Emotional labour in early childhood education: a labour of love

BY

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Abstract

Despite a large body of international literature on emotional labour in various occupations, there is a paucity of research related to Early Childhood Education (ECE) teachers with not a single research study conducted in New Zealand. The purpose of this research thesis is to explore the role of emotional labour in the work of ECE teachers in Auckland. The research aims to understand how ECE teachers experience emotional labour in their work. A qualitative research methodology was applied to explore the research question and data collection was in the form of semi-structured interviews, narratives and reflections written by the ECE educators identified as participants in the study.

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Attestation of Authorship

"I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of higher learning."

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Chapter 1: Introduction

There is a considerable amount of legislation in New Zealand that governs the ECE profession through the early childhood regulations. The New Zealand Ministry of Education (MOE), the Education Review office (ERO) and the New Zealand Teacher's council audit compliance with legislation, and also audit quality in the ECE sector. In addition to government agencies, important stakeholders in ECE include the children, parents, whānau (family) and the community. The primary focus of ECE teachers is to serve the needs of children in an informed, respectful manner in compliance with the ECE regulations, guided by best practice standards as outlined by Te Whāriki the New Zealand ECE curriculum and professional teaching standards set by the EDUCANZ (Education Council of New Zealand, 2015).

As a result of these stakeholders' demands and government requirements, ECE teachers take on a variety of roles. These include: caring for children, education, documentation of children's learning, compliance to regulations, administration and some housekeeping duties related to the operation of ECE centres. The wide-ranging roles and expectations for the ECE teachers and consistent face-to-face interactions with stakeholders involve the management of personal emotions to display the organisationally prescribed emotions. This may lead to emotional labour when the felt emotions are different from with the displayed emotions (Brotheridge & Grandey, 2002; Zapf, 2002). Emotional labour is the purposeful expression of organisationally expected emotions in a work setting (Hochschild, 1983).

I first came across the term 'emotional labour' while I was completing my Masters qualification in Business studies. I realised that the concept of 'emotional labour' matched my experience and that of others I have spoken to in the ECE sector. Moreover it was not a topic that was discussed in professional dialogues.

From my experience in the ECE sector, conversations with colleagues and the interviews with participants I believe that most early childhood teachers are

dedicated and committed to their profession. They have chosen this line of work as their vocation and are committed due to their love for working with children. However within my experience in the ECE sector I gleaned that the growing physical, emotional and intellectual demands on teachers seemed to have impacted their motivation and health. Teacher stress and burnout seemed to be getting more prevalent as teachers struggle to manage growing physical, emotional and intellectual demands on their time as well as rapid changes in the ECE sector. Although the stress was experienced and known with heavy workloads, teachers were reluctant to object for fear of negative repercussions and bullying from some employers and managers. This was confirmed by a recent survey of 700 ECE teachers in New Zealand (Alexander, 2016). I knew that emotional labour existed, but was not acknowledged, nor talked about, like the proverbial 'elephant in the room' From my own emotional labour experiences while working as an ECE teacher, I knew that I was not the only one facing it. I also knew that no one was talking about it. When I was working in early childhood centres, I also couldn't talk about it. Therefore it was vitally important to research emotional labour in the ECE sector since it would be a step towards creating a professional awareness of emotional labour as a real phenomena in the ECE teachers' work experience, start a dialogue, invite further research and potential policy reforms to achieve overarching goals of quality outcomes for Tamariki (children).

I interviewed six ECE teachers in New Zealand to talk about their experience with emotional labour in their work. Each of these teachers is different from the other participants in terms of experience, age, working in different centres and working styles. They are from a variety of cultural backgrounds, but I have not explored this cultural dimension in the research, as this is not related to the research question at this stage. Although each of these participants differ in their ECE and personal contexts, they commonly share their passion for working in the ECE sector, their emotional engagement and attachment to the children they work with. The participants were clearly committed towards serving the needs of the parents and the whānau, and their belief in doing their very best for the children. The

participants' service commitment to their work as ECE teachers clearly shines through the interviews and from my interaction with them.

As the subsequent chapters will demonstrate, this research has sought to answer and explore the following primary research question:

What is the role of emotional labour in the work of early childhood education (ECE) educators?

The following sub questions may be further explored following this research:

What are the causes/antecedents of emotional labour in the ECE work environment?

How do teachers cope with the effects of emotional labour in the ECE work environment?

What is the role of leaders and managers in emotional labour outcomes for teachers in the ECE work environment?

The following chapters will demonstrate the research process undertaken for this exploration:

In chapter 2 the literature review will introduce the concept of emotional labour and situate the research question within the current knowledge base of emotional labour research. The review will be supported by cross-disciplinary literature findings with relevant theoretical links.

In chapter 3 the methodology chapter will describe and justify the research paradigms, methodologies and methods chosen for this research. This will be reviewed in detail with previews of the findings and leading up to the data analysis chapter.

In chapter 4 the data analysis chapter will present the data collected and analysed from the participants' interviews, narratives and conversations. The research findings will be summarised and presented within this chapter.

In chapter 5 the discussion and conclusion chapter will consolidate the entire research process and highlight some key lessons, limitations and contributions of the study. The final wrap up will include a review of future implications envisioned in the

light of findings from this research. This will be supported by literature findings and current sector conversations as relevant to the research question

Supporting documents (refer to the table of contents) are included in the appendix to further contextualise the research process.

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Chapter Introduction

This literature review will introduce the concept of emotional labour and examine the current state of research and literature findings in this area of occupational health and safety (OHS). Figure 1 indicates the main components of this review. Literature findings from the multidisciplinary fields of organisational psychology, management theory, occupational health & safety, human resource management theory, human development theory, early childhood education (ECE) research findings, current media reports and reports from advisory groups will support this review. On examination of the literature and related research, it is evident that the concept of emotional labour has generated a fair amount of discourse in fields like nursing and other service sectors. But, there is a paucity of research on emotional labour experienced by ECE educators with not a single research conducted in New Zealand. Researching emotional labour therefore remains a virgin field with a mine of possible research methodologies and angles in order to explore implications for OHS outcomes, especially in the field of ECE. This pioneering research on emotional labour in the New Zealand ECE sector is crucial to encourage a professional conversation, invite further research and positive policy changes to improve the working condition of ECE teachers leading to quality outcomes for children.

Therefore, the research undertaken here explores emotional labour in the ECE work environment by asking the following research question: *What is the role of Emotional Labour in the work of Early Childhood Education (ECE) Educators?*

Emotional labour definition

Hochschild first introduced the concept of emotional labour in her groundbreaking book 'The Managed Heart' (Hochschild, 1983). Hochschild discusses the commercialisation of human emotions in the work environment; a process by which workers are expected to manage their feelings in accordance to organisationally defined rules and guidelines (Hochschild, 1983 in Schaubroeck & Jones, 2000; Pugliesi 1999). Hochschild's (1983) landmark study of flight attendants revealed that

organisational norms controlled external manifestations of emotions by employees during contact with customers (Schaubroeck & Jones, 2000). There were expectations from the organisation to be friendly, attentive and cheerful towards all clients. These expectations were conveyed in various ways, sometimes through clear policies and sometimes indirectly and vaguely or through the modeling actions of other employees. Emotional labour performed in certain occupations required emotional management and Hochschild posited that employees used 'Deep acting' or 'surface acting' in order to display the emotions required for performing the job (Hochschild, 1983). During deep acting employees tried to closely align displayed emotions (organisationally approved) to felt emotions whereas 'surface acting' was a superficial facade of emotions displayed by the employee without an effort to 'feel' those emotions internally (Hochschild, 1983; Prati, Liu, Perrewé, & Ferris, 2009). This was also termed as ' emotion work' viz., the emotional "effort, planning and control" to meet the organisationally defined emotions in face-to-face interactions with clients (Pugliesi, 1999; Andrews, Karcz, & Rosenberg, 2008,p.254). Further examination of emotional labour led to the two dimension theory (Kruml & Geddes, 2000) that viewed emotional labour comprising of two dimensions: 'emotive effort', the conscious and unseen effort by the employee to perform the required emotion and 'emotional dissonance' that was a negative outcome of emotional labour (Kruml & Geddes, 2000). This could occur in certain occupations when there is a strong discrepancy between felt emotions and expected manifested emotions in service delivery (Kruml & Geddes, 2000; Hochschild, 2003). Emotional dissonance could result when actual emotions are suppressed due to workplace norms and expectations, and there is the requirement to deliver an organisationally pre-ordained script (Hochschild, 1983, in Schaubroeck & Jones, 2000; Pugliesi 1999), thus causing negative emotional labour consequences.

Negative aspects of emotional labour-Occupational stress and burnout

Emotional dissonance and occupational stress, the negative by-products of emotional labour (Heuven & Bakker, 2003) could lead to burnout (Winnubst & Diekstra, 2013; Winnubst & Diekstra, 1998). Stress may be defined as the stimulus acting on an individual to produce "*disequilibrium*". This could occur in certain

occupations when there is a strong discrepancy between felt emotions and expected emotions in service delivery (Heuven & Bakker, 2003; Sutherland & Cooper, 2000, p. 60) causing emotional dissonance compounded by poor support from the management. Thus, employees engaging in emotional labour experiences with low support from management may have long-term detrimental health repercussions (Andrews et al, 2008). An employee-focused approach of emotional labour management emphasises the individual's experience and management of emotional labour. This approach explains the ongoing conflict (emotional dissonance) experienced as the individual endeavours to strike the balance between assimilation to organisations' rules for behaviour and maintaining one's unique characteristics within the job (Hochschild, 1983; Morris & Feldman, 1997; Pugliesi, 1999; Brotheridge & Grandey, 2002; Liu, Perrewé, Hochwarter & Kacmar, 2004)**.** Emotional dissonance contributes to psychological stress and sometimes physical symptoms like headaches, back problems and heart diseases, sleeplessness, abdominal pains, very low motivation levels and lack of drive or enthusiasm to go to work (Heuven & Bakker, 2003). Although the physical and psychosomatic impacts of Emotional Labour and occupational stress has been found to be strongly correlated and there still remains a need for continued, consistent and robust research in the field to provide strategies for organisations to maintain OHS practices in the short and long term for sustainable human capital and competitive advantage (Boxall & Purcell, 2008). Emotional labour with significant, but under researched OHS implications/outcomes forms an important component of psychological safety perceived by employees in their work environments (Hochschild, 1983, as cited in Schaubroeck & Jones, 2000).

Due to the invisibility of emotional labour, ambiguousness and gaps within research & literature, it is important to bear in mind that research has not yet achieved clarity with regard to the actual outcomes of emotional labour. This raises the question of whether there may be some positive aspects of emotional labour as dependent on work environment and work outcomes for the employee, which has been highlighted by some researchers (Boswell, Olson-Buchanan, & LePine, 2004). Emotional labour could sometimes have a positive impact of increasing job

satisfaction and motivation if the employee is able to find a sense of achievement in job completion, customer satisfaction and career advancement (Brotheridge *&* Grandey, 2002).

Positive aspects of emotional labour

Positive stress or *Eustress* as coined by Seyle (1956) proposes that a degree of tension or discrepancy between the demands of the job and the skills required for the job is essential for positive work outcomes (Bhagat, McQuaid, Lindholm, & Segovis, 1985; Scheck, Kinicki, & Davy, 1995). The Yerkes Dodson Law that enables management to be able to apply strategies that maintain optimum stress levels also posits this notion (Benson& Allen, 1980; Lussier, 2002; Certo, 2003). Yerkes and Dodson (1908, in Cohen, 2011) formed a theory of performance and arousal that came to be known in behaviorist psychology circles as a law due to its robustness (Cohen, 2011). According to this law performance depends upon the level of arousal. However there are differing views on the level of arousal so in that sense this law may is dependent on contextual factors and individual differences (Cohen, 2011). To apply it to produce Eustress in employees in order to achieve optimum performance levels may be viewed as unethical. But in some cases rather than finding ways to relieve stress, management usually employs the strategy of maintaining a particular stress level in employees (subjectively determined as 'optimum stress ' by the management) so that they can be driven to achieve management objectives. This top-down management strategy seems to be the status quo for some managers (Le Fevre, Matheny & Kolt, 2003); it seems like the positive stress myth has turned into strong belief and a management mantra to manage employee stress to the optimum level in order to achieve productive work outcomes. Positive stress as a management strategy could be a threat to occupational health and safety in the work environment (Fevre et al., 2003). Moreover, since there is no robust method of measuring work stress, it raises some pertinent ethical questions. These questions are related to power and control in the work environment, especially in the context of the ECE teachers' experience, emotional management, possible OHS consequences of negative emotional labour and accountability for the same.

It may be noted that Hochschild's (1983) definition focused on management of feelings. This appears to create a grey area and raises questions regarding the robustness of research data that solely depended on self-reports and some case studies (in Schaubroeck & Jones, 2000). Research in this area seems broad and inconclusive with a dearth of quantitative data. Some research has begun to explore the implications of emotional labour by observing the actual behaviour termed 'display rules' in service delivery, rather than finding out about management of emotions (Ekman, 1973 in Ashforth & Humphrey, 1993). Some ethnographic studies mainly focused on two major research streams of interactive work and emotional management. The research appeared to agree on the conceptualisation of emotional labour rather than the operational aspect. However, these explorations are just the tip of the iceberg. Emotional labour remains a virgin field with a mine of possible research methodologies and angles in order to explore implications for OHS.

Hoschild's emotional labour theory is criticised for overemphasising the negative outcomes of emotional labour (Bolton, 2005; Conrad & Witte, 1994; Tolich, 1993; Wharton & Erickson, 1993). Bolton criticised Hochschild's view of emotional labour as viewing the emplyoyee as passive receivers of the organisation's emotional control. Bolton (2005) proposes a useful view about the individual's contribution to self management of emotions and as elegant actors within the organisational emotional landscape. However, the criticism of Hochschild's pioneering work on emotional labour as highliging only negative affects and the robotic role of the employee miscontrues Hochschild's pioneering work on emotional labour of acknowledging the 'labour power ' of individuals in organisations (Brooke, 2009) despite gaps in Hochschild's theory in missing the numerous nuances and complexities in the emotional climate of organisational life.

Kruml & Geddes (2000) also responded to conflicting views and assertions on the antecedents and consequences of emotional labour literature. Their empirical study re-examined Hochschild's emotional labour theory and was in line with Hochschild's 'emotional management' dimension as a means that employees use to cope with

emotional labour by deep and surface acting (Hochschild, 1983). In their review of the emotional labour literature Kruml and Geddes (2000) assert that Hochschild actually put forward the positive aspects of emotional labour too and explained the outcomes to be contingent on how the individual experiences emotional labour (Kruml & Geddes, 2000).

Similarly examining emotional labour outcomes from the point of view of individual differences and coping mechanisms, Sisley, Richard, Smollan and Roy (2012) viewed emotional labour from a theoretical lens of the Self Determination theory. In their view, the employees' inherent motivation for performing emotional labour determines whether the effects would be positive or negative. For example if an employee is motivated and has leadership support then the cost of the emotional labour may be borne with a view of the bigger picture of career advancement and motivation for performing the job. The employee is thus driven to perform emotional labour for a reward (extrinsic or intrinsic) or endure the punishment received (Sisley et al, 2012). However there is sparse research that examines how employees are motivated to perform emotional labour (Prati, Perrewé, Liu & Ferris, 2009; Pugh, Groth & Hennig-Thurau, 2011 in Sisley et al, 2012). There is therefore a strong need for further research on how and why emotional labour is experienced and performed, the outcomes, and for creating working models to understand occupational stress (Heuven & Bakker, 2003) and especially across different occupations.

