Enhancing positive work relationships and the school environment:

An exploratory case study of teachers' emotions

A thesis presented in partial fulfilment of the requirements for the degree of

Master of Arts

in

Psychology

at Massey University, Palmerston North, New Zealand.

Sarah Anne Yee

2010

Abstract

The experience of work life is saturated with feelings or emotions (Ashforth & Humphrey, 1995). For humans, as with any social animals, our survival and day to day functioning rely heavily on the communication and perception of emotions (Ashkanasy, Härtel, & Zerbe, 2000b). When attention is paid to increasing awareness and understanding of emotion in our work lives, and how those emotions affect others, there is potential to improve interpersonal interactions and develop more positive, supportive work relationships. The work environment is largely dependent on the quality of these relationships and connections between organisational members (Carmeli, 2009).

Despite the centrality of work relationships within organisations, researchers are yet to fully understand the dynamics and the processes that nurture and sustain positive interpersonal relationships at work (Ragins & Dutton, 2007). Collegial relationships are particularly important in organisations such as schools, where the way that staff interact with one another not only affects their job performance and the quality of their work life, but also the lives and learning abilities of their students. The purpose of this study was to gain a deeper understanding how collegial interactions, relationships, and the school environment may change when staff are trained in emotional skills. This research was a smaller, parallel study contributing to a larger three year project – *Te Āniwaniwa: Warming up the Classroom Emotional Environment.* A mixed method approach utilised quantitative information from questionnaires to assess the school environment and morale, and qualitative information from weekly diaries of emotional interactions and semi-structured interviews.

All of the teaching and support staff from a local primary school attended workshops to enhance their emotional skills based on the Harvey-Evans (2003) model of the classroom emotional environment. Although statistical analyses were not sensitive enough to detect changes in quantitative data from questionnaires due to a small sample size (N=18), qualitative information collected from weekly diaries and interviews suggested that staff were noticing changes to their day to day interactions with one another and improvements to their professional relationships.

Interview themes highlighted some of the day to day behaviours and expectations that may be important in laying solid foundations on which positive relationships can be built. By delivering training to individuals within School A to enhance their emotional skills, this programme encouraging the development of an atmosphere where emotions could be expressed, understood and managed more effectively. The implications of these results are not necessarily restricted to management and staff relationships in schools but may also be extended to other occupational settings where individuals are required to support one another and share ideas and resources.

This paper is dedicated to my sister Catherine, whose spirit and love of life continue to inspire me in everything that I do.

Acknowledgments

It has been the support and hard work of many people that has made this project possible. Firstly, I would like to extend special thank you to my academic supervisor Professor Ian Evans and my mentors Dr. Shane Harvey and Rhys Hill for the passion and energy that kept me going this year. Thank you for your wisdom and guidance, for always challenging me to push my boundaries, and for providing me with the opportunity to be involved in such worthwhile research.

Huge thanks also go out to the rest of the *Te Āniwaniwa* research team- Dr. Averil Herbert, Dr. Janet Gregory, Fiona Parkes, Elizabeth Yan, Andrea Calder, Edwin Chin, Rachel Andersen, and Kanchana Pathirana. It has been the combined effort of this whole team that kept this project running smoothly. Your encouragement, ideas and feedback have been invaluable. I would like to thank the principals and all of the staff at both schools involved with this study for their hard work and perseverance throughout the year. Thank you for welcoming me into your schools and sharing your thoughts and experiences with me.

I would also like to give special thanks to my friends and to my partner Ollie who have been a constant source of encouragement and support throughout this process. Thank you for lifting my spirits whenever I needed it and for always being there for me.

Last but certainly not least, I send my love and thanks to my family- Mum, Dad and Lauren, who have been endlessly loving and supportive in every aspect of my life. Thank you for always believing in me. Without you, none of this would be possible.

Table of Contents

List of Tables and Figures

Foreword

How do you describe that feeling you get when you walk into a school? It's a feeling that sits deeper than just your awareness of the physical environment surrounding you. Do you feel warm and welcome, or does sense of isolation and coldness rest within you? Do the staff smile at you and greet you as they walk past? Do they smile and greet one another?

Just as our perceptions of the environment or climate shape the way we feel about being in a particular setting, staff perceptions of the environment in which they work affect the way they feel about their jobs. For teachers working in a school perceived as warm and accepting, may be more likely to have positive feelings about their jobs and the environment in which they work. This can have a tremendous positive influence on the lives and learning capabilities of the students they work with. In saying this, a school environment perceived as cold and unwelcoming, where teachers have negative feelings toward their jobs and the work environment may have a negative influence on their own wellbeing as well as that of their students. So how do you promote these positive feelings about the school environment?

This study contributes to a larger, three-year project- *Te Āniwaniwa*, which aimed to warm up the emotional climate in New Zealand primary school classrooms. As the project administrator and a research assistant for this project, I would often visit schools to administer questionnaires to students. Visiting various classrooms began to widen my eyes to the important influence that teachers' emotional skills and relationships can have on the lives of their students and the atmosphere of their classroom.

This project began in 2007 and the first year focused on developing a greater understanding of the classroom emotional climate. This involved collecting video footage of teachers who were identified as having a warm and sensitive teaching style. Video footage included examples of positive emotional interactions between the exemplar teachers and their students, as well as video taped interviews. In 2008,

we investigated whether the emotional interactions of teachers could be modified through professional development to enhance teachers' social-emotional skills in the classroom.

The question left to be answered by the third and final phase of the study was: If we really can warm up the classroom emotional climate, how will this benefit students? The aim the third phase of this study was to measure the relationship between teachers' emotional behaviour in the classroom and changes in students' emotional intelligence after teachers participated in an intervention aimed at their emotional behaviour in the classroom.

Feedback from the 2008 teacher participants of the professional development workshops had been very positive, with many wanting more! A number of teachers asked for an opportunity to be involved with continuous training and development-wanting to sustain the positive changes they had made to their classrooms and their relationships with their students. It became apparent that if we wanted to make sustainable changes to students, teachers, and the classrooms they work in, teachers would need to be surrounded by an environment within their school that supported their growth and development, one in which teachers' development was promoted by the support of their peers and leadership. This led us to the idea of a whole school approach to professional development, where all teaching and support staff, including the principal, would be involved in a programme designed to promote a supportive and positive school environment.

 In collaboration with a local primary school led by a senior management team who shared our beliefs, we developed a whole school approach to the intervention that would involve all teaching and support staff at the school, focusing both at a school wide and individual classroom level of change. With a keen interest in the area of organisational psychology, I became interested in how developing the emotional skills of this group might affect the interpersonal relationships between the staff, how they felt about their jobs, and the school organisational climate.

Many people spend most of their day at work and the work environment can impact motivation, behaviour, development and performance (Carmeli, 2009). Teachers may not spend as much time interacting with their co-workers as individuals in some other types of organisations because they work mostly in their own classroom with their students alone. However, teachers need to be able to cooperate and support one another in what can be an emotionally exhausting job. How they interact with each other affects not only their own work life, but the lives and learning abilities of the students they teach. These interactions contribute to the development of working relationships that play an integral role in the perceptions of the organisational environment and a number of organisational processes. This study aimed to gain a deeper understanding how these relationships and the school environment may change when all teaching and support staff are trained in emotional skills.

Introduction

In organisations such as schools, the environment not only influences the feelings and attitudes of the individuals who work there, but other individuals who are involved in school life and for whom the organisation plays an important role. A school environment that is perceived as warm, accepting and positive, and where staff feel positively about their jobs and the work environment can enhance the quality and experience of school life for other staff, students, and their families.

This study aimed to gain a deeper understanding of the organisational climate of a school, with a particular focus on relationships. I investigated the ways in which whole school professional development to enhance emotional skills of all teaching and support staff may be associated with staff interpersonal relationships, how teachers feel about their jobs, and the school climate.

The importance of the work environment

Organisations rely on individuals to interact with one another and form connections in order to complete the necessary work within the organisation (Dutton & Heaphy, 2003). The work environment can shape the way people feel about the organisation and is largely dependent on the quality of these relationships and connections between organisational members. Relationships affect way we work, what gets done, and the quality of work life (Carmeli, 2009).

The terms work environment and organisational climate are often used interchangeably and the concept is often discussed using a variety of definitions. Organisational climate can be defined broadly as the shared psychological meaning of an organisation. More specifically, it can be described as the overall shared meaning of the work environment based on individual perceptions (James, Choi, Ko, McNeil, Minton, Wright, & Kim, 2008). The concept of organisational climate is defined by Ashkanasy Wilderom, and Peterson (2000a) as the "configurations of attitudes and perceptions by organisational members that, in combination, reflect a substantial part of the context on which they are a part and within which they work"

(p. 8). Organisational climate is also defined by Schneider, Bowen, Ehrhart, and Holcombe (2000) as a gestalt (or whole) that is based on perceived patterns in the behaviour and experiences of individuals within organisations. Each of the definitions provided here highlight the perceptual nature of the concept and the importance of individual meaning.

Organisational climate can be distinguished from organisational culture in that climate is essentially an emotional phenomenon and culture is more stable and associated with the deeply rooted beliefs, values, and assumptions that characterise an organisation and guide the behaviour of its members (Ashkanasy, 2003; Ashkanasy et al., 2000a). Schneider and colleagues (2000) explain the history of the concept of climate as being grounded in Kurt Lewin's Gestalt psychology and the idea that individual perceptions can be brought together to form a more complete picture, one that represents more than the simple sum of individual parts. For this reason, organisational climate is not presented here as an attribute of the organisation itself possesses as such, but a summary of the perceptions held by an individual, reflecting the interaction with his or her environment (James, & Jones, 1974). Study and assessment in the area of organisational climate has been widespread and although much research has been conducted with a range of business type organisations, less attention has been paid to organisational settings such as schools (Conley & Muncey, 1999).

Understanding the school environment

This study sought a deeper understanding of the organisational climate within a school, also known as the school climate or school environment. How a school organisation operates has a major influence on teachers' affective responses to their work, their level of motivation and their commitment to their students (Hart, Conn, Carter, & Wearing, 1993). The school environment not only affects their own wellbeing, but can have a tremendous affect on the students they work with. A safe, caring responsive school climate fosters greater attachment to school and provides an optimal foundation for social, emotional and academic learning (Cohen, McCabe, Michelli & Pickeral, 2009). Therefore, improving the school climate and the morale

of the staff can have positive influence on the attitudes of students as well as making teaching a more pleasant experience (Jones, 1990; Miller, 1981).

Moos' work on psychosocial environments has been the basis of much of the subsequent research on school and learning environments. Moos (1973) concluded that three basic categories or dimensions can be used to characterise and differentiate between psychosocial environments in a variety of organisational settings such as hospitals, schools, correctional institutions, military organisations, and universities. These categories were all found affect individual and group behaviour. The categories Moos identified were: 1) Relationship Dimensions which assess the nature and quality of interpersonal relationships within the environment (e.g., peer involvement and support); 2) Personal Development dimensions which assess the extent of personal growth and self-enhancement (e.g., autonomy and competition); and 3) Systems Maintenance and Systems Change Dimensions which assess the order and organisational clarity and control (e.g. innovation, work pressure and response to change).

Pioneers in school climate research, Halpin and Croft described the organisational climate as "the organisational 'personality' of a school; figuratively, 'personality' is to the individual what 'climate' is to the organisation" (1963, p. 1). Cohen and colleagues (2009) refer to the school climate as the quality and character of school life. They explain that school climate reflects individuals' experiences of school life and the norms, goals, values, interpersonal relationships, teaching/learning practices, and organisational structure. Cohen and colleagues claim that virtually all researchers agree that there are four key areas that shape the school climate: 1) safety, 2) relationships, 3) teaching and learning, and 4) the external environment.

A positive school climate is one which fosters youth development and learning and an environment where the norms, values, and expectations promote feelings of social, emotional, and physical support and safety. It is an environment characterised by mutual trust and cohesion in relationships at all levels (i.e. staff-staff, staff-students, and students-students), cooperative learning, high morale, and

where individuals feel valued, engaged, and respected (Cohen et al., 2009; Miller, 1981). An effective school climate allows the education process to grow and gain strength (Jones, 1990). Cohen and colleagues' (2009) review of school climate research, policy, practice, and teacher education revealed that there is a growing body of evidence to suggest that a positive school environment is associated with and/or predictive of academic achievement, school success, violence prevention, students' healthy development, and teacher retention.

Where classroom climate encompasses relationships between teachers and students or among students in the classroom, the school climate also involves teachers' relationships with other teachers, the principal, and other staff members (Rentoul & Fraser, 1983). A school environment where adults respect and value one another and their relationships with students, may communicate to students that it is an environment deserving of their value and respect as well.

Currently, education has placed more emphasis on enhancing the performance and achievement of schools as work organisations and the management of teachers. There has been a shift from the belief in the need for bureaucratic management strategies used to control teachers, to an emphasis on the importance of creating a work environment where teachers feel respected in their professional role, with studies aimed at enhancing teacher involvement in decision making, career development, and quality of work life (Conley & Muncey, 1999).

Conley and Muncey (1999) aimed to identify the aspects of the organisational climate that teachers believe enhance their work as professionals. Their findings suggested that role clarity, opportunities for advancement, and participation in decision making are dimensions of climate to which teachers are sensitive. Miller (1981) suggested enhancing opportunities for staff to participate in decisions, encouraging involvement in activities, being supportive of new ideas, high levels of communication, giving positive feedback to staff, and modelling the behaviour they wish to see other staff and students develop as some ways to establish a positive school climate. In a healthy school environment, teachers believe that they are influential in affecting what happens in the school and are part

of the decision making process. "The importance and interrelatedness of staff morale, school climate, educational productivity to student learning, and effective staff performance cannot be denied" (p 486, Miller, 1981).

Understanding organisational climate is also important to maximise the effectiveness of training and development initiatives. Hand, Richards, and Slocum (1973) found evidence suggesting that individuals who perceived their organisation's climate to be supportive performed significantly better at a job performance task than individuals who perceived their organisation's climate to be unsupportive. Burke and Baldwin (1999) found that trainees surrounded by a more supportive organisational climate applied knowledge, skills, and behaviour learned in training to a greater extent when they returned to their jobs and less additional relapse prevention training was required. They suggest that more research is needed to help organisations understand how to best modify the organisational climate to be more supportive.

Other authors have also emphasised the importance of the work environment to sustain changes from training and development. Cherniss, Goleman, Emmerline, Cowan and Adler (1998) explain that even well designed training programmes cannot be effective without the support of the larger organisational system in which the individual belongs. When an individual returns to their natural environment following training, there are likely to be cues and reinforcers that support old habits that training has been designed to weaken. More specifically, they suggested a number of important aspects of the organisational environment that are important in facilitating the transfer of social and emotional learning, these include: supervisor behaviour (reinforcement and modelling), social support, and an organisational climate that supports learning. Ongoing support for individuals and encouraging the formation of groups where people give each other support during a change effort is important (Cherniss et al., 1998).

Why do we need positive relationships at work?

Connections with others compose the fabric of our daily organisational lives (Dutton & Heaphy, 2003). As social beings, we rely on one another for survival and growth. We have a basic desire to belong which motivates us to form and maintain social bonds with others. These relationships are important in the development of our self concept (Carmeli, 2009). Despite the centrality of relationships to the meaning of our lives and experiences outside of work, they are often placed in the background of organisational life. However, many people spend a large percentage of their time at work (Ragins & Dutton, 2007).

As discussed earlier, relationships and how "connected" people feel with one another within a school is considered one of four fundamental dimensions of the school climate (Cohen et al., 2009). This not only refers to the relationships between students and their teachers, but also relationships existing between staff. The relational dimension of school climate refers to positive adult-adult relationships among teachers, administrators, and other staff, as well as positive adult-student relationships. This relational dimension was also identified as one of the three categories in Moos's model of the psychological climate (1973).

Despite the important influence of work relationships for individuals, groups and organisations, researchers are yet to fully understand the dynamics and the processes that nurture and sustain positive interpersonal relationships at work (Ragins & Dutton, 2007). Ragins and Dutton (2007) explain that positive work relationships are fluid, diverse and complex, therefore making the concept hard to clearly define. They describe these relationships generally as "reoccurring connections between two people that take place within the context of work and careers and are experienced as mutually beneficial, where beneficial is defined broadly to include any kind of positive state, process or outcome in the relationship" (p. 9). Work relationships based on shared goals, knowledge, communication, and mutual respect enable positive outcomes for the individual and the organisation in which they work, particularly in service settings, which are often highly interdependent (Gittell, 2003).

In a study by Kirmeyer and Lin (1987) that found a positive correlation between face to face interactions in the workplace (both between peers and with management) and perceptions of social support, it was suggested that conversations about work as well as conversations about topics outside work such as family problems were significantly associated with perceived social support. High frequencies of information sharing interactions may suggest high levels of interpersonal openness and trust, and value and esteem between employees, which may be critical to wellbeing (Kirmeyer & Lin, 1987). In addition to influencing psychological wellbeing of employees, the quality of work relationships between co-workers is important for sustainable organisational performance and development (Ragins & Dutton, 2007).

Supportive relationships and the closely related concepts of interpersonal warmth, trust and openness have long been recognised as core dimensions of the organisational climate and can have important effects on many other organisational outcomes such as occupational stress, innovation, job performance, and job satisfaction (Kirmeyer & Lin, 1987). In a study of 147 employees by Carmeli (2009), high quality relationships were found to be positively associated with feelings of vitality (defined as feeling alive and alert) which resulted in enhanced job performance. Carmeli (2009) claims that "high quality relationships provide a safe and enriching psychological environment in which people are involved in and focused on the task at hand" (p. 54).

Positive collegial relationships are a valuable means of social support which is required for change and growth (Kram & Isabella, 1985; Roberts, 2007). Positive work relationships provide the security for learning, which encourages people to discover and experiment with new things, while feeling safe to attempt new skills and tasks without the challenge of having to prove their legitimacy and worth to others. On the other hand, disconnected relationships characterised by feeling misunderstood and invisible in the eyes of others, are associated with feelings of inadequacy and can inhibit the quality of work life and interfere with individuals' ability to achieve their work goals successfully (Roberts, 2007). According to Dutton (2003), "Even small acts of exclusion and the simple lack of recognition can

chip away at a sense of self worth and competence" (p.9). Odden and Sias (1997) explain that employees lacking supportive relationships with their colleagues can feel that they have little control over their work environment, which then leads to increased stress.

Relationships with co-workers and professional interactions can affect levels of morale or enthusiasm. Teacher morale can be defined as the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation (Bentley & Rempel, 1967). Hart (1994) presents a definition of morale as the energy, enthusiasm, team spirit, and pride that teachers experience in their school. Morale can be influenced by a number of personal and situational factors. Professional interaction and goal congruence are some other aspects of organisational climate may that determine teachers' levels of morale. Findings suggest that by improving teachers' perceptions of these, it may be possible to achieve an increased level of morale (Hart et al., 1993). Other aspects of the school environment such as supportive leadership are positively related to teacher morale (Rowland, 2008).

Some authors have listed certain characteristics of positive relationships which include: true sense of relatedness, safe expression of positive and negative emotions, compassion, resilience, positive regard, feeling accepted, giving and receiving, mutual caring and support, mutual expectation, and safety in times of distress (Carmeli, 2009; Roberts, 2007). In group situations and interpersonal exchanges, one of the key ingredients to high quality relationships and performance is the perception and interpretation of emotions (Ashkanasy, 2003).

Emotions in the workplace

The experience of work life is saturated with feelings or emotions (Ashforth & Humphrey, 1995). The study of emotion in organisations first emerged in the United States during the 1930s. During this period, many ideas and methods were discovered but interest faded in the decades to follow. However, there has been a revival in this area since the late 1980s, as researchers have begun to rediscover their

interest in the role emotions in organisations (Brief & Weiss, 2002). It is becoming clear that emotional dimensions pervade the entire spectrum of human behaviour and emotions are becoming recognised as an inseparable component of organisational life (Ashforth & Humphrey, 1995; Ashkanasy, 2003; Ashkanasy et al., 2000b).

Where "mood" is considered to be a generalised feeling state that is not usually associated to a particular stimulus, "emotions" are normally connected with specific events or occurrences (Brief & Weiss, 2002). Some sources of positive emotion for teachers (e.g. happiness, joy, and satisfaction) are listed by Sutton and Wheatley (2003) as seeing children learn and grow, relationships with students, and supportive colleagues. Sources of negative emotion (e.g. frustration and anger) include student misbehaviour and uncooperative colleagues. Positive emotions can promote social identity, a sense of community, and task effectiveness in organisations (Ashforth & Humphrey, 1995).

Weiss and Cropanzano's (1996) affective events theory (AET) proposes that the behaviour and performance of employees is determined by moment to moment variations in the way they feel at work, rather than attitudes and personality. These theorists argue that people react emotionally to the events and conditions of the work environment and the accumulation of these affective events influence job attitudes and behavioural responses. For example, positive emotions can lead to more positive attitudes and productive work. On the other hand, negative emotions may therefore lead to the formation of negative long term attitudes toward work and low commitment. The AET model also suggests that certain features of the work environment predispose the occurrence of certain types of affect-producing events. For example, an enriched job may lead to more events involving feedback, task accomplishment, and optimal challenge which may be associated with emotions such as pride, happiness and enthusiasm (Basch & Fisher, 2000). Some examples of the categories of these affective events included stressful events, leaders, workgroup characteristics, physical settings, and organisational rewards and punishments (Brief & Weiss, 2002).

Based on the AET model, Basch and Fisher (2000) sought to identify the emotions experienced most frequently in the workplace and what specific events or situations were associated with them. They asked respondents to describe recent organisational events or situations that elicited ten specific emotions at work. Their findings revealed an event-emotion matrix which highlighted 14 categories of job events associated with positive emotion (e.g., happiness, pride, and enthusiasm) and 13 categories job events associated with negative emotion (e.g., frustration, worry, and disappointment). Results highlighted the influence of the behaviour of other staff members on an individual's emotions in the workplace. The event-emotion matrix indicated that acts of colleagues and acts of management were frequent and important causes of positive and negative emotion in the organisation. Twenty-five percent of events involving acts of colleagues led to positive emotions and 75% led to negative emotions. Events that were associated with negative emotions included backstabbing, not cooperating, and refusing to share the workload. Those associated with positive emotions involved friendly, helpful, and supportive behaviour. Acts of management led to negative emotions 93% of the time. The dominance of acts of colleagues and acts of management in the generation of negative emotions may suggest that employees and managers may not understand the extent to which their actions affect the feelings or emotions of those in their work environment (Basch & Fisher, 2000).

