists between this measure and questionnaires measuring emotional intelligence and emotion regulation.

Clearly there might be some limitations inherent in such an analysis. First of all, although young students were able to provide insightful descriptions of emotional experiences in class, they are unlikely to have access to many of the passive features of the five-dimensional model. Features such as teachers' emotional self- and other-awareness, emotional intrapersonal beliefs, or emotional self-regulation and emotion coaching are likely to be restricted to the internal world of the teacher. Instead of discerning dimensional qualities of the emotional climate, primary students may more easily detect observable affective qualities associated with behaviours like limit

setting, fairness, and relationship. Therefore, understanding how students' conceptualise behaviours associated with the five dimensions is of obvious importance. Secondly, any analysis of the relationship between emotional intelligence and the emotional environment using questionnaires should take into consideration that any significant relationship found does not imply causality. It might be just as likely that a significant correlation is signifying that emotionally intelligent students are making subtle discriminations and accurate judgements regarding teachers' behaviour, as it is that beneficial emotional environments are enhancing emotional intelligence. In many ways, the relationship may actually be mutual. As such, whether or not emotionally sensitive teaching styles impact on pupils emotional development would depend on many factors such as the amount of teacher-student contact in the classroom, nature of the students' themselves, and other uncontrollable, extraneous variables.

Nevertheless, it seems worthwhile to explore the relationship between the classroom emotional environment perceived by students, their emotion regulation, and emotional intelligence. Several advantages exist for accessing students' perceptions through questionnaires such as the cost effectiveness of this approach, the collective perception of students, and students' length of exposure to their teachers' behaviour. The *BarOn Emotional Quotient Inventory: Youth Version* (EQ-i:YV; Bar-On & Parker, 2000) and Kovac's *Emotional Regulation Scales for Youth* (ERS-Y; Kovacs, unpublished test) were thought to be the most appropriate instruments to measure primary students' emotional intelligence and emotion regulation respectively.

Based on both the previous literature and from the logic of the model developed in this thesis, it was hypothesised that a significant relationship would

exist between students' perceptions of the emotional environment and their emotional intelligence and emotion regulation. It was expected that the emotional environment would influence emotion regulation both directly and indirectly through emotional intelligence. Figure 5 displays a path diagram visually representing the proposed relationship.

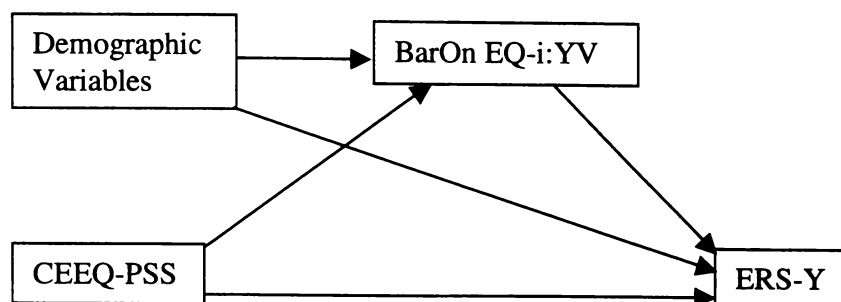


Figure 5. Proposed interrelationship between the emotional environment (as measured by the CEEQ-PSS), emotional intelligence (BarOn EQ-i:YV), and emotion regulation (ERS-Y). Demographic variables include age of student, year level, ethnicity of teacher and student, sex of teacher and student, and decile rating of the school.

Thus the following exploratory study was conducted with students aged from 8 to 12 to examine the relationships between the classroom emotional environment with pupils' emotion regulation and emotional intelligence. It was also considered important to explore students' perceptions about behaviours associated with the five-dimensional model.

Method

Development of the Classroom Emotional Environment Questionnaire for Primary School Students

Preliminary sample. Fifty-one primary school students from four socio-economic middle-class schools completed the pilot version of the *Classroom Emotional Environment Questionnaire for Primary School Students* (CEEQ-PSS) described below. There were 24 boys and 27 girls students between the ages of 8 to 12 years. The student year level was evenly distributed between years 3 to 8.

Questionnaire design. As described in Study 3, several steps were taken to ensure appropriate test construction.

Definition of the measured construct. Student focus groups were used to identify teacher behaviour that contributed to the classroom emotional climate (see Study 2). Examples were categorised into the five main emotional environment dimensions and their respective secondary dimensions of the proposed model.

Development of a large pool of items related to the construct of interest. Selected examples were reworded as question items. An assistant researcher, myself, and a small sample of children reviewed each of the questions. Appropriate items were chosen and combined into a questionnaire.

Administration of the items to a pilot sample. The preliminary questionnaire consisted of 49 items on a 4-point Likert-type scale. Schools in the Northern Bay of Plenty were invited to participate in the pilot phase of this study via mail. Information about the nature of the study, teacher and parent consent forms, and copies of the CEEQ-PSS were also sent with the invitation to participate. Interested schools were provided verbal information on the nature of the study. The preliminary

CEEQ-PSS was administered to a pilot sample. Generalised data from the study were fed back to interested children.

Refinement of the original items through analysis and researcher's judgement. During this phase of the study, the questionnaire was reduced to 35 items. Three additional items were added to measure students' perceived emotional disposition of their teacher, one item targeted emotion contagion, and one item assessed global class climate. The decision whether or not to retain an item was based on identification of their contribution to their relevant secondary dimensions as well as through discussions between the researcher and research assistant. Various items were reworded in an attempt to provide concrete, observable descriptions of teachers' behaviour at an age appropriate level.

Preliminary results. The overall scores on the CEEQ-PSS were normally distributed. Students between the ages of 8 to 12 were able to appropriately complete and understand the items within the questionnaire. Lack of sampling adequacy meant that factor analysis was not considered appropriate.

Participants (Study Cohort)

Of the 457 primary school students who completed the CEEQ-PSS, 401 concurrently completed the EQ-i:YV (Bar-On & Parker, 2000), and 394 also completed the ERS-Y (Kovacs, unpublished questionnaire). Twenty-three students' data were omitted because of incomplete questionnaires and one participant's data were excluded because of its extreme outlier value, leaving an overall sample size of 370 for all three completed questionnaires. From the sample of 370 students, 187 were girls and 183 boys; 243 New Zealand European, 81 Māori, 18 Pacific Island, 6 European, 7 Australian European, 2 Asian, and 13 who listed themselves as "Other".

Students ranged in year level from 3 to 8 (USA grade equivalent 2nd to 7th Grade), and in years of age from 8 to 13. The sample of students was obtained from 21 classes in 10 schools, whose socio-economic decile levels ranged from 2 (low) to 10 (high). Of the 21 teachers involved in this study, 6 were men and 15 were women. Two teachers were described by their students as Māori, 2 as European, and 17 as New Zealand European.

Measures

The **Classroom Emotional Environment Questionnaire–Primary School Student (CEEQ-PSS)** was designed to assess students' perceptions of their teachers' emotional behaviour. The CEEQ-PSS contains 35 items based on students' descriptions of teachers' behaviours on a 4-point Likert-type scale ranging from: (1) *never*, (2) *sometimes*, (3) *many times*, and (4) *always*. Items represent the five dimensions of the emotional environment: emotional awareness, emotional relationships, emotion coaching, emotional interpersonal guidelines, and emotional intrapersonal beliefs. Three further items on the CEEQ also measure teacher emotionality, one item targets emotion contagion, and one assesses global class climate. Items can be found in Table 7.

The **BarOn Emotional Quotient Inventory: Youth Version (BarOn EQ-i:YV;** Bar-On & Parker, 2000) is a 60-item self-report scale of social-emotional intelligence for youth aged between 7 to 18 years. Total emotional intelligence is derived from items spread across four scales, which include intrapersonal, interpersonal, adaptability, and stress management scales, as well three scales that assess item response consistency (inconsistency index), positive impression, and general mood. The EQ-i:YV has a large normative base of 10,000 youth and was

reported by Bar-On and Parker (2000) to have appropriate construct related validity and internal reliability (.87 for males 7-9 years, .90 for males 10-15 years, .86 for females 7-9 years and .90 for females 10-12 years). In this current study the Cronbach coefficient alpha was .90 and intraclass correlation coefficient ranged from .89 to .92.

The **Emotional Regulation Scales for Youth (ERS-Y, Kovacs, unpublished test)** is a youth-based self-report test for 7- to 17-year-olds designed to reflect the adult version of the Emotion Regulation Scale (ERS). The ERS-Y contains four scales based on the premise that four emotion-regulatory domains exist: physiological, behavioural, cognitive, and social-interpersonal. Items are rated on a 3-point Likert-type scale: (1) *not true of me*, (2) *sometimes true of me*, and (3) *many times true of me*. Behaviour, Cognitive, and Social regulatory skill scores strongly interrelate with each other (range: .49 to .74, $p < .01$), whereas Physical regulatory skill scores do not. Overall emotion regulation skills were found by Kovacs (unpublished test manual) to differentiate two groups of control children from a depressed sample ($p = .01$). Total ERS-Y scores were found to discriminate depressed children from other groups. This difference was particularly apparent with cognitive emotion-regulation where depressed children reported using significantly less adaptive regulatory strategies ($p = .01$). In the present study, the ERS-Y had high internal consistency, with a Cronbach correlation coefficient of .91 and an intraclass correlation coefficient range of .90 to .92.

Procedure

The refined CEEQ-PSS was administered to the main sample of 457 primary school students from 10 schools of varying socio-economic backgrounds. Schools in the Palmerston North-Manawatu, Horowhenua, and Wanganui districts were

contacted via email and/or mail and invited to participate. Schools received an information pack explaining the nature of the study (Appendix C). A cover letter for school administrators accompanied the information pack, along with consent and confidentiality agreement forms for both teachers and students and a sample copy of the CEEQ-PSS, BarOn EQ-i:YV, and ERS-Y questionnaires. Interested school administrators and teaching staff were provided the required amount of paper-and-pencil copies of these questionnaires and a verbal explanation on the nature of the study.

Students completed the questionnaire at home or school and placed questionnaires anonymously in a sealed envelope or drop off box. Data obtained from the administration of the questionnaire were collated and analysed. Comparative analysis was undertaken between the CEEQ-PSS, BarOn EQ-i:YV, and the ERS-Y with the smaller sample of 370 students who had completed all questionnaires appropriately. Analysis undertaken solely on the CEEQ-PSS was carried out using the larger sample size of 457 participants. Overall trends in classroom opinion were fed back to interested participants.

Results

Complications

Missing data were replaced by the mean of their corresponding item values. Outliers due to errors in data input were corrected with the appropriate figures. One extreme outlier was removed from the analysis to minimise its disproportionate effect on the data distribution.

Normality

The data were normally distributed for both the larger sample of 456 ($D=.03$, $p=.20$) and the smaller sample of 370 participants who completed all three questionnaires ($D=.03$, $p=.20$). The variances with both CEEQ-PSS samples were not significantly different $F(367, 1)=5.39$, $p=.17$. The distribution of the 370 participants' overall scores can be viewed in Figure 6.

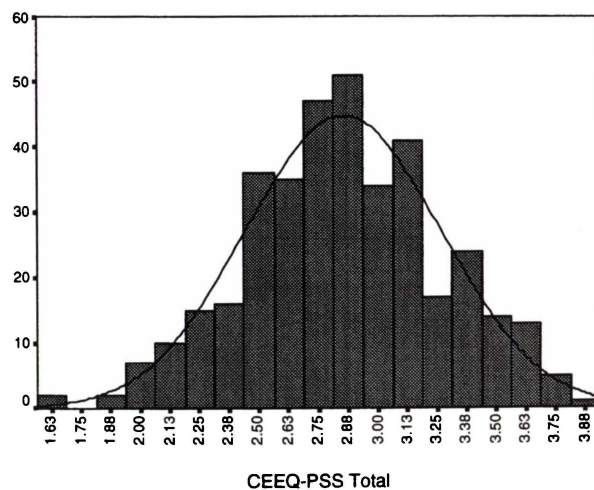


Figure 6. Histogram from overall CEEQ-PSS data for participants who completed all questionnaires.

Reliability

The CEEQ-PSS had adequate internal consistency with a Cronbach alpha coefficient of .75. The average measure intraclass correlation coefficients ranged from .71 to .78.

Factor Analysis

Since only the data from the CEEQ-PSS were needed for factor analysis, the larger sample size of 456 was used. A sample size of 456 satisfied the recommended sample of 300 or more (Tabacknick & Fidell, 1996) or the standard of 10 cases per item (Nunnally, 1978).

Exploratory principal components analysis extracted ten factors with eigenvalues greater than or equal to one, accounting in total for 56.5% of the variance. Scree test examination implied the slope changed direction at the third factor (Figure 15, Appendix F). Two factors were extracted above the elbow that contributed the most to the data variance. To assist in the interpretation of these two components, varimax rotation was carried out. The rotated solution uncovered a basic structure, with strong to moderate loadings. Examination of the two factors revealed that items relating to positive emotional environments seemed to load onto Factor 1. Factor 2 on the other hand, appeared to correspond to the negative emotional environment (see Table 7). These two factors combined explained 27.8% of the overall variance. Factors 1 and 2 explained 20.6% and 7.2% of the variance respectively. The two extracted components correlated $-.70$. Emotionally ambivalent items 14 and 28 did not load onto either Factor 1 or 2, but both instead loaded onto a third factor at $.47$ and $-.35$ respectively.

Table 7. *Matrix of Extracted Factors and Rotated Components for CEEQ-PSS*

| Items | | Rotated Factor Matrix | |
|-------|---|-----------------------|----------|
| | | Factor 1 | Factor 2 |
| 1 | Our teacher told us how he/she was feeling about something that happened. | .47 | |
| 2 | Our teacher blamed the wrong person for something they did not do. | | .65 |
| 3 | My teacher seems to know when I am having problems with my schoolwork. | .51 | |
| 4 | When I need to talk with my teacher, he/she stops what they are doing to listen to me. | .49 | |
| 5 | Our teacher understands us. | .47 | -.35 |
| 6 | Our teacher asks us about things we like. | .56 | |
| 7 | I care about what my teacher thinks of me. | .42 | -.36 |
| 8 | I can talk to my teacher about how I am feeling. | .44 | -.36 |
| 9 | Our teacher cares about our class. | .37 | -.40 |
| 10 | Our class feels a bit like a family. | .49 | -.39 |
| 11 | Students bully or tease each other in class. | | .38 |
| 12 | My teacher stays calm even when the class is loud. | | -.35 |
| 13 | Our teacher tells us what things make him/her cross. | .47 | |
| 14 | My teacher doesn't show how he/she feels. | | |
| 15 | When something is wrong our teacher yells at the class. | | .58 |
| 16 | If we hurt someone, our teacher asked us how we might feel if we were the other person. | .47 | |
| 17 | Our teacher gave us many choices about how to calm down when we get upset. | .53 | |
| 18 | Our teacher got the students to talk things over with each other if they had a fight. | .48 | |
| 19 | When our teacher came to class grumpy, we had a bad day. | | .63 |
| 21 | When someone did something wrong, our teacher told the whole class. | | .38 |
| 22 | Our teacher stuck to what he/she said and if we broke the rules we knew what to expect. | .45 | |
| 23 | Our teacher rewards us for good behaviour. | .51 | |
| 24 | My teacher just has to look at me and I behave. | .41 | |
| 25 | Our teacher helps us sort out the problem when we have been naughty. | .55 | |
| 26 | Our teacher expects us to act our age. | .32 | |
| 27 | Our teacher helps us to plan out our work. | .46 | |
| 28 | After our teacher tells us to do our work, I am not sure what to do. | | |
| 29 | My teacher is not fair. | | .54 |
| 30 | Our teacher likes some students more than others. | | .60 |
| 31 | Our teacher kept the whole class in when only one person was being bad. | | .61 |
| 32 | Our teacher helps whenever we need it. | .51 | -.41 |
| 33 | Our teacher talks too fast. | | .32 |
| 34 | I can't tell my teacher about some things because they will tell everyone. | | .47 |
| 35 | It felt like our teacher treated us like 5 year olds and not the age we are. | | .57 |
| 36 | Our teacher really likes teaching us. | .40 | -.52 |
| 37 | No matter what I do, I know my teacher likes me. | .37 | -.54 |
| 38 | Our teacher said sorry when he/she made a mistake. | .51 | -.37 |

NB: Only loadings above .3 are displayed.

Extraction Method: Principal Component Analysis. 2 components extracted.

Rotation Method: Varimax with Kaiser Normalization. Rotation converged in 3 iterations.

Path Analysis

To test the assumption that the emotional environment would influence children's emotional development, path analysis was used. Regression models are compromised when collinearity (or multicollinearity) exists; that is, when the correlations among the independent variables are strong ($r=.9$ or more; Pallant, 2001, recommends a correlation below $.7$). Using this approach, all correlations between independent variables were $.32$ or less. Alternatively, using the multicollinearity calculation of $1-R^2$, if the multicollinearity value is low (near 0), then multiple correlations with other variables are high (Pallant, 2001). In this path analysis, the relationship between exogenous variables (classroom emotional environment and demographic variables) was acceptable at $.86$.

As measured by the CEEQ-PSS, the BarOn EQ-i:YV, and the ERS-Y respectively, the classroom emotional environment directly predicted emotional intelligence ($B=.32, p<.01$) and emotion regulation significantly ($B=.19, p<.01$); accounting for 10.2% and 3.5% of direct variance in this model respectively (see Figure 7). Emotional intelligence directly predicted emotion regulation ($B=.40, p<.01$). The emotional environment accounted for a small degree of variance in emotion regulation indirectly through emotional intelligence ($.32 \times .40=.13$). The small difference between direct ($.19$) and indirect ($.13$) correlation between the emotional environment and emotion regulation implies this model is plausible. The contribution from demographic variables including age of student, year level, ethnicity of teacher and student, sex of teacher and student, and decile rating of the school, accounted for 10.3% and 5.8% of the variance in the emotional intelligence and emotion regulation outcomes, respectively.

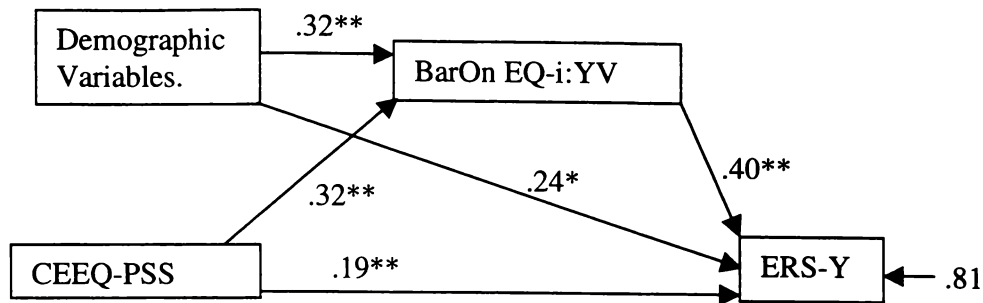


Figure 7. Path diagram depicting the relationship between the CEEQ-PSS, BarOn EQ-i:YV, and ERS-Y with standardised coefficients. Shown are the standardised coefficients (.32, .32, .19, .24, .40), and the variances of residuals (.81). * $p < .01$ level ** $p < .001$ level. Demographic variables include age of student, year level, ethnicity of teacher and student, sex of teacher and student, and decile rating of the school.

A hierarchical multiple regression was performed to control for the possible effects demographic variables would have on outcomes, and to ascertain whether the emotional environment can still predict a significant amount of the variance in both emotion intelligence and emotion regulation. Demographic variables were first entered into the regression equation and were found to account for 5.8% of the variance in emotion regulation ($R^2 = .06$, $p < .01$). While controlling for demographic variables, data from the CEEQ-PSS and the BarOn EQ-i:YV were consecutively added, accounting for an additional 2.3% and 10.6% of the variance in the ERS-Y respectively. Contributions from both variables were statistically significant as indicated respectively by the F change value ($< .01$; $< .01$). In total, these variables accounted for 18.7% of the variance in emotion regulation. Using ANOVA, the null hypothesis that the effect on multiple R in the population would equal 0 was tested.

The effects of independent variables (CEEQ-PSS and BarOn EQ-i:YV) on the mean of the dependent variable (ERS-Y) was statistically significant, implying the model as a whole was significant [$F(9, 360)=9.18, p<.01$]. Controlling for the effects of demographic variables, the contribution made by the independent variables, emotional environment and emotional intelligence, to emotion regulation were $B=.16$ and $B=.36$ respectively. However, overall, the amount of error variance is relatively high (.81), suggesting 81% of influences contributing to the variance of emotion regulation had not been accounted for.

Understanding Relationships with other Constructs

Pearson product-moment correlation (r) was used to measure relationships between variables in this study. The CEEQ-PSS correlated highly with the BarOn EQ-i:YV and the ERS-Y (Tables 13 and 14, Appendix F). Most scales correlated significantly, whether they measured similar constructs or not.

Discussion

Study 4 detailed the construction of the CEEQ-PSS. This was then used to explore students' perceptions of the classroom emotional environment and the relationship between the emotional environment, students' emotional intelligence, and emotion regulation.

As expected, primary school students' understanding of the emotional environment was less inclusive of the model dimensions identified by their teachers. Whereas teachers considered the emotional environment to be comprised of five dimensions, in contrast, students appeared to identify just two dimensions—a positive or negative emotional atmosphere. Factor analysis supported a two-factor model that looked at an emotional dichotomy of the emotional environment. Presumably because the behaviours were rated on a positive-negative continuum, the two factors were negatively correlated. A negative correlation between factors implies that an inverse relationship exists between factors. Increasing one factor may decrease the second factor and vice versa. This has important implications for teachers. To illustrate, to decrease negative perceptions of teachers' emotional behaviour, one strategy may be to increase the positive perception of the emotional environment. More study could be carried out with secondary students to investigate whether a two-factor outcome was due to primary students' perception of the emotional environment or whether a negative-positive dichotomy permeates the emotional environment irrelevant of student age.

There was some support to the notion that the emotional environment influences students' emotion regulation, both directly and indirectly through emotional intelligence. This relationship was significant even after demographic

variables were accounted for. Furthermore, the relationship between the emotional environment and emotional intelligence was statistically significant. However, although the predicted influence of the emotional environment on emotion regulation was significant, the effect was relatively small. Furthermore, 81.3% of the variance in emotion regulation had still not been accounted for. Certainly Gottman et al.'s (1996) finding that emotional parenting styles contribute to children's emotion regulation may explain some of the variance. Measuring the unique contributions from both teachers' emotional teaching style and parental influences described by Gottman et al.'s (1996) may lead to further interesting research on children's emotional development.

With regard to relationships between variables, most scales between all three questionnaires were highly related. Validity can be compromised with correlation greater than .7 as questionnaires may be measuring the same construct (Klem, 1995). Certainly, the high correlation emotional intelligence has with emotion regulation is not unusual given that emotion regulation is considered to be a feature of emotional intelligence. Since path analysis is based on regression statistics and therefore not necessarily indicative of causal direction, understanding causation would be better served through longitudinal intervention studies of the emotional environment. Measurements of emotion regulation and emotional intelligence could be taken before, during, and after interventions altering the emotional environment. Even this undertaking would be problematic given that changes in the emotional environment may not instantly enhance emotion regulation and emotional intelligence.

High correlations between instruments may mean a relationship exists simply because students had rated both the emotional environment and their own emotional competencies. To address this, instruments measuring teachers' emotional responses

to classroom situations could be correlated against students' self-report measures on emotional intelligence and emotion regulation. Using this approach may neglect the possibility that high correlation could also be attributed to similarities in the structure of instruments used. All instruments were self-report, and therefore other forms of emotion assessment may need to be included. Emotion and emotion regulation are processes that involve physiology, cognition, communication, and behaviour.

Assessment using self-report questionnaires relies on the semantic-memory of emotional processes. Valid assessment of emotion regulation in future studies may require a combination of physiological, observational, and self-report approaches.

The relationship between the emotional environment, emotion regulation and emotional intelligence has been far from conclusive and many issues still remain. Examples of such concerns include whether an emotionally unaware student could realistically rate the emotional awareness of their teacher, whether the outcome simply means that emotionally intelligent children are more optimistic about their teachers' behaviour, or whether students are influenced by and/or desirous to please their teacher when in their immediate vicinity. Further issues about the population of students require investigation. Questions have already been raised about the accuracy of younger children's insight about dimensions that make up the emotional environment. A clear difference exists between the five dimensions found with teachers and the two emotional extremes obtained from primary school students.

Several of these key issues could be explored by measuring the impact of the emotional environment on secondary school students' emotional development and regulation. Secondary students are likely to display increased emotional astuteness of the complexity of teacher contributions to the emotional environment, but operate within a school structure that affords less contact time between students and teachers.

Therefore, factor analyses of secondary students' responses to teachers' emotional behaviour may reveal a more sophisticated understanding of the emotional environment than the two dimensional outcome obtained from primary school students' data. Another point to make here is that primary students may reflect and model the behaviour of teachers in the emotional environment more than teenage students would, enhancing the influence the external emotional environment may have in influencing children's emotional development and regulation (Thompson, 1991). With less teacher-student contact time and increased independence compared to primary settings, the secondary students' emotional development may be influenced less by the class climate. Presumably then, the capability to emotionally regulate would shift from reliance on the emotional environment to internalised emotional intelligence.

Summary and Recommendations

The undertaking in this exploratory study to develop a questionnaire ascertaining student's perspectives on the emotional environment has had mixed results. The implication of two-factor loadings was that primary school students might view the emotional environment according to positive and negative dichotomies. Although the results are far from conclusive, the data in this study also provided support for some significant relationship between the emotional environment, emotion regulation, and emotional intelligence.

Replicating the current study with an older population might contribute additional information about the nature and impact the emotional environment would have on students' emotional development. So far, this research project has been done mostly with preadolescent students. It would also be of importance to explore whether appropriate emotional environments are relevant to the secondary context.

By high school age, students are likely to be emotionally astute and highly complex regulators of emotion. However, primary and secondary contexts differ with the classroom styles and with students' emotional maturation. Because of this, it is expected that emotion regulation would correlate better with emotional intelligence than it would with the emotional environment.

CHAPTER 6

Study 5: Secondary Students and the Emotional Environment

The relationship between the emotional environment of the classroom (as perceived by students using the CEEQ-PSS), emotional intelligence, and emotion regulation was examined with primary school students in Study 4. Although the findings support the proposed relationship, causality of the observed relationship remains uncertain. Interestingly, factor analysis of students' responses on the CEEQ-PSS loaded teachers' emotional behaviour onto two dichotomous dimensions: positive and negative. In a sense, this latter result divides teachers' behaviour into what they should and should not do in order to develop an appropriate classroom emotional environment.

The relationship between the emotional environment, emotional intelligence, and emotion regulation is likely to be complex and subject to various conditions. Differences in the nature of primary compared to secondary schools for example, may likewise lead to a variation in this relationship. Arguably, less contact time, specialisation of teaching topics, increasing importance of peers, increasing age, emotional sophistication, maturity, and independence of students, may decrease the influence that the emotional environment exerts on students' emotional intelligence and emotion regulation. This is because an increase in maturity is likely to translate to an increase in emotional intelligence. An increase in emotional intelligence would imply pupils are better able to discern the nature of the emotional environment in the classroom and regulate their emotional responses accordingly. Based on these environmental and developmental changes, it would be expected that the direct

relationship between the emotional environment and emotion regulation would decrease. This would imply that the relationship between emotional intelligence and emotion regulation might actually strengthen. However, the emotional environment may still indirectly regulate emotion through emotion intelligence. Given these assumptions, the importance of the emotional environment in secondary school contexts is questionable. Therefore, replication of Study 4 with secondary students may be of some benefit to explore the usefulness of the emotional environment in the secondary context.

A second reason for replication of this study with secondary students concerns the applicability of the five-dimensional model with students. Factor analysis of the CEEQ-PSS loaded the items onto two dichotomous factors: negative and positive. These results could be interpreted as either a serious challenge to the accuracy of the five-dimensional model or explained as simply another facet of this model. The five-dimensional model was proposed in Study 1 after teachers described what they did—as opposed to what they did not do—to develop an appropriate classroom climate. However, there is little doubt both beneficial and detrimental teaching styles exist within the five-dimensions. Teacher-student emotional relationships for example, are likely to be influenced by both agreeable and detrimental teacher behaviour. Equally, the same principle probably applies with the other four dimensions of the emotional environment.

Alternative explanations to these results could be that the CEEQ-PSS was inadequately constructed to accurately differentiate five-dimensions, or that primary school students view the emotional climate in a two-dimensional manner. The question of whether primary students view the classroom emotional environment in this manner or that the CEEQ-PSS inadequately differentiates model dimensions

requires further investigation. Understanding significant others' internal beliefs and intentions is difficult enough for astute and developed perceivers—let alone young children. One option for establishing whether developmental age influences the perceived structure of the emotional environment is to develop and administer a questionnaire that uses similar items with older students. Because of their increased developmental maturity, it is expected that secondary school students would discern more dimensions of the emotional environment than their primary school counterparts.

This current study was intended as a replication of the previous study. The goal was to examine whether factor validation of a secondary school version of the classroom emotional environment questionnaire would produce factors resembling the proposed five dimensions, instead of the dichotomous view offered by primary school students. Moreover, the impact that secondary class environments and students' emotional maturity has on emotional intelligence and emotion regulation will be explored.

Method

Development of the Classroom Emotional Environment Questionnaire for Secondary School Students

Preliminary sample. Students in the pilot phase of the questionnaire were volunteers from secondary schools in the Manawatu district, who had either heard about the study from the researcher, from teachers who were interested in the study, or had personal contact with the researcher. Consent to participate was obtained in writing. No incentives were offered to students, who participated out of interest in the research with the exception of snack food provided during a focus group discussion on the questionnaire. The development phase involved different groups of participants in four stages.

- 1) Items were generated from examples given by students in Study 2.
- 2) Seven secondary school students reviewed student statements from the focus group study and marked relevant items. Items commonly picked by students and judged by the researcher to be relevant were integrated into a questionnaire.
- 3) A pilot sample consisted of 19 secondary school students who represented the target population. The development sample consisted of 10 female and 9 male students between the ages of 13 to 18, 4 Māori and 15 New Zealand Europeans.
- 4) Seven secondary school students reviewed the resulting questionnaire and made further suggestions for the refinement of the questionnaire. In addition, two Māori staff working with secondary school students were consulted for advice on item wordings.

Questionnaire design. Questionnaire development was carried out over the following phases.

Definition of the measured construct. The constructs under investigation were developed from data collected from Study 2. Quotes from Study 2 were itemised according to model dimensions.

Development of a large pool of items related to the construct of interest. Two hundred and forty-four items were categorised and presented to 7 students who then assigned items to relevant categories and discussed more appropriate wording of some items.

Administration of the items to a pilot sample. Forty-six items were chosen based on frequency of student choice and the researcher's opinion. These items were given to 19 secondary students with feedback sheets. The questions were assessed and refined in areas such as item difficulty, item wording, item selection, assessment of length, and order of questioning. The researcher also chose items that corresponded to items on the primary school version of the CEEQ.

Refinement of the original items through analysis and researcher's judgement. Seven secondary students reviewed the questionnaire in a focus group, providing feedback on item clarity, relevance, and the wording of items. In addition, cultural advice was sought for this study. Items were presented to and critiqued by Māori staff working with secondary school students. Suggestions made during this consultation led to the rewording of some items.

Participants (Study Cohort)

Following the development phase, 586 secondary students completed the *Classroom Emotional Environment Questionnaire for Secondary School Students*

(CEEQ-SSS). Of these students, 566 concurrently completed the EQ-i:YV and 576 completed the ERS-Y. In all, 563 students completed all three questionnaires. The students were drawn from colleges in Palmerston North, Wanganui, and Levin. Of the students who completed all three questionnaires, 282 were female and 281 were male; 398 students identified as New Zealand European, 70 as Māori, 39 as Asian, 15 as Pacific Island, 5 as European, 4 as Indian, and 32 as “Other”. Students’ ages ranged from 13 to 20 years and were between the school years 9 to 13. Students were drawn from a range of subjects, namely, geography, social studies, mathematics, drama, English, food, science, and typing. All 16 of those teaching this cohort were New Zealand European; 2 of whom were male and 14 were female.

Measures

Similar to the primary school version, the **Classroom Emotional Environment Questionnaire–Secondary School Student (CEEQ-SSS)** was designed to measure students’ perceptions of their teachers’ emotional behaviour. The CEEQ-SSS contains 46 items. Similar to the primary school version, the items are arranged around the five dimensions identified in Studies 1 and 2, as well as items pertaining to teachers’ emotionality, emotion contagion, and global class climate. Items containing descriptions of teachers’ behaviour are rated on a 4-point Likert-type scale ranging from: (1) *not at all*, (2) *sometimes*, (3) *quite a bit*, and (4) *all the time*. Items can be found in Table 8.

The **BarOn Emotional Quotient Inventory: Youth Version (EQ-i:YV)** has been described in Study 4; briefly it is a 60-item self-report questionnaire on perceived social-emotional intelligence for youth aged 7 to 18 years of age. The BarOn EQ-i:YV contains four main scales looking at intrapersonal, interpersonal,

adaptability, and stress management dimensions, as well auxiliary scales measuring response consistency (inconsistency index), positive impression, and general mood. The Cronbach alpha coefficient in the current study was .89. The intraclass correlation coefficient ranged from .88 to .90.

Emotional Regulation Scales for Youth (ERS-Y; ages 6-17) was also described in Study 4. The ERS-Y is a 3-point Likert-type self-report scale for youth 6 to 17 years of age that measures four domains of emotion regulation: physiological, behavioural, cognitive, and social-interpersonal. In the present study, the Cronbach alpha was .99.

Procedure

The researcher contacted appropriate school administrators to explain the nature of the research and to provide information about the study. Interested principals invited the researcher to present the research rationale and methodology to staff. Schools and teachers who elected to participate, were contacted and given information and consent forms to pass onto students and their parents to read and complete. In order to collect a representative sample of students, teachers were asked to administer the questionnaires to a class the teacher considered to be his or her best and a class judged as the worst. All participants were provided information concerning the relevant study and participants signed consent forms. Students then completed the CEEQ-SSS, BarOn EQ-i:YV, and the ERS-Y.

The questionnaires were put into anonymous collection boxes by the students and picked up by the researcher. The results were statistically analysed and results fed back to interested participants.

Results

Complications

The data from the 563 students who completed all three questionnaires were used in the analysis. Missing values were replaced with the means of corresponding items. All outliers were retained as the difference between the 5% trimmed mean (2.72) and the obtained mean (2.71) was negligible. Furthermore, all outliers were within the scale dimensions.

Normality

The overall data distribution of the CEEQ-SSS was normally distributed ($D=.02$; $N=563$, $p=.20$) as illustrated in Figure 8.

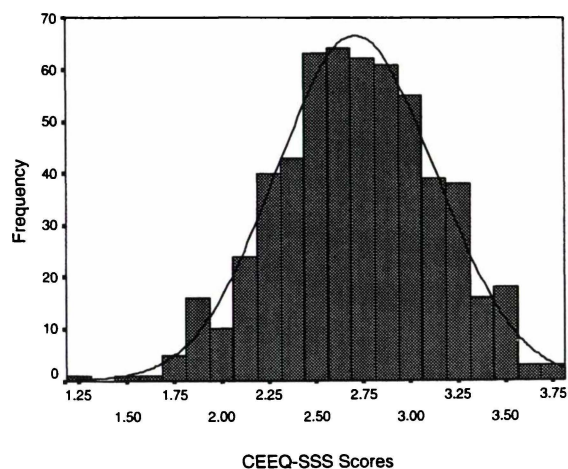


Figure 8. Histogram of the CEEQ-SSS distribution

Reliability

The internal consistency of the CEEQ-SSS was satisfactory, with a Cronbach alpha coefficient of .79. The average measure intraclass correlation coefficients ranged from .76 to .81.

*Factor analysis*Table 8. *Rotated Factor Matrix for the CEEQ-SSS*

| Items | Factor | | | | |
|---|--------|------|------|------|-----|
| | 1 | 2 | 3 | 4 | 5 |
| 1 Our teacher let us know how he/she was feeling about something that happened. | | | | | .68 |
| 2 The wrong person got blamed for something that happened. | | .54 | | | |
| 3 My teacher understood where I was coming from. | .55 | | .30 | | |
| 4 Our teacher tried to get to know us. | .62 | | | | |
| 5 Our class got on well with our teacher. | .40 | | .47 | -.39 | |
| 6 I care about what my teacher thinks of me. | .47 | | | | |
| 7 Our class feels a bit like a family. | .40 | | | | |
| 8 I felt safe in my class. | | | .37 | | |
| 9 My teacher made me feel scared. | | .58 | | | |
| 10 My teacher cares about our class. | .44 | | .41 | | |
| 11 People in our class were able to tell our teacher when something was wrong. | .45 | | | | |
| 12 When the class was rowdy our teacher spoke calmly & quietly | .42 | -.42 | | | |
| 13 Our teacher yelled hard core at us when the class was noisy. | | .62 | | .33 | |
| 14 Our teacher was honest about how he/she felt when he/she was having a hard day. | | | | | .56 |
| 15 I could not tell when my teacher was angry, sad, happy or stressed. | | | | | |
| 16 When someone needed to talk with our teacher, our teacher listened to what they had to say. | .53 | -.32 | | | |
| 17 When some students didn't get on with each other, my teacher got them together to talk it through. | .74 | | | | |
| 18 Our teacher helped some students calm down when the students got upset. | .68 | | | | |
| 19 Our teacher apologised to the class when he/she made a mistake or lost their temper. | .56 | | | | |
| 22 Our teacher was too soft and couldn't control the class. | | | -.45 | | |
| 23 Our teacher was too strict. | | .64 | | | |
| 24 Our teacher rewarded us for good behaviour. | .46 | | .31 | | |
| 25 Our teacher stuck to what he/she said and if we broke the rules we knew what to expect. | .32 | | | .44 | |
| 26 When someone broke the rules, our teacher took them aside and explained to them what they could do better. | .59 | | | .35 | |
| 27 Our teacher told us how he/she expected us to behave. | | | | .67 | |
| 28 My teacher provided clear instructions. | .48 | | .41 | | |
| 29 Our teacher helped us until we understood it better. | .42 | -.42 | .44 | | |
| 30 Our class couldn't keep up with how fast our teacher taught. | | .48 | | | |
| 31 My teacher was not fair. | | .68 | | | |
| 32 Our teacher kept the whole class in because only one person was naughty. | | .57 | | | |
| 33 Our teacher favoured particular students in our class. | | .55 | | | |
| 34 My teacher was always ready to help. | .41 | -.39 | .41 | | |
| 35 When someone in our class asked for help when the teacher was busy, our teacher made the time to see them later. | | | .30 | | |
| 36 Our teacher showed they believed in us by saying something like "if we tried hard we could do almost anything". | .53 | | | | |
| 37 When I tried to tell my teacher something, he/she didn't seem to care. | | .65 | | | |
| 38 Our teacher put us down in class. | | .59 | | -.33 | |
| 39 Our teacher shamed us out. | | .63 | | | |
| 40 My teacher likes being a teacher. | | | .64 | | |
| 41 My teacher got all enthusiastic when he/she was teaching something. | | | .59 | | |
| 42 Our teacher accepted us for who we were. | .31 | -.31 | .45 | | |

NB: Only loadings above .3 are displayed.

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalisation.

Principal components analysis was used to test the hypothesis that secondary school students would discern more dimensions contained within the emotional environment. Nine factors with an eigenvalue greater than or equal to one were extracted, contributing 55.4% of the variance. The Scree Test elbow occurred in two places, at the third and fifth component, suggesting that three to five factors contributed the most to the variance. In total, these five factors explained 44.6% of the variance. Varimax rotation was used to assist in the interpretation of these factors. Examination of the five factors revealed themes related to Relationship and Coaching (Factor 1), Negative Environment and Negative Standards (Factor 2), Teacher-Student Relationship and Teacher Beliefs about Teaching (Factor 3), Limits and Rules (Factor 4), and Teacher Emotional Self-Awareness (Factor 5). The rotated factors from 1 to 5 explained 14.0%, 13.3%, 8.6%, 4.3%, and 4.3% of the variance respectively. The factor structure is displayed in Table 8.

A second, simplified factor structure was developed based on items that loaded highly and singularly onto one factor. Five factors with an eigenvalue greater than or equal to one were extracted, explaining 53.8% of the variance. Varimax rotation was used to assist in the interpretation of these factors. Examination of the five factors revealed themes related to Negative Emotional Interpersonal Guidelines (Factor 1), Emotion Coaching (Factor 2), Emotional Intrapersonal Beliefs (Factor 3), Expressed Emotional Self-Awareness (Factor 4), and Emotional Relationship (Factor 5). The rotated factors from 1 to 5 explained 15.9%, 14.0%, 10.9%, 6.9%, and 6.9% of the variance respectively. The factor structure is displayed in Table 9.

Table 9. *Simplified Rotated Factor Structure of the CEEQ-SSS*

| Items | Factor | | | | |
|---|--------|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 |
| 9 My teacher made me feel scared. | .65 | | | | |
| 33 Our teacher favoured particular students in our class. | .60 | | | | |
| 37 When I tried to tell my teacher something, he/she didn't seem to care. | .67 | | | | |
| 38 Our teacher put us down in class. | .72 | | | | |
| 39 Our teacher shamed us out. | .74 | | | | |
| 13 Our teacher yelled hard core at us when the class was noisy. | .52 | | | | |
| 16 When someone needed to talk with our teacher, our teacher listened to what they had to say. | -.36 | .46 | | | |
| 17 When some students didn't get on with each other, my teacher got them together to talk it through. | | .81 | | | |
| 18 Our teacher helped some students calm down when the students got upset. | | .76 | | | |
| 19 Our teacher apologised to the class when he/she made a mistake or lost their temper. | | .58 | | | |
| 26 When someone broke the rules, our teacher took them aside and explained to them what they could do better. | | .73 | | | |
| 35 When someone in our class asked for help when the teacher was busy, our teacher made the time to see them later. | | | .60 | | |
| 40 My teacher likes being a teacher. | | | .71 | | |
| 41 My teacher got all enthusiastic when he/she was teaching something. | | | .70 | | |
| 42 Our teacher accepted us for who we were. | -.37 | | .59 | | |
| 1 Our teacher let us know how he/she was feeling about something that happened. | | | | .81 | |
| 14 Our teacher was honest about how he/she felt when he/she was having a hard day. | | | | .70 | |
| 7 Our class feels a bit like a family. | | | | | .74 |
| 8 I felt safe in my class. | | | | | .72 |

NB: Only loadings above .3 are displayed.

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalisation.

Path Analysis

Path analysis was used to investigate the hypothesis that the emotional environment in secondary schools would account for less of students' emotional intelligence and emotion regulation compared to primary schools. The causal model under investigation was a replication of the path analysis model used in Study 4 (see Figure 5). The obtained collinearity between the two independent variables, demographic variables and the CEEQ-SSS, was acceptable at .85. The contribution by the classroom emotional environment to emotion regulation, $R=.17$, $R^2=.03$, $p<.01$, and emotional intelligence, $R=.30$, $R^2=.09$, $p<.01$, was small but significant. Emotional intelligence contributed to emotion regulation, $R=.53$, $R^2=.29$, $p<.01$.

Finally, demographic variables involving age of student, year level, ethnicity of student, subject taught, gender of teacher and student, and socio-economic decile level of the school significantly contributed significantly to emotion intelligence, $R=.17$, $R^2=.03$, $p=.02$, and emotion regulation, $R=.21$, $R^2=.05$, $p<.01$ (Figure 9).

The expectation that the emotional environment would influence emotion regulation both directly and indirectly through emotional intelligence was again considered plausible. This was because the direct pathway between the CEEQ-PSS and ERS-Y (.17) was similar to the indirect pathway through the BarOn EQ-i:YV (.16). The influence demographic variables had on ERS-Y scores were not so plausible as there seemed to be an observable difference between the direct (.21) and indirect pathway (.09).

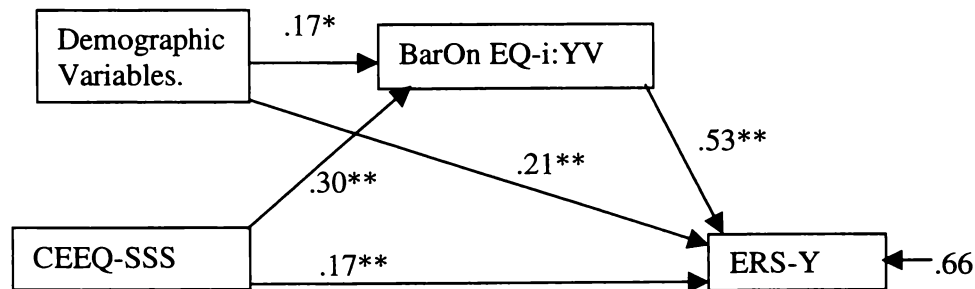


Figure 9. Path diagram depicting the relationship between the CEEQ-SSS, BarOn EQ-i:YV, and ERS-Y with standardised coefficients. Shown are the standardised coefficients (.17, .30, .17, .21, .53), and the variances of residuals (.66). * $p<.01$ level ** $p<.001$ level. Demographic variables include age of student, year level, ethnicity of student, subject taught, gender of teacher and student, and decile rating of the school.

Hierarchical multiple regression was carried out to predict the influence that demographic variables would have on emotion intelligence and emotion regulation

scores and to control for these effects. Demographic variables were found to account for 4.5% of the variance in the ERS-Y ($R^2=.05$, $p<.01$). The CEEQ-SSS ($p<.01$) and BarOn EQ-i:YV ($p<.01$) significantly contributed an additional 5.2% and 24% of the variance respectively. In all, measured exogenous variables predicted 33.7% of the variance in the ERS-Y scores. The model as a whole was statistically significant $F(9, 553)=31.190$, $p<.01$. Less variance (.66) appeared to be unaccounted for with secondary school students in the model than with primary school students.

Understanding Relationships with other Constructs

Many significant relationships existed between related and unrelated constructs on the CEEQ-SSS, EQ-i:YV, and ERS-Y (Tables 20 to 21). Most sub-scale scores correlated significantly between the EQ-i:YV and ERS-Y with a range from .19 to .50. Only sub-scales that did not correlate significantly was Physical Skill scale score (ERS-Y) with both Adaptability and Stress Management (EQ-i:YV). Most CEEQ-SSS sub-scale scores, proposed or obtained factors, also correlated significantly with the ERS-Y and EQ-i:YV sub-scale scores.

Discussion

Replication of the previous study with a secondary school student population was undertaken to achieve two aims: a) to assess the relationship between the emotional environment, emotional intelligence, and emotion regulation; and b) to understand secondary students' perceptions of the dimensions of the emotional environment. It was expected that differences associated with student development and the secondary school environment would result in changes to the relationship between the emotional environment, emotional intelligence, and emotion regulation. It was expected that students' views of the emotional environment would become more multifaceted as students mature. These expectations were supported by the results.

The direct relationship between emotional intelligence and emotion regulation appeared to be stronger in comparison to that of the previous study—although this has not been statistically verified. Like that of the previous study with primary schools students, correlations in this investigation were significant between the emotional environment, emotional intelligence, and emotion regulation. Once again, it was difficult to determine whether the three questionnaires were measuring the same construct or whether a strong interconnection existed between constructs.

The relationship between the emotional environment and emotional intelligence was significant with both secondary and primary school students. This is important because although there would be less teacher time in secondary schools associated with developing an appropriate relationship with students, the emotional environment was still found to relate to emotional development. One explanation for this consistent association is that declining one-on-one teacher contact may be

substituted over time with an increasing emotional astuteness of students. As such, the emotional environment may influence emotional intelligence proportionately to the extent the student can understand their emotional environment.

As hypothesised, secondary school students' responses were more aligned with the proposed model of the emotional environment dimensions compared with primary school students. Item responses from secondary students loaded onto five factors that involved negative and positive dimensions, as well as dimensions involving emotional relationship, emotional intrapersonal beliefs, emotional interpersonal guidelines and emotional awareness. Factor loadings for secondary students also dichotomised relationships into two different dimensions: negative and positive. The five factors obtained were not as straightforward as the presented model, with some of the dimension items relating to emotion interpersonal beliefs and relationship loading onto the same factor. Other factors such as teacher self-awareness excluded other seemingly related categories like emotional awareness of students. Given the difficulty that occurs when attempting to interpret the internal world of others, it comes as no surprise that internally related dimensions appeared less concisely defined in factor loadings. The outcome concerning the dimensions associated with the emotional environment does appear to support the view that students' perception of the emotional environment becomes more complex as they mature. What is also important to note is that support exists for the idea that each dimension of the proposed model may have positive and negative affective values.

The last three studies used self-report instruments to assess emotional dimensions. All studies so far have not compared both teachers' and students' outcomes in the same analysis. It may be worthwhile for example, to assess teachers' self-report on the CEEQ with students' outcomes on the classroom emotional

environment, emotional intelligence or emotion regulation measures. Unfortunately, paper-and-pencil based measures may be a cumbersome approach for the detection of change in others' specific behaviour. The logistics of such an approach is also awkward. Given that there is an approximate ratio of one teacher per thirty students for primary and even more for secondary, obtaining a sample of 300 teachers could potentially mean assessing 9000 students or more. Therefore before proceeding with intervention based studies targeting the emotional environment, further development of observation measures may be necessary in order to measure changes implemented by teachers.

The aim of this study was to assess the relationship between emotional environments, emotional intelligence, and emotion regulation, and to understand secondary students' perspectives of dimensions that constitute the classroom emotional environment. In many ways Study 5 supports the view that the emotional environment interacts with emotional intelligence, thereby indirectly influencing the development of emotional regulation in secondary students. Moreover, secondary school students' factor loadings reflect dimensions analogous to those put forward by teachers. To further examine this relationship, comparative analysis between both students and teachers, observations of the emotional environment, and longitudinal studies could be used.

CHAPTER 7

General Discussion

This thesis began by asking the question: What type of teacher behaviour creates an emotional climate where children are able to effectively regulate their emotions and get on with their work? Understanding the nature of the classroom emotional environment is an important topic because it may provide the foundation for the development of children's emotion regulation in the classroom.

Attempts thus far to understand the emotional environment of the classroom have produced a variety of outcomes. In the first study, five important dimensions were developed into a model that was generally supported by responses to a teacher-based questionnaire. These dimensions are emotion coaching, emotional relationship, emotional awareness, emotional interpersonal guidelines, and emotional intrapersonal beliefs.

Theoretical Implications

These five components are consistent with some dimensions found with emotional intelligence (Bar-On, 1997; Goleman, 1995a; Mayer & Salovey, 1990, 1997), meta-emotion parenting (Gottman et al., 1996, 1997; Katz et al., 1996), and Hargreaves's (1998) paper on the role of emotion in teaching. Emotional intelligence shares two general areas with the emotional environment model, namely, emotional awareness and emotion management. However, these dimensions of emotional intelligence don't account for skills required to develop a calming classroom atmosphere for two reasons. First, the

skills associated with developing a classroom atmosphere are context specific and require highly complex judgements. Second, developing an appropriate emotional environment requires the use of emotional skills in group settings—unlike the individualistic leanings of the current emotional intelligence models. Furthermore, while some emotional intelligence models (e.g., Bar-On, 1997) may include social skills as a dimension, they are not necessarily equivalent to emotional relationships. Moreover, components within the emotional intelligence framework do not necessarily relate to all dimensions of the emotional environment model. Emotional interpersonal guidelines or emotional intrapersonal beliefs for example, are dimensions not given much attention in emotional intelligence theories.

Like emotional intelligence, meta-emotion parenting involves emotional awareness and emotion management. Unlike emotional intelligence, both meta-emotion parenting and the model proposed here use skills incorporated within an emotional process rather than a description of an internal trait. Both models also involve intrapersonal philosophies about emotion, emotional awareness, and emotion coaching. However, in the five-dimensional model of the classroom emotional environment, additional emphasis is placed on appropriate adult-child relationships and interpersonal guidelines. Of course the five-dimensional model also targets a different population than that studied by Gottman and his colleagues (Gottman et al., 1996, 1997; Katz et al., 1996).

In addition to areas related to meta-emotion philosophy, emotional awareness, and emotion regulation, Hargreaves (1998) did incorporate a form of emotional interpersonal guidelines into his discussions on emotion in teaching. Hargreaves (1998) described “moral purposes”, whereby teachers

would use social standards to guide their interaction in emotional situations. Although Hargreaves did emphasise the personal “emotional world” of teachers that may equate to the more passive dimensions of the five-dimensional model (e.g., teachers’ emotional self-awareness), he omitted more active processes such as emotion coaching. To summarise these comparisons, it would seem conceptually that the five-dimensional model developed in this research project incorporates many principles associated with various approaches, although at the same time, maintaining distinct and different emotional skills in the classroom setting.

The Positive-Negative Dichotomy

There was some evidence to suggest that the classroom context can be viewed in terms of positive or negative dimensions. Primary aged children for example, appeared to view the environment in terms of this dichotomy. This was supported by data from secondary school students, in that the two factors associated with emotional relationship reflected positive and negative dimensions. Different to primary students however, secondary students’ data distinguished other factors comparative to the five-dimensional model. Explanations for these seemingly incongruent outcomes include the possibility that as children develop emotionally, their understanding of the emotional environment becomes more complex (Lane, 2000; Lane & Schwartz 1987). Students may construe intentions behind teachers’ behaviour differently based on maturity and emotional astuteness. This explanation is consistent with Lane and Schwartz’s (1987) view that various stages of emotional development exist, with the fifth phase of emotional development involving understanding of

complex emotional processes in self and others. Even some of the teachers' data reflect this positive-negative dimension. An example was mentioned in Study 3 whereby two teachers were placed either two standard deviations above or below on the MSCEIT, yet both responded in an active negative manner to emotion vignettes. The other similarity these teachers shared was a chaotic classroom environment. In comparison, teachers with calm classroom emotional environments tended to respond in an active positive way.