Emotional labour- a conceptual model

I created various working models and frameworks for emotional labour envisaging these to be potentially utilised in the ECE sector to understand emotional labour and introduce organisational interventions as required. The following OHS model of emotional labour shown in Figure 2 aims to provide an analytical understanding of the components of emotional labour in the context of the individual and the organisation. The links to theories within the model may provide further clarity to enable the application of this model to provide OHS interventions in response to

negative emotional labour impacts. The rationale is to attempt to create an open framework and formula that could be adapted within various contexts and organisations to arrive upon practical OHS solutions. The following model is informed by an examination of the emotional labour literature, strategic human resource management theories, human development theories and the scale suggested by Morris & Fieldman (1997) that focused on the measure of Emotional labour as function of the duration of contact, the frequency of contact and the emotional dissonance experienced (in Schaubroeck & Jones, 2000). This study was conducted using Hoschild's study (1983) as a base and examined workers in two service related occupations. It was found that emotional labour is linked to the kind of occupation and despite Hochschild's claims, did not find any conclusive evidence to establish strong correlations between emotional labour and physical symptoms (Schaubroeck & Jones, 2000) However further research utilising various robust methodologies needs to be conducted in order to shed some more light on this issue in order to provide some possible solutions for interventions from the OHS perspective.
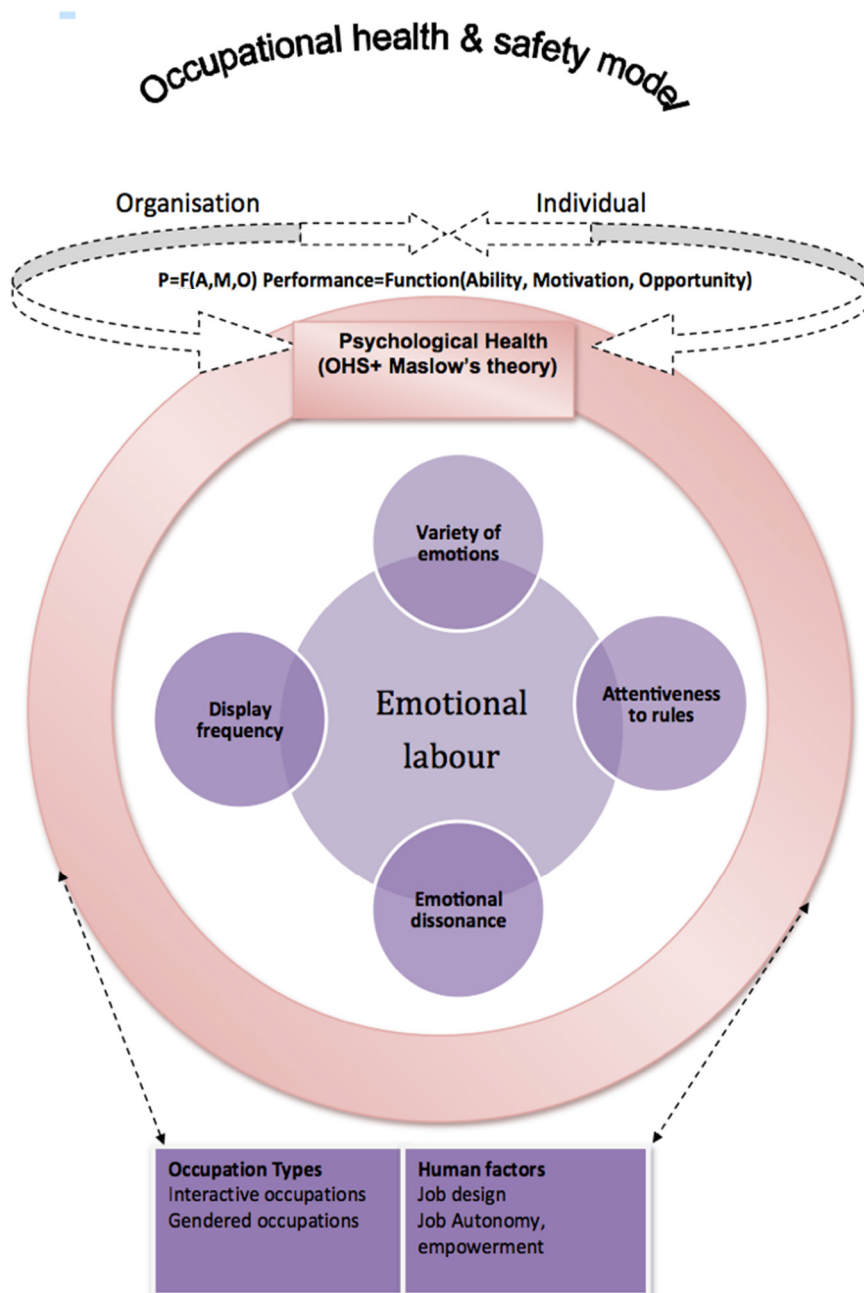
Figure 2 OHS model of emotional labour

The top most part of the model in Figure 2, on the crown like ring, rests the factors of organisation, the individual, links to Maslow's theory of human needs, (Gordon & Browne, 2000) and to the AMO theory (Boxall & Purcell, 2008). Emotional labour effects may be also explained as being dependent on gender factors and operating within a reverse causal relationship between the organisation and the individual. The way the person copes with emotional dissonance is contingent upon their gender,

self efficacy, motivation for work (Schaubroeck & Jones, 2000), emotional intelligence and ability to deal with challenging situations (Brotheridge & Grandey, 2002) like dealing with an irate guest at the hotel reception or an upset parent in an ECE Centre. Simultaneously the employees' motivation depends upon the organisational climate, culture and the extent of support and empowerment provided along with opportunities for growth within the organisation. Therefore, without leadership support in the cases of irate parents, ECE teachers may face undue stress and emotional labour while trying to maintain a professional demeanor, displaying organisationally approved emotions or being diplomatic towards parents. The data analysis chapter will examine this aspect in more detail.

AMO theory and Emotional labour

The formula of P = f (AMO) with P the performance is a function (f) of A ability, M motivation and O Opportunity shows a clear link to organisational success due to optimum human resource practices (Boxall & Purcell, 2008) that are underpinned by strong OHS policies and practices. The AMO model is clear and places equal emphasis to all the components, making it comprehensive and adaptable to different contexts. Within the context of this model, performance can mean either the OHS performance and standard of the organisation, or the performance of the individual linked to OHS factors of emotional management (Grandey, 2000) within their unique contexts (Erickson & Ritter, 2001). Applied to the ECE context, if teachers (abilities) are supported by leadership and (provided with opportunity and resources) to impart quality learning experiences, the emotional labour would be low (Motivation) and P (performance) high.

Maslow's hierarchy of human needs and emotional

Further down the circular model is the component of psychological health or mental health combined with Maslow's theory (Gordon & Browne, 2000) linked on a continuum with the organisation and the individual. Maslow's theory of the hierarchy of human needs suggests that human needs are organised in a hierarchy with the basic needs at the base of the pyramid and leading to the growth needs that are on the higher end of the pyramid (Gordon & Browne, 2000). According to this theory, people can only progress to the next need on the hierarchy after fulfilling the lower needs. The need for safety comes after the fulfillment of the basic

needs. Psychological safety combines with physical safety as people endeavor within their workplace to fulfill this, as a precursor to the growth needs. As shown in the model, professional growth is contingent on the organisation to provide a psychologically and physically safe environment for the employees so that a high level of OHS is maintained on an ongoing basis. From the individual ECE teachers' standpoint and similar to the AMO theory achieving psychological health and avoiding the negative effects of emotional labour depends on the person's level of capabilities with emotional self-regulation within their work environment.

Therefore If the ECE teacher's threshold for dealing with emotions at the workplace is high along with feelings of self confidence, self efficacy and the ability to view the long term benefits, then there may be a strong possibility of achieving a healthy level of psychological wellbeing and safety. This would lead to positive interactions and good quality learning experiences for children as teachers are motivated, and supported to impart quality teaching. In this way, an individual teacher is able to move to the next level of needs for growth and movement towards fulfilling the higher needs of in Maslow's theory; the need for growth and towards self actualisation. Additionally, coping strategies like pursuing higher qualifications or undergoing professional development courses to achieve a competitive advantage within the workplace and a sense of achievement may contribute to increasing value and marketability. Being able to view these long-term benefits could work effectively towards achieving psychological safety and wellbeing within the work environment.

Therefore there appears to be a reverse causal relation between the organisation and the individual in the achievement of psychological safety and security needs within the need hierarchy. This demonstrates then links to the component of psychological health within the OHS model. Within this model, the interrelationship between emotional labour and the four key aspects of emotional labour is illustrated. These four factors that need to be considered while analysing emotional labour in a work environment are variety of emotions, display frequency, emotional dissonance and attentiveness to rules.

Variety of emotions

An array of emotions is expected during client interaction in service related occupations. In the ECE context 'client would mean the children, the parents and the communities. Additionally ECE teachers are also expected maintain a professional demeanor and display organisationally approved emotions while the Ministry of Education, the Education Review Office and the teacher's Council audit them. The extent of emotional labour impacted negatively would depend on the kind of expected emotions manifested in the job and also link to the other aspects impacting emotional labour in this OHS model viz., occupational types

Display frequency

Display frequency refers to the number of times a particular emotion is manifested in the work situation. Studies have found two kinds of rules: the requirement to manifest the positive emotion and the need to suppress negative emotions (Schaubroeck & Jones, 2000). Some occupations like ECE teaching, nursing, flight attendants, and hospitality place higher demands on the employee for display rules. In Hochschild's study of flight attendants, employees coped with emotional labour demands by complying with display rules through '*surface acting'* (Hochschild, 1983 in Erickson & Ritter, 2001). *'Surface acting'* sometimes had positive outcomes for OHS. For example, when the flight attendant had to display a calm demeanor in a crisis situation, it helped calm the passengers and avoided a panic situation. In the ECE teachers' work display frequency plays an important role in all interactions especially with the children. Teachers are expected to and have an important responsibility to display a variety of emotions. For example teachers need to display a happy emotion while interacting with the children and at the same time stay calm during crises that may take the form of accidents or behavior management issues. This may lead to emotional labour if teachers do not feel the display emotions internally (emotional dissonance) due to a variety of reasons e.g. feeling stressed with work overload, personal problems, issues with management or the team. The data analysis chapter will discuss this in more detail.

Attentiveness to rules

Attentiveness to rules demonstrates the expectation of the organisation and the individual's propensity to heed to the rules of emotional behavior and the actual volume of experience in this regard (Zapf 2000).

Emotional dissonance

As mentioned previously, emotional dissonance is the result of discord between the organisational expectations and the employees' actual felt emotions within the work environment (Heuven & Bakker, 2003). Emotional dissonance may compromise the psychological health of employees and in the context of this research, the ECE teachers. Emotional dissonance could be manifested in physical symptoms like headaches, depression, and extreme fatigue.

These four key aspects of emotional labour in the model have an interdependent relationship and correlation with the occupation type and human factors on one level and also the other aspects like the individual, organisation and the interplay of the AMO and Maslow's theories.

Human factors

Human factors include empowerment and job autonomy from the human resource perspective wherein employee voice plays an important role in validating emotional labour and gender factors (Colley, 2006). The employee would feel a sense of control and empowerment and this would lead to motivation, feelings of worth and understanding of the macro view and vision of the organisation (Boxall & Purcell, 2008), thus making it easier for the ECE teacher to practice emotional labour effectively and positively. This aspect interacts with the other aspects of the model to impact the extent of emotional labour as well as the OHS implications in the ECE (Boxall & Purcell, 2008) workplace context. Further, human factors include the psychological aspect of ergonomics with the employee being empowered by regular consultations and participation with changes. In the ECE teachers' work environment consultation and collaboration are important factors that lead to a harmonious teamwork, a sense of being valued by the management and therefore may lead to lower stress and emotional labour. Other human factors could be the feedback related to the job design like identifying the hazards, psychological or physical and the provision of management support with additional training and development if

required (Boxall & Purcell, 2008). Applied to the ECE work environment, support with human factors may lead to lower emotional labour and vice versa. The data analysis will show aspects of human factors that impact the teachers' experience of emotional labour. The focus may need to change from fitting the person to the environment or job to the opposite. By increasing collaboration with the employee regarding job design (Grant, 2007), the negative effects of emotional labour may be minimised.

Emotional labour and occupational types

The effects of emotional labour within the model are dependent on the type of occupation. For example emotional labour intensive professions like hospitality and call centres could be further related to being gendered in the entry level or lower management levels wherein the organisation places control over emotional display. Hence there could be a cost to psychological health due to the levels of dissonance experienced. This aspect interacts with the other dimensions on the model in complex ways to result in either positive or negative emotional labour impacts (Schaubroeck & Jones, 2000).

Emotional labour literature indicates that the levels of stress experienced vary within specific occupations. Studies revealed that certain 'human service' professions characterised by emotional labour are prone to emotional exhaustion, and are thus vulnerable to stress and burnout (Maslach & Jackson, 1981; Maslach, Schaufeli, & Leiter, 2001).

Emotional labour and Gender- literature findings and theoretical considerations

Emotional labour may be influenced by a person's perceived social identity (Ashforth & Humphrey, 1993) and gender**.** This is in line with the Social Identity theory that postulates that individuals usually to identify themselves by classifying themselves into groups, thus impacting their behaviour, based on the group they have aligned to and they consider themselves and the group members as part of the in-group (Ashworth & Mael, 1989**;** Tajfel & Turner 2004). Furthermore, the Social Identity theory states that people develop their self-concept based on their affiliation to social groups (Ashworth & Mael, 1989). Viewing women as being classified under the gender in-group and within lower or middle management hierarchy in some

service sectors some research revealed gender differences in emotional self regulation impacting emotional labour and resulting in negative OHS outcomes (Ashforth & Humphrey, 1993).

Further, the devaluation of emotional labour especially in gendered occupations suffers from 'the taken for granted 'syndrome and the slow burnout of female workers (Guy & Newman, 2004; Pugliesi, 1999) leading to negative OHS outcomes. It has also been found that caring professions like teaching and nursing invite an expectation for women to naturally choose this as a career option, whereas it is viewed as surprising when men take up these occupations (Colley, 2006). There is also a danger of stereotyping; employing women with lower salaries, contributing to the gender pay gap and/or women gravitating towards more caring professions (Guy & Newman, 2004).