In his research on enhancing the quality of teacher work life, Hart (1994) found evidence to support claims that adverse and beneficial experiences operate independently in determining the positive and negative aspects of a person's quality of work life. This research found that adverse (negative) experiences were associated more strongly with psychological distress and beneficial (positive) experiences were associated more with morale. Beneficial experiences included receiving feedback, engaging in professional development, having clear goals, being involved in decision making, and having supportive leadership. Adverse experiences included poor staff relationships, student behaviour, parental demands, and authoritarian leadership. Findings also showed that authoritarian leadership and poor staff relationships were more strongly associated with psychological distress than parent demands and student behaviour. This suggested that organisational factors

may be greater sources of psychological distress than factors directly associated with teaching (Hart, 1994).

Both positive and negative emotional or affective events may accumulate to form the basis of work related attitudes, psychological distress, and morale, which contribute heavily to individual perceptions of the organisational climate. Despite teachers' best efforts to mask some of their emotions, these may be communicated directly and indirectly to students and peers who may "catch" emotions either consciously or unconsciously (a process known as emotional contagion). The emotions of an individual can either constructively or destructively influence the emotions, behaviour and performance of the individuals they interact with (Ashforth & Humphrey, 1995).

Lazarus and Folkman's (1987) cognitive appraisal theory asserts that the processing of emotion begins with the appraisal or interpretation of the situation in terms of its relevance to the individual's the motives, goals, and concerns. Therefore, external events do not necessarily evoke the same emotion in all individuals because the emotion associated with an event depends on how it is appraised. Appraisals depend on each individual's goals, personal resources, and experiences so there are individual differences in appraisals of the same interaction (Sutton, 2007). For example, Sutton and Wheatley (2003) share an example of a child swearing at a teacher and refusing to do their work. This may be perceived by one teacher as offensive and result in an angry emotional response, but may be perceived by another as an irrevocable loss due to parental neglect and abuse and be associated with a sense of sadness. It is the emotions that result which influence the way that teachers think and interact with their students (Sutton & Wheatley, 2003). These models highlight the importance of the appraisal and interpretation of events, rather than the events themselves in determining the emotion experienced (Basch & Fisher, 2000).

People in positive work relationships are more likely to experience affirmation, satisfaction, and positive emotions. These positive emotions can inspire people to employ their strengths and perform at their best. They are less likely to

withdraw from others and are more likely to consider criticism and negative feedback as opportunities to learn (Roberts, 2007). Frederickson's (2003) broaden-and-build theory suggests that positive emotions broaden people's modes of thinking and action which develops over time to build enduring personal and social resources, and it is these resources which are drawn on to help people survive and thrive. She claims that because individual experiences of positive emotions can echo across interpersonal interactions with others, positive emotions are the fuel of upward spirals in the workplace, improved emotional wellbeing and organisational functioning. Positive emotions spread through organisations by emotional contagion and also by creating chains of events that carry positive meaning for others. When people experience more positive emotions in organisational settings they become more creative, effective, and socially integrated workers (Frederickson, 2003). While this model focuses solely on the effects of positive emotions it raises the question: If building positive emotions contributes to optimal organisational functioning, then how do organisations cultivate these and manage negative emotions?

Emotions play a hugely important role in organisations such as schools, where Sutton and Wheatley (2003) claim that the emotions of teachers can affect their memory, attention, thinking, motivation, and problem solving. It is therefore vital that teachers and other staff working within schools are able to identify, understand, and manage emotions effectively. These abilities form the basis of what is often called emotional intelligence. The concept of emotional intelligence was introduced by Mayer and Salovey in the early 1990s and has become a trendy catchphrase in recent years due to the popularity of books such as Goleman's "Working with Emotional Intelligence" (1998). However, it has also gained increasing recognition by researchers in social sciences and applied and organisational settings (Ashkanasy et al., 2000a).

Mayer and Salovey (1993) present emotional intelligence as ability, rather than a trait. They define emotional intelligence as "a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (p. 433). Mayer and Salovey (1993) claim that in the same way that some people are

able to generate effective words at a rapid speed and may be considered verbally fluent; some people may be more emotionally fluent, and able to generate effective emotions and emotion-related thoughts quickly. People vary in their awareness and understanding of emotion. Those possessing higher levels of emotional intelligence may be more open to experiencing positive and negative aspects of emotion and may be better at labelling and communicating them appropriately. According to Salovey, Mayer, Goldman, Turvey, and Palfai (1993), people who can clearly experience emotion and are more confident in their ability to regulate emotion, may be able to repair their moods more quickly and effectively. The ability to do this may enhance their ability to regulate emotion within themselves and with others, and may contribute to their overall well being (Mayer & Salovey, 1993).

Emotions of self and others are inseparable aspects of work life as they are confronted on an everyday basis. Understanding these emotions can be a source of valuable information about ourselves, others, and the dynamics of our organisational surroundings. Being able to gauge the feelings of those around us, managing our own emotions, and developing good work related emotional skills are important building blocks for emotional intelligence in the occupational environment. Emotional skills play a key role in many aspects of work life, including occupational and career assessment, job performance and satisfaction, and coping with occupational stress (Matthews, Ziedner & Roberts, 2002).

Jordan, Ashkanasy, Härtel, and Hooper (2002) demonstrated that coaching emotional intelligence can substitute for a lack of innate ability. Teams of students who received a nine week coaching programme in goal setting and interpersonal skills were asked to complete weekly logbooks that were later coded to assess each team's performance on the skills they had learned. Results indicated that teams who were lower in emotional intelligence at the beginning initially performed at a lower level than teams with higher emotional intelligence. However, following the training programme, the gap in the performance levels of the two groups was reduced and both teams performed equally. Developing emotional skills requires deep changes being made and to unlearn ingrained habits of thought, feeling, and behaviour and the development and maintenance of new ways of thinking. Considerable support

and guidance are needed to help maintain motivation until these new ways of thinking, feeling, and behaving become second nature (Matthews et al., 2002). This process can be long and difficult and requires more practice and involvement than a simple one-day seminar (Cherniss et al., 1998).

It is possible for individuals to develop their skills to become more socially and emotionally competent. The literature discussed here clearly indicates the importance of social and emotional skills, yet organisational training and development has historically focused on the development of intellectual skills. Emotional skills are important for communicating and developing positive relationships within organisations, yet emotional aspects of teachers' lives have received surprisingly little attention (Sutton & Wheatley 2003).

The present study focused on emotion-related skills and while it did not explicitly address or assess emotional intelligence per se, it investigated the ways that interpersonal interactions, co-worker relationships and the school environment may change as a result of training. A programme of similar nature was carried out in the United States with financial advisors, aiming to assist managers to become "emotional coaches" for their employees, as in this study we have aimed to assist teaching and support staff to develop skills to act in a similar role for their colleagues and students. A higher business growth rate was found by financial advisors in who had taken the training programme in comparison to those who had not (Salovey, Mayer, & Caruso, 2002).

When Caruso and Wolfe (2001) delivered training in emotional intelligence, they found that training was effective at least in the short term, with improvements in insights, behaviour and expectation, and positive evaluations by participants. They suggested that in order for long term effectiveness to be enhanced, they needed to provide continued support to maintain skills. In this approach, rather than outsiders providing this support, the goal was to improve collegial interactions and relationships to encourage the development of an environment where the participants involved would provide support to one another.

Te Āniwaniwa: Warming up the Classroom Emotional Environment

The present study contributed to a larger, three year project investigating the way in which the everyday behaviour of teachers affects the emotional development of their students.

In the first year of the study, New Zealand primary school teachers who were identified as emotionally skilled according to selected criteria, were nominated by their peers. Nominated teachers who agreed to participate were then videoed in their classrooms interacting with their students and were also interviewed on camera. The video data collected from these exemplar teachers was analysed for themes and used to validate the Harvey-Evans (2003) model, which is a five component model of the classroom emotional environment.

Evans, Harvey, Buckley and Yan (2009) defined each of the components: *Emotional awareness* refers to the teacher's ability to gauge the feelings of their students and respond accordingly. It also involves being able to understand and manage their own emotional reactions to situations. *Emotional relationships* are the caring and genuine relationships between teachers and their students that are at the core of the classroom climate and the glue that holds all of the other dimensions together. *Emotional interpersonal guidelines* are the boundaries and the standards needed within the classroom such as fairness, availability, consistency in routine and structure, avoidance of over-involvement and exercising discipline. *Emotional intrapersonal beliefs* describe the variety of beliefs and ideas about emotions that teachers hold. Finally, *Emotional coaching* relates to helping students learn to manage and regulate their own emotions.
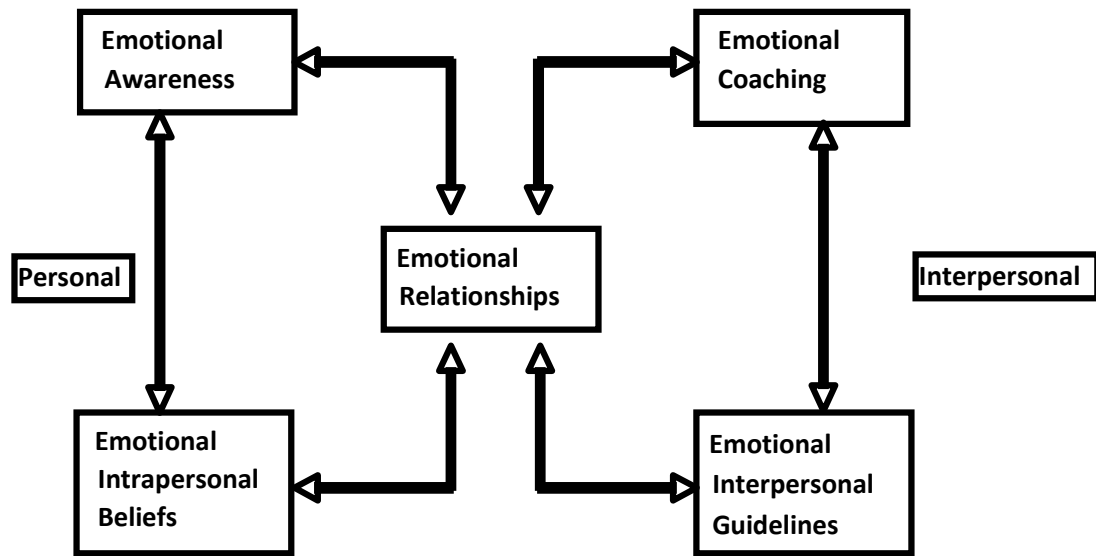
Figure 1. The Harvey-Evans model of the classroom emotional environment
(Harvey & Evans, 2003)

In the second year of the study, primary school teachers with students
between the ages of 8-12 years old were invited to participate in a series of
professional development workshops to enhance their emotional skills and
relationships with students. Twenty five teachers were recruited from 14 different
primary schools in the central and lower North Island to participate in these
workshops.

The professional development workshops aimed at giving teachers insight
into their teaching practice and new strategies for interacting with their students that
would encourage the development of warm, positive relationships with their
students, improve classroom behaviour, and enhance the emotional environment of
the classroom. This programme was based on Harvey and Evans's (2003) model.
Each of the five components of the model was developed as a training module:
emotional awareness, emotional relationships, interpersonal guidelines, intrapersonal
beliefs and emotional coaching.

Participants completed professional development in all five modules over three full day workshops. Workshops were spaced approximately three weeks apart. The workshops were run as Quality Learning Circles (QLCs)- meetings where small groups of 6-8 individuals are encouraged to generate research ideas, problem solve practical difficulties, provide support, and collect, analyse, and disseminate outcome data. Participants were empowered to become active agents of their own change. The workshop facilitators also used tools such as group discussions of real life experiences; activities for self reflection; take home activities based on practising new strategies; and a selection of video footage from the 2007 exemplar teachers as part of modelling and feedback. Video footage of the participants interacting with their students and questionnaires about student perceptions of their classroom were used as a source of feedback and self-reflection for participants, as well as a measure of change in teacher behaviour for the research team.

The third and final phase of the research aimed to discover whether working with teachers to improve the classroom emotional environment would have positive emotional outcomes for students. Twenty two teachers were recruited from 12 different primary schools in the central and lower North Island to participate in this phase. Participants completed the workshops that were piloted in the 2008 phase of the study. However, in addition to the video footage and classroom questionnaires from 2008 that focused on the behaviour of the teachers, assessment also focused on student emotion and behaviour.

From early on in this research project, it was evident that teachers' moods and emotional experiences in the classroom situation were also related to broader, organisational variables. Support from leadership, peers, and the community may also contribute to enabling teachers to create and sustain a positive emotional atmosphere in their classrooms. It was during the planning of the third phase of the project that ideas began emerging for a smaller scale, parallel study.

The present study

As discussed earlier, a safe and enriching psychological environment is a key enabler of learning (Carmeli, 2009). Taking the literature on benefits of a supportive organisational environment into consideration, it was not altogether surprising that the results from the 2008 phase of the study and subsequent discussions with the research team lead to the realisation that in order to create sustainable changes to classroom climates, the school climate would also require attention. For teachers participating in professional development, support and assistance when they returned to their school environment would be important in determining how well the lessons they receive can be put into practice. When a school expressed interest in furthering their development in this area, it became an opportunity to extend this research and apply the Harvey-Evans (2003) model of the classroom emotional environment to support a whole school environment.

Classrooms are nested within schools and have climates that are directly and indirectly influenced by the wider school climate (Anderson, 1982). Ashkanasy and colleagues (2000a) noted that individual attitudes and perceptions do not exist in isolation. Individuals are reacting to some of the same experiences and situations. Schools are dynamic systems in which a large number of individuals work together, interact each day, and therefore influence one another's perceptions and behaviour. In organisations, people share their experiences and talk about their colleagues, their leaders, and their jobs. The perception that one person has can shape the interpretations of those who they are interacting with and so a climate evolves (Ashkanasy et al., 2000a).

In a review of school climate literature, Anderson (1982) criticised the statistics being used in research, suggesting that they were unable to provide adequate information because they did not account for the holistic nature of social reality. She also suggested that the heavy use of cross sectional studies may not provide an accurate picture of the school climate and its effect on outcomes as school effects can accumulate slowly, a phenomenon that studies focusing on one point in time may not capture. Among a number of recommendations, Anderson (1982)

called for the use of more in depth observation and interviews to provide information that was not readily accessible through survey data. She also identified a need for more longitudinal studies and experimental studies.

By closely following a school as it participated in a whole school development programme to enhance emotional skills, staff interpersonal interactions and co-worker relationships were examined in their social context. The present study attempted to gain a deeper understanding of the relational dimension of school climate or environment.

Method

Design

This study began as a naturalistic experimental design, working with a single school receiving professional development to enhance the school climate and emotional skills of all staff. However, to strengthen the findings, the entire staff of a second school was selected as a control group. This second school had expressed an interest in the work of the Te Āniwaniwa research team and was keen to be involved. It seemed an ideal control group, as it was situated in the same area of the lower North Island as the intervention school and although it was slightly smaller, it was also a low decile, co-ed state primary school with a high proportion of Māori students.

Participants

The senior management team of School A first became interested in the Te Āniwaniwa project and emotional skills in the classroom when their deputy principal joined the study as a participant in the 2008 workshops. They approached the research team wanting to extend this work beyond the single classroom. Preliminary discussions with each of the teaching staff prior to the intervention revealed some difficulties within the school environment. Some of the key areas of concern to teachers were the negative discussion about other staff members, conflicting attitudes about teaching, lack of support and communication, and lack of

professional conduct at times. Teachers wanted to see less children being sent out of class, happier teachers, more positive relationships between staff, a sense of cohesion, consistency in the treatment of students and more respect around the school. A mixed method approach using a combination of quantitative and qualitative information was applied to gain a holistic impression of the school environment and staff relationships at both schools.

All teachers at another low decile primary school in the same area of the lower North Island was assessed at the same times as School A but did not receive the same whole school development programme (School B). The two schools were of similar decile, area, size, and both schools had a high proportion of Māori students. Table 1 presents the demographic information of each school:

Table 1.

Demographic information from the two participating schools

School A: Intervention School	School B: Control School
Decile: 2	Decile: 1b
11 teachers	7 teachers
6 teacher aides	4 teacher aides
Current Roll: 189 co-ed	Current Roll: 104 co-ed
Mean Age (all staff): 50.4	Mean Age (all staff): 50.8
15 females, 2 males	10 females, 1 male
Students:	Students:
51% NZ European	29% NZ European
46% Māori	70% Māori
3% Other	1% Other

Materials

School Level Environment Questionnaire (SLEQ) (Fisher & Fraser, 1990):

The instrument used to assess the school climate was the School Level Environment Questionnaire. This is a 56-item measure of teacher perceptions of the psychological environment of the school developed by Rentoul and Fraser in 1983, then revised by

Fisher and Fraser in 1990. The development of the SLEQ was based on Moos's Work Environment Scale (WES). The WES' three basic dimensions (relationship dimension, personal development dimension, and system maintenance and change dimension) were used to develop the SLEQ's seven subscales, then one more was added later (Lester & Bishop, 2000). The eight subscales of the SLEQ are: Student support, affiliation, professional interest, staff freedom, participatory decision making, innovation, resource adequacy and work pressure. Each subscale is assessed by seven items and individuals are asked to rate items according to how strongly they agree or disagree with the statement. Rather than using an adaptation of a scale designed originally for a non-school environment, the SLEQ is a measure of organisational climate that has been specifically developed for relevance in schools (Rentoul & Fraser, 1983).

The SLEQ has been validated for use with both primary and secondary schools using three different samples from different areas of Australia. Each sample showed satisfactory internal consistency and discriminant validity (Fisher & Fraser, 1990; Johnson & Stevens, 2001). The SLEQ has been used as an assessment tool by both primary and secondary schools in attempts to improve their school environment (Fisher & Fraser 1990). The authors suggest that this tool could form the basis of studies of school environment on outcomes such as teacher job satisfaction, morale and student achievement. A copy of the SLEQ is provided in Appendix A.

<u>Weekly Diaries of Emotional Interactions</u>

Teaching staff at both schools were asked to complete a weekly diary in which they were asked to reflect upon any interactions with other staff members that evoked an emotional response (either positive or negative). Interactions included any encounter where individuals communicated with another staff member, regardless of the context, whether it was face to face, email, telephone or text message and whether or not a conversation took place (i.e. non-verbal response). For each incident, staff were asked to describe the interaction (what happened and who was involved) and to describe their own personal reaction to that situation (how they felt and what they did about it). Staff were given several sheets of empty response forms

to complete with as many interactions as they could recall each week. An example of an empty response form is presented in Figure 2 below:

Day:

What happened?

How did you react?

Figure 2. An example of an empty response form from weekly emotional diary

The Purdue Teacher Opinionaire

There are many measures available to assess employee morale that claim to be applicable to a number of different occupations. However, the Purdue Teacher Opinionaire (PTO) provides a measure of morale specific to the teaching profession. This inventory was originally developed by Bentley and Rempel as a 146 item measure in 1963, but was later revised by the same authors as a 100 items measure. The 100 item PTO provides a total score that gives an indication of general level of morale as well as ten subscale scores. The ten PTO subscales are: 1) teacher rapport with the principal, 2) satisfaction with teaching, 3) rapport among teachers, 4) teacher salary, 5) teacher load, 6) curriculum issues, 7) teacher status, 8) community support for education, 9) school facilities and services, and 10) community pressures (Lester & Bishop, 2000).

Morale clearly consists of multiple dimensions (some administrative, some relational, some community based and some practical) and because my study focused primarily on the relationships existing within the school, I decided that rather than investigating changes to all dimensions, assessment in this area would centre on three subscales: teacher rapport with principal, satisfaction with teaching, and rapport among teachers. *Teacher rapport with principal* deals with the teacher's feelings about the principal (his/her professional competency), his/her interest in

teachers and their work, his/her ability to communicate, and his/her skill in human relations. *Satisfaction with teaching* deals with teacher's relationships with students and feelings of satisfaction with teaching. *Rapport among teachers* deals with a teacher's relationships with other teachers (Lester & Bishop, 2000). All of the items from the three selected PTO subscales are presented in Appendix B.

Semi-Structured Interviews

All of the teaching and support staff in both schools were involved in one-to-one, 30 minute interviews at the conclusion of School A's intervention. Both schools were asked about their perceptions of the school climate, the relationships that existed within the school and if/how each of those may have changed across the year.

Procedure

Preliminary discussions were held at each school in which participants were told about the nature of the study and the importance of recording accurate information in the diaries. Confidentiality was assured and participants were asked to be as honest as possible in reporting both positive and negative interactions and emotions. Participants were asked to seal their diaries into an envelope with their name and the date on it each week for collection. Other measures were explained clearly and information sheets were given in advance to allow consent to be gathered once all information was clearly understood and any questions were answered.

Baseline assessment consisted of the completion of the SLEQ and PTO as well as the completion of four weeks of diaries. The questionnaire measures used were aimed specifically at teacher perceptions and many items were irrelevant to teacher aides so while only teachers completed the SLEQ, PTO and diaries, all teaching and support staff were included in the semi-structured interviews.

The teaching and support staff at School A participated in a series of six half-day workshops that were distributed through Terms One, Two and Three with

approximately three or four weeks in between each workshop. The school would close early on each of these days so that all staff, including leadership, were able to attend.

Originally, this project was intended as a pre-post experimental design. It was planned that for the duration of the intervention, both schools would complete the weekly diaries. In the beginning weeks of term one, there were one or two diaries being completed at School B and most of the staff there were reluctant to reflect on their interactions with their colleagues and did not complete the task.

Towards the end of term one, one of the support staff left the school and the principal also announced his departure. The principal left the school at the beginning of term two and the deputy principal took over as acting principal until a new principal could be arranged. As a result of the staff reluctance to complete the diaries in addition to the increased pressure on all staff due to the changes in leadership, a collaborative decision not to complete the diaries was made. However, they did agree to complete the final assessment of school climate and teacher morale and attend short interviews at the completion of school A's intervention at the end of term three.

Following the completion of the sixth workshop in Term Three, follow-up assessments using the SLEQ and the PTO were completed at both schools. In addition to this, all of the teaching and support staff at both schools were interviewed in a semi-structured format to gain each individual's perspective of the school climate and the relationships that existed within their school.

In total, diaries were collected at School A for nine out of the ten weeks of each term, for the duration of the development programme. The tenth week of each term was omitted as the high work demand on teachers at the end of each term meant that their time and resources available to complete their diaries was limited. Diary entries were transcribed and a thematic analysis was applied using ATLAS.ti software

Based on guidelines presented by Braun and Clarke (2006) and Boyatzis (1998), thematic analysis was applied to identify repeated patterns or themes within the diary data. Narrative accounts from diaries were transcribed, and then the material was reduced by summarising and paraphrasing each diary entry into short summary statements (initial codes) to clarify the detailed content of the selected text. Two teachers who were unfamiliar with the project and four psychological researchers familiar with the project were asked to read a randomly selected sample of 10% of the first term's entries (summarised), then organise them into meaningful groups based on similarity and label each identified group. This process identified 13 themes.