Another possibility for the negative-positive dichotomy is that positive and negative aspects of each of the five dimensions exist; whether it be positive or negative coaching, positive or negative interpersonal guidelines and so on. Arguably, it could be expected that students would place less emphasis on teachers' internal emotional processes such as emotional intrapersonal beliefs or emotional awareness due to their difficulty in accurately interpreting them in others. Hence as expected, items consistent with the externally based dimension emotional interpersonal guidelines loaded together. However against expectation, factor loadings from secondary school students' data also included factors consistent with internally based dimensions such as emotional intrapersonal beliefs and emotional awareness.

Emotional Competencies and the Emotional Environment

Three particular emotional relationships require special mention. Although there was no apparent relationship between teachers' emotional intelligence, symptomatology, and the five-dimensional model, there was supporting evidence linking the classroom emotional environment to students' emotional intelligence and emotion regulation. First, consistent with expectations, the emotional environment significantly relates to emotion

regulation, both directly and indirectly through emotional intelligence. These findings are consistent with Gottman et al.'s (1997) outcome where children's skill in regulating emotion is positively associated with specific emotional parenting styles. The difference is, of course, that Gottman et al.'s (1997) research was with preschoolers and parents whereas this study was based on emotional teaching styles with primary and secondary school students. This does not however necessarily imply that Gottman et al.'s (1997) emotion-coaching approach is suitable for all age groups and populations. Labelling of emotion for example, may not be necessary for adolescent students. Instead, emotion coaching for secondary students may focus on facilitating mediation or emotion regulation strategies.

Secondly, a significant relationship was found to exist between emotional intelligence and emotion regulation. The relationship appeared to be better with secondary pupils than with primary students—although this has not yet been statistically verified. It may be that enhanced internalisation of emotional skills is influenced by students' maturity and need for independence in the secondary environment. As a result, the degree to which emotion regulation is influenced may increasingly shift from reliance on emotionally intelligent environments, to internalisation of emotional intelligence.

Thirdly, a significant relationship exists between the emotional environment and emotional intelligence. This was relatively consistent across both primary and secondary students. Two influences on emotional development and the emotional environment may have led to this result. First, the effectiveness of the emotional environment may be compromised because less time is afforded in secondary schools for students to develop appropriate

emotional relationships with their teachers. Second, students' emotional skills are likely to increase in sophistication as they develop, resulting in a corresponding perceptual accuracy of the emotional environment.

Consequently, it may be possible that the relationship between the emotional environment and emotional intelligence is bi-directional. Arguably, both differentially contribute to the strength of the other. For instance, enhanced emotional intelligence means that the receiver is more emotionally able to comprehend and learn from emotional information. Better emotional information influences enhanced emotional ability. If there is an interactive relationship between emotional intelligence and emotional environments, this process could operate in a similar manner to cognitive learning, whereby a child is likely to learn in proportion to both the strength of the teaching environment and the child's ability to comprehend and build upon the information presented.

A large percentage of variance was left unexplained in both path analyses used in Studies 4 (.81) and 5 (.66)—even when taking into account the effects of demographic variables. Gottman et al. (1996) has argued that emotional parenting practices affect the development of emotion regulation skills. The emerging picture about the development of emotion regulation seems to be one that incorporates emotional practices from both home and educational environments. Of course I am not discounting the likelihood that alternative environments involving significant others may also contribute. Pianta (1999) for example, argued convincingly that environments such as peers, sports coaches, community, and/or religious groups also shape children's social-emotional development.

Statistical regression does not determine causality of relationships. Certainly some ambiguity still exists regarding these socio-emotional environments and causality that might be better addressed through longitudinal methodologies. However, investigating each context's contribution to emotional development could also be problematic using longitudinal approaches. Investigating the degree different contexts influence emotional development would be a sizable undertaking, with much attention needed to address and control the numerous extraneous variables that are likely to present. Given these complications, it is likely further research in this field will continue to employ statistical regression methodologies.

Teachers are likely to be disadvantaged with the direct implementation of emotional domains such as coaching and relationship compared with parents. Unlike parents, teachers are expected to rapidly build relationships with a large number of non-biologically related children, within defined roles, and around required activities. Demands of curriculum, timetables, and attention to numerous students in the class, are likely to encroach on the effective implementation of relationship and coaching. Moreover, the order and process by which this model operates has not been determined. It is unknown for example, whether developing emotional relationships and emotional interpersonal guidelines are initial starting points from which emotion coaching can subsequently occur, or whether all five dimensions are best developed simultaneously.

Methodological Issues

Due to the innovative nature of this study, there was a reliance on paper-and-pencil measurement. This approach naturally lends itself to further criticism.

For example, it is currently unknown whether the relationships identified between the emotional climate, emotional intelligence, and emotion regulation, are the result of similarities in questionnaire construction (shared method variance) or in construct validity. The traditional approach to measuring construct validity is based on the assumption that questionnaires measuring similar constructs will correlate highly (Kline, 1994). However, the MSCEIT and the CEEQ did not relate to each other, whereas the primary and secondary student version of classroom emotional environment related well to both the ERS-Y and Bar-On EQ-i:YV. A number of explanations may account for this. First, there are obvious differences in the relationship measured. Study 3 correlated teachers' own emotional responses to emotional intelligence and classroom emotional scenarios. With students however, someone else's emotional behaviour (as described by the students themselves) correlated with their own emotion regulation and emotional intelligence. Second, the different nature of the measures may have led to different relationships. The aptitude-based MSCEIT (Mayer et al., 2002) is different in assessment methodology to the variants of the CEEQ, the ERS-Y, and the Bar-On EQ-i:YV, which are paper-and-pencil self-report style questionnaires. The use of contrasting design methodology is likely to produce different outcomes. There is small correspondence between self-report and aptitude measures on similar constructs (e.g., Paulhus et al., 1998). Reporting on one's reactions to an emotional vignette and reacting to an actual emotional event therefore, are likely to elicit two different responses. The third approach to these results might be that teachers are less emotionally influenced than pupils by the emotional environment due to teachers' developmental maturity and their control over the

class atmosphere. Based on this, students' emotional intelligence would be influenced more by the classroom emotional environment than teachers' own emotional aptitude would be. However in saying that, emotional intelligence may of course influence teachers' emotional responses to emotional situations—effectively creating a likely correlation between these two variables. The results suggest no such relationship exists.

Further Research and Implications

In addition to assessing the proposed model and the relationship between the emotional environment and emotional development, student questionnaires were developed as an alternative approach to critique teacher behaviour. Younger students' had displayed a sophisticated level of insight into the complexities associated with the emotional environment in focus groups. However, because students' viewpoints determined outcomes on all measures in Studies 4 and 5, inflation in the relationship between the classroom emotional environment and emotional competencies was possible. Furthermore, younger students' responses on questionnaires indicated they dichotomised the emotional environment into negative and positive dimensions. This inconsistency, coupled with difficulty measuring dimensions associated with teachers' personal experiences, may mean other assessment approaches are necessary. One suggestion to address this could be to administer questionnaires of the emotional environment and emotional competencies concurrently to teachers and students and compare their outcomes. As mentioned earlier, this methodology may be difficult to implement in the sense that data from each teacher would be equivalent to the data from approximately 30 students. A sample size of 300 teachers would therefore involve 9000

students. Even if this type of data was collected, this approach fails to acknowledge that subjecting each dimension to just a few items for both students and teachers may ill-define and grossly underestimate the complexities associated with emotional behaviour. Assessment is needed for example, to detect minor and often inconspicuous changes in teachers' behaviours in each of the five dimensions.

Observation methods are one such approach historically used to detect change in behaviours. This has been particularly common in educational settings, where observation techniques have commonly made use of frequency methods to measure affective dimensions of the classroom (e.g., Flanders, 1970; Wubbels et al., 1993). However, as often with observation methods, measurement occurs by transforming interpersonal behaviour into a series of checklists using time-sampling techniques, behaviour change frequency counts, and coding (Wubbels et al., 1993). It would seem that although both self-report questionnaires and observations of behaviour frequency may certainly capture aspects of the emotional environment, the emotional atmosphere of a classroom might actually still be largely overlooked. For observation techniques derived from behavioural practices of measuring frequencies, the issue of concern relates simply to the occurrence of behaviour. However, because the concern here is with emotional tonality, these approaches fail to be adequate for a study such as this because they pay minimal heed to *how* emotional behaviour occurs. This point becomes important when we consider the complexities associated with emotions and the emotional environment.

Self-report instruments and behavioural frequency approaches may be inadequate in completely capturing the dynamics of the emotional environment

for several reasons. First, it could be implied from the data in this research project, that each of the five emotional dimensions has positive and negative aspects. Simple measurement approaches like self-report or observation of frequency may rate the occurrence or belief in the occurrence of emotional behaviour but not the degree of emotion or its emotional tone. Second, the underlying assumptions in these measurement approaches are that any questionnaire item or occurrence of behaviour holds equal weight when determining the tone of the emotional environment. However, intensity, duration, and tone of emotional interaction differ remarkably in the effect they produce in developing emotional atmosphere. An encouraging statement said loudly, softly, with eye contact made or avoided, with a smile or with a frown, would receive equal weighting on a frequency measure. They are unlikely to even be detected in self- or other-report measures. In reality, identical statements with varying emotional tonality may be interpreted by students in a variety of ways and exert differential impacts on the emotional environment. Third, whether a teacher displays or believes they display a particular behaviour numerous times may not accurately depict the level of emotional aptitude a teacher requires when it comes to developing a beneficial emotional environment. Simply because a teacher praises the classes at a higher ratio to criticism, does not mean a beneficial environment will be automatically created. In some instances, compliments delivered publicly may be considered shame inducing by students. Instead, the quality of teacher judgement regarding emotional classroom dimensions may occur on several levels. An emotionally adept teacher would ideally be able to recognise emotional subtleties and determine approach and level of intervention to ensure beneficial emotional

outcomes. This in itself signals a greater range of emotional aptitude than someone who repetitively responds to recurring emotional stimuli. Once again, the issue is not necessarily related to frequency or self-report, but to the repertoire of responses, timing, and tonality of approach. Indeed, as a continuation on from this research project, I have been working on an observation tool in an attempt to measure these emotional interactions and preliminary results have been promising.

Recommendations and Conclusions

Several possibilities exist for further research. To further investigate the emotional nature of the environment, an observation system that is responsive to affective tonality is recommended. This is under construction and has received promising results. With appropriate measures in place, further work could be directed at designing an emotional environment-based intervention based on the findings in this study. Measuring the outcome of such an environment-based programme, could involve longitudinal intervention studies comparing the teaching of emotional know-how through person-centred approaches, compared with or coupled with the implementation of emotional environment-centred approaches. As well as measuring environmental changes, further research could then evaluate changes in students' emotional intelligence and regulation pre- and post-intervention.

I set out with the objective of understanding the type of classroom emotional environment that encourages the development of emotion regulation in students. Once this understanding was in place, the future prospect of developing effective interventions for the purpose of enhancing students' capabilities to emotionally regulate could then be undertaken. Clearly further

research is necessary before this can be achieved. Following the development of a useful model describing the emotional environment, effective assessment tools were constructed. The criteria included developing measures that were both sensitive to current status and changes, as well as involving perspectives of various participants within the classroom emotional environment.

Again the exploratory nature of this research meant that testable hypotheses were not central to methodological design. The emphasis in this project was idea creation. This is a serious limitation as it means that ideas presented at this stage are not falsifiable. Rigorous evaluation of the ideas and tests developed are sorely needed. In order to accomplish this, the evaluation of testable hypotheses is necessary—of which there are many. The hypothesis that the classroom emotional climate influences students' emotional development for example, may be evaluated using treatment-outcome research approaches. This however, relies on valid instruments. Other research questions could include whether the classroom emotional climate can be altered; the capability of instruments to detect emotional change; whether the classroom climate does in fact influence pupils' emotional development, and if it does, how long would the emotional change last for; how worthwhile would altering the environmental approach be for emotional development; what are more effective approaches; how accurate is the model of the emotional climate (e.g., is emotional relationships a central feature?); what are the limitations of the model; and can emotional development be measured? These and many other questions require careful consideration.

In conclusion, I argue that there are five identifiable and meaningful dimensions of the classroom emotional environment that beneficially influence

the development of students' emotion regulation. This research project largely focused on generating and defining these five specific dimensions. Although this series of studies has assisted in explicating somewhat the affective dimensions in a classroom environment, it seems that much challenge lies ahead not only in further detailing, refining, and measuring the various emotional complexities, but designing and managing intervention programmes as well. When we consider the possible influence on children's emotional development, exciting possibilities exist for us to create worthwhile changes in the classroom emotional environment. Whether it would be possible to teach these constructs to teachers or to manipulate them in order to measure the effects on classroom behaviour remains to be seen. In addition, the emotional work required by teachers to create optimal emotional climates, and the emotional consequences of such work on teachers calls for further investigation. However, this initial work represents a promising and novel approach to a broad understanding of the emotional environment in the classroom. Perhaps in future years, children like Peter will have a greater opportunity to interact with understanding and aware teachers against which background further consultation regarding behaviour management or learning needs can be more effectively introduced. It is a goal worth pursuing.

REFERENCES

- Abe, J. A., & Izard, C. E. (1999). A longitudinal study of emotion expression and personality relations in early development. *Journal of Personality and Social Psychology*, *77*, 566-577.
- Acton, W. (1984). Affect in the "communicative" classroom: A model. In P. Larson, E. L. Judd, & D. S. Messerschmitt (Eds.), *On TESOL -'84: A Brave New World for TESOL. Selected papers from the eighteenth annual convention of the teachers of English to speakers of other languages* (pp. 63-74). Washington, DC: TESOL.
- Ammerman, R. T., Cassisi, J. E., Hersen, M., & Van Hasselt, V. B. (1986). Consequences of physical abuse and neglect in children. *Clinical Psychology Review*, *6*, 291-310.
- Anderson, C. S. (1982). The search for school climate: A review of the research. *Review of Educational Research*, *52*, 368-420.
- Apfel, R. J., & Sifneos, P. E. (1979). Alexithymia: Concept and measurement. *Psychotherapy and Psychosomatics*, *32*, 180-190.
- Arnold, M. B. (1960). *Emotion and personality: Vol I. Psychological aspects*. New York: Columbia University Press.
- Asarnow, J. R., Tompson, M., Hamilton, E. B., Goldstein, M. J., & Guthrie, D. (1994). Family expressed emotion and childhood-onset depression and childhood-onset schizophrenia spectrum disorders: Is expressed emotion a non-risk factor for depression? *Journal of Abnormal Child Psychology*, *22*, 129-145.

- Averill, J. R. (1980). A constructivist view of emotion. In R. Plutchik & H. Kepperman (Eds.), *Emotion: Theory, research and experience*, Vol 1 (pp. 305-339). New York: Academic Press.
- Babad, E. (1993). Pygmalion – 25 years later: Interpersonal expectations in the classroom. In P. Blanck (Ed.), *Interpersonal expectations: Theory, research and application* (pp. 125-153). London: Cambridge University Press.
- Babad, E. Y., Bernieri, F., & Rosenthal, R. (1987). Nonverbal and verbal behavior of preschool remedial and elementary school teachers. *American Educational Research Journal*, 24, 405-415.
- Babad, E. Y., Bernieri, F., & Rosenthal, R. (1989a). When less information is more informative: Diagnosing teacher expectations from brief samples of behaviour. *British Journal of Educational Psychology*, 59, 281-295.
- Babad, E. Y., Bernieri, F., & Rosenthal, R. (1989b). Nonverbal communication and leakage in the behavior of biased and unbiased teachers. *Journal of Personality and Social Psychology*, 56, 89-94.
- Babad, E. Y., Inbar, J., & Rosenthal, R. (1982). Pygmalion, Galatea, and the Golem: Investigations of biased and unbiased teachers. *Journal of Educational Psychology*, 74, 459-474.
- Babad, E. Y., Bernieri, F., & Rosenthal, R. (1991). Students as judges of teachers' verbal and nonverbal behavior. *American Educational Research Journal*, 28, 211-234.
- Babad, E. Y., & Taylor, P. J. (1992). Transparency of teacher expectancies across language, cultural boundaries. *Journal of Educational Research*, 86, 120-125.

- Baddeley, A., Della Sala, S., Papagno, C., & Spinnler, H. (1997). Dual-task performance in dysexecutive and nondysexecutive patients with a frontal lesion. *Neuropsychology, 11*, 187–194.
- Bagby, R., Taylor, G. J., & Parker, J. D. A. (1994). The twenty item Toronto Alexithymia Scale-I: Item selection and cross-validation of the factor structure. *Journal of Psychosomatic Research, 38*, 23-32.
- Bar-On, R. (1997a). *BarOn Emotional Quotient Inventory (EQ-i): A test of emotional intelligence*. Toronto, Canada: Multi-Health Systems.
- Bar-On, R. (1997b). *BarOn Emotional Quotient Inventory (EQ-i): Technical manual*. Toronto, Canada: Multi-Health Systems.
- Bar-On, R. (2000). Emotional and social intelligence: Insights from the emotional quotient inventory. In R. Bar-On & J. D. A. Parker (Eds.), *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace* (pp. 363-388). San Francisco: Jossey-Bass.
- Bar-On, R., & Parker, J. D. A. (2000). *EQ-i:YV: BarOn Emotional Quotient Inventory: Youth Version: Technical Manual*. North Tonawanda, NY: Multi-Health Systems.
- Barrett, K. C. (1993). The development of nonverbal communication of emotion: A functionalist perspective. *Journal of Nonverbal Behavior, 17*, 145-169.
- Barrett, K.C., & Nelson-Goens, C. (1997). Emotion communication and the development of social emotions. In K.C. Barrett (Ed.), *New Directions for Child Development, No.77: The communication of emotion: Current research from diverse perspectives* (pp. 69-88). San Francisco: Jossey-Bass.

- Barrett, L. F., Robin, L., Pietromonaco, P. R., & Eyssell, K. M. (1998). Are women the “more emotional” sex? Evidence from emotional experience in social context. *Cognition and Emotion, 12*, 555-578.
- Berg, C., Meegan, S., & Deviney, F. (1998). A social-contextual model of coping with everyday problems across the life span. *International Journal of Behavioural Development, 22*, 239–261.
- Betz, N. E. (1996). Test construction. In F. T. L. Leong & J. T. Austin (Eds.), *The psychology research handbook: A guide for graduate students and research assistants*. Thousand Oaks, CA: Sage.
- Birch, S. H., & Ladd, G. W. (1997). The teacher-child relationship and children’s early school adjustment. *Journal of School Psychology, 35*, 61-79.
- Block, J. H., & Block, J. (1980). The role of ego-control and ego-resiliency in the organisation of behavior. In W. A. Collins (Ed.), *The Minnesota Symposia on Child Psychology, 13*, (pp. 39-101). Hillsdale, NJ: Erlbaum.
- Block, J., Gjerde, P. F., & Block, J. H. (1991). Personality antecedents of depressive tendencies in 18-year-olds: A prospective study. *Journal of Personality and Social Psychology, 60*, 726-738.
- Bodine, R. J., & Crawford, D. K. (1999). *Developing emotional intelligence: A guide to behavior management and conflict resolution in schools*. Champaign, IL: Research.
- Brophy, J. (1983). Research on the self-fulfilling prophecy and teacher expectations. *Journal of Educational Psychology, 75*, 631-661.
- Brophy, J. (1985). Teacher-student interaction. In J. B. Dursek, V. C. Hall, & W. J. Meyer (Eds.), *Teacher expectancies* (pp. 303-328). Hillsdale, NJ: Lawrence Erlbaum Associates.

- Calam, R., & Franchi, C. (1987). *Child abuse and its consequences: Observational approaches*. Cambridge, UK: Cambridge University Press.
- Campos, J. J., Campos, R. G., & Barrett, K. C. (1989). Emergent themes in the study of emotional development and emotional regulation. *Developmental Psychology*, 25, 394-402.
- Canfield, J. (1995). Remember, we're raising children, not flowers! In J. Canfield, & M. K. Hansen (Eds.), *A 2nd helping of chicken soup for the soul: 101 more stories to open the heart and rekindle the spirit*. Deerfield Beach, FL: Health Communication Inc.
- Casey, R. J., & Fuller, L. L. (1994). Maternal regulation of children's emotions. *Journal of Nonverbal Behavior*, 18, 57-89.
- Kline, P. (1994). *The handbook of psychological testing*. London: Routledge.
- Ciarrochi, J. V., Chan, A. Y. C., & Caputi, P. (2000). A critical evaluation of the emotional intelligence construct. *Personality and Individual Differences*, 28, 539-561.
- Clark, M. S., Fitness, J., & Brissette, I. (2003). Understanding people's perceptions of relationships is crucial to understanding their emotional lives. In G. J. O. Fletcher, & M. S. Clark (Eds.), *Blackwell handbook of social psychology: Interpersonal processes* (pp. 308-330). Malden, MA: Blackwell Publishers.
- Clark, M. S., Pataki, S. P., & Carver, V. (1996). Some thoughts and findings on self-presentation of emotions in relationships. In G. J. O. Fletcher & J. Fitness (Eds.), *Knowledge structures in close relationships: A social psychological approach* (pp. 247-274). Mahwah, NJ: Erlbaum.

- Clark, M. S., & Taraban, C. B. (1991). Reactions to and willingness to express emotion in two types of relationships. *Journal of Experimental Social Psychology, 27*, 324–336.
- Cleckley, H. (1976). *The mask of sanity (5th ed.)*. St. Louis, MO: Mosby.
- Clore, G. L. (1994). Why emotions are felt. In P. Ekman & R. J. Davidson (Eds.), *The nature of emotions: Fundamental questions*. New York: Oxford University .
- Cohen, J. (1960). A coefficient of agreement for nominal scales. *Educational and Psychological Measurement, 20*, 37-46.
- Cole, P. M., Michel, M. K., & Teti, L. O. (1994). The development of emotion regulation and dysregulation: A clinical perspective. In N. A. Fox (Ed.), *The development of emotion regulation: Biological and behavioral considerations. Monographs of the Society for Research in Child Development, 59* (2-3, Serial No. 240), 73–100.
- Cole, P. M., Zahn-Waxler, C., Fox, N., Usher, B. A., & Welsh, J. D. (1996). Individual differences in emotion regulation and behavior problems in pre-school children. *Journal of Abnormal Psychology, 105*, 518-529.
- Collins, R. L. (1994). Social support provision to HIV-infected gay men. *Journal of Applied Social Psychology, 24*, 1848-1869.
- Collins, R. L., & DiPaula, A. (1997). Personality and the provision of support: Emotions felt and signalled. In G. R. Pierce, B. Lakey, I. G. Sarason, & B. R. Sarason (Eds.), *Sourcebook of social support and personality* (pp. 429-443). New York: Plenum.
- Collins, N. L., & Miller, L. C. (1994). Self-disclosure and liking: A meta-analytic review. *Psychological Bulletin, 116*, 457–475.

- Comer, J.P. (1985). The Yale-New Haven Primary Prevention Project: A follow-up study. *Journal of the American Academy of Child and Adolescent Psychiatry, 24*, 154-160.
- Conaway, L. P., & Hansen, D. J. (1989). Social behavior of physically abused and neglected children: A critical review. *Clinical Psychology Review, 9*, 627-652.
- Cornelius, R. R. (1996). *The science of emotion: Research and tradition in the psychology of emotions*. Upper Saddle River, NJ: Prentice-Hall.
- Cowan, P. A. (1996). Meta-thoughts on the role of meta-emotion in children's development: Comment on Gottman et al. (1996). *Journal of Family Psychology, 10*, 277-283.
- Darwin, C. (1873). *The expression of the emotions in man and animals*. New York: Appleton.
- Dawda, R., & Hart, S. D. (2000). Assessing emotional intelligence: Reliability and validity of the Bar-On Emotional Quotient Inventory (EQ-I) in university students. *Journal of Personality and Individual Differences, 28*, 797-812.
- Dawis, R. V. (1986). Scale construction. *Journal of Counseling Psychology, 34*, 481-489.
- Day, R., & Wong, S. (1996). Anomalous perceptual asymmetries for negative emotional stimuli in the psychopath. *Journal of Abnormal Psychology, 105*, 648-652.
- Denham, S. A., & Burton, R. (1996). A social-emotional intervention program for at risk four-year-olds. *Journal of School Psychology, 34*, 225-245.
- Denham, S. A. (1998). *Emotional development in young children*. New York: Guilford.

Denham, S. A., Caverly, S., Schmidt, M., Blair, K., DeMulder, E., Caal, S., Hamada, H., & Mason, T. (2002). Preschool understanding of emotions: Contributions to classroom anger and aggression. *Journal of Child Psychology and Psychiatry, 43*, 901-916.

Denham, S. A., Workman, E., Cole, P. M., Weissbrod, C., Kenziora, K. T., & Zahn-Waxler, C. (2000). Prediction of externalizing behavior problems from early to middle childhood: The role of parental socialization and emotional expression. *Development and Psychopathology, 12*, 23-45.

Derogatis, L. R. (1993). *Brief Symptom Inventory (BSI): Administration, scoring, and procedures manual* (3rd ed.). Minneapolis, MN: National Computer Systems.

Dimeff, L., Rizvi, S. L., Brown, M., & Linehan, M. M. (2000). Dialectical behavior therapy for substance abuse: A pilot application to methamphetamine-dependent women with borderline personality disorder. *Cognitive and Behavioral Practice, 7*, 457-468.

Durlak, J. A., & Wells, A. M. (1997). Primary prevention mental health programs for children and adolescents: A meta-analytic review. *American Journal of Community Psychology, 25*, 115-152.

Eisenberg, N. (1996a). Meta-emotion and socialization of emotion in the family—A topic whose time has come: Comment on Gottman et al. (1996). *Journal of Family Psychology, 10*, 269-276.

Eisenberg, N., & Fabes, R. A. (1991). Prosocial behavior and empathy: A multimethod developmental perspective. In M. S. Clark (Ed.), *Prosocial behavior* (pp. 34-61). Newbury Park, CA: Sage.

Eisenberg, N., Fabes, R. A., Bernzweig, J., Karbon, M., Poulin, R., & Hanish, L. (1993). The relations of emotionality and regulation to preschoolers' social skills and sociometric status. *Child Development, 64*, 1418-1438.

Eisenberg, N., Fabes, R. A., & Guthrie, I. (1997c). Coping with stress: The roles of regulation and development. In S. A. Wolchik & I. N. Sandler (Eds.), *Handbook of children's coping: Linking theory, research, and intervention* (pp. 41-70). New York: Plenum.

Eisenberg, N., Fabes, R. A., Guthrie, I., Murphy, B., Maszk, P., Holmgren, R., & Suh, K. (1996b). The relations of regulation and emotionality to problem behavior in elementary school children. *Development and Psychopathology, 8*, 141-162.

Eisenberg, N., Fabes, R. A., Guthrie, I., & Reiser, M. (2000). Dispositional emotionality and regulation: Their role in predicting quality of social functioning. *Journal of Personality and Social Psychology, 78*, 136-157.

Eisenberg, N., Fabes, R. A., Karbon, M., Murphy, B., Wosinski, L. P., Carlo, G., & Juhnke, C. (1996c). The relations of children's dispositional prosocial behavior to emotionality, regulation, and social functioning. *Child Development, 67*, 974-992.

Eisenberg, N., Fabes, R. A., Murphy, B., Karbon, M., Smith, M., & Maszk, P. (1996d). The relations of children's dispositional empathy-related responding to their emotionality, regulation, and social functioning. *Developmental Psychology, 32*, 195-209.

Eisenberg, N., Fabes, R. A., Shepard, S. A., Murphy, B., Jones, S., & Guthrie, I. (1998). Contemporaneous and longitudinal prediction of children's sympathy from dispositional regulation and emotionality. *Developmental Psychology, 34*, 910-924.

Eisenberg, N., Fabes, R. A., Murphy, B., Maszk, P., Smith, M., & Karbon, M. (1995). The role of emotionality and regulation in children's social functioning: A longitudinal study. *Child Development, 66*, 1360-1384.

Eisenberg, N., Guthrie, I. K., & Fabes, R. A. (1997a). Coping with stress: The roles of regulation and development. *Handbook of children's coping: Linking theory and intervention*. New York: Plenum.

Eisenberg, N., Guthrie, I. K., & Fabes, R. A., Reiser, M., Murphy, B. C., Holgren, R., Maszk, P., & Losoya, S. (1997b). The relations of regulation and emotionality to resiliency and competent social functioning in elementary school children. *Child Development, 68*, 295-311.

Ekman, P., & Friesen, W. V. (1975). *Unmasking the face: A guide to recognizing emotions from facial cues*. Englewood Cliffs, NJ: Prentice-Hall.

Ekman, P., & Friesen, W. V. (1978). *The Facial Action Coding System: A technique for the measurement of facial movement*. Palo Alto, CA: Consulting Psychologist's Press.

Ekman, P., Levenson, R., & Friesen, W. V. (1983). Autonomic nervous system activity distinguishes among emotions. *Science, 221*, 1208-1210.

Ekman, P. (1984). Expression and the nature of emotion. In K. Scherer & P. Ekman (Eds.), *Approaches to emotion* (pp. 319-343). Hillsdale, NJ: Erlbaum.

Fabes, R. A., Eisenberg, N. A., Karbon, M., Bernzweig, J., Speer, A. L., & Carlo, G. (1994b). Socialization of children's vicarious emotional responding and prosocial behavior: Relations with mother's perceptions of children's reactivity. *Developmental Psychology, 30*, 44-55.

Farrell, J. M., & Shaw, I. A. (1994). Emotional awareness training: A prerequisite to effective cognitive-behavioral treatment of borderline personality disorder. *Cognitive and Behavioral Practice, 1*, 71-91.

- Flanders, N. A. (1970). *Analysing teaching behavior*. Reading, MA: Addison-Wesley.
- Fridlund, A. J. (1994). *Human facial expression: An evolutionary view*. San Diego: Academic Press.
- Fruzzetti, A. E., & Levensky, E. R. (2000). Dialectical behavior therapy for domestic violence: Rationale and procedures. *Cognitive and Behavioral Practice, 7*, 435-447.
- Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of Educational Psychology, 95*, 148–162.
- Galdone, P., & Saxe, J. G. (1963). *The blind men and the elephant*. New York: Whittlesey House.
- Gibbs, N. (1995, October 2). The EQ factor. *Time, 146*, 60–68.
- Gilbert, P., & Trower, P. (1990). The evolution and manifestation of social anxiety. In W. R. Crozier (Ed.), *Shyness and embarrassment*. New York: Cambridge University Press.
- Goldstein, G. S., & Benassi, V. A. (1994). The relation between teacher self-disclosure and student classroom participation. *Teaching of Psychology, 21*, 212-217.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam.
- Gottman, J. M., & Katz, L. F. (1989). Effects of marital discord on young children's peer interaction and health. *Developmental Psychology, 25*, 373-381.
- Gottman, J. M., Katz, L. F., & Hooven, C. (1996). Parental meta-emotion philosophy and the emotional life of families: Theoretical models and preliminary data. *Journal of Family Psychology, 10*, 243-268.

Gottman, J. M., Katz, L. F., & Hooven, C. (1997). *How families communicate emotionally*. Mahwah, NJ: Lawrence Erlbaum Associates.

Greenberg L. S. (2002). *Emotion-focused therapy: Coaching clients to work through their feelings*. Washington, DC: American Psychological Association.

Greenberg, M. T., & Kusche, C. A. (1993). *Promoting social and emotional development in deaf children: The PATHS project*. Seattle: University of Washington Press.

Greenberg, M. T., Kusche, C. A., Cook, E. T., & Quamma, J. P. (1995). Promoting emotional competence in school-aged children: The effects of the PATHS curriculum. *Development and Psychopathology, 7*, 117-136.

Greenberg, M. T., Speltz, M. L., & DeKlyen, M. (1993). The role of attachment in the early development of disruptive behavior problems. *Development and Psychopathology, 5*, 191-213.

Guttman, H. A., Spector, R. M., Sigal, J. J., Rakoff, V., & Epstein, N. B. (1971). Reliability of coding affective communication in family therapy sessions: Problems of measurement and interpretation. *Journal of Consulting and Clinical Psychology, 37*, 397-402.

Halberstadt, A. G. (1991). Socialization of expressiveness: Family influences in particular and a model in general. In R. S. Feldman & B. Rime (Eds.), *Fundamentals in nonverbal behavior* (pp. 106–160). New York: Cambridge University Press.

Hamre, B. K., & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development, 72*, 625-638.

- Hare, R.D. (1993). *Without conscience: The disturbing world of the psychopaths among us*. New York: Simon and Schuster.
- Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education, 14* (8), 835-854.
- Harris, M., & Rosenthal, R. (1985). Mediation of interpersonal expectancy effects: 31 meta-analyses. *Psychological Bulletin, 97*, 363-386.
- Harris, M., & Rosenthal, R. (1986). Four factors in the mediation of teacher expectancy effects. In R. S. Feldman (Ed.), *The social psychology of education* (pp. 91-114). Cambridge: Cambridge University Press.
- Hatfield, E., Cacioppo, J. T., & Rapson, R. L. (1994). *Emotional contagion: Studies in emotion and social interaction*. Paris: Cambridge University Press.
- Hawkins, J. D., Von Cleve, E., & Catalano, R. F. (1991). Reducing early childhood aggression: Results of a primary prevention program. *Journal of the American Academy of Child and Adolescent Psychiatry, 30*, 208-217.
- Hill, J., & Hawke, K. (1998). *Aiming for student achievement: How teachers can understand and better meet the needs of Pacific Island and Māori students* (Set 2). Albany, New Zealand: Massey University, Institute for Professional Development and Educational Research.
- Hill, J., & Hawke, K. (2003). *Making a difference in the classroom: Effective teaching practice in low decile, multicultural schools* (Report prepared for the Ministry of Education and the AIMHI Forum). Albany, New Zealand: Massey University, Institute for Professional Development and Educational Research.

- Hodes, M., Garralda, M. E., Rose, G., & Swartz, R. (1999). Maternal expressed emotion and adjustment in children with epilepsy. *Journal of Child Psychology and Psychiatry, 40*, 1083-1093.
- Hooven, C., Katz, L. F., & Mittmann, A. (1996). *The meta-emotion coding system: Parent meta-emotion philosophy and family of origin coding manual*. Unpublished manuscript.
- Hughes, J. N., & Cavell, T. A. (1999). Influence of the teacher-student relationship in childhood conduct problems: A prospective study. *Journal of Clinical Child Psychology, 28*, 173-185.
- Ickes, W. (1997). Introduction. In W. Ickes (Ed.), *Empathic accuracy*. New York: Guilford.
- Izard, C. (1977). *Human emotions*. New York: Plenum.
- Izard, C. E. (2001). Emotional intelligence or adaptive emotions? *Emotion, 1*, 249-257.
- Johnson, D. L., & Breckinridge, J. N. (1982). The Houston Parent-Child Development Center and the primary prevention of behavior problems in young children. *American Journal of Community Psychology, 10*, 305-316.
- Kannegieter, R. B. (1986). The development of the environmental assessment scale. *Occupational Therapy in Mental Health, 6*, 67-83.
- Kasen, S., Johnson, J., & Cohen, P. (1990). The impact of school emotional climate on student psychopathology. *Journal of Abnormal Child Psychology, 18*, 165-177.
- Katz, L. F. (1997). *Child-adolescent meta-emotion interview*. Unpublished manuscript.
- Katz, L. F., & Gottman, J. M. (1994). *Parent and family of origin: Meta-emotion interview*. Unpublished Manuscript.

Katz, L. F., Gottman, J. M., & Hooven, C. (1996). Meta-Emotion Philosophy and Family Functioning: Reply to Cowan (1996) and Eisenberg (1996). *Journal of Family Psychology, 10*, 284-291.

Katz, L. F., Mittman, A., & Embry, L. (1997). *Meta-emotion coding system coding training manual*. Unpublished manuscript.

Keltner, D., & Buswell, B. N. (1997). Embarrassment: Its distinct form and appeasement functions. *Psychological Bulletin, 122*, 250–270.

Keltner, D., & Gross, J. J. (1999). Functional accounts of emotions. *Cognition and Emotion, 13*, 467-480.

Keltner, D., & Kring, A. M. (1998). Emotion, social function, and psychopathology. *Review of General Psychology, 2*, 320–342.

Klem, L. (1995). Path analysis. In L. G. Grimm & P. R. Yarnold (Eds.), *Reading and understanding multivariate statistics*. Washington, D.C: American Psychological Association.

Kliewer, W. (1991). Coping in middle childhood: Relations in competence, type A behavior, monitoring, blunting, and locus of control. *Developmental Psychology, 27*, 689-697.

Kline, P. (1994). *The handbook of psychological testing*. London: Routledge.

Koons, C. R., Robins, C. J., Tweed, J. L., Lynch, T. R., Gonzalez, A. M., Morse, J. Q., Bishop, G. K., Butterfield, M. I., & Bastian, L. A. (2001). Efficacy of dialectical behavior therapy in women veterans with borderline personality disorder. *Behavior Therapy, 32*, 371-390.

Kopp, C. B. (1989). Regulation of distress and negative emotions: A developmental review. *Developmental Psychology, 25*, 343-354.

- Kounin, J. S. (1970). *Discipline and group management in classrooms*. New York: Holt, Rinehart and Winston.
- Kovacs, M. (unpublished test). *ERS-Y: Emotional Regulation Scales for Youth*. North Tonawanda, NY: Multi-Health Systems.
- Kovacs, M. (unpublished test manual). *ERS-Y: Emotional Regulation Scales for Youth*. North Tonawanda, NY: Multi-Health Systems.
- Krueger, R. A. (1998). *Developing questions for focus groups: Focus group kit 3*. London: Sage.
- Kuipers, L. (1979). Expressed emotion: A review. *British Journal of Social and Clinical Psychology, 18*, 237-243.
- Kuperminc, G. P., Leadbeater, B. J., & Blatt, S. J. (2001). School social climate and individual differences in vulnerability to psychopathology among middle school students. *Journal of School Psychology, 39*, 141-159.
- Lago-Delello, E. (1998). Classroom dynamics and the development of serious emotional disturbance. *Exceptional Children, 64*, 479-492.
- Lane, R. D. (2000). Levels of emotional awareness: Neurological, psychological, and social perspectives. In R. Bar-On & J. D. A. Parker (Eds.), *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace* (pp. 171-191). San Francisco: Jossey-Bass.
- Lane, R. D., & Swartz, G. E. (1987). Levels of emotional awareness: A cognitive-developmental theory and its application to psychopathology. *American Journal of Psychiatry, 144*, 133-143.
- Laurenceau, J., Barrett, L., & Pietromonaco, P. (1998). Intimacy as an interpersonal process: The importance of self-disclosure, partner disclosure, and

perceived partner responsiveness in interpersonal exchanges. *Journal of Personality and Social Psychology*, 74, 1238-1251.

Lazarus, R. S. (1994). Appraisal: The long and short of it. In P. Ekman & R. J. Davidson (Eds.), *The nature of emotion: Fundamental questions* (pp. 208-215). New York: Oxford University Press.

Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. New York: Springer.

LeDoux, J. (1998). *The emotional brain: The mysterious underpinnings of emotional life*. New York: Simon and Schuster.

Leff, J., & Vaughn, C. (1985). *Expressed emotion in families: Its significance for mental illness*. New York: Guilford.

Leppänen, J. M., & Hietanen, J. K. (2001). Emotion recognition and social adjustment in school-aged girls and boys. *Scandinavian Journal of Psychology*, 42, 429-435.

Linehan, M. M. (1993). *Cognitive-behavioral treatment of borderline personality disorder*. New York: Guilford.

Louth, S.M., Williamson, S., Alpert, M., Pouget, E.R., & Hare, R.D. (1998). Acoustic distinctions in the speech of male psychopaths. *Journal of Psycholinguistic Research*, 27, 165-174.

Lynch, T. R. (2000). Treatment of elderly depression with personality disorder comorbidity using dialectical behavior therapy. *Cognitive and Behavioral Practice*, 7, 468-477.

Lynch, M., & Cicchetti, D. (1992). Maltreated children's reports of relatedness to their teachers. *New Directions for Child Development*, 57, 81-107.

Lynch, M., & Cicchetti, D. (1997). Children's relationships with adults and peers: An examination of elementary and junior high school students. *Journal of School Psychology, 35*, 81-99.

Machado, P. P., Beutler, L. E., & Greenberg, L. S. (1999). Emotion recognition in psychotherapy: Impact of therapist level of experience and emotional awareness. *Journal of Clinical Psychology, 55*, 39-57.

Mandler, G. (1982). The structure of value. In M. S. Clark & S. T. Fiske (Eds.), *Affect and cognition* (pp. 3-36). Hillsdale, NJ: Lawrence Erlbaum Associates.

Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence, 27*, 267-298.

Mayer, J. D., Caruso, D. R., & Salovey, P. (2000). Selecting a measure of emotional intelligence: The case for ability scales. In R. Bar-On & J. D. A. Parker (Eds.), *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace* (pp. 320-342). San Francisco: Jossey-Bass.

Mayer, J. D., DiPaolo, M. T., & Salovey, P. (1990). Perceiving affective content in ambiguous visual stimuli: A component of emotional intelligence. *Journal of Personality Assessment, 54*, 772-781.

Mayer, J. D., & Geher, G. (1996). Emotional intelligence and the identification of emotion. *Intelligence, 22*, 119-132.

Mayer, J. D., & Salovey, P. (1995). Emotional intelligence and the construction and regulation of feelings. *Applied and Preventive Psychology, 4*, 197-208.

Mayer, J. D., & Salovey, P., (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Implications for educators* (pp. 3-31). New York: Basic Books.

Mayer, J. D. Salovey, P., & Caruso, D. R. (2000). Emotional intelligence. In R. J. Sternberg (Ed.), *Handbook of intelligence* (2nd ed., pp. 396-420). New York: Cambridge University Press.

Mayer, J. D. Salovey, P., & Caruso, D. R. (2002). *Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT): User's Manual*. North Tonawanda, NY: Multi-Health Systems.

McCann, R. A., & Ball, E. M. (2000). DBT with an inpatient forensic population: The CMHIP forensic model. *Cognitive and Behavioral Practice, 7*, 447-456.

Mallinckrodt, B., King, J. L., & Coble, H. M. (1998). Family dysfunction, alexithymia, and client attachment to therapist. *Journal of Counseling Psychology, 45*, 497-504.

Messick, S. (1990). *Validity of test interpretation and use* (ETS-RR-90-11). Princeton, NJ: Educational Testing Service.

Moos, R. H. (1974). *Evaluating treatment environments: A social ecological approach*. New York: Wiley-Interscience.

Moos, R. H. (1979). *Evaluating educational environments*. San Francisco: Jossey-Bass.

Morganett, L. (1991). Good teacher-student relationships: A key element in classroom motivation and management. *Education, 112*, 260-265.

Murray, C., & Greenberg, M. T. (2000). Children's relationship with teachers and bonds with school: An investigation of patterns and correlates in middle childhood. *Journal of School Psychology, 38*, 423-445.

- Noller, P., & Ruzzene, M. (1991). Communication in marriage: The influence of affect and cognition. In G. J. O. Fletcher & F. D. Fincham (Eds.), *Cognition and close relationships*. Hillsdale, NJ: Erlbaum.
- Nunnally, J. O. (1978). *Psychometric theory*. New York: McGraw-Hill.
- NZ Foundation for Peace Studies Inc (1992). *The cool schools peer mediation programme* (ISBN 0-9597696-4-1). Auckland, NZ: Author.
- Oatley, K., & Johnson-Laird, P. N. (1987). Toward a cognitive theory of emotions. *Cognition and Emotion, 1*, 29-50.
- Pallant, J. (2001). *SPSS survival manual: A step by step guide to data analysis using SPSS for Windows (Version 10)*. Crows Nest, NSW: Allen & Unwin.
- Parkinson, B., & Totterdell, P. (1999). Classifying affect-regulation strategies. *Cognition and Emotion, 13*, 277–303.
- Paulhus, D. L., Lysy, D. C., & Yik, M. S. M. (1998). Self-report measures of intelligence: Are they useful as proxy IQ tests? *Journal of Personality, 66*, 525-554.
- Pederson, E., Faucher, T. A., & Eaton, W. W. (1978). A new perspective on the effects of first grade teachers on children's subsequent adult status. *Harvard Educational Review, 48*, 1-31.
- Peris, T. S., & Baker, B. L. (2000). Applications of the expressed emotion construct to young children with externalising behavior: Stability and prediction over time. *Journal of Child Psychology and Psychiatry, 41*, 457-462.
- Pianta, R. C. (1999). *Enhancing relationships between children and teachers*. Washington, DC: American Psychological Association.
- Pianta, R. C., & Steinberg, M. (1992). Relationships between children and kindergarten teachers from the teachers' perspective. In R. C. Pianta (Ed.),

Beyond the parent: The role of other adults in children's lives (pp. 61-80). San Francisco: Jossey-Bass.

Pigford, T. (2001). Improving teacher-student relationships: What's up with that? *The Clearing House*, 74, 337-339.

Pulkkinen, L. (1988). A two-dimensional model as a framework for interindividual differences in social behavior. In D. H. Saklofske & S. B. G. Eysenck (Eds.), *Individual differences in children and adolescents* (p. 27-37). London: Hodder and Stoughton.

Reis, H. T., Collins, W. A., & Berscheid, E. (2000). The relationship context of human behavior and development. *Psychological Bulletin*, 126, 844-872.

Reis, H. T., & Shaver, P. (1988). Intimacy as an interpersonal process. In S. Duck (Ed.), *Handbook of personal relationships* (pp. 367-389). Chichester, England: Wiley.

Resnick, M. D., Bearman, P. S., Blum, R. W. N., Bauman, K. E., Harris, K. M., Jones, J., Tabor, J., Beuhring, T., Sieving, R. E., Shew, M., Ireland, M., Bearinger, M., & Udry, R. (1997). Protecting adolescents from harm: Findings from the national longitudinal study on adolescent health. *Journal of the American Medical Association*, 278, 823-832.

Rosenthal, R. (1973). The mediation of Pygmalion effects: A four factor "theory." *Papua New Guinea Journal of Education*, 9, 1-12.

Rosenthal, R. (1991). Teacher expectancy effects: A brief update 25 years after the Pygmalion experiment. *Journal of Research in Education*, 1, 3-12.

Rosenthal, R., & Jacobson, L. (1968). *Pygmalion in the classroom*. New York: Holt, Rinechart and Winston.

- Rosenthal, R., & Jacobson, L. (1992). *Pygmalion in the classroom: Teacher expectation and pupils' intellectual development*. New York: Irvington.
- Ryan-Wenger, N. M. (1992). A taxonomy of children's coping strategies: A step toward theory development. *American Journal of Orthopsychiatry*, *62*, 256–263.
- Saarni, C. (1988). Emotional competence: How emotions and relationships become integrated. *Nebraska Symposium on Motivation*, *36*, 115-182.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, *9*, 185-211.
- Salovey, P., Mayer, J. D., Goldman, S. L., Turvey, C., & Palfai, T. P. (1995). Emotional attention, clarity, and repair: Exploring emotional intelligence using the Trait Meta Mood Scale. In J. Pennebaker (Ed.), *Emotion, disclosure, and health* (pp. 125-154). New York: Bantam Books.
- Sandler, I. N., Tein, J., & West, S. G. (1994). Coping, stress, and the psychological symptoms of children of divorce: A cross sectional and longitudinal study. *Child Development*, *65*, 1744-1763.
- Schachter, S., & Singer, J. (1962). Cognitive, social, and physiological determinants of emotional state. *Psychological Review*, *69*, 379-399.
- Segal, J. (1997). *Raising your emotional intelligence: A practical guide*. New York: Holt.
- Shields, A., & Cicchetti, D. (1997). Emotion regulation among school-age children: The development and validation of a new criterion Q-sort scale. *Developmental Psychology*, *33*, 906-916.
- Shipman, K. L., & Zeman, J. (2001). Socialization of children's emotion regulation in mother-child dyads: A developmental psychopathology perspective. *Development and Psychopathology*, *13*, 317-336.

- Sifneos, P. E. (1973). The prevalence of “alexithymic” characteristics in psychosomatic patients. *Psychotherapy and Psychosomatics*, 22, 255-262.
- Silvia, P. J. (2002). Self-awareness and emotional intensity. *Cognition and Emotion*, 16, 195-216.
- Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*, 85, 571-581.
- Skinner, E. A., Edge, K., Altman, J., & Sherwood, H. (2003). Searching for the structure of coping: A review and critique of category systems for classifying ways of coping. *Psychological Bulletin*, 129, 216–269.
- Solomon, D., Watson, M., Battistich, V., Schaps, E., & Delucchi, K. (1996). Creating classrooms that students experience as communities. *American Journal of Community Psychology*, 24, 719-748.
- Solomon, D., Watson, M., Delucchi, K. Schaps, E., & Battistich, V. (1988). Enhancing children’s prosocial behavior in the classroom. *American Educational Research Journal*, 25, 527-554.
- Solomon, R. C. (1990). *A passion for justice*. Reading, MA: Addison-Wesley.
- Somersalo, H., Solantaus, T., & Almqvist, F. (2002). Classroom climate and the mental health of primary school children. *Nordic Journal of Psychiatry*, 56, 285-290.
- Tabacknick, B. G., & Fidell, L. S. (1996). *Using multivariate statistics* (3rd edition). New York: HarpurCollins.
- Tagiuri, R. (1968). The concept of organizational climate. In R. Tagiuri & G. Litwin (Eds.), *Organizational climate: Explorations of a concept* (pp. 11-32). Cambridge, MA: Harvard University.

Tangney, J. P., Miller, R. S., Flicker, L., & Barlow, D. H. (1996). Are shame, guilt and embarrassment distinct emotions? *Journal of Personality and Social Psychology, 70*, 1256–1269.

Taylor, G. J. (1984). Alexithymia: Concept, measurement, and implications for treatment. *American Journal of Psychiatry, 141*, 725-732.

Taylor, G. J., Bagby, R. R., & Parker, J. D. A. (1997). *Disorders of affect regulation: Alexithymia in medical and psychiatric illness*. Cambridge, England: Cambridge University Press.

Telch, C. F., Agras, W. S., & Linehan, M. M. (2001). Dialectical behavior therapy for binge eating disorder. *Journal of Consulting and Clinical Psychology, 69*, 1061–1065.

Termine, N. T., & Izard, C. E. (1988). Infants' responses to their mothers' expressions of joy and sadness. *Developmental Psychology, 24*, 223–229.

Thompson, R. A. (1988). Emotion and self-regulation. *Nebraska Symposium on Motivation, 36*, 367-467.

Thompson, R. A. (1991). Emotional regulation and emotional behavior. *Educational Psychology Review, 3*, 269-307.

Thompson, R. A. (1994). Emotion regulation: A theme in search of a definition. In N. A. Fox (Ed.), *The development of emotion regulation: Biological and behavioral considerations. Monographs of the Society for Research in Child Development, 59* (2-3, serial No. 240), 25-52.

Trickett, E. J., Leone, P. E., Fink, C. M., & Braaten, S. L. (1993). The perceived environment of special education classrooms for adolescents: A revision of the classroom environment scale. *Exceptional Children, 59*, 411-420.

Trickett, P. K., & McBride-Chang, C. (1995). The developmental impact of different forms of child abuse and neglect. *Developmental Reviews, 15*, 311-337.

Trinidad, D. R., & Johnson, C. A. (2002). The association between emotional intelligence and early adolescent tobacco and alcohol use. *Personality and Individual Differences, 32*, 95-105.

Underwood, M. (1997). Top ten pressing questions about the development of emotion regulation. *Motivation and Emotion, 21*, 127-146.

Vostanis, P., & Nicholls, J. (1992). Expressed emotion in parents of non-referred children aged 6-11 years from two school populations: A pilot study. *Child: Care, Health, and Development, 18*, 249-257.

Weinstein, R. S., Soule, C. R., Colins, F., Cone, J., Mehlhorn, M., & Simontacchi, K. (1991). Expectations and high school change: Teacher-researcher collaboration to prevent school failure. *American Journal of Community Psychology, 19*, 333-363.

Welsh, W. N. (2000). The effects of school climate on school disorder. *Annals of the American Academy of Political and Social Science, 567*, 88-107.

Wentzel, K. R. (1998). Social relationships and motivation in middle school: The role of parents, teachers, and peers. *Journal of Educational Psychology, 90*, 202-209.

Wentzel, K. R. (1999). Social-motivational processes and interpersonal relationships: Implications for understanding motivation at school. *Journal of Educational Psychology, 91*, 76-97.

Werner, E., & Smith, R. (1989). *Vulnerable but invincible: A longitudinal study of resilient children and youth*. New York: Adams, Bannister, and Cox.

- Williamson, G. M., & Clark, M. S. (1989). Providing help and desired relationship type as determinants of changes in moods and self-evaluations. *Journal of Personality and Social Psychology, 56*, 722-734.
- Williamson, S., Harpur, T.J., & Hare, R.D. (1991). Abnormal processing of affective words by psychopaths. *Psychophysiology, 28*, 260–273.
- Wilson, S. J., Lipsey, M. W., & Derzon, J. H. (2003). The effects of school-based intervention programs on aggressive behavior: A meta-analysis. *Journal of Consulting and Clinical Psychology, 71*, 136–149.
- Withall, J. (1979). Problem behavior: Function of social-emotional climate? *Journal of Education, 161*, 89-101.
- Wubbels, T., Creton, H., Levy, J., & Hooymayers, H. (1993). The model for interpersonal teacher behavior. In T. Wubbels & J. Levy (Eds.), *Do you know what you look like? Interpersonal relationships in education* (pp. 13-28). London: Falmer.
- Yoon, J. S. (2002). Teacher characteristics as predictors of teacher-student relationships: Stress, negative affect, and self-efficacy. *Social Behavior and Personality, 30*, 485-494.
- Zajonc, R. (1980). Feeling and thinking: Preferences need no inferences. *American Psychologist, 35*, 151-175.