Linked to OHS, emotional management within these occupations and the ECE sector with intensive customer contact, need to be further segmented and studied longitudinally in order to reach clearer conclusions. Future research needs to explore the implications of gender on the management of emotions at work within the ECE sector, in order to understand emotional labour and the links to OHS. Some studies showed anger linked to successful performance of masculinised jobs like bill collection & law (Erickson & Ritter, 2011). In contrast, feminised jobs like in the ECE sector require the skillful suppression of anger and the invocation and display of more positive, caring and deferential emotions (Hochschild, 1983 in Erickson & Ritter, 2001). Also with managing and regulation of emotions it has been found that women may manage emotions differently from men (Erickson & Ritter, 2001; Guy & Newman, 2004).

Furthermore, as linked to empowerment at work and gender factors leading to emotional labour, it has been found that an 'Emotional double bind' exists for female workers in that occupationally based feeling rules are applied differently to them than to men performing the same jobs (Warhurst & Nickson, 2007). This contributes to negative emotional labour resulting in occupational stress and endangering OHS for this vulnerable group, sometimes insidiously over a period of

time. The challenge lies in measurement and tracking of such effects and the defence mechanisms and coping strategies used to cope with occupational pressures in interactive sectors.

However, in Hochschild's (1983) job classification of interactive work characteristics women have suffered lower levels of burnout and inauthenticity than men (in Schaubroeck & Jones, 2000). In contrast, the devaluation of emotional labour especially in gendered professions reveals the taken for granted syndrome and the slow burnout of female workers (Pugliesi, 1999) leading to negative OHS outcomes (Guy & Newman, 2004). In another study, Pugliesi and Shook (1997) studied Emotional management of specific emotional experiences of 159 employed MBA students. The analysis examined the conditions evoking each emotion, the type and intensity of the emotional experiences, and whether the emotions were displayed to others. It was found that women were more likely than men to express their emotions, even when they were negative. However, some other studies revealed the opposite theory of women being better able to restrain negative emotions than men (Warhurst & Nickson, 2007).

The conflicting results of various studies and research findings lead to the questioning of methodology used and whether the studies filtered out the possibilities of differences of empowerment due to various factors like gender, occupation types, job design and cultural and organisational norms. Further understanding could be gained by focused research work in the area and an operational OHS model that could cut across the differences in gendered emotional management, organisational culture, occupational types and the service sector.

Emotional labour in the Service sector

Emotional labour literature indicates that the levels of stress experienced vary within specific occupations within the service sector. 'Service sector' for this thesis is defined as jobs requiring regular face-to-face interactions with clients. Emotional labour has been extensively studied across these '*people work'* organisations like nursing (Brotheridge & Grandey, 2002) and teaching. Studies revealed that certain 'human service' professions are characterised by emotional labour and therefore, prone to emotional exhaustion, and are thus, vulnerable to stress and burnout (Maslach & Jackson, 1981; Maslach, Schaufeli, & Leiter, 2001). Emotional labour is widely experienced in these '*People work'* organisations (Brotheridge & Grandey, 2002) with a culture of manifesting certain organisationally defined emotions as part of the job. It is argued that service providers expect employees to comply with expression norms or 'display rules' through surface acting, deep acting, and the expression of spontaneous and genuine emotion.

Emotional labour and teaching – 'Professional vulnerability'

Teaching at any level is an emotional experience (Kelchtermans, 1996; Nias, 1996). Hargreaves (1998) asserts that teachers' emotions and teaching practice are inseparable and seamless. Kelchtermans (2005) expands this notion and suggests that teachers' emotions, mediated by a sense of *'professional vulnerability',* are determined by contextual and temporal factors such as age, experience, school philosophy, management style, and working conditions. The teacher's 'professional vulnerability' operates at a level of teaching being experienced by the teacher as an extension of self in both the cognitive and emotional domains that are strongly entwined in the act of teaching. Although vulnerability in teaching has been extensively discussed, the concept is not yet clear (Bullough, 2005; Kelchtermans, 1996, 2005; Nias, 1996). Kelchtermans (2005) strongly emphasizes the importance of acknowledging vulnerability, and as a result a parallel can be drawn for valuing and

acknowledging the Emotional Labour experienced by ECE teachers in their daily work.

Emotional labour and ECE teaching-'Being a 'Professional'

A parallel could be drawn for acknowledging the demands faced by ECE teachers from Kelchtermans (1996) study of primary school teachers in Belgium, which contributes to the understanding of emotional Labour and ECE teaching. This research indicated that most teachers felt a strong passion for teaching but felt powerless and stressed when questioned by parents and inspectors (Kelchtermans, 1996). Similarly, the Kelly and Berthelsen (1995) study also provides a snapshot of the emotional demands faced by teachers in balancing multiple teaching duties with non teaching duties under severe time pressures, while implementing philosophies, complying with regulations as well as dealing with a variety of expectations from parents as clients and the schools as employers (Kelly & Berthelsen, 1995; Nias, 1996), as a part of being a 'professional'.

Osgood (2006; 2010) examined the problematic definition of 'professionalism and *'professionalisation'* within the emotional continuum for ECE teachers in the United Kingdom. Nias (1996) too emphasised the urgent need for further research in the area of teachers' emotions. Dalli (2008b) researched New Zealand ECE teachers' self concept of professionalism revealing detailed narratives of what teachers considered as ' being a professional' and vice versa. Dalli (2008b) makes a strong case in her research for a 'ground up view' for teachers to self define professionalism rather than a top down regulatory prescription for professionalism.

Despite all of this research on emotional labour in service related professions the ECE discourse especially in New Zealand, has not yet acknowledged the emotional cost and labour teachers are experiencing on a daily basis to maintain this 'professionalism.' Within the current context, the presence of emotional labour in the ECE sector is like the proverbial 'elephant in the room', known or experienced but not acknowledged. Hargreaves (1998) too cautions against ignoring the emotion

work by teachers that could lead to frustrations, low morale and damage to the teachers' self and profession (Hargreaves, 1998).

'Quality' conversations in ECE and emotional labour

The notion of quality in a caring profession such as ECE is heavily dependent on the ECE teacher's ability to portray the right emotions in all interactions; with children as well as adults (Colley, 2006). Process quality viz., children's social interactions have been named as the most crucial quality indicator in the ECE setting (Smith, Grima, Gaffney & Powell, 2000). The depiction of warm and responsive interactions is an expected image, identity and disposition of the ECE professional teacher who is expected to be responsible for and an upholder of quality ECE environments. In the ECE sector quality interactions and relationships would be viewed as a result of the ECE teachers active display of caring and nurturing emotions and making every effort to maintain these consistently.

The expectation for ECE teachers to display organisationally approved emotions in the work setting (potentially resulting in emotional labour) and living up to the image of the professional ECE teacher may be linked to the concept of *'habitus'* as proposed in Bourdieu's sociological theory of power (Bourdieu 1977 in Navarro, 2006). While it is beyond the scope of this review to comprehensively discuss Bourdieu's theory, a few key concepts will be briefly described within the context of the ECE quality outcomes and emotional labour. *Habitus* according to Bourdieu is a set of dispositions and behaviors that are socially constructed and become a part of the individual subconsciously; therefore it may not be intentional. Individuals too exhibit such set dispositions within their environment (society) after internalization. Bourdieu coined these contexts and environments as *fields*. Fields may change as the behaviors of individuals change and vice versa (Navarro, 2006).

Drawn from Bourdieu's concept of 'habitus' a research project (Colley, James, Diment & Tedder, 2003) explored overt and covert influences via targeted discourses by academics, sector heads, ECE literature on the 'professional' teacher dispositions

and organisational level discourse. From teacher training to working environments, ECE teachers are required to display a set of 'ideal' emotions and dispositions for the profession; Colley et al (2003) coined the term 'vocational habitat' to describe these expectations. Thus, 'vocational habitat' in ECE is nurtured via implicit and explicit discourses, uniquely lived by each ECE teacher as influenced by their 'habitus'. The aim of vocational habitat lies in forming the identity as an ECE teacher and becoming a 'professional'; being the upholder of quality in the ECE environment. However, the question of the teachers' emotional wellbeing within this discourse and the effects of emotion work in ECE and the resultant emotional labour remains a silent one and unacknowledged.

Emotional labour is bound to arise in cases where there may be a discrepancy on the felt emotions and the expected prescribed emotions required as a part of the job (Hochschild, 1983). While teachers may be motivated to expend positive emotions and emotional labour, it may become a burden and lead to stress and burnout in cases of teachers perceiving low support from organisations and lack of adequate rewards and remuneration. On the other hand these negative OHS outcomes may be alleviated and teachers may go the extra mile working unpaid hours if they perceive strong organisational support and commitment to their wellbeing and professional growth (Brown, & Roloff, 2011).

A structural quality indicator in the ECE environment is the provision of organisational supports in terms or resources and remuneration (Smith et al. 2000). This indicator may not be the only one sufficient to ensure high quality environments but is an important one (Smith et al, 2000) with spillovers to emotional labour as the employee may perceive high or low leadership support depending on the context. Emotional labour may be a result of the commercialization of teachers' emotions with the focus of some ECE centres on the profit margins and with low organisational support for teachers in terms of ratios, resources and provision of adequate professional development opportunities Reduction of government funding for hundred per cent qualified teachers now means that the demand for ECE teachers is far less than the supply (Childforum, 2015) which concurs with Clark's (2014)

statement in the annual report on New Zealand ECE submitted to the Association for Childhood Education International (ACEI). ACEI is an international charitable organisation that consists of educators, children's advocates and academics with a common goal of advocating for the welfare of children worldwide.

Clark (2014) in her national report to ACEI emphasizes the importance of quality in the ECE sector.

> *New Zealand is working within a climate of reduced expectations for qualified teachers. I (and many others) find this untenable. We believe that this impacts on quality and on the status of early childhood teachers and early childhood teaching (Clark, 2014).*

Reduced funding for qualified teachers sends home the disappointing message that in the current climate, qualified teachers are not needed or valued in the ECE environment (Childforum, 2015). While teachers struggle to maintain quality in an unsupportive environment, and live up to their professional image, they may experience stress and emotional labour. Undoubtedly teaching is 'emotion work' (Zapf, 2002; Zapf, Seifert, Schmutte, Mertini & Holz, 2001; Hargreaves, 1998) and teachers' emotions are invested within their practice. The experience of the positive aspect of emotions at work may lead to drive, motivation and pride in the profession whereas negative outcomes of high emotional labour may lead to stressed teachers, which ultimately affects quality. Despite sufficient evidence that supports the strong link between qualified teachers and quality ECE environments (Dalli, White, Rockel, Duhn, Buchanan, Davidson, Ganly, Kus & Wang, 2011; Mitchell, Wylie, & Carr, 2008; Moyle, 2010; Smith et al, 2000), the government chose to reduce the funding for fully qualified teachers in the ECE sector.

While the government is engaging in focused efforts to increase participation in ECE and has achieved impressive results of 96 percent participation, it does not necessarily equate to quality in ECE (Childforum, 2015; Smith et al, 2000). Whilst the three- pronged thrust of the longitudinal evaluation for the ten year strategic plan as commissioned by the (Ministry of Education, 2002)

covered *1) increased participation, 2) increasing quality outcomes and 3) fostering collaborative relationships,* quality seemed to have lost its way within this journey when the focus shifted from working at supporting teachers' professional development, and funding a hundred per cent qualified teachers, as mentioned in the document and in line with the aim for quality outcomes. It is ironic that the government's strategic plan as outlined in their document '*Pathways to the future'* makes the links of teachers qualifications and ratios to quality (Dalli, 2015; Ministry of Education, 2002); thereby asserting that it is not merely participation that produces quality outcomes for Tamariki (children). As Dalli (2015) emphasises below:

> *Children only benefit from participation in quality ECE services. That quality is achieved through a number of interacting factors. ECE research shows that quality is the result of the interaction of the ratio of trained adults to children, the number of children (or group size) and, in some services, the qualification levels of teachers. Collectively, these factors form the foundation on which quality ECE is built (Ministry of Education, 2002).*

ECE sector satisfaction surveys on three ECE policy areas viz., 1) funding, 2) participation and 3) quality (Farquhar, 2013; Farquhar, 2014) showed a declining satisfaction level with 62 per cent of the respondents expressing dissatisfaction. As the Childforum surveys (2013, 2014) clearly indicated the sector's dissatisfaction over quality in ECE it could also imply the current government's failure to meet election promises of improving ratios and upholding the funding level for qualified teachers (Farquhar 2013).

The results are illustrated below in Figure 3 and Figure 4*.*
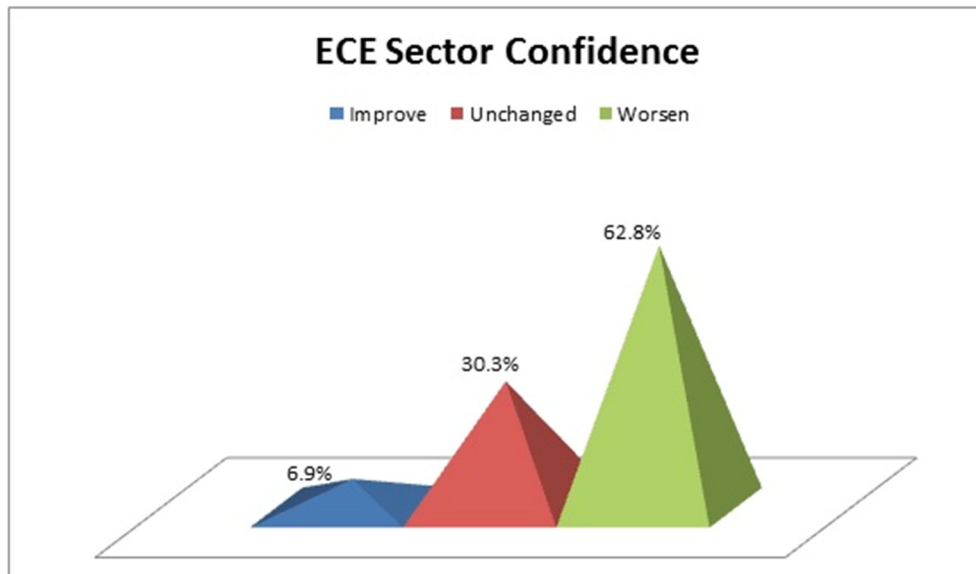
Figure 3 ECE sector confidence survey

Source: Childforum, 2013
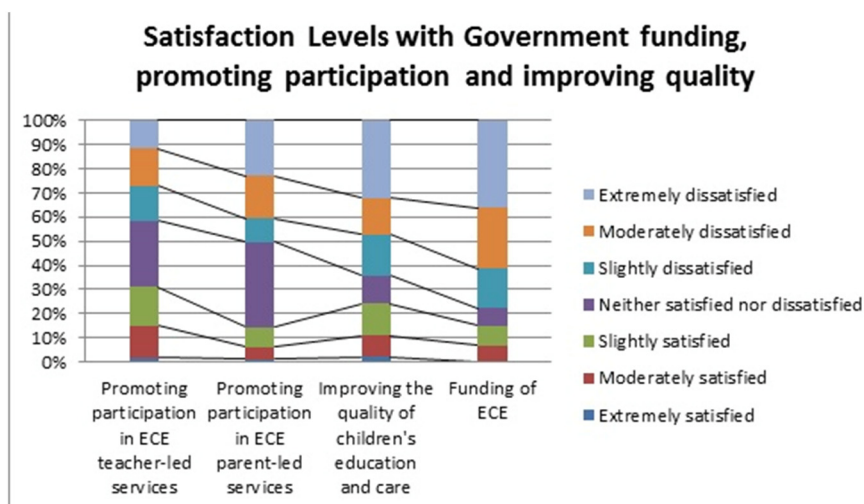
Figure 4 ECE sector confidence survey

Source: Childforum, 2014

These findings are in line with Dalli's assertion that participation may not always equate to quality (2014). The Childforum's survey results showed a respondent commenting that staff morale suffers due to declining quality. As linked to the research question it may indicate that teachers experiences of stress and emotional labour may be inversely related to quality environments. An environment that supports teachers to produce quality learning experiences for children would be more satisfying therefore teachers have less emotional labour and vice versa.