Themes were then reviewed and refined, then developed into a coding frame in which clear criteria, based on the elements identified by Boyatzis (1998) in developing a good code, was defined for each theme. These elements included 1) a label; 2) a definition of what the theme concerns; 3) a description of how to know when the theme occurs; 4) a description of any qualifications or exclusions; and 5) examples (both positive and negative). Based on this system, the remaining diaries were coded. An example of a diary extract and the code applied are presented below:

Diary extract	Initial code	Theme
Day: Monday 20th **What happened?** Colleague made great positive comments about my class **How did you react?** Felt super! Uplifting.	Received positive comments about class Felt positive and uplifted	Positive feedback or remark Positive emotion

Figure 3. Example of completed diary extract with code and theme applied.

A member of the research team was later asked to code a random selection of 10% of the total items to assess inter-rater reliability. Inter-rater reliability after correcting for chance showed good agreement [Cohen's kappa (κ) = 0.77].

Thematic analysis was applied to the interview data using ATLAS.ti software to provide a rich and detailed description of staff perspectives of the school environment and relationships existing within the school through identifying repeated patterns in the dialogue. Interviews were transcribed, and then the content was organised into "chunks" or selections of text that were labelled and coded into descriptive categories to clarify their detailed content (e.g., "Them" and "Us", "Giving the kids the best that we can", and "It's just nice to be asked"). Most of these descriptive labels were dialogue which came directly from the participants themselves. The initial descriptive categories were then refined by a process of continuous review. In collaboration with another member of the research team, the initial codes were then grouped into three overarching themes. Initial inter-rater reliability showed very good agreement [Cohen's kappa (κ) = 0.88], with any differences subsequently resolved through discussion.

The Intervention

This whole school development programme was based on a series of professional development workshops designed by Shane Harvey and Ian Evans from their 2007/2008 research on classroom emotional environments.   The aim of the workshops was to enhance emotion-related skills in all teaching and support staff within the school and to effectively enhance the school climate and collegial relationships.

It was important to focus on the needs, goals, and learning style preferences of the individuals who would be receiving this intervention in order to develop their emotional competencies (Cherniss et al., 1998). Preliminary discussions discussed earlier were an opportunity for staff to voice any concerns and share their individual goals and needs. The research team also had a series of meetings with the senior management team of the school to tailor the development programme to meet the

needs and goals of the school. In addition to setting individual goals outlining what they would each like to get out of the programme, the principal facilitated a meeting with all staff in which they collaboratively developed a goal for 2009. This goal was to "Be positive and respectful, and support each other".

All participants at School A were to attend six half-day workshops, followed by a short follow up session later in the year. These workshops were based on the Harvey-Evans model of the classroom emotional environment with the content and delivery adapted to include the importance of the emotional dimensions school wide (e.g., awareness of emotions in colleagues instead of focusing solely on emotional awareness in the classroom). Each workshop was focused on one of the components of the Harvey-Evans (2003) model. The first workshop was an introduction to emotion and gave an overview of the programme. The second workshop (emotional awareness) focused on developing emotional awareness and learning to understand one's own emotions as well as the ability to recognise and understand emotions in others (i.e., students and colleagues). The third workshop (emotional relationships) dealt with emotional skills for improving relationships. The fourth workshop (emotional interpersonal guidelines) was centred on the guidelines surrounding those relationships. In the fifth workshop (emotional intrapersonal beliefs), staff reflected on the beliefs they hold about themselves and others that influence their emotions and behavior. The sixth workshop (emotion coaching) then helped staff develop skills for managing their own emotions, responding appropriately to emotions in others, and using emotional situations as opportunities to teach emotional skills to their students. A follow-up workshop was held two months later to monitor progress and to discuss sustainability.

The workshops were run as Quality Learning Circles in which participants were encouraged to participate in open discussion to generate ideas, problem solve practical difficulties, and share their own experiences. The workshop facilitators (one clinical psychologist, one educator) used these tools and others such as activities for self reflection; take home activities based on practising new strategies; and a selection of video footage from the 2007 exemplar teachers as part of

modelling and feedback. This approach was used to empower teachers as agents of change and encourage them to be active participants in the research process.

Video footage of the participants interacting with their students and questionnaires about student perceptions of their classroom were used as a source of data to analyse and discuss as well as providing a means of feedback and self-reflection for participants, as well as a measure of change in teacher behaviour for the research team. The use of "professional buddies" – pairs or triads of self-selected individuals was a strategy introduced in order to ensure that all participants were provided with a continual source of support and encouragement throughout the programme.

The senior management team was encouraged to become active in development of the content and delivery of the material for all workshops. By providing the opportunity for management to participate in workshop delivery and planning, learning and development was occurring from inside the school rather than relying on outside individuals. Part of this collaborative approach involved meetings the week prior to each workshop were used to plan the next workshop in collaboration with the senior management team of the school and to debrief from the previous workshop. This also provided the school with the opportunity to voice any concerns and ensure that the school and staffs' needs and goals were being met by the programme.

Results

Statistical analyses of questionnaire data

School Level Environment Questionnaire (SLEQ)

A two way mixed between groups and repeated measures analysis of variance was conducted to explore the difference between School A (intervention school) and School B (control school) and compare Time 1 (prior to the intervention) and Time 2 (following the intervention) scores of perceptions of school environment, as measured by the School Level Environment Questionnaire (SLEQ). The means and standard deviations are presented in Table 2.

Table 2.

SLEQ Descriptive Statistics

	School	Mean	Std. Deviation	N
SLEQ Score Time 1	School A (Intervention)	193.2727	16.47477	11
	School B (Control)	191.4286	14.29286	7
	Total	192.5556	15.25170	18
SLEQ Score Time 2	School A (Intervention)	195.3636	16.24360	11
	School B (Control)	193.1429	16.17023	7
	Total	194.5000	15.77134	18

Table 3.

Multivariate Tests 1

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Time	Pillai's Trace	.005	.086[a]	1.000	16.000	.772	.005
	Wilks' Lambda	.995	.086[a]	1.000	16.000	.772	.005
	Hotelling's Trace	.005	.086[a]	1.000	16.000	.772	.005
	Roy's Largest Root	.005	.086[a]	1.000	16.000	.772	.005
Time * School	Pillai's Trace	.000	.001[a]	1.000	16.000	.977	.000
	Wilks' Lambda	1.000	.001[a]	1.000	16.000	.977	.000
	Hotelling's Trace	.000	.001[a]	1.000	16.000	.977	.000
	Roy's Largest Root	.000	.001[a]	1.000	16.000	.977	.000

Table 4.

Tests of Between-Subjects Effects 1

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	1278735.342	1	1278735.342	8464.487	.000	.998
School	35.342	1	35.342	.234	.635	.014
Error	2417.130	16	151.071			

The results from the analysis of variance are presented in Table 3 and Table 4. These results revealed that there was no statistically significant main effect for time [Wilk's Lambda= 1.00, F(1,16)= 0.09, p= 0.77, multivariate partial eta squared= 0.01, observed power= 0.06], or school [F(1,16)= 0.23, p= 0.64, partial eta squared= 0.14, observed power= 0.07]. The interaction effect [Wilk's Lambda= 1.00, F(1,16)= 0.01, p= 0.98, partial eta squared < 0.05, observed power= 0.05] also did not reach statistical significance. Based on Cohen's guidelines all effect sizes were small (Pallant, 2005). Observed power for all effects was very low.

Purdue Teacher Opionnaire (PTO)

Because all three of the morale subscales assessed in this study were retrieved from the same measure of morale and are inter related factors of morale, a one-way, between-groups multivariate analysis of variance was performed to evaluate the difference between School A and School B in the change between Time 1 and Time 2 scores of each of the three subscales: teacher rapport with principal, satisfaction with teaching and rapport among teachers. The dependant variables were: change in teacher rapport with principal, change in satisfaction with teaching and change in rapport among teachers. The independent variable in this analysis was school. The descriptive statistics for each dependant variable are presented in Table 5.

Table 5.

Descriptive Statistics for PTO subscales

	School	Mean	Std. Deviation	N
Change in Teacher Rapport with Principal	School A (Intervention)	7.68	9.65	11
	School B (Control)	3.93	6.76	7
	Total	6.22	8.63	18
Change in Satisfaction with Teaching	School A (Intervention)	4.36	10.90	11
	School B (Control)	-4.64	6.22	7
	Total	.86	10.20	18
Change in Rapport Among Teachers	School A (Intervention)	2.91	7.97	11
	School B (Control)	2.2143	11.54649	7
	Total	2.6389	9.19368	18

Preliminary assumptions were tested (e.g., equality of variance, univariate and multivariate outliers, multicollinearity and singularity, homogeneity of variance-covariance matrices) with no serious violations noted.

Table 6.

Multivariate Tests 2

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.477	4.257[a]	3.000	14.000	.025	.477
	Wilks' Lambda	.523	4.257[a]	3.000	14.000	.025	.477
	Hotelling's Trace	.912	4.257[a]	3.000	14.000	.025	.477
	Roy's Largest Root	.912	4.257[a]	3.000	14.000	.025	.477
School	Pillai's Trace	.233	1.421[a]	3.000	14.000	.278	.233
	Wilks' Lambda	.767	1.421[a]	3.000	14.000	.278	.233
	Hotelling's Trace	.304	1.421[a]	3.000	14.000	.278	.233
	Roy's Largest Root	.304	1.421[a]	3.000	14.000	.278	.233

As indicated in Table 6, there was no significant difference reported between School A and School B on the combined dependant variables [F(3,14)= 1.42, *p*= 0.28, Wilk's Lambda= 0.77, partial eta squared= 0.23, observed power= 0.30].

Table 7.

Tests of Between-Subjects Effects 2

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Change in Teacher Rapport with Principal	60.260[a]	1	60.260	.799	.385	.048
	Change in Satisfaction with Teaching	347.000[c]	1	347.000	3.909	.066	.196
	Change in Rapport Among Teachers	2.065[d]	1	2.065	.023	.881	.001
Intercept	Change in Teacher Rapport with Principal	576.649	1	576.649	7.648	.014	.323
	Change in Satisfaction with Teaching	.334	1	.334	.004	.952	.000
	Change in Rapport Among Teachers	112.287	1	112.287	1.252	.280	.073
School	Change in Teacher Rapport with Principal	60.260	1	60.260	.799	.385	.048
	Change in Satisfaction with Teaching	347.000	1	347.000	3.909	.066	.196
	Change in Rapport Among Teachers	2.065	1	2.065	.023	.881	.001
Error	Change in Teacher Rapport with Principal	1206.351	16	75.397			
	Change in Satisfaction with Teaching	1420.403	16	88.775			
	Change in Rapport Among Teachers	1434.838	16	89.677			
Total	Change in Teacher Rapport with Principal	1963.500	18				
	Change in Satisfaction with Teaching	1780.750	18				
	Change in Rapport Among Teachers	1562.250	18				
Corrected Total	Change in Teacher Rapport with Principal	1266.611	17				
	Change in Satisfaction with Teaching	1767.403	17				
	Change in Rapport Among Teachers	1436.903	17				

Results presented in Table 6 show that when each of the dependant variables were considered separately, using a Bonferroni adjusted alpha level of 0.017, the

analysis also revealed no significant differences for change in teacher rapport with principal [$F_{(1,16)}= 0.80$, $p= 0.39$, partial eta squared= 0.05, observed power= 0.13], satisfaction with teaching [$F_{(1,16)}= 3.90$, $p=0.07$, partial eta squared= 0.20, observed power= 0.46] or rapport among teachers [$F_{(1,16)}= 0.23$, $p= 0.88$, partial eta squared< 0.05, observed power=0.05].

These results indicate that no significant differences in assessments of school environment or teacher morale subscales across two time periods between School A, who received an emotional skills intervention and School B who acted as a control school.

Weekly Diaries

School A's diaries were completed by some, but not all, participants each week and varied numbers of reports each week. To account for these variations, the coded data was converted into percentages to allow comparisons to be drawn.

Graphical representation of each theme is presented below to illustrate the weekly variation in the percentage of total items reported. A line of best fit represents the general trend in the data as the intervention continued and the calculated coefficient of determination (R^2) values indicate how well the line fits each of the data points. A black, vertical dotted line at week 4 indicates when the intervention began.

<u>Diary themes</u>

The theme *promoting positive professional relationships* consisted of items where staff reported behaviours, conversations or gestures that contributed to the development of positive professional relationships. These included interactions such as positive meetings or discussions about school related matters, shared ideas and resources between colleagues, shared planning and cooperation. Diary entries coded as this theme included:

"Joint planning with [a colleague] for class trip"

"Planning and preparation with [others]... Some good collaboration taking place."

The graph in *Figure 4* shows the variation in this theme over the 27 weeks in which diaries were collected. The linear regression line shows that during the intervention there was a slight positive trend in reports of this theme as the weeks continued and $R^2 = 0.13$ which indicates that this line explains approximately 13% of variance in the items reported.
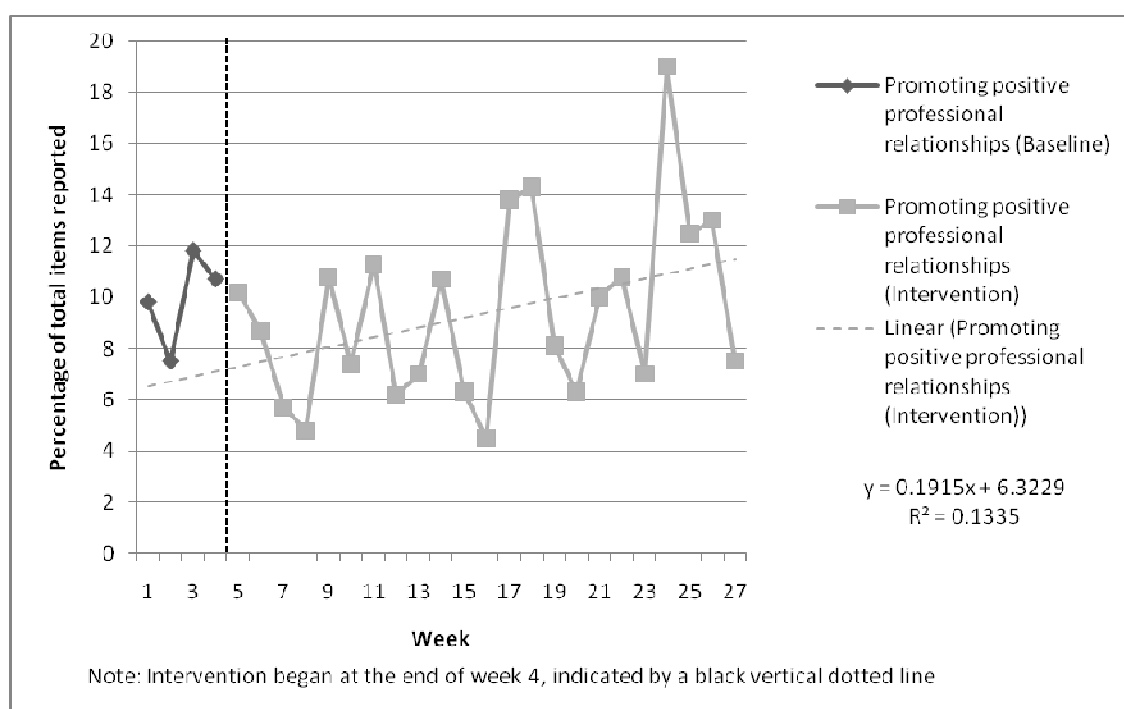
Figure 4. Percentage of total items recorded each week over 27 weeks coded as "Promoting positive professional relationships"

The theme *contributing to negative professional relationships* includes interactions and behaviours that were detrimental to the working relationships existing between colleagues such as angry outbursts during meetings, snappy responses to discussions of school matters and instances concerning a lack of communication. Some examples from the diaries were:

"At syndicate meeting a teacher didn't like what she was hearing so stood up threw everything off table and threw chair across the room, stormed out yelling at me in front of 2 other staff members"

"General chaos when no one seemed to know how the afternoon was meant to be arranged"

Although the line of best fit in *Figure 5* shows that there was only a very slight negative trend in items coded in this theme, the R² value indicates that this explains only 1% of the variation in this theme during the intervention.

Figure 5. Percentage of total items recorded each week over 27 weeks coded as "Contributing to negative professional relationships"

Items coded as *promoting positive personal relationships* included behaviours and interactions that promoted warm personal relationships between colleagues such as showing an interest in a colleague's personal life, friendly conversations, activities outside of school and sharing humour. Some examples from the diaries are presented below:

"[A colleague] approached me and said that she was thinking about something I had said and thought it would be nice to get to know each other more"

"It's good to develop a deeper friendship and I feel like I can talk about personal things with this person"

From the *Figure 6*, it is apparent that there was a very small negative change to this theme throughout the intervention and that although there was a lot of weekly variability, the general amount of interactions coded as this theme remained consistent. The R² value of 0.02 reported here also suggests that this trend line explains approximately 2% of the weekly variation in this theme.
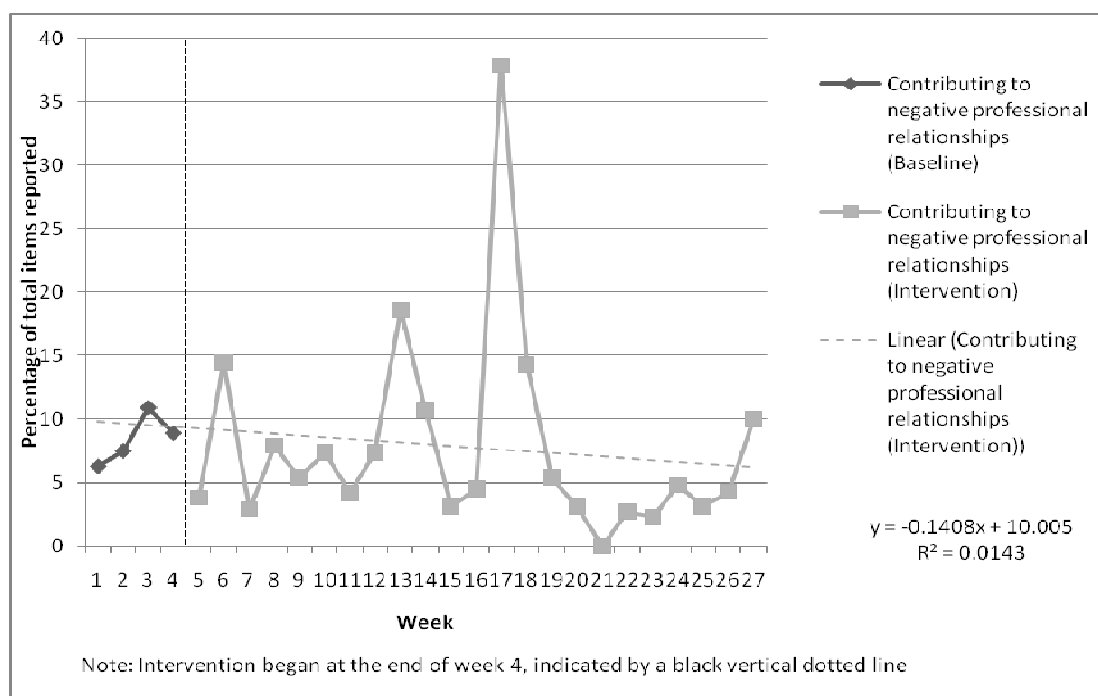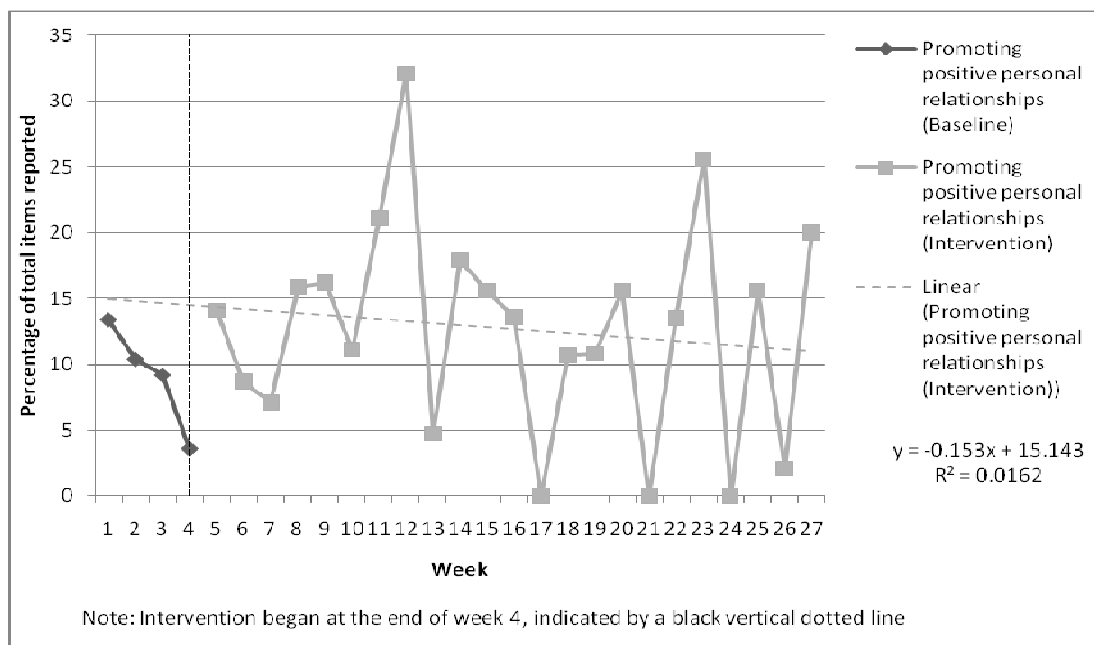

Figure 6. Percentage of total items recorded each week over 27 weeks coded as "Promoting positive personal relationships".

Interactions coded as *contributing to negative personal relationships* included behaviours and gestures that were seen as detrimental to personal relationships between individuals such as ignoring or excluding others, bullying or

ridiculing colleagues and making negative personal remarks about others behind their backs. Examples from the diaries are presented below:

"While two classes away on trip, several staff responded that the school was a nicer place without [other teachers]."

"[A teacher] was rude to [another teacher] in front of the staff."

There was a particularly large amount of weekly variability within this theme but the general trend indicated by the line of best fit in *Figure 7* seems to be a very slightly negative one. This regression line accounts for only 2% of the variation in this theme.