APPENDIX A. MATERIALS USED FOR STUDY 1

Teachers' Moderator Question Guide

| Question type | Script and Question in this study |
|---------------|---|
| Opening | <p data-bbox="503 352 1293 688">Thank you for taking the time to be interviewed regarding emotional practices in the classroom. My name is Shane Harvey. I work for the Specialist Education Services and am conducting the research through the University of Waikato. Assisting me is Jennie Payne/Tuti Katene, also from the Specialist Education Services. You've been selected because you have been identified as having this teaching style and I want to learn from your teaching practice. What I will be asking is multifaceted.</p> <ul data-bbox="503 730 1293 1507" style="list-style-type: none"> <li data-bbox="503 730 1293 877">• First, I want to find out from you, how you would structure the emotional relationship and climate to develop social and emotional competence and emotional self-control with school pupils in the classroom. <li data-bbox="503 877 1293 1056">• Second, I would like to know, what aspects you are looking to develop in children in order to create that type of emotional classroom environment. For example, emotionally aware of self and students, and appropriately responsive to emotional cues in self and others. <li data-bbox="503 1056 1293 1287">• Third, as emotionally aware teachers, I want to discuss your ideas about emotion in the classroom. These would include questions about emotive classroom situations, how you react to those situations, and how you in turn use those situations in the classroom to your advantage to develop the student. <li data-bbox="503 1329 1293 1507">• There are no wrong answers. I am interested in any advice you can give me. Please feel free to share your point of view. Keep in mind that I'm just as interested in negative comments as positive comments and at times, the negative comments can be the most helpful. <p data-bbox="503 1549 1293 1612">Just some housekeeping before we begin, let me suggest that you</p> <ul data-bbox="503 1623 1293 1990" style="list-style-type: none"> <li data-bbox="503 1623 1293 1686">• Speak up. The reason is that I'm tape recording so I don't want to miss any of your comments. <li data-bbox="503 1696 1293 1801">• No names attached to comments. You can be assured of confidentiality. However, I am obliged to report information if there are safety issues. <li data-bbox="503 1812 1293 1959">• I will have the tapes transposed onto transcripts. I will then give each of you a copy and please feel free to make adjustments where necessary. I will then make alterations, analyze the results and write a report. <li data-bbox="503 1959 1293 1990">• You may withdraw from this study at any time. |

| | |
|---------------------------|---|
| | <ul style="list-style-type: none"> • After we have discussed the topic, we will wind-down with a discussion about how you found the process. Please feel free to question me if you need further clarification or to elaborate on some details. In addition, if there are cultural dimensions to an issue that I may need to consider, please feel free to advise me. I am hoping that the research and the research process will be of benefit to you and your school. • My role is to ask questions and listen. I want you to feel free to talk and I'll be moving the discussion from one question to the next. • Lets begin. I will run a quick sound check to see if the recording is working, so please say your name and a little about yourself. |
| Introduction | <ul style="list-style-type: none"> • Describe your ideal classroom. • Describe your ideal student. • How would you set up your ideal classroom to try and create that ideal student? |
| Transition | <ul style="list-style-type: none"> • When you think of a safe emotional classroom, what comes to mind? • How could you provide a safe emotional classroom for your students? • What teaching practices and relationships appeared to be effective in preventing behavioural and emotional dysregulation relapse? • What teaching practices and manner of relating creates emotion dysregulation and relapse? • How would you prepare yourself emotionally to work with classes and students? • How do you keep this emotional momentum? • What emotional support systems are in place in the school environment for student-teachers and students? • How do you cope with others who may act negatively toward students and disregard forming positive relationships with students? |
| Key: Emotion Relationship | <ul style="list-style-type: none"> • How do you relate/connect to children in your class? • What have you tried that has been successful/not successful in earning student's trust & respect? • What makes a teacher that children talk to easily to about their feelings? • How does a relationship with children affect student's self-control of emotion? • How does your school emotional support structures and collegial relationships affect your classroom climate and teaching practice? • At the end of the school year, how do you bring emotional closure to the relationship? |

| | |
|---|---|
| <p>KEY: Emotion Awareness</p> | <ul style="list-style-type: none"> • How alert and receptive do you need to be to the emotional information from students in the classroom? • What are your perceptions about children's emotions? • What would be the first subtle signs you would notice, which indicate you may need to change your emotional approach? |
| <p>KEY: VIGNETTE: Practical Application</p> | <p>There will be children in classes that push certain emotional buttons in teachers. Some teacher's instinctively control their emotion and adjust what they are feeling and rise to the challenge whereas others react to what they are feeling and act on their reaction.</p> <ul style="list-style-type: none"> • What are some classroom situations that are emotive for teachers. • How do you react to those emotive situations in the classroom • Which emotional reactions were productive and counterproductive in those situations? • How do you perceive, set-up and use emotive situations to train students? • What do you think the student students were trying to express? • How would students respond to emotionally reactive vs. emotionally aware trainee-teachers? |
| <p>KEY: Emotion Coping</p> | <ul style="list-style-type: none"> • What emotion do you as teachers need to guard themselves from feeling the most (and emotions that they need guard children from experiencing the most). • Before class. • During class. • After class, e.g., debrief. • What emotion do you need to psych. yourselves up to feel the most (and emotions children need to experience the most). • Before class. • During class. • After class, e.g, debrief. • Which emotions do you find easiest & hardest to deal with in the classroom? • Which emotions do you have the most trouble & least trouble calming yourself and student's down or soothing themselves and getting over that feeling? • How do you see your students trying to change and control emotions in themselves and their class? • What have you tried that has been successful/not successful in training students to manage their emotions? |
| <p>KEY: Philosophy</p> | <ul style="list-style-type: none"> • If you could sum it up, can you maybe describe a philosophy about the world of feelings, how to approach that, how to work with feelings, what they're for, what |

| | |
|---------------------|--|
| | <p>they're about?</p> <ul style="list-style-type: none"> • What is your philosophy, thoughts and feelings about emotion and emotional displays in the classroom? • What role does emotion play in the profession of teaching? |
| Ending | <ul style="list-style-type: none"> • Have we missed anything? • Is there anything that we should have talked about but didn't. • How did you find that process? • What part of the process did you find beneficial or difficult? |
| Further Involvement | <ul style="list-style-type: none"> • What I am planning to do now is type out these transcripts and go through them to obtain ideas. What I am looking to do in the about 3-4 months time is see if I can observe some of what we talked about so I can see it practically applied. What that would involve is me or a colleague coming in and observing for a couple of hours. Just let me know if you are or are not OK with that. • I would like to interview a group of kids in a format like this who have experienced teachers such as yourself. Possible? |

Parent & Family Of Origin Meta-Emotion Interview

PARENT & FAMILY OF ORIGIN
META-EMOTION INTERVIEW

Lynn Fainsilber Katz

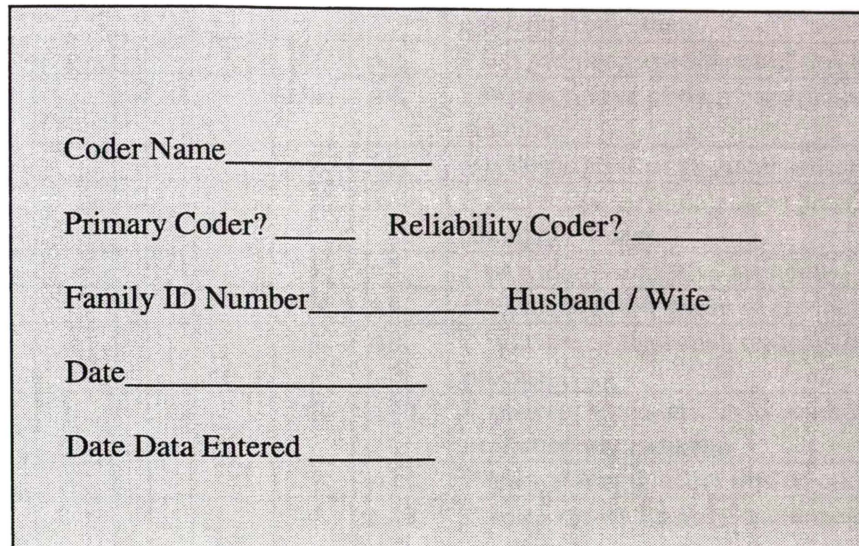
John M. Gottman

1994

This interview was originally developed by Katz and Gottman in 1986. It was revised to include the emotion of fear by Lynn Fainsilber Katz in 1994.

DO NOT DUPLICATE

NB: Due to copyright restrictions, only the front page of the PARENT & FAMILY OF ORIGIN META-EMOTION INTERVIEW has been included.

*Meta Emotion Coding Sheet Sample***Meta Emotion Coding Sheets**

Coder Name _____

Primary Coder? _____ Reliability Coder? _____

Family ID Number _____ Husband / Wife

Date _____

Date Data Entered _____

NB: Due to copyright restrictions, only the first two pages of the META EMOTION CODING SHEETS have been included.

ID # _____ Husband/Wife Emotion: _____ Coder: _____

Date: _____

Awareness

| SA | A | N | D | SD | DK | | |
|----|---|---|---|----|----|------|---|
| | 4 | 3 | 2 | 1 | DK | A1. | P experiences this emotion |
| | 4 | | 2 | 1 | DK | A2. | P has no problem distinguishing this emotion from others |
| | 4 | | 2 | | DK | A3. | P has various experiences of this emotion |
| | 4 | | 2 | | DK | A4. | P is descriptive of their experience of this emotion |
| | 4 | | 2 | | DK | A5. | P is descriptive of physical sensations |
| | 4 | | 2 | | DK | A6. | P is descriptive of cognitive process (thoughts, images) |
| | 4 | | 2 | | DK | A7. | P provides descriptive anecdote |
| | 4 | 3 | 2 | | DK | A8. | P seems to know cause of emotion |
| | 4 | | 2 | | DK | A9. | P is aware of their own remediation process |
| | 4 | 3 | 2 | | DK | A10. | P answers questions easily, without hesitation or confusion |
| | 4 | 3 | 2 | | DK | A11. | P talks at length about this emotion |
| | 4 | 3 | 2 | | DK | A12. | P voice shows interest, excitement re emotion |

Acceptance

| SA | A | N | D | SD | DK | | |
|----|---|---|---|----|----|------|--|
| 5 | 4 | 3 | 2 | 1 | DK | B1. | P accepts this emotion (it has value, it's part of life) |
| 5 | 4 | 3 | 2 | 1 | DK | B2. | P expresses this emotion (alone or with others) |
| | 2 | 3 | 4 | | DK | B3. | P distinguishes times when they would and would not express |
| 5 | 4 | 3 | 2 | | DK | B4. | Others can tell when P is experiencing emotion |
| | 2 | | 4 | | DK | B5. | P expresses some other emotion when feeling this emotion |
| | 4 | 3 | 2 | | DK | B6. | P feels comfortable with their expression of this emotion |
| | 2 | 3 | 4 | | DK | B7. | The importance of controlling emotion is emphasized |
| 5 | 4 | 3 | 2 | 1 | DK | B8. | P shares emotion with others |
| | 2 | 3 | 4 | | DK | B9. | P prefers waiting until emotion is over and then talk |
| | 4 | 3 | 2 | 1 | DK | B10. | Remediation technique suggests acceptance vs. avoidance |
| | 4 | 3 | 2 | 1 | DK | B11. | The focus of the emotion is the self or family (vs state of the world) |
| 5 | 4 | 3 | 2 | 1 | DK | B12. | Spouse is accepting of subject's expression |
| 5 | 4 | | 2 | | DK | B13. | P says it is important to express this emotion |
| 5 | 4 | | 2 | | DK | B14. | P says that it is important to talk about emotion |
| | 2 | | | | DK | B15. | P dislikes the way others express this emotion |

| | | | | | | | |
|---|---|---|---|---|-----------|-------------|---------------------------------------|
| 5 | 4 | 3 | 2 | 1 | DK | B16. | P confides in interviewer |
| 1 | 2 | 3 | 4 | 5 | DK | B17. | P digresses from question being asked |

Regulation

| SA | A | N | D | SD | DK | | |
|----|---|---|---|----|-----------|-------------|---|
| 1 | 2 | 3 | 4 | | | C1. | There is difficulty regulating intensity |
| 1 | 2 | 3 | 4 | | | C2. | This emotion occurs often |
| 1 | 2 | 3 | 4 | | | C3. | This emotion is difficult to get over |
| 1 | 2 | 3 | 4 | | | C4. | This emotion has been a problem/concern |
| | 4 | | 2 | 1 | DK | C5. | P experiences some control over this emotion |
| 1 | 2 | | 4 | | DK | C6. | This emotion gets blended with another emotion |
| | 4 | | 2 | | DK | C7. | P has remediation techniques for this emotion |
| 5 | 4 | 3 | 2 | | DK | C8. | P has remediation techniques that work for this emotion |
| | 2 | | 4 | | | C9. | P thinks this emotion can be dangerous |
| | 2 | 3 | 4 | | | C10. | P has needed help with this emotion |
| 1 | 2 | 3 | 4 | | DK | C11. | P tries to avoid this feeling |
| | 2 | | | | DK | C12. | P has lacked feeling when appropriate to feel |

The Teacher Oriented Emotional-Environment Coding System

The Coding interview guide is designed to assess several main sections:

| |
|--|
| 1. Emotional Awareness |
| 2. Emotional Coaching |
| 3. Emotional Relationship |
| 4. Emotional Interpersonal Guidelines |
| 5. Emotional Intrapersonal Beliefs |

| |
|---|
| <i>Part 1: Teacher Emotional Awareness</i> |
| a) Emotional self-awareness |
| i) Teacher demonstrates an awareness of emotion (blends, absence, conflicting emotions, pure, isolated) |
| ii) Teacher aware of events and context around emotion. |
| iii) Teacher describes antecedents to emotion |
| iv) Teacher describes consequences to emotion |
| v) Teacher is reflective and/or analytical of events |
| b) Emotional student awareness |
| i) Teacher is aware of student's emotions |
| ii) Teacher is aware of and describes student's body language |
| iii) Teacher is aware of student thoughts or perception. |
| iv) Teacher reports insight into student's experience of emotion. |
| v) Teacher anticipates and is aware of child's emotional difficulties. |
| vi) Teacher actively listens in 1:1 communication |
| vii) Teacher puts self in "student's shoes" to understand emotions and perspective |
| viii) Teacher describes an intimacy with their students. Uses terms such as attachment, connectedness, having a bond, knowing their children, being in tune with students and their emotions. |
| ix) Teacher aware of extraneous requirements that detract from focusing on students. |
| c) Emotional class awareness |
| i) Teacher is aware of whole class emotional environment |
| ii) Teacher is aware of contextual character of class emotional environment |
| iii) Teacher is aware of antecedents to class emotion. |
| iv) Teacher is aware of consequences to class emotion. |
| v) Teacher listens to and is aware of student's communication and social interaction. |
| vi) Teacher knows child's environment and family. |
| <i>PART 2: Emotion Coaching</i> |
| a. Teacher self-coaching: Teacher emotion regulation |
| i Teacher distinguishes situations where they would or would not express. |
| ii Teacher has had a problem or concern with this emotion. |
| iii Teacher motivation related to emotion. Teacher describes motivator as emotion such as love of children, pride, fear of failure. |

| | |
|------|--|
| iv | The importance of controlling emotion is emphasised by teacher |
| v | Teacher regulates own emotion. |
| 1 | Masking. Expressing some other emotion than that felt. One example is when felt emotion is masked and teacher exhibits calm and quiet emotional expression regardless of emotional arousal that concerns them |
| 2 | Simulating an emotion. Expressing a particular emotion not felt in order to obtain desired outcome. |
| 3 | Qualifying an emotion. Adding a further expression to qualify a previous emotion. This meant that the first emotion was not hidden, but another emotion or comment occurred directly following the first emotion to qualify it. |
| 4 | Teacher focuses on positive aspects (of kids and/or self) to regulate own emotions |
| 5 | Teacher focuses on goals / continue on despite emotions. |
| 6 | Teacher uses a mental (analytical) approach to student's emotion |
| 7 | Teacher takes time out to self-soothe emotion of self and others before engaging the issues and coaching. |
| vii | Class assists teacher to regulate emotions. |
| 1 | Teacher relationship in class aids teacher's self emotion regulation. |
| 2 | Teacher has cues and systems for class to aid in teacher's emotion remediation. |
| viii | Teacher has time away from school strategies to revive |
| 1 | Teacher uses Down time to rejuvenate, e.g, music, hobbies, distracters. |
| 2 | Teacher uses Up-time to rejuvenate. E.g. exercise, psyching self, "releasing emotion". |
| b | Emotion coaching of student |
| i | Teacher regulates student emotion. |
| 1 | Teacher knows and coaches remediation techniques that work for emotion |
| 2 | Teacher uses humour to coach positive emotion and reduce negative reactions/responses. Diffuses negative situations. |
| 3 | Teacher uses touch (e.g., hug, handshake, shoulder) to teach, encourage, reinforce, reassure, connect. |
| 4 | Teacher models or scripts appropriate emotional responses and dispositions |
| ii | Teacher is aware that students mirror teacher emotions |
| 1 | Teacher regulates own emotion to regulate student's emotion. Teachers may use descriptions of a chain of behaviour along the lines as focusing on negative and inappropriate behaviour creates mirroring and increases of inappropriate behaviour. |
| 2 | Teacher regulates emotional body language. E.g., Teacher positions body, eye level lower than child, eye contact "the look", tone of voice, facial expressions. |
| 3 | Teacher uses minimal emotional intervention to direct children. E.g., Doesn't use a lot of words or loud tone but eye contact, for effectiveness. |

| | | |
|------|---|---|
| | 4 | Student aware of teachers emotional disposition, body language, eye contact, minimal cues. |
| iii | | Teacher targets emotion regulation issues initially in order to teach. |
| | 1 | Teacher aides/coaches student to regulate emotion before focusing on work . External goals completed after emotion regulated. |
| | 2 | Teacher prefers student to be soothed before teacher gets involved. |
| iv | | Teacher coaches student to be aware of emotions |
| v | | Teacher coaches students to be recognise/ be aware of others emotions – “put themselves in peer’s/teacher’s /other’s shoes”, training coaching empathy. |
| vi | | Teacher uses emotion-situation and specific feedback to teach about appropriate responses |
| | 1 | Teacher develops a safe retreat students can go to self-soothe. Used to self-soothe and prevent disruption of whole class. |
| | 2 | Teacher allows/ coaches student to reflect on emotional situation to change/ redirect through talking / directing. |
| | 3 | Teacher shares own experiences and/or uses stories to coach children about socio-emotional responses and emotional situations. |
| | 4 | Teacher talks with student about the nature of their emotion and emotional situation. Repetitive talking about emotional situation, going over, emotional response. |
| | 5 | Teacher facilitates Emotion/Problem solving remediation and Coping strategies |
| vii | | Teacher waits for appropriate timing to teach about emotion regulation situations. |
| | 1 | Teacher gives choice for student to talk to them about emotion and emotional situation. |
| | 2 | Teacher prefers waiting until child’s emotion is over and then talk |
| | 3 | Teacher acknowledges that it takes time and patience for student to learn to self-soothe and regulate emotions. |
| viii | | Teacher coaches pride/life skills/self-acceptance/efficacy in self and to survive/cope in the world. |
| c | | Emotional class context coaching |
| i | | Teacher organises class like family . They feel responsible for children in their class and their emotional class environment. Treats students as own children |
| ii | | Teacher sets up/ facilitates student’s social connection and co-operation in class with themselves and peers. |
| | 1 | Teacher uses collaborative-consultation with class. Uses terms such as shared ownership, participation and discussion relating to appropriate class emotion regulation techniques, behaviour and learning. |
| | 2 | Teacher develops and relies on children to provide support to each other |

| | |
|---------------------------------------|---|
| 3 | Teacher's provide roles amongst peers e.g., tuakana Teina. |
| 4 | Teacher trains student to intervene appropriately in emotion causing situations to remediate/ mediate emotions and emotional climate. |
| 5 | Teacher teaches rules for appropriate expressiveness, communication, sharing, and socially skilled behaviour of students. |
| 6 | Teacher has agreed upon cues and systems for students & class when they are emotionally aroused. |
| iii | Teacher focuses on positives and ignores the negative. |
| 1 | Teacher focuses on and positively reinforces intrapersonal aspects such as emotion regulation, self-esteem, & self-perception. |
| 2 | Teacher targets and reinforces interpersonal aspects such as children's positive verbal interaction relationship and sharing, co-operation, teaming, and connection. |
| iv | Teacher keeps " emotional balance ". For example, Teacher coaches balance between relationship and control, independence and connection/dependence. Once without the other is ineffective. |
| v | Teacher organises collegial support for student's emotional environment |
| vi | Class is accepting of teacher's emotion. |
| vii | Maori/Cultural principles, values, attitudes should be incorporated into the class world. |
| viii | Class and class life is integrated with child's home environment. An extension of home. Class not alien to child, or separate, foreign, sterile. |
| d | School and community emotional environment coaching |
| i | Collegial relationships were modelled to students. |
| ii | School culture emphasises sharing between classrooms and community. |
| 1 | Power is shared with others. Staff reported sharing power in the classroom, principal shares power with teachers, school is shared with Whanau. "Power given is power gained". |
| 2 | School/classroom jointly " owned " by community and staff. |
| iii | "The FLOWDOWN EFFECT". E.g., healthy, supportive systems = healthy, empowered supportive teachers = healthy, empowered supportive kids" etc. |
| iv | School culture supports Whanau/families. |
| v | Building trust with family. |
| vi | Staff are involved in the community. Teacher seen in parent's environment. |
| vii | Teacher has open communication with student's parents. This involved sharing all information realistically and in a positive manner with parents. |
| PART 3: Emotional Relationship | |
| a. | Teacher-student or -class Emotional relationship |
| i. | Teacher targets relationship issues initially in order to teach. |

| | |
|--|--|
| ii. | Teacher invests time and communication in relationship. |
| iii. | Teacher allows students to know (about) them, share about themselves – and/or vice versa. Two-way relationship/ connection. |
| iv. | Teacher describes positive emotional regard for student that is student centred not self-centred. Teacher describes terms such as cares , respects, loves, interested in, proud of and values students. “Celebrate their children” |
| v. | Teacher likes students and expresses this to the students. NOTE: Different to (viii) as (viii) is an intrinsic value while (vii) is extrinsic using verbal and expressive means. |
| vi. | Teacher focuses on positive (positive reinforcement) to develop relationship |
| vii. | Teacher and student initiate greetings and conversation/ tries to make connection. Teacher talks/open communication with children. |
| viii. | Teacher perceives that student likes them and knows about them. |
| ix. | Student cares about what teacher thinks of their relationship and how they have emotionally affected them. Student feels that they can relate/ ask questions to teacher. |
| x. | Teacher accepts that irrespective of planning, strategies, there are some situations where these efforts are ineffective for students and emotion remediation, leaving the teacher to seek outside help and to accept help. |
| b. Teacher school/community relationship | |
| i. | Collegial relationship and collaboration key to emotional support and communication about emotions. |
| ii. | Colleagues are attuned to teacher and care about peers and provide support for those experiencing emotional difficulties. |
| iii. | Support maintains the dignity and respect of teacher needing support and is confidential and trustworthy. |
| iv. | Collegial & professional emotional support considered vital, essential, and appreciated. Are open to caring, connection, ideas, advice, teaching, help from others. Insecure teachers seek less help, are defensive and view behaviour difficulties as personal failure. |
| <i>PART 4: Emotional Interpersonal Guidelines</i> | |
| a. Emotional standards | |
| i. | Acceptance of and value differences and diversity of children and teachers (and relativity of affirmative action) |
| ii. | Teacher is aware of appropriate emotional-social environmental standards of behaviour |
| iii. | Teacher shows age appropriate respect for student. Student reciprocates respect. |
| | 1 Teacher shows respect for student’s experience of emotion . Maintains student’s dignity. |
| iv. | Teacher is available for students |
| v. | Teacher is fair (e.g., what applies to one applied to all, teacher or student, no double standards). Class is not punished for one student’s behaviour. |
| vi. | Teacher takes individual learning approach. |
| | 1 Strategies seem targeted to individual needs, age and |

| | |
|---|---|
| | situationally appropriate |
| 2 | Teacher teaches at student pace/ flexible & adjusts teaching practice according to student response and reflection (teaching moments). |
| vii. | Teacher dislikes negative emotion expressed toward their student (E.g., colleagues, parents) |
| viii. | Teacher protects and defend child against collegial, familial and public criticism/ dislike/ negative consequences |
| ix. | Teacher wants student feels secure and safe with teacher |
| b. | Emotional boundaries |
| i. | Teacher sets up clear and consistent boundaries/consequences/ routines/ choices/ standards for appropriate social and emotional behaviour |
| 1 | Teacher strategies for establishing boundaries for emotion and environment carefully managed through relationship and teacher presence. |
| 2 | Teacher expresses expectations/ responsibilities of student/class/roles and students understand those expectations. Done from start. |
| 3 | Teacher uses positive reinforcement to teach/ control/ kid self-esteem and self-perception and appropriate behaviour. |
| 4 | Teacher uses negative consequences/ punishment to teach/ control. Used as last resort. |
| ii. | Teacher has concern with specific emotion and tries to avoid emotion. Emotional and personal boundaries used to protect teacher emotionally and teacher keeps self-safe by not emotionally overloading. |
| iii. | Students fulfil teacher's expectations and responsibilities (positive, negative or none). |
| <i>PART 5: Emotional Intrapersonal Beliefs</i> | |
| a. | Emotional acceptance |
| i. | Teacher acceptance of their own emotions (it has value, it's part of life, comfortable). |
| ii. | Emotions are functional and purposeful. E.g., Emotion created reflective practice and change. |
| iii. | Teacher expresses emotion (to self or to others) |
| iv. | Self-acceptance, self-respect, confident and sense of themselves. |
| v. | Real, not pretentious and genuine. |
| vi. | Honest. Teacher is honest about and expresses felt emotion to class/student. |
| vii. | Teacher Accepts student's emotions |
| viii. | Teacher wants student to know it's OK to have this feeling |
| ix. | Teacher does not take student's behaviour personally. |
| x. | Student says that it is important to talk about emotion/ emotion situation |
| b. | Emotional attitude |
| i. | Teacher attitude to teaching and children. |
| 1 | Teacher has positive attitude toward work/ enjoy teaching / enjoy subject/ enthusiastic. |

| | |
|--|--|
| 2 | Proud to be teachers and proud of their profession, |
| 3 | Teacher needs to believe in what they are doing. Teachers believe in what they are doing and believe teaching is investment in children and makes a difference |
| ii. | Active concern/interest with student learning. Teachers expressed statements that related to their concern with student learning that included being clear of direction, taking an individual approach and being goal focused. |
| c. Emotional philosophy | |
| viii | Class is fresh start. E.g., inappropriate history not included or preferred to not be known. |
| i. | Emotions area part and essence of life |
| ii. | Most important part of teaching. It is teaching. |
| iii. | Emotion is a human response and part of who you are. |
| iv. | Teacher acknowledges whole student . Not just subject material, but student with culture, spiritual and emotional, issues, previous experience, theory of student etc. |
| v. | Teacher indicates that other teachers consider emotions as being weak , and that emotions are not talked about, taught in education – but should be |
| v. | Effectiveness was related to experience |
| vi. Emotion and relationship philosophy | |
| 1 | Emotional self-reflection linked to emotional connection with students |
| 2 | Relationship/ emotional connection is believed to be an essential component in teaching. |
| 3 | Emotions exist in relationships. |
| 4 | Emotional relationship is investment in children. Emotional relationship makes a difference. |
| 5 | Teacher feels relationship/ bond/ connection/ community is important medium for emotion communication |
| 6 | Teacher perceives that student likes them and knows about them it enhances relationship. |

Meta-Emotion Interview Parent Coding Sheet

NB: Due to copyright restrictions, only the first section of the Meta-Emotion Interview Parent Coding Sheet has been included.

| SA | A | N | D | SD | DK | # | Coding items |
|---|---|---|---|----|----|-----------|--|
| MOTHER COACHING <i>Circle – BIOLOGICAL – ADOPTED – STEP</i> | | | | | | | |
| | 4 | 3 | 2 | | DK | G1 | M is aware that Ch. experiences this emotion |
| | 4 | 3 | 2 | | DK | G2 | When Ch. is upset, M talks about situation, emotion |
| | 4 | | 2 | | DK | G3 | M talks with Ch. about the nature of this emotion |
| | 4 | 3 | 2 | | DK | G4 | M intervenes (protects from cause) in situations causing emotion |
| | 4 | 3 | 2 | | DK | G5 | M comforts Ch. during emotion |
| 5 | 4 | 3 | 2 | 1 | DK | G6 | M seems to be involved in Ch.'s experience of emotion |
| | 2 | 3 | 4 | | DK | G7 | M seems to be upset by Ch.'s experiences of emotion |
| 1 | 2 | 3 | 4 | | DK | G8 | M encourages Ch. to try not to have or express this feeling |
| 5 | 4 | 3 | 2 | 1 | DK | G9 | Ch. feels good about M's coaching philosophy |
| FATHER COACHING <i>Circle – BIOLOGICAL – ADOPTED – STEP</i> | | | | | | | |
| | 4 | 3 | 2 | | DK | H1 | F is aware that Ch. experiences this emotion |
| | 4 | 3 | 2 | | DK | H2 | When Ch. is upset, F talks about situation, emotion |
| | 4 | | 2 | | DK | H3 | F talks with Ch. about the nature of this emotion |
| | 4 | 3 | 2 | | DK | H4 | F intervenes (protects from cause) in situations causing emotion |
| | 4 | 3 | 2 | | DK | H5 | F comforts Ch. during emotion |
| 5 | 4 | 3 | 2 | 1 | DK | H6 | F seems to be involved in Ch.'s experience of emotion |
| | 2 | 3 | 4 | | DK | H7 | F seems to be upset by Ch's experiences of emotion |
| 1 | 2 | 3 | 4 | | DK | H8 | F encourages Ch. to try not to have or express this feeling |

| | | | | | | | |
|--|---|---|---|---|----|-----------|--|
| 5 | 4 | 3 | 2 | 1 | DK | H9 | Ch. feels good about F's coaching philosophy |
| MOTHER'S DYSREGULATION | | | | | | | |
| 5 | 4 | 3 | 2 | | DK | I1 | M's expression of this emotion is intense or explosive |
| 5 | 4 | 3 | 2 | | DK | I2 | M experiences emotion frequently |
| | 4 | 3 | 2 | | DK | I3 | M is unpleasant to be around when experiencing this emotion |
| CH/ADOL.'S NEGATIVE REACTION TO M'S EMOTION | | | | | | | |
| | 2 | 3 | 4 | | DK | J1 | Ch. is aware that M experiences this emotion |
| | 4 | 3 | 2 | | DK | J2 | Ch. is frightened when M experiences this emotion |
| | 4 | 3 | 2 | | DK | J3 | Ch. feels attacked when M experiences this emotion |
| | 4 | 3 | 2 | | DK | J4 | Ch. mirrors M's emotion |
| 5 | 4 | 3 | 2 | 1 | DK | J5 | Ch. ever mentions not understanding why M feels this emotion |
| | 4 | 3 | 2 | | DK | J6 | Ch. doesn't/can't engage with M when she is experiencing emotion |
| | 4 | 3 | 2 | | DK | J7 | Ch. is parentified in helping mother |
| | 2 | 3 | 4 | | DK | J8 | Ch. comforts M during this emotion |

*Parent Meta-Emotion Philosophy and Family of Origin
Coding Manual*

The Meta-Emotion Coding System:

Parent Meta-Emotion Philosophy and Family of Origin Coding Manual

Carole Hooven
Lynn Fainsilber Katz
Angela Mittmann

1996

DO NOT DUPLICATE

**NB: Due to copyright restrictions, only the first two pages of the PARENT
META-EMOTION PHILOSOPHY AND FAMILY OF ORIGIN CODING
MANUAL have been included.**

THE STUDY OF PARENT'S META-EMOTION PHILOSOPHY

In 1986, John Gottman and Lynn Fainsilber Katz began collaborating on a study of the effects of marital distress on children's emotional development and peer relations. We were particularly interested in how young children learn to regulate emotion within the context of marital distress, and how the family's expression of emotion affects child outcomes. This interest led to the development of our "meta-emotion interview" (Katz & Gottman, 1986). Each parent was separately interviewed about their own experience of sadness and anger, their philosophy of emotional expression and control, and their attitudes and behavior about their children's anger and sadness.

In our pilot work, we discovered a great variety in the emotions, experiences, philosophies, and attitudes that parents had about their own emotions and the emotions of their children. For example, one pair of parents said that they viewed anger as "from the devil," and that they would not permit themselves or their children to express anger. Some parents were accepting of sadness and anger but did not problem-solve with their child. Other parents were not disapproving of anger but instead, in *laissez-faire* fashion, ignored anger in their children. Still other parents encouraged the expression and exploration of anger. There was similar variation with respect to sadness. Some parents minimized sadness in themselves and in their children, saying such things as, "I can't afford to be sad," or "What does a child have to be sad about?" Other parents thought that emotions like sadness in their children were opportunities for intimacy, that sadness was important information that something was missing in one's life.

We were surprised and fascinated by the variability we saw in parent's descriptions of their own and their children's emotions. The richness of the data went far beyond our original interest in emotional expressiveness and regulation, and we sought to develop a coding system to tap this richness. Carole Hooven spearheaded this effort, and much of this coding manual reflects her intellectual efforts and creativity. In 1997, Lynn Fainsilber Katz and Angela Mittmann adapted the meta-emotion interview to include questions about the parent's family of origin. The coding system was then adapted to reflect added dimensions of interest related to how emotions were handled in the parents' family of origin.

We hope this new concept of parental meta-emotion philosophy captures the imagination of other investigators, and that we are joined in our efforts to understand how meta-emotion philosophy affects the family's adaptation and functioning.

-- Lynn Fainsilber Katz

Focus Group Categorisation Assessment

This is a study where I am specifically looking at what makes up the emotional environment of a class. In my first preliminary study, I talked to teachers, students and Education lecturers and recorded their quotes. The following are a series of their quotes from participants in the focus groups. In order to accurately categorise the quotes, I need help from you evaluate what you think are good domains that best describe what the quote is suggesting. Please note that there is more than one answer for each quote because often statements may belong to domains, sub-domains, and sub-sub-domains simultaneously. To illustrate, positive reinforcement may be a category of boundary setting, which in turn is a category of environmental control. In a sense they describe the same thing, but are components within those same areas. The purpose for me is to weed out repetition and to order hierarchically the construct under investigation.

There are several things that I would like you to do.

1. Circle the domains that are relevant to the quote. I have put in domains that appear to apply (for me) and others that don't. There may be other domains that exist that are not listed. Please write them under "other".
2. Order the domains in what you perceive is the highest order to the lowest order. Write "1" for the highest domain (e.g., **environmental control**), "2" for the next highest (e.g., **boundary setting**), "3" for the lowest element (e.g., **positive reinforcement**), and so on.
3. Don't put any numbers or circles on domains that you don't feel are relevant.
4. Some of the categories you may consider to be on the same "level". Put the same level number for both.
5. Some of the categories are exactly the same thing. Draw a line to what you consider the same categories.

Thank you for your help.

Another fictitious example of this is as follows:

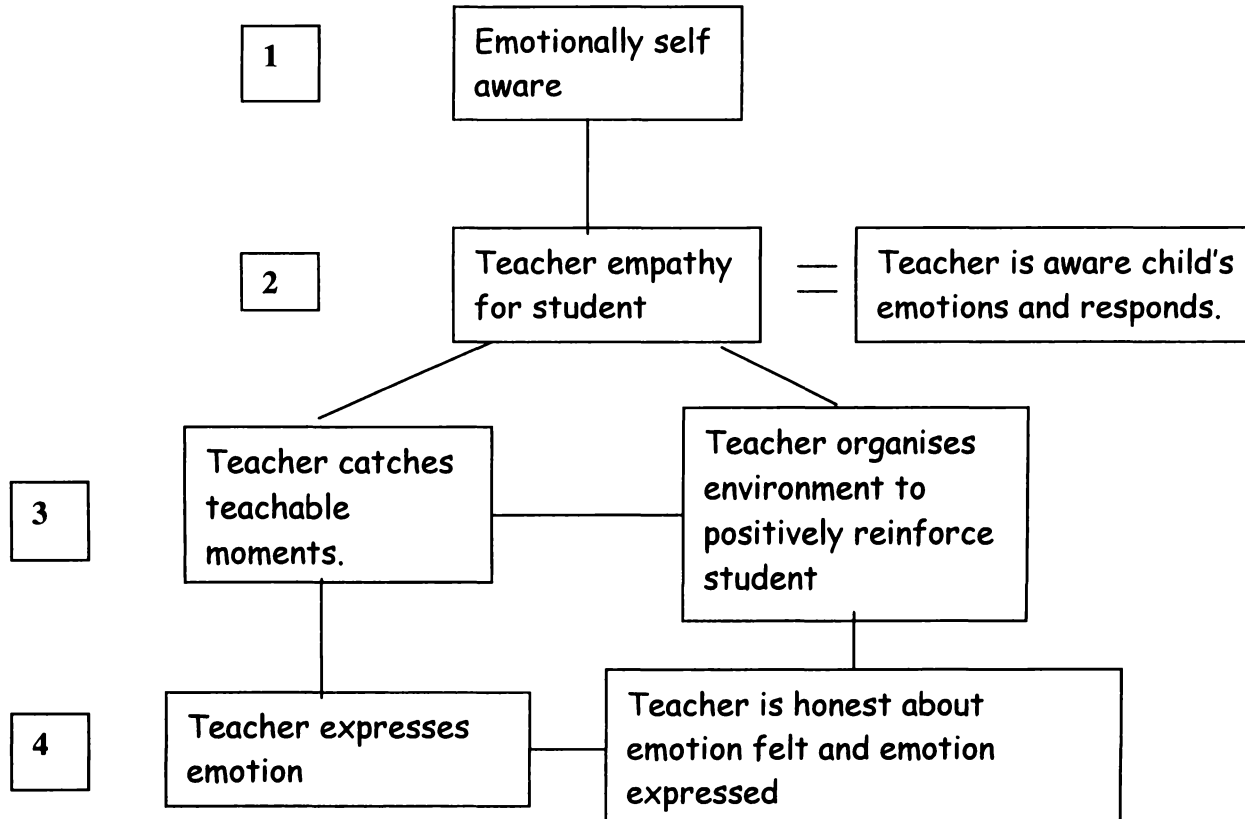
| Quote | Domain | | | Other |
|--|---|--|--|-------|
| | 1 | | 2 | |
| When little Billy boy brings his Dog Rover to School I am so happy because I know just how he is feeling that I jump up and down and then teach the students about mammals, using the dog as an example. | Emotionally self aware | Teacher has open communication with parents. | Teacher expresses emotion | |
| | 3 | 3 | 2 | |
| | Teacher organises environment to positively reinforce student | Teacher catches teachable moments. | Teacher is aware child's emotions and responds. | |
| | 2 | | 4 | |
| | Teacher empathy for student | Boundary setting | Teacher is honest about emotion felt and emotion expressed | |

Reason why this order? (please state) I have ordered this according to order to which it may occur.

NB. You can order it according to what you feel sums it up best. While it is preferable to order it according to themes, the order can be according to amount of people involved in process, most important to lest important, themes and their derivatives, theory components, order with which they occur or just what you feel it is.

What I will get will look something like this:

Feel free to draw a flow diagram to help you with your ordering.



| Quote 1 | Domain | | | Other |
|---|--|---|--|-------|
| It's like, when the child, you know you can see when one of the children is upset and you take them inside, and they [say], "I stayed at Dad's and something happened", and their tears are welling up and yours are too because you know just so much about them and how they're feeling, and you're so connected it becomes something, that it's part of you as well. | 1FIX | 1AI | 1EIII | |
| | Teacher seems involved in student's experience of this emotion | Teacher is aware of student's emotions | Teacher empathises with student's emotion | |
| | 1A | 1DI(1) | 1KXIV | 1DIII |
| Emotional Self Awareness | Teacher is aware of contextual nature of emotion | Teacher knows their children and can sense where they're at. Involves intimacy, and reading the children. | Teacher is descriptive of student's experience of emotion | |
| 1OIV | 1B | 1DXIV | 1DXVI | |
| Expressed Emotion is an antecedent for teacher emotion | Teacher Accepts student's emotions | Teacher is intimate with, aware, in tune with children's needs and wants (intuition)/ emotion | Teacher is connected with, bonded with child's & Child's emotions. | |

Reason why this order? (please state)

| Quote 2 | Domain | | | Other |
|---|--|--|--|---------|
| <p>Actually that is, cause once I had a child I actually didn't like, and it was really interesting because it was you know, I didn't, I didn't like her because her mother actually didn't like Maori's, I didn't know why she was stuck in my class, and it kind of that came back, and it wasn't the child's fault, but I, I found that I was personally reacting to that and I thought urgh, this is unhealthy, so I actively made a decision that I would praise that kid at least three times every single day. And really look to be genuine in that praise. And that girl is now in Form 2 and still comes to visit, because I had to actually make myself like that child. Because without that, I couldn't have, it just simply wouldn't have worked.</p> | 1OII | 1AI | 1BV | |
| | Teacher aware of antecedents to emotions. | Emotional self awareness | Teacher expresses some other emotion when feeling this emotion | |
| | 1AXII | 1CIV | 1JII(6) | 1KXXIII |
| Teacher is reflective and/or analytical of events | Teacher has had a problem or concern with this emotion | Emotions are functional. E.g., Emotion created reflective practice and change. | Emotional connection results from emotional self-reflection. | |
| 1CVIII | 1CXVII | 1BVII | 1C | |
| Teacher has remediation techniques that work for emotion | Teacher focuses on positive aspects (of kids and/or self) to regulate own emotions | The importance of controlling emotion is emphasised | Teacher regulates own emotion. | |

Reason why this order? (please state)

| Quote 3 | Domain | | Other |
|---|--|---|------------------------------------|
| I think that one of the things that I think is to just accept it, that in yourself, you have to be comfortable with who you are, and part of that, is out there in your background. And I think, and I think, you know people say oh how do you do this, and how do you do this, owh, got to think, but so much, is actually who I am, and it's, that's fine. Not everyone can do what I do because that's not who they are. So you know, other teachers, some teachers will have an entirely different way of going about it. So somewhere there has to be that acceptance of yourself as a person. And that somehow makes a difference to how you connect to those kids. There are universal things, there are, I mean, I accept that, but I think part of it is the fact that we, we are comfortable with our own ability. | 1KXXIII | 1B | 1A |
| | Emotional connection occurs from self-acceptance. | Teacher accepts their emotional experiences and expressions. | Emotional self-awareness. |
| | | 1HIII | 1HIII |
| | Teacher effectiveness related to an innate quality. "Teacher's are born not made". | Self-acceptance, self-respect, confident and sense of themselves. | Honest. |
| | 1HVII | 1JII(7) | 1HIII |
| | Teacher effectiveness related to experience. | Emotion is a human response and part of who you are. | Real, not pretentious and genuine. |

Reason why this order? (please state)

Quote 4

Then they cry when they going, and sometimes it's good to cry, and we cry with our children publicly when it's not an issue, and we cry when they come back and we've shown how we can control our emotions you know, and it's ecologically bound, they've seen me cry. The other day I went to a Marae, and I was crying and I noticed some of the kids noticed it that I worked with, I did, and I know that some of the kids were looking at me, but it was actually OK, because, a lot of those children had experienced being on a Marae before, but some of them hadn't. It didn't upset them that I cried, but it just actually made them think it was Ok if they did. That responsibility on us sometimes is huge. You know, we've been in situations when we've had to be in some of our classrooms might, we know that if we all cry, we cry in front of them, the whole lot of them would end up bawling. So we might be the staff member, and we might have to make a speech. And the kids need to know that we might find it hard, but we've got to keep it together so that we don't have to hold 500 or something kids, so what the hell's going on. And I've been very aware of my responsibilities as a leader in that way. And thinking, that I haven't always had the luxury of crying, even some of the other staff might be crying cause they're sitting watching.....But there's a time, and a place and again, it's that whole, we're living life beside each other at school. It's not just a little play act each day in the classroom that you're dealing with [background "crises"] that are personal, but they belong in the classroom, but we've just got to respond to them.

| Domain | | Other | |
|--|---|---|---|
| 1B | 1BII | 1FVII | 1FXVIII |
| Teacher acceptance of emotion. | Teacher expresses emotion | Teacher talks with student about the nature of this emotion and emotional situation. | Teacher models/scripts appropriate emotional responses and dispositions e.g., acceptance. |
| 1BV | 1HIII | 1FXII | 1BIII |
| Teacher expresses some other emotion when feeling this emotion | Self-acceptance, self-respect, confident and sense of themselves, real and not pretentious (genuine, honest). | Teacher uses emotion-situation and specific feedback to teach about appropriate responses | Teacher distinguishes times that they would and would not express |
| 1BXIII | 1BI | 1BVII | 1EIV |
| Teacher says it is important to express this emotion | Teacher accepts this emotion (it has value, it's part of life) | Teacher feels comfortable with their expression of emotion. | Teacher wants student to know it's OK to have this feeling |

Reason why this order? (please state)

| Quote 5 | Domain | | | Other |
|---|---|--|--|---|
| <p>T: And if they're throwing a tantrum, and they're being really loud and using all sorts of words, you don't yell back at them, or you don't raise their voice. I speak down, and that will bring their voices down too, it just automatically brings them down.</p> <p>T: Yeah if you just react, you slow and calm,</p> <p>T: You calm and slow, they would come down exact with you, instead of ranting and raving, because they would just go up.</p> <p>I: if you Rant and rave?</p> <p>T: Yeah like, they will go..</p> <p>T: It's confrontation, yeah it's like</p> <p>T: Yeah it is really hard, and it is something that you learn.</p> <p>T: Yeap. Because you can be so wound up yourself that you feel like, you know, going off the wall and ranting and raving. But it's just making more work for yourself, if you bring your voice down, they are forced to bring their voice down.</p> | 1D | 1FXX | 1CXVIII(1) | |
| | Teacher is aware of student's emotions. | Student mirrors teacher emotions and behaviour | Teacher regulates own emotion to regulate student's emotion. | |
| | 1DXV(1) | 1FXIX | 1CXVIII | |
| | Teacher is aware of antecedents to student emotion and prevents/ diffuses escalating emotion dysregulation. | Teacher is aware that focusing on negative and inappropriate behaviour creates mirroring and increases of inappropriate behaviour. | Teacher masks emotions and remains calm, slow and quiet with emotional arousal that concerns them. | |
| | 1F | 1A | 1FXVIII | 1DXVI(2) |
| | Teacher emotionally coaches student. | Teacher is emotionally self-aware. | Teacher models/scripts appropriate emotional responses and dispositions e.g., acceptance. | Teacher does not take student's behaviour personally. |
| Reason why this order? (please state) | | | | |

| Quote 6 | Domain | | | Other |
|---|--|---|---|-------|
| <p>T: And it's just the love of the children isn't it, and if you wake up and you're tired and you're thinking, oh I don't really feel like it today, but as soon as you get there, and the kids are all arriving.....and they're coming over and chatting to you and then suddenly, there you are, and off you go again.</p> | <p>1CVIII(6) Teacher focuses on goals / continue on despite emotions</p> | <p>Class assists teacher to regulate emotions.</p> | <p>Teacher cares for students.</p> | |
| <p>T: So you're reflecting, they, sorry, you're reflecting off them.</p> | <p>1CXIX</p> | <p>1CVIII(7)</p> | <p>1EXIV</p> | |
| <p>T: Yeah</p> <p>T: In that situation, it becomes a, you know what like I said we call all, the children, the children reflect our feelings, but then on those occasions, it's the opposite.</p> | <p>Teacher has cues for class to aid in emotion remediation</p> | <p>Love of children motivates teacher to continue when feeling negative</p> | <p>Teacher targets emotion regulation and relationship issues first in order to teach</p> | |
| | <p>1CXIV</p> <p>Teacher relationship in class aids teacher's self emotion regulation</p> | <p>1JII(11)</p> <p>Emotions exist in relationships.</p> | <p>1CV</p> <p>Teacher has needed help with this emotion (from class)</p> | |

Reason why this order? (please state)

| Quote 7 | Domain | | | Other |
|---|---|---|--|---|
| <p>T: But do people really want to be yelled at, do you really want to yell?</p> <p>T: It also shows the kid that you can control your anger, it's modelling then a? You know, I went like, I had an incident in my room last year, and it was the angriest I have ever been since I've been teaching and I just said to the children, I said, I am so angry, I cannot talk to you at the moment. And they went off and they read silently for goodness knows how long, because, I mean I'm not a loud, I don't think I'm a loud teacher, I'm generally quite quiet anyway. But they knew how, angry I was. Just because I wasn't speaking.</p> <p>T: You know, and I think that it does model, you know, you don't have to be confrontational, if you're really angry with someone, there are other ways to deal with your anger, before you approach the situation.</p> <p>T: Just allowing to cool down and then discuss it.</p> | 1DXVII | 1FXVIII | 1BII(1) | |
| | Teacher puts self in "student's shoes" to understand emotions and perspective | Teacher models/scripts appropriate emotional responses and dispositions | Teacher is honest about and expresses felt emotion to class/student. | |
| | 1CXIX | 1BIX | 1BVIII | 1EIII |
| | Teacher has cues for class to aid in emotion remediation. | Teacher prefers waiting until emotion is over and then talk. | The importance of controlling emotion is emphasised (themselves or others) | Teacher empathises with student's emotion |
| 1C | 1BXII | 1CXV | 1KXXVIII(2) | |
| Teacher regulates emotion | Class is accepting of teacher's emotion. | Teacher takes time out to self soothe before engaging the issues | Student aware of teachers emotional disposition, body language, eye contact, minimal cues. | |

Reason why this order? (please state)

Quote 8

It is, and it is, and all the time giving them a pat on the back, whether it's certificates, heart warmers, stickers, and all the things we do, um, and just to be intuitively in tune to every child's needs and wants, it's sort of like playing a piano in a way isn't it, each child is to get, well it's always different notes, well they probably are like notes on a piano aren't they, each one has to be, don't go forgetting that one up there, because he might look as if he is doing so well but he needs his hour in the sun too.

| Domain | | | Other |
|--|--|---|-------|
| 1KXIV Teacher knows their children and can sense where they're at. Involves intimacy, and reading the children. | 1DXIV Teacher is intimate with, aware, in tune with children's needs and wants (intuition)/ emotion | 1I X Teacher takes individual learning approach. | |
| 1I II Teacher uses positive reinforcement to teach, control and develop appropriate behaviour. | 1LVI Teacher keeps "emotional balance". | 1DXV Teacher anticipates and is aware of child's emotional difficulties. | |
| | 1I XIV Teacher is aware of whole class emotional environment. | 1KXVI Teacher focuses on positive (positive reinforcement) to develop relationship | |

Reason why this order? (please state)

| Quote 9 | Domain | | | Other |
|--|--|--|---|-------|
| <p>T: I think sometimes when the children are actually told off, or yelled at. All they're thinking about is "oh my God there's this teacher standing over me, all I can hear is the noise", but they're not actually comprehending what the teacher's actually saying. They're just too scared you know.</p> <p>T: And there is occasionally children you know at that part.....</p> <p>T: I mean, how would we like it if we got yelled at like that, it would be just dreadful. I mean, I would jolly well stand up like that and eh, but why wouldn't they, you know I mean really, if they need to be talked at, at a bigger level, like the way you're involved as an adult, if a fellow teacher has done something, and you didn't listen you know...</p> | 1DIX | 1DI(1) | 1DXVII | |
| | Teacher is aware of student thoughts or perception. | Teacher is aware of contextual nature of emotion | Teacher puts self in "student's shoes" to understand emotions and perspective | |
| | 1CXVIII(1) | 1D | 1DI | |
| | Teacher regulates own emotion to regulate student's emotion. | Teacher awareness of student's emotions. | Teacher notices the student's emotions | |
| 1DIV | 1EIII | 1DX | | |
| Teacher has insight into student's experience of emotion. | Teacher empathises with student's emotion | Teacher is aware of student's body language | | |

Reason why this order? (please state)

| Quote 10 | Domain | | | Other |
|--|---|--|---|-------|
| <p>I: You would identify some kids who actually need those scripts as well?</p> <p>T: You pick them up really quickly, I mean, you're astute enough, you pick them up really fast. You would know as you walk out of your classroom and which ones going to need modelling to teach them in some way....</p> <p>I: How would you pick it up?</p> <p>T: From listening, from watching, from seeing how they interact, not always from looking at their work. All those are an indicator</p> <p>T: From body language, yeah, their social, the way they speak to each other.</p> | 1DI | 1DX | 1FV | |
| | Teacher aware of student's emotions | Teacher is aware of student's body language | Teacher teaches rules and reinforces students and class for appropriate expressiveness, communication, sharing, and socially skilled behaviour of students. | |
| | 1DI(1) | 1DIX | 1FVI | |
| | Teacher is aware of contextual nature of emotion | Teacher is aware of student thoughts or perception. | Strategies seem targeted to individual needs, age and situationally appropriate. | |
| | 1FXVIII | 1DXI | 1FXVII | |
| | Teacher models/scripts appropriate emotional responses and dispositions e.g., acceptance. | Teacher listens to and is aware of student's communication and social interaction. | Teacher responds / aids remediation to student's emotional needs | |

Reason why this order? (please state)

Quote (2 Pages) 11

T: And I set up in my room is, there is a child who has say anger problems, and we go through and as a class, I mean I don't directly focus on the child, but we talk about different types of anger and when we are getting to our boiling point. And all my children know that if they're in that situation and they need to cool off, they can go to the library corner. And they have a book, or go and sit outside and under the trees or you know, just come and ask me for a job, or anything that will diffuse, just get them out of there, so it's just not gonna blow up in their faces. And they know that at any time, I will say, just go and it's no big thing and most of the time most of the other children don't even know that they are taking time out. And I found that that works quite well. The children do, they know when they're going to loose it. You don't just want to disrupt the whole class, with it. You want to keep the rest of them working, while you try and deal with this one child otherwise you've got to dive on the situation. And it's takes you a while to get them back on task, with issues that don't need to happen in the first place. So as long as they know they've got a safe place, within the, you know, you know, they've to be talked with strategies too.