The Childforum studies (2013; 2014) links to the assertion made by Moss & Dahlberg (2008) building up on their earlier views (Dahlberg, Moss, & Pence, 1999) on quality as being a subjective entity, contextualised and constructed; especially in the diverse ECE sector when quality definitions are evolving not just to encompass quality within children's environments, but also quality in the environments of adults inhabiting the children's space. They emphasised the "…quality was neither natural nor neutral, and was not therefore to be taken for granted"(Moss & Dahlberg, 2008.p.4; Dahlberg et al, 1999). Linked to my research it may thus be inferred that quality dimensions in ECE are interlinked and therefore poor quality of care may be linked to poor working conditions for teachers.

Childforum's subsequent survey asking teachers specifically regarding their experiences of quality revealed some more emotional labour triggers like low or illegal ratios. It was also found that one fifth of the surveyed teachers did not have the time to maintain a relationship with the children and 12 % of the teachers reported operating below the legal ratios. There was also a confusion regarding who may be counted in the ratios and the challenges they faced (Childforum, 2015). Teachers working under the stress of stretched ratios face undue pressures and may experience high emotional labour. This was also examined within my research, as the findings will show in the next chapter.

Linked to the surveys and as a result of some investigative journalism efforts, in recent times too the media has started questioning the quality in ECE centres (Gillespie, 2013; Johnston 2015a; Johnston 2015b; Johnston 2015c; Johnston 2015d; Johnston 2015e; 2013; Tait, 2013). Gauging from the responses in the online comments sections, the media of ECE especially in the websites and some ECE Facebook groups appear to have caused a stir in the ECE community and amongst interested citizens. It is important however to remember that media investigative journalism may not be backed by robust research evidence since it may be exhibiting the view of individual reporters; except perhaps in a limited sense if already published reports from relevant literature or advisory bodies are cited. However, the media coverage of ECE issues is useful if seen through the lens of ECE advocacy and

results in highlighting the need to refocus on ECE quality issues. Since teachers are a big part of children's environment and relationships being the key for providing a high quality environment for Tamariki, it is hoped that emotional labour experiences highlighted in my research may be the start of some quality conversations, further research and improved ECE policies.

Undoubtedly government policies are an important factor impacting quality outcomes for children. Lead teachers in centres, especially in non-profit and private centres who are committed to quality by wanting to hire fully qualified staff with access to ongoing professional development geared for the children in their care, feel unsupported in their quality journey and have indicated their dissatisfaction via these surveys. ECE teachers and staff are asking for quality friendly policies to impart a high quality learning environments (Childforum, 2015). These pressures may increase teachers' stress levels and emotional labour as the data from my research will reveal.

Teachers' complaints around quality issues and barriers they are experiencing firsthand suggest a low trust environment where in teachers do not feel a sense of safety or confidence that their voices may be heard regarding pressing quality issues in ECE. As Dalli (2015) in a recent media article expresses her concern over the dismal report by the ERO report that revealed 150 ECE centres needing further development on quality interaction within the infant groups (Education Review Office, 2015; Johnston, 2015j). The finding revealed that 46% of the 235 services reviewed by ERO were classed as showing limited responsiveness (30%) and non responsiveness (16%) to meeting the needs for supporting the under three year olds to become competent communicators and explorers (Education Review Office, 2015; Dalli, 2015).

But now these findings seemed to be rendered redundant as the latest media report revealed that ERO has released a rewritten report on their 2014 findings and have no recommendations in it for the government but has placed the responsibility on the providers with recommendations of best practice (Johnston, 2015k). This does not

appear to consider the Government's role in the low quality outcome of its funding policies and seems disingenuous by placing the onus of the responsibility on the providers.

Responding to concerns via research findings, recommendations from advisory bodies and sector surveys over quality, interactions and experiences for the Tamariki especially infants is a top priority. Dalli (2015) emphasises the need for a better ratio than the minimum of one adult to five infants as this contradicts past research that strongly recommends small group sizes for closer adult child interactions. Linked to emotional labour, small group sizes would provide better OHS outcomes for teachers as well and support them to maintain a high quality environment for children to learn and grow. The hours of lost learning and holistic growth potential for young children in a poor quality and environment can never be regained. Dalli (2015) stresses too in response to the ERO report and concurring with research findings the importance of trained and qualified staff with specialist training to respond to the constantly evolving communication and growth needs of young children (Dalli, 2015).

Professional discourses related to quality have undergone changes (Duhn, 2010) due to commercialisation of ECE and bottom line of profit as paramount, a growing trend seen in the last fifteen years. National and international reports give the impression that New Zealand is at the forefront of implementing quality ECE policies (Dalli, 2008; UNICEF, 2008; New Zealand Educational Institute–Te Riu Roa, 2007; Ministry of Education, 2002). Quality connotations and meanings in ECE are contentious (Dahlberg, Moss & Pence,1999) and blurry and may be attributed to a number of differing and contestable quality practices. Policies aiming for a hundred per cent participation, 20 hours free ECE, minimum ratios and focus on teacher qualifications (a government commitment that has now changed with the government change from fully qualified to fifty per cent qualified) seem to imply that New Zealand is the leading beacon internationally for quality ECE practices. Despite the positive international image, the reality now seems different as indicated in the reports above; therefore not a reason for complacency by policy makers over quality

outcomes (Cullen, 2008). The current status of ECE quality urgently calls for a laser view of actual practice within the constraints of the minimum ratio (for example, 1:5 ratio for under twos), reduction of the requirement for qualified teachers by half as imposed by the government with the funding cuts; a recipe that is resulting in negative quality implications. The data in my research on emotional labour merely scratches the surface but does highlight the pressing need for further research, the start of quality conversations in ECE with a targeted focus on policy change and strongly geared for improvement.

Chapter conclusion

This literature review started with a definition of emotional labour, exploring the positive and negative aspects backed by literature findings. This was followed by a proposed OHS conceptual framework, which explored the concept of emotional labour within human development and human resource theory and examined the interaction of various elements within the employees' 'emotion work' in the work setting. Specifically, emotional labour was examined within occupation types, gender roles with a special emphasis on ECE teachers' work. The quality dimension in ECE was examined next with supporting literature findings and current reports from national media and experts from the ECE sector. The literature review paves the way for the chapter 'data analysis' that will examine the research findings in response to the research question, with supporting evidence from the participants' quotes and narratives. The findings that emerged from the data analysis will further be discussed with supporting literature and theory. The following chapter will discuss the methodology of the research and provide a foundation for the data analysis chapter.

Chapter 3: Methodology
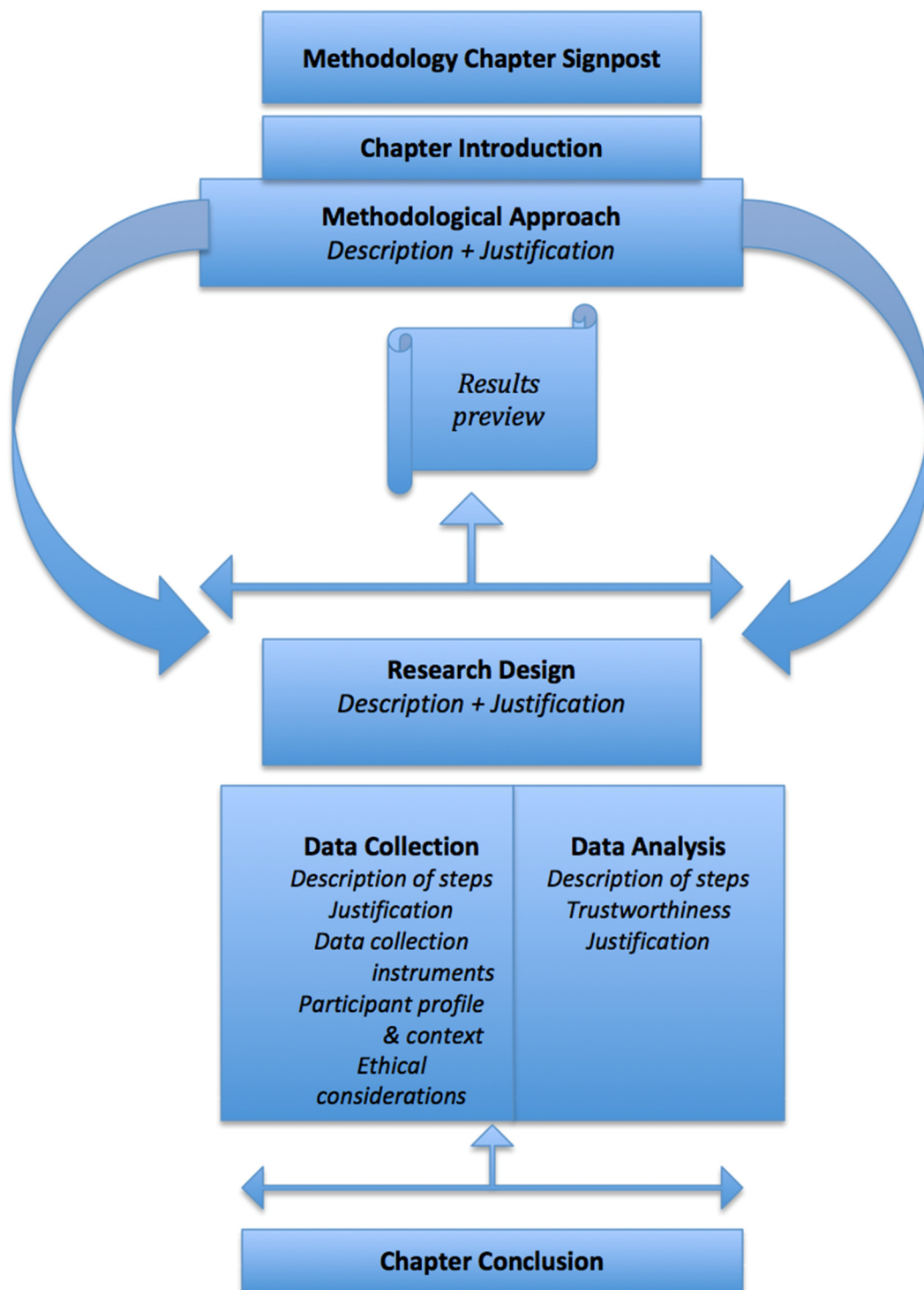
Figure 5 Methodology chapter signpost

Chapter introduction

An analysis and review of cross disciplinary literature and research findings using

Hochschild's (1983) pioneering study of emotional labour as the starting point, set

the stage to explore the following research question: *'What is the role of emotional*

labour in the work of ECE educators? As indicated in the signpost in Figure 5, this chapter outlines and justifies the methodology adopted for the research seeking answers to the research question. Within the 'methodological approach' section the indicative research paradigms and the chosen methodology will be described and justified as they relate to this study. A *paradigm* may be defined as a "set of interrelated assumptions about the social world which provides a philosophical and conceptual framework for the organised study of that world" (Filstead, 1979. p.34). The foundations for the paradigmatic belief system encompass *ontological, epistemological and methodological* assumptions (Guba & Lincoln, 1994). Briefly defined, *methodology* comprises of the processes and procedures utilised in a research (Denzin & Lincoln, 1994; Ponterotto, 2005); *ontology* is the nature of reality (beliefs), *epistemology* is the relationship between the knower and the known (how things came to be known) (Guba & Lincoln, 1994). Ontology and epistemology are belief systems that define a person's worldview. These assumptions are interpreted in differing ways depending on the paradigmatic lens they are viewed from.

This research situated within the *naturalistic* paradigm, using *qualitative research* as the chosen methodology with *qualitative case study* methods aims to gain insights and answers to my research question. Naturalist is the terminology usually associated with the *constructivist* or *interpretivist* paradigm and may sometimes be used interchangeably (Mackenzie & Knipe, 2006). On the ontological level, naturalists believe in the complex multiplicities and wholeness of realities and that knowledge cannot be gained (constructed or interpreted) in isolation of the context. Epistemologically, naturalist inquiry is conducted in the natural setting with data collection by the 'human instrument' and with on-going interaction with the researched (Lincoln & Guba, 1985).

Within this chapter, qualitative research methodology, and case study methods will be defined, compared and contrasted to quantitative methodology with relevant philosophical underpinnings, justifications and supporting literature findings. The 'research design section' will include overviews and justification of the research design highlighting the methods and tools used for the data collection, interviews

and narratives from the participant ECE teachers), and analysis. Interviews, the primary data collection tool used in this research, will be discussed in the data collection section. The process of data collection and analysis will be described in the 'data collection and data analysis sections' with justification for the methods and choices made at each stage. Ethical considerations employed for the research will be reviewed including a preview of the results of the data analysis woven through the chapter.

Methodological Approach

In the past few years there has been an increasing move away from quantitative to qualitative approaches despite the overriding belief in scientific circles that quantitative research is more robust and of higher quality (Guba & Lincoln, 1994; Lincoln & Guba, 2005; Ponterotto, 2006). Although quantitative research may be appropriate for examining scientific phenomena that measures cause and effect scenarios and aims to uncover scientific predictions, it tends to fall short in the exploration of human behaviour and phenomena (Guba & Lincoln, 1994). While qualitative research has been regarded as a 'softer' approach, and there is a long way to go yet to find the silver bullet of all research inquiry, it is becoming evident that a change in approach towards qualitative is a great fit, especially for social science research. These changing attitudes towards positivism paved the way for *constructivism, interpretivism* and *post modernism*. To understand the justification for selecting qualitative methodologies for my research, it is important to highlight some major differences between constructivist and positivist paradigms (as above) and between qualitative and quantitative methodologies and view it then, with the appropriateness of fit. Essentially the points of difference within the two paradigms and methodologies, reside in the ontological, epistemological and methodological interpretations by researchers in either camp (Guba & Lincoln, 1994; Hennink, Hutter & Bailey, 2010; Krauss, 2005).

On the ontological level the qualitative paradigm favours multiple realities coinciding with unique individual contexts and worldviews (Lincoln & Guba, 1985). Thus within

the qualitative methodology, context rich phenomena are explored collaboratively with participants (Guba & Lincoln, 1994; Krauss, 2005). Whereas the quantitative paradigm is focussed on one singular measurable reality, within a context and value stripped environment; manipulated by the investigator for the purpose of achieving a scientifically sound and 'valid' inquiry (Guba & Lincoln, 1994; Krauss, 2005).