Figure 7. Percentage of total items recorded each week over 27 weeks coded as "Contributing to negative personal relationships".

Items coded as *positive emotion* were ones in which staff experienced a positive emotion (e.g. happiness, enthusiasm, excitement, pride, satisfaction). The

emotion could be either expressed or unexpressed. Some examples of diary entries coded as positive emotion were:

> *"I felt very good and chuffed"*

> *"Felt warm, that this is a good place to be"*

It is apparent from the linear regression line in *Figure 8* that items coded as this theme varied substantially each week but the general trend remained constant. The linear regression line in this graph explains very little of the variation in this theme.

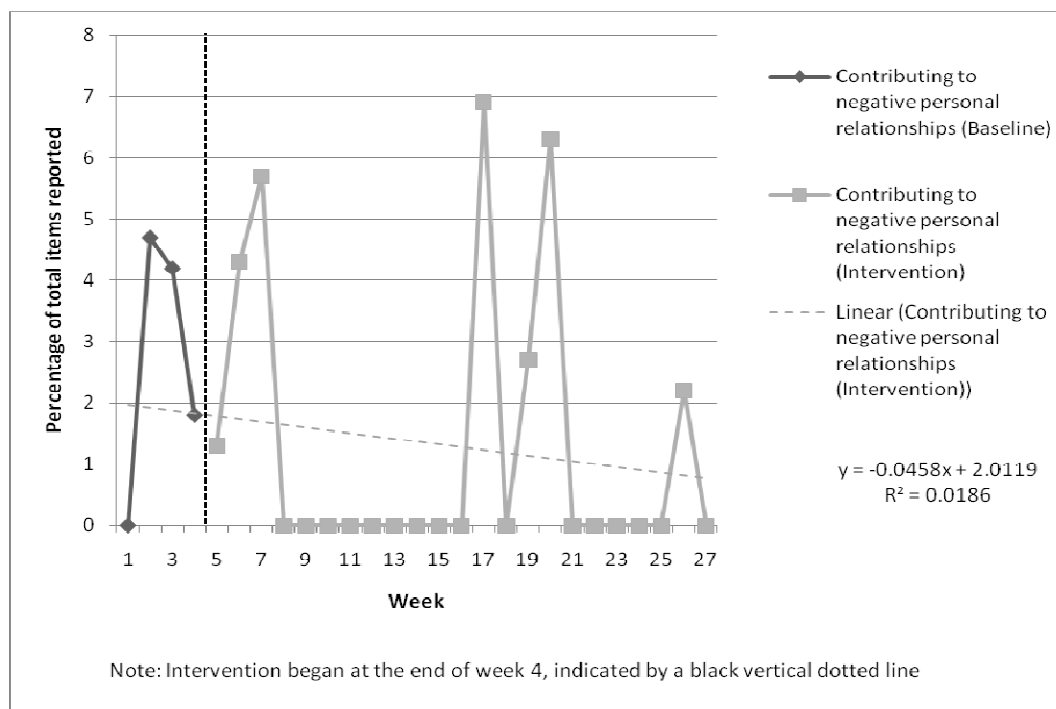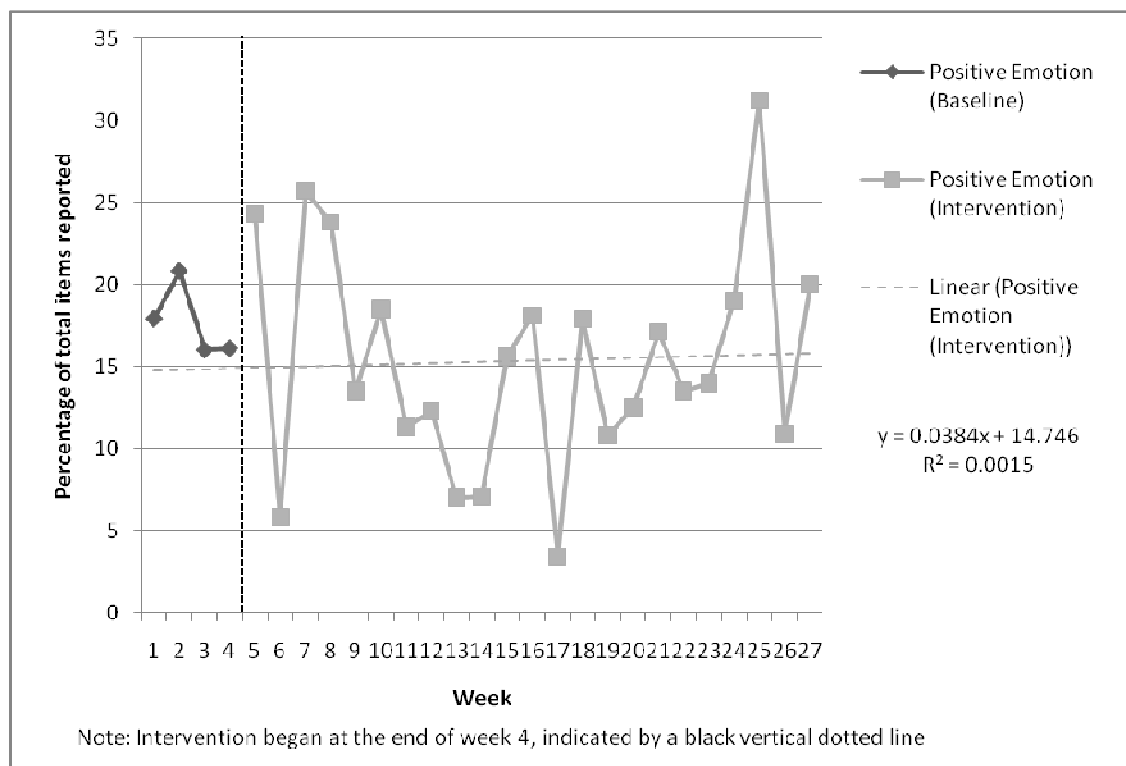*Figure 8.* Percentage of total items recorded each week over 27 weeks coded as "Positive emotion".

The theme *negative emotion* included items of expressed or unexpressed negative emotions such as upset, distress, frustration, anxiety, anger and irritation. Examples of negative emotions from the diaries are below:

"I was disappointed, felt let down"

"Felt upset and uncomfortable"

The linear regression line shown in *Figure 9* accounts for very little of the variation in this theme but suggests that staff reports of negative emotions dropped somewhat when the intervention began, followed by a very slight decrease.

Note: Intervention began at the end of week 4, indicated by a black vertical dotted line
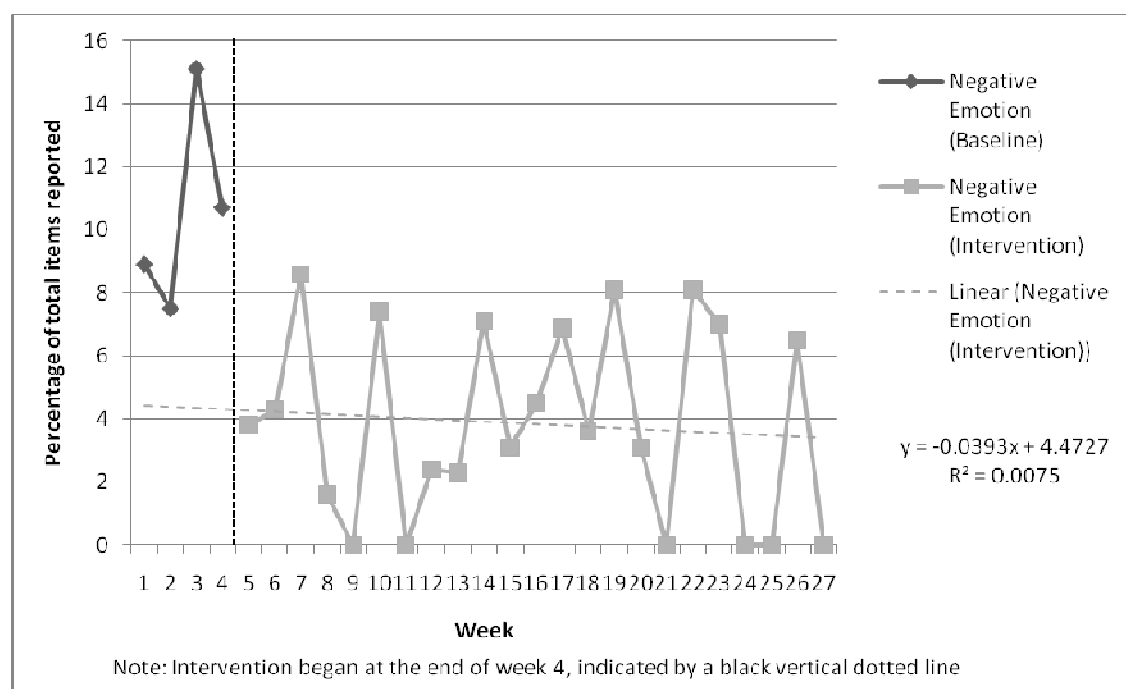
Figure 9. Percentage of total items recorded each week over 27 weeks coded as "Negative emotion"

Items coded as *supportive professional behaviour* were items indicating that support was provided or received in response to a school related issue. This support could have been emotional or practical, and included individual reports that they felt supported by their colleagues for a school related issue, they were trying to support someone else, or examples of supportive or helping behaviour such as technical support, help with school commitments and responsibilities and support or advice for classroom issues such as behavioural problems. Some examples from the diaries are presented below:

"Had a meeting with a difficult parent. [Three colleagues] came in after and said they were listening to see if I was OK and asked how it went"

"I feel that I am not doing this alone"

Data presented in *Figure 10* suggests that the general level of supportive professional behaviour increased over the weeks the diaries were collected. The line of best fit in this graph explains approximately 20% of the variation in this theme.
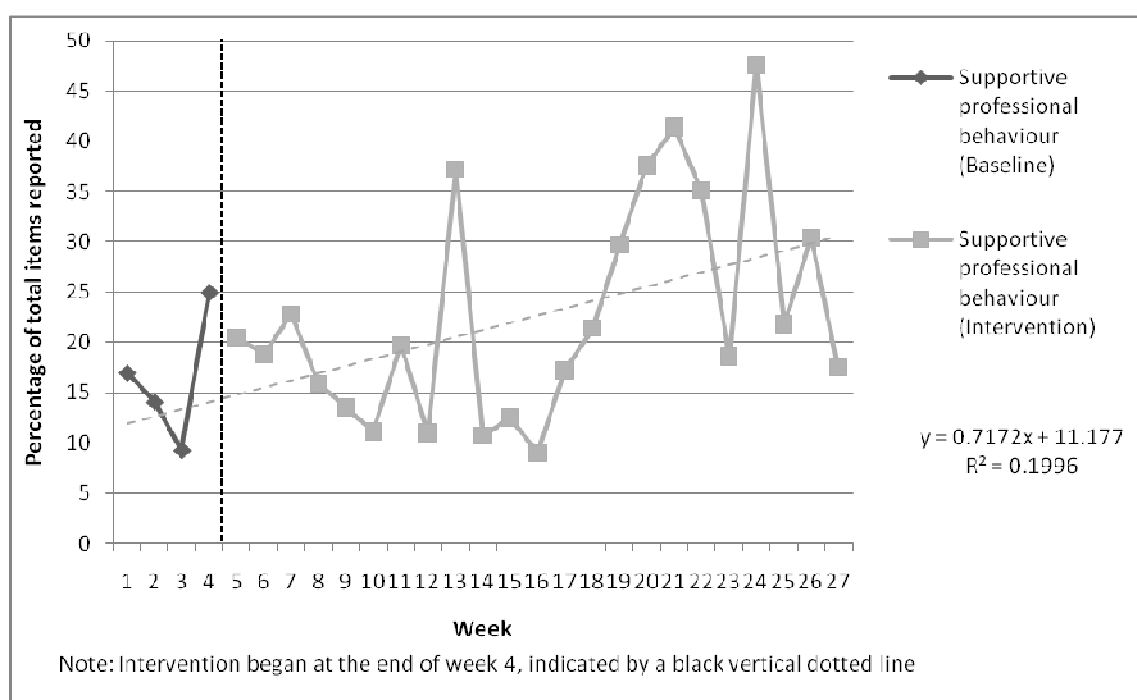
Figure 10. Percentage of total items recorded each week over 27 weeks coded as "Supportive professional behaviour"

Items included in the theme *supportive personal behaviour* were those indicating that supportive or helping behaviour was received or provided in response to a personal issue. This support could be emotional or practical, but the issue was not school related. Items coded in this category included an individual reporting that they felt supported by their colleagues for a personal issue; they supported someone else for a personal issue; or examples of supportive or helping behaviour in response

to a personal issue such as illness, bereavement or family difficulties. Examples of diary items are included below:

> *"Several colleagues popped in to say that they hoped my daughter's operation would go well"*

> *"I took [her] back to my room and sat her down to talk; she is under enormous personal strain"*

Data presented in *Figure 11* shows a large amount of weekly variability and a general decrease in reports of support for personal issues. The linear regression line accounts for 24% of variation in this theme.

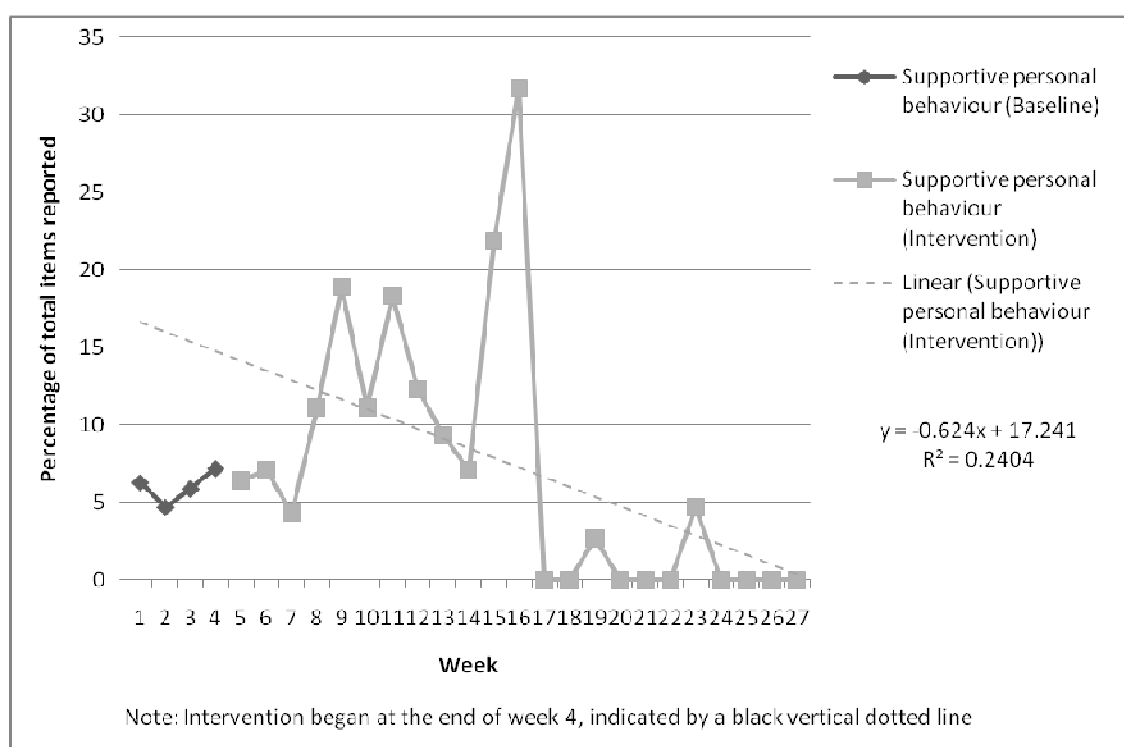*Figure 11.* Percentage of total items recorded each week over 27 weeks coded as "Supportive personal behaviour".

The theme *absence of support* refers to items indicating a lack of support between colleagues in response to either a school related, or personal, issue or

concern. Items included reports of feeling unsupported during times in need of professional support, or interactions when concerns were dismissed. Items included reports such as having a suggestion ignored by management, opinions not listened to at meetings or a colleague's failure to meet their responsibilities or commitments. Examples of diary entries are presented below:

"Lack of help from teacher at house time"
"When asked to comment about a child, [she] said, 'I don't want to know!'"

Data presented in *Figure 12* suggests that staff reports of not receiving the help or support they need have generally decreased over time and the linear regression line explains approximately 20% of the variation in this theme.
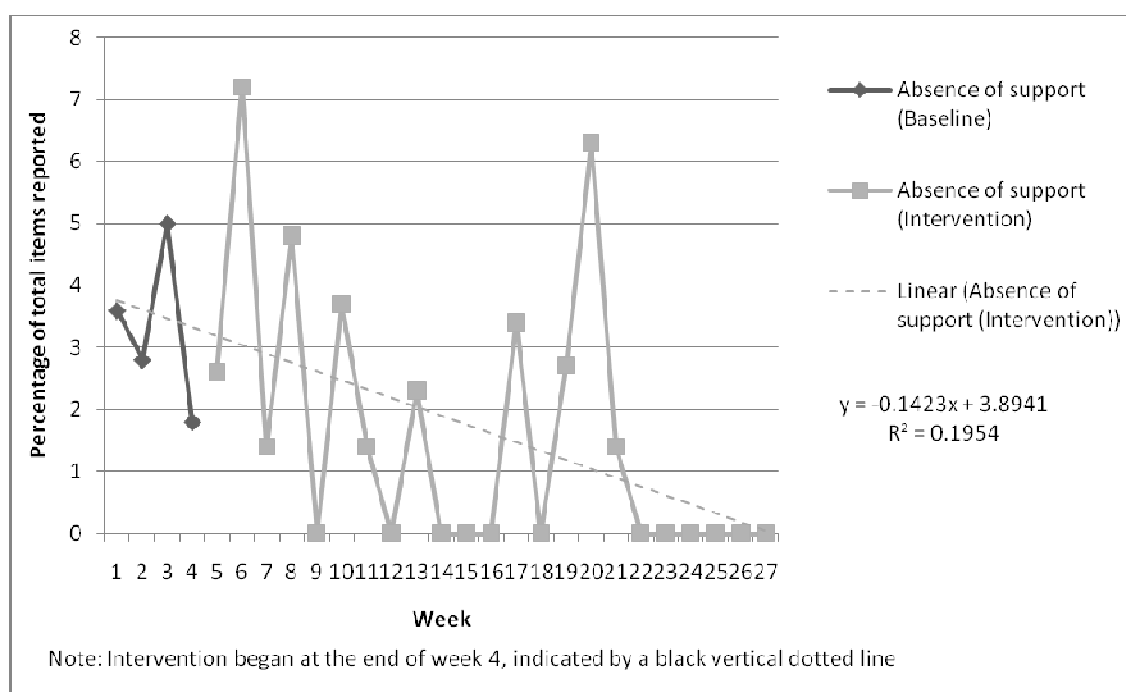
Figure 12. Percentage of total items recorded each week over 27 weeks coded as "Absence of support".

Items coded as *positive feedback or remark* were incidents where a positive comment was received or made to another person. Comments could have been work, or non-work related and included expressions of gratitude, praise, comments about

someone's classroom or personal compliments. Some examples of positive feedback from the diaries included:

> *"Our class on rubbish duty- pleasant comments from staff at how nice the grounds looked"*

> *"[Colleague] made a comment about my calm supportive manner with the class"*

What the line of best fit in *Figure 13* suggests is that despite the large amount of weekly variability, positive feedback or remarks increased slightly as the year went on. This line accounts for approximately 13% of variation in this theme.

Note: Intervention began at the end of week 4, indicated by a black vertical dotted line
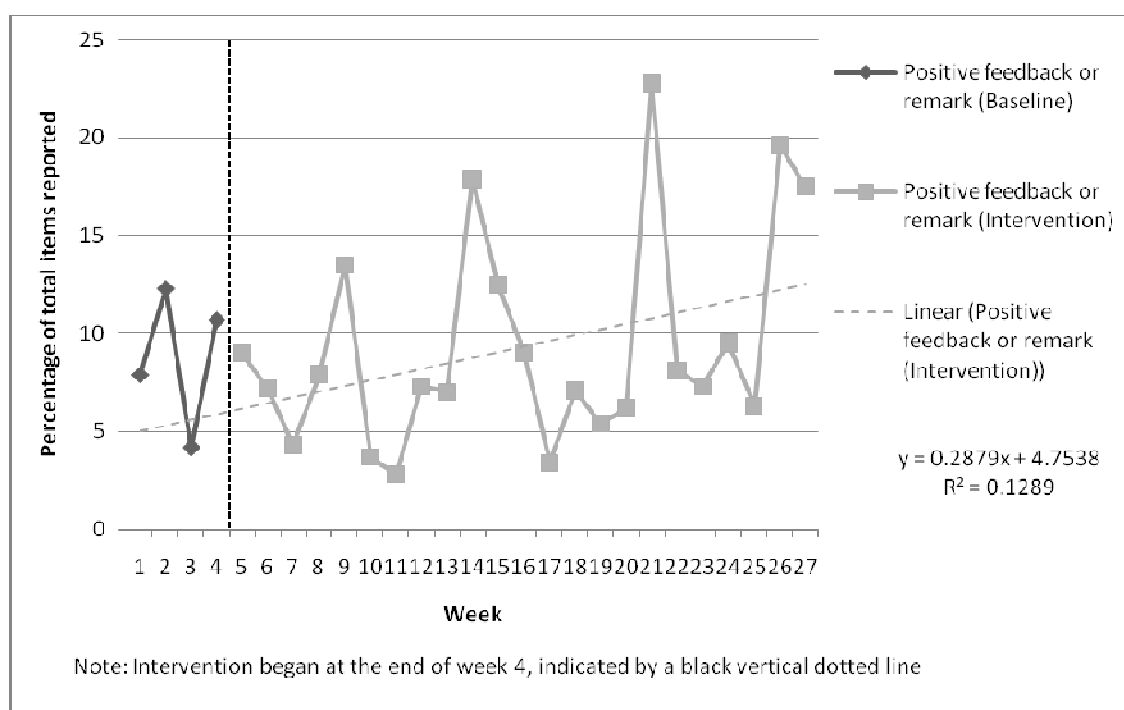
Figure 13. Percentage of total items recorded each week over 27 weeks coded as "Positive feedback or remark"

Items coded as *negative feedback or remark* included negative comments being received or expressed to another person. Items in this category

include expressions of disapproval and discontent for situations or issues that are either at a personal or professional level. Items from the diaries included:

"Was told by [a colleague] that my idea was "stupid"

"Approached [a colleague] about their inappropriate behaviour in the staffroom"

Figure 14 suggests that negative feedback and remarks decreased somewhat throughout the year, particularly toward the end of term 3. This line of best fit explains approximately 17% of the variation in this theme.
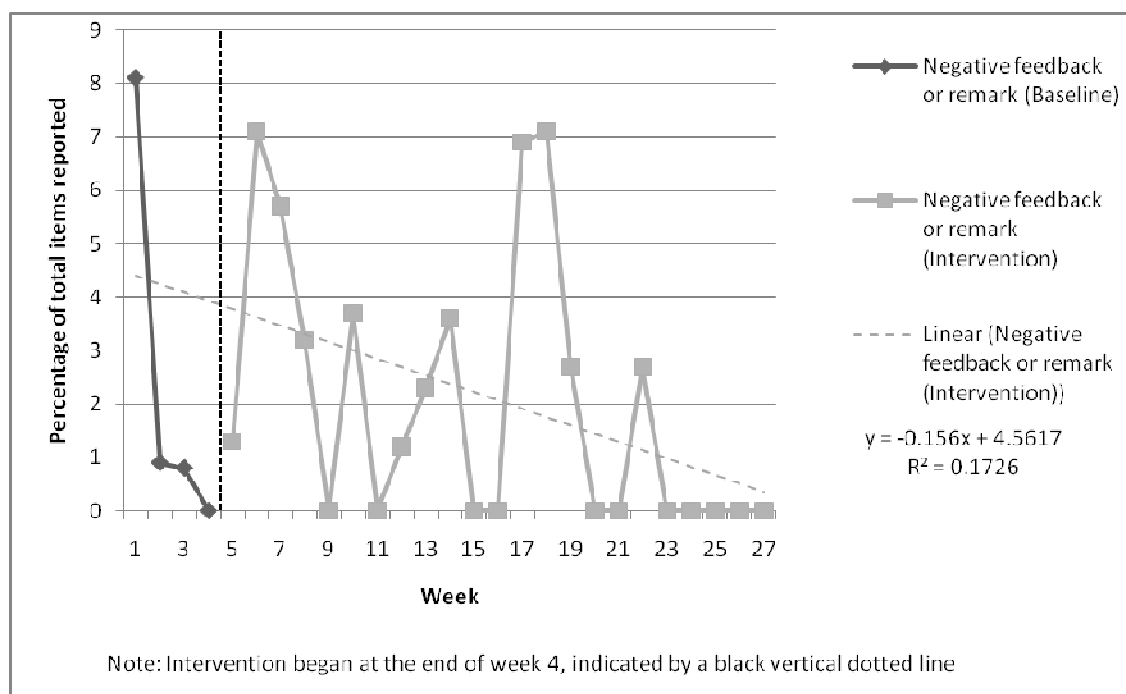
Figure 14. Percentage of total items recorded each week over 27 weeks coded as "Negative feedback or remark".