T: And any work that they produce when they're in that state is useless anyway. Because they're not, you know they don't want to do it, they're hating it. So they are, giving you rubbish, and, and so you don't even need to worry about, oh, I've got to get through this spelling list.

| Domain | | Other | |
|--|--|---|--|
| 1FXV(1) Teacher aides student to regulate emotion before focusing on work | 1DV Teacher is descriptive of some part of student's remediation process. | 1CVIII Teacher coaches remediation techniques that work for emotion | |
| 1LII(1) Teacher develops a safe retreat students can go to self-soothe | 1DIX Teacher is aware of student thoughts/ perception/ comprehension/ readiness to learn | 1EXIV Teacher targets Emotion regulation and relationship issues first in order to teach/ learning. Less effective if don't. | |
| 1EVII/ 1EVIII Student isolates when emotionally aroused. Used to self-soothe and prevent disruption of whole class. | 1CIX Teacher has agreed upon cues and systems for students & class when they are emotionally aroused. | 1FVIII Teacher teaches/ verbalises to student, appropriate strategies to soothe own emotion. | 1FXVIII Teacher models/scripts appropriate emotional responses and dispositions e.g., acceptance. |

It just, not important, because they won't learn anyway, they won't take any of it in, they're hyped up, they're stressed, they want to hit someone or whatever, so that, you need to stop focusing on the work or whatever, and focus on the behaviour....

T: ...and the emotion.

T: And the emotion. And whatever's going on, for, you say to them, why don't you sit down and get on with your spelling. Well this is just a waste of time.

T: Looking at their behaviour.

T: Sometime later I think that you have to, when the heats died down. You need to revisit, and you need to focus on getting them at that stage, and in that situation you say, how could you have done things different, what I have said is next time I would really like to see you say those words, OK I try and focus time on, what were you thinking, and they would tell me, I mean something like that and they would take the feelings of importance on it, but it's done, a better picture of their damage, they're trying to change their behaviour, it's been over a long period of time. It's not going to happen because you had a little chat, and they're going to have a go at it next time it happens. But you, I mean, all the time you're trying to give them the script, and things to try and make it easier, the strategies, they're subtle and the opportunities to practice it is really an important strength.

| | | | |
|---|---|--|--|
| 1FXIII | 1EX | 1FXII | 1FXII |
| Teacher waits for appropriate timing to teach about emotion regulation situations | Teacher prefers student to be soothed before teacher gets involved/ revisits. | Teacher uses emotion-situation and specific feedback to teach about appropriate responses e.g., read story | Teacher uses emotion-situation and specific feedback to teach about appropriate responses e.g., read story |

| | | | |
|---|---|--|---|
| 1FI | 1FII | 1FVII | 1FXII(1) |
| Teacher shows respect for student's experience of emotion. Maintains student's dignity. | When student is feeling emotion, Teacher talks about situation/asks questions/ emotion. | Teacher acknowledges that is takes time for student to learn to self-soothe and regulate emotions. Need to be patient. Repetitive talking about emotional situation, going over, emotional response. | Teacher allows/ coaches student to reflect on emotional situation to change/ redirect through talking / directing |

Reason why this order? (please state)

| Quote 12 | Domain | | | Other |
|---|---|--|--|---|
| <p>.....I really believe that's important when the kids are, no matter how they are, to give them choice and say, like, a few years ago I had a really feisty feisty boy, he was incredibly feisty, and I helped him to learn to recognise in himself, when that was beginning to escalate. And then, he, I told him, this is what you need to do, you can come and see me, you don't have to tell me anything, you just need to say, I need to take some time. And it, we had this system, where, if you needed the time, you sit on the seat outside.....</p> | 1FVIII | 1FVII | 1EV | |
| | Teacher teaches/ verbalises to student, appropriate strategies to soothe own emotion. | Student is isolated when expressing. Prevention of disrupting whole class and aids student self-soothe. | Teacher wants, asks, and/or gives choice for student to talk to them about emotion and emotional situation | |
| | 1FII(3) | 1EV(1) | 1EXIV | |
| | Teacher coaches student to recognise/ be aware of emotions | Teacher gives the student choices about their responses and does not back them into a corner. | Teacher targets Emotion regulation and relationship issues first in order to teach/ learning. Less effective if don't. | |
| | 1FV | 1FXV(1) | 1CIX | 1GVII |
| | Teacher teaches rules and reinforces student's and class for appropriate expressiveness, communication, sharing, and socially skilled behaviour of students | Teacher aids and allows student to regulate emotions before focusing on work. External goals not able to be completed appropriately until student have regulated emotions. | Teacher has cues for class to aid in emotion remediation | Teacher knows of remediation techniques that work with students |

Reason why this order? (please state)

| Quote 13 | Domain | | | Other |
|--|---|---|---|-------|
| <p>...I will often will just leave a child wait, and I will say, go be by yourself for a while. And then we can talk about it, and then they'll come back, and I will say to them, are you ready to talk or do you want to talk? If they say yes, then we will talk about it, if they say no, I say that's fine. And then they can go off, and then usually a little bit later they might come and see you about it. But it's just giving them that choice, I mean, I like to have that choice too, for someone to give it, you know, I need to reflect on, I mightn't want to talk just now, go away and have a think or two.</p> | <p>1EV</p> <p>Teacher wants, asks, and/or gives choice for student to talk to them about emotion and emotional situation</p> | <p>1FXII</p> <p>Teacher waits for appropriate timing to teach about Emotion regulation situations</p> | <p>1I I</p> <p>Teacher teaches at student pace/ flexible & adjusts teaching practice according to student response and reflection (teaching moments).</p> | |
| | <p>1FII</p> <p>When student is feeling emotion, Teacher talks about situation/asks questions/ emotion.</p> | <p>1EV(1)</p> <p>Teacher gives the student choices about their responses and does not back them into a corner.</p> | <p>1FXII(4)</p> <p>Teacher allows/ coaches student to reflect on emotional situation to change/ redirect through talking / directing</p> | |
| | <p>1DXVII</p> <p>Teacher puts self in "student's shoes" to understand emotions and perspective</p> | <p>1EX</p> <p>Teacher prefers student to be soothed before teacher gets involved/ revisits.</p> | <p>1FVIII(1)</p> <p>Teacher acknowledges that is takes time for student to learn to self-soothe and regulate emotions. Need to be patient. Repetitive talking about emotional situation, going over, emotional response.</p> | |
| <p>Reason why this order? (please state)</p> | | | | |

| Quote 14 | Domain | | | Other |
|--|---|--|---|-------|
| I tell a lot of stories, it's really interesting, I had one girl in my class, say the other day, like lacking in confidence, her friends were dissing her, or they, cause they liked boys better than her now. And so we, I mean I tell a lot of stories, and I sat down afterwards, after lunch and I told the class about a time, when my friends had discovered that boys were bit more cooler than I was and how I felt at the time. And through just talking and telling a story about me, and they love to hear stories about you as a person. I could see the cogs whirring, and after that, the girl who ditched her friend for the boy, went and apologised and you could see that things were sort of sorted through. It's just, I don't know, it humanises it too, and it's also your experience and they take on board, what you said you felt and thought at that time. | 1DXIX | 1FXII | 1DI | |
| | Teacher coaches students to be aware of others emotions - "put themselves in peer's/teacher's /other's shoes", training coaching empathy. | Teacher uses emotion-situation and specific feedback to teach about appropriate responses e.g., read story | Teacher notices the student's emotions | |
| | 1BII | 1DXI | 1DI(1) | |
| | Teacher expresses emotion (to self or to class) | Teacher listens to and is aware of student's communication and social interaction. | Teacher is aware of contextual nature of emotion | |
| | 1DXVII | 1FXII(2) | 1FXII(3) | |
| | Teacher puts self in "student's shoes" to understand emotions and perspective | Teacher uses stories to teach about appropriate socio-emotional responses | Teacher shares own experiences/ self to teach children about situations | |

Reason why this order? (please state)

| Quote 15 | Domain | | | Other |
|---|---|---|--|-------|
| <p>Really like, no matter what they do. Really truly like the child. And quite often, well not often, but if the teacher says something to my children that um, say if they say um, I say I'm not too keen on you saying that, because he's doing really well. Cause sometimes your fellow comrades, make comments and things, they see the other picture and yet they don't realise what you're trying to create. Whether it's a longer duration before something happens, and backing up that way, it's sort of really, ah, I think the connection is your really liking that child. And they know, they really know if you care, care about them. I think that's one thing about all of us, they know that you genuinely got a liking for them, each one, and work together with them.</p> | 1HVIII | 1KXXI | 1CXVII | |
| | <p>Interested in kids and their perspective/ student absorbed - not egocentric. "Celebrate their children".</p> | <p>Teacher likes child and allows student to know this.</p> | <p>Teacher focuses on positive aspects (of kids and/or self) to regulate own emotions</p> | |
| | <p>1HVIII</p> <p>Teacher protects and defend child against collegial, familial and public criticism/ dislike/ negative consequences</p> | <p>1BXV</p> <p>Teacher dislikes the way others express emotion (E.g., colleagues, parents)</p> | <p>1KXVI</p> <p>Teacher focuses on positive (positive reinforcement) to develop relationship</p> | |
| <p>1KXX</p> <p>Teacher perceives that when children like teacher and knows about teacher, enhances relationship.</p> | <p>1KX</p> <p>Teacher cares, respects, loves, interested in, proud of and values students (empathy).</p> | <p>1KIII</p> <p>Teacher feels relationship/ bond/ connection/ community is important medium for emotion communication</p> | | |

Reason why this order? (please state)

Quote 16

Domain

Other

You used that word intuitively, I think that, you know, I've been thinking, well what do we do, and I think that with so much of what we do is just, intuition really, and I call it reading them, because you, I can sense and know where they're at. But it comes from knowing them, you said that, and it does come from taking the time to get to know them and being interested. I think also allowing them to know you as well, as really, yeah, to really, because when you talk about a connection, the connection, the connection isn't just from us to them, it has to come back that other way. And so to do that, you've got to share part of who you are.

1DXIV

Teacher is intimate with, aware, in tune with children's needs and wants (intuition)/ emotion

1KX

Teacher cares, respects, loves, interested in, proud of and values students (empathy).

1KXVII

Teacher invests time and communication in relationship

1KXVIII

Intimacy, intuition, sensing, rapport, derives from knowing the kids (relationship). (and kids knowing teacher)

1KIII

Teacher feels relationship/ bond/ connection/ community is important medium for emotion communication

1KXIX

Teacher allows students to know them, share about themselves - two-way relationship/ connection.

1HV

Interested in kids and their perspective/ student absorbed - not egocentric.
"Celebrate their children".

1DXIV

Teacher is intimate with, aware, in tune with children's needs and wants (intuition)/ emotion

1DXII

Teacher is aware of and can feel class perception/mood/ emotional climate.

Reason why this order? (please state)

| Quote 17 | Domain | | Other |
|---|--|---|--|
| <p>Sometimes in terms of modelling and script and things for them to use and helping their strengths and weakness, I mean, don't get me wrong, I'm not assuming that all kids come up with the same sort of social skills, and things, sometimes, if you give them scripts to deal with um, situations like consequence, or knowing how to to start a friendship, all those sorts of things, even then talking to their teacher and the importance of these times, so you're continuing to modelling things for them as you go, without really realising that you're doing it. And, it's not always something that you set up to do but it is happening. And so then they think, I mean, probably the best thing is kids will come back to you with phrases and things that you have read them and gosh I've heard that before, and then you suddenly realise that it was you, and that's how strong it is.</p> | 1FXVIII | 1NV | 1FXX |
| | Teacher models/scripts appropriate emotional responses and dispositions e.g., acceptance. | Acceptance of and value differences and diversity of children and teachers (and relativity of affirmative action) | Student mirrors teacher emotions and behaviour |
| | 1FV | 1FXII | 1FXII(2) |
| Teacher teaches rules and reinforces student's and class for appropriate expressiveness, communication, sharing, and socially skilled behaviour of students | Teacher uses emotion-situation and specific feedback to teach about appropriate responses e.g., read story | Teacher uses stories to teach about appropriate socio-emotional responses | |
| 1FXXIII | 1EXIII | 1FXII(3) | |
| Teacher coaches pride/life skills/self-acceptance/efficacy in self and to survive/cope in the world. | Teacher uses a mental (analytical) approach to student's emotion | Teacher shares own experiences/self to teach children about situations | |

Reason why this order? (please state)

Quote (Different quotes from teachers) 18

I: ...How important you feel emotion is to the profession of teaching, how important emotion plays in your role? Your philosophy about it I guess?
 T1: It's the most important part of teaching for me and the day I stopped caring or doing what I do, is the day I call it quits. It's strong, it's part of me, if I wasn't developing a part of me, I wouldn't be a person that who could teach a classroom.
 T2: I think for me it is teaching.
 T3: I think without it everything else is all crap, I don't think without it, if it's not there, then everything else that you're doing is rubbish. All the teaching and the maths, and the reading, it's rubbish, if you can't honestly
 T4: We're not robots, not machines teaching, we're humans. And I think that's where you've got to start, you've got to start with that emotional connection with your class in term one, for the first 5 weeks or whatever to develop a relationship before you really get stuck in and do all the teaching. Because you've got to get those kids on your side with you before you can do anything, before you do a lot with them.
 T5: You can teach children right from the age of 5, that it is good to share your feelings and emotions, and just talk.....
 T6: You want to hear them laugh, they're not going to carry the basic facts for me please when they're 20, it's not printed there, what's printed there is the social skills, you know the way they interact with people, like not everyone's going to be a social butterfly, but have you taught them survival skills.
 T7: If they know that you accept them and care about them, that's so important, cause I remember when I was about 7, there was a huge earthquake and the convent was shaking. The bricks were coming down, and I was right in the middle of the class and the teacher, the nun got under the desk and she called them to go under her desk and I was so terrified, more terrified of her than the earthquake, that I stood there, they, I couldn't get under the desk with her, I was so absolutely fearful, and that for me is my driving thing. I want the children to know that I really like them. And that it doesn't matter who they are, or what they're good at, what they're not good at, that I will be there for them. And they will get a smile from me, and that to me is so important, cause that has been like, that's like a big thing for me, that memory of that, I was just so frightened of her. Cause I didn't know her, and she was such a frightening person in the way she taught I would rather have died in the earthquake than go under the desk.

| Domain | Other | | |
|---|--|---|--|
| 1FXXIII Teacher coaches pride/life skills/self-acceptance/efficacy in self and to survive/cope in the world. | 1KX Teacher cares, respects, loves, interested in, proud of and values students (empathy). | 1JII(9) Most important part of teaching. It is teaching. | |
| 1KVIII Teacher feels relationship/ emotional connection is essential component in teaching | 1JII(7) Emotions is a human response and part of who you are (your make up). | 1JII(11) Emotions exist in relationships. | 1KIV Teacher is available for students |
| 1JIII(1) Emotional relationship is investment in children. Emotional relationship makes a difference. | 1KXIV Teacher knows their children and can sense where they're at. Involves intimacy, and reading the children. | 1JII(1) Emotions area part and essence of life | 1KXIII Teacher wants student feels secure and safe with teacher |

Reason why this order? (please state)

Quote 19

T: Being part of a syndicate. The children um have their class and they have their syndicate. In just the same way that their classroom works, but obviously the same but different. Um, they bond as a syndicate as well, so they do things together as syndicates, we share what's going on in each other's classrooms. So that there's sort of, everything's there. So that kind of thing must have an effect on those things.

T: It's part of the culture of the school

T: If we're modelling consistently across the board, and you're saying well lets look at this a lot and how do we go about this with our kids and in what way is that shown in our school, other than just in one classroom. So that they're living and breathing it in the same degree as what that, particular room. And they see colleagues modelling in with each other, and going through and it's really interesting how the school just responds to it, this is what we believe in, this is what you going to see during the day.

T: What you are trying to do as well is we model, exactly what you were just saying, that we, think of our interactions with each other in front of the children that you expect them to have with each other you know. When someone comes into your room it's the greeting them and the acknowledging what they have to say, you know and that sort of thing, and I think that's what they want. And we just said that we're part of a family here, and they're part of our classroom family as well.

| Domain | Other | | |
|--|---|---|--|
| 1MV(4) School culture emphasises sharing between classrooms and school, relationships, participation and support. | 1MV "The FLOWDOWN EFFECT". E.g., healthy, supportive systems = healthy, empowered supportive teachers = healthy, empowered supportive kids" etc. | 1KXXVI Organise class like family and School like community. | |
| 1I XIV Teacher is fair (E.g., what applies to one applies to all, teacher or student, no double standards). | 1KV Teacher and student initiate greetings and conversation/ tries to make connection. Teacher talks/open communication with children. | 1MXVI Collegial relationships were modelled to students | |
| 1MXII Collegial relationship and collaboration key to emotional support and communication about emotions. | 1FXVIII Teacher models/scripts appropriate emotional responses and dispositions e.g., acceptance. | 1MIX Teacher organises collegial support for student's emotional environment | |

Reason why this order? (please state)

| Quote 20 (2 Separate Quotes). | Domain | Other | | |
|--|--|---|--|--|
| <p>T1: I have found that with my buddy teachers, you know we, the kids are making cards for each other. And we all make cards for each other, and it's like hi buddy, and the teacher is like, hi buddy. And the kids think that it's really neat that you know, they all got a big buddy too. You know, it just modelling again. And you're just helping each other out, you know, like if, say one of us, needs to be released or something, then going to the kids you know, you're going to so and so, but you're going to have buddy classes. And they can see you working together and helping each other out as well.</p> <p>T2: Having the support from the principal is really important as well. People I think have confidence to carry on what they're doing in the classroom, if they know that that person is behind them and will support whatever they do and say, whatever it is that the teacher decides for them to do or go in a certain way, or do things kind of differently, and knowing that there is support for them from the top.</p> | 1MV | 1MXVI | 1NII | |
| | "The FLOWDOWN EFFECT". E.g., healthy, supportive systems = healthy, empowered supportive teachers = healthy, empowered supportive kids" etc. | Collegial relationships were modelled to students | Children's positive verbal interaction and sharing, co-operation, teaming, connection. | |
| | 1MV(4) | 1KXXVI | 1MXII | |
| School culture emphasises sharing between classrooms and school, relationships, participation and support. | Organise class like family and School like community. | Collegial relationship and collaboration key to emotional support and communication about emotions. | | |
| 1NIV | 1NXIII(1) | 1I IX | | |
| Teacher develops and relies on children to provide support to each other | Teacher's provide roles amongst peers e.g., tuakana Taina. | Teacher uses collaborative co-operation teaching/discussion methods | | |

Reason why this order? (please state)

| Quote 21 | Domain | | | Other |
|---|--|---|--|-------|
| Like the school is open. Our school is open, we took everybody, because it's not my school, it's the kids school, it's the whanau's school, so they need to see what is going on, because subtly, you watch their teachers' to get the messages of what is happening in education, and you do that by making the school an inviting place by throwing the doors open, and saying, you don't even make an appointment to come, we'd love to see you here. So its about breaking down the barriers, | 1KXI(1) | 1JXII | 1MV(6) | |
| | School and classroom is open to whanau, family, students. Inviting to parents. | Maori/Cultural principles, values, attitudes should be incorporated into the class world. | Power is shared with others. School is shared with Whanau, family, responsibility is shared, power is shared in the classroom. Principal shares power with teachers. Responsibility is shared. "Power given is power gained" | |
| | 1JXII(4) | 1KXI | 1JXII(1) | |
| School culture supports Whanau/families. | Teacher has open communication with student's parents. E.g., shares all information realistically and in a positive manner with parents. | Building trust with family. | | |
| 1NXI(1) | 1KXI(1) | 1KXI(3) | | |
| Class and class life is integrated with child's home environment. An extension of home. Class not alien to child, or separate, foreign, sterile. | School/classroom jointly owned by community/ whanau/ parents, staff | Staff are involved in the community. Enhances connection with families, students, and shows "human side". Teacher seen in parent's environment. | | |

Reason why this order? (please state)

| Quote 22 (3 Quotes) | Domain | | | Other | |
|--|---|--|---|---|--|
| <p>Quote 1. T. Pretty definite on boundaries, they know exactly where they are with you and the systems. I think that's just a, if you can do that, then you know hey you're getting out of hand, you had better come back to base 1, it's there. It's a good idea they know what you say you mean, T. And that you're consistent.</p> | 4BI | | 4BI2 | 1I VII | |
| <p>Quote 2. T. You just know the boundaries, and you don't ever overstep it. And straight away from the beginning, you know, you do work with children who know you as a person, but they also know your expectations and where they stand with you, and I think that they actually appreciate it, and they don't, they don't step over it,</p> | Teacher sets up clear and consistent boundaries/consequences/ routines/ choices/ standards for appropriate social and emotional behaviour | | Teacher expresses expectations/ responsibilities of student/class/roles and students understand those expectations. Done from start | Teacher/ class rules used. | |
| <p>Quote 1. It's just a balancing act the whole time, the balance between being friendly and firm, that's how I try to think of it. Being friendly and positive, but still have the line in the sand, and the line doesn't, they know where it is. I think it goes a bit wonky from time to time....</p> | 2CIV | | 1LII | 4BIII | |
| <p>Reason why this order? (please state)</p> | Teacher keeps " emotional balance ". For example, Teacher coaches balance between relationship and control, independence and connection/dependence. Once without the other is ineffective. | | Teacher develops safe emotional environment | Students fulfil teacher's expectations and responsibilities (positive, negative or none). | |
| | 4BI1 | | 4BI3 | 4BI4 | |
| | Teacher strategies for establishing boundaries for emotion and environment carefully managed through relationship and teacher presence. | | Teacher uses positive reinforcement to teach/ control/ kid self-esteem and self-perception and appropriate behaviour. | Teacher uses negative consequences/ punishment to teach/ control. Used as last resort. | |

| Quote 23 (3 quotes) | Domain | | | Other | |
|---|--------|--|------|-------|--|
| <p>Quote 1 But it's never ever a boring job is it, you could never say, oh I've been bored today. It's like every day, no matter how many years you've been going, there's always something interesting going.</p> | 5BI1 | Positive attitude toward work/ enjoy teaching / enjoy subject/ enthusiastic | 1BI | 5BII | |
| <p>Quote 2 ...it brings out a passion in bringing you to the challenge. It's a challenge. You take it on as a challenge to say, oh well how am I going to work this out, how are we going to, and that's the emotion part of it.</p> | 5BI2 | Proud to be teachers and proud of their profession, | 2AV4 | 5CII | |
| <p>Quote 3. I think it comes down too, cause I actually love my job, I do, I mean I get satisfaction out of it....</p> | 5BI3 | Teacher needs to believe in what they are doing. Teachers believe in what they are doing and believe teaching is investment in children and makes a difference | 5AII | 2AV5 | |
| Reason why this order? (please state) | | | | | |

Consent Form

Please return this form in the self addressed envelope to Shane Harvey at Specialist Education Services.

Name of research project: *Emotions in the Classroom: A study into the emotional management of teachers and students.*

I have read the information sheet, understand the study, and agree to participate. I have had the chance to ask questions and these have been answered to my satisfaction.

I agree to participate in this research project and I understand that I may withdraw at any time.

Signature: _____

Participant's Name: _____

Date: _____

Contact address: _____

Contact Ph No: _____

Ethnicity: _____

YES, I would like a summary of the results

Are you happy to be placed in a similar ethnicity group?

YES/NO [circle choice]

About the researcher

- My name is Shane Harvey and I am a doctoral student from the University of Waikato. I also currently work at Specialist Education Services. This research is part of my doctoral thesis supervised through Professor Ian Evan's clinical research lab and Specialist Education Services.

Any further questions?

- If you have any questions or concerns, please contact

Shane Harvey
Specialist Education Services
Central Area Office
Cnr Fitzherbert and Ferguson Street
NZ Post Box 1154,
Palmerston North
Phone: (06) 358 3026 extn 140 or
Email me at harveys@ses.org.nz.

Leave a message if I am not there and I will get back to you.

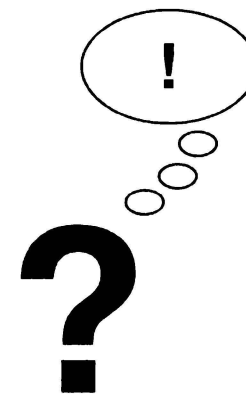
Thank you for your time and consideration.
I look forward to learning from you.

Specialist Education Services

Phone: (06) 358 3026
Fax: (06) 355 0503
www.ses.org.nz

Specialist Education Services

**You have information
that I need...**



*A study into the
emotional
management of
teachers and students.*

Telephone: (06) 358 3026 extn 140

What the study is about!

- There are various classroom management styles. Two main ones are: 1) Traditional behaviour management and 2) relationship orientated styles. A lot of information is known about the former, but less about the latter style.
- This study is about how teachers and students communicate emotionally in the classroom.

Why study this?

- Adult's understanding and coaching of emotions to children has been found to be linked to teacher effectiveness and children's behaviour, peer success, emotion regulation, physical health, and learning.¹
- If we can work out how teachers direct their own and other's emotions, this can be used to find out what classroom emotional atmosphere that students learn best in. We can use this information to help teachers produce that kind of environment.

¹ Gottman, Katz, & Hooven, 1997.

Who do we want to talk to?

- We want to ask teachers who create a relationship oriented emotional atmosphere in their classrooms—how they do it.
- We are also interested in talking to children and teenagers that have been learning well in school, how they respond to different teaching styles.

What you will be asked to do!

- We want groups of teachers or students to simply talk about their experiences and feelings about being in class. In particular, this will focus on how you react to emotive situations and how you use that situation to enhance the child emotional development. This will help us get ideas about classroom strategies.
- The group discussion will be audiotaped and typed out. The researcher will then read through what was said to get ideas. There will be one 2 hour session.
- If you don't want to join in the group discussion, it would not affect your relationship with Specialist Education Services or the University of Waikato in any way. You are allowed to leave the research at any time, even after you have given consent to join in.
- We will provide snacks at the group discussion.

Students and teachers will meet in separate discussion groups.

What will happen to my information?

- The group discussion is confidential so that you cannot be identified with any comments you make.
- You will get a copy of the transcript to make any changes that you feel is needed.
- All information will be kept in a locked filing cabinet and the tapes deleted after the study is completed. The transcripts will only be seen by those involved such as you, the researchers and the typist.

You are welcome to a summary of the results. If you want a copy of the results, place a tick in the request box for a brief outcome report to be sent to you. If you would like to discuss the details further, please don't hesitate to contact me.



Specialist
Education Services

Phone: (06) 358 3026
Fax: (06) 355 0503
www.ses.org.nz

APPENDIX B. MATERIALS USED FOR STUDY 2

Student Moderator Question Guide

| Question type | Script and Question in this study |
|---------------|---|
| Opening | <p>Thank you for taking the time to talk with me regarding emotional practices in the classroom. My name is Shane Harvey. I work for the Specialist Education Services and am conducting the research through the University of Waikato. What I will be asking is multifaceted.</p> <ul style="list-style-type: none"> • First, I want to find out from you, how your teachers structure the emotional relationship and climate to develop social and emotional skills and self-control with students. • Second, I would like to know real life examples of what works and what doesn't work in order to create that type of environment. • Third, I want to discuss your ideas about emotion in the classroom. These would include questions about emotive classroom situations, how your teacher reacts to those situations, and how your teacher may use those situations in the classroom to help the students. What aspects teachers like to emphasise, and look to develop in children in order to create that type of emotional classroom environment. • Fourth, I want you to check over the questionnaire that I have developed. The direction that I am heading, and provide suggestions about whether I am on the right track. • There are no wrong answers. I am interested in any advice you can give me. Please feel free to share your point of view. Keep in mind that I'm just as interested in negative comments as positive comments and at times, the negative comments can be the most helpful. <p>Just some housekeeping before we begin, let me suggest that you:</p> <ul style="list-style-type: none"> • Speak up. The reason is that I'm tape recording so I don't want to miss any of your comments. • No names attached to comments. You can be assured of confidentiality. However, I am obliged to report information if there are safety issues. • I will have the tapes transposed onto transcripts. I will then give each of you a copy and please feel free to make adjustments where necessary. I will then make alterations, analyze the results and write a report. • You may stop at any time. • After we have discussed the topic, we will wind-down with a discussion about how you found the process. Please feel free to question me if you need further clarification or to elaborate on some details. In addition, if there are |

| | |
|---------------------------|--|
| | <p>cultural dimensions to an issue that I may need to consider, please feel free to advise me. I am hoping that the research and the research process will be of benefit to you and your school.</p> <ul style="list-style-type: none"> • My role is to ask questions and listen. I want you to feel free to talk and I'll be moving the discussion from one question to the next. • Lets begin. I will run a quick sound check to see if the recording is working, so please say your name and a little about yourself. |
| Introduction | <ul style="list-style-type: none"> ➤ Describe the type of teacher that you would repond to. ➤ Describe the type of classroom that you would respond in. ➤ How could your ideal teacher set up your ideal classroom? |
| Transition | <ul style="list-style-type: none"> ➤ When you think of a safe emotional classroom, what comes to mind? ➤ How could your teacher provide a safe emotional classroom? ➤ What teaching practices and relationships do teachers have (or don't have) at school that appear to be effective in preventing behavioural and emotional dysregulation relapse? ➤ What teaching practices and manner of relating have you seen that creates emotion dysregulation and relapse? ➤ How should your teacher prepare themselves emotionally to work in class? ➤ How should they keep this emotional momentum? ➤ What emotional support systems are in place in the school environment for student-teachers and students? ➤ How do teacher's cope with others who may act negatively toward them and students and disregard forming positive relationships with others? |
| Key: Emotion Relationship | <ul style="list-style-type: none"> ➤ How does your teacher relate/connect to students in your class? ➤ What makes a teacher that children talk to easily to about their feelings? ➤ How does a relationship with teachers affect student's self-control of emotion? ➤ How does your school emotional support structures affect your classroom climate and relationships? ➤ What do you think you have learned from your teacher about emotions? (such as sadness, anger etc) What has your teacher taught you about emotions? ➤ How do you think your teacher feel about their class? Their students? ➤ How do you think your teacher wants you to feel? |

| | |
|---|---|
| <p>KEY: Emotion Awareness</p> | <ul style="list-style-type: none"> ➤ How alert and receptive do your teachers need to be to the emotional information from students in the classroom? ➤ What are your perceptions about teacher's emotions? ➤ What would be the first subtle signs teachers should notice that would suggest to you that they may need to change they emotional approach? |
| <p>KEY: VIGNETTE: Practical Application for Emotion Coaching.</p> | <p>There will be teachers in classes that push certain emotional buttons in students. Some teacher's instinctively control their emotion and adjust what they are feeling and rise to the challenge whereas others react to what they are feeling and act on their reaction.</p> <ul style="list-style-type: none"> ➤ What are some classroom situations that are emotive for students and teachers. ➤ How does your teacher react to those emotive situations in the classroom ➤ Which emotional reactions were productive and counterproductive in those situations? ➤ How does your teacher perceive, set-up and use emotive situations to train students to be better people? ➤ What do you think the students were trying to express? ➤ How would students respond to emotionally reactive vs. emotionally aware teachers? |
| <p>KEY: Emotion Coping</p> | <ul style="list-style-type: none"> ➤ What emotion do teacher's need to guard themselves from feeling the most (and emotions that they need to guard children from experiencing the most). ➤ What emotion do teachers need to psych. themselves up to feel the most (and emotions children need to experience the most). ➤ Which emotions does your teacher find easiest & hardest to deal with in the classroom? ➤ Which emotions does your teacher have the most trouble & least trouble calming themselves and the students down with and getting over that feeling? ➤ How do you see your teachers trying to change and control emotions in themselves and their class? ➤ What has your teachers tried that has been successful/not successful in training students to help their emotions? |
| <p>KEY: Philosophy</p> | <ul style="list-style-type: none"> ➤ If you could sum it up, can you maybe describe a philosophy about the world of feelings, how to approach that, how to work with feelings, what they're for, what they're about? ➤ What is your philosophy, thoughts and feelings about emotion and emotional displays in the classroom? ➤ What role does emotion play in the profession of teaching? |

| | |
|---------------------|---|
| Ending | <ul style="list-style-type: none">➤ Check out the Questionnaire....➤ Have we missed anything?➤ Is there anything that we should have talked about but didn't.➤ How did you find that process?➤ What part of the process did you find beneficial or difficult? |
| Further Involvement | <ul style="list-style-type: none">➤ What I am planning to do now is type out these transcripts and go through them to obtain ideas. I will also start piloting this questionnaire. Keep in contact with me by email and I can tell you the website to give your friends to fill out.➤ Would students be keen to report on their teacher's in this questionnaire? |

Child-Adolescent Meta-Emotion Interview

CHILD-ADOLESCENT META EMOTION INTERVIEW

Lynn Fainsilber Katz

1997

NB: Due to copyright restrictions, only the front page of the CHILD-ADOLESCENT META EMOTION INTERVIEW has been included.

Child-Adolescent Meta-Emotion Coding System

Child / Adolescent Meta Emotion Coding System

Lynn Fainsilber Katz, Bessie Windecker-Nelson, Rebecca Asdel

September 5, 2000

NB: Due to copyright restrictions, only the first four pages of the CHILD-ADOLESCENT META EMOTION CODING SYSTEM has been included.

Child / Adolescent Meta Emotion Coding System

The child / adolescent meta emotion coding system (CAMEI) was adapted from the meta emotion coding system and the family of origin meta emotion coding system. This coding system is designed to measure children's and adolescent's responses to the meta emotion interview. The child/adolescent meta emotion interview is a structured interview that encourages children to talk about their emotional experiences with different emotions. The interview and coding system are used to understand several aspects of children's emotional experience, such as awareness, expressivity, dysregulation, how their family and friends responds to their emotional experiences, and how their families deal with these emotions.

The CAMEI coding system was designed to code the emotions of anger and sadness as two basic emotions, although it also has been used to code children's experiences with affection. Other emotions may be used with this coding system to fit research needs (e.g., fear, humor).

The CAMEI coding book is organized into two main sections: Child's own experience (Part 1) and the context of children's emotions (Part 2). *Part 1* consists of 6 dimension headings (each with between 4 and 7 items):

- ◆ Child Awareness,
- ◆ Child Dysregulation,
- ◆ Child Emotional Expressivity,
- ◆ Child Remediation,
- ◆ Child General Acceptance and
- ◆ Child Willingness to Share.

Part 2 of the coding system consists of 11 dimensions (each with between 4 and 9 items). It taps the child's perspective of:

- ◆ Mother's and Father's Coaching (one dimension each),
- ◆ Mother's and Father's Dysregulation (one dimension each),
- ◆ Child's Negative Reaction to Mother's and Father's Emotion (one dimension each),
- ◆ Family as a Resource for Emotion,
- ◆ Family's Emotional Expressivity,
- ◆ Family Stress,
- ◆ Family's Meta-Emotion Philosophy,
- ◆ Peers/Others as a Resource for Emotion, and
- ◆ sibling context.

Many of these dimensions and items were adapted from the original parent meta emotion interview in order to facilitate comparisons between parent and child responses to the meta emotion interview. Several items are exactly as they appear in the parent meta emotion coding system (i.e., child experiences this emotion, child has difficulty regulating this emotion, and remediation technique suggests

acceptance vs. avoidance). Some items are similar to the parent version but changed to reflect the child's perspective of what the parent does (i.e., mother/father comforts child during emotion, mother/father seems to be upset by child's experiences of emotion, mother/father experiences emotion frequently). Finally, items were added to capture the unique information and variation given by children and adolescents during the MEI (i.e., child identifies with family member that expresses freely, child has learned something positive about emotion from parents, and child says friends help remediate this emotion). Note: The sibling context is important to consider in relation to children's emotional experience. We are beginning to develop this area. The last section of the codebook and codesheet is used to record information about the sibling context which will be used to develop this area in the future.

Hints for coding:

- ◆ Refer to your manual whenever you are in doubt about what the exact definitions of an item are and what each code stands for. After a while you will find that some items become automatic, but there will be rare responses which will require referral to the manual. You will be asked to Agree or Disagree with the statements which are written. "Strongly Agree" and "Strongly Disagree" are reserved for rare cases where you feel a child makes a strong statement. "Don't Know" is reserved for times when you do not have the information needed to make that judgment – not necessarily because you as a coder don't know how to code a child's response. Although do not hesitate to use the Don't Know code for a child who is vague or withholding, often information is just not discussed in enough detail to code.
- ◆ It is usually best to listen to the entire interview one time through before coding. When you hear something that pertains to a particular item, make a note by that item. Many times children give additional information about their emotional experience with one emotion while they are discussing another. Having heard the interview entirely will allow you to code all of the information that is given. It is helpful to code the interview in two parts – do Part 1 of the interview completely first, pause, then code Part 2 completely.
- ◆ In order to maintain a consistent level of coding, it is best not to obsess and listen repeatedly to any part of the tape in order to make up your mind. If, after a third pass of a section of the interview, you still cannot decide, make a note of the difficulty and make your best guess.
- ◆ When coding items that are difficult, use the space beside the item on the codesheet to record a piece of information justifying your code. This will make an easy reference if you need to discuss the item at a later time.

- ◆ Always code in pencil. Sometimes children say one thing, then later in the interview contradict the earlier statement. Since both statements need to be coded, pencil will allow you to adjust your code.
- ◆ Complete all of the information at the top of each codesheet in the packet. This way if a sheet ever gets misplaced it can be correctly identified and returned to the original packet.

We hope you enjoy coding these very interesting meta emotion philosophies of children and adolescents!

Meta-Emotion Interview Child/Adolescent Coding Sheet

NB: Due to copyright restrictions, only the first section of the Meta-Emotion Interview Child/Adolescent Coding Sheet has been included.

ID# _____ M/F Emotion _____ Date _____
 Coder _____

MEI Child/Adolescent Coding Sheet

| SA | A | N | D | SD | DK | # | Coding items |
|-------------------------------|---|---|---|----|----|-----------|---|
| AWARENESS | | | | | | | |
| 5 | 4 | 3 | 2 | 1 | DK | A1 | Ch. experiences this emotion |
| 5 | 4 | | 2 | 1 | DK | A2 | Ch. has no problem distinguishing this emotion from others |
| | 4 | | 2 | | DK | A3 | Ch. is descriptive of his/her experience of this emotion |
| | 4 | | 2 | | DK | A4 | Ch. is descriptive of physical sensations |
| | 4 | | 2 | | DK | A5 | Ch. is descriptive of cognitive process (thoughts, images) |
| | 4 | | 2 | | DK | A6 | Ch. provides a descriptive anecdote |
| | 4 | 3 | 2 | | DK | A7 | Ch. seems to know cause of emotion |
| DYSREGULATION | | | | | | | |
| 1 | 2 | 3 | 4 | | | B1 | Ch. has difficulty regulating intensity |
| 1 | 2 | 3 | 4 | | | B2 | Ch. experiences this emotion frequently |
| 1 | 2 | 3 | 4 | | | B3 | Ch. has difficulty getting over emotion |
| 1 | 2 | 3 | 4 | | | B4 | Ch. has had a problem/concern with emotion |
| | 2 | 3 | 4 | | | B5 | Ch. has needed help with this emotion |
| EMOTIONAL EXPRESSIVITY | | | | | | | |
| 5 | 4 | 3 | 2 | 1 | DK | C1 | Ch. shares emotion with others |
| 5 | 4 | 3 | 2 | 1 | DK | C2 | Ch. expresses this emotion whether alone or with others |
| 5 | 4 | 3 | 2 | 1 | DK | C3 | Others can tell when Ch. is experiencing emotion |
| | 2 | | 4 | | DK | C4 | Ch. masks emotion by expressing some other emotion |
| | 4 | 3 | 2 | | DK | C5 | Ch. feels comfortable with his/her expression of this emotion |
| 5 | 4 | | 2 | | DK | C6 | Ch. says it is important to express this emotion |
| REMEDICATION | | | | | | | |
| | 4 | | 2 | | DK | D1 | Ch. is aware of their own remediation process |
| | 4 | 3 | 2 | 1 | DK | D2 | Remediation technique suggests acceptance vs. avoidance |
| 5 | 4 | 3 | 2 | | DK | D3 | Ch. has remediation techniques that work |

| | | | | | | | |
|-----------------------------|---|---|---|---|----|-----------|---|
| | | | | | | | for this emotion |
| 5 | 4 | | 2 | | DK | D4 | Ch. says it is important to talk about emotion |
| GENERAL ACCEPTANCE | | | | | | | |
| 5 | 4 | 3 | 2 | 1 | DK | E1 | Ch. accepts this emotion |
| | 2 | 3 | 4 | | DK | E2 | Ch. thinks this emotion should be controlled (themselves or others) |
| | 2 | | 4 | | | E3 | Ch. thinks this emotion can be dangerous with self or others |
| 1 | 2 | 3 | 4 | | DK | E4 | Ch. tries to avoid this feeling |
| 1 | 2 | | 4 | | DK | E5 | Ch. dislikes the way others deal with emotion |
| WILLINGNESS TO SHARE | | | | | | | |
| | 4 | 3 | 2 | | DK | F1 | Ch. answers questions easily, without hesitation or confusion |
| | 4 | 3 | 2 | | DK | F2 | Ch. talks at length about this emotion |
| | 4 | 3 | 2 | | DK | F3 | Ch. voice shows interest, excitement re emotion |
| 5 | 4 | 3 | 2 | 1 | DK | F4 | Ch. confides in interviewer |

The Student Oriented Emotional-Environment Coding System

| Frequency of Coding System outcomes from Student Perspective | | |
|--|-----|-----|
| | +ve | -ve |
| Part 2: Student emotion experience. | | |
| a) STUDENT AWARENESS, | | |
| i) Student experiences the emotion | | |
| ii) Student has no problem distinguishing this emotion from others | | |
| iii) Student is descriptive of their experience of this emotion | | |
| iv) Student is descriptive of physical sensations | | |
| v) Student is descriptive of cognitive processes (thoughts, images) | | |
| vi) Student seems to know cause of emotion | | |
| b) STUDENT AWARENESS OF OTHER'S (teacher and peer) EMOTIONS | | |
| i) Student awareness of other's perspective, situation, and causes of emotions/ behaviour. | | |
| ii) Student awareness of others emotion | | |
| iii) Student is descriptive of others emotional behaviour | | |
| iv) Student awareness of Peers having difficulty regulating intensity | | |
| v) Student awareness that their situation differs from others | | |
| c) STUDENT GENERAL ACCEPTANCE OF EMOTIONS (themselves and others) | | |
| i) Student accepts this emotion (it has value, it's part of life) | | |
| ii) Student thinks this emotion should be controlled (themselves or others) | | |
| iii) Student thinks this emotion can be dangerous with self or others. | | |
| iv) Student tries to avoid this emotion | | |
| v) Student dislikes this emotion | | |
| (1) From Teacher | | |
| (2) Student dislikes the way others deal with this emotion | | |
| vi) Student likes this emotion | | |
| (1) From teacher | | |
| d) STUDENT COACHING OF TEACHER/ OTHER EMOTION | | |
| i) Student attempts to remediate others behaviour/emotion | | |
| ii) Student protects peers | | |
| e) STUDENT DYSREGULATION AND REGULATION | | |
| i) Student has difficulty regulating intensity (includes enhancing) | | |
| ii) Student reacts inappropriately to emotion | | |

| | | |
|--|--|--|
| iii) Student experiences this emotion frequently | | |
| iv) Student has had a problem/concern with this emotion | | |
| v) Student masks emotion by suppressing felt emotion and expressing some other emotion | | |
| vi) Student E.E. is disproportionate to event/ perceived cause/ stressor | | |
| vii) Peer E.E. is disproportionate to event/ perceived cause/ stressor | | |
| f) STUDENT EMOTIONAL EXPRESSIVITY | | |
| i) Student shares emotion with others (other than teacher). | | |
| ii) Student doesn't shares emotion with others (other than teacher). | | |
| iii) Student expresses this emotion, whether alone or with others. | | |
| iv) Others can tell when student is experiencing emotion | | |
| v) Student feels comfortable with his/her expression of this emotion | | |
| vi) Student says that it is important to talk about emotion/ emotion situation | | |
| vii) Student Willingness to Share. | | |
| g) STUDENT REMEDIATION, COPING. | | |
| i) Student is aware of her/his own remediation process | | |
| ii) Student has ER remediation techniques (coping strategies) that work for this emotion/ State/ problem | | |
| (1) External | | |
| (2) Internal | | |
| (3) Problem-Focused | | |
| (4) Social (e.g., peers) | | |
| (5) Avoidance (e.g. of consequence) | | |
| (6) Student uses teacher as remediators | | |
| iii) Attention seeking | | |
| iv) Peers can tell when student is experiencing emotion | | |
| v) Student has ER remediation techniques (coping strategies) that work for other's emotion/ State/ problem | | |
| vi) Student feels teacher is block to emotion remediation strategies | | |
| vii) Student says friends block remediation of inappropriate behaviour/ emotion (e.g., Peer pressure) | | |

| Part 3: Environment of student's emotion | | |
|---|--|--|
| It taps the student's perspective of: | | |
| | | |
| h) TEACHER'S EMOTIONAL EXPERIENCE AND AWARENESS | | |
| i) Teacher seems to be involved in the student's experience of emotion | | |
| ii) Teacher seems to have been upset by student's experiences of emotion | | |
| iii) Student is aware that their teacher experiences particular emotions | | |
| iv) Student is aware of cause for teacher emotion | | |
| v) Student is aware of teachers non-verbal cues | | |
| i) TEACHER'S AWARENESS OF EMOTION EXPRESSED BY OTHERS | | |
| i) Teacher is aware that student experiences this emotion | | |
| ii) Teacher is aware of class emotion/ mood | | |
| j) STUDENT'S PERSPECTIVE OF TEACHER'S EMOTION DYSREGULATION | | |
| i) Teacher masking emotion is not convincing | | |
| ii) Realistic masking of emotion | | |
| iii) Teacher experiences this emotion frequently | | |
| iv) Teacher is unpleasant around when experiencing this emotion | | |
| v) Teacher Emotional reaction is disproportionate to event/ perceived cause. | | |
| vi) Teacher reacts to own emotion | | |
| vii) Teacher emotion unfairly/ fairly generalised instead of directing it at appropriate stressor. Teacher emotion viewed as not regulated from one incident to another incident. | | |
| viii) Teacher regulates own emotion appropriately to regulate the necessary class emotional atmosphere for class/ teacher goals | | |
| ix) Teacher regulates own emotion inappropriately to attempt class emotional atmosphere | | |
| x) Student's perspective of Teacher Stress, | | |
| xi) Student mentions classroom stresses | | |
| xii) Student mentions teacher stress | | |
| xiii) Teacher as stressor | | |
| k) STUDENT'S PERSPECTIVE OF TEACHER'S EMOTION EXPRESSIVITY | | |
| i) Emotion is frequently experienced in the classroom | | |
| ii) Emotion is overtly expressed in the classroom | | |
| iii) Teacher's expression of this emotion is intense or explosive | | |
| iv) Teacher's expressions of this emotion are calm and low key | | |

| | | |
|---|--|--|
| but effective in emotion regulation. | | |
| v) Teacher's expression of this emotion is ineffectual and inadequate | | |
| vi) Teacher expresses positive emotion and sense of humour. (1) Enjoyable teaching style. E.g., creative | | |
| vii) Teacher expresses negative emotion and boring/ little sense of humour | | |
| viii) Inconsistent emotional responding | | |
| l) STUDENT'S PERSPECTIVE OF TEACHER'S EMOTION COACHING & EMOTION REMEDIATION | | |
| i) Teacher comforts student during emotion | | |
| ii) When student is upset, teacher talks about the situation and emotion | | |
| iii) Teacher talks with student about the nature of this emotion (beyond problem solving or talking about cause or remediation). | | |
| iv) Teacher trains student to intervene appropriately in emotion causing situations (including causal coaching). | | |
| v) Teacher facilitates Emotion/Problem remediation and Coping strategies | | |
| vi) Teacher encourages student to try not to have or express this feeling | | |
| vii) Student feels good about their teacher's coaching philosophy | | |
| viii) Student has learned something positive about emotion from teacher | | |
| ix) Teacher regulates students emotion (1) Contingency based: Teacher uses/doesn't use contingency to regulate emotion/ behaviour (2) Relationship Based (3) Cognitive | | |
| x) Teacher uses students as remediators | | |
| xi) Students perceive teacher models expectations and appropriate behaviour | | |
| m) STUDENT'S RESPONSE TO TEACHER'S EMOTION | | |
| i) Student mirrors and is aware they mirror their teacher's emotion | | |
| ii) Student is aware others mirror their teachers behaviour/ emotion | | |
| iii) Student is frightened when their teacher experiences this emotion | | |
| iv) Student is frightened/ nervous/ dislikes class/ school | | |
| v) Student feels threatened when their teacher experiences this emotion | | |
| vi) Student feels shame/ humiliated when their teacher expresses this emotion/ behaviour | | |
| vii) Student doesn't/can't engage with their teacher when they are experiencing this emotion | | |

| | | |
|---|--|--|
| viii) Student awareness of teacher emotion influences their engagement with teacher | | |
| n) STUDENT AWARENESS OF EMOTIONAL RELATIONSHIPS | | |
| i) Student is aware of positive rapport/relationship from and with teacher | | |
| (1) Behaviour | | |
| (2) Verbal | | |
| ii) Teacher seen as friend | | |
| iii) Student cares/ not cares about teacher perspective | | |
| iv) Student self-esteem/ self-efficacy related to teacher perspective | | |
| v) Teacher participates in shared interests with students | | |
| vi) Student aware of peer's positive relationship with teacher | | |
| (1) Student expresses positive regard for teacher | | |
| vii) Teacher sets up/ facilitates students social connection and co-operation in class with themselves and peers. | | |
| viii) Teacher reciprocates/ initiates social interaction/ connection | | |
| ix) Teacher's age seen as factor in relationship | | |
| x) Teacher physical presentation (smell, clothing etc) seen as factor in relationship | | |
| xi) Student is aware of negative rapport/relationship from and with teacher | | |
| xii) There is conflict between student and teacher | | |
| xiii) Teacher is seen to not be interested in relationship with students | | |
| (1) Student expresses negative emotions/ regard for teacher | | |
| xiv) Student is aware of peers negative relationship with teacher | | |
| xv) There is conflict between class and teacher | | |
| xvi) Student is aware of positive relationship with class peers | | |
| xvii) Student cares/ not cares about peer perspective | | |
| xviii) Student is aware of negative relationship with class peers. | | |
| xix) There is conflict between peers. | | |
| o) TEACHER FACILITATION OF A "SAFE EMOTIONAL/PHYSICAL ENVIRONMENT" | | |
| i) Class as safe environment / not safe | | |
| ii) Teacher protects and intervenes (protects from cause) in situations causing emotion | | |
| (1) Teacher is seen to act in behalf of students | | |
| (2) Teacher is seen to act on behalf of class | | |
| iii) Peers protect student | | |
| iv) Pleasant environment / unpleasant | | |
| (1) Student enjoys school/ learning | | |
| v) Environment set up to assist in goal attainment of students and teachers | | |
| vi) Teacher trustworthy and positive relationship (OR NOT) | | |

| | | |
|---|--|--|
| vii) Student feels they can share their emotion/ problem with their teacher (OR NOT) | | |
| viii) Fairness/ Equity | | |
| ix) Favouritism | | |
| x) Scapegoat | | |
| xi) Inclusion | | |
| xii) Habituation to emotion environment | | |
| p) STUDENTS PERSPECTIVE OF TEACHERS EMOTIONAL ATTRIBUTE AND ATTITUDE | | |
| i) Teacher is seen to be empathetic, understanding and caring (OR Teacher is seen to not care) | | |
| ii) Listening, takes time for student (OR NOT) | | |
| (1) Talks at students– not listening | | |
| (2) Talks with students – listens | | |
| iii) Prioritises student concerns (OR NOT) | | |
| (1) Teacher perceived to be egocentric | | |
| (2) Active concern with students learning/ academics | | |
| iv) Teacher is seen to be lazy | | |
| v) Acts confidentially, respectfully, and with discretion to student concerns (OR NOT) | | |
| vi) Respect/ Age appropriate | | |
| vii) Teacher respects student | | |
| viii) Student respects teacher | | |
| ix) Peers act confidentially and with respect | | |
| x) Teacher is perceived to enjoy teaching (OR NOT) | | |
| xi) Teacher tells the truth/ Honest | | |
| xii) Student's perspective of Teacher's Meta-Emotion Philosophy, | | |
| xiii) Student is aware of emotion philosophy of teacher | | |
| xiv) Student's emotion philosophy | | |
| xv) Students Theory of Mind Regarding perspective and interpretation of peer intentions for behaviour | | |
| xvi) Teacher intentions | | |
| q) TEACHERS BOUNDARY SETTING/ CONTINGENCIES | | |
| i) Deals with situation by self | | |
| ii) Lets others deal with situation | | |
| iii) Type of emotion and boundary | | |
| (1) Permissive boundaries, no enforced consequences | | |
| (2) Positive emotion/ permissive boundaries | | |
| (3) Positive emotion / Authoritative boundaries | | |
| (4) Negative emotion / Authoritative boundaries | | |
| (5) Negative emotion/ permissive boundaries | | |
| (6) Authoritarian / positive emotion | | |
| (7) Authoritarian / negative emotions | | |
| (8) Second chances | | |
| iv) Loss of control perceived by student of teacher | | |
| v) Student emotional reaction/coping strategies to | | |

| | | |
|--|--|--|
| consequences/ emotion | | |
| (1) Non-compliance/ compliance | | |
| (2) Internal con-compliance, passive-resistance | | |
| (3) Escalation | | |
| (4) Negative feeling stated | | |
| (5) Positive feelings stated | | |
| (6) Retaliation | | |
| vi) Teacher strategies for establishing boundaries for emotion and environment carefully managed. | | |
| (1) Rules | | |
| (2) Teacher presence | | |
| (3) Relationship | | |
| vii) Consistent and fair reinforcement / discipline (OR NOT) | | |
| (1) Reinforcer | | |
| (2) Uses negative emotion (e.g., Shame) as punishment | | |
| (3) Consequences/ rewards perpetrator/ causes specific (I.e., consequence is not inappropriately generalised). | | |
| viii) Teachers expressed clear expectations of students. | | |
| (1) Explains behaviour appropriateness/ inappropriateness | | |
| (2) Student expresses understanding / misunderstanding of teacher boundaries and expectations | | |
| ix) Student expectancies of teacher and other behaviour | | |
| x) Consequences/ rewards for E.R./ problem solving of self and others | | |
| (1) Student feels good about teacher's boundary setting style. | | |
| (2) Student feels teachers boundaries are too difficult and strict | | |
| xi) Student feels teacher is Imposing/ not Imposing | | |
| xii) Teacher age/ experience seen as a factor in effectiveness | | |
| xiii) Teacher gender differences in control perceived by students | | |

Focus Group Categorisation Assessment

This is a study where I am specifically looking at what makes up the emotional environment of a class. In my first preliminary study, I talked to teachers, students and Education lecturers and recorded their quotes. The following are a series of their quotes from participants in the focus groups. In order to accurately categorise the quotes, I need help from you evaluate what you think are good domains that best describe what the quote is suggesting. Please note that there is more than one answer for each quote because often statements may belong to domains, sub-domains, and sub-sub-domains simultaneously. To illustrate, positive reinforcement may be a category of boundary setting, which in turn is a category of environmental control. In a sense they describe the same thing, but are components within those same areas. The purpose for me is to weed out repetition and to order hierarchically the construct under investigation.