Qualitative research aims to understand 'how' and 'why ' questions; phenomena/experiences, beliefs linked to the research question via experiences in natural settings (Hennink et al, 2010). Quantitative research aims for replication, quantification, generalisation and prediction. To answer questions of 'how much', 'how often' and 'what proportion' (Hennink et al, 2010) is the goal of quantitative research. Qualitative research inquiry, in the epistemological level, signifies close collaborative relationships with the participants whereas distance needs to be maintained between the researcher and the researched within the quantitative research methodology, with the researcher assuming a hands-off stance (Guba & Lincoln, 1994; Krauss, 2005; Harwell, 2011; Hennink et al, 2010). The positivist methodology underlying the quantitative paradigm is mainly about hypothesis testing in a controlled environment with control/ manipulation of variables to stay influence free (Guba & Lincoln, 1994). Reasoning is inductive in the qualitative paradigm unlike the linear deductive reasoning in the quantitative paradigm (Hennink et al, 2010; Lincoln & Guba, 2005; Ponterotto, 2006; Sofaer, 2002).

The current study is situated within the naturalistic Inquiry paradigm, qualitative research methodology and the qualitative case study method. Research within the naturalistic inquiry paradigm favours the qualitative methodology due to its adaptability to multiple realities and emerging patterns encountered during the inquiry (Lincoln & Guba, 1985). Qualitative research methodology with its wide variety of approaches has its foundations in the interpretivist or the phenomenological approach that is focused on construction of social reality and meaning making (Denzin & Lincoln, 1994; van Manen, 1990; Wolcott, 1992). This research on ECE teachers' experiences of emotional labour suited the qualitative

paradigm because it aimed to gain understanding of the teachers' lived realities that were unique, multidimensional and multifaceted.

From an ontological perspective, the naturalist paradigm is the best fit for the research as the participants narrated their experiences of emotional labour lived and perceived by their unique multiple realities and within their natural settings, the ECE centres. The participants' voices as included in the data analysis chapter evidence this aspect (multiple realities). It was important to keep in mind each participant's unique context, their individual differences and their lived experiences of emotional labour during the course of their narratives and while analysing the data as it emerged, dynamically and responsively (epistemological aspect viz., the relationship between the researcher and the participant being trustful and open), to their contexts (the natural setting); in response to our interview conversations as it evolved. This research on emotional labour would be most unsuitable within the quantitative paradigm due to the sensitive nature of the research question. It was important that the participants and the researcher worked collaboratively in a trustful space for inviting a rich array of data that was honestly narrated by the participants, as the ensuing data analysis chapter will reveal.

Considering an epistemological standpoint the naturalist paradigm as characterised by the mutuality of interaction between the researcher and the researched phenomena (Lincoln & Guba, 1985), there exists between the participants and myself as the researcher a relationship of mutual trust and respect. Unlike the positivist paradigm, inquiry within the naturalist paradigm (interview conversations and other forms of communication with the participants e.g. email, phone calls) needs to be adjusted and shaped within the constant movements of changing realities; analysis in this research was therefore holistic, situational and contextual. My relationship with the participants paved the way for open and honest conversations during the interviews, which was also evident in the participants' written narratives of their emotional labour experiences (data collection). Further, as Lincoln and Guba (1985) postulate, "...the knower and the known are inseparable" (p.37). This aspect was apparent, as the participants felt empowered in a trustful

space to narrate their experiences of emotional labour, a sensitive subject in a space of mutual trust, respect and collaboration.

Thus, the qualitative paradigm and methodological choice is of strong relevance and well suited for my research because I have interpreted with the participants their emotional labour experiences to construct meaning from these multiple realities. Evidence of these interpretations is outlined in the data analysis chapter; the themes and findings adding new insights to emotional labour experienced by ECE educators resulted from findings analysed (constructed) and originating from individual worldviews and multiple dynamic realities experienced.

Research Design

Qualitative epistemological and ontological assumptions as reviewed in the previous section were integrated to form the foundations for the chosen methodological process for creating meaning from the inquiry. Research design and analysis were flexible to respond to events within the researcher's and/or participants' individual/socio-political realities and capture the participants'' viewpoint as a central foci for the analysis. As Yin (2003, p.19) states "colloquially a research design is an action plan for getting from *here* to *there*, where 'here' may be defined as the initial set of questions to be answered and 'there' is some set of (conclusions) answers" This is illustrated in Figure 6 *and* Figure 7 that shows a birds' eye view of the entire research plan and progress detailing the data collection and analysis process and showing the action plan from 'here' to 'there' (Yin, 2003). The following research design overview was conceived because it was important to uphold an open plan with a workable design that could provide flexibility as well as direction. The process as outlined in the overview in Figure 6 will be reviewed in detail in the subsequent subsections of this chapter.

Data collection process overview: Multiple case study research *(data analysis, draft writing and documentation was ongoing. Data collection commenced after EA1 (AUT Ethics application) approval and followed EA1 guidelines)*

Pre –Data collection tasks (awaiting EA1 approval)
-Draft reference list
-Draft methods
-Draft theoretical framework & proposition
-Draft table of contents

Consistency (data collection stage)
-*multiple sources of evidence*
-*chain of evidence (documentation)*
-*member checking with transcripts & report*

Truth value (data analysis stage)
-*pattern matching*
-*explanation building*
-*address rival explanations*
-*use logic models*

Transcribing
-member-checking
-organising

Data Collection Interviews
Participant1- 3interviews+3Narratives
Participant2- 3 interviews+3Narratives
Participant3- 3 interviews+3Narratives
Participant4- 3 interviews+3Narratives
Participant5- 3 interviews+3Narratives
Participant6- 3 interviews+3Narratives

Ongoing literature exploration and informed by Current surveys from other researchers
Ongoing data analysis

Design
-review
-strengthen
-modify
- draft case report

Coding
-catego risation
-storage protocols
-revising
-reviewing

Neutrality (data collection stage)
-*use case study protocol (refer to EA1)*
-*develop case study database*

Linking
-theoretical propositions
-new discoveries
-explore rival explanations

Applicability (research design stage)
-*replication logic implemented for multiple case studies*

Figure 6 Data collection process overview.

Sources: Braun & Clarke, 2006; Guba & Lincoln, 1994; Lincoln & Guba, 1985.

Data collection

The qualitative research methodology in this research aimed to answer exploratory questions and provide relevant first-hand accounts of real life situations of ECE educators. Qualitative case study methods selected for this research are situated

well within the naturalistic paradigm and qualitative research methodology. Qualitative case study research as described by Stake (1995) integrates *"naturalistic, holistic, ethnographic, phenomenological and biographical research methods in a palette of methods"* (Stake, 1995, pp. xi-xii in Hyett, Kenny & Dickinson-Swift, 2014). The case study methods examine in detail, a single case or a number of cases with reference to the research question (Hagan, 2004 in Berg, 2008; Hyett et al, 2014). This method would serve to unravel complex issues contextually and through the use of a variety of data sources (Baxter & Jack, 2008), thus achieving rigorous triangulation.

The case study method is characterised by the researcher working collaboratively with the participants while creating the space and empowering participants to narrate stories from their multiple realities (Crabtree & Miller, 1999 as cited in Baxter & Jack, 2008). This is a topic that I have been discussing with the potential participants and others in the sector; therefore there existed already prior to the data collection an atmosphere of mutual trust that facilitated the sharing of authentic first hand emotional labour experiences by the participants.

The case study method was found most appropriate for this study since it provided the flexibility of design as well as the focus on individual participants; this enabled me to capture the data collected from first-hand accounts of lived experiences of the participants, in order to shed light on the research question. The research was specifically a *collective instrumental case study.* An *instrumental case study* provides explanation of an issue or phenomena experienced by the participant. A collective case study that is instrumental is a study of multiple cases that will be studied as a whole, individually, parallel or in sequential order. Each case is however studied individually followed by in Hyett's words "a *holistic enquiry"* (Stake, 1995, 1998, in Hyett 2014, p. 2). The ECE educator participant in this study represented a case and the current study examined these multiple cases in their natural environment to study the phenomena of emotional labour specifically within the ECE setting. These multiple cases become an instrumental case study as proposed by Stake (1995) by constructing meaning around the concept of emotional labour in the experiences of

ECE educators. The '*holistic inquiry*' via interviews and narratives within each individual case proved to be the most appropriate methodological choice as participants revealed deep insights into their emotional labour experience. In this way I was able to take into account individual realities while identifying common themes and subthemes and present it in an open, flexible and viable emotional labour framework; a framework that has the potential of becoming a guide for understanding emotional labour in the ECE work environment.

Data collection methods

Data collection was mainly in the form of semi-structured interviews. Triangulation was achieved by gathering data through these interviews, participants' narratives of critical incidents, reflections and self-evaluations relating to the research question. Interviews, as the primary qualitative tool in data collection, were open-ended conversations with the participants as they reminisced or narrated stories about their 'lived' professional experiences and as linked to the research question. This is detailed in the data analysis section with the common themes and subthemes arising from the 6 case study analysis.

Participant profile: Participants, who are former colleagues and educators from ECE centres, were invited to join this study. A sample of 6 participants conveyed their emotional labour experiences for this study.

Sampling criteria: Participants for this research were chosen through purposive sampling. "Purposive sampling, a form of probability sampling strategies (Lucas, 2014) is designed to enhance understandings of selected individuals or groups' experience(s) or for developing theories and concepts" (Frankel & Devers, 2000, p. 64). Lucas (2014) discusses the challenges of sampling when confronted with the 'lumpiness' of the social world with unequal distributions of characteristics with some areas of high concentration and some sparse, as contravening social diversity. This facet of the social world produces results that could be falsely generalised within the positivist realm of sampling (Lucas, 2014).

The rationale for choosing purposive sampling within the qualitative methodology, and as supported by in depth interviewing is because it is more likely to produce rich and contextually relevant data (Lucas, 2014) rather than from the method of random sampling. The data analysis demonstrated the richness of the data collected and how it was subjectively generalised, thematised within an emotional labour framework in order to understand the phenomena of emotional labour in ECE teachers. It was important through purposive sampling to identify specific participants for the study who fulfilled the selection criteria that contributed toward this qualitative case study approach. I have discussed the issues related to emotional labour in the ECE sector with numerous professionals and colleagues, but I identified specific colleagues for the research (representing a cross section of ECE professionals) who informed my discussions and have developed a trustworthy relationship with me; they were willing and able to share their emotional labour experiences with me without the fear of their professional position being compromised. . This proved to increase the probability of obtaining rich data to answer the research question. Furthermore, the participants and former colleagues have already established a rapport and responsive relationship with me, as the researcher. This was vitally important to maintain engagement and confidence in this study since the sensitive nature of the research entails the participants to be able to trust me, as the researcher, to maintain their confidentiality; in order to have the uncompromised confidence that their shared narratives shared via interviews and written format would not jeopardise their positions in their organisations.

Interviews: Interviewing is simplistically defined as a "conversation with a purpose. Specifically the purpose is to gather information" (Berg, 2008, p. 101). One-on-one semi structured interviews were conducted via skype at a mutually convenient time. Skype interviews were agreed upon since the researcher was overseas at that time. This did not impede the data collection in any manner. Informed consent was gained from participants, with the right to withdraw from the research at any stage. The interviews were conducted at least three times with each participant, over a twelve-week period. Interview duration was not predetermined, but each

participant was asked to set aside at least 40-60 minutes for the interview. This time frame was flexible depending on the progress of the interview conversation. To maintain rigour within the interviewing process, the seven stages of interview research as proposed by Kvale (1996) were used as a guideline. The seven stages of interview research *are thematising, designing, interviewing, transcribing, analysing, verifying and reporting* (Kvale, 1996, p. 88). These guidelines were applicable for the data analysis too, since the analysis commenced simultaneously with the data collection in line with the qualitative research methodology implemented in this research; initial 'priori' themes emerged in the course of the conversations and developed dynamically as the participants narrated their lived emotional labour experiences. These themes developed into the emotional labour framework that guided the analysis in the research.

Within the *thematising* stage, the research question was explained to the participants prior to the actual interviews. Some of the interested participants were provided with further information of the concept of emotional labour in the form of articles or summaries prepared by the researcher. It was important that the participants had a clear understanding of the research question in order to be able to focus on their oral and written narratives for rich data to emerge. During the course of the interview, some participants asked for clarification of concepts. As the interviews progressed, I was able to ask further probing and open-ended questions to gain deeper insights into the participants' narratives of emotional labour experiences. During the *design phase,* interview questions were not predetermined but 'triggers' and question topics prepared prior to the interview to be used as required during the interview (included in the appendix 1). This was in order to maintain an open-ended semi structured format for the *interview* stage. These triggers were discussed with the supervisor prior to the interviews.

The interviews were recorded with each participant's consent and transcribed within twenty-four hours in order to maintain the meaningfulness of the data while it was still recent. Since I was the sole researcher and the human data collection instrument, I transcribed the interviews endeavouring to capture meaningful data

with the aid of notes taken during the interview and by member checking regularly. This ensured my engagement and immersion in the data (interview transcripts) as a foundation for authentic analysis as well as the narratives to answer the research question. *Member checking* was carried out by asking the participants to check a brief summary of the data at the end of the interview to ensure *verification* and credibility of the data (Lincoln & Guba, 1985). The transcribed data from the interview was recorded in a notebook contained in a file dedicated to each participant. Interview transcripts were stored securely to ensure confidentiality, and were available to be shared with the participants and the supervisor for further clarifications if required. On going reflections were carried out during data collection and analysis.

Narratives: Participants were offered a choice of methods for recording their stories linked to the research question. These could be in the form of narratives of their personalized critical incidents or reflections, or in the form of emails to the researcher, personal diary recording, illustrations or audio recordings by the participants. A wide choice was offered so that participants were able to choose in accordance to their convenience and preference. Participants were asked to write narratives once a term, and there were no specific expectations related to the length or grammar of the written narratives in order to avoid the research adding to the participant's workload. Otherwise, participants might have been too pressurised to do the *right thing*, which could contribute to additional emotional labour (ethical consideration). Participants chose to write narratives and send these to me via email since that was most convenient for them (included in appendices 2a-2f).

Data Analysis

Multiple case study-How to lead up to data analysis

Data collection (Interviews+ narratives)

Design & development

-Locate research question

-Consultation and literature review

-Create an overview with timeline

-Select cases

-Develop theory

-Develop case study protocol

participant1

participant2

participant3

participant4

participant5

participant6

Data Analysis

-Write individual case reports

-Draw cross case conclusions after matching cross case patterns, identifying themes and outliers. In case of outliers go back to data collection stage

-Modify theory
-Start writing draft cross-case report

Figure 7 Data analysis process overview

Data analysis Description and justification

The above illustration in Figure 7 outlines the process leading up to data analysis. (also refer to Figure 6 data collection overview). As mentioned, data analysis in this qualitative paradigm is not a discrete action; it commences simultaneously with the data collection and continues after the completing of gathering data. This may take place until almost the end of the research phase as new evidence may emerge either from the participants' narratives/communication or within the participant's and the researcher's socio-political realities, e.g., relevant current media reports that were published recently and incorporated within the findings in the data analysis and the literature review.