Positive observations about others included reports in the diaries about the positive behaviour of others in terms of their interactions with one another, or the relationships within the school. Items in this category did not require the

individual to be directly involved in the interaction they were reporting on. Examples of diary entries in this theme are included below:

"Communication between colleagues is improving daily"

"Everyone is making a cheerful response when they see you, it makes you smile and feel happy"

Data presented in *Figure 15* suggests a general positive trend in this theme, with staff reporting more positive observations. The line of best fit accounts for approximately 4% of the variation in this theme and suggests that staff were noticing more positive behaviour in their colleagues as the intervention continued than they were before.
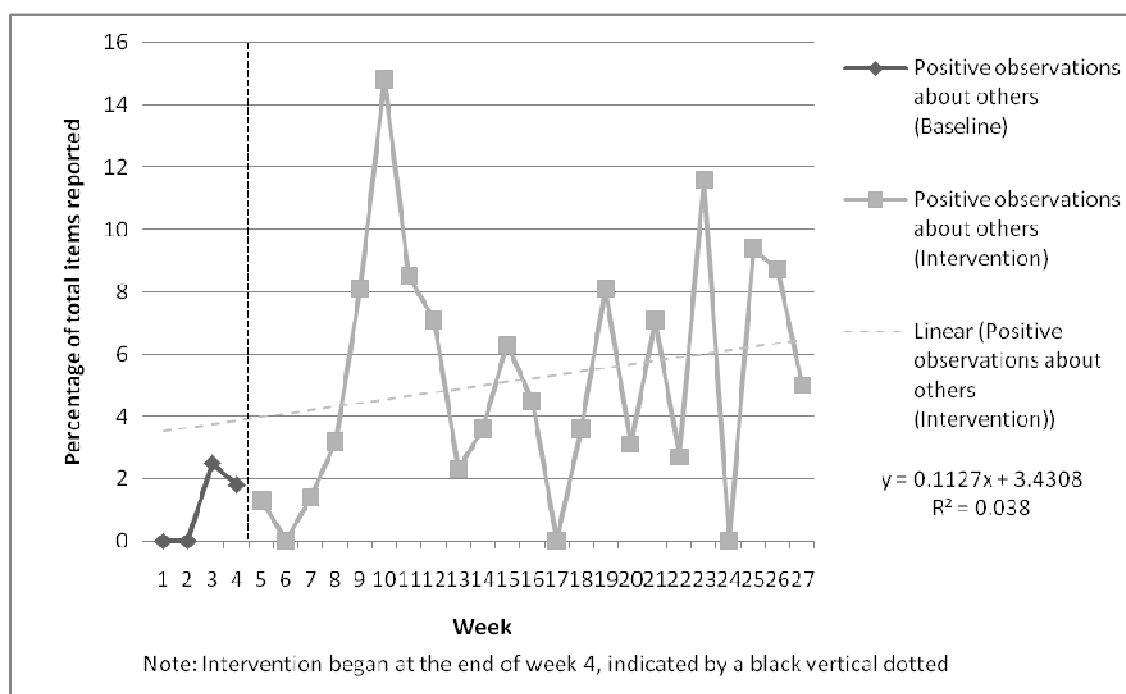
Figure 15. Percentage of total items recorded each week over 27 weeks coded as "Positive observations about others"

The theme *negative observations about others* included instances where an individual was not directly involved in the interaction but where they noted

negative behaviour or interactions of their colleagues. Examples of diary entries
coded in this category are presented below:

> *"This is a very negative space to be in. People are judgmental and I have not
> been in the staff room at all this week, just so I don't get hooked into the
> negativity."*

> *"Colleagues have a habit of talking over and interrupting each other in
> meeting. It causes tension. Are they really listening?"*
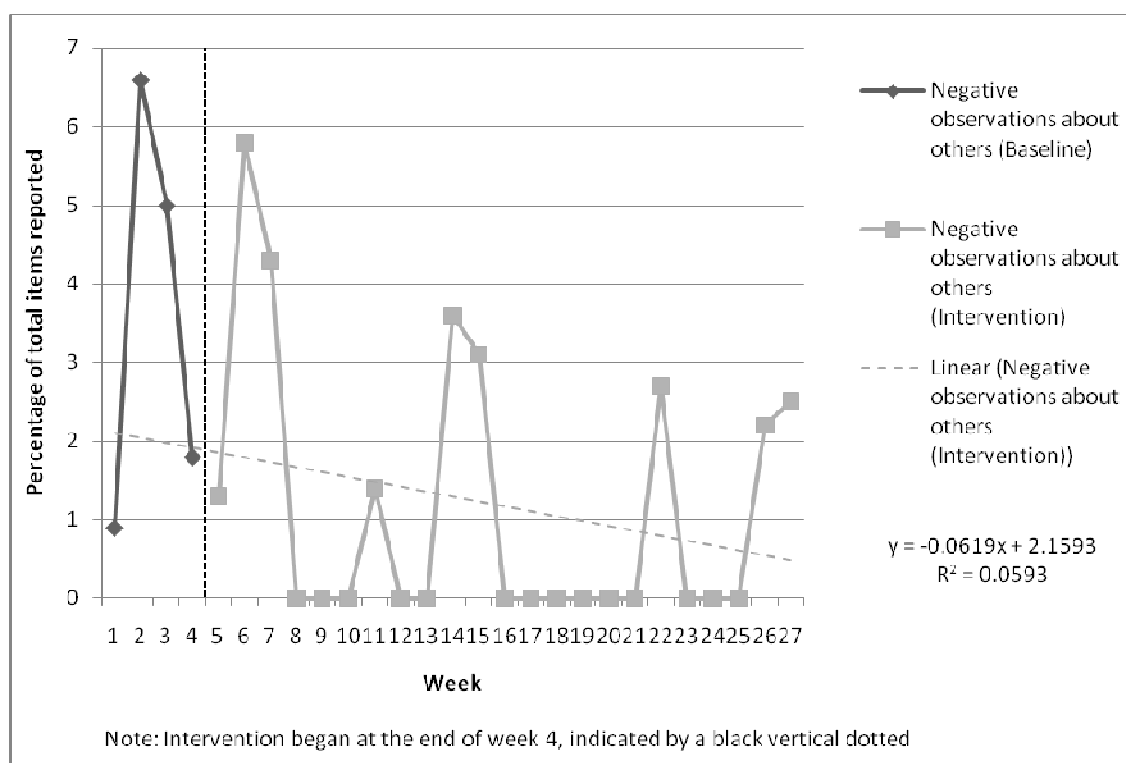
Figure 16. Percentage of total items recorded each week over 27 weeks coded as
"Negative observations about others".

The graph in *Figure 16* suggests that staff were noticing and less negative
behaviour in their colleagues than they were before. The line of best fit accounts for
6% of the variation in this theme

These descriptive graphs suggest a general positive trend in the following themes: promoting positive professional relationships, supportive professional behaviour, positive feedback or remarks, and positive observations about colleagues. The graphs also suggest that there was a generally negative trend in these themes: absence of support, negative emotion, supportive personal behaviour, negative feedback, and negative observations about others. It was difficult to determine trends in the remaining themes such as promoting positive personal relationships and positive emotions as remained quite consistent throughout the three terms and the linear regression lines explained very little of the variance in each theme. These graphs illustrate the large amount of weekly variation in interactions between colleagues.

Interview Themes

A total of 16 descriptive categories were extracted from the interview transcripts from both schools and through a process of peer review they were arranged into three over arching themes.

The themes are presented in *Figure 17* as a pyramid, a proposed model of the way the school emotional environment is developed. It highlights some of the day to day behaviours and expectations that schools can focus on to form solid foundations on which positive relationships can be built. The quality of these relationships influence the way people feel about work and help to shape the school environment.

A Positive School Environment:

General characteristics identified as part of a positive and supportive school

Relationships with Others

Descriptions of the relationships that exist at various levels within the school: staff relationships, relationships with leadership and relationships with students

Expectations and Behaviour

These were the specific day to day behaviours and expectations that contribute to the development of relationships and shape the way in which staff, students and the community collaborate to form the school climate.

Figure 17. A proposed model of the school environment

Each of the interview themes and their descriptive categories are discussed here with exemplars to illustrate each one:

1. A positive school environment

This theme summarises some of the broader characteristics that were discussed by participants as of a positive and supportive school environment that were discussed by participants.

a. A warm and friendly atmosphere

Staff at both schools described the atmosphere as one which is warm, friendly and welcomes people in with ease. Some staff at School A believed that the school had become a much happier and nicer place to be. Many staff at School B described that their school was warm and friendly in different areas and that some areas of the school were not so welcoming e.g. the staffroom.

Examples from School A:

"To me it's got quite a warm and friendly atmosphere… I think it is really warm and friendly, I don't think it's tense or uptight, I think it is quite welcoming."

"So it has certainly changed, it's more positive. It is actually a nicer place to be than what it was."

Examples from School B:

"It's warm, inviting, the way I see it is. But it's warm and inviting in different areas."

"It's friendly. A friendly school, easy going. Invites new people in with ease."

b. Paddling the waka[1] in the same direction

Staff at both schools believed that they are working in the right direction to get everyone on board and that although change is a gradual process they are working toward a common goal.

School A attempted to make improvements and reach their goals through school wide professional development. There was a general feeling amongst staff that they were on the right track, it appeared that staff had applied new skills and strategies from workshops to different extents, with some putting them into practice more than others. While small shifts within the school were apparent at surface level, most staff felt that a lot more work needed to be done for changes to become more intrinsic.

School B's new principal was developing strategies to address areas in need of development to make the school a more positive place, and while staff were seeing some positive changes around the school, they also realised that it will take time to make more noticeable change within the school.

Example from School A:
"So even though we are still not perfect, never going to be, and we still have to work against negative influences, but I feel like we are making progress, there is a difference."

"We are working on getting everyone on board so that we are all on the same track you could say. Yeah that is the most positive thing, is that there are people that realise that things need to change and change is going to happen."

"It's improving, it's 100% improvement but it's still not completely there"

Example from School B:
"The plan is to reach the parents as well. I want to see a school where the parents are in and out all the time, joining in, supporting, sharing what their gifts are and

---

[1] "waka" is the Māori term for canoe

just part of it. So it becomes a vibrant centre for this community that is what I would like to see. It will take me a while."

"I think it is changing and I wouldn't say it has changed but I think it is changing."

"…We do need to make some changes and [this principal] put her finger on that pretty quickly. I believe generally we are working in the right direction. Another saying we have here is all paddling the waka in the same direction or the same way."

c. Working more as a team

Many staff at both schools identified a need for staff to be able to work together and work well as a team. Since the beginning of the year, some staff at School A appeared to be working together more as a team than they were previously. However, others felt that still more team work was needed. Some staff at School B revealed that although there had been improvements since the new principal arrived, the staff were able to work well together as a team when they needed to, but they often did not work together.

Examples from School A:
"We have all got strengths and weaknesses, we have all got life experiences that others haven't got and in one particular classroom the teacher is always saying to me, "Now what do you think about this, have you got something you would like to add?" Because we have all got different things that can bring a new flavour and a new dimension to what the kids are doing and the kids enjoy hearing from different people and different things about the same topic or the same issue you know."

"I think if you don't feel you have got that part of the team I think you kind of feel like you are working outside the square, that everyone else is inside it and everyone else is out here and that no matter what you do it's not as good or as connected as what everybody else is doing."

"I think, coming in 12 months ago I didn't think the staff really worked together at all, I think they only did the barest they had to get along. It felt like everybody was an island."

Examples from School B:

"I think now they are working more as a team because we work as a team at staff meetings and we have teacher only days to develop together and I changed the groupings quite a lot, you know junior teachers with senior teachers and we changed again. They know each other very well, and they work together really well. I still think there was a fragmentation happening but, you know, it is not hard to build them together as a team because they are comfortable with each other and there is quite a high level of trust."

"On the few occasions where we have had something on and everyone has had to work together to get it done it's been a different place to work, and they have actually got on really well and pulled together to pull something off, usually some sort of function that involves the parents, end of year thing but on the whole I don't think they work together very much at all."

"I just think that we could achieve so much more if they worked together to solve some of the problems with the kids, especially with the kids because I believe things could be different if everyone was on board and worked together."

d. Giving the kids the best that we can

For most of the staff at both schools, although their approaches often differed, their focus was clear: They were all committed to providing the best possible education to their students.

Example from School A:

"Well we are all trying to work for the kids. We are here for the kids and we are all trying to do the best we can for the kids. I think that is the most positive thing is that everyone is trying to do that."

"I would say just about all the teachers are but whether they are doing it the same way would be the, I mean they have all got the same goal haven't they. They want to teach the kids, teach them the best they can."

"You have such an influence on the children in your time and you can either make it a real pleasant, fun time that they are going to reflect back and think hey that was an awesome year, or you can make their life harder than what it already is with what they come with all the baggage to school already."

Example from School B:
"We want to teach, we want to give them the best that we can."

"I'm here for the kids…I'm here for my kids to help them with their learning and get them somewhere in life and that is my main focus."

"The teachers are committed to these children, they are committed to this community, they have all been here a long time so that speaks volumes. They are here for the children."

2. Relationships with others

This theme describes the existing relationships at various levels within the school i.e. staff relationships with students, other staff and leadership.

a. It's not just teaching reading and writing

Relationships with students were recognised as a vital ingredient to effective teaching at both schools, and staff at both schools felt that they have positive relationships with their students.

Examples from School A:
"It's about the relationship, not just teaching reading and writing, it's about being there for them as a whole person. So it always makes me step back and I go home and reflect every day on my day and think what I could have done better."

"I need to be able to understand the students so I can cater for their needs best. Like the example I gave before about the boy who was reluctant, because I understand that generally if he says, "Nah, it's dumb," I immediately look at what is it he is worried about, oh he's worried about that worksheet, or he has had a look at that maths activity and it's a new one and he doesn't think he can do it so understand him more so that I can apply a bit of scaffolding, like do you want someone to help you do that or something like that."

Examples from School B:
"We joke. I'm straight up, they are straight up. I talk to them like they're my own kids I think. I've got the same relationship with them, no barrier, no one's different than anyone else with all the team or my class and they know that."

"The relationships are important because if you can't work together than it's a disaster because the child is not going to learn and you are going to be battling all the time. Always looking for new ways, new interests that you can hook them to."

b. No longer "only" teacher aides

This theme came up at School A only, where there seemed to have been huge shifts in the relationships between teachers and teacher aides this year. There was widespread agreement among both teachers and teacher aides that there had been an increased level of respect and acceptance of teacher aides, and there was much more a level playing field now.

Example from School A
"The relationships between teachers and support staff has improved I believe a lot. The teachers are more willing to acknowledge that [the teacher aides] are actually part of the staff which is really nice."

" I think that everybody is equal, everybody has got something to contribute and so the teachers are not frightened if the teacher aide says to them what about such and such or what about such and such. There is just that openness now."

"Before, there was a feeling of teacher aides being you know "why should they have that information because they are only teacher aids"… and the word only has been dropped and it's not an only thing, some of those people are quite professional and it is a more professional attitude…"

c. "Them" and "Us"

Division in the relationships between staff and distinct "cliques" appeared to have been a problem at both schools. While there were still social groups within the staff at School A, most staff identified a change over the year, with individuals now moving around the staffroom more and making an effort to interact with all people. At School B, some staff felt concerned about this fragmentation and a "them" and "us" attitude within the staff, whereas others felt that these relationships did not create any problems.

Examples from School A:

Interviewer: "How would you have described the atmosphere in the school at the beginning of the year?"

Teacher: "To me it was them and us, there was a certain group, another group, another group, it was really divided."

Interviewer: "What's it like now?"

Teacher: "Now I think there are still groups within groups but I think they are all happy to mill together when it's needed and are prepared to relate to each other. I mean you don't relate to each other completely, I mean you don't expect to take over their lives or them take over yours, or anything like that but to me there is that inter-relationship is there."

"You walk into the staff room now and there is a buzz you know, it's buzzing whereas before you would walk in and sometimes it would feel quite cold and you would feel what have I done, who is talking about me."

"I have noticed that people tend to move round the staff room a lot more where they sit and people tend to talk to people a lot more and that sort of thing and they don't just talk to people and they actually talk to other people. Things like that."

Examples from School B:

"We have our own little groups in the staff which needs to be either addressed or looked at. I mean you can see it as soon as you walk into a staff room where everyone sits and all the little cliques are. Usually the same group hangs around with the same people. We will work with the others but it's not the same."

"It tends to be the ones that you work most closely with that you are also most socially closest to. The others I guess I haven't really considered making a serious effort to socialise or even sit and chat together."

"It can be explosive. Most of the time you wouldn't know. They say little niggly things behind each other's backs, so to walk into the school you probably wouldn't know that it goes on. It's only when you spend some time in the school you can actually that yes there are two distinct groups amongst the teachers."

d. Keeping it professional

There was a clear distinction at both schools between relating to people professionally and getting along at work, and being friends. When asked about professional relationships and the importance of relating to one another in order to work together at a professional level it was seen as extremely important by most staff, but friendships and social relationships were not. Staff at both schools felt that they got on well with most other staff members but while some had close relationships with a couple of people there were not many that they would choose to socialise with outside of school.

Example from School A:

"I know from my personal point of view people that I don't get along with personally I do get along with professionally but personally I don't have to get along with them, I just have to get along as long as I am doing my job and I'm supportive of my colleagues and I you know give them the support they need and I deal with them professionally."

"It's important to have a good relationship with my colleagues professionally, I don't have to get along with them personally."

Example from School B:

"..I mean I don't mind coming to school, sitting in my class, working with my kids, playtime just having a little conversation with them, lunchtime I'm back in my room doing my mahi anyway. I like it where it is and like I said I'm here for them not to make new colleagues or to make new friends, which I have but I mean that's not my issue"

"They are ok, they are fine but I do not mix with school staff after school. I have got a couple of good friends on staff here and you know we will meet up, will go and have a cup of coffee in the afternoon or something like that but that is a real good friendship but the rest, no I respect them, but I have got no desire to mix with them out of school."

At School A, most staff noticed a positive change to the professional relationships and an increased tolerance for one another, acceptance of differences and less negativity between staff members. Some staff at School B thought that having a better understanding of staff at a social level might be quite helpful.

Example from School A:

"I think that generally people are a lot more open, they are a lot more understanding and know a bit more about what each person is about and in the personal life. Not heavy stuff but just knowing ok that person is going through something… let's be a bit more understanding and stuff."

"[She] was always one person that I did not get along with at all. Now I just find I can actually tolerate [her] more and the relationship is not friendly, you know we wouldn't be friends out of school but professionally our relationship has grown."

Example from School B:

"I think would be nice to know the people that you work with on a social level. I think it is easier to be more understanding of people, to be more tolerant of things that happen at school where you know for example that somebody might be having some problems at home or are worried about something or rather that is happening at home, whether it is anything major or not is not the issue, It's just that I think you can be a little bit more accommodating in a relationships with people when you understand them a bit better, know them a bit better."

"I mean we all come to school with our home baggage, you just do. You try and leave it at the gate but you know its simmering away in the background, even though you are dealing with other stuff here at school. It just helps each other if we understand each other's circumstances I think."

e. Trust and respect for leadership

Most staff at School A felt comfortable to approach the management team about any concerns of suggestions they may have. Although, some staff felt that the principal needed to be firmer at times, there was a general respect for the leadership team, their efforts and their dedication to engaging staff and making improvements throughout the school.

School B went through a number of changes this year with leadership. Their previous principal left at the end of Term One and their new principal had been in the school for only about eight weeks. However, in discussion with the staff, there appeared to be a great respect and trust in her knowledge and experience. She had brought a lot more structure to the school and staff generally felt that she was friendly, approachable and that she was making positive changes.

Examples from School A:
"The leadership in the school is amazing and they are trying their best for us to come together as a group."