There are several things that I would like you to do.

1. I have put in codes that appear to apply (for me) and others that don't. There may be other codes that exist that are not listed. Please write them under "other".
2. Order the codes in what you perceive is the highest order to the lowest order domains. Write "1" for the highest domain (e.g., **environmental control**), "2" for the next highest (e.g., **boundary setting**), "3" for the lowest element (e.g., **positive reinforcement**), and so on.
3. Don't rank any codes/ domains that you don't feel are relevant.
4. Some of the categories you may consider to be on the same "level". Put the same level number for both.
5. Some of the codes and categories are examples of what teacher's **shouldn't** do. Put a negative "-" in front of the code.
6. Some of the categories are exactly the same thing. Draw a line to what you consider the same categories.

Clear as mud? Here's an example...

Another fictitious example of this is as follows:

| Quote | Domain | | | | Other | | | |
|--|---|---|--|---|--|---|----------------------------|----|
| | A1 | 1 | A2 | | A3 | 2 | | |
| When little Billy boy brings his Dog Rover to School I am so happy because I know just how he is feeling that I jump up and down and then teach the students about mammals, using the dog as an example. | Emotionally self aware | | Teacher has open communication with parents. | | Teacher expresses emotion | | | |
| | A4 | 3 | A5 | 3 | A6 | 2 | | |
| | Teacher organises environment to positively reinforce student | | Teacher catches teachable moments. | | Teacher is aware child's emotions and responds. | | | |
| | A7 | 2 | A8 | | A9 | 4 | A10 | -4 |
| | Teacher empathy for student | | Boundary setting | | Teacher is honest about emotion felt and emotion expressed | | Teacher is over-expressive | |

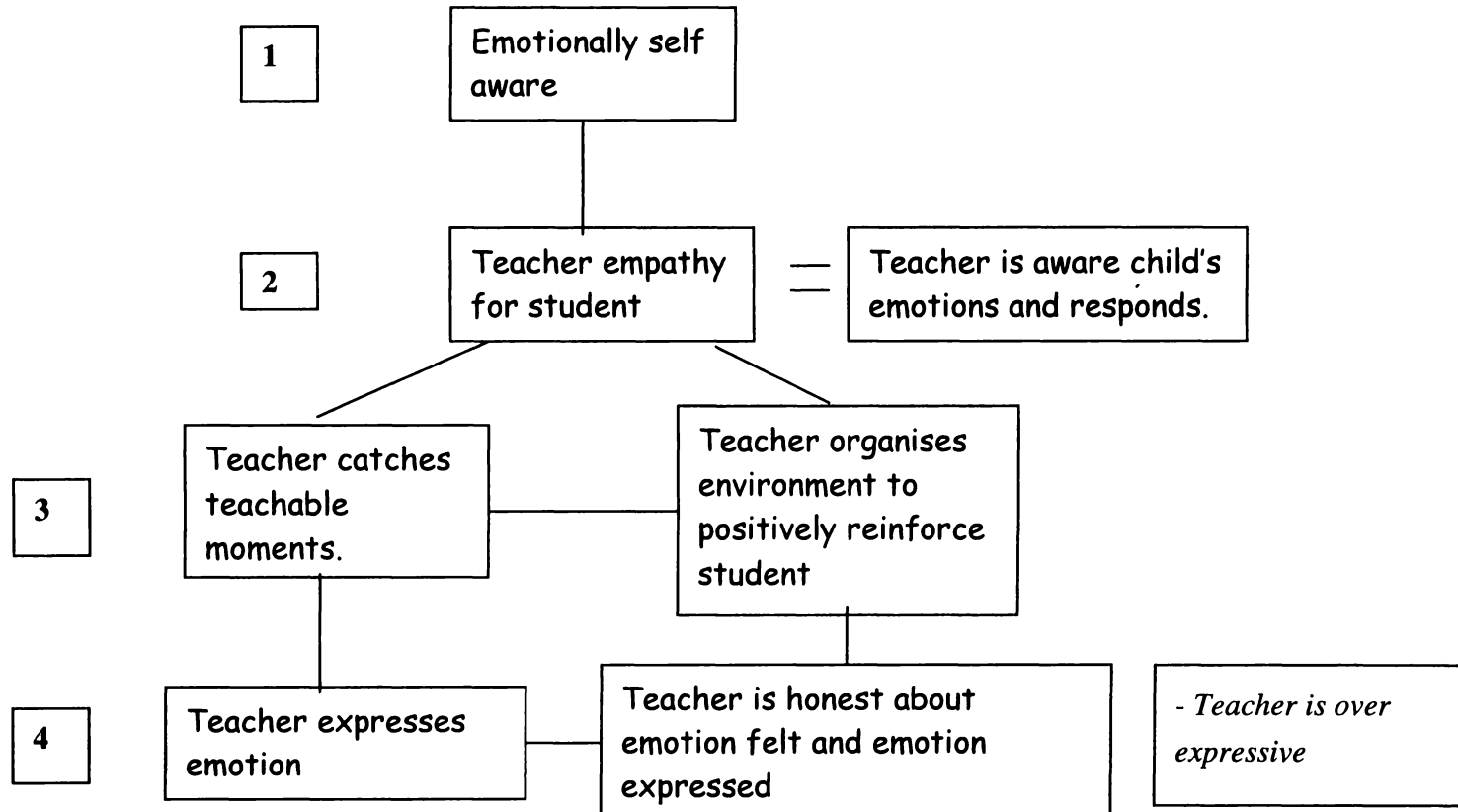
Reason why this order? (please state)

NB1. You can order it according to themes, most important to lest important, themes and their derivatives, and theory components.

NB2. "A4" was not included in the segmentation because reinforcement was not specifically mentioned but was included in the ordering because it was related to the overall theme.

What I will get will look something like this:

Feel free to draw a flow diagram to help you with your ordering.



| Quote 1 (2 quotes) | Domain | | | |
|---|---|---|---|---|
| <p>S: You actually, like if they yell at you like, the teachers yell at you in the middle of the class, they're not actually not really taking, you're not getting it through your head, you're just feeling the shame, like, you're just getting really embarrassed and everyone is like looking at you like you've done something really bad. Like go out and murder someone, say, go really over the top, so you feel like crying in class. And shame is just like feeling shame, but if he takes you out of the classroom, like and starts yelling at you he tells you to sit down out of the classroom and you start thinking about what he's going to do to you...</p> <p>S: Shame, that's what I don't want to feel. Like when you're like shamed, it's like, it actually when like the teachers yell at you and that, like, shame you out and the kids can see it and then they basically thought oh well, there's the target then go for it</p> <p>I: Lets go for that?</p> <p>S: yeah, lets go for him A? and then they'll like gang up on you and go oh man, nice yelling a man, and they're like bumming you out like, no-one wants to hang out with someone who like, is getting you know yelled at times, and I'm pretty lucky, that with my situation, I've got good friends so.....oh, I'd be the one, I would be the one making the shame huh.</p> | 3CXII | 3BI | 3BIII | 3CVI(1) |
| | Teacher as stressor | Teacher's expression of this emotion is intense or explosive | Teacher is unpleasant around when experiencing this emotion | Student awareness of teacher emotion influences their engagement with teacher |
| | 3MIX (3) | 3BIV | 2AI | 3CVI |
| | Teacher uses negative emotion (e.g., Shame) as punishment | Teacher Expressed Emotion is disproportionate to event/ perceived cause. | Student aware of experienced emotion | Student doesn't/can't engage with their teacher when they are experiencing this emotion |
| 2AV | 2EV(2) | 3CIII(1) | 3BVII | |
| Student is descriptive of cognitive processes (thoughts, images) | Student dislikes the way teacher deals with this emotion. | Student feels shame/humiliated when their teacher expresses this emotion/ behaviour | Teacher regulates own emotion inappropriately to attempt class emotional atmosphere | |
| COM | 3GXVIII | 3FIII | 3DII | |
| Teacher emotion dysregulation reduces student compliance and productivity | Student is aware that negative relationship with teacher creates of negative relationship with class peers. | Student is aware others mirror their teachers behaviour/ emotion | Emotion is overtly expressed in the classroom | |
| Reason why this order? (please state) | | | | |

| Quote 2 | Domain | | | Other | |
|---|--|---|--|--|--|
| <p>I: how do you guys talk to yourself, to help you get over it?</p> <p>P: like um, you just like, calm yourself right down, and you talk it over with your parents.</p> <p>P: and like, if you get a few answers wrong when you get you results back, you can like go over it again, to see if you can get it right</p> <p>P: when I stress out in class, I just think about going home to my playstation just after for a sprint</p> <p>P: and I, I really like, try and calm myself down, until I get home and then I just like talk to my parents, or like watch TV to calm down, so I calm, so I talk about it when I get home, like instead of taking it out on my parents.</p> <p>P: and in the weekends and cause, like, just forget about school and just do heaps of fun stuff,</p> <p>P: yeah go for a swim and play sport</p> <p>P: yeah like go to the pools and have swimming</p> <p>P: or go to a party</p> <p>P: when I stress out and all that I just like go home and like um shut my door, and just put my music on then I start talking to myself cause they can't hear me. And because I've got my music on. And I just start talking to myself and....</p> <p>P: yeah like huge, I take a long hot baths, or you can think about playing a playstation II.</p> <p>P: Oh um, yeah, if I just get stressed out, I just go into my room and listen to music like, or I go out the back and chop wood.</p> <p>P: bowling, kick a soccer ball</p> <p>P: just play cricket</p> <p>P: go to the dairy and get lollies or something.</p> <p>P: playing golf</p> <p>P: Treats or something</p> <p>P: get a sugar rush.</p> | <p>2GII</p> <p>Student has ER remediation techniques (coping strategies) that work for this emotion/ State/ problem</p> | <p>2CII</p> <p>Student thinks this emotion should be controlled (themselves or others)</p> | <p>2GII(1)</p> <p>Student uses External ER remediation techniques</p> | | |
| | <p>2GII(2)</p> <p>Student uses Internal ER remediation techniques</p> | <p>2FI</p> <p>Student shares emotion with others (other than teacher).</p> | <p>2FIII</p> <p>Student expresses this emotion, whether alone or with others.</p> | | |
| | <p>2FVI</p> <p>Student says that it is important to talk about emotion/ emotion situation</p> | <p>2GII (5)</p> <p>Student uses Avoidance ER remediation techniques</p> | <p>2GII(3)</p> <p>Student uses Problem-Focused ER remediation techniques</p> | <p>2EV</p> <p>Student masks emotion by suppressing felt emotion and expressing some other emotion</p> | |
| <p>Reason why this order? (please state)</p> | | | | | |

| Quote 3 | Domain | | | | Other | | | |
|--|--|------|--|------|---|------|---|--|
| <p>S: yeah I like a teacher that doesn't stress out and like when you got a problem in the class or the playground, she, or our teacher helps us through it and she like talks to us and like, um she brings us together so that we can sort out what our problems are and all that. And after that it is pretty much clearer. So that we're not so down and we actually feel a lot better. So it's actually helping us inside feel better.</p> | 2DI | | 2DV | | 3AIII | | | |
| | Student is aware of her/his own remediation process | | Teacher facilitates Emotion/Problem remediation and Coping strategies | | Student is descriptive of their experience of this emotion | | | |
| | 3AIVa | | 3AIV | | 2AI | | 2DIII | |
| | Teacher trains student to intervene appropriately in emotion causing situations (including causal coaching). | | Teacher intervenes (protects from cause) in situations causing emotion | | Student experiences the emotion | | Student has ER remediation techniques (coping strategies) that work for this emotion/ State | |
| 2GII(6) | | 3DIV | | 2CII | | 2DIV | | |
| | Student uses teacher as mediator. | | Teacher's expressions are calm | | Student thinks this emotion should be controlled (themselves or others) | | Student says that it is important to talk about emotion/ emotion situation | |
| Reason why this order? (please state) | | | | | | | | |

| Quote 4 | Domain | | | Other |
|--|--|---|--|-------|
| <p>I: That student you were telling me about what would be going on for him...what might be going on to make him behave like that?</p> <p>S: I think it was in his family because</p> <p>S: 'Cause such a nice he's so nice</p> <p>S: He wouldn't do anything to harm anybody. Like he's two different people He can be so nice and then when he</p> <p>S: he only gets in these moods occasionally but when he does its really freaky.</p> <p>S: I think its something to do with home as well</p> <p>S: His mum's mean she works at Macdonald's an ah yah</p> <p>S: She just doesn't care about him that much and stuff like that.</p> <p>S: Neither does his dad.</p> <p>I: Both his parents don't care about him?</p> <p>S: No offence but its like he's neglect he's a neglect child.</p> <p>S: I think some people just need their parents sometimes and that's why they act um really naughty at school because their parents aren't there for them.</p> <p>S: Yeah and the thing is like um if their mum and dad are like broken up or something</p> <p>S: some times that can effect people an um</p> | 2BI | 2BII | 2BIII | |
| | Student awareness of other's perspective, situation, and causes of emotions/behaviour. | Student awareness of others emotion | Student is descriptive of others emotional behaviour | |
| | 2BV | 3BIV | 3I XIV | |
| | Student awareness that their situation differs from others | Student awareness of Peers having difficulty regulating intensity | Student's emotion philosophy | |
| 3I XV | 1CI | 2GIV | | |
| Students Theory of Mind Regarding perspective and interpretation of peer intentions for behaviour | Student accepts this emotion (it has value, it's part of life) | Peers can tell when student is experiencing emotion | | |

Reason why this order? (please state)

| Quote 5 | Domain | | | Other |
|--|---|---|---|-------|
| <p>I: yep. I'm, also interested in how you know a teacher would care for you?</p> <p>S: oh, oh, when I um when Luke and I last struggled, when he last broke his collarbone again, um [teacher A] um or [teacher B] she sent me to</p> <p>Oh we ah, Oh, she just hugged him and that, and, um I think she was starting to cry when he was leaving to go to the hospital.</p> <p>I: Do you want the teachers to do that, so if you're hurt - they give you a hug?</p> <p>S: no, not a teacher I know.....except aaaa she hugged me when I broke my arm I think.</p> | 3AI | 3AII | 3AV | |
| | Teacher seems to be involved in the student's experience of emotion | Teacher seems to have been upset by student's experiences of emotion | Student is aware of teachers non-verbal cues | |
| | 3AIII | 3EI | 3GI | |
| | Student is aware that their teacher experiences particular emotions | Teacher comforts student during emotion | Student is aware of positive rapport/relationship from and with teacher | |
| | 3HII(1) | 3I I | 2CVI(1) | |
| | Teacher is seen to act in behalf of students | Teacher is seen to be empathetic, understanding and caring (OR Teacher is seen to not care) | Student likes this emotion from teacher. | |

Reason why this order? (please state)

| Quote 6 | Domain | | | Other |
|---|---|--|---|-------|
| <p>S: OH, um, usually if the teacher stresses out, they um, they um, they might like just take a break or something or if it's close to lunch-time then they might just take a break or something or then just take the kids out for a game of sport because if she can see that they're stressing out they're not working and they're not paying attention in class and so they're not concentrating, she might just take them out for a game of sport or something and then they might just cool down and be, and be like tired from the sport and then bring them into class and then they'll be too tired to run around and like be smart and that, and so they'll like really want to sit down and rest.</p> | 3EVIII | 3BII | 3CV | |
| | <p>Student feels good about their teacher's emotional coaching philosophy</p> | <p>Teacher is aware of class emotion/ mood</p> | <p>Student would like teacher to facilitate Emotion/Problem remediation and Coping strategies</p> | |
| | 3CIX | 3HII(2) | CHEM1 | |
| | <p>Teacher regulates students emotion</p> | <p>Teacher is seen to act on behalf of class</p> | <p>Teacher targets emotional environment in order to teach.</p> | |
| | SLCH1 | 3CVIII | 3CIX | |
| | <p>Teacher should self-soothe in emotional situations.</p> | <p>Teacher regulates own emotion appropriately to regulate the necessary class emotional atmosphere for class/ teacher goals</p> | <p>Teacher regulates own emotion inappropriately to attempt class emotional atmosphere</p> | |

Reason why this order? (please state)

| Quote 7 | Domain | | | | Other | |
|--|---|--|------------------------------------|--|--|--|
| <p>S: A lot to do with school and how happy you are are to do with friends cause like you got no friends or something you won't like coming to school cause you'll be like a loner [laughter].</p> <p>S: Yeah.</p> <p>S: But if you've got good friends you feel like coming to school and stuff.</p> <p>I: Its not just teachers its friends as well?</p> <p>S: Yeah [Many]</p> <p>I: How do friends help?</p> <p>S: Cause they just make you feel happy if you know if your down or something and then they'll like you'll see them at interval or in your class and they'll just make you happy</p> <p>S: They'll stick up for you it'll be like if someone does something wrong it'll be like come on lets go give them the bash or something.</p> <p>I: Yeah Yeah.</p> <p>S: You have fun with them</p> | 2DI | | 2DII | | REST1 | |
| | Student attempts to remediate others behaviour/emotion | | Student protects peers | | Peers important for student's enjoyment of school. | |
| | 3DIII | | 3DIII2 | | 3DIV | |
| | Student feels that they can share their emotion with peers | | Student uses peers as remediators. | | Peers help student remediate emotion/behaviour | |
| | 2DIII (4) | | REST2 | | REST3 | REST4 |
| | Student has social ER remediation techniques (coping strategies) that work for this emotion/State | | Peers protect student. | | Peers reinforcer for students at school. | Social connection perceived as positive attribute by students. |
| Reason why this order? (please state) | | | | | | |

| Quote 8 | Domain | | | | Other | | | | | | | | | |
|---|--|---|--|--|-------|--|------|--|--------|--|------|--|------------|--|
| <p>S: Like, just today, this little boy came into our class and he was just a bit funny looking and um, [student A], like laughed at him and the little boy looked hurt and then so [Teacher A] stared at [student A] and said there will be enough of that, I'll see you at lunchtime, or something, she said something like that, so he stopped it immediately, and then it like stops him from saying it in the future so he won't get hurt in the future</p> | 2G | | 3I V | | 3I | | | | | | | | | |
| | Student awareness of other's emotion | Class as safe environment | Teacher as "safe emotional/physical environment" | | | | 3AIV | | 3AI(1) | | 3JII | | | |
| | Teacher is aware that student experiences this emotion | Teacher is aware that student experiences this emotion | Teacher is seen to act in behalf of students | | | | 3EVI | | 3EIX | | 3EXI | | 3JVIII (1) | |
| Teacher encourages student to try not to have or express this feeling | Teacher regulates students emotion | Students perceive teacher models expectations and appropriate behaviour | Explains behaviour appropriateness/inappropriateness | | | | | | | | | | | |

Reason why this order? (please state)

| Quote 9 | Domain | | | | Other | |
|--|--|---|--------------------------------------|--|---|--|
| <p>I: so what do you think your teachers this year feel about you guys, see we've talked about them, what do they feel about you guys?</p> <p>S: Oh they actually tell us that we've like been like, say we're a good group of people and if we're being good,</p> <p>S: they just say it</p> <p>S: and like, if you're a naughty kid, and stuff, and they can't stop talking and that, usually in every class there's one, or quite a few half-good kids that like to listen and learn and all that stuff so, they'll, the naughty kids will be put into a group where there is a lot of good kids and not kids around them that are naughty so that they won't be provoked as much, and the other kids will like, if they go talk to like a good kid, who is trying to do their work, the good kid would just ignore them and get on with their work and so they've basically they've got no-one to talk to or nothing to do, and if they try and make a smart comment to anyone, they're just going to get ignored so they've got nothing to do but work really.</p> <p>S: yeah like um, I was naughty last year and I kept on asking what to cause I kept on being late</p> <p>I: how did your teacher feel about you last year?</p> <p>S: oh, she reckoned I was a pain</p> <p>I: what does your teacher feel about you this year?</p> <p>S: Oh, I don't know,</p> <p>I: have a guess</p> <p>S: good boy</p> | 3DII (1) | | 3DV (1) | | 2GIIV | |
| | Teacher sets up/ facilitates students social connection and co-operation in class with themselves and peers. | | Teacher uses students as remediators | | Student is aware of positive rapport/relationship from and with teacher | |
| | 3DIV (1) | | 3GIIV | | REST4 | |
| Student attempts to remediate others behaviour/emotion | | Student self-esteem/ self-efficacy related to teacher perspective | | Social connection perceived as positive attribute by students. | | |
| REST3 | | 2I | | 3AIV(1) | CH1 | |
| Peers reinforcer for students at school. | | Student coaching of another's emotion/ behaviour | | Teacher trains student to intervene appropriately in emotion causing situations (including causal coaching). | Student behaviour mirrors teacher's belief about student. | |

Reason why this order? (please state)

| Quote 10 | Domain | | | | Other | |
|--|--|--|---|--|---|--|
| <p>I: ... what about a classroom, how would you like a classroom to be like?</p> <p>S: Respect.</p> <p>I: Respect, in the classroom between?</p> <p>S: pupils and teachers</p> <p>I: teachers and pupils? Yeap</p> <p>S: and to feel like you're not going to get picked on or something like, to feel like you're in a safe environment</p> <p>S: like a family</p> <p>S: and a good attitude</p> <p>S: yeah like a family</p> <p>I: a good attitude, like a family?</p> <p>S: yeah</p> <p>S: that's like our class</p> <p>S: yeah our class is like a family</p> <p>I: What goes on in your class?</p> <p>S: it like, we all help each other it's like a big team and</p> <p>S: and our teacher treats us like her kids, like we're her family</p> | RLP | | 1KX (1) | | 3 I VII | |
| | Positive relationship between teacher and student | | Student reciprocates respect | | Teacher respects student | |
| | 3JX | | 2GIV | | 3I V | |
| | Acts confidentially, respectfully, and with discretion to student concerns | | Student is aware of positive rapport/relationship from and with teacher | | Class as safe environment | |
| | 2GVI | | 3DII (1) | | 1KXXVI | 3I |
| | Student is aware of positive relationship with class peers | | Teacher sets up/ facilitates students social connection and co-operation in class with themselves and peers. | | Teacher organises class like a family. | Teacher as "safe emotional/ physical environment" |

Reason why this order? (please state)

| Quote 11 (2 pages). | Domain | | | Other | |
|---|---|---|---|---|--|
| <p>These two pages actually contain a continuation of the same passage of interaction with students. However, analyse them as two separate quotes as they represent opposite teaching approaches. Using the quotes from both pages, if your analysis is for quote A, put an "a" after the number or a "b" after the number for quote B (e.g., 3BVI-1A, 3BVII-1B). The same code can be for both parts. E.g., 3CIV(1)A or -3CIV(1)B.</p> | 3BVI | 3BI (1) | 3MX | | |
| PART A | Teacher regulates own emotion appropriately to regulate the necessary class emotional atmosphere for class/ teacher goals | Teacher's expression of this emotion is calm and low key but effective in emotion regulation. | Teacher expressed clear expectations of students. | | |
| <p>S: but, she, you need, like my teacher, when I was in primary, I had a teacher called [teacher A], and she had the look and she was fun and she was like my favourite teacher, she was so cool. And she just, she just had everything right.</p> | 3EVII | 3BI (3) | 3EVII (1) | | |
| <p>S: she knows how to handle the children.</p> | Teacher expresses positive emotion and sense of humour. | Teacher acting this emotion is not convincing for student | Enjoyable teaching style. E.g., creative | | |
| <p>S: yeah, yeah, and she had fun, that's what the main thing was and she would like, enjoyed her job and she enjoyed what she was doing.</p> | 3JXI | 3JVI | 2GIV (4) | 2GIV | |
| <p>S: our teacher will not yell at us if we're naughty, or a, she tells us off, she'll tell us, she won't scream at us, and she won't yell at us either.</p> <p>S: and um, you know what to expect of her</p> <p>S: she doesn't yell, she doesn't stand or anything</p> <p>S: oh it's horrible</p> <p>S: that's how I feel</p> | Teacher is perceived to enjoy teaching | Active concern with students learning/ academics | Student expresses positive regard for teacher | Student is aware of positive rapport/relationship from and with teacher | |

PART B

S: When I was in primary school I had this teacher, [teacher Z], and I really hated her and we had this boy, [student A], and he was like, the worst in the class. And she would make out that she was really angry and she would yell at us and stuff and it would just make us more stupider. And, cause it was cool her yelling at us..
 S: and, but sometimes it was when she would yell at us, it would make us get better but sometimes it's cool, like,
 S: we would crack up laughing.
 S: yeah, it was cool watching people stress,
 S: we would be even more naughtier because
 S: yeah but it irritates, sort of
 S: because you want to get back at them for yelling at you
 S: yeah, it happens with my [curriculum subject] teacher we really don't get along. Like
 S: she's elderly
 S: Like she yells at you for absolutely nothing, and then you feel like being noisy back at them

| | | | | | | | |
|--|--|---|--|---|--|--|--|
| 3BI | | 3BI (2) | | 3CIV (1) | | | |
| Teacher's expression of this emotion is intense or explosive | | Teacher's expression of this emotion is ineffectual and inadequate | | Student is aware they mirror their teachers emotion | | | |
| 3JVII | | 2EVI | | 3MVI (5) | | | |
| Student cares/ does not cares about teacher perspective | | Student dislikes this emotion | | Student emotional reaction/coping strategies to consequences/ emotion is escalation | | | |
| 3FV | | 3BVII | | RLP | | | |
| Student mentions teacher stress | | Teacher regulates own emotion inappropriately to attempt class emotional atmosphere | | Teacher's age seen as factor in relationship | | | |

Reason why this order? (please state)

| Quote 12 | Domain | | | | | | Other |
|--|---|---|--|---|---|--|-------|
| <p>S: [Teacher X], our teacher, you know how I said before that she couldn't handle all the bad kids,</p> <p>S: and she ended going on a couple weeks stress relief, so we had a reliever for like half of the term or something.</p> <p>S: the reason that she couldn't like handle, like the children, cause like, she um like, I asked her like once, she's like how come you don't like discipline people cause it was just getting out of hand, and she said, um, she said I don't believe in discipline, I believe in like good awards. Like, she said that, she'd rather have instead of a chart saying bad people, um, and then putting bad people's names, she said that she's rather have a good chart, and then people are being good, but that just doesn't work like that. The people that are being naughty don't think oh I want to be good because I want to get on the good chart, like they just keep, everybody kept being naughty last year because they knew that nothing was going to happen.</p> <p>S: and then we like, started missing out on the sport because she thought oh, well, like if we keep like, they can't play sport but then the whole class missed out on sport and it just wasn't fair on the people that were being good.</p> <p>S: sometimes if one or two kids misbehaved, she would keep the whole class in or something, we would all like get a detention and would have to stay in and miss out on stuff.</p> <p>S: yeah and then like, kids that were naughty, were like, ah hah, now they've made the whole class stay so that they would keep doing it as well.</p> | 3JVII(3) | | 3MIII (1) | | 3MIII | | |
| | Consequences for perpetrator inappropriately generalised. | | Loss of control perceived by student/ teacher of teacher | | Permissive boundaries, no enforced consequences | | |
| | 3EXI | | F | | 3CXII | | |
| | Positive emotion/ permissive boundaries | | Teacher displays unfair behaviour | | Student mentions teacher stress | | |
| 3MIX | | 3CVII | | 3CIX | | | |
| Inconsistent and unfair reinforcement / discipline | | Teacher emotion unfairly/ fairly generalised instead of directing it at appropriate stressor. | | Teacher regulates own emotion inappropriately to attempt class emotional atmosphere | | | |

Reason why this order? (please state)

Quote 13

I: Ok, so if I was going to take this to trainee teachers...what would be your advice for me to take to teachers college training?
S: well...I reckon that a perfect teacher would be a teacher who comes to school and she's generally usually always happy even if she's got problems at home she's just come to school and even pretend that she's happy. You know and then the kids can actually look at her and go oh well
S: and it makes everybody else good
S: yeah it makes everybody else feel good because they think oh well, we must be going to have a good day because she's looking quite good, she might take us out for a game of sport or something, you know and she's like looking, she looks like she's in the mood to do something fun and to like, teach. And so..
I: So what the teacher is feeling the class is feeling?
S: yeah, basically, because if the teachers feeling all stressed out and snotty and all that, of course it's going to affect the kids because they know that if they step out of line something bad is going to happen to them because the teachers already in a bad mood. Even with the slightest problem.
S: Well [teacher A], if she's got any problems at home she doesn't bring them to school, she leaves them at home.
S: And I reckon um like teachers should treat everybody the same because like, if, when a naughty person has done something, and the teacher growls them, and then like a good person does the same thing, he just, the teacher might just say oh, doesn't matter, but you gotta treat everybody in the same manner.

| Domain | | | Other | | |
|--|--|--|---|--|--|
| 3EVII | | | 3BVI | | |
| Teacher expresses positive emotion and sense of humour. | | | Teacher regulates own emotion appropriately to regulate the necessary class emotional atmosphere for class/ teacher goals | | 3BI (4) Realistic masking of emotion |
| 3FI | | | 3MIX | | |
| Student mirrors and is aware they mirror their teacher's emotion | | | Consistent and fair reinforcement / discipline | | 3FII Student is aware others mirror their teachers behaviour/ emotion |
| F | | | 3BV | | |
| Teacher should be Fair /equitable | | | Teacher emotion is regulated from one environment to another environment. | | HIX No favouritism |

Reason why this order? (please state)

| Quote 14 | Domain | | | Other | | | | | | |
|--|--------|--|----------|-------|--|---|--|-------------------------------------|---|--|
| <p>I: right? When you are feeling like that, when you are rarked up, or even when you're sad, um, when you're frustrated with something, um, what makes a teacher that you can go and talk to about that</p> <p>S: a teacher who won't like.... who will listen to your story without like butting in and saying well why don't you do this, why didn't you come to me earlier, who is there to listen to you, like now, and she's like, all calm about it and she says, woo look, would you like me to um, sort this situation out and talk to the other person about it or would you just like to um, talk about it and just get, get your anger out and all that, and just express what you're feeling and that will um, or otherwise you don't really want a teacher whose like really grumpy and not really, doesn't really, not really interested in listening to you and is always like, [in a high pitched tone] "ah well, why don't you do this then" and she's like, well um I'm busy at the moment or it's not like, you can, you can just actually tell when they not, when they don't really want to listen or there is sometimes when teachers have time to listen they actually want to listen and then there are other times when they just really frustrated like you don't ask a stressed out teacher or someone like that</p> | 3JIV | | 3BI (1) | | <p>Listening, takes time for student</p> | | Teacher's expression of this emotion is calm and low key but effective in emotion regulation. | Student uses teacher as remediators | | |
| | 3AII | | 3JIX | | | <p>When student is upset, teacher talks about the situation and emotion</p> | | Teacher is seen to not care | Talks at students- not listening | |
| | 3CVI | | 3CVI (1) | | | | <p>Student doesn't/can't engage with their teacher when they are experiencing this emotion</p> | | Student awareness of teacher emotion influences their engagement with teacher | Talks with students - actively listens |
| Reason why this order? (please state) | | | | | | | | | | |

| Quote 15 | Domain | | | | Other | | | |
|--|--|--------------------------------------|--|-------------------------------|--|--|---|--|
| <p>I: hmm, hmm, what, um, is a teacher like that you can feel you can talk to about how you are feeling?</p> <p>S: someone who doesn't let any of the things that you are talking to her or him about out of the walls that you are in and no one else knows.</p> <p>S: Our teacher</p> <p>S: doesn't tell the kids, so they don't find out</p> <p>S: Um [Teacher C] is a good person to talk to</p> <p>I: What makes her good to talk to?</p> <p>S: Um, cause if you talk to her about your problems, she won't tell anyone and then she will listen to you and she won't make fun just like what you said</p> <p>S: she's got um she got this little, um, she's got um a box and it's got a hole in it and you just if you want to um, say something about the class or if you've got a problem or something you just write about it and put it in there and the post box and then and then she gets it out and reads it out and then she writes back to you and puts it in your desk.</p> <p>I: That's a good idea</p> <p>S: yeah, and she just, I mean otherwise if it's too important she doesn't write it, she just comes up to you and talks about it and that</p> <p>I: Does she talk about it with you in front of class?</p> <p>S: oh nah, she waits until she sees everybody outside and then or its playtime and then she gets you and talks</p> | 3JX | | 3HVI | | 3AII | | 3DIV (1) | |
| | Effective teacher acts confidentially, respectfully, and with discretion to student concerns | | Teacher has positive relationship with student | | When student is upset, teacher talks about the situation and emotion | | Student attempts to remediate others behaviour/emotion | |
| | 3JIV | | 3JI | | 3JX | | 2DV | |
| | Listening, takes time for student | | Teacher is seen to be empathetic, understanding and caring | | Acts confidentially, respectfully, and with discretion to student concerns | | Teacher facilitates Emotion/Problem remediation and Coping strategies | |
| 3JVIII | | 3IV | | 3JIV (2) | | 3AIV | | |
| Teacher is seen to be trustworthy. | | Class as safe environment / not safe | | Talks with students - listens | | Teacher intervenes (protects from cause) in situations causing emotion | | |

Reason why this order? (please state)

| Quote 16 | Domain | | | | Other | |
|--|---|--|--|--|---|---|
| <p>S: See if you can sort it out yourself or if you can't, just come to me and we'll try and sort it out for you, like one teacher when um, she sorted out a situation she like, made us feel like we needed to be good and just to like be friends because she said that um, we have, we've got a responsibility because a lot of kids like in our class like look up to you and stuff like that, or kids like look up to you and if you behave bad then they might just think oh well, why should we behave good when they're being bad and they can get away with it, why can't we. You know or if they have like little problems you know, where we should be like showing, we should be like setting an example.</p> | 2DV | | 2CVI | | 3JI | 1NXIII(1) |
| <p>I: So she points out your responsibility to the other kids? S: yeah, then when she thinks that we like, made, like that we've got it all out, and expressed what we're feeling and asked our questions and that, she'll make us shake hands and that and just, say like, to, not to argue and stuff about it, you know just keep just, either ignore each other or just be friends and just forget all about what happened.</p> | Teacher facilitates Emotion/Problem remediation and Coping strategies | | Students strategies for emotion/ problem remediation | | Teacher deals with situation by self | Teacher provides roles amongst peers involving responsibility e.g., Tuakana Teina |
| | 3GVII | | 2DV | | 3EIX (3) | 1NIV |
| | Teacher sets up/ facilitates students social connection and co-operation in class and themselves. | | Student uses teacher as remediators | | Teacher regulates students emotion with cognitive strategies | Teacher develops and relies on children to provide support to each other. |
| | 3AIV | | 3DIV (1) | | 3EIV | 2EIV |
| | Teacher intervenes (protects from cause) in situations causing emotion | | Student attempts to remediate others behaviour/emotion | | Teacher trains student to intervene appropriately in emotion causing situations | Teacher uses students to address emotional environment. |
| Reason why this order? (please state) | | | | | | |

| Quote 17 | Domain | | | Other | | | | |
|---|--|--|--|--------------|--|--|---|--|
| S: and if they yell at you and stuff, you feel like yelling at them back and if you do you just get in more trouble I: Does it make you want to work for them when they do that? S: no, you might, if you yell out [Teacher W] he starts yelling hard core at you I: Does it make you want to calm down? S: Nah and like there were a couple of kids last year, he started yelling at them and they started yelling back and he starts yelling at the top of his voice I: So he got louder? S: hmm, I: and then the kids got louder? S: hmm I: and then what did he do? S: hm, then the kids just walked away and he said don't walk away from me and they just kept on walking I: What would those kids have been feeling? S: What the hell is he going on about? | 3FI | | 3FII | | COM | | 3FVIII | |
| | Student mirrors and is aware they mirror their teacher's emotion | | Student is aware others mirror their teachers behaviour/ emotion | | Teacher emotion dysregulation reduces student compliance and productivity. | | Student awareness of teacher emotion influences their engagement with teacher | |
| | 2BII | | 3BI(2) | | 3CIV | | 3DIII | |
| | Student awareness of others emotion. | | Teacher's expression of this emotion is ineffectual and inadequate. | | Teacher is unpleasant around when experiencing this emotion | | Teacher's expression of this emotion is intense or explosive | |
| | 2BIV | | 3JV (3) | | 2CV (1) | | 3CV | |
| | Student awareness of Peers having difficulty regulating intensity. | | Student emotional reaction/coping strategies to teacher consequences and expressed emotion is escalation | | Student dislikes this emotion from teacher. | | Teacher Emotional reaction is disproportionate to event/ perceived cause. | |

Reason why this order? (please state)

| Quote 18 | Domain | | | | Other | | | |
|--|---|-----|--|--|---|-------|--|--|
| S: yes and like all the bad people, they always come into our class and it gets really annoying. S: yeah, just because [Teacher A] can handle them. I: Hmmm how does she handle them? S: well like, she sits them down... S: People know what she expects, so if she says be quiet, they do, they know there will be trouble if they don't but if another teacher says Oh be quiet they probably wouldn't because the teacher won't like get them in trouble. S: But then like [Teacher D], he is strict, but he's just mean strict like he just yells for no reason, Like but like [teacher A] she is strict but she's good strict do you now what I mean? I: yes, that's what I'm trying to find out – what's good strict? S: she just talks, not yells, S: yeah she doesn't yell, S: she talks in a like really S: deep kinda voice so you know I: quiet voice? S: no a deep like serious voice S: yeah, she doesn't like yell at you but she just doesn't yell cause yelling just makes you angry. S: yeah, 'cause like it's still fun but you know that she's still strict but she makes it fun as well at times. S: I don't think [teacher A] has hardly yelled any this year but she just talks in a really serious voice. S: [teacher A] um doesn't discipline you too hard. I: she doesn't discipline too hard? S: No, she just keeps you in to about five to one, or one o'clock and then she goes out and she lets you go out and have 20 minutes of play | 3JX(1) | | 3JX(2) | | 3JXI | | | |
| | Student feels good about teacher's boundary setting style. | | Student feels teachers boundaries are too difficult and strict | | Consequences/ rewards for E.R./ problem solving of self and others | | | |
| | 3CIV (1) | | 3JV(5) | | B/C VII | R (2) | B/C VIII | |
| | Student is aware they mirror their teachers emotion | | Student emotional reaction/coping strategies to consequences/ emotion was positive | | Teacher strategies for establishing boundaries for environment and environment carefully managed. | | Student expresses understanding of teacher boundaries and expectations | |
| | 3MX | 3BI | 3EXII | | B/C IX | | 3BIa | |
| | Teacher's expression of this emotion is calm and low key but effective in emotion regulation. | | Positive emotion / Authoritative boundaries | | Consistent and fair reinforcement / discipline | | Teacher's expression of this emotion is intense or explosive | |

Reason why this order? (please state)

Quote 19

S: Your just trying to boost yourself an um
S: With [Teacher C], she like when your like going in for a race because I like sport and stuff and I get real nervous and she'll like in a way she'll like give you words of wisdom. Like after the race if you don't think you've done very good she'll tell you something like it's, it's too late to go back but you just know now well like to go harder at it next time or
S: When I remember one time when I was doing a karate block an I was like I was real nervous as and I just remembered the last thing that she said to me and it was go hard go strong [with emotion] and I just had that all the way through my head and ended up coming first.
I: Awesome, so something that your teacher actually told you that's made a difference. Yeah, I'm just thinking how that would make a difference going through your head.
S: if someone, if a teacher says some thing like um, you're gonna loose, your gonna loose, it would sort of make you feel down.
S: But if they said, "Go hard so strong" and it would make you feel sort of I can do it you know
S: And sometimes before a race she tells me that I can do it
S: gives you confidence
S: Ummm it boosts you up um
I: Sweet right Yep. So a teacher that can actually help you um booster up that emotion and they say certain things like you can do it go hard go strong I mean that's a hard thing to get out of your mind too ah its just like there...
S: Sort of like they give you a message of confidence.
S: Like I would when I caught up to her when as we were coming round this straight 'cause we had to go round this park and we'd gone we'd caught up to her by the time I got half way and I was just following her round and then when we got all up to all the people that's when I passed her to show her that I can do it.

| Domain | | Other | | | | | |
|--------|---|-----------|---|-----|---|-----|--|
| 3GV | Teacher participates in shared interests with students | 3GIV | Student cares about teacher perspective | 3EI | Teacher comforts student during emotion | | |
| 2DV | Student uses teacher as remediators | 3JVII (1) | Student self-esteem/ self-efficacy related to teacher perspective | 3EV | Teacher facilitates Emotion/Problem remediation and Coping strategies | | |
| 3DVI | Teacher expresses positive emotion and sense of humour. | 2BVI (3) | Teacher regulates students emotion with cognitive strategies | 3FI | Student mirrors and is aware they mirror their teacher's emotion | 3HV | Environment set up to assist in goal attainment of students and teachers |

Reason why this order? (please state)

| Quote 20 | Domain | | | Other | | |
|--|----------|--|---------|-------|----------|--|
| <p>I: how would, how would she show that she's not really interested? S: um, she would probably just look at me like in a weird way like, why are you telling me this, like she, like if I was telling something, she probably be like OHH OK, that sort of thing S: yeah, it's sort of not only half of something like trying to follow the class or something, not really listening S: and then she would probably be listening, she would probably... S: It would be going in one ear and out the other</p> | 3II I | | 3III(1) | | 3III(2) | |
| <p>S: yeah, yeah, she would probably be trying to work or something while you were telling her so you would just like feel like not telling her S: just goes through, straight through there... I: So she's, she wouldn't even, would she be looking at you ...and trying to work? S: Nah she would be busy doing something S: Yeah she would already be writing something S: or sewing</p> | 3JI X | | 3I III | | 3MII | |
| <p>S: you've got to find, some teachers usually you have to find the time, when the times right, usually like um, you might tell [Teacher Z] something if you are like in danger in the playground or something and then she might go [in a high voice] "Oh, well I'll have to sort this out with [Deputy Principal] because it's not like I can really do anything" and then you know that you're going to get punishment because, you get the bash.</p> | 3AV | | 3CVI | | 3CVI (1) | |
| <p>Reason why this order? (please state)</p> | | | | | | |

| Quote 21 | Domain | | | | Other | | | |
|--|---|--|--|--|---|--|---------------------------------|--|
| <p>S: [Teacher Y] last year, like,you just keep on talking because if she tells you to take your shoes off, she would just say oh take your shoes off, but you just wouldn't because...</p> <p>S: she just like, she doesn't show that she's going to do anything.</p> <p>S: yeah, and you just don't take your shoes off</p> <p>S: sometimes she thought that people were being mean just because she was from a different country, but it wasn't cause of that but it was cause what she was doing.</p> <p>S: cause she was really weak.</p> <p>S: she was too lazy to do things so she would just spit you out in detention or something.</p> <p>S: and she thought that ignoring was a good way to deal with it.</p> <p>S: so she just didn't do anything, so she just, like she didn't hear it, but like I remember one day that someone threw a book at her. And like she just ignored it, she was just like ooohhhh kay.</p> <p>S: the year before last, some people put like glue and pins and stuff on her seat yeah,</p> <p>S: yeah and someone stole from her and she didn't even do anything about it she just was just like, oh I won't have any of that in my class. And then she just didn't do anything else about it.</p> | 3JIII(1) | | 3I IV | | 3EXIV | | | |
| | Permissive boundaries, no enforced consequences | | Ineffective teacher is seen to be lazy or weak | | Negative emotion/ permissive boundaries | | | |
| | 3JIII(2) | | 3EXV | | 3MII (1) | | | |
| | Positive emotion/ permissive boundaries | | Teacher uses/doesn't use contingency to regulate emotion/ behaviour | | Loss of control perceived by student/ teacher of teacher | | | |
| | 3MII | | 3JIX | | 2GIV | | 3JII | |
| | Effective Teacher has active concern with student learning. | | Emotion and teaching practice. Effective teachers deal with emotive situation by self, ineffective teachers lets others deal with the situation. | | Emotion and teaching practice. Ineffective teacher permissive boundaries/ no enforced consequences/ positive emotion. | | Lets others deal with situation | |

Reason why this order? (please state)

Quote 22

S: And like, not very many teachers have got that. But she's has, I don't know how she has it but she's got it and she's just like do it
 S: she can just like look at you and you are like, just stop talking and stop doing everything sort of thing
 S: and it's like oh you better take your bracelet off because [teacher A] is around the corner or something like that.
 I: But if other teachers look at you, you don't do that....?
 S: nah.
 I: so what's the difference?
 S: She's got a special look
 S: yeah, she's got a special look
 I: yeah, and you said you know what she expects, I mean how do you know what she expects?
 S: It's just the way she looks at you
 S: it's sorta like respect
 S: It's sort of like she's a Principal
 S: she is because she can get grumpy
 S: she's not a principal, but it seems like she is.
 S: like the boys from our class
 S: no-once can handle them, not even the Principal but she can, it's funny,
 S: she talks....
 I: Is she really loud?
 S: no, no, no, no she's not loud [all together]
 S: she talks silent, so that everyone is like
 S: she's calm,
 S: she talks quietly, most the time
 S: she explains what they've done and all that sort of thing
 I: OK, so if someone's done something she gives them a look, is that right?
 S: make, yeah cause if she walked in our class,
 S: If she walks in the room, if she walks into the room, everyone is just dead silent
 S: I think it's got to do with respect as well because she's such a well known teacher and she's, everyone like respects her.
 I: You respect her?
 S: Yeah
 S: yeah, you have to have fun in the classroom, but you have to have rules as well.
 S: yeah that's what, that's what would like be my ideal teacher, like, she's strict and everything, and she's got the looks, but,
 S: knows how to have fun

Domain

Other

| | | | | | | | |
|---|--|---|--|--|--|---|--|
| 3MVII (2) | | 3CI (2) | | 3DVI | | | |
| Teacher strategies for establishing boundaries for environment and environment carefully managed with teacher presence | | Student is aware of teachers non-verbal cues | | Teacher expresses positive emotion and sense of humour. | | | |
| 3MX (3) | | 3BI (1) | | 1FXXI(1) | | 3I VIII | |
| Teachers expressed clear expectations of students. Explains behaviour appropriateness/inappropriateness | | Teacher's expression of this emotion is calm and low key but effective in emotion regulation. | | Teacher balances between relationship and boundaries. | | Student respects teacher | |
| 3CVIII | | 3EXI | | 3FI | | 3EXII | |
| Teacher regulates own emotion appropriately to regulate the necessary class emotional atmosphere for class/ teacher goals | | Students perceive teacher models expectations and appropriate behaviour | | Student mirrors and is aware they mirror their teacher's emotion | | Positive emotion / Authoritative boundaries | |

Reason why this order? (please state)

| Quote 23 | Domain | | | | Other |
|---|--|---|---|---|-------|
| <p>I: so what happened for you to be able to read her [i.e. their teacher] so well, what's she's feeling?</p> <p>S: We've been with her so long, we've um, know what she's going to do if we play up or something</p> <p>S: yeah cause like on the first day, she told us what she expected and from then on we just don't be naughty for her cause we know what she expects and she told us on the first day.</p> | 3JVIII | | 3JVIII(1) | 3JVIII(2) | |
| | Teachers expressed clear expectations of students. | | Teacher explains behaviour appropriateness/ inappropriateness | Student expresses understanding / misunderstanding of teacher boundaries and expectations | |
| | 3JIX | | 1KXIX | B/C VIII | |
| Student expectancies of teacher and other behaviour | | Students know teacher. | Student expresses understanding / misunderstanding of teacher boundaries and expectations | | |
| 3MX (1) | | COM | 3EIX (2) | 3JVII | |
| Teacher holds reasonable expectations | | Compliance/ non-compliance with teacher | Teacher regulates students emotion relationship based. | Consistent and fair reinforcement / discipline | |

Reason why this order? (please state)

| Quote 24 | Domain | | | | Other | | | |
|--|--|---|---|--|---|---|--------|--|
| <p>S: Like [Student A] and that were mucking round on the sewing machine and doing nothing and you were doing nothing</p> <p>S: and I was doing like work</p> <p>S: and then she didn't do anything to them at all so yeah enough of [Teacher Z] anyway.</p> <p>[Laughter]</p> <p>I: So it doesn't make you feel good a?</p> <p>S: No it doesn't it just feels like I'm a naughty person and I'm not a naughty person.</p> <p>S: It makes you feel suprimo, and naughty</p> <p>S: [Laughter] I'm not a naughty person [said with emphasis] I'm honestly not.</p> <p>S: It frustrates you</p> <p>S: yeah</p> <p>I: it frustrating.</p> <p>S: like if she yells at you or something corse like you're gonna react like you'll storm off or something and then she'll growl you again.</p> <p>[Laughter] Of course your gonna storm off if she's gonna yell at you.</p> | 3CVII | | 3FVIII | | 3JVII (1) | | | |
| | Teacher emotion unfairly/ fairly generalised instead of directing it at appropriate stressor. Teacher emotion viewed as not regulated from one incident to another incident. | | Student awareness of teacher emotion influences their engagement with teacher | | Student self-esteem/ self-efficacy related to teacher perspective | | | |
| | 3MVI (6) | | 3CIV (1) | | 3DIII | | 3BI(2) | |
| Student emotional reaction/coping strategies to consequences/ emotion Negative feeling stated | | Student is aware they mirror their teachers emotion | | Teacher's expression of this emotion is intense or explosive | | Teacher's expression of this emotion is ineffectual and inadequate. | | |
| 3MVI (5) | | F | | COM | | 3CIV | | |
| Student emotional reaction to teacher emotion is escalation | | Fairness/ Equity | | Teacher emotion dysregulation reduces student compliance and productivity. | | Teacher is unpleasant around when experiencing this emotion | | |

Reason why this order? (please state)

| Quote 25 | Domain | | | | Other | | | |
|---|--|--|--|---|---|------------------------------------|---|--|
| <p>I: How would a good teacher handle it?</p> | 2EII | | | 2EV | | 1EIX(2) | | |
| <p>MM Student: oh what happened in our classes there was, oh, I was having a fight with a girl, not a punch up fight but just an argument fight and she, she took us after school and she sat us down and she listened, and we had to, she made us talk to each other and explain what, what was the problem and stuff and what we did, and what the things that we liked about each other and what we didn't like about each other and um, we had to like ask each other problems and stuff that were going on and stuff so that we could sort it out. So we knew what was happening and she didn't, she wasn't like, yelling at us, and that she wasn't like talking in a pretty voice she was just talking how she normally talked and that and that making sure that we understand and she wouldn't let us go until we had like said sorry and stuff like that and made up for it. Now so it was really good because after that we felt better and we knew that we would that was just another enemy that we had you know tucked away that we didn't have to have after that. It was pretty, pretty sweet.</p> | When student is upset, teacher talks about the situation and emotion | | | Teacher facilitates Emotion/Problem solving remediation and Coping strategies | | Teacher regulates students emotion | | |
| <p>I: So you made you talk to the other person?</p> | 1DIV | | 2EIV | | 1FXVI | | | |
| <p>MM Student: yeah</p> <p>I: and she did it in a calm voice?</p> <p>MM Student: yeah, she made us communicate so that we um, felt good and so we knew what was going on and we knew what we were doing wrong, and that, to hurt the other person, and we knew, that what for, for what we had to stop so that they could, so that they could stop as well, so that we could just communicate better and that and feel better.</p> | Teacher's expressions of this emotion are calm and low key but effective in emotion regulation. | | Teacher trains student to intervene appropriately in emotion causing situations. | | Teacher uses students to remediate/ address/ mediate emotions and emotional climate | | Teacher coaches student to be aware of other's emotions. Training empathy and social intelligence. | |
| <p>Reason why this order? (please state)</p> | 1GVII | | 2DIV | | 1FXII | | 1FXII(4) | |
| | Teacher sets up/ facilitates students social connection and co-operation in class with themselves and peers. | | Student says that it is important to talk about emotion/ emotion situation | | Teacher coaches child to focus on their own and others positives | | Teacher allows/ coaches student to reflect on emotional situation to change/ redirect through talking / directing | |

| Quote 26 | Domain | | | Other | | |
|--|---|---|--|---|--|--|
| <p>F Student: even though everybody's noisy and stuff, and when [Name of teacher A] walks in then she just looks at the class —she doesn't say anything everybody is just quiet and then like last year, if [Name of teacher B] walked into the class, everybody would just carry on like she wasn't even there but [Name of teacher A] has just got the look, I don't know why but she just has.</p> | <p>1LIII</p> <p>Teacher sets up clear and consistent boundaries/consequences/ routines/ choices/ standards.</p> | <p>II II</p> <p>Teacher uses positive reinforcement to teach/ control/ kid self-esteem and self-perception and appropriate behaviour.</p> | <p>II III</p> <p>Teacher uses negative consequences/ punishment to teach/ control</p> | | | |
| <p>I: What it is about that that makes you stop being noisy, calm down, and get on task?</p> | <p>1LI</p> | <p>3JVI(1, 2 &3)</p> | <p>1LI(1)</p> | | | |
| <p>F Student: I think that people know that she will discipline you if you're naughty, like she gives you the signals if you're being naughty and well then will just calm down and you know what to do.....</p> | <p>Teacher expresses expectations/ responsibilities of student/class/roles and students understand those expectations. Done from start.</p> | <p>Teacher strategies for establishing boundaries for emotion and environment carefully managed through expectations, teacher presence and relationship.</p> | <p>Students fulfil teacher's expectations and responsibilities (positive, negative or none).</p> | | | |
| <p>F Student: and like I care what [Name of teacher A] thinks of me. Like if I was, I wouldn't be naughty because I care what she thinks of me, but like if I was with [Name of teacher C], I don't like him, so like I don't behave for him cause I don't care what he thinks of me. So like [laughter] I, cause I don't like him because he just treats us we're like two-year-olds.</p> | <p>1KX(1)</p> | <p>1FXXI(1)</p> | <p>1DIX(2)</p> | <p>1KXXVIII</p> | | |
| <p>I: How does [Name of teacher A] treat you guys?</p> | <p>Teacher shows age appropriate respect for student. Student reciprocates respect.</p> | <p>Teacher coaches balance between relationship and control. (Boundaries). One without the other is ineffective. ("not in love with control").</p> | <p>Teacher responds according to student's age appropriate emotional needs</p> | <p>Student cares about what teacher thinks of them.</p> | | |
| <p>F Student: Well like she treats us with respect and like she treats us, like if we're like good, like she rewards you, yeah she rewards us, she just treats us like older people, but [Name of teacher C], like he calls us Charlie horse and all the boys Charlie Horse, he's just like, he's just urgh, like we're two-year-olds, but we're not.</p> | <p>M Student: We've been with her so long, we've um, know what she's going to do if we play up or something</p> | <p>F Student: yeah cause like on the first day, she told us what she expected and from then on we just don't be naughty for her cause we know what she expects and she told us on the first day.</p> | <p>Reason why this order? (please state)</p> | | | |

| Quote 27 | Domain | | | Other | | | | | |
|--|---|--|---|---|--|--|--|--|--|
| <p>I: What about if I was going togo back to university and train trainee teachers. What advice would you want to say to me to pass on to them?</p> <p>FP: I would say tell them to be like a kind and friendly person cos I mean to start off with all she'd need like you don't know in the new class you don't know you don't know the pupils you don't know the teacher and if the person is grumpy and sour to start off with you've just got a nitch with them for the rest of the year.....</p> <p>FP: And if they start off kind and friendly and just a approachable person you just sort of start off and then it goes good for the rest of the year.</p> <p>FP: Tell them like tell they that they want if they want to be a teacher cos there no point teaching if you don't.....</p> <p>FP: If they don't want to be a teacher then there's no point</p> <p>FP: Cos if they're there for the money there's basically..... But there are other jobs for the money...</p> <p>FP: [Teacher A] said to [participant]</p> <p>FP: that she said it's so good to have a job where I like it and cos she said that she just loves coming to school every day and not many teachers could say that.</p> <p>FP: But that's what matters</p> <p>FP: Oh yeah well yeah but not you know not every teacher could say that they love coming to school and they love their job.</p> <p>FP: but she does and that's what makes her such a good teacher....</p> | 1HI | | | 1JIII(2) | | | 1KX | | |
| | Teacher has positive attitude toward work/ enjoy teaching / enjoy subject/ enthusiastic | | | Teacher needs to believe in what they are doing. | | | Teacher cares, respects, loves, interested in, proud of and values students (empathy). | | |
| | 1KIII | | | 1EXIV | | | (see 1HI) | | |
| | Relationship/ bond/ connection/ community is important medium for emotion communication | | | Teacher targets Emotion Regulation and relationship issues first in order to teach/ aid learning. | | | Teacher is proud to be a teacher and proud of their profession | | |
| | 1KVIII | | | 1HV | | | (See 1HI) | | |
| Relationship/ emotional connection is essential component in teaching | | | Teacher who is interested in kids and their perspective/ student absorbed – not egocentric. “Celebrate their children”. | | | Teacher attitude to teaching and children. | | | |

| |
|---------------------------------------|
| Reason why this order? (please state) |
|---------------------------------------|

Consent form

Please return this form in the self addressed envelope to Shane Harvey at Specialist Education Services.