The data analysis process: In qualitative research, data is very different (textual data) from that acquired in quantitative (numerical data) research (Taylor & Bogden, 1998). The data in qualitative research is dynamic and in a state of constant flux (Lincoln and Guba, 1985) as participants narrate stories of their lived experiences, in their individual contexts. Qualitative software tools may be utilised for the data analysis to ensure time management and accuracy. But in this study this was not needed, as I was able to draw out the analysis from the frameworks I created arising out of the themes, and by utilising Kvale's (1996) and Attride-Stirling's (2001) as a guideline. As Braun & Clarke (2006) assert that while thematic analysis is a basic analysis in qualitative research, it is a tool that is flexible enough to be adapted to many different forms of qualitative analyses and methodologies. Therefore my actual analysis was unique to this research and took shape according to the quality of the data gathered and the research question.

Thematic analysis, the main data analysis tool utilised in this qualitative research, was guided by the following steps (Kvale, 1996; Attride-Stirling, 2001):

- The data was unraveled from the participants' narratives and transcribed interviews into similar clusters or themes at a basic level and known as *'basic themes'.*

- These basic themes were then organized into groupings of similar basic themes that are categorized within larger representations of the basic themes and known as *'organised themes'.* There were several *'organised themes'* arising from the transcribed interview data and linked to the research question. I created these as magnetic laminated texts to organise on the whiteboard as a basic brainstorming exercise.

- The clusters of organised themes along with the corresponding basic themes were mapped around the main central theme of the research viz. *'global theme' (or themes).* The global theme represents the summary and interpretation of the textual data gathered during the qualitative research.

- This thematic web is not the data analysis, but a priori and the foundation on which the actual interpretation and data analysis took place in response to

the research question and the interpretation of the data gathered (Attride-Stirling, 2001). The initial brainstorming web I created formed the foundation for the emotional labour framework and a priori to the final data analysis.

Leading to the final analysis: From the resulting themes, I re-framed some of the subsequent interview questions for clarity and to expand on the themes from the earlier interview. After the completion of the initial analysis, if outliers from the participants' statements were identified, I clarified these as part of member checking and along with exploration of new themes. I shared the themes discovered with the participants as the interview progressed, and continued to work collaboratively with the participants with collecting data and analysing.

The final analysis is presented in the data analysis chapter. No claim of *generalisability* has or will be made at any point of this research or afterwards. Rather, emotional labour issues experienced by these participants were described with the emergent themes and subthemes highlighted in the framework. The framework could then be used in ECE settings in a flexible manner to suit multiple contexts.

The case report took the form of the data analysis chapter arising from this study summarising the findings from the identification of the common themes. These themes are presented endeavouring to make the voice of the participant heard. The aim is for the readers to vicariously experience the phenomena from the participants' perspective; to draw their own meanings and learning from the research, in line with Hyett's data analysis checklist (2014) rather than *generalising*. As Lincoln & Guba (2005) assert meaning making does not adhere to absolute rules but rather is constructed by the audience based on what is perceived as ' *real and useful'* and worthy of attention and action if required. According to Lincoln & Guba (2005) *"...it is the meaning making/sense making attributional activities that shape action or inaction"* (p.116). To support this aspect, sufficient contextual description of the cases are presented in order to adhere to the tenets of a contextually bound

case study but at the same time maintaining participants'' confidentiality and privacy (ethical considerations).

Research credibility and trustworthiness: Although qualitative research may be criticised for being subjective, it is this subjectivity that it thrives upon by making no tall claims to generalising findings like in the quantitative paradigm and laying out its 'subjectiveness' openly. Therefore as Lincoln & Guba (1985) state, "the naturalistic researcher operates as an open system" (p.329). Some of the qualitative strategies utilised in this research, for establishing trustworthiness in the methodology, are listed below:

- An alert awareness of the study limitations which are mentioned in the discussion chapter, stating and acknowledging my personal bias i.e., my emotional investment and attachment to advocacy issues for teachers and children; due to my involvement in the ECE sector, the fact that all the participants were female may also be one of the reasons for my emotional investment, or may contribute to the assumption to deeply understand and empathise with participants' experiences due to belonging to the gender in-group and in line with the Social Identity theory (Ashworth & Mael, 1989; Tajfel & Turner 2004). These factors have alerted me to my bias as the researcher and pushed me to endeavour to purely reflect participants' experiences in the final result. This is the measure of _confirmability_ proposed by Lincoln & Guba (1985).

- Throughout the data collection and analysis stage I wrote self-reflections that highlighted and presented my involvement in the study with clarity. This may serve to aid me and provide information in order to conduct further research on emotional labour in another setting e.g. Emotional labour experiences of ECE teacher practicum trainees. _Transferability_ as described by Lincoln and Guba (1985) is the applicability of the research outcomes in other settings. However it is important to remember that in the naturalistic paradigm different settings would mean different contexts and realities and the research would not be exactly replicated but useful lessons in data analysis may be learnt within each inquiry and documentation of the process may

help as a reference point in a limited manner. It may be considered that in order for transferability to occur, findings need to be generalised; but the (generalisation) is not the aim of qualitative research (Lincoln & Guba, 1985). As Stake (1980) points out (in Lincoln & Guba, 1985) '*naturalistic generalisation*' is useful when the research audience come to their own conclusion and (perception) from the research. Therefore transferability may also mean gaining experience in conducting qualitative data analysis as a precursor to preparation for further research, in uniquely different contexts and realities.

- Every effort has been made to provide detailed descriptions of the background, context, and the phenomena of emotional labour within the study in order to enable comparisons to other settings. *Dependability* as a measure of 'trustworthiness' indicates that the study could be replicated consistently (Lincoln & Guba, 1985). In order to establish *dependability,* the study context and methods have been described in detail.

- Furthermore, it is important to make every effort to ensure the research is transparent for the audience by sharing the findings with participants (as stated in the AUT ethics application), and relevant ECE groups whilst also attempting to make the findings explicit with the use of frameworks and illustrations. This transparency highlights ethical issues, questions related to power within relationships, methodological processes and problems and the research journey leading to the results. I kept my supervisor updated regularly with my progress via emails and regular meetings in accordance with AUT university guidelines. With his guidance, I endeavored to maintain rigour throughout the process.

I planned to present the analysis in the form of a case report and have included it within the data analysis chapter as summary findings from the data collected. Hyett's adaptation of the checklist created by Stake (1995, p.131) for assessment of a case report was used as a guideline in this research (in Hyett et al, 2014). Some of the pertinent questions in the checklist included the sufficiency of the raw data, the clarity of the report, whether the researcher has under *interpreted* or

overinterpreted the case, would the report provide a *vicarious* experience for the reader, were the data sources well chosen and sufficient and whether the observations and interpretations were adequately triangulated (Hyett et al, 2014, p. 4).

The data analysis chapter that includes the case report (findings) will demonstrate that a sincere attempt to achieve these aims as suggested by Hyett (2014) has been made with the data analysed around the emotional labour framework. This framework was conceived as a result of themes and subthemes identified after data collection and with outcomes of emotional labour illustrated within. A variety of thematic overviews linking the themes to emotional labour and outcomes are also included with the summary findings in the data analysis case report. I have shared the framework and analysis with the participants and all the six participants were satisfied that it reflected their emotional labour experiences and they were keen to receive their copy of the results summary and the framework to use in their ECE work setting. This exercise of sharing the data and findings with the participants throughout the research was a part of member checking and also in order to work collaboratively in partnership with the participants of this research. The ethics sub-section will further examine this partnership and participation with the participants.

The ethics question in the research process

Empathy and understanding as well as respect for the participants underlie the ethical considerations taken by the researcher. This aspect is evident in the data collection and findings where-in participants have shared their emotional labour experiences with openness and honesty in a safe space where they were ensured of confidentiality. The following three key treaty principles were applied to the ethical considerations for this research:

The protection principle as applied to this research: Drawing from the *'Te Ara Tika'* framework (Hudson, Milne, Reynolds, Russell & Smith, 2010), this research is based on the principle of *'Aroha'* (care) towards the participants and on *'aro ki te ha'* (awareness) of the participants' context, thus aiming to create and maintain a sense

of caring, empathy, trust and understanding within the participant-researcher relationship. In line with these values, traditionally *'Kia aroha ke a Tangaroa'* was the caution imparted to fishermen about possible dangers of fishing in the deep sea (Hudson et al, 2010). Thus adhering to the protection principle, the value of *Aroha* (care) was imparted to the participants in this research as related to the risks of engaging in the research. Further, with the guidance of the supervisor, all possible measures were undertaken to minimise and mitigate any harm to the participants. Ethics approval was granted and the guidelines have been diligently followed throughout the study. The ethical implications for selecting former colleagues were managed by ensuring a high level of confidentiality during and after the research. This was done by protecting the confidentiality of information obtained (by securely storing the data collected, protecting the anonymity of the organisations and persons by not using real names or geographical locations that could impact their reputation, their professional relationships and career progress. I emailed the consent form, invitation and the information sheet (included in appendices 3, 4 &5) to their personal email accounts to provide '*informed consent'.* Participants could ask questions or clarifications if needed. Participants signed and emailed the consent forms to me and I forwarded the forms to the supervisor to store in a locked cabinet in his office at AUT University, Akoranga, Auckland. For maintaining confidentiality and minimising the risk of participants being identified, it was important that the consent forms were stored separately from the research data. The research data is stored in my secure home office.

The partnership principle as applied to this research: The participants' contribution in this research is the core component of this research and this was communicated to the participants at the beginning of the research. Within the three components of the research relationship viz*., Status, Process and Outcomes* (Hudson & Russell, 2009), as the primary researcher I acknowledged and recognised the equal relationship with the participants by respecting their views, narratives and their contribution throughout the study. It was vitally important that participants felt empowered by the entire research process and were aware of their rights as participants prior to the commencement of the research. Therefore choice of critical

incidents (narratives) to be recorded rested with the participant at the outset and I worked collaboratively to share findings and clarify issues in an atmosphere of mutual trust. A focused and dedicated effort was made to value and respect the participants' experiences at every stage of the research process. A sensitive methodology that is empowering informs participants on an on-going basis and is participatory and values partnership.

The participation principle as applied to this research: "Participation is about equality of opportunity and outcomes" (Ministry of Education, 2012, p.2). The participants in this research are the essential component of the research. The participants' narratives about their emotional labour experiences informed the focus of this research. Adhering to the principle of participation and reciprocity, and based on the participants' preference, I regularly updated the participants regarding the progress of the research. At the completion of the research a 'koha' (gift) and a short summary of the results were provided for each participant as a token of appreciation and reciprocity.

Chapter Conclusion

The methodology chapter started with a review of the methodological approach for this research backed by supporting literature and research findings. This included examining some key research paradigms and comparing the qualitative and quantitative paradigms in order to justify the methodological choice for this research. The research design was reviewed next, starting with overviews of the entire research process, the description of steps and the justification for qualitative methodological choices made. Trustworthiness of the research and ethical considerations and stances were then reviewed. Results from the findings have been previewed throughout this chapter and referenced to the data analysis chapter whenever relevant.

As evident from this chapter and the subsequent data analysis chapter, the qualitative methodological approaches unfolded responsively alongside the

interview conversations as multiple realities were revealed with the open sharing of experiences (Lincoln & Guba, 1985). A rich, complex, and high volume of data was acquired from the recording of the participants' frame of reference, their experiences and worldviews within this, and as situated within their natural settings. I have further interpreted these narratives using personal insights while endeavouring to remain empathetic and non-judgmental. This was in line with the comprehensive explanation provided by Denzin and Lincoln (1994) with reference to interpreting the participants' perspectives and meaning making as studied in their natural settings. My role as researcher thus formed the human instrument for data collection and data analysis (Cohen & Crabtree, 2006; Ritchie & Lewis, 2003) as demonstrated in the next chapter 'data analysis'.

Chapter 4: Data Analysis
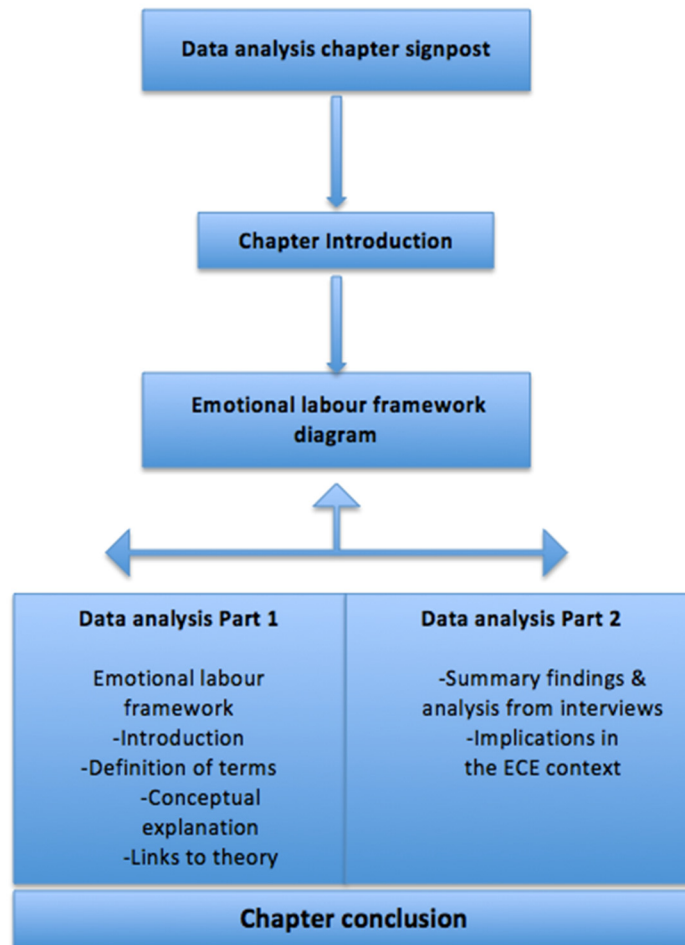
Figure 8 Data analysis chapter signpost

Chapter Introduction

This analysis (as shown in Figure 8) will explore and examine the components in the emotional labour framework using data gathered from the participants' interviews, narratives and conversations. Direct quotations from the participants, will support the analysis throughout the exploration of the framework. While the participants appeared passionate and dedicated to their work as ECE teachers, from the interviews and narratives it was evident that teacher advocacy and voice was important to them. All participants agreed that this played an important role in contributing to their wellbeing and job satisfaction. The participants also understood that their identities would be anonymous to ensure the safety of the participants from any possible negative consequences in the workplace as a result of their participation.

The following table *(Figure 9)* is a representation of the participant profile. For maintaining confidentiality and in accordance to the AUTEC ethics guidelines, the names of participants are changed and the names and locations of the ECE centres are not provided.