"I think leadership is being heard more. I think it has been accepted that [the principal] is the gentle, continuous, working at his job. [He] is consistent and I haven't heard for ages that "Oh I wish he would just be harder with the kids, firmer with the kids"

"We say what we think and there is no come back on if you say something, there are no grudges, our views are respected. It doesn't mean we are going get our way, but it's discussed and at the end of the day [the principal] is the boss and if he says that we have to do something and we don't agree with him, we have to support him, that's our role and we do it. It doesn't mean that we don't like him, it's just that is the way it is. He is the boss, we do what he says but he does give us a chance to put our views and he gives the staff lots of opportunity to put their views in too."

Examples from School B:

"We have more structure now; we seem to have a clearer direction of what we are about and what the school is about. [The principal] is a very good systems person."

"I think it is going to take time but the thought is this lady knows, has lots of experience. We feel quite trusting that she will be able to move us into a better space. I think that certainly is the feeling among the ones I have spoken to about it and the whole staff sessions seem to have that positive feel to them."

"It was interesting for me because I actually resigned at the end of last year… I undid it because I wasn't going to be replaced and they need an A.P (assistant principal). I was back here when I was meant to actually have been finished. It was quite interesting but then I felt quite a leap of joy when I knew that things could change so I'm not going in a hurry now. I will be here for a while."

3. Expectations and Behaviour

This theme describes the specific day to day behaviours and expectations that were discussed by participants and that may shape the way in which staff and students within the school work together.

a. It's just nice to be asked

Having their input heard and considered in the decision making process was important for staff at both schools. In School A, some felt that they were adequately involved in decisions, whereas others felt that some initiatives were imposed without their voices being heard. In School B, the staff used to feel that decisions were forced upon them without consultation or communication but there had been major improvements with the new principal.

Examples from School A:

"There is not a lot of free talk or even staff taking on board, "Hey, this is what we are going to do, this is what it's going to take." A lot of things are just shoved. I'm going to do this, this week and there has been no prior warning or preparation."

"I think we'd probably like more inclusive management, like not told we are doing this one thing, yeah including us. We are to an extent but not truly I think."

Examples from School B:

"Obviously a lot of decisions we pretty much have to support anyway but it is just nice to be asked, whether we want to do it or not is almost neither here nor there. After all we are professional people and there are certain expectations of what we should do. I think it is nice to be asked."

"We just had so much thrown at us which we had no understanding of and we hadn't actually bought into it at the start. One of the things that [the principal] has done is reinstated senior management team. We didn't have that before. One person was autonomous, running the whole show and the staff were not part of anything, not part of any decisions, everything was just done and given to us and so everyone just got to the point oh well, yep fine. So that actually had quite a negative impact on the school…"

b. Consequences for student behaviour (inside and outside the classroom)

Many staff in School A noticed that playground and behavioural problems were on the decline and the way that behavioural problems were dealt with by the staff

had improved. There also appeared to be improvements in School B with the introduction of a new behaviour management system by the new principal. However, student disengagement continued to be a problem. In both schools, staff called for more attention to be paid to following through with consequences for student behaviour in a way that is consistent.

Examples from School A:

"I don't think we talk enough about consequences, I don't think consequences are often enforced. Good or bad you know. I don't think children these days have the same parental guidelines that they maybe had 20 years ago. Often children don't get it at school either and they need to know that there are limits, again the higher limit and the lower. I think children feel safe if they have guidelines."

"Behaviours have diminished and not gone but certainly people are more aware. Ok why is there a behaviour? Is it the way I spoke to that person? So they are starting to look at the way they relate to the children and the children are feeling more confident I think."

Examples from School B:

"Student disengagement is a problem, a huge problem and the way the children show it is by walking out of their classroom…They don't see themselves as learners that is what we need to change is to self thought I am useless, I'm no good, I will never be doing anything. Well I want to say I want to change the self thought to I am a learner, I am successful, I can achieve and I can do whatever I want to."

"We have got a new behavioural plan and we have implemented it but it is falling down in consequences. So that needs to be looked at because it is terrible. The children here opt out, they don't want to do it, they just opt out. If they don't want to do it they walk out of the school…our children opt out and so far we haven't cracked the consequences. We have got consequences but they can only be effective, it's a joke."

c. Keeping the lines of communication open

Although most of the staff at School A felt comfortable sharing their suggestions, ideas and concerns with other staff members openly and honestly, some voiced a desire for more information to be shared with the staff about what was happening around the school (whether or not they are directly involved). Staff at School B had noticed more flow of information and openness in communication with the new principal and had developed a clearer idea of what was going on around the school.

Example from School A:

"I think they pass things down a chain and up the chain, the lines of communication are open. If I have got a problem with something I can just walk in and talk to the deputy principal or the principal and look this isn't working, what can we do about it? These are the suggestions I have got, and know I will be listened to and know that they will have some good stuff to say."

Teacher: "… There are lots of things that don't seem to filter down until sort of later."
Interviewer: "Like what?"
Teacher: "Information and changes in things that might, or different programmes that are being started up maybe that we don't all know about. I know it's difficult to let everybody know at times but sometimes you sort of like to know in passing about what things are about, that kind of thing."

Examples from School B:

"Leadership wise with the whole of the staff and with me, I think that is a bit more open now, we are a bit more aware of what is going on in and out of the school, new things that are around so that is probably a bit more open and the information is flowing a bit more."

"Yeah everyone knows where they are. Teacher aides will be feeling better because she is having regular meetings with them, they know they are in the picture so it's putting everyone back in the loop and developing good communication."

d. Being as positive as we can

Being able to maintain a positive attitude despite the challenges of teaching was identified as a helpful ability in both schools and some frustration and concern was expressed for those who were unable to do so.

Examples from School A:

"I know myself when I am coming in I sort of think oh ok if you are in a bit of a bad mood get out of it and be more positive but the workshops actually make me think ok you be happier and you might make someone else happy."

"It's not just oh I have used that strategy, move on, didn't work. Yeah, it doesn't work today but tomorrow it will."

Examples from School B:

"I have always had a motto from when I started teaching that every day is a new day so if you come in with baggage from yesterday, last week or last month then it is just not helpful. At the end of the day that is, every new day is a fresh start."

"It's about trying to be as positive as we can with the kids and encourage them to do better, to do their best."

e. Staff supporting each other

There was widespread agreement in the staff at School A that supportive behaviour had increased among staff, with individuals sharing their concerns and challenges more often. They felt they were providing practical and emotional support through listening, empathising and discussing ideas and strategies with their colleagues. Staff at School B felt that one of their strengths has always been their ability to provide professional support to one another.

Examples from School A:

"Yeah and we all have that struggle sometimes and so will get together one on one sometimes and talk about an issue with your day and just know that other people are

feeling the same so you feel supported. Then we try and help one another and give advice and stuff like that."

"I think [the Te Āniwaniwa project] has opened up people's eyes. For those who have made the shift I think it has actually, they have got permission to say "I need help" or "I don't know how to deal with this" or its just that collegial support is a bit more there now and people are more willing to step up and help."

"Just recently one of my boys in my class, I moved him up to a new reading group because he progressed quite well in his reading but he is not too good with challenge. If he is worried something is going to be hard he will give up, he doesn't want to do it, he's worried he won't succeed probably. I am trying to teach him to learn to recognise when he is anxious about something that he will just get stubborn and won't do it and I know most of the time it is because he is worried he won't be able to succeed at it. He was not keen on join on joining his new reading group, saying it's dumb and that and I knew it was because he was worried about the books being harder and I talked to him about it and I said that you read that book for me the other day and you read it well and the books are going to be just like that. I talked to [teacher] about it and she suggested I hand him the book that his group is going to read for that day earlier in the reading programme before he has to come and read it with the group so he can have like a sneak preview and he can have a look through and have a quick read and know what it is about and come feeling a bit more prepared. So I tried that and it was good and so I have him the book beforehand and he went off by himself when the others were doing another activity, he read it through, he came to the group feeling more confident and it went quite well. There are still the ups and downs. So I thanked her for that as it was really a good piece of advice I hadn't thought of doing."

Examples from School B:

"You know we get some difficult children and I think if we are not supporting each other then things would fall apart, quite badly so to me the most positive thing is the supportive collegiality I suppose you would say. The staff work together and help each other out and if someone is having a bad day, will someone else will pick up a

bit of slack, take someone, those types of things. If someone is struggling with a particular curriculum area you know people will come and support and help. Not overbearing but just enough to sort of get in behind someone. To me that has always been one of the strengths of this school."

"I think support for each other as in staff support for each other. We have got some quite difficult young people to deal with here and sometimes you just need someone to sound off to and usually there is somebody there you can, someone who understands the particular children you are dealing with, because we have had them before or understands the family. You can either just sound off or you can just go and ask for advice."

There has been a lightening, the teachers when I came I felt were very isolated, working alone, surviving, just doing what they could do to keep the classrooms running. Well now they are working together, there is a lightness, a happiness, they see the funny side of situations rather than taking every situation seriously. I know they feel that they are supported and that is great because I do support them.

f. Trying to get on with each other

This theme arose from the conversations at School A only, where most staff discussed a vast improvement in the casual interactions between staff members. Staff are talking to each other more, smiling, greeting each other and interacting in a friendlier manner. However, in saying this, one or two staff questioned the authenticity of the behaviour of their colleagues and interactions. For the most part, individuals believed that their colleagues have been more open and approachable, showing more of an interest in their colleagues and their lives, and making time to chat rather than walking past each other without saying hello or ignoring others' attempts to interact. These may be small things but they appeared to make a difference to the way staff felt about their relationships with one another.

Examples from School A:

"Some of it is getting a bit more understanding of personal stuff, like when I first came in half the staff wouldn't greet you in the morning when you said hello and

stuff like that and I was like, oh they are a bit of wet fish you know. It's nice just to talk to each other and say hello to each other and know that even if you are having a bad day you can still be polite to each other and so I think that has certainly changed and just that people seem to be sharing more about things now."

"I have seen an improvement between some teachers with other teachers, the ones that were very stand-offish and wouldn't say boo to a goose or wouldn't, you had to interact with them to get any answers, are now sort of trying to interact with other people I felt. So I think there has been an improvement that way."

"I feel that really the biggest change to me is the way that all the staff are trying to get on with each other and making the effort to answer you if you say hello."

g. Awareness and acceptance of emotions

Many of the staff at School A had noticed an increased their awareness of their own emotions and the way that those emotions affected their teaching and their students. Staff described feeling more in tune with the way they are feeling and what they can do to manage this. In addition to increased self awareness, some staff seemed to be more aware and accepting of the emotions and behaviour of their colleagues and students.

Examples from School A:
"With my kids, I am aware when I say something either I should say or it wasn't as nice as I should say it, or when I say something that could actually hurt, not hurt them but I think is demeaning, I am aware of it and I might say it again and change how I say it or I might say I'm sorry I didn't mean it as it sounded or that I am aware of when I say things that aren't necessarily aren't what they should be. I am aware when other people say it too. It's made me more aware."

"I think people are a lot more accepting of other people's emotions maybe. I think for a while there it was as if you said something and it didn't come out in the right tone then it was all you know very, it became "What's wrong with you?" you know and very snappy. I think now, and it was probably the second or third workshop we

had since then ok maybe there is something going on with that person, maybe behind the scenes. They are a bit more accepting of everyone's moods and I think everyone is trying to be more positive anyway."

"When I do feel I lose that calmness and thinking this is hard, I can bring myself back and say ok I'm in a good space, ok, just leave it there and come back to it and it's working much better so I think permeates to the whole atmosphere of the classroom."

In summary of the interview themes and descriptive categories, staff from School A revealed feeling that the school had become a nicer, more positive place to work with staff working together more as a team than they were before. All staff remained committed to providing the best possible education to their students and were working in the same direction to achieve that goal. While some staff still hoped to be involved more in the decision making process, have more consistency in dealing with student behaviour and have more open communication throughout the school, most staff felt comfortable to approach leadership with any concerns they had. A majority of staff at School A felt that professional relationships had improved, with staff now providing more professional support to one another, sharing their concerns and supporting one another through empathising and discussing ideas and strategies. There appeared to be less division in the staffroom and staff were making more effort to get along- greeting each other, smiling and being friendly to one another. Staff also felt that they had become more aware and accepting of emotions in themselves and others and how they might affect other staff members and students.

Discussion

This study aimed to gain a deeper understanding of co-worker relationships and the school environment in a school participating in training to enhance their emotional skills by collecting a combination of quantitative and qualitative information. Quantitative data from questionnaires revealed no statistically significant differences between the time one and time two administrations of the School Level Environment Questionnaire and the selected subscales of the Purdue Teacher Opinionaire, between the two schools, or any interaction effect.

Although the analyses of questionnaire data suggest that training in emotional skills did not significantly affect teacher perceptions of the school environment, relationships or satisfaction of teachers, statistical results need to be interpreted with caution due to the very small sample size of this study (N=18). Very low observed power values revealed in the statistical analyses indicate that the non significant results may be due to the insufficient power of the test and inflated probability of Type II error, rather than there being no real difference between the two groups.

Descriptive data from interviews and weekly diaries reveal a drastically different picture. Advantages of using thematic analysis as a qualitative research tool were theoretical freedom and flexibility and the ability to provide rich and detailed, complex account of data (Braun & Clarke, 2006). A growing number of researchers are asking for mixed method inquiry in the social sciences and thematic analysis allows for some of these requests to be met (Boyatzis, 1998).

Utilising a thematic analysis approach, narrative accounts collected from diary data at School A was arranged into themes and then quantified to illustrate changes over the three terms over which the intervention occurred. While descriptive graphs highlighted high levels of weekly variation in staff interactions, linear regression lines showing general trends suggested that there some changes to the day to day interactions between staff members. Graphs suggest that staff were reporting more behaviours contributing to the development of positive professional

relationships, more professional support, more positive feedback and praise, and more positive observations about others. Staff also appeared to be reporting less behaviour contributing to negative personal and professional relationships, less negative emotion, less support for personal issues, less negative feedback, absence of support and negative observations about others. Positive emotions and behaviour promoting positive personal relationships generally remained somewhat consistent.

Accounts from teaching and support staff at both schools shared in the end of year interviews were also analysed thematically to describe staff experiences and perspectives of the school environment. Results suggest that through training in emotion-related skills, staff at School A have developed a deeper understanding and awareness of the role that emotions play in school life. Staff described feeling more in tune with the way they are feeling and what they can do to manage this. Staff were also making conscious attempts to improve their professional interactions such as supportive behaviour, sharing ideas and strategies, greeting one another and positive feedback. These were behaviours that were not happening before.

With interviews at School B following a major change to leadership this year, these results highlighted the importance of leadership and the substantial difference a new principal can make to a school. Discussions with staff at School B shared many similarities to those of School A with staff feeling that the school had become a more positive place where staff were working together more as a team since the new principal arrived. Similarly, they shared a dedication to providing the best possible education to their students and felt they were working toward this goal together or as one teacher put it "paddling the waka in the same direction." Like School A, staff wanted to be more involved in decision making and to have more understanding of what was going on around the school. Communication and participation in decision making was a major problem with the previous principal according to the staff, and they felt that there was now a more open flow of information throughout the school and their input was being considered more in decisions.

Some staff at School B saw no issue with the relationships among the staff, whereas others noticed a somewhat problematic "them" and "us" attitude in the

staffroom. In saying this, most staff felt that professionally, support was available when it was needed and this was a major strength of the school. The new principal at School B was held in high regard by all staff, with their being considerable respect and trust in her knowledge and expertise. The strategies she started putting into place were met with optimistic responses and staff felt that although more noticeable change will take some time, there were positive changes happening around the school.

The main differences between the two schools were that following training in emotional skills staff at School A felt that people were making more effort to get along- greeting one another and interacting in a friendlier manner. Although personal friendships outside of school did not change, there was considerable improvement to professional working relationships, with increased support, less division in the staffroom, and an increased level of respect and acceptance of teacher aides. At present, changes appear to be small and at surface level, requiring conscious awareness and effort, and some staff felt that more work needed to be done for them to become intrinsic.

Consistent with Weiss and Cropanzano's (1996) affective events theory (AET) and Frederickson's (2003) broaden-and-build theory of emotion, the model of the school environment proposed in this thesis focuses on the role of day to day behaviour and expectations. Underlying this model, as with the AET model, is the idea that affective events determine emotions (Ashkanasy, 2003). The emotional skills of individuals may affect how these emotions are expressed and understood, which may influence the day to day behaviour of individuals. These daily interactions form the basic components that together constitute the general atmosphere or environment of the whole organisation.

This programme did not directly address or assess emotional intelligence itself but was focused on the development of emotion-related skills and behaviour in teaching and support staff. The focus of the training was for staff to gain awareness and understanding of the role of emotion within their school environment, relationships and emotional interpersonal interactions in the workplace. These

findings highlight the value of collecting data using multiple methods for a more holistic picture in case studies and other research with small samples. However, the nature of this research presents some limitations that constrain the interpretation and application of the findings.

The use of weekly diaries allowed the experiences and significant emotional episodes of the participants to be captured within the context in which they occurred and on a regular basis. Sutton and Wheatley (2003) described weekly emotional diaries as having the potential to greatly expand knowledge about teachers' emotions by investigating salient emotional episodes. Despite the flexibility of this method of data collection and the potential to gain a deeper understanding of teacher emotions, weekly diaries require participants to accurately recall and record details of emotional interactions. Daily diaries, instead of weekly would have been a possible way to minimise the effort required in recalling emotional interactions but this was not a practical approach, given the participants' already heavy work load.

As with any self report measure, there also may be some concerns about social desirability and reactivity with the use of diaries (Giles, 2002). Involving staff as much as possible in the development and delivery of the intervention meant that staff had a clear understanding of the purpose of the research and there is the possibility that staff may be able to modify their behaviour or their weekly records accordingly. Personal pride can also contribute to how accurately participants record these details. Another possibly limitation is that research participants may modify their behaviour simply as a result of completing the diaries and that changes may be due to the contemplation and self reflection required to complete them rather than the intervention itself (Giles, 2002). Unconscious emotion at work also contributes to judgments, behaviour and the social environment. Johnson and Johnson (2009) recognise that in understanding affective experiences, one must also realise the importance of experiences that occur outside of conscious awareness. Although impossible to measure, one would expect that improving emotional skills and the ability to understand emotions more effectively would reduce the experience of unconscious emotion by increasing awareness. While reactivity may be a major hazard in some diary studies, this limitation does not create such a concern in the

present study and reactivity to the diaries may be of interest as emotional self awareness and awareness of emotion in others are important emotional skills.

One practical disadvantage of this approach has been the effort required by participants to keep diaries for such a long length of time that the participants were asked to complete the diaries. Diary entries varied weekly, with some teachers being unable to complete any entries on particularly busy weeks. Completed diary response forms seemed to lessen throughout the course of the study, perhaps reflecting diminishing enthusiasm and interest levels, or increasing job demands over time. One potential approach to improve responses would be to use a more structured, brief checklist style diary, such as that used in Tidwell, Reis, and Shaver's (1996) study of attachment and social interaction. Tidwell and colleagues collected daily records for one week only, it would have been possible to collect data in a similar manner in the present study to draw pre- and post- intervention comparisons however this would not have provided as in depth insight into how interactions changed over time. Fortnightly or monthly diaries were also a possibility but would have introduced increased concerns associated with retrospective responses.

The stresses and strains of daily organisational life and organisational changes pose an obstacle for any researcher attempting a naturalistic study. In the present study, the principal left the control school in Term One and tension in teacher relationships meant that staff did not want to report back on their weeks, feeling that it would do more harm than good and so they withdrew from that area of the study (completion of diaries). Although these may appear to present issues in research, they also add to the understanding of the school environment- a dynamic, complex and constantly evolving organisational environment.

Quantitative and qualitative results offer potential for training in emotion-related skills and although the intervention did not make immediate, sweeping changes to the school environment and staff relationships, this is an area requiring sustained effort and practice and it would be more effectively viewed as a work in progress.

Future Research

Schools are all very different in terms of size, decile, leadership style, and professional development, so even though the two schools were quite similar in terms of size, area and decile, leadership style, staff changes occurring through the year and other differences between schools made it hard to match them to draw comparisons. A case study approach enabled useful insight in the present study, however it is not possible to draw causal relationships that can be generalised. A randomised controlled trial, with a much larger sample, over a longer period of time has the potential to assess how well the programme works and improve the power of the statistical analyses to reveal a more accurate picture.

School climate includes perceptions and attitudes of whole school both staff and students. Students were not assessed in terms of their perspective of the school climate and in a larger study it could be beneficial to include them in assessment as well. The wider Te Āniwaniwa study included measures of emotional outcomes for students but not their perceptions of the school environment. In addition to this, although teacher aides were involved in the intervention and the interviews and they were also asked to complete the measures of school climate and morale, due to the nature of the assessments and focus on teacher perspectives teacher aides did not complete the assessments or left many items blank. They also did not complete the weekly diaries. Assessment of school climate and teacher morale only includes the data collected from the teachers. In further research it would be beneficial to use measure that does not focus solely on teacher perceptions (e.g. Halpin and Croft's Organisational Climate Description Questionnaire) so that teacher aide perceptions could be included as well, and teacher aides would be encouraged to complete diaries.

Ashkanasy and colleagues (2000b) explain that studies of training to enhance skills such as problem solving, negotiating, emotional expression, empathy and feedback provide a number of simple dos and don'ts to participants which provide some guidelines to start with, but these are only effective if they are internalised and become "second nature" to the people involved. Practice is required for

internalisation and without practice lessons can fade very quickly under the strife and tensions of real life. Connections, or relationships between people, are the result of momentary encounters and they can develop and change over a long period of time (Dutton & Heaphy, 2003). While perspectives shared by the participants of this intervention suggest that interactions between colleagues and professional relationships improved, these may develop and change still further in time. Due to time constraints it was not possible to extend this research longer than the three school terms. More research is needed to investigate how interactions, the quality of relationships, and perceptions of the school environment might change in the long term.

Although I discussed emotions as an important aspect of work life for teachers, additional issues regarding culture and context must be discussed here. The role of emotions in teachers and teaching may differ depending on culture (e.g., some cultures place higher value on self regulation and control than others, who may value self expression of emotions more highly). (Sutton & Wheatley, 2003). The process of emotion is heavily influenced by cultural values and norms for experiencing and expressing emotions. Therefore emotions differ across cultures in their perceived appropriateness and social consequences (Fischbach, 2009). Students or teachers from different cultures may interpret classroom or school events differently, in which case they are likely to experience different emotions and these emotions influence how individuals think about and interact with others (Sutton & Wheatley, 2003). While participants in this study consisted of mostly New Zealand European teachers (with the exception of one Māori teacher in School B), both schools in this study contained a high proportion of Māori students so exploring cultural differences in emotional understanding and expression would be beneficial and could be addressed in future research.