Name of research project: *Emotions in the Classroom: A study into the emotional management of teachers and students.*

I have read the information sheet, understand the study, and agree to join in. I have had the chance to ask questions and these questions have been answered.

I agree to join in this research project and I understand that I may leave at any time.

Signature: _____

My Name is: _____

Today's Date: _____

Contact address: _____

Contact Phone Number: _____

Ethnicity: _____

My Parents know about this and are happy that I join in: YES NO

YES, I would like a summary of the results

About the researcher

- My name is Shane Harvey and I am a doctoral student from the University of Waikato. I also currently work at Specialist Education Services. This research is part of my doctoral thesis supervised through Professor Ian Evan's clinical research lab and Specialist Education Services.

Any further questions?

- If you have any questions or concerns, please contact

Shane Harvey
Specialist Education Services,
Central area office,
Cnr Fitzherbert and Ferguson street,
NZ Post Box 1154,
Palmerston North.
Phone: (06) 355 1420
Email me at harveys@ses.org.nz.

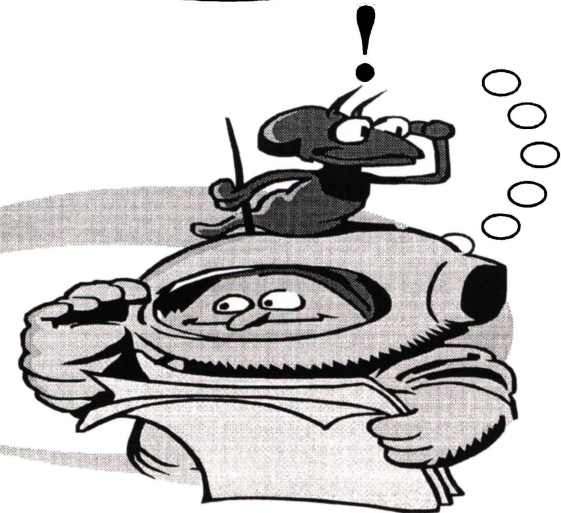
Leave a message if I am not there and I will get back to you.

SPECIALIST EDUCATION SERVICES
HE TOHU ŪMANGA MĀTAURANGA
CNR FITZHERBERT AVE AND FERGUSSON
ST, P O BOX 758, PALMERSTON NORTH
PHONE: (06) 3583026, FAX: (06) 355 0503,
WEBSITE: WWW.SES.ORG.NZ

Phone: (06) 3583026
Fax: (06) 355 0503
www.ses.org.nz

SPECIALIST EDUCATION SERVICES
HE TOHU ŪMANGA MĀTAURANGA
CNR FITZHERBERT AVE AND FERGUSSON
ST, P O BOX 758, PALMERSTON NORTH
PHONE: (06) 3583026, FAX: (06) 355 0503,
WEBSITE: WWW.SES.ORG.NZ

You have information that I need....



A study into the emotional management of teachers and students.

Tel: (06) 358 3026 xtn. 140

What the study is about

- There are two main classroom management styles: 1) Traditional behaviour management and 2) relationship orientated styles. A lot of information is known about the former, but less about the latter style.
- This study is about how teachers and students communicate emotionally in the classroom.

Why study this?

- When adults try to understand and coach emotions in young people, young people have been found to improve their behaviour, do better with friends, control their emotions better, have better health, improve their work with teachers and learn better.
- If we can work out how teachers manage their own and other's emotions, this can be used to find out what classroom emotional setting students learn best in. We can use this information to help teachers make that kind of environment.
- I am interested in how this type of communication helps young people behave better.



Who are we wanting to talk to?

- We are also interested in asking children and teenagers who have been learning well in school, how they respond to different teaching styles.
- We also want to ask teachers who create a positive emotional quality in their classrooms—how they do it.



What you will be asked to do

- We want groups of teachers or students to simply talk about their experiences and feelings about being in class. This will help us get ideas about classroom strategies.
- The group discussion will be taped and typed out. The researcher will then read through what was said to get ideas.
- If you don't want to join in the group discussion, it would not affect your relationship with Specialist Education Services or the University of Waikato in any way. You are allowed to leave the research at any time, even after you have given consent to join in.
 - We will provide snacks at the group discussion.

Students and teachers will meet in separate discussion groups.

What will happen to my information?

- The group discussion is confidential so that you cannot be identified with any comments you make.
- You will get a copy of the typed copy of what was said so you can make any changes that you want.
- All information will be kept in a locked filing cabinet and the tapes wiped after the study is completed. The typed copy of what was said will only be seen by those involved such as you the researchers and the typist.

You are welcome to a summary of the results. If you want a copy of the results, place a tick in the request box for a brief outcome report to be sent to you. If you would like to discuss the details further, please don't hesitate to contact me.

SPECIALIST EDUCATION SERVICES
HE TOHU ŪMANGA MĀTAURANGA
CHR FITZHERBERT AVE AND FERGUSSON ST, P O BOX 756,
PALMERSTON NORTH
PHONE: (06) 3583026, FAX: (06) 355 0503, WEBSITE: WWW.SES.ORG.NZ

Phone: (06) 3583026
Fax: (06) 355 0503
www.ses.org.nz

Consent Form

Please return this form in the self addressed envelope to Shane Harvey at Specialist Education Services.

Name of research project: *Emotions in the Classroom: A study into the emotional management of teachers and students.*

I have read the information sheet, understand the study, and agree to participate. I have had the chance to ask questions and these have been answered to my satisfaction.

I agree to allow _____ (please write your child's name here) to participate in this research project and I understand that I may withdraw my consent at any time.

Signature: _____

Name: _____

Date: _____

Contact address _____

Contact Phone Number _____

Your child's ethnicity _____

YES, I would like a summary of the results

Are you happy for your child to be placed in a similar ethnicity group [circle choice] YES/NO

About the researcher

- My name is Shane Harvey and I am a doctoral student from the University of Waikato. I also currently work at Specialist Education Services. This research is part of my doctoral thesis supervised through Professor Ian Evan's clinical research lab and Specialist Education Services.

Any further questions?

- If you have any questions or concerns, please contact

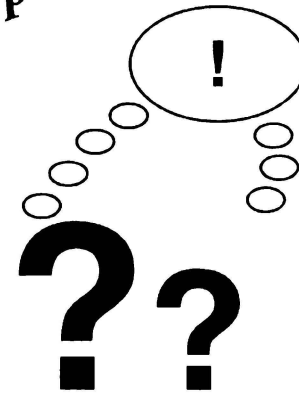
Shane Harvey
Specialist Education Services,
Central area office,
Cnr Fitzherbert and Ferguson street,
NZ post Box 1154,
Palmerston North.
Phone: (06) 358 3026 xtn 140 or
Email me at harveys@ses.org.nz.

Leave a message if I am not there and I will get back to you.

Thank you for your time and consideration.
I look forward to learning from you.

Specialist Education Services

Your child is invited to participate



A study into the emotional management of teachers and students.

Telephone: (06) 358 3026 extn 140

Specialist Education Services

Phone: (06) 358 3026
Fax: (06) 355 0503
www.ses.org.nz

What the study is about

- There are two main classroom management styles: 1) Traditional behaviour management and 2) relationship orientated styles. A lot of information is known about the former, but less about the latter style.
- This study is about how students and teachers communicate emotionally in the classroom.

Why study this?

- Adult's understanding and coaching of emotions to children has been found to be linked to teacher effectiveness and children's behaviour, peer success, emotion regulation, physical health, and learning.
- If we can work out how teacher's direct their own and other's emotions, this can be used to find out what classroom emotional atmosphere that students learn best in. We can use this information to help teachers produce that kind of environment that optimise a student's learning, emotional growth and social skills.



Who are we wanting to talk to?

- We are interested in talking to children and teenagers that have been identified as role models and have been learning competently in school; how they respond to different teaching styles.
- Your child has been identified by staff as a good learner and a role model. Therefore, I would like to talk with your child in a small group about their experience with teacher's teaching styles.
- We also want to ask teachers who create a good emotional atmosphere in their classrooms—how they do it.

What would your child be asked to talk about?

- We want groups of students or teachers to simply talk about their experiences and feelings about being in class. This will help us get ideas about classroom strategies.
- The group discussion will be audiotaped and typed out. The researcher will then read through what was said to get ideas. There will be one 2 hour session.
- If you don't want your child to join in the group discussion, it would not affect your relationship with Specialist Education Services or the University of Waikato in any way. You are allowed to decline consent at any time, even after you have given consent to your child to join in.
- We will provide snacks at the group discussion.
- Students and teachers, as well as Maori and Non-Maori participants will meet in separate discussion groups. The discussion groups will be held at school in a school meeting room.

What will happen to my child's information?

- The group discussion is confidential so that your child cannot be identified with any comments they make.
- Your child will get a copy of the transcript to make any changes that they feel is necessary.
- All information will be kept in a locked filing cabinet and the tapes deleted after the study is completed. The transcripts will only be seen by those involved such as your child, the researchers and the typist.

You are welcome to a summary of the results. If you want a copy of the results, place a tick in the request box for a brief outcome report to be sent to you. If you would like to discuss the details further, please don't hesitate to contact me.



Specialist
Education Services

Phone: (06) 358 3026
Fax: (06) 355 0503
www.ses.org.nz

APPENDIX C: MATERIALS USED FOR STUDY 3

Primary Teacher CEEQ

Classroom Emotional Environment Questionnaire—Primary Teacher (CEEQ-PT)

This Questionnaire was designed to look at how teachers work with emotional situations in the classroom. It is designed for teachers at the Primary and Intermediate level who teach students at ages 5 to 12.

Please fill out the following information about yourself:

| | | | |
|-------------------------------|----------------|-------|--------------------------|
| Date: | Age (tick one) | 18-25 | <input type="checkbox"/> |
| Ethnicity: | | 26-35 | <input type="checkbox"/> |
| Gender: M / F | | 36-45 | <input type="checkbox"/> |
| Years of experience: | | 46-55 | <input type="checkbox"/> |
| Average age group you teach: | | 56-65 | <input type="checkbox"/> |
| Decile rating of your school: | | | |

Please circle the number that best relates to how you would rate yourself as a teacher compared to your colleagues in the following areas.

| | Worse | | | | | Better |
|--|-------|---|---|---|---|--------|
| a. Being able to recognise how you and others are feeling. | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Putting yourself into the best emotion or "frame of mind" when working with others. | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Your understanding of what causes emotion in yourself and others and what is likely to happen once an emotion has been triggered. | 1 | 2 | 3 | 4 | 5 | 6 |
| d. Managing emotion in yourself and others. | 1 | 2 | 3 | 4 | 5 | 6 |

Please read each scenario carefully and circle a number from 1 (very unlikely) to 6 (very likely) based on what your *first initial response* is likely to be. If after making a rating you change your mind, cross it out and circle your preferred response. For example:

| | | | | | | |
|-------------------------|------------------|-----|---|---|--------------|----------------|
| Response Scales: | Very Unlikely | | | | | Very Likely |
| | 1 | (2) | 3 | 4 | 5 | 6 |

**This questionnaire is completely anonymous.
Participants in this study will not be identified.**

Shane Harvey©
University of Waikato

List of Terms used in the Questionnaire

This questionnaire involves twelve emotional scenarios that influences everyday life in the classroom. Each scenario is a *snapshot* and should be rated as you would respond *in* that situation. Information is left out of the scenarios so you can draw on your own personal experiences. These scenarios are based on: Emotional situations...

1. That relate to how you are personally feeling,
2. Between you and individual students,
3. Between you and the class,
4. Between students,
5. Between your colleagues and yourself
6. Between yourself and the families of the students in your class.

Several questions will be asked regarding how you would respond in each scenario. These questions are divided into:

- A. ***"Will this situation affect (you or others) emotionally?"*** This question is interested in whether you perceive that the emotional situation would affect you and/or those around you in an emotional manner.
- B. ***"Will this situation positively develop your teaching practices?"*** This question is ascertaining your view on whether the emotional situation would have a positive impact on your skill as a teacher.
- C. ***"Will this situation be used to positively influence your relationship with others?"*** This question is concerned with how this emotional situation influences your relationship with others. For example, will this emotional situation be used to benefit your relationships? The term "relationship" is used to mean rapport, relationship and sense of connection with others.
- D. ***"Will you treat others differently?"*** Would the emotional situation influence the way you treat the identified person in a different manner to others in the areas of discipline, boundaries, and your relationship with them?
- E. ***"Will you soften class rules?"*** This question relates to whether the emotional situation influences you to adjust your class rules in that particular situation. This question **does not** relate to whether you would change class routines.
- F. ***"Will you enjoy teaching the Class?"*** This question is self-explanatory.

- G. "Will you feel comfortable with how you handle this situation emotionally and how you handle other's emotions?"** Feeling comfortable with how you handle the situation emotionally relates to how comfortable you feel with the emotions that the situation creates for you and how those emotions made you respond. This may be different to how you would have ideally liked to respond. The second question, "will you feel comfortable with others emotion" investigates how comfortable you feel with what the other person is feeling emotionally given the situation.
- H. "How will you be feeling?"** Please state the emotion(s) that this scenario would create for you.
- I. "How will you control this feeling" and "How will you guide how the student/class is feeling?"** are related questions. The word "control" is used to mean given the situation, how would you direct the emotion you are experiencing. The word "guide" is also used to represent how you would "steer" the emotion that this student or class is feeling in order to develop them emotionally and socially as people. This question is also interested in **how** you would control your emotion or guide student's emotion. For example, do you achieve this through allowing yourself or others to:
- a. **Express:** Allow yourself or others to freely express what you or they are feeling. For example, allowing laughing when happy or crying when sad.
 - b. **Validate:** Explain what you or others are feeling and describe possible reasons or causes. For example, saying you are angry or tired because a certain event happened.
 - c. **Mask:** Create an alternative emotion in yourself or others to the emotion experienced. For example, changing the topic.
 - d. **Suppress:** Restrain and hold back what you or others are feeling. For example, not displaying that you are fearful of a student or allowing students to display anger.
 - e. **None:** This category is reserved for those who feel they or others wouldn't experience an emotion in this situation.

Personal Emotional Scenarios

1. For some reason you just don't like Samuel.

| Will this situation... | Very unlikely | | | | | Very likely |
|--|---------------|----------|------|----------|------|-------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect Samuel emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect the class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with Samuel?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you... | | | | | | |
| g. treat Samuel differently to others?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. soften class rules on Samuel?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. enjoy teaching Samuel?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with how you respond emotionally to this situation?.. | 1 | 2 | 3 | 4 | 5 | 6 |
| k. feel comfortable with how Samuel's feeling?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| l. be feeling? (please state) _____ | | | | | | |
| m. control what you will be feeling? (Circle one)..... | Express | Validate | Mask | Suppress | None | |
| n. guide Samuel's feelings? (Circle one)..... | Express | Validate | Mask | Suppress | None | |
| o. guide what the class will be feeling? (Circle one)..... | Express | Validate | Mask | Suppress | None | |

2. Already tired from events the night before, you had a disastrous morning before you got to school and when you start, some students begin acting out.

| Will this situation... | Very unlikely | | | | | Very likely |
|--|---------------|----------|------|----------|------|-------------|
| a. affect you emotionally? | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect this class emotionally? | 1 | 2 | 3 | 4 | 5 | 6 |
| c. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. be used to positively influence your relationship with this class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you... | | | | | | |
| e. soften class rules on this class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. enjoy teaching this class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| g. feel comfortable with how you respond emotionally to this situation?.. | 1 | 2 | 3 | 4 | 5 | 6 |
| h. feel comfortable with this class's emotions at this time?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. treat this class differently to how you usually do?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| l. be feeling? (please state) _____ | | | | | | |
| m. control what you will be feeling? (Circle one)..... | Express | Validate | Mask | Suppress | None | |
| n. guide what the class will be feeling? (Circle one)..... | Express | Validate | Mask | Suppress | None | |

Teacher – Student Emotional Scenarios

3. James exhibits repetitive negative behaviour such as answering back, and refusal to complete tasks. You suspect he has low self-esteem as he defaces any rarely presented good work. He further rebuffs any attempt you make at building up his self-esteem. You recently made an inappropriate comment to James in class when he wound you up.

| Will this situation... | Very unlikely | | | | | Very likely |
|--|------------------|----------|------|----------|------|----------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect James emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect the class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with James?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you... | | | | | | |
| g. treat James differently to others?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. soften class rules with James?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. enjoy teaching James?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with how you respond emotionally to this situation?... | 1 | 2 | 3 | 4 | 5 | 6 |
| k. feel comfortable with this James's emotions?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| l. be feeling? (please state) _____ | | | | | | |
| m. control what you will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| n. guide James's feelings?..... | Express | Validate | Mask | Suppress | None | |
| o. guide what the class will be feeling?..... | Express | Validate | Mask | Suppress | None | |

4. Julie comes to class visibly distressed but she does not respond emotionally to your attempts to talk with her.

| Will this situation... | Very unlikely | | | | | Very likely |
|--|------------------|----------|------|----------|------|----------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect Julie emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect the class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with Julie?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you... | | | | | | |
| g. treat Julie differently to others?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. soften class rules on Julie?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. enjoy teaching Julie?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with how you respond emotionally to this situation?... | 1 | 2 | 3 | 4 | 5 | 6 |
| k. feel comfortable with Julie's emotion?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| l. be feeling? (please state) _____ | | | | | | |
| m. control what you will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| n. guide Julie's feelings?..... | Express | Validate | Mask | Suppress | None | |
| o. guide what the class will be feeling?..... | Express | Validate | Mask | Suppress | None | |

Teacher – Class Emotional Scenarios

5. One of your lessons sparks an enthusiastic discussion with the class.

| Will this situation... | Very unlikely | | | | | Very likely |
|--|------------------|----------|------|----------|------|----------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect the class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. be used to positively influence your relationship with students?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you... | | | | | | |
| f. treat this class more favourably than other classes?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| g. soften class rules with students?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. enjoy teaching these students?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. feel comfortable with how you respond emotionally to this situation?.. | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with how the students respond emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| k. be feeling? (please state) _____ | | | | | | |
| l. control what you will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| m. guide what the class will be feeling?..... | Express | Validate | Mask | Suppress | None | |

5. A [world, New Zealand, school, class or personal] traumatic event occurs that creates a number of emotional reactions in your class.

| Will this situation... | Very unlikely | | | | | Very likely |
|--|------------------|----------|------|----------|------|----------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. emotionally affect individual students differently?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect the class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with students?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you... | | | | | | |
| g. treat your class differently to how you usually do?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. soften class rules with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. enjoy teaching your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with how you respond emotionally to this situation?.. | 1 | 2 | 3 | 4 | 5 | 6 |
| k. feel comfortable with student's emotion?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| l. be feeling? (please state) _____ | | | | | | |
| m. control what you would be feeling?..... | Express | Validate | Mask | Suppress | None | |
| n. guide what individual students will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| o. guide what the class will be feeling?..... | Express | Validate | Mask | Suppress | None | |

Student – Student Emotional Scenarios

7. The girls in the class isolated Jenny because of hygiene reasons.

Will this situation...

| | Very unlikely | | | | | Very likely |
|--|---------------|---|---|---|---|-------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect Jenny emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect the class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with Jenny?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |

In this emotional situation, will you....

| | | | | | | |
|--|---|---|---|---|---|---|
| g. treat Jenny differently to others?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. soften class rules with Jenny?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. enjoy teaching these students?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with how you respond emotionally to this situation?... | 1 | 2 | 3 | 4 | 5 | 6 |
| k. feel comfortable with Jenny's emotions?..... | 1 | 2 | 3 | 4 | 5 | 6 |

In this emotional situation, how will you ...

| | | | | | | |
|---|---------|----------|------|----------|------|--|
| l. be feeling? (please state) _____ | | | | | | |
| m. control what you will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| n. guide what Jenny will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| o. guide what the class will be feeling?..... | Express | Validate | Mask | Suppress | None | |

8. The students in your class this year just don't seem to get on with each other.

Will this situation...

| | Very unlikely | | | | | Very likely |
|---|---------------|---|---|---|---|-------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect different students emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect the class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with your students?... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |

In this emotional situation, will you....

| | | | | | | |
|---|---|---|---|---|---|---|
| g. favour students that try to relate?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. soften class rules with students?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. enjoy teaching these students?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with how you respond emotionally to this situation?.. | 1 | 2 | 3 | 4 | 5 | 6 |
| k. feel comfortable with how the students respond emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |

In this emotional situation, how will you ...

| | | | | | | |
|---|---------|----------|------|----------|------|--|
| l. be feeling? (please state) _____ | | | | | | |
| m. control what you will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| n. guide what individual students will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| o. guide what the class will be feeling?..... | Express | Validate | Mask | Suppress | None | |

Teacher – Colleague Emotional Scenarios

9. Your principal backed you up in your work when Joseph's parents made a complaint about your teaching style.

| Will this situation... | Very unlikely | | | | | Very likely |
|---|---------------|----------|------|----------|------|-------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect Joseph emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect your class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with Joseph?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. be used to positively influence your relationship with your principal?.. | 1 | 2 | 3 | 4 | 5 | 6 |
| g. be used to positively influence your relationship with Joseph's parents. | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you.... | | | | | | |
| h. soften class rules with Joseph?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. treat Joseph differently to others in the class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. enjoy teaching?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| k. feel comfortable with how you respond emotionally to this situation?.. | 1 | 2 | 3 | 4 | 5 | 6 |
| l. feel comfortable with how Joseph's parent's would be feeling?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| m. allow your principal to treat you differently to other staff?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| n. be feeling? (please state) _____ | | | | | | |
| o. control what you will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| p. guide what Joseph will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| q. guide what Joseph's parents will be feeling?..... | Express | Validate | Mask | Suppress | None | |

10. Colleagues and students keep expressing dislike and are prone to pick on Roger. Roger is a student in your class that you work with.

| Will this situation... | Very unlikely | | | | | Very likely |
|---|---------------|----------|------|----------|------|-------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect Roger emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect your class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with Roger?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. be used to positively influence your relationships with colleagues?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you.... | | | | | | |
| g. treat Roger differently to others?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. soften class rules with Roger?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. enjoy teaching Roger?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with how you respond emotionally to this situation?.. | 1 | 2 | 3 | 4 | 5 | 6 |
| k. feel comfortable with your colleague's emotion?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| l. be feeling? (please state) _____ | | | | | | |
| m. control what you will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| n. guide what individual students will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| o. guide what the class will be feeling?..... | Express | Validate | Mask | Suppress | None | |

Teacher – Family Emotional Scenarios

11. A traumatic event (e.g., divorce, death, illness of parent) occurred recently in Henry's family.

| Will this situation... | Very unlikely | | | | | Very likely |
|--|---------------|----------|------|----------|------|-------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect Henry emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect your class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with Henry?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| g. be used to positively influence your relationship with Henry's parents? | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you.... | | | | | | |
| h. treat Henry differently to others?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. soften class rules with Henry?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. enjoy teaching Henry?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| k. feel comfortable with how you respond emotionally to this situation?... | 1 | 2 | 3 | 4 | 5 | 6 |
| l. feel comfortable with Henry's parent's emotions?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| m. guide how Henry's parents will be feeling?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| n. be feeling? (please state) _____ | | | | | | |
| o. control what you will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| p. guide what individual students would be feeling?..... | Express | Validate | Mask | Suppress | None | |
| q. guide what the class would be feeling?..... | Express | Validate | Mask | Suppress | None | |

12. This is the fourth time you've had to contact Wendy's parents to tell them about her behaviour.

| Will this situation... | Very unlikely | | | | | Very likely |
|--|---------------|----------|------|----------|------|-------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect Wendy emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. be used to positively influence your relationship with Wendy?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with Wendy's parents | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you.... | | | | | | |
| f. treat Wendy differently to others?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| g. soften class rules with Wendy?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. enjoy teaching Wendy?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. feel comfortable with how you respond emotionally to this situation?... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with Wendy's parent's emotions?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| k. be feeling? (please state) _____ | | | | | | |
| l. control what you will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| m. guide what individual students would be feeling?..... | Express | Validate | Mask | Suppress | None | |
| n. guide what the class would be feeling?..... | Express | Validate | Mask | Suppress | None | |

Secondary Teacher CEEQ

Classroom Emotional Environment Questionnaire—Secondary School Teacher (CEEQ-ST)

This Questionnaire was designed to look at how teachers work with emotional situations in the classroom. It is designed for teachers at the Secondary level who teach students at ages 13 to 17.

Please fill out the following information about yourself:

| | | | |
|-------------------------------------|----------------|-------|--------------------------|
| Date: _____ | Age (tick one) | 18-25 | <input type="checkbox"/> |
| Ethnicity: _____ | | 26-35 | <input type="checkbox"/> |
| Gender: M / F | | 36-45 | <input type="checkbox"/> |
| Years of experience: _____ | | 46-55 | <input type="checkbox"/> |
| Average age group you teach: _____ | | 56-65 | <input type="checkbox"/> |
| Decile rating of your school: _____ | | | |

Please circle the number that best relates to how you would rate yourself as a teacher compared to your colleagues in the following areas.

| | Worse | | | | | Better |
|--|-------|---|---|---|---|--------|
| a. Being able to recognise how you and others are feeling. | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Putting yourself into the best emotion or "frame of mind" when working with others. | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Your understanding of what causes emotion in yourself and others and what is likely to happen once an emotion has been triggered. | 1 | 2 | 3 | 4 | 5 | 6 |
| d. Managing emotion in yourself and others. | 1 | 2 | 3 | 4 | 5 | 6 |

Please read each scenario carefully and circle a number from 1 (very unlikely) to 6 (very likely) based on what your *first initial response* is likely to be. If after making a rating you change your mind, cross it out and circle your preferred response. For example:

| | | | | | | |
|------------------|---------------|---|---|---|---|-------------|
| Response Scales: | Very Unlikely | | | | | Very Likely |
| | 1 | 2 | 3 | 4 | 5 | 6 |

This questionnaire is completely anonymous.
Participants in this study will not be identified.

Shane Harvey©
University of Waikato

List of Terms used in the Questionnaire

This questionnaire involves twelve emotional scenarios that influences everyday life in the classroom. Each scenario is a *snapshot* and should be rated as you would respond *in* that situation. Information is left out of the scenarios so you can draw on your own personal experiences. These scenarios are based on: Emotional situations...

1. That relate to how you are personally feeling,
2. Between you and individual students,
3. Between you and the class,
4. Between students,
5. Between your colleagues and yourself
6. Between yourself and the families of the students in your class.

Several questions will be asked regarding how you would respond in each scenario. These questions are divided into:

- a. ***"Will this situation affect (you or others) emotionally?"*** This question is interested in whether you perceive that the emotional situation would affect you and/or those around you in an emotional manner.
- b. ***"Will this situation positively develop your teaching practices?"*** This question is ascertaining your view on whether the emotional situation would have a positive impact on your skill as a teacher.
- c. ***"Will this situation be used to positively influence your relationship with others?"*** This question is concerned with how this emotional situation influences your relationship with others. For example, will this emotional situation be used to benefit your relationships? The term "relationship" is used to mean rapport, relationship and sense of connection with others.
- d. ***"Will you treat others differently?"*** Would the emotional situation influence the way you treat the identified person in a different manner to others in the areas of discipline, boundaries, and your relationship with them?
- e. ***"Will you soften class rules?"*** This question relates to whether the emotional situation influences you to adjust your class rules in that particular situation. This question **does not** relate to whether you would change class routines.
- f. ***"Will you enjoy teaching the Class?"*** This question is self-explanatory.

- g. ***"Will you feel comfortable with how you handle this situation emotionally and how you handle other's emotions?"*** Feeling comfortable with how you handle the situation emotionally relates to how comfortable you feel with the emotions that the situation creates for you and how those emotions made you respond. This may be different to how you would have ideally liked to respond. The second question, "will you feel comfortable with others emotion" investigates how comfortable you feel with what the other person is feeling emotionally given the situation.
- h. ***"How will you be feeling?"*** Please state the emotion(s) that this scenario would create for you.
- i. ***"How will you control this feeling"*** and ***"How will you guide how the student/class is feeling?"*** are related questions. The word "control" is used to mean given the situation, how would you direct the emotion you are experiencing. The word "guide" is also used to represent how you would "steer" the emotion that this student or class is feeling in order to develop them emotionally and socially as people. This question is also interested in **how** you would control your emotion or guide student's emotion. For example, do you achieve this through allowing yourself or others to:
- Express:*** Allow yourself or others to freely express what you or they are feeling. For example, allowing laughing when happy or crying when sad.
 - Validate:*** Explain what you or others are feeling and describe possible reasons or causes. For example, saying you are angry or tired because a certain event happened.
 - Mask:*** Create an alternative emotion in yourself or others to the emotion experienced. For example, changing the topic.
 - Suppress:*** Restrain and hold back what you or others are feeling. For example, not displaying that you are fearful of a student or allowing students to display anger.
 - None:*** This category is reserved for those who feel they or others wouldn't experience an emotion in this situation.

Personal Emotional Scenarios

1. For some reason you just don't like Sam.

| Will this situation... | Very unlikely | | | | | Very likely |
|--|------------------|----------|------|----------|------|----------------|
| e. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. affect Sam emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| g. affect the class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. be used to positively influence your relationship with Sam?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you.... | | | | | | |
| k. treat Sam differently to others?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| l. soften class rules on Sam?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| m. enjoy teaching Sam?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| n. feel comfortable with how you respond emotionally to this situation?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| o. feel comfortable with how Sam's feeling?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| p. be feeling? (please state) _____ | | | | | | |
| o. control what you will be feeling? (Circle one)..... | Express | Validate | Mask | Suppress | None | |
| q. guide Sam's feelings? (Circle one)..... | Express | Validate | Mask | Suppress | None | |
| r. guide what the class will be feeling? (Circle one)..... | Express | Validate | Mask | Suppress | None | |

2. Already tired after teaching an extremely difficult and non-compliant class, you start the next class and individuals begin acting out.

| Will this situation... | Very unlikely | | | | | Very likely |
|--|------------------|----------|------|----------|------|----------------|
| a. affect you emotionally? | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect this class emotionally? | 1 | 2 | 3 | 4 | 5 | 6 |
| c. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. be used to positively influence your relationship with this class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you.... | | | | | | |
| e. handle this class differently to how you usually would?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. soften class rules on this class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| g. enjoy teaching this class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. feel comfortable with how you respond emotionally to this situation?... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. feel comfortable with this class's emotions at this time?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| l. be feeling? (please state) _____ | | | | | | |
| m. control what you will be feeling? (Circle one)..... | Express | Validate | Mask | Suppress | None | |
| n. guide what the class will be feeling? (Circle one)..... | Express | Validate | Mask | Suppress | None | |

Teacher – Student Emotional Scenarios

- 3. James exhibits repetitive negative behaviour such as answering back and refusal to complete tasks. You suspect he has low self-esteem as he defaces any rarely presented good work. He further rebuffs any attempt you make at building up his self-esteem. You recently made an inappropriate comment to James in class when he wound you up.**

| Will this situation... | Very unlikely | | | | | Very likely |
|--|------------------|----------|------|----------|------|----------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect James emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect the class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with James?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you.... | | | | | | |
| g. treat James differently to others?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. soften class rules with James?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. enjoy teaching James?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with how you respond emotionally to this situation?... | 1 | 2 | 3 | 4 | 5 | 6 |
| k. feel comfortable with this James's emotions?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| l. be feeling? (please state) _____ | | | | | | |
| m. control what you will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| n. guide James's feelings?..... | Express | Validate | Mask | Suppress | None | |
| o. guide what the class will be feeling?..... | Express | Validate | Mask | Suppress | None | |

- 4. Julie comes to class visibly distressed but she does not respond emotionally to your attempts to talk with her.**

| Will this situation... | Very unlikely | | | | | Very likely |
|--|------------------|----------|------|----------|------|----------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect Julie emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect the class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with Julie?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you.... | | | | | | |
| g. treat Julie differently to others?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. soften class rules on Julie?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. enjoy teaching Julie?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with how you respond emotionally to this situation?... | 1 | 2 | 3 | 4 | 5 | 6 |
| k. feel comfortable with Julie's emotion?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| l. be feeling? (please state) _____ | | | | | | |
| m. control what you will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| n. guide Julie's feelings?..... | Express | Validate | Mask | Suppress | None | |
| o. guide what the class will be feeling?..... | Express | Validate | Mask | Suppress | None | |

Teacher – Class Emotional Scenarios

5. One of your classes labelled by colleagues as “rubberheads” achieved exam marks well above other midband classes.

| Will this situation... | Very unlikely | | | | | Very likely |
|--|---------------|----------|------|----------|------|-------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect the class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. be used to positively influence your relationship with students?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you.... | | | | | | |
| f. treat this class more favourably than other classes?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| g. soften class rules with students?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. enjoy teaching these students?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. feel comfortable with how you respond emotionally to this situation?.. | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with how the students respond emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| k. be feeling? (please state) _____ | | | | | | |
| l. control what you will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| m. guide what the class will be feeling?..... | Express | Validate | Mask | Suppress | None | |

6. A [World, New Zealand, school, class or personal] traumatic event occurs that creates a number of emotional reactions in your class.

| Will this situation... | Very unlikely | | | | | Very likely |
|--|---------------|----------|------|----------|------|-------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. emotionally affect individual students differently?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect the class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with students?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you.... | | | | | | |
| g. treat your class differently to how you usually do?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. soften class rules with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. enjoy teaching your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with how you respond emotionally to this situation?.. | 1 | 2 | 3 | 4 | 5 | 6 |
| k. feel comfortable with student’s emotion?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| l. be feeling? (please state) _____ | | | | | | |
| m. control what you would be feeling?..... | Express | Validate | Mask | Suppress | None | |
| n. guide what individual students will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| o. guide what the class will be feeling?..... | Express | Validate | Mask | Suppress | None | |

Student – Student Emotional Scenarios

7. One dominant boy in the class taunted Jenny daily about being unattractive. This led to Jenny being isolated by others in your class.

| Will this situation... | Very unlikely | | | | | Very likely |
|--|---------------|----------|------|----------|------|-------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect Jenny emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect the class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with Jenny?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you... | | | | | | |
| g. treat Jenny differently to others?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. soften class rules with Jenny?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. enjoy teaching these students?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with how you respond emotionally to this situation?... | 1 | 2 | 3 | 4 | 5 | 6 |
| k. feel comfortable with Jenny's emotions?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| l. be feeling? (please state) _____ | | | | | | |
| m. control what you will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| n. guide what Jenny will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| o. guide what the class will be feeling?..... | Express | Validate | Mask | Suppress | None | |

8. Craig and Michael suddenly start arguing, swearing at each other and eventually end up in a punch up...

| Will this situation... | Very unlikely | | | | | Very likely |
|--|---------------|----------|------|----------|------|-------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect Craig and Michael emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect the class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with Craig and Michael? | 1 | 2 | 3 | 4 | 5 | 6 |
| f. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you... | | | | | | |
| g. treat Craig and Michael differently?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. soften class rules with Craig and Michael?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. enjoy teaching Craig and Michael?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with how you respond emotionally to this situation?.. | 1 | 2 | 3 | 4 | 5 | 6 |
| k. feel comfortable with how Craig and Michael respond emotionally?.... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| l. be feeling? (please state) _____ | | | | | | |
| m. control what you will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| n. guide what individual students will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| o. guide what the class will be feeling?..... | Express | Validate | Mask | Suppress | None | |

Teacher – Colleague Emotional Scenarios

9. Your principal backed you up in your work when Mark's parents made a complaint about your teaching style.

| Will this situation... | Very unlikely | | | | | Very likely |
|---|---------------|----------|------|----------|------|-------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect Mark emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect your class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with Mark?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. be used to positively influence your relationship with your principal?.. | 1 | 2 | 3 | 4 | 5 | 6 |
| g. be used to positively influence your relationship with Mark's parents?. | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you.... | | | | | | |
| h. soften class rules with Mark?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. treat Mark differently to others in the class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. enjoy teaching?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| k. feel comfortable with how you respond emotionally to this situation?.. | 1 | 2 | 3 | 4 | 5 | 6 |
| l. feel comfortable with how Mark's parent's would be feeling?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| m. allow your principal to treat you differently to other staff?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| n. be feeling? (please state) _____ | | | | | | |
| o. control what you will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| p. guide what Mark will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| q. guide what Mark's parents will be feeling?..... | Express | Validate | Mask | Suppress | None | |

10. Colleagues are prone to scapegoat Roger. Roger is a student in one of your classes that you work with. This has led to a colleague interfering with and criticising your handling of Roger, Roger's class, and your management techniques.

| Will this situation... | Very unlikely | | | | | Very likely |
|---|---------------|----------|------|----------|------|-------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect Roger emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect your class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with Roger?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. be used to positively influence your relationships with colleagues?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you.... | | | | | | |
| g. treat Roger differently to others?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. soften class rules with Roger?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. enjoy teaching Roger?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with how you respond emotionally to this situation?.. | 1 | 2 | 3 | 4 | 5 | 6 |
| k. feel comfortable with your colleague's emotional responses?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| l. be feeling? (please state) _____ | | | | | | |
| m. control what you will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| n. guide what individual students will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| o. guide what the class will be feeling?..... | Express | Validate | Mask | Suppress | None | |

Teacher – Family Emotional Scenarios

11. A traumatic event (e.g., divorce, death, illness of parent) occurred recently in Henry's family.

| Will this situation... | Very unlikely | | | | | Very likely |
|--|---------------|----------|------|----------|------|-------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect Henry emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect your class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with Henry?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| g. be used to positively influence your relationship with Henry's parents? | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you.... | | | | | | |
| h. treat Henry differently to others?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. soften class rules with Henry?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. enjoy teaching Henry?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| k. feel comfortable with how you respond emotionally to this situation?... | 1 | 2 | 3 | 4 | 5 | 6 |
| l. feel comfortable with Henry's parent's emotions?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| m. be feeling? (please state) _____ | | | | | | |
| n. control what you will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| o. guide what individual students would be feeling?..... | Express | Validate | Mask | Suppress | None | |
| p. guide what the class would be feeling?..... | Express | Validate | Mask | Suppress | None | |
| q. guide how Henry's father will be feeling?..... | Express | Validate | Mask | Suppress | None | |

12. This is the fourth time you've had to contact Wendy's parents to tell them about her behaviour.

| Will this situation... | Very unlikely | | | | | Very likely |
|--|---------------|----------|------|----------|------|-------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect Wendy emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. be used to positively influence your relationship with Wendy?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with Wendy's parents | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you.... | | | | | | |
| f. treat Wendy differently to others?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| g. soften class rules with Wendy?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. enjoy teaching Wendy?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. feel comfortable with how you respond emotionally to this situation?... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with Wendy's parent's emotions?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| k. be feeling? (please state) _____ | | | | | | |
| l. control what you will be feeling?..... | Express | Validate | Mask | Suppress | None | |
| m. guide what individual students would be feeling?..... | Express | Validate | Mask | Suppress | None | |
| n. guide what the class would be feeling?..... | Express | Validate | Mask | Suppress | None | |

Student-Teacher CEEQ

Classroom Emotional Environment Questionnaire—Tertiary Student Teacher (CEEQ-TST)

This Questionnaire was designed to look at how student teachers work with emotional situations in the classroom.

Please fill out the following information about yourself. An ID number can be made up 8 numbers (e.g., driver's licence, student ID or a random number) as long as you include it on all three questionnaires.

| | | | |
|---|--|-------------------------------|--------------------------|
| Name/alias/Student ID number: _____ | | | |
| Date: _____ | | Date of Birth: _____ | |
| Ethnicity: _____ | | | |
| Gender: M / F | | School of teaching (tick one) | |
| Year of training: _____ | | Primary | <input type="checkbox"/> |
| Subject specialty (if secondary): _____ | | Intermediate | <input type="checkbox"/> |
| | | Secondary | <input type="checkbox"/> |

Please circle the number from 1 (worse) to 6 (better) that best relates to how you would rate yourself as a teacher compared to your colleagues in the following areas.

| | Worse | | | | | Better |
|--|-------|---|---|---|---|--------|
| a. Being able to recognise how you and others are feeling. | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Putting yourself into the best emotion or "frame of mind" when working with others. | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Your understanding of what causes emotion in yourself and others. | 1 | 2 | 3 | 4 | 5 | 6 |
| d. Your understanding of what is likely to happen once an emotion has been triggered. | 1 | 2 | 3 | 4 | 5 | 6 |
| e. Managing emotion in yourself and others. | 1 | 2 | 3 | 4 | 5 | 6 |

If after making a rating you change your mind, cross it out and circle your preferred response. For example:

Example:

| Worse | | | | | Better |
|-------|---|---|---|--------------|--------|
| 1 | 2 | 3 | 4 | 5 | 6 |

**This questionnaire is completely anonymous.
Participants in this study will not be identified.**

Shane Harvey©
University of Waikato

List of Terms used in the Questionnaire

This questionnaire involves eight emotional scenarios that influences everyday life in the classroom. Please read each scenario carefully and circle a number from 1 (very unlikely) to 6 (very likely) based on what your *first initial response* is likely to be. Each scenario is a *snapshot* and should be rated as you would respond *in* that situation. Information is left out of the scenarios so you can draw on your own personal experiences. These scenarios are based on: Emotional situations...

1. That relate to how you are personally feeling,
2. Between you and individual students,
3. Between you and the class,
4. Between students,

Several questions will be asked regarding how you would respond in each scenario. These questions are divided into:

- a. ***"Will this situation affect (you or others) emotionally?"*** This question is interested in whether you perceive that the emotional situation would affect you and/or those around you in an emotional manner.
- b. ***"Will this situation positively develop your teaching practices?"*** This question is ascertaining your view on whether the emotional situation would have a positive impact on your skill as a teacher.
- c. ***"Will this situation be used to positively influence your relationship with others?"*** This question is concerned with how this emotional situation influences your relationship with others. For example, will this emotional situation be used to benefit your relationships? The term "relationship" is used to mean rapport, relationship and sense of connection with others.
- d. ***"Will you treat others differently?"*** Would the emotional situation influence the way you treat the identified person in a different manner to others in the areas of discipline, boundaries, and your relationship with them?
- e. ***"Will you soften class rules?"*** This question relates to whether the emotional situation influences you to adjust your class rules in that particular situation. This question **does not** relate to whether you would change class routines.
- f. ***"Will you enjoy teaching the Class?"*** This question is self-explanatory.

- g. **"Will you feel comfortable with how you handle this situation emotionally and how you handle other's emotions?"** Feeling comfortable with how you handle the situation emotionally relates to how comfortable you feel with the emotions that the situation creates for you and how those emotions made you respond. This may be different to how you would have ideally liked to respond. The second question, "will you feel comfortable with others emotion" investigates how comfortable you feel with what the other person is feeling emotionally given the situation.
- h. **"How will you be feeling?"** Please state the emotion(s) that this scenario would create for you.
- i. **"How will you control this feeling"** and **"How will you guide how the student/class is feeling?"** are related questions. The word "control" is used to mean given the situation, how would you direct the emotion you are experiencing. The word "guide" is also used to represent how you would "steer" the emotion that this student or class is feeling in order to develop them emotionally and socially as people. This question is also interested in **how** you would control your emotion or guide student's emotion. For example, do you achieve this through allowing yourself or others to:
- Not Control/Not Guide:** This category is reserved for those who would allow emotions or emotional situations to run their natural course without altering, guiding or influencing how you or others would be feeling.
 - Express:** Allow yourself or others to freely express what you or they are feeling. For example, allowing laughing when happy or crying when sad.
 - Validate:** Explain what you or others are feeling and describe possible reasons or causes. For example, saying you are angry or tired because a certain event happened.
 - Replace:** Create an alternative emotion in yourself or others to the emotion experienced. For example, changing the topic.
 - Restrain:** Hold back and conceal what you or others are feeling. For example, not displaying that you are fearful of a student or allowing students to display anger.
 - No Emotion:** This category is reserved for those who feel they or others wouldn't experience an emotion in this situation.

Personal Emotional Scenarios

1. For some reason you just don't like Samuel.

| Will this situation... | Very unlikely | | | | | Very likely |
|--|------------------|---------|----------|---------|----------|----------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect Samuel emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect the class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. be used to positively influence your relationship with Samuel?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you.... | | | | | | |
| f. treat Samuel differently to others?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| g. soften class rules on Samuel?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. enjoy teaching Samuel?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. feel comfortable with how you respond emotionally to this situation?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with how Samuel's feeling?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| k. be feeling? (please state) _____ | | | | | | |
| l. control what you will be feeling? (Circle one) | Not Control | Express | Validate | Replace | Restrain | No Emotion |
| m. guide Samuel's feelings? (Circle one)..... | Not Guide | Express | Validate | Replace | Restrain | No Emotion |
| n. guide what the class will be feeling?..... | Not Guide | Express | Validate | Replace | Restrain | No Emotion |

2. Already tired from events the night before, you had a disastrous morning before you got to school and when you start, some students begin acting out.

| Will this situation... | Very unlikely | | | | | Very likely |
|--|------------------|---------|----------|---------|----------|----------------|
| a. affect you emotionally? | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect this class emotionally? | 1 | 2 | 3 | 4 | 5 | 6 |
| c. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. be used to positively influence your relationship with this class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you.... | | | | | | |
| e. soften class rules on this class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. enjoy teaching this class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| g. feel comfortable with how you respond emotionally to this situation?... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. feel comfortable with this class's emotions at this time?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. treat this class differently to how you usually do?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| j. be feeling? (please state) _____ | | | | | | |
| k. control what you will be feeling?..... | Not Control | Express | Validate | Replace | Restrain | No Emotion |
| l. guide what the class will be feeling?..... | Not Guide | Express | Validate | Replace | Restrain | No Emotion |

Teacher - Student Emotional Scenarios

3. After the first week of school, you've noticed that James will provide behaviour difficulties. He starts to answer back, refuses to comply or complete tasks and defaces his work. He further rebuffs any attempt you make at building up his self-esteem. You recently said something inappropriate to James in class when he wound you up.

| Will this situation... | Very unlikely | | | | | Very likely |
|--|---------------|---------|----------|---------|----------|-------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect James emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect the class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with James?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you... | | | | | | |
| g. treat James differently to others?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. soften class rules with James?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. enjoy teaching James?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with how you respond emotionally to this situation?... | 1 | 2 | 3 | 4 | 5 | 6 |
| k. feel comfortable with James's emotions?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| l. be feeling? (please state) _____ | | | | | | |
| m. control what you will be feeling?..... | Not Control | Express | Validate | Replace | Restrain | No Emotion |
| n. guide James's feelings?..... | Not Guide | Express | Validate | Replace | Restrain | No Emotion |
| o. guide what the class will be feeling?..... | Not Guide | Express | Validate | Replace | Restrain | No Emotion |

4. Julie comes to class visibly distressed but she does not respond emotionally to your attempts to talk with her.

| Will this situation... | Very unlikely | | | | | Very likely |
|--|---------------|---------|----------|---------|----------|-------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect Julie emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect the class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with Julie?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you... | | | | | | |
| g. treat Julie differently to others?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. soften class rules on Julie?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. enjoy teaching Julie?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with how you respond emotionally to this situation?... | 1 | 2 | 3 | 4 | 5 | 6 |
| k. feel comfortable with Julie's emotion?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| l. be feeling? (please state) _____ | | | | | | |
| m. control what you will be feeling?..... | Not Control | Express | Validate | Replace | Restrain | No Emotion |
| n. guide Julie's feelings?..... | Not Guide | Express | Validate | Replace | Restrain | No Emotion |
| o. guide what the class will be feeling?..... | Not Guide | Express | Validate | Replace | Restrain | No Emotion |

Teacher - Class Emotional Scenarios

5. One of your lessons sparks an enthusiastic discussion with the class.

| Will this situation... | Very unlikely | | | | | Very likely |
|--|---------------|---|---|---|---|-------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect the class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. be used to positively influence your relationship with students?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |

In this emotional situation, will you...

| | | | | | | |
|---|---|---|---|---|---|---|
| f. treat this class more favourably than other classes?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| g. soften class rules with students?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. enjoy teaching these students?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. feel comfortable with how you respond emotionally to this situation?.. | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with how the students respond emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |

In this emotional situation, how will you ...

| | | | | | | | | | |
|---|-------------|---------|----------|---------|----------|------------|--|--|--|
| k. be feeling? (please state) _____ | | | | | | | | | |
| l. control what you will be feeling?..... | Not Control | Express | Validate | Replace | Restrain | No Emotion | | | |
| m. guide what the class will be feeling?..... | Not Guide | Express | Validate | Replace | Restrain | No Emotion | | | |

6. You disciplined the wrong student for something that happened in class.

| Will this situation... | Very unlikely | | | | | Very likely |
|--|---------------|---|---|---|---|-------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. emotionally affect individual students differently?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect the class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with students?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |

In this emotional situation, will you...

| | | | | | | |
|---|---|---|---|---|---|---|
| g. treat your class differently to how you usually do?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. soften class rules with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. enjoy teaching your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with how you respond emotionally to this situation?.. | 1 | 2 | 3 | 4 | 5 | 6 |
| k. feel comfortable with student's emotion?..... | 1 | 2 | 3 | 4 | 5 | 6 |

In this emotional situation, how will you ...

| | | | | | | | | | |
|---|-------------|---------|----------|---------|----------|------------|--|--|--|
| l. be feeling? (please state) _____ | | | | | | | | | |
| m. control what you will be feeling?..... | Not Control | Express | Validate | Replace | Restrain | No Emotion | | | |
| n. guide what the individual students will be feeling?..... | Not Guide | Express | Validate | Replace | Restrain | No Emotion | | | |
| o. guide what the class will be feeling?..... | Not Guide | Express | Validate | Replace | Restrain | No Emotion | | | |

Student - Student Emotional Scenarios

7. One dominant boy in the class taunted Jenny about being unattractive on a daily basis. This led to Jenny being isolated by others in your class.

| Will this situation... | Very unlikely | | | | | Very likely |
|--|---------------|---------|----------|---------|----------|-------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect Jenny emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect the class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with Jenny?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| f. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you.... | | | | | | |
| g. treat Jenny differently to others?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. soften class rules with Jenny?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. enjoy teaching these students?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with how you respond emotionally to this situation?.. | 1 | 2 | 3 | 4 | 5 | 6 |
| k. feel comfortable with Jenny's emotions?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| l. be feeling? (please state) _____ | | | | | | |
| m. control what you will be feeling?..... | Not Control | Express | Validate | Replace | Restrain | No Emotion |
| n. guide what Jenny will be feeling?..... | Not Guide | Express | Validate | Replace | Restrain | No Emotion |
| o. guide what the class will be feeling?..... | Not Guide | Express | Validate | Replace | Restrain | No Emotion |

8. Craig and Michael suddenly start arguing, swearing at each other and eventually end up in a punch up...

| Will this situation... | Very unlikely | | | | | Very likely |
|--|---------------|---------|----------|---------|----------|-------------|
| a. affect you emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| b. affect Craig and Michael emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| c. affect the class emotionally?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| d. positively develop your teaching practices?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| e. be used to positively influence your relationship with Craig and Michael? | 1 | 2 | 3 | 4 | 5 | 6 |
| f. be used to positively influence your relationship with your class?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, will you.... | | | | | | |
| g. treat Craig and Michael differently?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| h. soften class rules with Craig and Michael?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| i. enjoy teaching Craig and Michael?..... | 1 | 2 | 3 | 4 | 5 | 6 |
| j. feel comfortable with how you respond emotionally to this situation?.. | 1 | 2 | 3 | 4 | 5 | 6 |
| k. feel comfortable with how Craig and Michael respond emotionally?.... | 1 | 2 | 3 | 4 | 5 | 6 |
| In this emotional situation, how will you ... | | | | | | |
| l. be feeling? (please state) _____ | | | | | | |
| m. control what you will be feeling?..... | Not Control | Express | Validate | Replace | Restrain | No Emotion |
| n. guide what Craig and Michael's will be feeling?... | Not Guide | Express | Validate | Replace | Restrain | No Emotion |
| o. guide what the class will be feeling?..... | Not Guide | Express | Validate | Replace | Restrain | No Emotion |

Consent Form

Please return this consent form and the completed questionnaires to the drop off point or post in the provided self-addressed envelope to Shane Harvey, 6 Woodgate Court, Palmerston North.