Participant profile

Participant	Age group	Family status	Years of experience	ECE centre
Chelsea	Late twenties	Lives with partner, family overseas	6	Private centre
Chloe	Early thirties	Lives alone	7	Community centre
Geeta	Forties	Married, lives with husband and 2 adult children	12	Private centre part of a larger group of ECE centres
Monica	Early thirties	Lives with partner and one child	8	Private centre
Rabia	Forties	Lives with family	7	Private centre part of a larger group
Rachel	Late twenties	Lives with partner and two children	8	Private centre and part of a medium sized group of ECE centres

Figure 9 Participant profile

As indicated by the data analysis signpost, part one will examine the emotional labour (EL) framework with suggested definitions and implications of themes, subthemes and outcomes of emotional labour. This will be followed by part 2 that will outline the analyses from participants' skype interviews and narratives based on

the emotional labour framework. As detailed in the methodology chapter, the data analysis started during the data collection phase and led seamlessly to analysing transcripts, narratives, reflections, self evaluations and critical incidents linked to the research question. In line with the qualitative research methodology, the data was analysed via 'holistic inquiry' examining individual participants' narration of their lived experiences of emotional labour and revealing insights and themes that emerged seamlessly during the process. The themes and subthemes were then outlined within the emotional labour framework, a flexible and dynamic tool that informed the final summary findings outlined in a tabular format at the conclusion of the data analysis chapter. It is envisaged that emotional labour framework may further provide guidance and understanding of the concept of emotional labour in the ECE sector and may lead to better management, policies and organisational practices to alleviate the negative impacts of emotional labour in the ECE work environment.

Data Analysis part 1- Emotional labour framework

Emotional Labour Framework-An ECE perspective

±*Workload
-*Work/life balance*
-Work environment

±
*Team support
-*Synergy (positive energy)*
-*Mutuality*
-*Relationality*
-*Effectiveness*

±
*Leadership/ Management support
-*Workload*
-*Autonomy*
-*Choice*
-*Voice (being listened to, feedback, action taken)*

Teacher advocacy & Voice

T.AdV

±
*Relationships
-*children*
-*Parents*
-*Team*
-*Management*

*Job design/allocation

Let teachers be Teachers

TBT

Emotional Labour

*Cost/benefit
*Job satisfaction

C/B JS

Rewards (tangible/intangible)

Professional Identity

±
*Engagement/disengagement
-*Turnover*
-*Motivation*
-*Acceptance /Resistance*

Outcomes for teachers

Outcomes for families

Occupational health & safety

Disempowerment Empowerment Normalisation

Outcomes for children

Figure 10 Emotional labour framework

Introduction

I created the Emotional Labour (EL) framework *(Figure 10)* based on various issues that emerged after interviewing the participants, their narratives, and informed by my own perspectives from working in the ECE sector and the qualifications gained in ECE and Management studies. The framework is conceived as a dynamic entity, with the interaction and movement of the component themes producing complex and varied results depending on the teachers' context, the situation and experiences and personalities of individual teachers.

Purpose

- The emotional labour framework proposes to explain how ECE teachers experience emotional labour in their work environment.

- Apart from illustrating some of the dynamics around emotional labour in the ECE environment, the emotional labour framework may also provide a guide for teachers, administrators and owners as an understanding of teachers' work and with some ideas to manage emotional labour.

- The framework seeks to answer the research question and to provide some clarity around the reasons and factors attributed to emotional labour.

Description and conceptual explanation

The framework shows Emotional labour occupying the central position and linked to the major themes and subthemes that are derived from an analysis of the interviews and written narratives of six New Zealand ECE teachers relating their experiences of emotional labour in their work environment.

The outer circles are the outcomes of Emotional labour as experienced by ECE teachers in their work environment.The major themes as illustrated by the three central blue bubbles are identified as *'Teacher advocacy and Voice' (T.AdV), 'Cost/benefit+ Job satisfaction' (CB+JS)* and *'Let teachers be teachers' (TBT).* The subthemes arising from the themes as illustrated by the blue squares surrounding the central themes are *'Leadership or management support (L/MS), Team support (TS), Relationships, Engagement or Disengagement, Professional Identity or image, Job design or allocation, Workload, Rewards and Relationships.* These themes and subthemes are not exclusive and they link dynamically, resulting in varying degrees of emotional labour. Positive and negative effects may occur as a result of the dynamic interaction of the underlying themes, sub themes. Surrounding components and circles show the implications of emotional labour as *'Occupational Health and Safety (OHS), Disempowerment /Empowerment /Normalisation* and as outcomes for teachers, children and the families. The following subsections will provide a detailed explanation of the components of the emotional labour framework, with diagrams.

Theme 1: Teacher advocacy and voice (T.AdV)

Teacher advocacy and voice signifies the voice of the teacher expressing issues of concern within the ECE teachers' work environment. Advocacy is defined as "a wide range of individual and collective expression or action on a cause, idea, or policy" (Reid, 2000, p.1). Teacher advocacy and voice of the teacher could lead to betterment of working conditions, support, achieving recognition and value to teachers' work.

Focus theme 1 T.AdV and the emotional labour framework

The T.AdV theme is one of the three main themes in the emotional labour framework. T.AdV is the first theme of the emotional labour framework because all other themes and subthemes emerge from it. The T.AdV theme is strongly interconnected within every component of the emotional labour framework and is the crux of this research on emotional labour focused on the ECE teachers' work environment. Teacher advocacy linked to emotional labour means that if teachers have the power and voice to advocate their issues of concern and perceive management support then emotional labour maybe less. In cases when T.AdV is not strong, emotional labour may be high and this could lead to negative Occupational Health and Safety (OHS) outcomes for teachers in the form of stress. Consequently this may impact teachers' interactions with children and parents negatively.

Focus theme 1a T.AdV diagram and the emotional labour framework

Emotional labour framework:
Focus theme illustration:

Focus theme:
Teacher Advocacy &
Voice (T.Ad.V)

Cluster subthemes:
Workload (WL),
Work/Life (W/Lf),
Work
Environment (WE)
Outcomes:
- OHS
- Teachers
- Children
- Families

Emotional labour

Workload (WL)

Work/life (W/Lf)

Teacher Advocacy & Voice (T.Ad.V)

Physical

Emotional

Mental

Time spent/ Physical presence

Engagement/ Mental presence

Work Environment (WE)

Psychological
↓
=Autonomy
=Control
=Freedom
=Ownership/ Belonging

Cognitive
↓
=Learning opportunities
=Guidance/ Mentoring
=Growth

Physical
↓
=Aesthetic
=Ergonomics
=Resource access

Occupational Health & Safety (Physical/Emotional/Mental Wellbeing)

Empowerment   Disempowerment   Normalisation

Outcomes for Teachers   Outcomes for Children   Outcomes for Families

Figure 11 Focus theme 1a

Focus theme 1b T.Ad.V diagram and the emotional labour framework
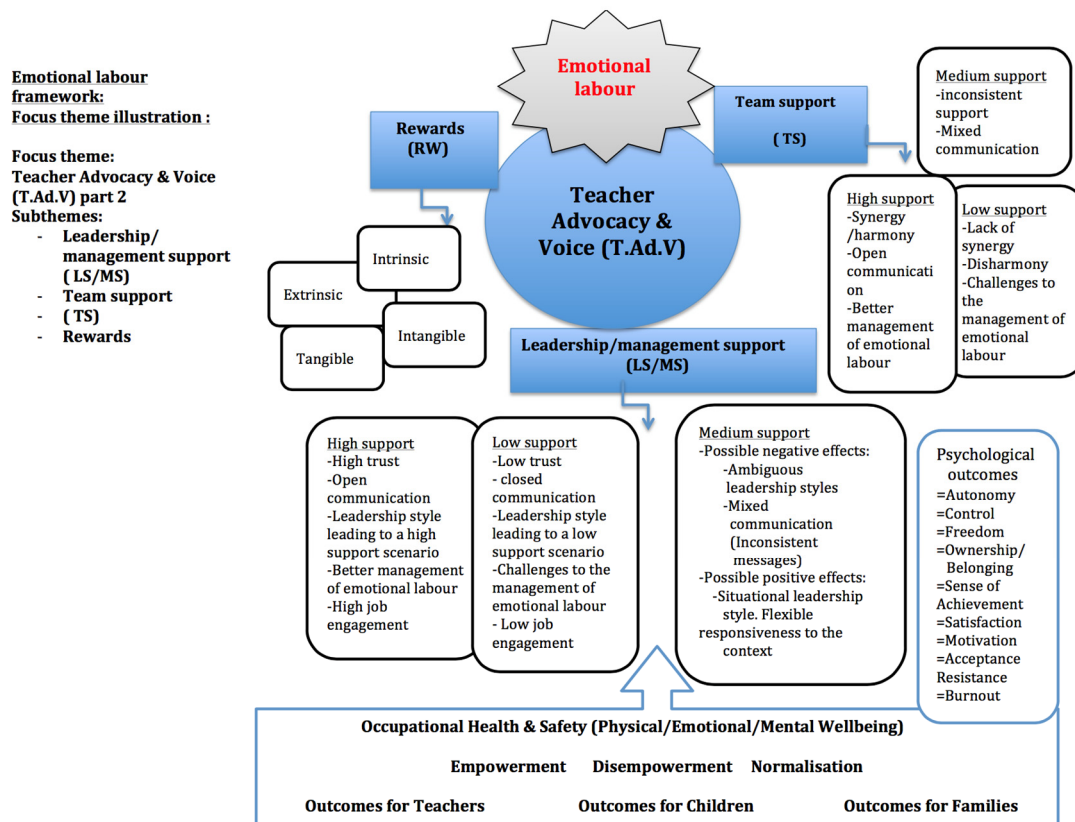
Figure 12 Focus theme 1b

Figure 11 *and* Figure 12 show that Theme 1 Teacher advocacy & voice gives rise to the following subthemes: Rewards, Leadership/management support, Team support, and the subtheme cluster viz., *Workload, work/ life balance, work quality and work environment*; cluster of subthemes emerging out of the main theme *T.AdV*. 'Cluster subthemes' in this analysis means that the subthemes are inextricably linked to one another and have emerged from a common main theme. Possible outcomes and implications of T.AdV are outlined in the boxed arrow at the bottom. This will be examined in Part 2 of the data analysis within the analysis of participants' interviews and narratives Each of the subthemes indicated in Figure 11 *and* Figure 12 will be defined and examined in detail in the following sub-sections, starting with the subtheme *Workload.*

Subtheme cluster: 1) Workload -WL, (Theme T.AdV)

Workload has been defined as the amount of work performed or potentially completed within a time frame. Workload depends on the dynamic interaction of the context, person's skills, perception and behavior (DiDomenico &Nussbaum, 2008) emerged as a subtheme of *T.AdV* within the emotional labour framework because teachers need support and voice to advocate for fair and realistic workloads. Lack of advocacy and voice leads to high emotional labour with negative outcomes for teachers, parents and children.

Workload (WL) subtheme within the focus theme T.AdV diagram

Figure 11 shows the suggested cluster themes and the links to emotional labour. Heavy workload for teachers is an important issue that calls for advocacy. As noted from the interviews and narratives, teachers need to have a 'voice' *(T.AdV)* that is heard by the management/leadership *(LS/MS).*

<u>Kinds of Workload</u>

It is suggested that Workload may be divided into *physical, mental and emotional workload* (Basahel, Young, & Ajovalasit, 2010; Easthope & Easthope, 2000). It may be noted that workload may be positive as well as negative depending on the context e.g., Relationships, management support, team support, or volume of workload.

- *Physical workload* comprises the various physical duties that are set for the ECE teacher, including caring duties and housekeeping duties. Some examples are nappy changing, feeding children at meal times, lifting outdoor equipment to pack or set up, vacuuming, sweeping, and cleaning toilets in some centres.
- *Mental workload* involves being constantly vigilant of children's safety, ensuring that children's learning is extended, maintaining records, documentation of learning stories, programme planning, assessment and implementing the curriculum.
- *Emotional workload* is a part of the job of an ECE teacher as they may be emotionally invested in the children they take care of and a feel a strong

attachment towards them. Therefore this may bring about an emotional commitment and a sense of responsibility for the children's wellbeing and development. Emotional investment also arises from the relationships with the children, their parents and the whānau. Emotional workload may also result from the stress of the physical and mental workload.

Teachers do not always discuss unrealistic and unfair workloads as they may feel a sense of powerlessness to raise these issues with management. Teachers may fear the risk of management disapproval or as showing themselves as being the only one to object when everyone else is experiencing similar workloads as a 'Norm' (Outcome: normalisation as suggested in the emotional labour framework)

From the interviews it was apparent that sometimes the actual work performed far exceeded the work allocated/stated in the job description or communicated by management for ECE teachers. In most cases there is a non-verbal expectation to complete the job regardless of time and resource constraints. An example would be working extra hours in the centre or/and taking work home to complete in unpaid hours. For some teachers this may impact *work/life balance*, another subtheme that emerged from the T.AdV theme.

Subtheme cluster: 2) Work/life balance (W/LB)

Work life balance occurs when the commitments of work and the family are met effectively and leading to the person's wellbeing (Guest, 2015). A negative work life balance may happen when the pressures from work, e.g. a high workload takes over 'life', family time or personal time (White, Hill, McGovern, Mills, & Smeaton, 2003; Lewis, Gambles& Rapoport, 2007). W/LB emerged as a subtheme linked to the main theme of T.AdV because it is important to advocate for better work life balance for ECE teachers. Teachers' wellbeing will be reflected in their interactions and relationships in their work environment. This will lead to reduced emotional labour and positive outcomes for teachers, Tamariki and families.

Work/life balance (WLB) subtheme within the focus theme T.AdV diagram

Figure 11 suggest WLB comprising of '*Time spent'* and '*mental engagement'.*

- *Time spent* is the actual time spent in hours at home or at work.
- *Mental engagement* is the attention and focus to the environment where the person is physically present. Mental engagement means being present wholly, both physically and mentally. For example there is no mental engagement with the environment if a person is at home, physically present, but worrying and stressing about work and vice versa, in the case of work, if a person is at work and stressing about a situation at home.

Subtheme cluster: 3) Work environment -WE (Theme T.AdV)

WE *(*Figure 11*)* is linked to the main theme of *T/AdV* because it is important to advocate for better work environments for ECE teachers. Better work environments contribute to greater motivation, thus reducing emotional labour to make it manageable. This may also lead to positive outcomes for teachers, Tamariki and families. Work environment (WE) subtheme within the focus theme T.AdV diagram In this analysis and as suggested in the focus theme illustration, '*Work environment'* (WE) consists of the *physical, Psychological and Cognitive environment*.

- *Psychological WE:* A safe psychological WE as linked to the subtheme leadership support (LS) and may occur when teachers work in trustful environments where their voices are listened to, and with sufficient resources and support from management. A safe psychological environment will lead to positive OHS outcomes (Stansfeld & Candy, 2006).
- *Cognitive WE:* In this case similar outcomes to a safe Psychological WE will result when teachers are provided with a richly resourced environment and opportunities for growth and professional development with strong support from leadership
- *Physical WE:* In a safe physical WE, it is important that the environment is geared to provide work safe conditions for teachers to carry on their duties.

Subtheme: Leadership/management support -LS/MS (Theme T.AdV)

Leadership/ Management support (LS/MS) as shown in Figure 12 has emerged as one of the subthemes from the main theme T.ADV. Hochschild (1983) emphasized that the supervisor has an important responsibility for the management of the employees' emotional labour.

Leadership/management support (LS/MS) within the focus theme T.AdV diagram

LS/MS translates into psychologically safe working spaces wherein leaders make employees' wellbeing a high priority. Research has shown that employees felt a greater sense of wellbeing and job satisfaction and sense of belonging and loyalty with supportive leadership styles from their managers and supervisors (Newton & Maierhofer, 2005).