Dutton and Heaphy (2003) define the quality of connections between people in terms of the features of the connection between the people involved (emotional carrying capacity, tensility and degree of connectivity), subjective experiences of the connection (feelings of vitality and aliveness, positive regard and mutuality) and physiological indicators (release of oxytocin and endogenous opiad peptides and

reduced systolic blood pressure). Although defining the exact quality of collegial connections was outside the scope of this study, it would be interesting to expand on this.

This was an intensive case study that followed an organisation over time. According to Ashkanasy (2003), expressing and communicating emotions lie at the important junction between individual and organisational outcomes. Emotional interactions are therefore extremely important. Due to a mixed method approach, we were able to gain a deeper insight into these day to day interactions and collegial relationships within the organisation. By delivering training to individuals within School A to enhance their emotional skills, this programme encouraging the development of an atmosphere where emotions could be expressed, understood and managed more effectively. Although statistical analyses were not sensitive enough to detect changes in quantitative data, qualitative approaches have suggested that staff were starting to notice changes to how they interact with one another and improvements to their professional relationships. The implications of these results are not necessarily restricted to management and staff relationships in schools, but may also be extended to other occupational settings where individuals are required to support one another and share ideas and resources. In today's organisations there is a growing level of interdependency and an increasing popularity of work teams. This requires a deeper understanding of the dynamics of relationships, interactions and collaborative environments to improve results and gain a competitive edge.

Organisations are encouraged to develop the ability to keep relationships and communication open by promoting directness, openness about positive and negative experiences, spontaneity and informal behaviour. This openness makes it possible to develop ways of expressing negative emotions such as disappointment, anger and jealousy in a controlled and acceptable manner. Inability to deal with negative emotions often builds up high levels of tension and destructive ways of dealing with these such as cynicism, gossip and paranoia which can bring organisations into a state of disruption (Ashkanasy et al., 2000b). If organisations create a fertile ground for building positive collegial connections then employees may be able to engage each other more fully, be more open to learning and experience more interpersonal

value through positive regard which cultivates positive meaning about being an organisational member. These positive meanings may in turn create positive emotions and trust which translates in to higher coping, greater resilience to setbacks, more creativity and attention (Dutton & Heaphy, 2003).

Conclusions

For all of us, emotions play an important role in our day to day lives; this is why the study of emotions in organisational settings is particularly interesting. For humans, as with any social animals, communication and perception of emotions are critical to survival and day to day functioning (Ashkanasy et al., 2000b). When attention is paid to increasing awareness and understanding of emotion and emotional relationships, there is potential to improve those relationships. Building high quality, genuine relationships require intentional, sustained effort (Davidson & James, 2009). There are challenges in building mutually supportive, enduring relationships in organisations where people differ greatly in background, perspective and life experience. Developing an attitude of learning about one another is critical to developing these relationships rather than relying on stereotypes and predisposing expectations (Davidson & James, 2009).

In organisations such as schools, where the role and demands on teachers rely heavily on their ability to develop positive relationships and where relationships with others are hugely important sources of social support, how do you provide staff with the support that they need? Promoting a supportive school environment and encouraging the development of positive collegial relationships not only affects staff and quality of work life, but is likely to have implications for students, and their learning, and the community as well.

This study has highlighted the importance of multi-method approaches to research with small samples - data from weekly diaries and accounts from the participants themselves revealed insights that cannot be captured by questionnaires alone. It was widely accepted in School A that school improvement is a continual process and although most staff felt like there had been some change to the professional relationships within the school and they are on the right track, there is still a long way to go. According to individual narrative accounts, the trialled intervention successfully raised awareness to the ways that individual behaviour can impact on others and has been effective in making improvements to collegial professional relationships within the school. What my findings and proposed model

of the school environment suggest is that in order to develop a positive and supportive environment, there are important foundational behaviours and expectations in the day-to-day environment upon which relationships may be built.

As with any other forms of training and development, working with emotional skills requires sustained effort, openness, and willingness to change. Trainees employed within the same organisation may have different experiences of the climate and that may differentially influence training interventions and outcomes. Practitioners need to be aware of varying climates and the impact these might have when developing training programs (Burke & Baldwin, 1999). This development programme has been applied to a small organisation with the contents being understood and applied at various levels by participants. Whether this understanding may spread throughout the staff and the pace at which it may do so is unknown, however these results suggest that while staff felt that they were heading in the right direction, they had not reached their destination yet and to do so represents a continual process of learning.

References

Anderson, C. S. (1982). The search for school climate: A review of the research. *Review of Educational Research, 52*(3), 368-420.

Ashforth, B. E., & Humphrey, R. H. (1995). Emotion in the workplace: A reappraisal. *Human Relations, 48,* 97-125

Ashkanasy, N. M. (2003). Emotions in organisations: A multi-level perspective. In F. Yammarino & F. Dansereau (Eds.). *Multi-level issues in organizational behaviour and strategy: Research in multi-level issues (Volume 2).* Oxford, UK: Elsevier Science.

Ashkanasy, N.M., Wilderom, C.P.M., & Peterson, M.F. (2000). Introduction. In N. M. Ashanasy, C.P.M Wilderon & M. F. Peterson (Eds.). *Handbook of organizational culture and climate.* Thousand Oaks, CA: Sage

Ashkanasy, N.M., Härtel, C. E. J., & Zerbe, W. J. (2000). *Emotions in the workplace: Research, theory, and practice.* Westport, CT: Quorum Books

Basch, J., & Fisher, C. D. (2000). Affective events-emotions matrix: A classification of work evens and associated emotions. In N. M. Ashkanasy, C. E. J. Härtel, & W. J Zerbe (Eds.). *Emotions in the workplace: Research, theory, and practice.* Westport, CT: Quorum Books

Bentley, R. R., & Rempel, A. M. (1963). Peer selection vs. expert judgment as a means of validating a teacher morale measuring instrument. *The Journal of Experimental Education, 31*(3), 233-240

Bentley, R. R., & Rempel, A. M. (1967). *Changing teacher morale: an experiment in feedback of identified problems of teachers and principals.* Paper submitted to the United States Department of Health, Education and Welfare. Lafayette, Indiana: Purdue University.

Boyatzis, R.E. (1998). *Transforming qualitative information: thematic analysis and code development.* Thousand Oaks, CA: Sage

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3,* 77-101

Brief, A. P., & Weiss, H. M. (2002). Organisational behaviour: Affect in the workplace. *Annual Review of Psychology, 53*, 279-307

Burke, L. A., & Baldwin, T. T. (1999). Workforce training transfer: A study of the effect of relapse prevention training and transfer climate. *Human Resource Management, 38* (3), 227-242

Carmeli, A. (2009). Positive work relationships, vitality and job performance. In C.E. Härtel, N. M. Ashkanasy & W. J. Zerbe (Eds.). *Research on emotions in organisations: Emotions in groups, organisations and cultures.* London, UK: Emerald Group Publishing.

Caruso, D.R., & Wolfe, C.J. (2001). Emotional intelligence in the workplace. In J. Ciarocchi, J. P. Forgas, & J. D. Mayer (Eds.). *Emotional intelligence in everyday life: A scientific enquiry.* New York: Psychology Press.

Cherniss, C., Goleman, D., Emmerling, R., Cowan, K., & Adler, M. (1998). *Bringing emotional intelligence to the workplace.* Piscataway, NJ: The Consortium for Research on Emotional Intelligence in Organizations.

Cohen, J., McCabe, E.M., Michelli, N.M., & Pickeral, T. (2009). School climate: Research, policy, practice and teacher education. *Teachers College Record, 111*, 180-213

Conley, S., & Muncey, D.E. (1999). Organisational climate and teacher professionalism: Identifying teacher work environment dimensions. In H. J. Freiberg (Ed.), *School climate: Measuring, improving and sustaining healthy learning environments.* London, UK: Falmer Press.

Davidson & James (2009) In J. E. Dutton & B.R. Ragins (Eds.). *Exploring positive relationships at work: Building a theoretical and research foundation.* Mahwah, NJ: Lawrence Erlbaum Associates.

Dutton, J. (2003). *Energize your workplace: How to create and sustain high quality connections at work.* San Francisco: Jossey-Bass.

Dutton, J.E., & Heaphy, E.D. (2003). The power of high-quality connections. In K.S. Cameron, J. E. Dutton, and R. E. Quinn (Eds.), *Positive organisational scholarship: Foundations of a new discipline.* San Francisco: Berrett-Koehler Publishers.

Evans, I. M., Harvey, S.T., Buckley, L., & Yan, E.M (2009). Differentiating classroom climate concepts: Academic, management and emotional environments. *Kōtuitui: New Zealand Journal of Social Sciences Online, 4,* 131-146

Fischbach, A. (2009). Cross-national cross-cultural research of emotions at work: a review and some recommendations. In C.E. Härtel, N. M. Ashkanasy & W. J. Zerbe (Eds.). *Research on emotions in organisations: Emotions in groups, organisations and cultures.* London, UK: Emerald Group Publishing.

Fisher, D. L., & Fraser, B. J. (1990, April). Validity and use of the School-Level Environment Questionnaire. *Paper presented at the Annual Meeting of American Educational Research Association, Boston.*

Frederickson, B. L. (2003). Positive emotions and upward spirals in organisations. In K.S. Cameron, J. E. Dutton, and R. E. Quinn (Eds.). *Positive organisational scholarship: Foundations of a new discipline.* San Francisco: Berrett-Koehler Publishers.

Giles, D. C. (2002). *Advanced research methods in psychology.* East Sussex: Routledge

Gittell, J. H. (2003). A theory of relational coordination. In K.S. Cameron, J. E. Dutton, and R. E. Quinn (Eds.). *Positive organisational scholarship: Foundations of a new discipline.* San Francisco: Berrett-Koehler Publishers.

Goleman, D. (1998). *Working with emotional intelligence.* London, UK: Bloomsbury Books.

Halpin, A. W., & Croft, D. B. (1963). *The organizational climate of schools.* Chicago, Illinois: Midwest Administration Centre, University of Chicago.

Hand, H. H., Richards, M. D., & Slocum, J. W. (1973). Organizational climate and the effectiveness of a human relations training program. *Academy of Management Journal, 16* (2), 185-195

Hart, P. M. (1994). Teacher quality of work life: Integrating work experiences, psychological distress and morale. *Journal of Occupational and Organizational Psychology, 67*, 109-132

Hart, P. M., Conn, M., Carter, N. L., & Wearing, A. J. (1993). Understanding teacher quality of work life: A dynamic model of organisational climate, psychological distress and morale. *Paper presented at the 1993 National Conference of the Australian Association for Research in Education.*

Harvey, S. T. & Evans, I. (2003). Understanding the emotional environment of the classroom. In D. Fraser. & R. Openshaw (Eds.), *Informing our practice: Selections from the 2002 conference*. Palmerston North, NZ: Kanuka Grove Press.

James, L. R., Choi, C. C., Ko, C. E., McNeil, P. K., Minton, M.K., Wright, M., & Kim, W. (2008). Organizational and psychological climate: A review of theory and research. *European Journal of Work and Organizational Psychology, 17*(1), 5-32.

James, L. R., & Jones, A. P. (1974). Organizational climate: A review of theory and research. *Psychological Bulletin, 81*(12), 1096-1112

Johnson, S. K., & Johnson, C. S. (2009). The secret life of mood: Causes and consequences of unconscious affect at work. In C.E. Härtel, N. M. Ashkanasy & W. J. Zerbe (Eds.). *Research on emotions in organisations: Emotions in groups, organisations and cultures.* London, UK: Emerald Group Publishing.

Johnson, B., & Stevens, J. J. (2001). Exploratory and confirmatory factor analysis of the School Level Environment Questionnaire (SLEQ). *Learning Environments Research, 4,* 325-344

Jones, K. R. (1990). *The relationship of teachers' perceived level of morale and their perception of the school climate.* Jackson, MS: Mississippi State University, Department of Educational Leadership.

Jordan, P.J., Ashkanasy, N. M., Härtel, C. E. J., & Hooper, G. S. (2002). Workgroup emotional intelligence scale development and relationship to team process effectiveness and goal focus. *Human Resources Management Review, 12,* 195-214

Kirmeyer, S. L., & Lin, T. R. (1987). Social support: Its relationship to observed communication with peers and supervisors. *The Academy of Management Journal, 30* (1), 138-151.

Kram, K. E., & Isabella, L. A. (1985). Mentoring alternatives: The role of peer relationships in career development. *Academy of Management Journal, 28* (1), 110-132

Lazarus, R. S., & Folkman, S. (1987). Transactional theory and research on emotions and coping. *European Journal of Personality, 1*, 141-169.

Lester, P. E., & Bishop, L. K. (2000) *Handbook of tests and measurement in education and social sciences* (2nd ed.). Baltimore, MD: Scarecrow Press.

Matthews, G., Zeidner, M., & Roberts, R.D. (2002). *Emotional intelligence: Science and myth.* Cambridge, MA: Massachusetts Institute of Technology

Mayer, J. D., & Salovey, P. (1993). The intelligence of emotional intelligence. *Intelligence, 17,* pp. 433-442

Miller, W.C. (1981). Staff morale, school climate and educational productivity. *Educational Leadership, 38,* 483-486

Moos, R. H. (1973). Conceptualizations of human environments. *American Psychologist, 28*(8), 652-665

Odden, C. M., & Sias, P.M. (1997). Peer communication relationships and psychological climate. *Communication Quarterly, 45*(3), 153-166

Ragins, B. R., & Dutton, J. E. (2007). Positive relationships at work: An introduction and invitation. In J. E. Dutton & B.R. Ragins (Eds.). *Exploring positive relationships at work: Building a theoretical and research foundation.* Mahwah, NJ: Lawrence Erlbaum Associates.

Rentoul, A. J., & Fraser, B. J. (1983). Development of a school-level environment questionnaire. *The Journal of Educational Administration, 11* (1), pp. 21-39

Roberts, L. M. (2007). From proving to becoming: How positive relationships create a context for self discovery and self actualisation. In J. E. Dutton & B.R. Ragins (Eds.). *Exploring positive relationships at work: Building a theoretical and research foundation.* Mahwah, NJ: Lawrence Erlbaum Associates.

Rowland, K. A. (2008). The relationship of principal leadership and teacher morale. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 69(2-A): 462.

Salovey, P., Mayer, J.D., & Caruso, D. (2002). *The positive psychology of emotional intelligence.* In C. R. Snyder & S. J. Lopez (Eds.). *The Oxford handbook of positive psychology.* New York: Oxford University Press

Salovey, P., Mayer, J. D., Goldman, S. L., Turvey, C., & Palfai T. P. (1993). Emotional attention, clarity and repair: exploring emotional intelligence using the trait meta-mood scale. In J. W. Pennebaker (Ed.). *Emotion, disclosure, and health.* Washington DC.: American Psychological Association.

Schneider, B., Bowen, D. E., Ehrhart, M. G., & Holcombe, K. M. (2000). The climate for service: Evolution of a construct. In N. M. Ashanasy, C.P.M Wilderon and M. F. Peterson (Eds.). *Handbook of organizational culture and climate.* Thousand Oaks, CA: Sage.

Sutton, R. E. (2007). Teachers' anger, frustration and self-regulation. In P. A. Shutz, & R. Pekrun (Eds.). *Emotions in education.* London, UK: Elsevier.

Sutton, R. E., & Wheatley, K. E. (2003). Teachers' emotions and teaching: a review of literature and directions for future research. *Educational Psychology Review, 15* (4), 327-359

Tidwell, M. O., Reis, H.T., & Shaver, P.R. (1996). Attachment, attractiveness and social interaction: A diary study. *Journal of Personality of Social Psychology, 71*(4), 729-745

Weiss, H. M., & Cropanzano, R. (1996). Affective events theory: A theoretical discussion of the structure, causes and consequences of affective experiences at work. *Research in Organisational Behaviour, 18,* 1-74

Appendix A

There are 56 items in this questionnaire, they are statements about the school in which you work and your working environment. Think about how well the following statements describe your school environment. Please indicate your answer by circling:

SD   **If you STRONGLY DISAGREE with the statement**

D   **If you DISAGREE with the statement**

N   **If you NEITHER AGREE NOR DISAGREE with the statement or are not sure**

A   **If you AGREE with the statement**

SA   **If you STRONLY AGREE with the statement**

If you change your mind about a response, cross out the old answer and circle the new choice.

1	There are many disruptive, difficult students in the school	SD	D	N	A	SA
2	I seldom receive any encouragement from colleagues	SD	D	N	A	SA
3	Teacher frequently discuss teaching methods and strategies with each other	SD	D	N	A	SA
4	I am often supervised to ensure that I follow directions carefully	SD	D	N	A	SA
5	Decisions about the running of the school are usually made by the principal or a small group of teachers	SD	D	N	A	SA
6	It is very difficult to change anything in this school	SD	D	N	A	SA
7	The school or department library includes an adequate selection of books and periodicals	SD	D	N	A	SA
8	There is constant pressure to keep working	SD	D	N	A	SA
9	Most students are helpful and cooperative to teachers	SD	D	N	A	SA
10	I feel accepted by other teachers	SD	D	N	A	SA
11	Teachers avoid talking with each other about teaching and learning	SD	D	N	A	SA

12	I am not expected to conform to a particular teaching style	SD	D	N	A	SA
13	I have to refer even small matters to a senior member of staff for a final answer	SD	D	N	A	SA
14	Teachers are encouraged to be innovative in this school	SD	D	N	A	SA
15	The supply of equipment and resources is inadequate	SD	D	N	A	SA
16	Teachers have to work long hours to complete all their work	SD	D	N	A	SA
17	Most students are pleasant and friendly to teachers	SD	D	N	A	SA
18	I am ignored by other teachers	SD	D	N	A	SA
19	Professional matters are seldom discussed during staff meetings	SD	D	N	A	SA
20	It is considered very important that I closely follow syllabuses and lesson plans	SD	D	N	A	SA
21	Action can usually be taken without gaining the approval of the subject department head or senior member of staff	SD	D	N	A	SA
22	There is a great deal of resistance to proposals for curriculum change	SD	D	N	A	SA
23	Video equipment, tapes and films are readily available and accessible	SD	D	N	A	SA
24	Teachers don't have to work very hard in this school	SD	D	N	A	SA
25	There are many noisy, badly behaved students	SD	D	N	A	SA
26	I feel that I could rely on my colleagues for assistance if I should need it	SD	D	N	A	SA
27	Many teachers attend inservice and other professional development courses	SD	D	N	A	SA
28	There are few rules and regulations that I am expected to follow	SD	D	N	A	SA
29	Teachers are frequently asked to participate in decisions concerning administrative policies and procedures	SD	D	N	A	SA
30	Most teachers like the idea of change	SD	D	N	A	SA

31	Adequate duplicating facilities and services are available to teachers	SD	D	N	A	SA
32	There is not time for teachers to relax	SD	D	N	A	SA
33	Students get along well with teachers	SD	D	N	A	SA
34	My colleagues seldom take notice of my professional views and opinions	SD	D	N	A	SA
35	Teachers show little interest in what is happening in other schools	SD	D	N	A	SA
36	I am allowed to do almost as I please in the classroom	SD	D	N	A	SA
37	I am encouraged to make decisions without reference to a senior member of staff	SD	D	N	A	SA
38	New courses or curriculum materials are seldom implemented in the school	SD	D	N	A	SA
39	Tape recorders and cassettes are seldom available when needed	SD	D	N	A	SA
40	You can take it easy and still get the work done	SD	D	N	A	SA
41	Most students are well-mannered and respectful to the school staff	SD	D	N	A	SA
42	I feel that I have many friends among my colleagues at this school	SD	D	N	A	SA
43	Teachers are keen to learn from their colleagues	SD	D	N	A	SA
44	My classes are expected to use prescribed textbooks and prescribed resource materials	SD	D	N	A	SA
45	I must ask my subject department head or senior member of staff before I do most things	SD	D	N	A	SA
46	There is much experimentation with different teaching approaches	SD	D	N	A	SA
47	Facilities are inadequate for catering for a variety of classroom activities and learning groups of different sizes	SD	D	N	A	SA
48	Seldom are there deadlines to be met	SD	D	N	A	SA
49	Very strict discipline is needed to control many of the students	SD	D	N	A	SA

50	I often feel lonely and left out of things in the staffroom	SD	D	N	A	SA
51	Teachers show considerable interest in the professional activities of their colleagues	SD	D	N	A	SA
52	I am expected to maintain very strict control in the classroom	SD	D	N	A	SA
53	I have very little to say in the running of the school	SD	D	N	A	SA
54	New and different ideas are always being tried out in this school	SD	D	N	A	SA
55	Projectors, filmstrips, transparencies and films are usually available when needed	SD	D	N	A	SA
56	It is hard to keep up with your work load	SD	D	N	A	SA

(Fisher and Fraser, 1990)

Reprinted with permission from the authors.