Name of research project: *Student-Teacher Relationships: The Classroom Emotional Environment.*

YES, I would like to participate

- Teacher questionnaire
- Observation
- Student questionnaire

YES, I would like to attend a seminar

YES, I would like a summary of the results

I have read the information sheet, understand the study, and agree to participate. I have had the chance to ask questions and these have been answered to my satisfaction. I understand that I may withdraw my consent at any time.

Signature: _____

Participant's Name: _____

Date: _____

Contact address: _____

Contact Ph No: _____

Email Address _____

I'm a Student Primary Secondary teacher

About the researcher

- My name is Shane Harvey, I am a Clinical Psychologist (Reg.) and a doctoral student with the University of Waikato. I currently work at Group Special Education (Formerly SES).
- This research is part of my PhD supervised by Professor Ian Evans from Massey University. I am sponsored by the Ministry of Education through the Institute of Science and Technology. This research has been approved by the University of Waikato Psychology Ethics Committee Massey University College of Education.

Any further questions?

- If you have any questions or concerns, please contact

Shane Harvey

6 Woodgate Court

Palmerston North

Phone: (06) 355 1420

Email me at: ssharvey@infogen.net.nz

Leave a message if I am not there and I will get back to you.

Thank you for your time and consideration.


University of Waikato



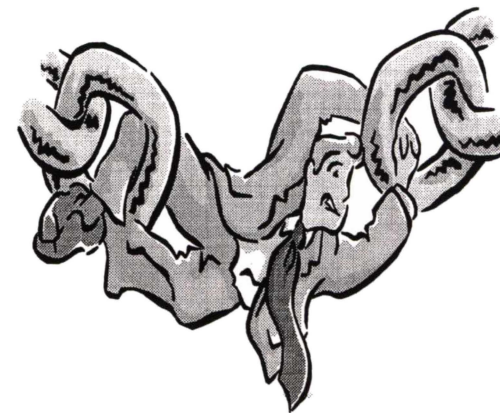
Phone: (06) 355 1420
Email: ssharvey@infogen.net.nz



University of Waikato



You have information that I need...



**Student-Teacher Relationships:
The Classroom Emotional Environment.**

Telephone (06) 355 1420

Teacher Information Flyer



What the study is about

- I am looking at how the sense of connection that students and teachers need to feel in class is developed. Teachers encounter numerous difficult situations. These situations affect many aspects of your teaching, from the atmosphere of your classrooms and student behaviour, to the sense of connection you have and can provide to students.

Why study this?

- Resnick et al found only one main school factor prevented students from emotional distress, suicidal thoughts and behaviours, violence, alcohol, cigarettes, cannabis, and age of sexual debut. That one factor was school connectedness.
- School connectedness is made up of relationship and emotional components. These emotional and relationship components are linked to teacher effectiveness, children's behaviour, peer success, physical health, learning, regulation of emotion, emotional competencies and academic motivation.
- We want to help teachers create effective working relationships with students. To do this, we need to assess how teachers approach their relationship with students and whether changes occur following training. These studies are about the development of observation and questionnaire procedures to measure this.



What you will be asked to do

- You can choose to participate in one or all studies.

QUESTIONNAIRE STUDIES...

- We want teachers and/or students to complete a set of questionnaires. The questionnaires are relatively easy, interesting and take under 45 minutes to complete. We have a separate form for students to take home to obtain their parents' consent to participate.
- Return your and/or your students' completed questionnaires in the self-addressed envelope and post it back to me. Alternatively, place your completed questionnaires at or with an agreed upon drop off point or person.
- You can complete the questionnaires online if you prefer to use your personal computer or a school computer. The web page for those wanting this option is: <http://130.217.157.10/shane/index.htm>

OBSERVATION STUDY

- In this study I want teachers to continue to teach while I observe how you interact with students.
- Some short questionnaires will be given to you to fill out. This ensures that the observation system corresponds to questionnaires in the same area.

What will you get out of it?

- To show my appreciation to those who are willing to help me out, I will give some of my time to assist in professional development. I can provide seminars or smaller informative meetings for school staff in several psychological areas if there is high interest. Those who assist in the study will have access to these seminars at no cost. For those outside of the Manawatu area, I can contact you to negotiate about the informative meetings.
- For students, I am also personally sponsoring a random draw for a \$100 Book Voucher for one lucky student to win.

Who do we want to talk to?

There are two studies:

- In the first study, I want to ask teachers how they would respond to different types of situations in their classrooms.
- In the second study, I want to observe how teachers interact with students.
- In the third study, I want to ask students how their teacher responds to different emotional scenarios in the classroom.

What will happen to my information?

- Your completed questionnaires and recorded observations are anonymous so that you cannot be identified with anything you do. The two studies will be looked at separately. The information within each study will be combined and the overall outcome relating to each will be looked at.
- All information will be kept in a locked filing cabinet and your responses on the questionnaire deleted after the study is completed.
- You are welcome to a summary of the results. If you want a copy of the results, place a tick in the request box for a brief outcome report to be sent to you. Please remember to fill in your contact details so I know who and where to send the information. If you would like to discuss the details further, please don't hesitate to contact me.

University of
Waikato



Phone: (06) 355 1420
Email: ssharvey@infogen.net.nz

Consent Form

Please return this consent form and the completed questionnaires to the drop off at the Tower Block 702, or post it to Shane Harvey, 6 Woodgate Court, Palmerston North.

Name of research project: *The Classroom Emotional Environment Questionnaire*

- YES, I would like to participate
 - YES, I would like to go into the draw for a \$100 book voucher.
 - YES, I would like a summary of the results
- I have read the information sheet, understand the study, and agree to participate. I have had the chance to ask questions and these have been answered to my satisfaction.

I agree to participate in this research project . If you would like to have the results mailed to you, please fill out the following.

Signature: _____

Participant's Name: _____

Date: _____

Contact address: _____

Contact Ph No: _____

Email Address _____

About the researcher

- My name is Shane Harvey, I am a registered Psychologist and a doctoral student with the University of Waikato. This research is part of my doctoral thesis supervised by Professor Ian Evan from Massey University and Dr. Robert Isler from the University of Waikato. I am sponsored by the Ministry of Education through the Institute of Science and Technology. This research has been ethical approval by the University of Waikato Psychology Ethics Committee Board and Massey University College of Education.

Any further questions?

- If you have any questions or concerns, please contact

Shane Harvey
6 Woodgate Court
Palmerston North
Phone: (06) 355 1420
Email me at: ssharvey@infogen.net.nz

Leave a message if I am not there and I will get back to you.

Thank you for your time and consid-



University of Waikato

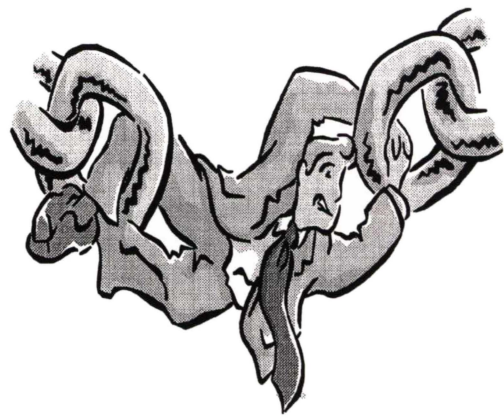


Phone: (06) 355 1420
Email: ssharvey@infogen.net.nz

University of Waikato



You have information that I need...



Student Teachers & The Classroom Emotional Environment.

Telephone (06) 355 1420

What the study is about!

- Teachers encounter numerous emotional situations. These situations can affect many aspects of your teaching, your classroom emotional environment and those around you.
- This study is about emotional situations that teachers encounter, how they interact with these situations emotionally in the classroom and how teacher's in turn influence the emotional atmosphere in their classroom.

Why study this?

- In school, one predominant factor was found to prevent students from emotional difficulties, substance abuse and age of sexual debut. That one factor was school connectedness.
- School connectedness is made up of relationship and emotional components. Adults understanding and management of emotion is linked to teacher effectiveness and children's behaviour, peer success, physical health, learning and the regulation of emotional outbursts.
- If we can work out how teacher's respond to emotional situations, as well as direct their own and other's emotions, this can be used to find out what classroom emotional atmosphere that students learn best in. We can also use this information to help teachers produce that kind of environment.

1 Resnick et. al., 1997. 2. Gottman. Katz. & Hooven, 1997.

What you will be asked to do

- I want student teachers to complete a set of questionnaires on emotional responses and the classroom emotional environment. The questionnaires are relatively easy and take approximately 45 minutes to complete.
- A room is provided a room where questionnaires can be completed. Alternatively, put your completed questionnaire in the self-addressed envelope provided with the questionnaires and post it back to me. Alternatively, put your completed questionnaires in the drop off point box provided for the questionnaires.
- There is an option for completing the questionnaires online if you prefer to use your personal computer or a school computer. The web page for those wanting to use this option is: <http://130.217.157.10/shane/index.htm>

\$Competition\$

- I am also personally sponsoring a \$100 Book Voucher for the winner of my respondent draw. One lucky person will be randomly selected and will receive a book voucher of \$100.
- I will contact the winners by Email and/or Telephone.



Who do we want to talk to?

- We want to ask student-teachers how they would respond to emotional situations in their classrooms.

What will happen to my information?

- All the information from the completed questionnaires will be put together and the overall outcome looked at.
- The information will help us see how teachers respond to different emotional situations.
- Your response on the questionnaire is anonymous so that you cannot be identified with any comments you make. Identifying information will only be used as a way of contacting the competition winners.
- All information will be kept in a locked filing cabinet and your responses on the questionnaire deleted after the study is completed.

You are welcome to an overall summary of the results. To receive the results, please ensure that you have ticked the correct box on the consent form and your correct details are listed. If you would like to discuss the details further, please don't hesitate to contact me.



*Teacher Information Pack****STUDIES INTO THE RELATIONSHIP BETWEEN
TEACHERS AND STUDENTS:******THE CLASSROOM EMOTIONAL ENVIRONMENT***

This study is dedicated to looking at how the sense of connection in class is developed and how it affects students' behaviour. Teachers encounter numerous emotional situations that can either enhance or spark difficulties with how they relate to students. These emotional situations can affect many aspects of your teaching, from the atmosphere of your classrooms, to the sense of connection you have and can provide to students. This in turn affects student's behaviour. This cycle of interaction is termed the Emotional Environment.

CONTENTS

| | Page |
|---|------|
| ⇒ About the researcher | 3 |
| ⇒ What the study is about | 3 |
| ⇒ Why study this? | 3 |
| ⇒ Who do we want to talk to? | 4 |
| ⇒ What will you be asked to do? | 4 |
| ⇒ What will you get out of it? | 6 |
| ⇒ What will happen to my information? | 6 |
| ⇒ How will the research be carried out? | 7 |
| ⇒ Consent and contact information form. | 9 |
| ⇒ Any further questions | 10 |

This study can also be accessed online at:

<http://130.217.157.10/shane/index.htm>

ABOUT THE RESEARCHER

- ⇒ My name is Shane Harvey, I am a Clinical Psychologist (Reg.) and a doctoral student with the University of Waikato. I currently work at Group Specialist Education (formerly Specialist Education Services).

SUPPORT FOR THIS STUDY

- ⇒ This research is part of my doctoral thesis supervised by Professor Ian Evans and Dr. Robert Isler. I am sponsored by the Ministry of Education through the Institute of Science and Technology. This study has received ethical approval from the Ethics Committee at the University of Waikato Psychology Department and Massey University College of Education.

WHY STUDY THIS?

- ⇒ Resnick and his colleagues (1997) studied 12,118 students in years 7 to 12. They found in school, there was only one predominant factor that prevented students in difficulties related to emotional distress, suicidal thoughts and behaviours, violence, alcohol, cigarettes, cannabis, and age of sexual debut. That one predominant factor was school connectedness.
- ⇒ School connectedness is made up of relationship and emotional components. For example, whether adults understand and manage emotion is linked to teacher effectiveness and children's behaviour, peer success, physical health, learning and the regulation of emotional outbursts. Teachers' relationships with students influences students' classroom behaviour. Moreover, teachers' skill in developing a safe classroom climate has been related to children's emotional competencies and academic motivation.
- ⇒ Ultimately, we want to be able to help teachers create effective working relationships with students. To train teachers to do this, we need to be able to assess how teachers approach their relationship with students and whether the necessary changes are made

following training. These studies are about the development of observation and questionnaire procedures to measure this.

WHO DO WE WANT TO TALK TO?

⇒ There are three studies.

- In the first study, I want to ask teachers how they would respond to different types of situations in their classrooms. I want to look at emotional factors that that may interfere with or develop teaching practices.
- In the second study, I want to observe how teachers interact with students.
- In the third study, I want to ask students to complete a set of questionnaires on student's emotional responses and the classroom emotional environment.

WHAT YOU WILL BE ASKED TO DO

⇒ You can choose to participate in any study. You can decide to help in the questionnaire studies, the observation study, or all three.

TEACHER QUESTIONNAIRE

⇒ I want teachers to complete three questionnaires. These questionnaires are relatively easy, interesting and take under 45 minutes in total to complete. As I am trying to get responses from over 300 teachers, I need as many teachers to participate as possible.

1. The first questionnaire will look at how teachers respond to different types of emotional situations in their classrooms.
2. The second questionnaire will look at personal and interpersonal emotional astuteness. This questionnaire will look at emotional awareness of self and others, ability to use and understand

emotional situations, and how you direct and alter emotional situations according to what is necessary.

3. The third questionnaire will look at internal emotional factors such as stress that may interfere with teaching.

⇒ All the information from the completed questionnaires will be put together and the overall outcome assessed.

⇒ You have an option of completing the questionnaires either online or with paper and pencil. If you want the paper and pencil version, please let me know and I can post you the questionnaires and/or meet with you to go through it. If you want to use the online version, the website is: <http://130.217.157.10/shane/index.htm>

OBSERVATION

⇒ In the second study I simply observe teachers teaching. I want teachers to simply continue to teach while I observe how you interact with students. I will be looking at how you use everyday emotive situations in class to connect with students.

⇒ Some short questionnaires will be given to you to fill out. This is to ensure that the observation system corresponds to questionnaires in the same area.

⇒ All the information from the completed questionnaires will be put together and the overall outcome assessed.

STUDENT QUESTIONNAIRE

⇒ I want students to complete three questionnaires. These questionnaires are relatively easy, interesting and take under 45 minutes in total to complete. As I am trying to get responses from over 200 students.

1. The first questionnaire will look at student's perceptions of how teachers respond to different types of emotional situations in their classrooms.

2. The second questionnaire will look at students' personal and interpersonal emotional astuteness. This questionnaire will look

at emotional awareness of self and others, ability to use and understand emotional situations, and how students' direct and alter emotional situations according to what is necessary.

3. The third questionnaire will look at internal emotional factors such as stress in students.

- ⇒ All the information from the completed questionnaires will be put together and the overall outcome assessed.
- ⇒ Students also have the option of completing the questionnaires either online or with paper and pencil. If students want the paper and pencil version, please let me know and I can organise this. If students want to use the online version, the website will be up and running by the fourth term, 2002. They can access it on: <http://130.217.157.10/shane/index.htm>

WHAT WILL YOU GET OUT OF IT?

- ⇒ To show my appreciation to those who are willing to help me out, I am willing to give you some of my time to assist in professional development. As a Clinical Psychologist working in the school setting, I can provide seminars for school staff on developing the emotional environment of the classroom. The feedback I have received from teachers and Principals about these seminars has been excellent.
- ⇒ Those who assist in the study will have access to these seminars at no cost. This can take the form of workshops with clusters or smaller informative meetings at schools with interested staff.

WHAT WILL HAPPEN TO MY INFORMATION?

- ⇒ You and/or your students' completed questionnaires and recorded observations are anonymous so that you cannot be identified with anything you or your students do or say. The three studies will be looked at separately. The information within each study will be combined and the overall outcome relating to each will be looked at.

- ⇒ All information will be kept in a locked filing cabinet and your responses on the questionnaire deleted after the study is completed.
- ⇒ You are welcome to a summary of the results. If you want a copy of the results, please tick in the request box for a brief outcome report to be sent to you. Please remember to fill in your contact details so I know who and where to send the information. If you would like to discuss the details further, please don't hesitate to contact me.

HOW WILL THE RESEARCH BE CARRIED OUT?

QUESTIONNAIRES

- ⇒ This research is part of a series of studies looking at how teachers developed a classroom climate for effective teacher-student relationships. In the first study I spent time interviewing teachers and students about how they did this and the effect this had on students. This current study is part 2 of this research, looking at how to evaluate the way teachers develop the class climate for effective interaction. Further studies will look at how to put these ideas into practice.
- ⇒ For teacher questionnaires, the questionnaires were first given to a small group of teachers and student teachers. The questionnaire was then refined in areas such as item difficulty, item wording, selection, length, and order of questioning.
- ⇒ In a similar manner, for student questionnaires, statements were obtained from students and shaped into questions. These questions were combined into a questionnaire and refined in areas such as item difficulty, item wording, selection, length, and order of questioning.
- ⇒ I now plan to give a revised set of questionnaires to teachers, student teachers and students. This is the current stage of the research.

OBSERVATION

- ⇒ The observation measure is still in draft form. I first plan to observe several teachers using the observational system as a guide. The observational guide will then be refined in areas such as accuracy, validity as well as category relevancy, selection, and order.
- ⇒ Following the initial trial test, a second trial will be planned to observe more teachers with the observation system in order to further refine and obtain a baseline.
- ⇒ I will also ask staff to complete a set of questionnaires. The Questionnaires are relatively easy, interesting and take under 45 minutes to complete.
- ⇒ A report will be written of results. If you decide to help by completing the questionnaires, you may choose to receive results from the study if you wish. If you want research results, please provide your name, address and written consent and I would only be too happy to send them to you. Feel free to contact me if you want to talk to me about the research further.

CONSENT AND CONTACT INFORMATION

Please return this consent form and the completed questionnaires to the drop off point or post in the provided self-addressed envelope to Shane Harvey, 6 Woodgate Court, Palmerston North.

Name of research project: How can I connect with Students? Studies into how Teachers and Students can best Interact.

- YES I am interested and would like to discuss this research further with no obligation to participate.
- YES, I would like to participate
- YES, I would like you to talk to us about developing the emotional climate of the classroom.
- YES, I would like a summary of the results.

I have read the information sheet, understand the study, and agree to participate. I have had the chance to ask questions and these have been answered to my satisfaction.

I agree to participate in this research project. If you would like to have the results mailed to you and/or attend a seminar, please fill out the following.

Signature:

Participant's Name:

Date:

Contact address:

Contact Ph No:

E-mail address

Name of my School
(for teachers)

I am a.....

Primary teacher

Secondary teacher

ANY FURTHER QUESTIONS?

If you have any questions or concerns, please contact

Shane Harvey

6 Woodgate Court

Palmerston North

Phone: (06) 355 1420 or

Email me at: harveys@infogen.net.nz


Leave a message if I am not there and I will get back to you.

Thank you for your time and consideration. I look forward to learning from you.

| | My contact details are: | Palmerston North Supervisor Contact Details | Hamilton Supervisor Contact details |
|------------------------|--|--|--|
| Name | Shane Harvey | Prof. Ian Evans | Dr. Robert Isler |
| Postal Address: | 6 Woodgate Court Palmerston North | 27 Bernard Chambers Massey University Private Bag 11 222 Palmerston North | Psychology Department University of Waikato Private Bag 3105 Hamilton |
| Phone: | (06) 355 1420 | Ph: (06) 350 5799 xtn 7171 | (07) 838 4466 xtn 8401 |
| Email me at: | ssharvey@infogen.net.nz | I.M.Evans@massey.ac.nz | r.isler@waikato.ac.nz |

Mayer-Salovey-Caruso Emotional Intelligence Test Sample

Branch 1 - Identifying Emotions



1. No Happiness 1 2 3 4 5 Extreme Happiness

2. No Fear 1 2 3 4 5 Extreme Fear

Branch 2 - Facilitation

1. What mood(s) might be helpful to feel when meeting in-laws for the very first time?

| | Not Useful | | | | | Useful | | | | |
|-------------|------------|---|---|---|---|--------|---|---|---|---|
| a. tension | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| b. surprise | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| c. joy | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

Branch 3 - Understanding Emotions

- 1. Tom felt anxious, and became a bit stressed when he thought about all the work he needed to do. When his supervisor brought him an additional project, he felt_____.**
- a. overwhelmed**
 - b. depressed**
 - c. ashamed**
 - d. self-conscious**
 - e. jittery**

Branch 4 - Managing Emotions

- 1. Debbie just came back from vacation. She was feeling peaceful and content. How well would each action preserve her mood?**

Action 1: She started to make a list of things at home that she needed to do.

Action 2: She began thinking about where and when she go on her next vacation.

Action 3: She decided it was best ignore the feeling since it wouldn't last anyway.

- a) Very Ineffective
- b) Somewhat Ineffective
- c) Neutral
- d) Somewhat Ineffective
- e) Very Ineffective

The Brief Symptom Inventory Sample

The Brief Symptom Inventory (BSI, Derogatis, 1993) is a 53-item self-report questionnaire that assesses psychological symptoms. The BSI is rated on a 5-point Likert scale of distress ranging from (0) Not at all to (4) Extremely. Due to restrictions with copyright, only samples of BSI items are presented.

| Scale | Item # | HOW MUCH WERE YOU DISTRESSED BY: |
|-------------------------------------|--|---|
| 1. Somatisation | 2 | Faintness or dizziness |
| | 7 | Pains in heart or chest |
| 2. Obsessive-compulsive | 15 | Feeling blocked in getting things done |
| | 26 | Having to check and double-check what you do |
| 3. Interpersonal sensitivity | 20 | Your feelings being easily hurt |
| | 21 | Feeling that people are unfriendly or dislike you |
| 4. Depression | 9 | Thoughts of ending your life |
| | 16 | Feeling lonely |
| 5. Anxiety | 1 | Nervousness or shakiness inside |
| | 12 | Suddenly scared for no reason |
| 6. Hostility | 6 | Feeling easily annoyed or irritated |
| | 13 | Temper outbursts that you could not control |
| 7. Phobic anxiety | 8 | Feeling afraid in open spaces or on the streets |
| | 28 | Feeling afraid to travel on buses, subways, or trains |
| 8. Paranoid ideation | 4 | Feeling others are to blame for most of your troubles |
| | 10 | Feeling that most people cannot be trusted |
| 9. Psychoticism | 3 | The idea that someone else can control your thoughts |
| | 44 | Never feeling close to another person |
| Three global indices | | |
| 10. Global severity index | Calculated by summing the items and dividing by the total number of responses. | |
| 11. Positive symptoms total | Calculated by counting the number of items with a nonzero response. | |
| 12. Positive symptom distress index | Calculated by dividing the sum of the item values by the positive symptom total. | |

APPENDIX D: STUDY 3 STATISTICAL DATA

Normality

Mayer-Salovey-Caruso Emotional Intelligence Test. The MSCEIT was normally distributed overall, $D=.07$, $p=.20$. Participants' overall mean on the MSCEIT was 92.8 with a standard deviation of 10.3. Given that Mayer et al. (2002) reported a mean of 100 and a standard deviation of 15 for their normative data set, this sample falls into the lower end of the low average category range of 90-99.

Brief Symptom Inventory. As expected, neither the overall score, $D=.16$, $p<.01$, nor any of the scales were normally distributed on the BSI. A histogram displaying overall data distribution for the BSI is shown in Figure 10.

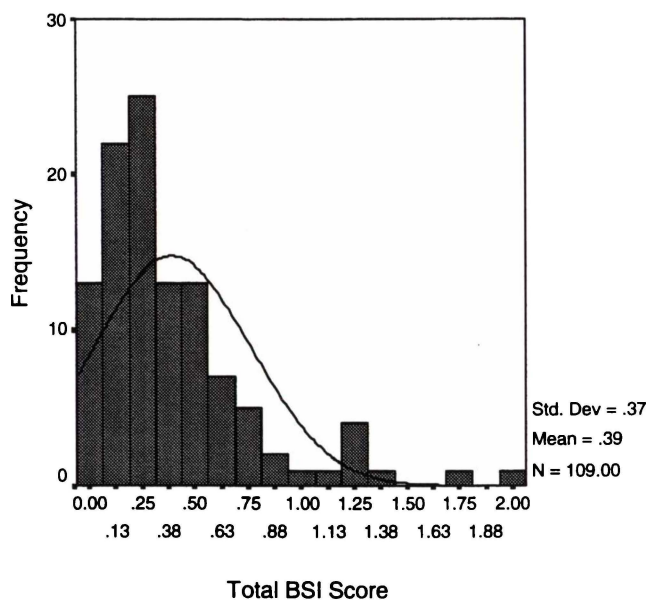


Figure 10. Overall BSI score distribution.

Table 10. *Pearson Correlation Coefficients Between Teacher BSI and MSCEIT Scores*

| Spearman's rho (r_s) | Perceiving Emotion | Facilitating Thought | Understanding Emotion | Emotion Management | Experiential Emotional Intelligence | Strategic Emotional Intelligence | Total |
|---------------------------------|--------------------|----------------------|-----------------------|--------------------|-------------------------------------|----------------------------------|-------|
| Somatisation | -.14 | -.13 | -.17 | .06 | -.17 | -.09 | -.13 |
| Obsessive-Compulsive | -.05 | -.09 | -.00 | .09 | -.06 | .06 | .02 |
| Interpersonal Sensitivity | -.12 | -.14 | -.09 | .00 | -.14 | -.04 | -.09 |
| Depression | -.20* | -.08 | -.01 | -.03 | -.18 | -.01 | -.12 |
| Anxiety | -.14 | -.08 | -.06 | -.04 | -.15 | -.04 | -.09 |
| Hostility | -.10 | -.10 | .07 | .00 | -.11 | .03 | -.02 |
| Phobic Anxiety | -.20* | -.04 | -.02 | .20* | -.16 | .10 | -.07 |
| Paranoid Ideation | -.10 | -.19* | -.04 | .12 | -.15 | .06 | -.05 |
| Psychoticism | -.15 | -.15 | .06 | -.06 | -.18 | .03 | -.11 |
| Global Severity Index | -.18 | -.15 | -.05 | .03 | -.19* | -.00 | -.11 |
| Positive Symptom Total | -.17 | -.19* | -.04 | -.01 | -.21* | -.01 | -.12 |
| Positive Symptom Distress Index | .03 | .08 | .00 | .07 | .06 | .05 | .10 |

* Correlation is significant at the $p < .05$ level (2-tailed).

Table 11. *Pearson Correlation Coefficients Between Teacher BSI and CEEQ Scores*

| | Emotional Awareness | Emotional Relationship | Emotional Interpersonal Guidelines | Emotional Intrapersonal Beliefs | Emotion Coaching | Emotional Reaction |
|---------------------------------|---------------------|------------------------|------------------------------------|---------------------------------|------------------|--------------------|
| Somatisation | -.12 | .01 | -.01 | .04 | -.01 | .11 |
| Obsessive-Compulsive | .24* | .08 | -.01 | -.04 | -.18 | .04 |
| Interpersonal Sensitivity | .04 | .02 | -.08 | -.06 | -.08 | -.04 |
| Depression | .07 | -.01 | -.03 | -.03 | -.06 | -.10 |
| Anxiety | .01 | -.04 | .03 | -.09 | -.06 | -.12 |
| Hostility | -.08 | .04 | -.09 | -.02 | -.04 | -.08 |
| Phobic Anxiety | -.11 | .11 | -.13 | .04 | -.06 | .00 |
| Paranoid Ideation | -.05 | .12 | -.11 | .04 | -.10 | .14 |
| Psychoticism | -.11 | -.01 | -.17 | -.03 | -.02 | .05 |
| Global Severity Index | .02 | .03 | -.08 | -.03 | -.09 | -.01 |
| Positive Symptom Index | .05 | -.00 | -.03 | -.11 | -.03 | -.02 |
| Positive Symptom Distress Index | -.07 | .05 | -.16 | .04 | -.21* | .10 |

* Correlation is significant at the $p < .05$ level (2-tailed).

Table 12. *Model Summary of Predictors of the Emotional Environment*

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|-------|-----|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .34 | .12 | -.00 | .32 | .12 | .97 | 6 | 44 | .46 |
| 2 | .35 | .12 | -.10 | .33 | .01 | .07 | 4 | 40 | .99 |
| 3 | .50 | .25 | -.34 | .37 | .13 | .40 | 12 | 28 | .95 |

Table 13. *ANOVA of the Three Groupings of Variables Associated with Demographic Variables, MSCEIT, and BSI Scores*

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|-----|------|
| 1 | Regression | .59 | 6 | .098 | .97 | .46 |
| | Residual | 4.41 | 44 | .10 | | |
| | Total | 5.00 | 50 | | | |
| 2 | Regression | .61 | 10 | .06 | .56 | .84 |
| | Residual | 4.39 | 40 | .11 | | |
| | Total | 5.00 | 50 | | | |
| 3 | Regression | 1.25 | 22 | .057 | .42 | .98 |
| | Residual | 3.75 | 28 | .13 | | |
| | Total | 5.00 | 50 | | | |

Reliability

In Study 3, the Cronbach alpha coefficient for the BSI was found to be .95, with a mean range of .94 to .96. The MSCEIT Cronbach alpha coefficient for full scale was .85.

APPENDIX E: MATERIALS USED FOR STUDY 4

CEEQ-PSS Questionnaire and Marking Guide

The Classroom Emotional Environment - Primary and Intermediate Students: 8-13 years.

Below are some questions about what happens in class. Please try to answer all of the questions as best as you can.

Your name: _____

Your Birthday/Date of Birth:

| | | |
|-----|-------|------|
| Day | Month | Year |
| | | |

 Your Room number:

| |
|--|
| |
|--|

Your age: _____ What year are you? _____

Are you a (please circle): Boy? Girl?

Is your teacher a (please circle): Man? Woman?

Are you: Maori NZ European Pacific Islander Asian Other

Name of your school _____

Here Is An Example: Please put a circle around what has happened in class.

1 Our teacher buys us biscuits. Never Sometimes **A Lot** Always

Now your turn....

| | | | | | |
|---|--|-------|-----------|-------|--------|
| A | I know what others are feeling. | Never | Sometimes | A Lot | Always |
| B | No matter how I feel, I can get on with my schoolwork. | Never | Sometimes | A Lot | Always |
| C | I know how to make me and others feel good. | Never | Sometimes | A Lot | Always |
| D | When others feel bad, they do things that they don't want to do. | Never | Sometimes | A Lot | Always |
| E | When I am feeling bad, I make sure everyone knows about it. | Never | Sometimes | A Lot | Always |

This questionnaire is confidential.

Put a circle around what happens in class. Please answer all questions.

| | | | | | |
|----|---|-------|-----------|------------|--------|
| 1 | Our teacher told us how he/she was feeling about something that happened. | Never | Sometimes | Many times | Always |
| 2 | Our teacher blamed the wrong person for something they did not do. | Never | Sometimes | Many times | Always |
| 3 | My teacher seems to know when I am having problems with my schoolwork. | Never | Sometimes | A Lot | Always |
| 4 | When I need to talk with my teacher, he/she stops what they are doing to listen to me. | Never | Sometimes | A Lot | Always |
| 5 | Our teacher understands us. | Never | Sometimes | A Lot | Always |
| 6 | Our teacher asks us about things we like. | Never | Sometimes | A Lot | Always |
| 7 | I care about what my teacher thinks of me. | Never | Sometimes | A Lot | Always |
| 8 | I can talk to my teacher about how I am feeling. | Never | Sometimes | A Lot | Always |
| 9 | Our teacher cares about our class. | Never | Sometimes | A Lot | Always |
| 10 | Our class feels a bit like a family. | Never | Sometimes | A Lot | Always |
| 11 | Students bully or tease each other in class. | Never | Sometimes | A Lot | Always |
| 12 | My teacher stays calm even when the class is loud. | Never | Sometimes | A Lot | Always |
| 13 | Our teacher tells us what things make him/her cross. | Never | Sometimes | A Lot | Always |
| 14 | My teacher doesn't show how he/she feels. | Never | Sometimes | A Lot | Always |
| 15 | When something is wrong our teacher yells at the class. | Never | Sometimes | A Lot | Always |
| 16 | If we hurt someone, our teacher asked us how we might feel if we were the other person. | Never | Sometimes | A Lot | Always |
| 17 | Our teacher gave us many choices about how to calm down when we get upset. | Never | Sometimes | A Lot | Always |
| 18 | Our teacher got the students to talk things over with each other if they had a fight. | Never | Sometimes | A Lot | Always |
| 19 | When our teacher came to class grumpy, we had a bad day. | Never | Sometimes | A Lot | Always |
| 20 | I like coming to class. | Never | Sometimes | A Lot | Always |
| 21 | When someone did something wrong, our teacher told the whole class. | Never | Sometimes | A Lot | Always |
| 22 | Our teacher stuck to what he/she said and if we broke the rules we knew what to expect. | Never | Sometimes | A Lot | Always |
| 23 | Our teacher rewards us for good behaviour. | Never | Sometimes | A Lot | Always |
| 24 | My teacher just has to look at me and I behave. | Never | Sometimes | A Lot | Always |
| 25 | Our teacher helps us sort out the problem when we have been naughty. | Never | Sometimes | A Lot | Always |
| 26 | Our teacher expects us to act our age. | Never | Sometimes | A Lot | Always |

Put a circle around what happens in class. Please answer all questions.

| | | | | | |
|----|--|-------|-----------|-------|--------|
| 27 | Our teacher helps us to plan out our work. | Never | Sometimes | A Lot | Always |
| 28 | After our teacher tells us to do our work, I am not sure what to do. | Never | Sometimes | A Lot | Always |
| 29 | My teacher is not fair. | Never | Sometimes | A Lot | Always |
| 30 | Our teacher likes some students more than others. | Never | Sometimes | A Lot | Always |
| 31 | Our teacher kept the whole class in when only one person was being bad. | Never | Sometimes | A Lot | Always |
| 32 | Our teacher helps whenever we need it. | Never | Sometimes | A Lot | Always |
| 33 | Our teacher talks too fast. | Never | Sometimes | A Lot | Always |
| 34 | I can't tell my teacher about some things because they will tell everyone. | Never | Sometimes | A Lot | Always |
| 35 | It felt like our teacher treated us like 5 year olds and not the age we are. | Never | Sometimes | A Lot | Always |
| 36 | Our teacher really likes teaching us. | Never | Sometimes | A Lot | Always |
| 37 | No matter what I do, I know my teacher likes me. | Never | Sometimes | A Lot | Always |
| 38 | Our teacher said sorry when he/she made a mistake. | Never | Sometimes | A Lot | Always |
| 39 | Our teacher always seems happy. | Never | Sometimes | A Lot | Always |
| 40 | Our teacher gets grumpy. | Never | Sometimes | A Lot | Always |
| 41 | Our teacher gets worried. | Never | Sometimes | A Lot | Always |

Marking Guide For the CEEQ-PSS

| Marking Guide: | | |
|-----------------------|----------------------|--|
| Question | +/- | |
| 1-3 | | Emotional Awareness |
| 1, 12, 13, 15 | 1, 12, 13, + 15 - | Emotional Self-awareness |
| 2-4 | 2- 3-4+ | Student awareness |
| 5 | + | Student empathy |
| 4-11 | | Teacher student relationships |
| 6-9 | + | Teacher student relationships |
| 10-11 | 10+ 11- | Student-student relationships. |
| 12-19 | | Emotion Coaching |
| 12-15 | 12-13+ 14-15- | Teacher emotion regulation strategies. |
| 16-18, 25 | + | Emotion Coaching |
| 19 | + | Emotion Contagion |
| 20 | + | Global class climate question |
| 22-39 | | Emotion Interpersonal Guidelines |
| 21-28 | | Emotional Boundaries |
| 21, 23-25 | 21- 23-25+ | Limit setting. |
| 22 | + | Rules |
| 26 | + | Expectations |
| 27-28 | 27+ 28- | Structure/ Flexibility |
| 29-35 | | Emotional standards |
| 29-31, 2 | 29-31 - | Fairness. (2 + was dropped) |
| 32-33 | 32+ 33- | Availability/student centred |
| 34 | - | Trust/Belief in student. |
| 35 | - | Respect. |
| 36-38 | | Emotion Intrapersonal Beliefs |
| 36 | + | Emotional Attitude – Please in teaching. |
| 37 | + | Student Acceptance |
| 38 | + | Teacher self-acceptance |
| 39-41 | | Teacher Emotion |
| 39 | + happy - sad | Happy /Sad |
| 40 + 15 | + | Angry |
| 41 | + | Anxiety |

The BarOn Emotional Quotient Inventory: Youth Version Sample

The BarOn EQ-i:YV (Bar-On & Parker, 2000) is a 60-item self-report scale of social-emotional intelligence for youth aged between 7 to 18 years. Due to restrictions with copyright, only a sample of BarOn EQ-i:YV items are presented. Total emotional intelligence is derived from items spread across four scales:

| Domain | Item # | Item content |
|-----------------------------|---------------|--|
| 1. Intrapersonal | 7 | It is easy to tell people how I feel |
| | 17 | I can talk easily about my feelings |
| 2. Interpersonal | 5 | I care what happens to other people |
| | 14 | I am able to respect others |
| 3. Adaptability | 16 | It is easy for me to understand new things |
| | 25 | I try to stick with a problem until I solve it |
| 4. Stress management | 3 | I stay calm when I am upset |
| | 6 | It is hard to control my anger |

The following three scales assess validity.

| Domain | Item # | Item content |
|---|---------------|--|
| 1. Item response consistency (inconsistency index) | 17 | I can talk easily about my feelings |
| | 43 | It is easy to tell people what I feel |
| 2. General mood scale | 37 | I am not very happy |
| | 39 | It takes a lot for me to get upset |
| 3. Positive impression | 52 | I do not have bad days |
| | 42 | I think I am the best in everything I do |

The Emotional Regulation Scales for Youth Sample

(ERS-Y, Kovacs, unpublished test)

The Emotional Regulation Scales for Youth is a self-report test for 7- to 17-year-olds. Due to restrictions with copyright, only samples of ERS-Y items are presented. The ERS-Y contains four scales based on the premise that four emotion-regulatory domains exist:

1. Physiological,
2. Behavioural,
3. Cognitive, and
4. Social-interpersonal.

Items are rated on a 3-point Likert scale: (1) *Not true of me*, (2) *Sometimes true of me*, and (3) *Many times true of me*.

| Item # | Item content | Domain | Category |
|-----------------------------------|--|---------------|-----------------|
| When I feel SAD or UPSET I | | | |
| 1 | throw, kick or hit objects | Behavioral | Negative |
| 2 | think about everything being my fault | Cognitive | Negative |
| 7 | go to sleep | Physical | Negative |
| 11 | fight with friends | Social | Negative |
| 5 | have a hard time feeling better | Not Specific | Negative |
| 23 | get busy doing projects, chores, or other work | Behavioral | Positive |
| 15 | daydream about good things I want | Cognitive | Positive |
| 16 | treat myself to candy, ice cream, or chocolate | Physical | Positive |
| 13 | look for a teacher or other adult to talk to | Social | Positive |
| 9 | can make the feeling go away fast | Not Specific | Positive |

Other pre-empted items include:

When I feel ANGRY or MAD, I

When I feel SCARED or NERVOUS, I

When I feel HAPPY, I

APPENDIX F: STUDY 4 STATISTICAL DATA

Normality

The BarOn Emotional Quotient Inventory: Youth Version. The BarOn EQ-i:YV data distribution violated the assumption of normality, $D=.07$, $p<.01$. In addition, the ratio between skewness and the standard error of skewness of -3.5 indicated the distribution was not normally distributed. However, visual depiction of the data distribution was normal and so violation of normality was not seen as significant.

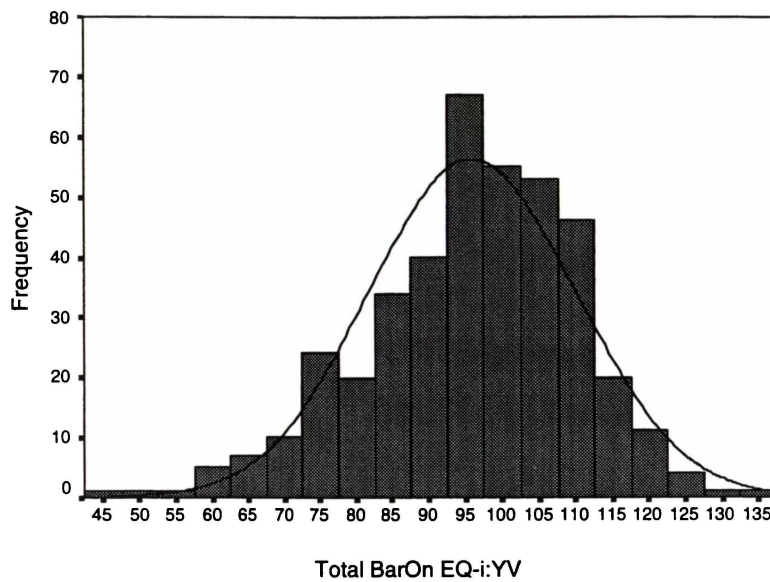


Figure 11. Histogram of the total outcome of the BarOn EQ-i:YV with primary school students.

Emotional Regulation Scales for Youth. Although the ERS-Y total scale violated statistical normality distribution, $D=.05$, $p=.01$, this violation was inconsequential. This was because the histogram distribution was seen with the expected distribution curve and the ratio of skewness to the standard error skewness was approximately .7, supporting the likelihood of normality.

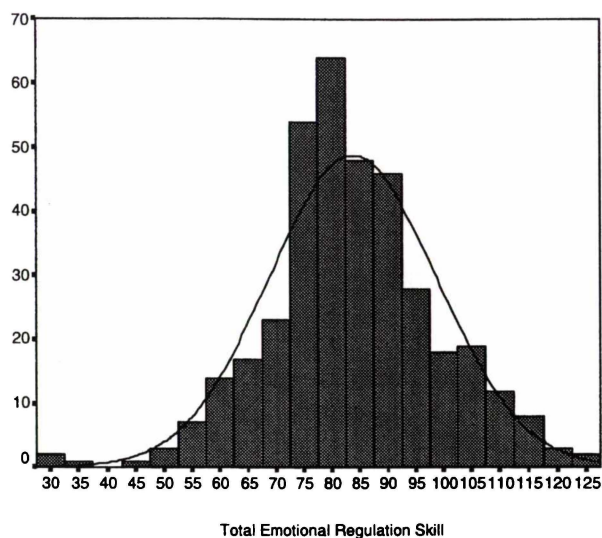


Figure 12. Histogram of the ERS-Y distribution with primary school students.

Reliability

In Study 4, the Cronbach coefficient alpha for the BarOn EQ-i:YV was .90 and the intraclass correlation coefficient ranged from .89 to .92. The ERS-Y had high internal consistency, with a Cronbach correlation coefficient of .91 and an intraclass correlation coefficient range of .90 to .92.

Descriptive Statistics

Classroom Emotional Environment Questionnaire–Primary School Student.

A significant difference was found both between male and female students, $F(1, 368)=18.36$, $p<.01$, and across year level of school, $F(5, 364)=2.25$, $p=.05$. Student

gender, $p=.94$, age, $p=.12$, and year groups, $p=.06$, were homogeneous. This data is presented in Figure 13. While the variability between male and female teachers were similar (Levene's test of homogeneity; $p=.06$), the two populations were significantly different, $F(1, 368)=8.71, p<.01$.

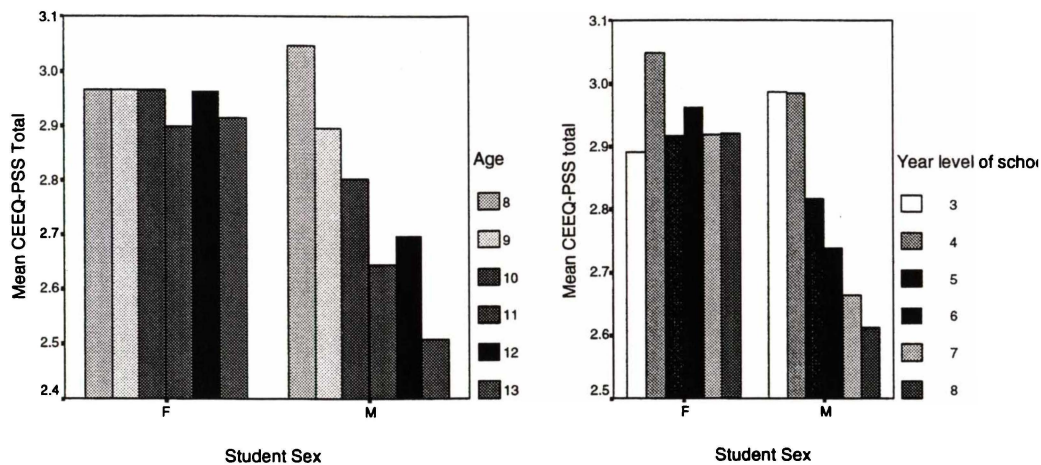


Figure 13. Mean CEEQ-PSS score of different age groups and year levels between male and females with primary school students.

BarOn EQ-i:YV and ERS-Y Descriptive Data

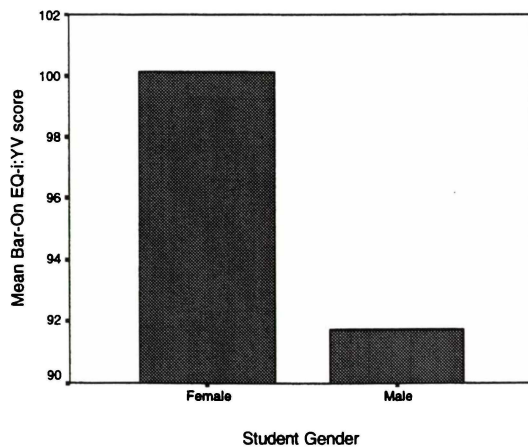


Figure 14. Overall BarOn EQ-i:YV score across student gender with primary school students.

With the exception of student gender, $p=.02$, and student year, $p=.04$, all other demographic variables were found to be homogeneous on Levene's test. Because student gender was unlikely to be homogeneous, the Kruskal-Wallis non-parametric test was used to calculate whether boys differed from girls in overall BarOn EQ-i:YV results. Boys and girls were significantly different, $\chi^2=31.73$, $df=1$, $p<.01$.

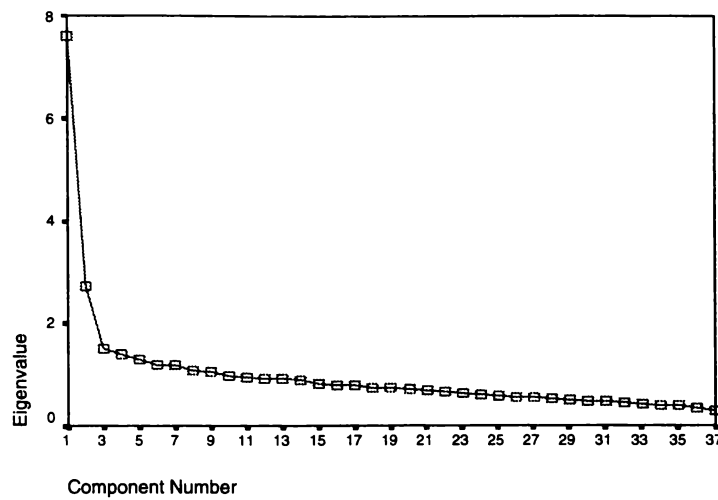


Figure 15. Scree slope of eigenvalues for CEEQ-PSS with primary school students.

Table 14. Pearson Correlation Coefficients Between CEEQ-PSS Scales, BarOn EQ-i:YV, and ERS-Y with Primary School Students

| | | Emotional Awareness | Relationship | Emotion Coach | Inter-personal Guidelines | Intra-personal Beliefs | Teacher Emotion | Positive Impression | Intra-personal EQ | Inter-personal EQ | Adaptability | Stress Management | General Mood | Behavioural Skill | Cognitive Skill | Social/ Interpersonal Skill | Physiological Skill | Total Positive Score | Total Negative Score |
|------------------------------|---|---------------------|--------------|---------------|---------------------------|------------------------|-----------------|---------------------|-------------------|-------------------|--------------|-------------------|--------------|-------------------|-----------------|-----------------------------|---------------------|----------------------|----------------------|
| CEEQ-PSS | | | | | | | | | | | | | | | | | | | |
| Emotional Awareness | R | 1.00 | .64 | .69 | .55 | .57 | .38 | .20 | .14 | .22 | .13 | .08 | .19 | .03 | .12 | .21 | .13 | .14 | .02 |
| | p | . | .00 | .00 | .00 | .00 | .00 | .00 | .01 | .00 | .01 | .13 | .00 | .52 | .04 | .00 | .02 | .01 | .74 |
| Relationship | R | .64 | 1.00 | .55 | .50 | .57 | .40 | .28 | .13 | .31 | .15 | .11 | .27 | .10 | .17 | .28 | .18 | .24 | .01 |
| | p | .00 | . | .00 | .00 | .00 | .00 | .00 | .01 | .00 | .00 | .04 | .00 | .05 | .00 | .00 | .00 | .00 | .79 |
| Emotion Coach | R | .69 | .55 | 1.00 | .55 | .54 | .30 | .20 | .16 | .23 | .16 | .05 | .22 | .06 | .09 | .21 | .19 | .18 | .03 |
| | p | .00 | .00 | . | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .32 | .00 | .25 | .10 | .00 | .00 | .00 | .51 |
| Interpersonal Guidelines | R | .55 | .50 | .55 | 1.00 | .61 | .40 | .24 | .11 | .34 | .20 | .14 | .34 | .04 | .11 | .17 | .17 | .11 | -.04 |
| | p | .00 | .00 | .00 | . | .00 | .00 | .00 | .04 | .00 | .00 | .01 | .00 | .40 | .03 | .00 | .00 | .04 | .44 |
| Interpersonal Beliefs | R | .57 | .57 | .54 | .61 | 1.00 | .45 | .31 | .15 | .32 | .21 | .08 | .30 | .10 | .12 | .24 | .20 | .15 | -.06 |
| | p | .00 | .00 | .00 | .00 | . | .00 | .00 | .00 | .00 | .00 | .13 | .00 | .07 | .03 | .00 | .00 | .00 | .27 |
| Teacher Emotion | R | .38 | .40 | .30 | .40 | .45 | 1.00 | .15 | .06 | .14 | .06 | .17 | .19 | .10 | .22 | .19 | .09 | .13 | -.12 |
| | p | .00 | .00 | .00 | .00 | .00 | . | .00 | .23 | .01 | .28 | .00 | .00 | .06 | .00 | .00 | .08 | .02 | .02 |
| EQ-i:YV | | | | | | | | | | | | | | | | | | | |
| Positive Impression | R | .20 | .28 | .20 | .24 | .31 | .15 | 1.00 | .28 | .46 | .47 | .16 | .48 | .18 | .23 | .16 | .10 | .20 | -.08 |
| | p | .00 | .00 | .00 | .00 | .00 | .00 | . | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .05 | .00 | .15 |
| Intrapersonal EQ | R | .14 | .13 | .16 | .11 | .15 | .06 | .28 | 1.00 | .31 | .28 | .13 | .34 | .22 | .24 | .31 | .05 | .23 | -.13 |
| | p | .01 | .01 | .00 | .04 | .00 | .23 | .00 | . | .00 | .00 | .01 | .00 | .00 | .00 | .00 | .35 | .00 | .01 |
| Interpersonal EQ | R | .22 | .31 | .23 | .34 | .32 | .14 | .46 | .31 | 1.00 | .62 | .21 | .73 | .24 | .22 | .19 | .15 | .32 | .05 |
| | p | .00 | .00 | .00 | .00 | .00 | .01 | .00 | .00 | . | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .35 |
| Adaptability | R | .13 | .15 | .16 | .20 | .21 | .06 | .47 | .28 | .62 | 1.00 | .18 | .65 | .17 | .21 | .14 | .12 | .23 | -.03 |
| | p | .01 | .00 | .00 | .00 | .00 | .28 | .00 | .00 | .00 | . | .00 | .00 | .00 | .00 | .01 | .02 | .00 | .64 |
| Stress Management | R | .08 | .11 | .05 | .14 | .08 | .17 | .16 | .13 | .21 | .18 | 1.00 | .29 | .34 | .41 | .34 | -.01 | .14 | -.45 |
| | p | .13 | .04 | .32 | .01 | .13 | .00 | .00 | .01 | .00 | .00 | . | .00 | .00 | .00 | .00 | .87 | .01 | .00 |
| General Mood | R | .19 | .27 | .22 | .34 | .30 | .19 | .48 | .34 | .73 | .65 | .29 | 1.00 | .26 | .36 | .25 | .13 | .28 | -.14 |
| | p | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | . | .00 | .00 | .00 | .02 | .00 | .01 |
| ERS-Y | | | | | | | | | | | | | | | | | | | |
| Behavioural Skill | R | .03 | .10 | .06 | .04 | .10 | .10 | .18 | .22 | .24 | .17 | .34 | .26 | 1.00 | .67 | .59 | .32 | .75 | -.33 |
| | p | .52 | .05 | .25 | .40 | .07 | .06 | .00 | .00 | .00 | .00 | .00 | .00 | . | .00 | .00 | .00 | .00 | .00 |
| Cognitive Skill | R | .11 | .17 | .09 | .11 | .12 | .22 | .23 | .24 | .22 | .21 | .41 | .36 | .67 | 1.00 | .60 | .22 | .62 | -.51 |
| | p | .04 | .00 | .10 | .03 | .03 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | . | .00 | .00 | .00 | .00 |
| Social/ Inter-personal Skill | R | .21 | .28 | .21 | .17 | .24 | .19 | .16 | .31 | .19 | .14 | .34 | .25 | .59 | .60 | 1.00 | .32 | .63 | -.40 |
| | p | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .01 | .00 | .00 | .00 | .00 | . | .00 | .00 | .00 |
| Physiological Skill | R | .13 | .18 | .19 | .17 | .20 | .09 | .10 | .05 | .15 | .12 | -.01 | .13 | .32 | .22 | .32 | 1.00 | .46 | -.01 |
| | p | .02 | .00 | .00 | .00 | .00 | .08 | .05 | .35 | .00 | .02 | .87 | .02 | .00 | .00 | .00 | . | .00 | .90 |
| Total Positive Score | R | .14 | .24 | .18 | .11 | .15 | .13 | .20 | .23 | .32 | .23 | .14 | .28 | .75 | .62 | .63 | .46 | 1.00 | .15 |
| | p | .01 | .00 | .00 | .04 | .00 | .02 | .00 | .00 | .00 | .00 | .01 | .00 | .00 | .00 | .00 | .00 | . | .00 |
| Total Negative Score | R | .02 | .01 | .03 | -.04 | -.06 | -.12 | -.08 | -.13 | .05 | -.03 | -.45 | -.14 | -.33 | -.51 | -.40 | -.01 | .15 | 1.00 |
| | p | .74 | .79 | .51 | .44 | .27 | .02 | .15 | .01 | .35 | .64 | .00 | .01 | .00 | .00 | .00 | .90 | .00 | . |

Table 15. Pearson Correlation Coefficients Between CEEQ-PSS Factors, BarOn EQ-i:YV, and ERS-Y Correlations with Primary School Students

| | | Intra-personal EQ | Inter-personal EQ | Adaptability | Stress Management | Behavior Skill | Cognitive Skill | Social/ Inter-personal Skill | Physiological Skill | Factor1 (positive) | Factor2 (negative) |
|------------------------------|---|-------------------|-------------------|--------------|-------------------|----------------|-----------------|------------------------------|---------------------|--------------------|--------------------|
| Intrapersonal EQ | R | 1.00 | .31 | .28 | .13 | .22 | .24 | .31 | .05 | .17 | .16 |
| | p | . | .00 | .00 | .01 | .00 | .00 | .00 | .35 | .00 | .00 |
| Interpersonal EQ | R | .31 | 1.00 | .62 | .21 | .24 | .22 | .19 | .15 | .37 | .29 |
| | p | .00 | . | .00 | .00 | .00 | .00 | .00 | .00 | .00 | .00 |
| Adaptability | R | .28 | .62 | 1.00 | .18 | .17 | .21 | .14 | .12 | .23 | .15 |
| | p | .00 | .00 | . | .00 | .00 | .00 | .01 | .02 | .00 | .01 |
| Stress Management | R | .13 | .21 | .18 | 1.00 | .34 | .41 | .34 | -.01 | .06 | .13 |
| | p | .01 | .00 | .00 | . | .00 | .00 | .00 | .87 | .27 | .01 |
| Behavioural Skill | R | .22 | .24 | .17 | .34 | 1.00 | .67 | .59 | .32 | .10 | .09 |
| | p | .00 | .00 | .00 | .00 | . | .00 | .00 | .00 | .05 | .08 |
| Cognitive Skill | R | .24 | .22 | .21 | .41 | .67 | 1.00 | .60 | .22 | .16 | .17 |
| | p | .00 | .00 | .00 | .00 | .00 | . | .00 | .00 | .00 | .00 |
| Social/ Inter-personal Skill | R | .31 | .19 | .14 | .34 | .59 | .60 | 1.00 | .32 | .27 | .28 |
| | p | .00 | .00 | .01 | .00 | .00 | .00 | . | .00 | .00 | .00 |
| Physiological Skill | R | .05 | .15 | .12 | -.01 | .31 | .22 | .32 | 1.00 | .23 | .19 |
| | p | .35 | .00 | .02 | .87 | .00 | .00 | .00 | . | .00 | .00 |
| Factor1 (positive) | R | .17 | .37 | .23 | .06 | .10 | .16 | .27 | .23 | 1.00 | .79 |
| | p | .00 | .00 | .00 | .27 | .05 | .00 | .00 | .00 | . | .00 |
| Factor2 (negative) | R | .16 | .29 | .15 | .13 | .09 | .17 | .28 | .19 | .79 | 1.00 |
| | p | .00 | .00 | .01 | .01 | .08 | .00 | .00 | .00 | .00 | . |

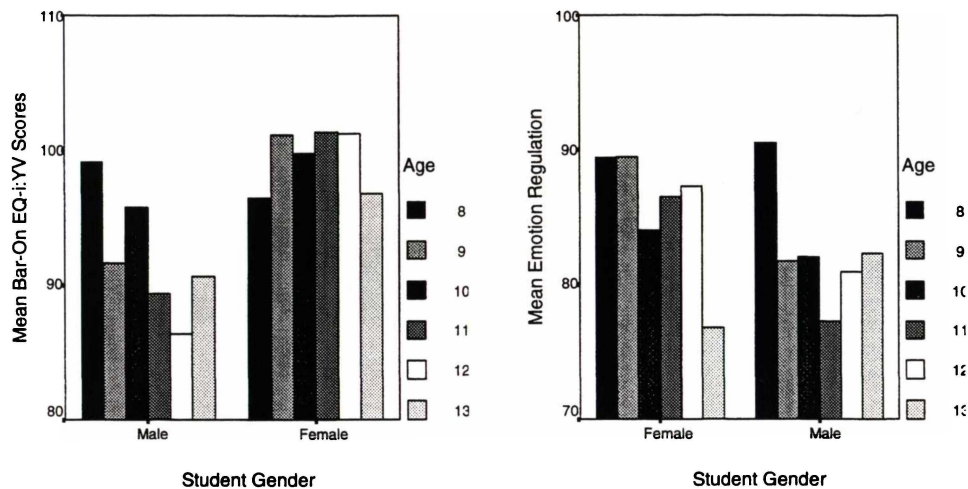


Figure 16. Overall emotional intelligence and emotion regulation scores based on gender and age with primary school students.

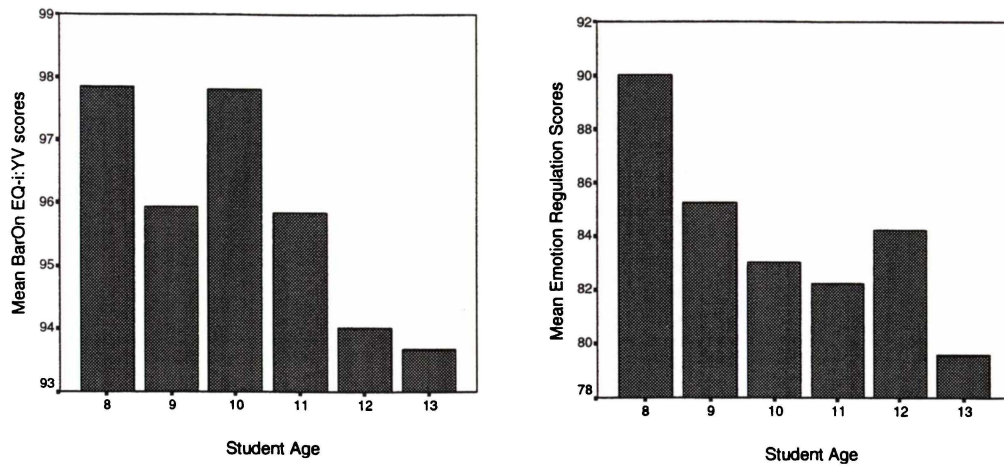


Figure 17. Overall BarOn EQ-i:YV score of primary school students arranged according to students' age.

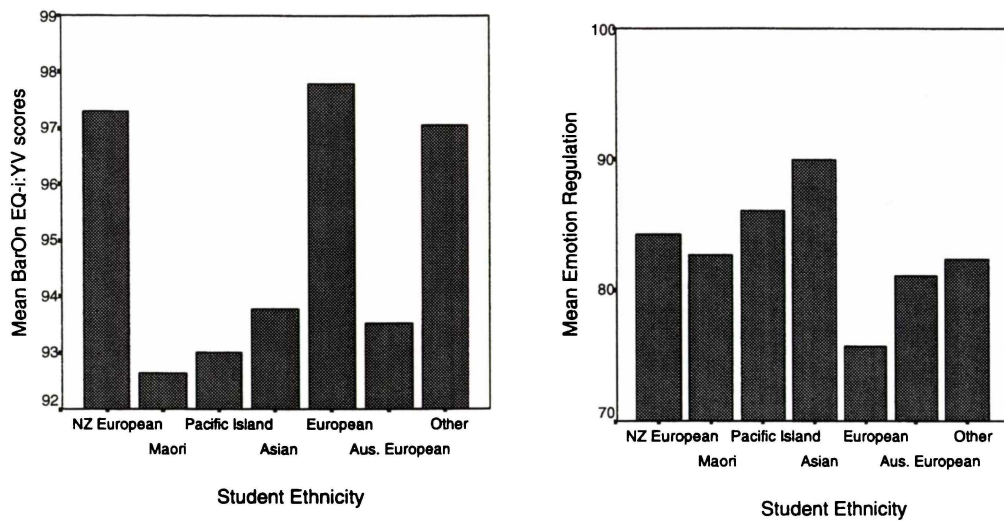


Figure 18. Overall BarOn EQ-i:YV score of primary school students arranged according to students' ethnicity.

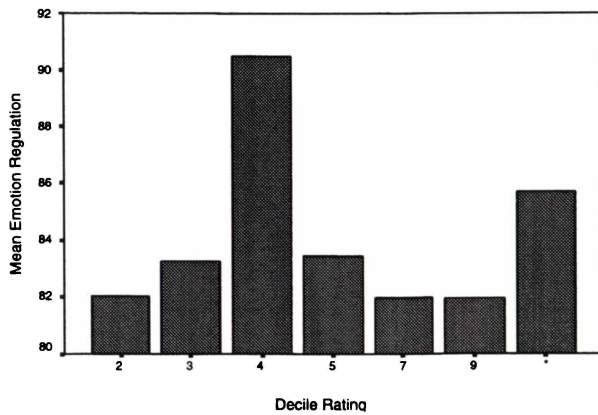


Figure 19. Overall ERS-Y score of primary school students arranged according to school decile rating.

Table 16. *Rotated Component Matrix for the ERS-Y with Primary School Students*

| Item | Obtained Rotated Factor Matrix | | | | ERS-Y factor items |
|------|--------------------------------|-----|-----|-----|--------------------|
| | 1 | 2 | 3 | 4 | |
| 1 | .54 | | | | Behavioural |
| 2 | .42 | | | | Cognitive |
| 4 | | | | .35 | Cognitive |
| 5 | .62 | | | | Cognitive |
| 6 | .58 | | | | Cognitive |
| 7 | | | .35 | | Physical |
| 8 | .50 | | | | Cognitive |
| 10 | | | .43 | | Behavioural |
| 11 | .48 | | | | Social |
| 12 | .38 | | | | Physical |
| 13 | | .45 | | | Social |
| 14 | .46 | | | | Behavioural |
| 15 | | | | | Cognitive |
| 16 | | | .55 | | Physical |
| 17 | | | | | Behavioural |
| 18 | | .54 | | | Behavioural |
| 19 | | .42 | | .39 | Cognitive |
| 20 | | | | .41 | Cognitive |
| 21 | | | | | Social |
| 22 | | | .48 | .42 | Cognitive |
| 23 | | | .40 | | Behavioural |
| 24 | | | .55 | | Behavioural |
| 25 | | | .42 | | Behavioural |
| 26 | | | .50 | | Behavioural |
| 27 | | | .52 | | Social |
| 28 | | .53 | | | Social |
| 29 | | .50 | .31 | | Social |
| 30 | | | .56 | .31 | Behavioural |
| 31 | .52 | .34 | | | Cognitive |
| 32 | | | .61 | | Behavioural |
| 33 | .52 | | | | Behavioural |
| 34 | .64 | | | | Social |
| 35 | | .61 | | | Social |
| 36 | | .34 | .40 | .45 | Cognitive |
| 37 | | .36 | .34 | | Behavioural |
| 38 | | | .48 | | Cognitive |
| 39 | | .32 | .42 | | Behavioural |
| 40 | | .33 | .50 | | Behavioural |
| 41 | .42 | .32 | | | Behavioural |
| 42 | | .59 | | | Social |
| 43 | .54 | | | | Social |
| 44 | .64 | | | | Behavioural |
| 45 | | .46 | .32 | .43 | Cognitive |
| 46 | | .57 | | .34 | Cognitive |
| 47 | | .33 | .39 | | Behavioural |
| 48 | | .42 | .36 | .31 | Behavioural |
| 49 | .40 | .36 | | | Social |
| 50 | | .44 | | | Physical |
| 51 | .39 | .36 | | | Cognitive |
| 52 | | | .45 | | Behavioural |
| 53 | | .38 | | | Behavioural |
| 54 | .48 | | | | Social |
| 55 | | .52 | | | Cognitive |
| 56 | .62 | | | | Cognitive |
| 57 | .65 | | | | Behavioural |
| 58 | .70 | | | | Social |
| 59 | .70 | | | | Behavioural |
| 60 | .63 | | | | Cognitive |
| 61 | | .53 | | | Physical |
| 62 | | .58 | | | Social |
| 63 | .30 | | .32 | | Behavioural |
| 64 | | .52 | | .34 | Cognitive |
| 65 | | | | .68 | Social |
| 66 | | | | .68 | Cognitive |
| 67 | | | | .65 | Behavioural |
| 68 | | | | .52 | Behavioural |

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

Table 17. *Rotated Factor Matrix for BarOn EQ-i:YV with Primary School Students*

| Item | Obtained Rotated Factor Matrix | | | | BarOn EQ-i:YV factor items |
|------|--------------------------------|------|-----|-----|----------------------------|
| | 1 | 2 | 3 | 4 | |
| 2 | .34 | | .32 | .33 | Interpersonal item |
| 3 | | -.42 | | | Stress management item |
| 5 | | | .59 | | Interpersonal item |
| 6 | | .51 | | | Stress management item |
| 7 | | | | .70 | Intrapersonal item |
| 10 | | | | .42 | Interpersonal item |
| 11 | .32 | -.41 | | | Stress management item |
| 12 | .48 | | | | Adaptability item |
| 14 | | | .42 | | Interpersonal item |
| 15 | | .53 | | | Stress management item |
| 16 | .55 | | | | Adaptability item |
| 17 | | | | .72 | Intrapersonal item |
| 20 | | | .64 | | Interpersonal item |
| 21 | | .59 | | | Stress management item |
| 22 | .72 | | | | Adaptability item |
| 24 | | | .50 | .36 | Interpersonal item |
| 25 | .51 | | | .33 | Adaptability item |
| 26 | | .68 | | | Stress management item |
| 28 | | | | | Intrapersonal item |
| 30 | .68 | | | | Adaptability item |
| 31 | .40 | | .49 | | Intrapersonal item |
| 34 | .68 | | | | Adaptability item |
| 35 | | .75 | | | Stress management item |
| 36 | | | .46 | .42 | Interpersonal item |
| 38 | .72 | | | | Adaptability item |
| 39 | | | | | Stress management item |
| 41 | .44 | | | | Interpersonal item |
| 43 | | | | .72 | Intrapersonal item |
| 44 | .60 | | | | Adaptability item |
| 45 | | .64 | | | Interpersonal item |
| 46 | | | .58 | .33 | Stress management item |
| 48 | .69 | | | | Adaptability item |
| 49 | | .51 | | | Stress management item |
| 51 | | | .54 | | Interpersonal item |
| 53 | | | | | Intrapersonal item |
| 54 | | .58 | | | Stress management item |
| 55 | | | .64 | | Interpersonal item |
| 57 | .46 | | | | Adaptability item |
| 58 | | .65 | | | Stress management item |
| 59 | | | .50 | | Interpersonal item |

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser

Normalisation.

Table 18. *Pearson Correlation Coefficients for the CEEQ-PSS, BarOn EQ-**i:YV, and ERS-Y with Primary Aged Students Between the Comparable Scales*

| CEEQ-PSS Scales | BarOn EQ-i:YV Scales | ERS-Y Scales | Relationship (r, p) |
|---------------------------|----------------------|----------------------------|---------------------|
| Emotional Awareness | Intrapersonal EQ | | $r=.14, p=.01$ |
| Emotional Awareness | | Physiological Skill | $r=.13, p=.02$ |
| Emotional Awareness | | Cognitive Skill | $r=.11, p=.04$ |
| Relationship | Interpersonal EQ | | $r=.31, p<.01$ |
| Relationship | | Social/interpersonal skill | $r=.28, p<.01$ |
| | Interpersonal EQ | Social/interpersonal skill | $r=.19, p<.01$ |
| Emotion Coaching | Adaptability | | $r=.16, p<.01$ |
| Emotion Coaching | | Physiological Skill | $r=.19, p<.01$ |
| Interpersonal Guidelines | Interpersonal EQ | | $r=.34, p<.01$ |
| Interpersonal Guidelines | | Social/interpersonal skill | $r=.17, p<.01$ |
| Intrapersonal Beliefs | Intrapersonal EQ | | $r=.15, p<.01$ |
| Teacher Emotion reactions | General Mood | | $r=.19, p<.01$ |
| | | Positive impression | $r=.15, p<.01$ |
| | Total Positive Score | $r=.13, p=.02$ | |
| | Total Negative Score | $r=-.12, p=.02$ | |

Table 19. *Pearson Correlation Coefficients Between the CEEQ-PSS and the BarOn EQ-i:YV with Primary School Students*

| | Positive Impression | Intrapersonal EQ | Interpersonal EQ | Adaptability | Stress Management | General Mood |
|------------------------------------|---------------------|------------------|------------------|--------------|-------------------|--------------|
| Emotional Awareness | $r=.10$ $p=.02$ | .09 | .25 | .15 | .17 | .21 |
| Emotional Relationship | $r=.26$ $p=.00$ | .19 | .31 | .22 | .12 | .30 |
| Emotion Coaching | $r=.09$ $p=.03$ | .08 | .15 | .14 | .00 | .13 |
| Emotional Interpersonal Guidelines | $r=.10$ $p=.02$ | .10 | .26 | .18 | .14 | .25 |
| Emotional Interpersonal Beliefs | $r=.10$ $p=.02$ | .08 | .23 | .18 | .10 | .24 |
| Emotional Intrapersonal Beliefs | $r=.10$ $p=.02$ | .08 | .23 | .18 | .10 | .24 |
| Emotional Intrapersonal Beliefs | $r=.10$ $p=.02$ | .08 | .23 | .18 | .10 | .24 |
| Teacher emotional reactions | $r=-.02$ $p=.58$ | -.02 | -.08 | -.02 | -.17 | -.04 |
| | | .66 | .05 | .56 | .00 | .40 |

APPENDIX G: MATERIALS USED FOR STUDY 5

CEEQ-SSS Questionnaire and Marking Guide

Classroom Emotional Environment Questionnaire— Secondary School Student (CEEQ-SSS)

This Questionnaire was designed for secondary school students aged 13 to 18. It assesses aspects of the classroom emotional environment.

Please fill out the form based on:

- (i) The teacher that gave you the information for this study or
- (ii) If you did not hear about this study from a teacher, fill out this form based on the teacher who taught you last period.

Please fill out the following information about yourself. An ID number can be made up 8 numbers (e.g., driver's licence, initials plus birth date or a random number) as long as you include it on all questionnaires.

| | |
|--|---|
| Name/ ID number: | |
| Your Teacher's name: | |
| Subject taught: | Birth date (dd/mm/yy): / / |
| What race are you? (circle): Maori NZ European Pacific Islander Asian Other | What is the race of your teacher? (circle): Maori NZ European Pacific Islander Asian Other |
| Your sex: M / F | Sex of your teacher: M / F |
| What year of School are you? | Name of your school: |

Please circle the number from 1 (worse) to 6 (better) that best relates to how you would rate yourself compared to others in your class in the following areas.

| | Worse | | | | | | Better |
|---|-------|---|---|---|---|---|--------|
| a. Being aware of how you and others are feeling. | 1 | 2 | 3 | 4 | 5 | 6 | |
| b. Putting yourself into best mood in order to work. | 1 | 2 | 3 | 4 | 5 | 6 | |
| c. How well you understand what causes emotion in yourself and others. | 1 | 2 | 3 | 4 | 5 | 6 | |
| d. How well you understand what is likely to happen once an emotion has been triggered. | 1 | 2 | 3 | 4 | 5 | 6 | |
| e. Controlling emotion in yourself and others. | 1 | 2 | 3 | 4 | 5 | 6 | |

**This questionnaire is completely confidential.
You and your teacher will not be identified.**

Shane Harvey©
University of Waikato

| Think back carefully over the last two weeks. Over the last two weeks, please circle the number that best fits what behaviour your teacher has shown and how you have felt in class: | | Not at all | Some- times | Quite a bit | All the time |
|--|--|------------|----------------|----------------|-----------------|
| 1 | Our teacher let us know how he/she was feeling about something that happened. | 1 | 2 | 3 | 4 |
| 2 | The wrong person got blamed for something that happened. | 1 | 2 | 3 | 4 |
| 3 | My teacher understood where I was coming from. | 1 | 2 | 3 | 4 |
| 4 | Our teacher tried to get to know us. | 1 | 2 | 3 | 4 |
| 5 | Our class got on well with our teacher. | 1 | 2 | 3 | 4 |
| 6 | I care about what my teacher thinks of me. | 1 | 2 | 3 | 4 |
| 7 | Our class feels a bit like a family. | 1 | 2 | 3 | 4 |
| 8 | I felt safe in my class. | 1 | 2 | 3 | 4 |
| 9 | My teacher made me feel scared. | 1 | 2 | 3 | 4 |
| 10 | My teacher cares about our class. | 1 | 2 | 3 | 4 |
| 11 | People in our class were able to tell our teacher when something was wrong. | 1 | 2 | 3 | 4 |
| 12 | When the class was rowdy our teacher spoke calmly & quietly | 1 | 2 | 3 | 4 |
| 13 | Our teacher yelled hard core at us when the class was noisy. | 1 | 2 | 3 | 4 |
| 14 | Our teacher was honest about how he/she felt when he/she was having a hard day. | 1 | 2 | 3 | 4 |
| 15 | I could not tell when my teacher was angry, sad, happy or stressed. | 1 | 2 | 3 | 4 |
| 16 | When someone needed to talk with our teacher, our teacher listened to what they had to say. | 1 | 2 | 3 | 4 |
| 17 | When some students didn't get on with each other, my teacher got them together to talk it through. | 1 | 2 | 3 | 4 |
| 18 | Our teacher helped some students calm down when the students got upset. | 1 | 2 | 3 | 4 |
| 19 | Our teacher apologised to the class when he/she made a mistake or lost their temper. | 1 | 2 | 3 | 4 |
| 20 | Our teacher's mood affected our mood in class these last two weeks. | 1 | 2 | 3 | 4 |
| 21 | I enjoyed being in class these last two weeks. | 1 | 2 | 3 | 4 |
| 22 | Our teacher was too soft and couldn't control the class. | 1 | 2 | 3 | 4 |
| 23 | Our teacher was too strict. | 1 | 2 | 3 | 4 |
| 24 | Our teacher rewarded us for good behaviour. | 1 | 2 | 3 | 4 |
| 25 | Our teacher stuck to what he/she said and if we broke the rules we knew what to expect. | 1 | 2 | 3 | 4 |

| Think back carefully over the last two weeks. Over the last two weeks, please circle the number that best fits what behaviour your teacher has shown and how you felt in class: | | Not at all | Some- times | Quite a bit | All the time |
|---|--|------------|----------------|----------------|-----------------|
| 26 | When someone broke the rules, our teacher took them aside and explained to them what they could do better. | 1 | 2 | 3 | 4 |
| 27 | Our teacher told us how he/she expected us to behave. | 1 | 2 | 3 | 4 |
| 28 | My teacher provided clear instructions. | 1 | 2 | 3 | 4 |
| 29 | Our teacher helped us until we understood it better. | 1 | 2 | 3 | 4 |
| 30 | Our class couldn't keep up with how fast our teacher taught. | 1 | 2 | 3 | 4 |
| 31 | My teacher was not fair. | 1 | 2 | 3 | 4 |
| 32 | Our teacher kept the whole class in because only one person was naughty. | 1 | 2 | 3 | 4 |
| 33 | Our teacher favoured particular students in our class. | 1 | 2 | 3 | 4 |
| 34 | My teacher was always ready to help. | 1 | 2 | 3 | 4 |
| 35 | When someone in our class asked for help when the teacher was busy, our teacher made the time to see them later. | 1 | 2 | 3 | 4 |
| 36 | Our teacher showed they believed in us by saying something like "if we tried hard we could do almost anything". | 1 | 2 | 3 | 4 |
| 37 | When I tried to tell my teacher something, he/she didn't seem to care. | 1 | 2 | 3 | 4 |
| 38 | Our teacher put us down in class. | 1 | 2 | 3 | 4 |
| 39 | Our teacher shamed us out. | 1 | 2 | 3 | 4 |
| 40 | My teacher likes being a teacher. | 1 | 2 | 3 | 4 |
| 41 | My teacher got all enthusiastic when he/she was teaching something. | 1 | 2 | 3 | 4 |
| 42 | Our teacher accepted us for who we were. | 1 | 2 | 3 | 4 |
| 43 | Our teacher was grumpy. | 1 | 2 | 3 | 4 |
| 44 | My teacher was happy. | 1 | 2 | 3 | 4 |
| 45 | Our teacher got really upset. | 1 | 2 | 3 | 4 |
| 46 | My teacher was stressed out lots. | 1 | 2 | 3 | 4 |

Teacher Guide

1. This study is voluntary for students.
2. The questionnaires can be completed within subject class (e.g., Maths, English) or within your form class. If completed in form class, request that students complete the questionnaire based on the teacher who taught them last period.
3. What name students choose must be kept the same name for all questionnaires.
4. The questionnaires are to be folded and placed in a confidential (and then sealed) box or sealed envelopes. This is so teachers and students names are not revealed.

| Marking Guide for CEEQ-SSS: | | |
|------------------------------------|-----------------------------------|---|
| Question | +/- | |
| 1-3 | | Emotional Awareness |
| 1, 12, 13 | 1, 12+ 13- | Emotional Self-awareness |
| 2, 16 | 16+ 2- | Student awareness |
| 3-11, 37 | | Teacher student relationships |
| 3, 37 | 3+ 37- | Student empathy |
| 4-11 | 4-8 + 9 – 10-11 + | Teacher student relationships |
| | 7, 8, 17 | Student-Student relationships |
| 12-17 | | Emotion Coaching |
| 1, 12-15 | 1 12 + 13 – 14 + 15 – | Teacher emotion regulation strategies. |
| 16-19 | + | Emotion Coaching |
| 20 | + | Emotion Contagion |
| 21 | + | Global class climate question |
| 22-39 | | Emotion Interpersonal Guidelines |
| 22-30 | | Emotional Boundaries |
| 22-24 | 22-23 – 24+ | Limit setting. |
| 25-26 | 25-26 + | Rules |
| 27 | + | Expectations |
| 28-30 | 28-29 + 30 - | Structure/ Flexibility |
| 31-39 | | Emotional standards |
| 31-33, 2 | - | Fairness. |
| 34-35 | + | Availability. |
| 36 | + | Belief in student. |
| 37-39 | - | Respect. |
| 40-42 | | Emotion Intrapersonal Beliefs |
| 40-41 | + | Emotional Attitude |
| 1, 14, 19 | + | Self-acceptance |
| 42 | + | Student Acceptance. |
| 43-45 | | Teacher Emotion |
| 43 | + | Angry |
| 44 | 44+ | Happy |
| 45 | 45- | Sad |
| 46 | + | Anxiety |

APPENDIX H: STUDY 5 STATISTICAL DATA

Normality

The BarOn Emotional Quotient Inventory: Youth Version. The distribution of BarOn EQ-i:YV scores violated the assumption of normality, $D=.06$, $p<.01$. However, this violation was negligible as skewness was 2.19 times larger than error of skewness and the distribution matched the expected spread (see *Figure 20*). With the exception of the frequency spike around the mean, the scores were normally distributed.

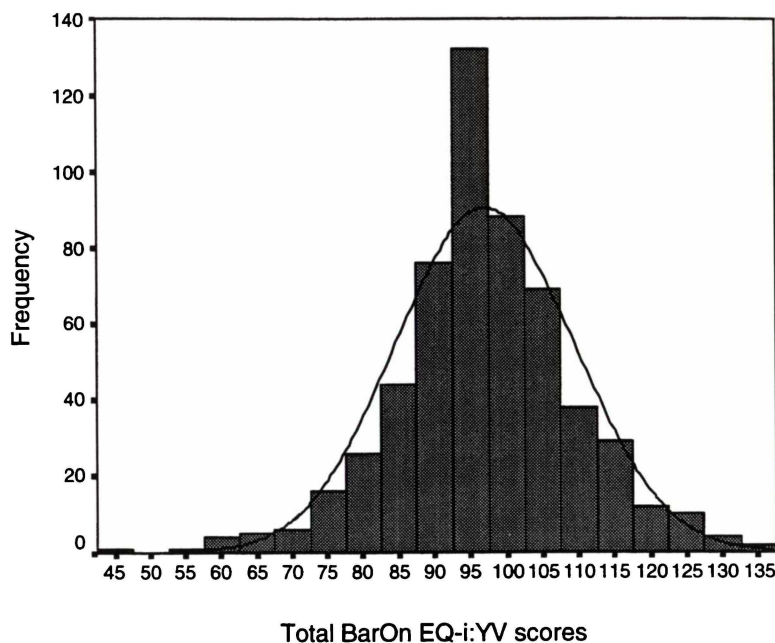


Figure 20. Histogram of BarOn EQ-i:YV score distribution for secondary school students.

Emotional Regulation Scales for Youth. Overall ERS-Y data was not normally distributed, $D=.08$, $p<.01$. Once again this effect was decided to be unimportant as the ratio of skewness to error of skewness was 1.98 and the frequency spike around the mean influenced outcome.

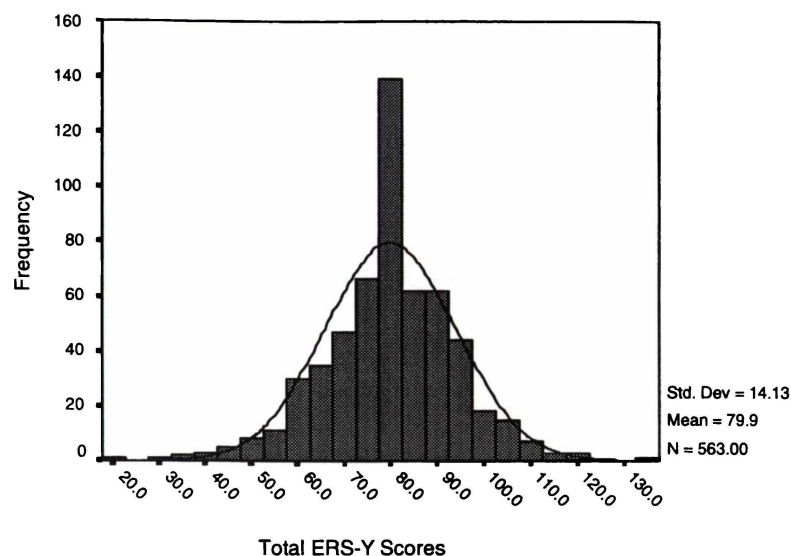


Figure 21. Histogram of overall ERS-Y score distribution with secondary school students.

Reliability

In Study 5, the BarOn EQ-i:YV had good internal consistency with a Cronbach alpha of .89. The average measure intraclass correlation was from .88 to .90. Good internal consistency was also found from the total sample of 934 primary and secondary students in Studies 4 and 5, with a Cronbach coefficient alpha of .90. Internal reliability for the ERS-Y was high, with a Cronbach coefficient alpha of .99. The total sample of 934 students in both Studies 4 and 5 had a Cronbach coefficient alpha of .92.

Table 20. *Correlation Between Secondary Aged Students on the CEEQ-PSS,**BarOn EQ-i:YV, and ERS-Y*

| CEEQ-PSS Scales | BarOn EQ-I:YV Scales | ERS-Y Scales | Relationship | |
|--------------------------|----------------------|----------------------------|-----------------|----------------|
| | | | <i>r</i> | <i>p</i> |
| Emotional Awareness | Intrapersonal EQ | | <i>r</i> = .09 | <i>p</i> = .05 |
| Emotional Awareness | | Physiological Skill | <i>r</i> = .08 | <i>p</i> = .08 |
| Emotional Awareness | | Cognitive Skill | <i>r</i> = .15 | <i>p</i> < .01 |
| | Intrapersonal EQ | Physiological Skill | <i>r</i> = .09 | <i>p</i> < .01 |
| | Intrapersonal EQ | Cognitive Skill | <i>r</i> = .23 | <i>p</i> < .01 |
| | Intrapersonal EQ | Physiological Skill | <i>r</i> = .03 | <i>p</i> < .01 |
| | Intrapersonal EQ | Cognitive Skill | <i>r</i> = .30 | <i>p</i> < .01 |
| Relationship | Interpersonal EQ | | <i>r</i> = .11 | <i>p</i> < .01 |
| Relationship | | Social/interpersonal skill | <i>r</i> = .19 | <i>p</i> < .01 |
| | Interpersonal EQ | Social/interpersonal skill | <i>r</i> = .09 | <i>p</i> < .01 |
| Emotion Coaching | Adaptability | | <i>r</i> = .14 | <i>p</i> < .01 |
| Emotion Coaching | | Physiological Skill | <i>r</i> = .11 | <i>p</i> = .86 |
| | Adaptability | Physiological Skill | <i>r</i> = .14 | <i>p</i> < .01 |
| Interpersonal Guidelines | Interpersonal EQ | | <i>r</i> = .06 | <i>p</i> < .01 |
| Interpersonal Guidelines | | Social/interpersonal skill | <i>r</i> = .16 | <i>p</i> < .01 |
| | Interpersonal EQ | Social/interpersonal skill | <i>r</i> = .09 | <i>p</i> < .01 |
| Intrapersonal Beliefs | Intrapersonal EQ | | <i>r</i> = .08 | <i>p</i> = .05 |
| Teacher Emotion | General Mood | | <i>r</i> = .04 | <i>p</i> = .40 |
| Teacher Emotion | Positive impression | | <i>r</i> = -.02 | <i>p</i> = .58 |
| Teacher Emotion | | Total Positive Score | <i>r</i> = .07 | <i>p</i> = .11 |
| Teacher Emotion | | Total Negative Score | <i>r</i> = .19 | <i>p</i> < .01 |
| | General Mood | Total Positive Score | <i>r</i> = .00 | <i>p</i> < .01 |
| | General Mood | Total Negative Score | <i>r</i> = -.34 | <i>p</i> < .01 |
| | Positive impression | Total Positive Score | <i>r</i> = .06 | <i>p</i> < .01 |
| | Positive impression | Total Negative Score | <i>r</i> = -.07 | <i>p</i> = .09 |

Table 21. *Correlations Between the BarOn EQ-i:YV and the CEEQ-SSS Sub-Scales with Secondary School Students*

| | | Positive Impression | Intrapersonal EQ | Interpersonal EQ | Adaptability | Stress management | General Mood |
|--|------|------------------------|---------------------|---------------------|--------------|----------------------|--------------|
| Emotional Awareness | $r=$ | .10 | .09 | .25 | .15 | .17 | .21 |
| | $p=$ | .02 | .05 | .00 | .00 | .00 | .00 |
| Emotional Relationship | $r=$ | .26 | .19 | .31 | .22 | .12 | .30 |
| | $p=$ | .00 | .00 | .00 | .00 | .01 | .00 |
| Emotion Coaching | $r=$ | .09 | .08 | .15 | .14 | .00 | .13 |
| | $p=$ | .03 | .06 | .00 | .00 | .96 | .00 |
| Emotional Interpersonal Guidelines | $r=$ | .10 | .10 | .26 | .18 | .14 | .25 |
| | $p=$ | .02 | .02 | .00 | .00 | .00 | .00 |
| Emotional Intrapersonal Beliefs | $r=$ | .10 | .08 | .23 | .18 | .10 | .24 |
| | $p=$ | .02 | .05 | .00 | .00 | .01 | .00 |
| Teacher Emotional Reactions | $r=$ | -.02 | -.02 | -.08 | -.02 | -.17 | -.04 |
| | $p=$ | .58 | .66 | .05 | .56 | .00 | .40 |

Descriptive Statistics

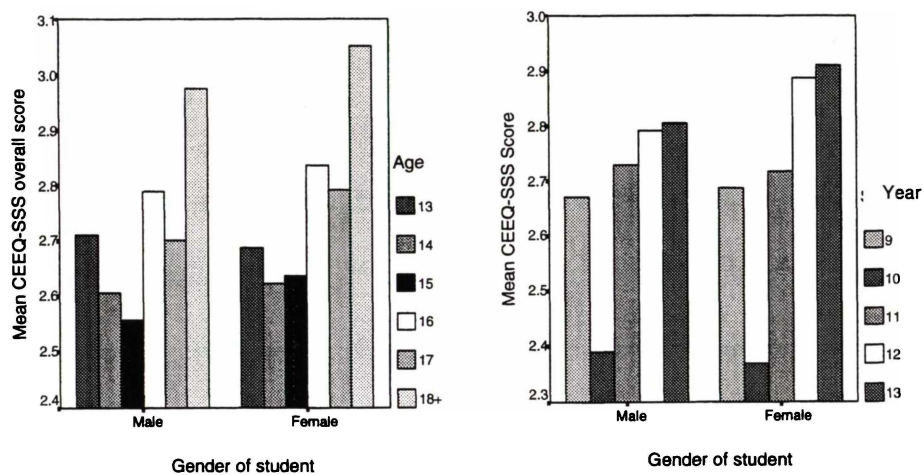


Figure 22. Histogram of secondary school student gender CEEQ-SSS scores across age and school year.

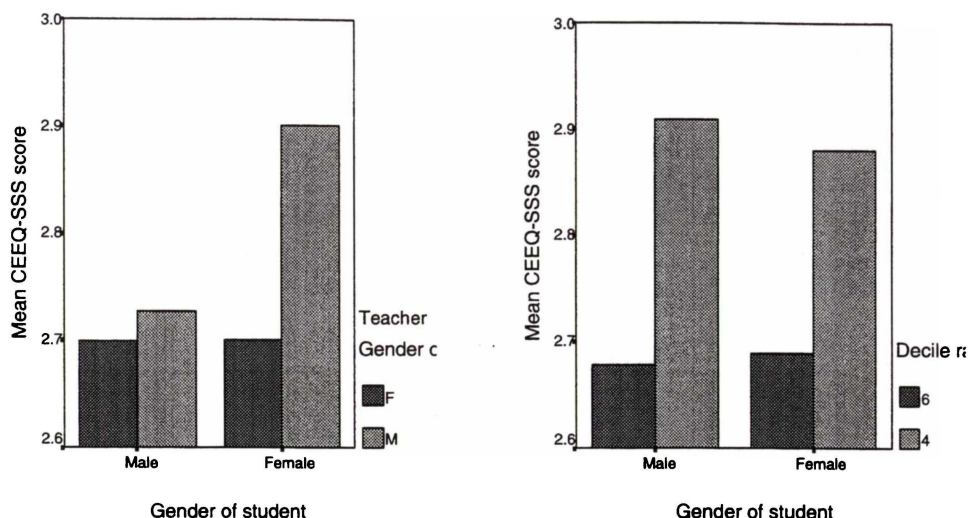


Figure 23. Histogram of secondary school student gender CEEQ-SSS scores against teacher gender and decile rating.

No significant differences existed between student ethnicity, $F(6, 556)=.98, p=.44$, and student, $F(1, 561)=.23, p=.64$, or teachers' gender, $F(1, 561)=3.25, p=.07$, on the CEEQ-SSS. However, significant differences existed between age of student, $F(5, 557)=8.35, p<.01$, year level of student, $F(4, 558)=12.70, p<.01$, subject taught by teachers, $F(7, 555)=5.99, p<.01$, and decile rating of school, $F(1, 561)=16.767, p<.01$. All samples were homogenous except subjects taught by teacher, $p=.04$, age, $p=.01$, and year level, $p<.01$, of student. Figures 22 and 23 display differences in population data.

Emotional Regulation Scales for Youth and the BarOn Emotional Quotient Inventory: Youth Version.

Significant differences existed between subjects taught, $F(7, 555)=2.30, p=.30$, and the gender of student, $F(1, 561)=8.70, p<.01$, on the BarOn EQ-i:YV. Populations that were not statistically different included student age, $F(5, 557)=1.514, p=.18$, year level, $F(4, 5578)=1.07, p=.37$, teacher gender, $F(1,$

561)=.26, $p=.61$, student ethnicity, $F(6, 556)=1.988$, $p=.07$, and decile rating of school, $F(1, 561)=.21$, $p=.64$. All population samples were homogenous.

ERS-Y samples that were statistically different included students' age, $F(5, 557)=4.98$, $p<.01$, year of school, $F(4, 558)=4.8$, $p<.01$, gender of student, $F(1, 561)=5.12$, $p=.02$, student's ethnicity, $F(6, 556)=3.36$, $p<.01$, and decile rating of school, $F(1, 561)=.31$, $p=.58$. Areas not taught statistically different included subject taught, $F(7, 555)=.99$, $p=.44$, and teachers' gender, $F(1, 561)=.08$, $p=.78$. With the exception of student gender, $p<.01$, and ethnicity, $p=.01$, all populations were homogeneous.

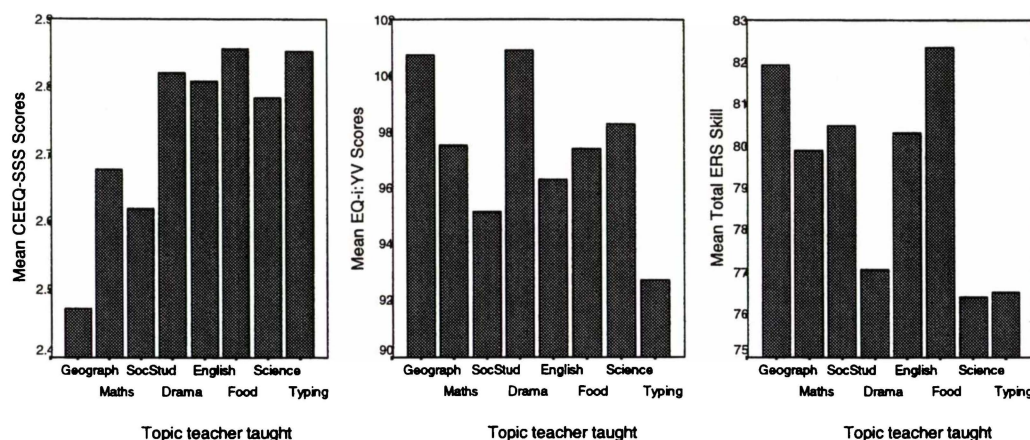


Figure 24. Histogram comparing taught topic against the CEEQ-SSS, the BarOn EQ-i:YV, and ERS-Y with secondary school students.

A one-way between groups multivariate analysis of variance (MANOVA) was used to examine differences in subject taught between the three questionnaires. Assumptions necessary to perform this analysis were not violated. Three outliers were detected using Mahalanobis distances but owing to the large sample size, the small number of outliers and the robustness of the MANOVA this was judged to be inconsequential. In addition, the overall assumption of homogeneity of variance and equality of variance was also not violated. A statistically significant difference existed between topics taught in areas of overall

emotional environment, emotional intelligence, and emotion regulation, $F(21, 1588)=4.01, p<.01$; Wilks Lambda=.86; partial eta squared=.05 (see Figure 25). In this comparison, the only difference between subjects taught using a bonferroni adjusted alpha level of .017, was with the emotional environment, $F(7, 555)=5.99, p<.01$. Furthermore, the topic taught represents 7% of the variance in the emotional environment (partial eta squared=.07).

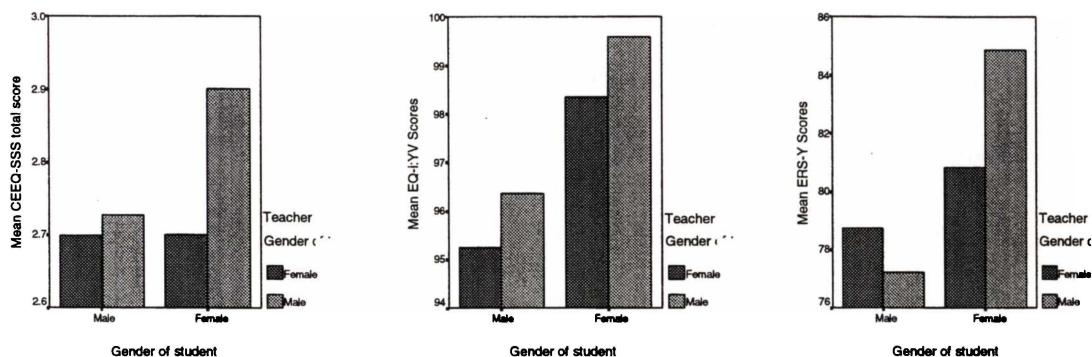


Figure 25. Student gender results grouped according to their teachers' gender on the BarOn EQ-i:YV and ERS-Y with secondary school students.

A significant difference also occurred overall between student and teacher gender outcomes on the CEEQ-SSS, BarOn EQ-i:YV, and ERS-Y, $F(3, 557)=1.93, p=.01$; Wilks Lambda=.99; partial eta squared=.01 (see Figure 25). Using a bonferroni adjusted alpha level of .02 (.05 x 3), the only significant difference was between student gender with emotion regulation, $F(1, 1379.134)=6.97, p=.01$. However, gender only represented 1.2% of the variance in emotion regulation (partial eta squared=.01). This difference should be viewed with caution as emotion regulation was the only dependent variable that violated the assumption of normality using Levene's test of equality of error variance ($p<.01$).

Other significant differences were found overall between the CEEQ-SSS, BarOn EQ-i:YV and ERS-Y with age, $F(15, 1532.512)=5.38, p<.01$; Wilks

Lambda=.87; partial eta squared=.05, year, $F(12,1471.329)=7.7, p<.01$; Wilks Lambda=.85; partial eta squared=.05, ethnicity, $F(18,1567.434)=2.44, p<.01$; Wilks Lambda=.93; partial eta squared=.03, and decile, $F(3,559)=6.98, p<.01$; Wilks Lambda=.96; partial eta squared=.04.

The emotional environment and emotion regulation was significantly different for age, $p<.01$, partial eta squared=.07; year $p<.01$, partial eta squared=.04, and year (CEEQ-SSS $p<.01$, partial eta squared=.08; ERS-Y $p<.01$, partial eta squared=.03), although the CEEQ-SSS violated normality for both age $p=.01$, and year, $p<.01$. Other than the ERS-Y which had violated normality for ethnicity, $p=.01$, there was no significant differences between ethnicity on emotion environment, emotion intelligence, or emotion regulation scores. The emotional environment was significantly different between decile ratings of schools, $p<.01$, partial eta squared=.03. Decile six secondary schools performed lower than decile four on emotional environment scores (see Figure 26).

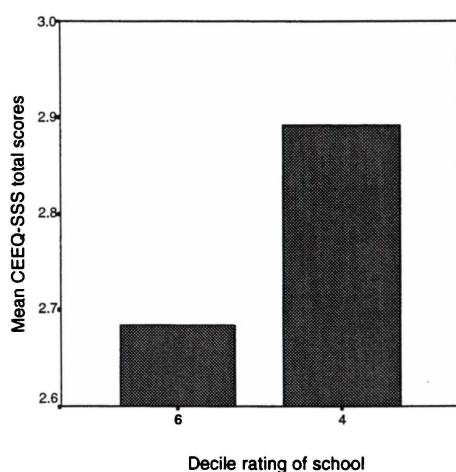


Figure 26. Decile school ratings on the CEEQ-SSS with secondary school students.

Table 22. *Factor Transformation Matrix for the CEEQ-SSS with Secondary School Students*

| Factor | 1 | 2 | 3 | 4 | 5 |
|--------|------|------|------|------|------|
| 1 | .64 | -.57 | .48 | .08 | .16 |
| 2 | .54 | .77 | .08 | .23 | .24 |
| 3 | .41 | -.01 | -.43 | -.81 | .02 |
| 4 | -.36 | .14 | .52 | -.44 | .62 |
| 5 | .02 | .25 | .56 | -.31 | -.73 |

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalisation.

Path Analysis with Simplified Factor Structure

Using the simplified factor structure, path analysis was calculated. The obtained collinearity between the two independent variables, demographic variables and the CEEQ-SSS, was acceptable at .87. The contribution by the classroom emotional environment to emotion regulation, $R=.19$, $R^2=.04$, $p<.01$, and emotional intelligence, $R=.32$, $R^2=.10$, $p<.01$, was significant. Emotional intelligence contributed to emotion regulation, $R=.53$, $R^2=.29$, $p<.01$. Demographic variables contributed to emotion intelligence, $R=.17$, $R^2=.03$, $p=.02$, and emotion regulation, $R=.21$, $R^2=.05$, $p<.01$ (Figure 27). The model as a whole explains 33.8% of the variance in the dependent variable (emotion regulation).

Again, the direct pathway between the CEEQ-PSS simplified factor structure and ERS-Y (.19) was similar to the indirect pathway through the BarOn EQ-i:YV (.17), indicating this relationship was plausible. The influence demographic variables had on ERS-Y scores were not so plausible as there seemed to be an observable difference between the direct (.21) and indirect pathway (.09).

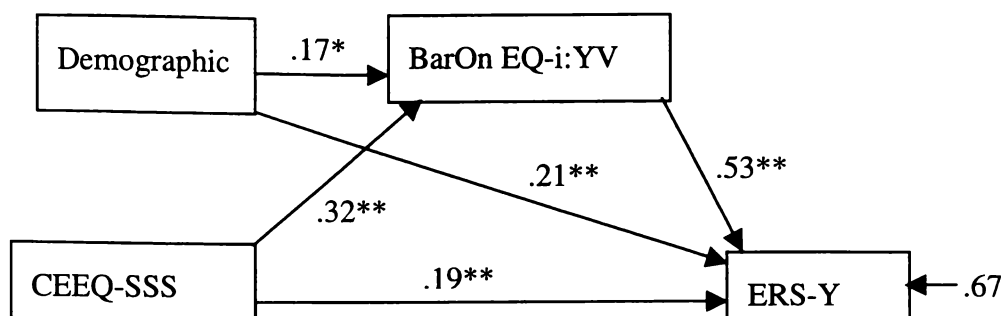


Figure 27. Path diagram depicting the relationship between the simplified factor structure of the CEEQ-SSS, the BarOn EQ-i:YV, and the ERS-Y with standardised coefficients. Shown are the standardised coefficients (.19, .32, .17, .21, .53), and the variances of residuals (.67). * $p < .01$ level ** $p < .001$ level.

Demographic variables include age of student, year level, ethnicity of student, subject taught, gender of teacher and student, and decile rating of the school.

Using hierarchical multiple regression to control for demographic variables, demographic variables were found to account for 4.6% of the variance in the ERS-Y, $R^2 = .05$, $p < .01$. The simplified CEEQ-SSS, $p < .01$, and BarOn EQ-i:YV, $p < .01$, significantly contributed an additional 10.4% and 33.8% of the variance respectively. In all, measured exogenous variables (i.e., demographic variables and the emotional environment) predicted 10.4% of the variance in the ERS-Y scores. The model as a whole was statistically significant, $F(10, 547) = 27.95$, $p < .01$. Less variance (.67) appeared to be unaccounted for with secondary school students in the model than with primary school students.