Appendix B

Items and corresponding original item numbers extracted from the Purdue Teacher Opinionaire:

Please read the following statements carefully and indicate the extent to which you agree with each statement by circling the answer which is most true for you:

1	**Disagree**
2	**Probably disagree**
3	**Probably agree**
4	**Agree**

Original Item Number	Item		Resp	onse	
2	The work of the individual faculty members is appreciated and commended by our principal	1	2	3	4
3	Teachers feel free to criticise administrative policy at faculty meetings called by our principal	1	2	3	4
5	Our principal shows favouritism in his relations with the teachers in our school	1	2	3	4
7	My principal makes a real effort to maintain close contact with the faculty	1	2	3	4
12	Our principal's leadership in faculty meetings challenges and stimulates our professional growth	1	2	3	4
18	There is a great deal of griping, arguing, taking sides and feuding among our teachers	1	2	3	4
19	Teaching gives me a great deal of personal satisfaction	1	2	3	4
22	Generally, teachers in our school do not take advantage of one another	1	2	3	4
23	The teachers in our school cooperate with each other to achieve common, personal, and professional objectives	1	2	3	4
24	Teaching enables me to make my greatest contribution to society	1	2	3	4
26	I love to teach	1	2	3	4
27	If I could plan my career again, I would choose teaching	1	2	3	4

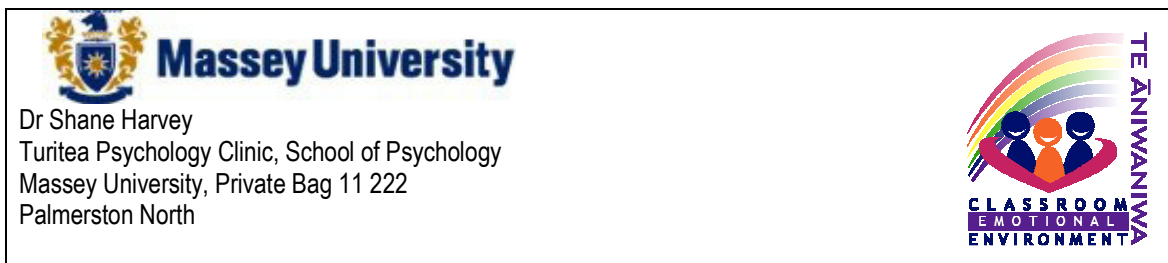| 28	Experienced faculty members accept new and younger members as colleagues	1	2	3	4
29	I would recommend teaching as an occupation to students of high scholastic ability	1	2	3	4
30	If I could earn as much money in another occupation, I would stop teaching	1	2	3	4
33	My principal makes my work easier and more pleasant	1	2	3	4
38	My school principal understands and recognises good teaching procedures	1	2	3	4
41	The lines and methods of communication between teachers and the principal in our school are well developed and maintained	1	2	3	4
43	My principal shows a real interest in my department	1	2	3	4
44	Our principal promotes a sense of belonging among the teachers in our school	1	2	3	4
46	I find my contacts with students, for the most part, highly satisfying and rewarding	1	2	3	4
47	I feel that I am an important part of this school system	1	2	3	4
48	The competency of teachers in our school compares favourably with that of teachers in schools that I know	1	2	3	4
50	I feel successful and competent in my present position	1	2	3	4
51	I enjoy working with student organisations, clubs and societies	1	2	3	4
52	Our teaching staff is congenial to work with	1	2	3	4
54	Our school faculty has a tendency to form into cliques	1	2	3	4
55	The teachers in our school work well together	1	2	3	4
56	I am at a disadvantage professionally because other teachers are better prepared to teach than I am	1	2	3	4
58	As far as I know, the other teachers think I am a good teacher	1	2	3	4
60	The "stress and strain" resulting from teaching makes teaching undesirable for me	1	2	3	4
61	My principal is concerned with the problems of the faculty and handles these problems sympathetically	1	2	3	4

62	I do not hesitate to discuss any school problem with my principal	1	2	3	4
69	My principal acts as though he/she is interested in me and my problems	1	2	3	4
70	My school principal supervises rather than "snoopervises" the teachers in our school	1	2	3	4
72	Teachers meetings as now conducted by our principal waste the time and energy of the staff	1	2	3	4
73	My principal has a reasonable understanding of the problems connected with my teaching assignment	1	2	3	4
74	I feel that my work is judged fairly by my principal	1	2	3	4
76	Most of the actions of students irritate me	1	2	3	4
77	The cooperativeness of teachers in our school helps make my work more enjoyable	1	2	3	4
78	My students regard me with respect and seem to have confidence in my professional ability	1	2	3	4
80	The teachers in our school have a desirable influence on the values and attitudes of their students	1	2	3	4
82	My students appreciate the help I give them with their school work	1	2	3	4
83	To me there is no more challenging work than teaching	1	2	3	4
86	As a teacher, I think I am competent as most other teachers	1	2	3	4
87	The teachers with whom I work have high professional ethics	1	2	3	4
89	I really enjoy working with my students	1	2	3	4
90	The teachers in our school show a great deal of initiative and creativity in their teaching assignments	1	2	3	4
92	My principal tries to make me feel comfortable when he/she visits my classes	1	2	3	4
93	My principal makes effective use of the individual teacher's capacity and talent	1	2	3	4

| 95 | Teachers feel free to go to the principal about problems of personal and group welfare | 1 | 2 | 3 | 4 |
| 100 | I am well satisfied with my present teaching position | 1 | 2 | 3 | 4 |

(Bentley and Rempel, 1970)

Appendix C

Information and Consent form for School A Participants

Massey University

Dr Shane Harvey
Turitea Psychology Clinic, School of Psychology
Massey University, Private Bag 11 222
Palmerston North

Te Aniwaniwa

Warming up the Classroom Emotional Environment

INFORMATION AND CONSENT FORM FOR TEACHERS

GREETINGS!

Naumai, haeremai. Nga mihi nui ki a koe

What is this project about?

Emotional intelligence is the ability to understand and manage one's feelings, as well as to understand how other people feel. Children who have difficulty recognising their own emotions and the feelings of others are likely to engage in undesirable behaviour, such as bullying, getting angry and frustrated easily, and challenging authority.

Children develop emotional competence at home, with parents, family, and whanau. They also learn a lot about feelings at school, in interactions with peers and especially in their relationships with teachers. The way teachers create a classroom atmosphere that influences children's feelings about themselves and understanding of their feelings is called **the emotional climate of the classroom.**

Every educator knows the importance of a positive emotional climate or atmosphere in school classrooms. We know it when we see it! But how can we define it more clearly, measure it, and teach it to others? Does changing the classroom climate really improve the social and emotional behaviour of children? These are the essential questions we are asking in our research.

Project overview

This proposed research is part of a larger three-year research project aimed at examining which everyday teacher behaviours influence students' emotional competence, to what extent, and with what social benefits. With lots of cooperation from many teachers, we have already carried out some interesting work! In schools in the Manawatu and adjoining areas, we asked teachers and pupils to give us examples of ways that teachers help children manage their emotions and deal with their feelings.

Our next task was to define these areas of teacher behaviour more carefully. This was done by observing interactions in classrooms and improving an initial coding system we developed for capturing some of the most revealing interactions. We have started the research in primary schools, working with Years 4-8 approximately.

- **2007**: The aim in 2007 was to gain an understanding of the classroom emotional climate. Our team identified five categories of teacher interaction style for an innovative model of classroom emotional climate that needs empirical and cultural validation. Using these categories, we collected examples from teachers about their approach and response to emotions and emotional situations. These examples enabled us to develop a library of video examples and useful practice approaches. Teachers identified as having a warm, sensitive teaching style participated in classroom observations involving video sampling. Teachers critiqued their video samples and provided background to their responses. The aim of this information and material was to incorporate understandings derived from teacher feedback and video examples for professional development, using video sampling of positive emotional interactions arranged as modules on an interactive website.

- **2008**: Last year, we investigated whether the emotional interactions of teachers' can be modified. We used video and questionnaires as feedback for teachers to engage in reflective practice. Providing the means for teachers to gain insights into how they interact was especially beneficial for fostering teachers' social-emotional skills in the classroom. The videos and questionnaires were used for feedback purposes to the classroom teacher and for measuring changes in teachers' behaviour.

- **2009**: The final question, which we will explore this year, is really the million dollar issue: If the atmosphere of a classroom can be made warmer, will this actually have a beneficial effect on the pupils—reduce bullying and aggression, improve peer interactions, and increase children's emotional intelligence? The aim of this year is to take a whole school approach to warming the school emotional climate and to measure the impact changes in the emotional climate have on students' emotional intelligence and bullying; interactions within the school and teacher morale.

How are we funded to do this research?

Our project on the emotional climate of the school classroom is funded by a grant from the Marsden Fund, the New Zealand government's fund for basic research. The grant was awarded to a team of psychologists at Massey University (Palmerston North) for 3 years (2007-2009) but possibly longer if the work looks promising.

Who are we?

The research team for this project is made up of the following key professionals:

Professor Ian Evans is Head of the School of Psychology at Massey University, based in Wellington. He has worked with schools on many different projects, such as reducing drop out, inclusion of children with disabilities, and managing challenging behaviour.

Dr Shane Harvey is a clinical psychologist and Director of the Psychology Clinic at Massey University, Palmerston North. He has worked as a psychologist for GSE, in which role he consulted extensively with schools in the central North Island. He also has had experience in children's mental health services and in the prevention and treatment of child sexual abuse. Shane examined emotional climate issues for his doctoral research

Dr Averil Herbert (Ngati Maniapoto, Ngati Paretekawa) is a Senior Lecturer (part-time) at the University of Waikato and has been a Maori counsellor at Waiariki Institute of Technology in Rotorua, where she lives. A leading clinical psychologist in New Zealand, with very wide experiences in social welfare, much of Averil's recent work has been on Maori-centred approaches to child rearing and parent training.

Dr Juliana Raskauskas trained as an Educational Psychologist at the University of California, Davis. Her major research interests are in the effects of bullying on children in schools and she is one of New Zealand's leading authorities on problems relating to bullying. Juliana will be acting in an advisory capacity this year.

Dr. Janet Gregory lectured in Human Development at Massey University. Her main interests are infant mental health and prevention of family violence and child abuse. She is an active member of Manawatu Abuse Intervention Network, works with a community project at Linton Military Camp to raise awareness of interpersonal violence and is a founding member of the Infant Mental Health Association of Aotearoa New Zealand (IMHAANZ).

Rhys Hill is a teacher/educator currently working for the Centre of Educational Development at the College of Education, Massey University, Palmerston North. He is the coordinator of the Pre-Registered Teacher program and an advisor to school in Social Studies for Years 1-10.

Sarah Yee completed her undergraduate degree in 2006 majoring in Psychology at Massey University, Palmerston North and is continuing her studies in the area of Industrial/Organisational Psychology.

In addition, we are involving a number of post-graduate students in our research, and we are keen to add to our research team teachers and others interested in children and education.

What will be involved?

As part of this year's research, we are offering teachers the opportunity to be involved in professional development training workshops. The goal of these workshops is to influence an important aspect of the educational process: The emotional skills necessary for teachers in creating a positive classroom emotional environment. The training workshops will be run as Quality Learning Circles. There will be a great deal of group discussion and sharing of ideas and feelings, rather than listening to a lecture.

The participating teachers will attend 6 half-day Quality Learning Circles meetings where participants are encouraged to generate ideas, problem solve practical difficulties, provide support, and collect, analyse, and disseminate outcome data. A half-day follow-up session following the Quality Learning Circles will complete the professional development. Quality Learning Circles enable the teacher to be involved in evaluating areas of importance; empowering teachers to pursue change and to be more active participants in the training process. Participants are expected to take strategies and issues back to their own classrooms to trial (a feed-forward approach).

As part of this training, we will be filming teachers' interactions with students. Filming will occur on three separate occasions. Each video session will be approximately two hours in length. This number and length of video sessions is negotiable. Interactions will be videoed during classroom periods using a mobile digital video camera directed toward the teacher. Researchers are available meet with each participant after class at a suitable time to briefly discuss key moments in class. They will be given the choice to view unedited video footage. They will also have the option of bring video segments of their choice to show members of the quality learning circles. We would like to assess levels of teacher morale and perceptions of the school environment using questionnaires using short questionnaires. You will also be asked to complete weekly diaries of your emotional interactions with other staff members and a short interview to assess staff interpersonal relationships.

In addition, a focus group of Maori cultural experts in Rotorua are participating in this research. The purpose of this focus group is to evaluate and provide feedback to the researchers on the training material.

Video tapes will be kept in the Psychology test library at Massey University, Turitea Campu. Only research team members and workshop staff will have access to the audio and video tapes. Workshop staff and transcribers will be asked to sign a confidentiality agreement. Videos will be kept by the research team for 5 years and only accessed by members of the research team. After five years videotapes will be destroyed. With the exception of selected and consented to segments of film footage, electronic transference of video onto computer hard drive for coding and analysis purposes will be destroyed one year after analysis and coding. Computers holding this information will be kept with members of the research team.

We hope to simply film you teaching and do not intend to intervene with any classroom situation. Our intention is to observe how you manage those situations. The exception to this is if any safety concerns emerge involving students. Should safety concerns arise, we will notify you and your principal so they can be dealt with through normal school procedures. If during discussions between you and your principal, the safety concerns are considered to be beyond the scope of the school, we will consult the clinical psychologists

on our research team and appropriate action will be decided upon to ensure any particular student's safety.

We will collect data before and after the training workshops. This will be done through filming your interactions, by giving students questionnaires about their class, and a questionnaire to an educational supervisor of your choosing (such as syndicate leader) before and after the professional development. You will receive feedback from this as part of your professional development. This data will be kept in secure archives within the School of Psychology at Massey University (Turitea Campus) for 5 years. Access will be restricted to research team members only and data will be destroyed after the 5 years is complete.

We understand that due to the challenging and sensitive nature of some of the learning and assessment tools utilised in this research, participants may experience some slight discomfort. Participants are encouraged to voice any queries or concerns they may have with the research team and will be provided with opportunities for debriefing throughout the year.

Total Time Requirements

Participation in the workshops and research will require a total of 6 and a half days over the school year. This includes workshops, assessments, filming, take home tasks and follow up.

We will seek consent from you, parents of students in your class, and assent from students. A response from your principal for research to be conducted in your school will also be sought. Please complete and return the consent form provided. If you have any queries please do not hesitate to contact us.

Committee Approval Statement

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern A, Application 08 /61. If you have any concerns about the conduct of this research, please contact Professor John O'Neill, Chair, Massey University Human Ethics Committee: Southern A, telephone (06) 3505799 x 8771, email humanethicsoutha@massey.ac.nz

Thank you for your interest, ka kite ano

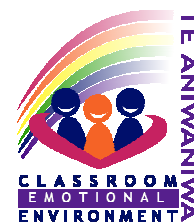*Ian, Shane, Averil, Julia, Janet, Rhys and Sarah*

Contact details:

Phone: 06 356 9099 extn 7171

Email: s.t.harvey@massey.ac.nz

Massey University

Dr Shane Harvey
Turitea Psychology Clinic, School of Psychology
Massey University, Private Bag 11 222
Palmerston North

TE ĀNIWANIWA

CLASSROOM
EMOTIONAL
ENVIRONMENT

Te Aniwaniwa

Warming up the Classroom Emotional Environment

Committee Approval Statement

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern A, Application 08 /61. If you have any concerns about the conduct of this research, please contact Professor John O'Neill, Chair, Massey University Human Ethics Committee: Southern A, telephone (06) 3505799 x 8771, email
humanethicsoutha@massey.ac.nz

CONSENT FORM

THIS FORM WILL BE HELD FOR A PERIOD OF FIVE (5) YEARS

I have read the Information Sheet and have had all the details of the study explained to me. Any questions have been answered to my satisfaction and I understand that I may ask further questions at any time.

I agree/do not agree to have my class filmed.

I wish/do not wish to have data placed in a secure archive in the School of Psychology (Turitea) for 5 years during which it will remain confidential to the research team.

I agree to participate in this research under the conditions set in the Information Sheet.

Teacher's Signature:……………………………………… Dated: ___/ ___/ ___

Full Name(printed):…………………………………………………………………….

I want to be given a summary of the overall results at the conclusion of this   ❏
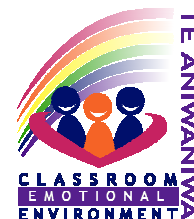research:

Contact details of school

_____

_____

Appendix D

Information and Consent form for School B participants

Massey University

Dr Shane Harvey
Turitea Psychology Clinic, School of Psychology
Massey University, Private Bag 11 222
Palmerston North

Te Aniwaniwa
Warming up the Classroom Emotional Environment

INFORMATION AND CONSENT FORM FOR TEACHERS

GREETINGS!
Naumai, haeremai. Nga mihi nui ki a koe

What is this project about?

Emotional intelligence is the ability to understand and manage one's feelings, as well as to understand how other people feel. Children who have difficulty recognising their own emotions and the feelings of others are likely to engage in undesirable behaviour, such as bullying, getting angry and frustrated easily, and challenging authority.

Children develop emotional competence at home, with parents, family, and whanau. They also learn a lot about feelings at school, in interactions with peers and especially in their relationships with teachers. The way teachers create a classroom atmosphere that influences children's feelings about themselves and understanding of their feelings is called **the emotional climate of the classroom.**

Every educator knows the importance of a positive emotional climate or atmosphere in school classrooms. We know it when we see it! But how can we define it more clearly, measure it, and teach it to others? Does changing the classroom climate really improve the social and emotional behaviour of children? These are the essential questions we are asking in our research.

Project overview

This proposed research is part of a larger three-year research project aimed at examining which everyday teacher behaviours influence students' emotional competence, to what extent, and with what social benefits. With lots of cooperation from many teachers, we have already carried out some interesting work! In schools in the Manawatu and adjoining

areas, we asked teachers and pupils to give us examples of ways that teachers help children manage their emotions and deal with their feelings.

Our next task was to define these areas of teacher behaviour more carefully. This was done by observing interactions in classrooms and improving an initial coding system we developed for capturing some of the most revealing interactions. We have started the research in primary schools, working with Years 4-8 approximately.

- **2007**: The aim in 2007 was to gain an understanding of the classroom emotional climate. Our team identified five categories of teacher interaction style for an innovative model of classroom emotional climate that needs empirical and cultural validation. Using these categories, we collected examples from teachers about their approach and response to emotions and emotional situations. These examples enabled us to develop a library of video examples and useful practice approaches. Teachers identified as having a warm, sensitive teaching style participated in classroom observations involving video sampling. Teachers critiqued their video samples and provided background to their responses. The aim of this information and material was to incorporate understandings derived from teacher feedback and video examples for professional development, using video sampling of positive emotional interactions arranged as modules on an interactive website.

- **2008**: Last year, we investigated whether the emotional interactions of teachers' can be modified. We used video and questionnaires as feedback for teachers to engage in reflective practice. Providing the means for teachers to gain insights into how they interact was especially beneficial for fostering teachers' social-emotional skills in the classroom. The videos and questionnaires were used for feedback purposes to the classroom teacher and for measuring changes in teachers' behaviour.

- **2009**: The final question, which we will explore this year, is really the million dollar issue: If the atmosphere of a classroom can be made warmer, will this actually have a beneficial effect on the pupils—reduce bullying and aggression, improve peer interactions, and increase children's emotional intelligence? The aim of this year is to take a whole school approach to warming the school emotional climate and to measure the impact changes in the emotional climate have on students' emotional intelligence and bullying; interactions within the school and teacher morale.

How are we funded to do this research?
Our project on the emotional climate of the school classroom is funded by a grant from the Marsden Fund, the New Zealand government's fund for basic research. The grant was awarded to a team of psychologists at Massey University (Palmerston North) for 3 years (2007-2009) but possibly longer if the work looks promising.

Who are we?

The research team for this project is made up of the following key professionals:

Professor Ian Evans is Head of the School of Psychology at Massey University, based in Wellington. He has worked with schools on many different projects, such as reducing drop out, inclusion of children with disabilities, and managing challenging behaviour.

Dr Shane Harvey is a clinical psychologist and Director of the Psychology Clinic at Massey University, Palmerston North. He has worked as a psychologist for GSE, in which role he consulted extensively with schools in the central North Island. He also has had experience in children's mental health services and in the prevention and treatment of child sexual abuse. Shane examined emotional climate issues for his doctoral research.

Dr Averil Herbert (Ngati Maniapoto, Ngati Paretekawa) is a Senior Lecturer (part-time) at the University of Waikato and has been a Maori counsellor at Waiariki Institute of Technology in Rotorua, where she lives. A leading clinical psychologist in New Zealand, with very wide experiences in social welfare, much of Averil's recent work has been on Maori-centred approaches to child rearing and parent training.

Dr Juliana Raskauskas trained as an Educational Psychologist at the University of California, Davis. Her major research interests are in the effects of bullying on children in schools and she is one of New Zealand's leading authorities on problems relating to bullying. Juliana will be acting in an advisory capacity this year.

Dr. Janet Gregory lectured in Human Development at Massey University. Her main interests are infant mental health and prevention of family violence and child abuse. She is an active member of Manawatu Abuse Intervention Network, works with a community project at Linton Military Camp to raise awareness of interpersonal violence and is a founding member of the Infant Mental Health Association of Aotearoa New Zealand (IMHAANZ).

Rhys Hill is a teacher/educator currently working for the Centre of Educational Development at the College of Education, Massey University, Palmerston North. He is the coordinator of the Pre-Registered Teacher program and an advisor to school in Social Studies for Years 1-10.

Sarah Yee completed her undergraduate degree in 2006 majoring in Psychology at Massey University, Palmerston North and is continuing her studies in the area of Industrial/Organisational Psychology.

In addition, we are involving a number of post-graduate students in our research, and we are keen to add to our research team teachers and others interested in children and education.

Why am I contacting you?

As part of this year's research, we would like to draw comparisons in terms of school climate, morale and professional interactions between the teachers of a school that is participating in the professional development workshops at a school-wide level, to a the teachers of a school that is not participating in this intervention. This will help us to determine whether or not there are any benefits to the organisation with regard to these areas as the result of a whole school approach to professional development.

What's involved?

As your school is not participating in the whole school intervention, we are requesting your consent to act as a comparison school. This means that you will be asked to complete a questionnaire about your perception of the school climate at the beginning and the end of the school year. In addition to this, you will also be asked to complete a series of assessments throughout the year about your level of morale, interactions with other staff members and a short interview. We require your consent to participate in this process. We will arrange for you and your principal to be given a summary of the research findings and suggestions at the conclusion of the research.

Total Time Requirements

We estimate that this will add up to approximately one and half hours in total for each staff member.

A response from your principal for research to be conducted in your school will also be sought. Please complete and return the consent form provided. If you have any queries please do not hesitate to contact us.

Committee Approval Statement
This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern A, Application 08 /61. If you have any concerns about the conduct of this research, please contact Professor John O'Neill, Chair, Massey University Human Ethics Committee: Southern A, telephone (06) 3505799 x 8771, email
humanethicsoutha@massey.ac.nz

Thank you for your interest, ka kite ano

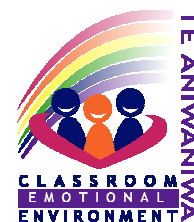*Ian, Shane, Averil, Julia, Janet, Rhys and Sarah*

Contact details:
Phone: 06 356 9099 extn 7171
Email: s.t.harvey@massey.ac.nz

Massey University

Dr Shane Harvey
Turitea Psychology Clinic, School of Psychology
Massey University, Private Bag 11 222
Palmerston North

Te Aniwaniwa
Warming up the Classroom Emotional Environment

Committee Approval Statement
This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern A, Application 08 /61. If you have any concerns about the conduct of this research, please contact Professor John O'Neill, Chair, Massey University Human Ethics Committee: Southern A, telephone (06) 3505799 x 8771, email
humanethicsoutha@massey.ac.nz

CONSENT FORM
THIS FORM WILL BE HELD FOR A PERIOD OF FIVE (5) YEARS

I have read the Information Sheet have had all the details of the study explained to me. Any questions have been answered to my satisfaction and I understand that I may ask further questions at any time.

I agree/do not agree to participate in the research on the understanding that I have the right to participate or not participate in this research.

Teacher's Signature:…………………………………… Dated: ___/ ___/ ___

Full Name(printed):…………………………………………………………………

I want to be given a summary of the overall results at the conclusion of this ❏
research:

Contact details of school:

_____
_____
_____
_____