Kinds of Leadership styles

As suggested in Figure 12, LS/MS comprises of *Low, medium and high support leadership styles*.

- *Low support leadership:* Within the Low support LS/MS the leadership style is one that results in low trust. Management does not trust the teachers and vice versa. Teachers do not have a voice and a platform to raise issues with the leadership /management team. Low support management style may most likely result in high stress and emotional labour for the ECE teacher.

- *Medium support leadership:* With the medium support LS/MS, it is suggested that the employees do not always feel included, consulted or feel neither a sense of belonging nor an ability to collaborate in decisions by the management.

- *High support leadership:* A high support LS/MS style is likely to foster a high trust environment with employees feeling included in decision-making; staff feel they have a voice. In this scenario there may be high job engagement, motivated employees and better management of emotional labour in a safe and trustful work environment. Figure 13, Figure 14 *and* Figure 15 illustrate some examples of management hierarchy in ECE centres:

Organisational chart for a private centre (sole branch)

Owner/Licensee

Centre Director/ Head Teacher

Licence A

administrative support staff, Centre cook, receptionist, cleaner(if applicable)

| Team leader-1 | Team leader-2 | Team leader-3 |

| Teaching team Room1A | Teaching team Room2A | Teaching team Room3A |

Figure 13 Organisational chart
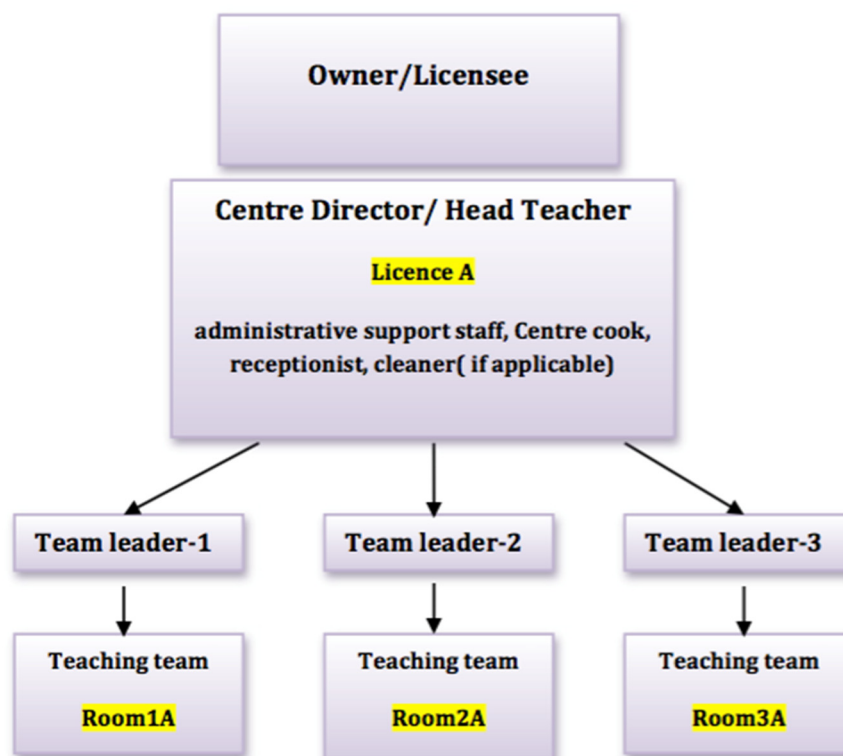
Organisational chart for a private centre (with more than one branch)
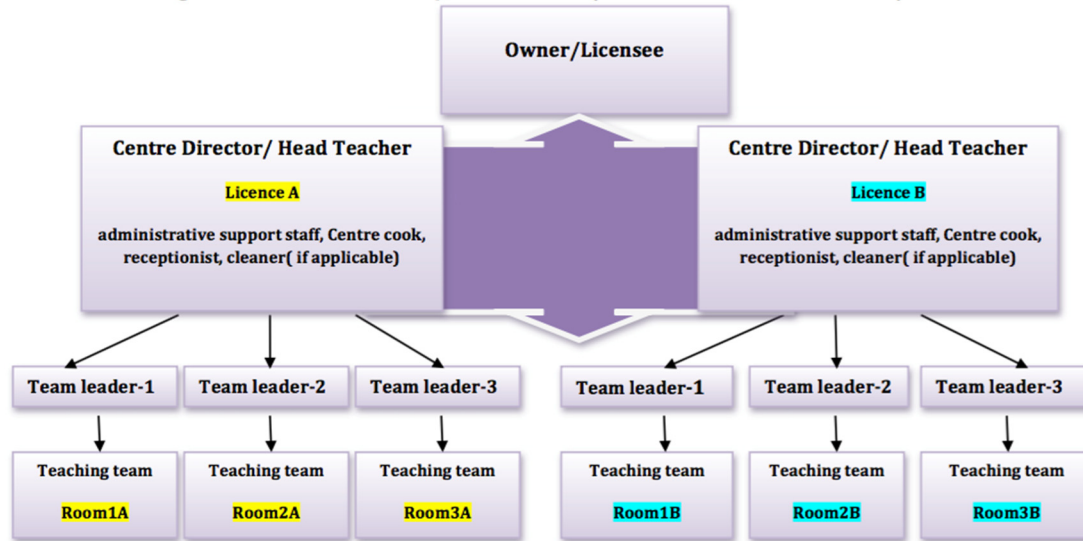

Figure 14 Organisational chart

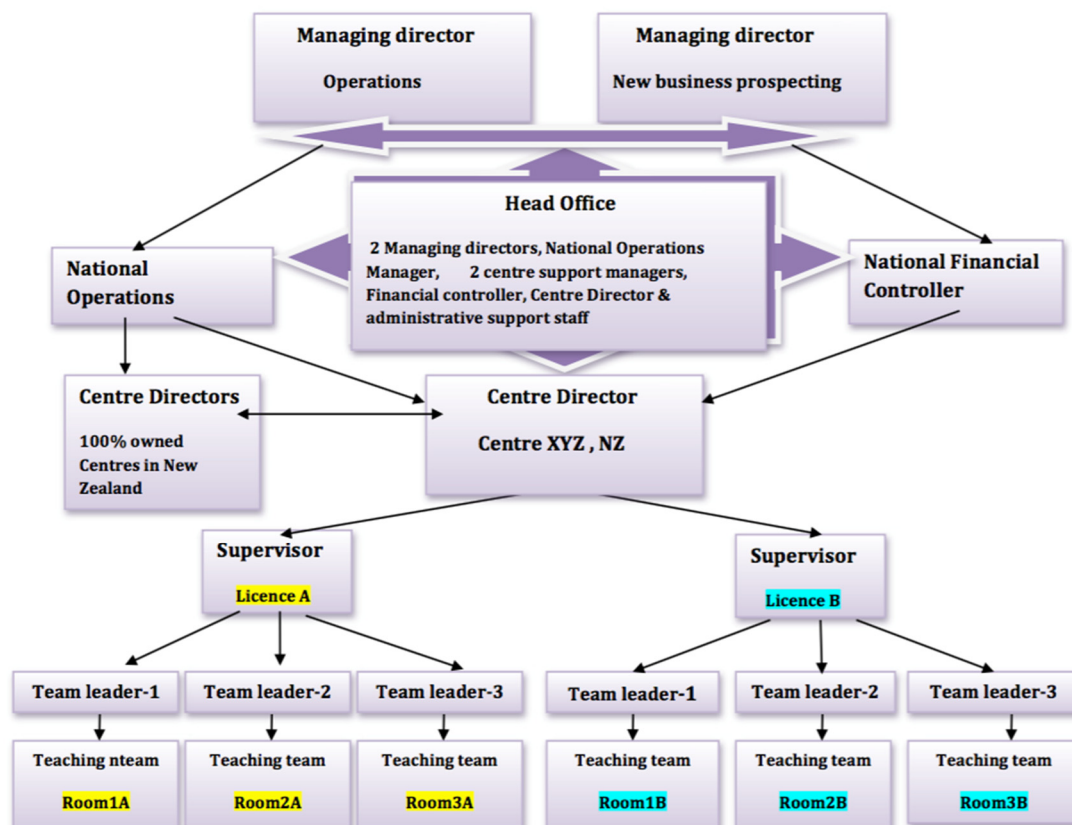**Organisational chart for a corporate centre (multiple branches)**

Figure 15 Organisational chart

The participants for this research are employed in a variety of ECE centres in New Zealand with different organisational structures and hierarchy. Depending on the

size, each centre had a unique organisational culture. Leadership in an organisation is driven by the culture of the organisation. Organisation culture is defined as:

> *The pattern of basic assumptions that a given group has invented, discovered, or developed in learning to cope with its problems of external adaptation and internal integration, and that have worked well enough to be considered valid, and, therefore to be taught to new members as the correct way to perceive, think, and feel in relation to those problems (Schein, 1984, p.3).*

The core of this definition is about employees required to behave in a certain manner in order to fit into the culture of the organisation. ECE teachers are thus expected to behave in a certain manner and display certain organisationally approved emotions at work, resulting in emotional labour. Leadership and management in an organisation play an important role in establishing the organisational culture through their organisational hierarchy, leadership styles, policies, attitudes towards employees and support systems for employees.

Subtheme: Team support -TS (Theme T.AdV, Subtheme Relationships-Team, Theme C/B JS)

Team support is defined as a team that works together, a team that communicates and is harmonious (Prati, Douglas, Ferris, Ammetor & Buckley, 2003); a team that stands by the collective and individual members. For team effectiveness a supportive team needs to have a professional working relationship to find creative solutions through cohesion and collaboration. Research has indicated that emotional labour is better managed and motivation levels remain high for employees who have a supportive team (Bishop, Scott & Burroughs 2000).

In Figure 12 it is suggested that Team support, like Leadership support may be divided into *High, low and medium support teams.* However there are differences between the TS and LS/MS.

- *High support team:* In a high support team, members work together harmoniously with open communication and in an atmosphere of trust and

support that is consistent. In the cases of high support teams members are usually motivated to do their best and are better able to handle and manage emotional labour.

- *Medium support team:* A medium support team may provide support in some situations and withdraw support in some situations, leading to mixed and ambiguous communication. The support is not consistent and therefore there may be a sense of distrust due to this inconsistency leading to stress and emotional labour.
- *Low support team:* In a low support team there is a sense of disharmony, distrust and hardly any support within the team. This may lead to high stress and high emotional labour and challenges to managing emotional labour.

Team support has emerged as one of the subthemes from the main theme 1 T.ADV is also included within the subtheme '*relationships* under Theme 2 *C/B JS*. The next section will examine Theme 2 C/B JS.

Theme 2: Cost/benefit, Job satisfaction-C/B JS

The C/B JS theme is inspired by the concept of the cost benefit analysis (Sen, 2000) in economic theory. 'Costs' may be physical, mental and emotional such as their investment of time, effort, and engagement, or resources for their academic qualifications and experience. 'Benefit' could range from financial benefits like a fair pay rate on par with the market rate, or rewards that are intangible: verbal encouragement and support from the management (*LS/MS)*, a supportive team (TS), autonomy in the job, choice of professional development workshops, positive relationships with parents and children, watching children grow and develop, a professional growth path outlined with clear goals.

Teachers may at some point reflect and calculate the benefits against the costs and work out if the job they are doing is worth their time and effort. Job satisfaction (*JS*) is the positive feeling of achievement and the feeling that one has contributed effectively to positive outcomes for the children and the centre, a personal sense of achievement at children's progress, personal growth via learning and staying current

with theory and practice and an environment that fosters growth (Lu, While & Barriball, 2005).

Focus theme 2 C/B JS diagram and the emotional labour framework
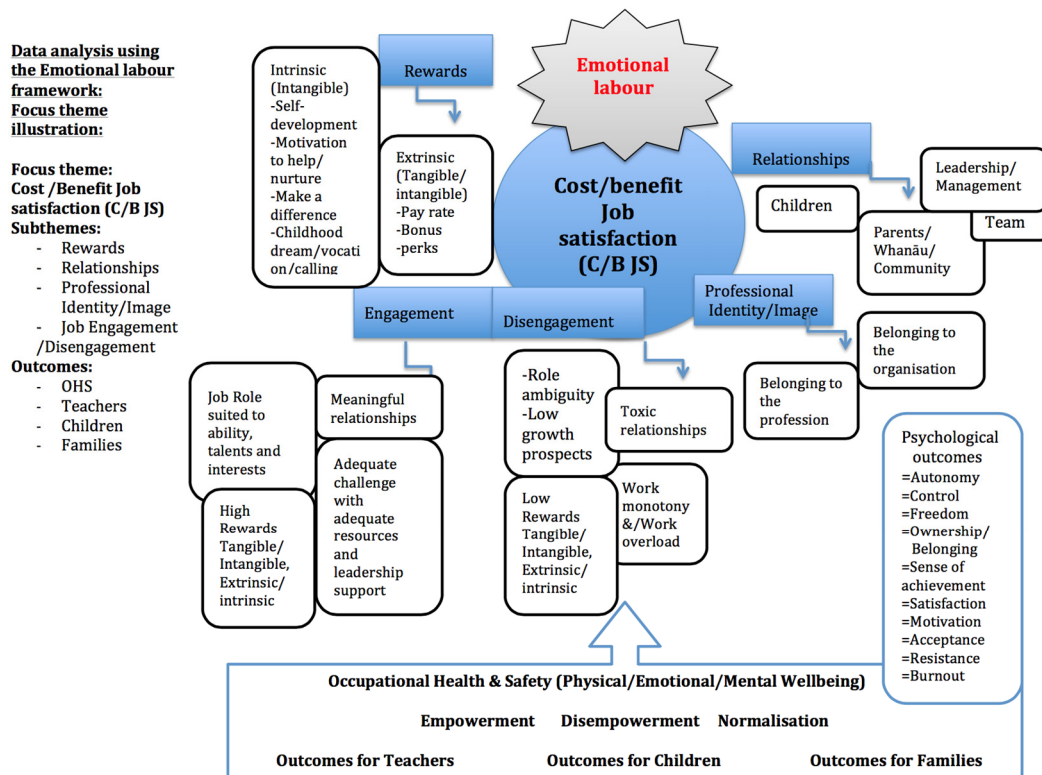
Figure 16 Focus theme 2

 The C/B, JS) theme is one of the main themes of Emotional labour in this research. As Figure 16 indicates, the C/B JS focus theme diagram shows the subthemes arising out of C/B JS as *Rewards, Job engagement, Disengagement, Professional Identity and Relationships.* Possible outcomes and implications of C/B JS are outlined in the boxed arrow at the bottom. This will be examined in Part 2 of the data analysis within the analysis of participants' interviews and narratives The C/B JS evaluation by the employee is dependent on how they perceive these subthemes to benefit them in the work environment as opposed to their own personal cost of efforts. Negative emotional labour or difficulties in managing emotional labour and emotional dissonance may occur when efforts and benefits are perceived as imbalanced and/or over a period of time. This may also depend on personal dispositions, situations, relationships and the unique context of individual employees.

Subtheme: Relationships –RL with parents, whānau & children (Theme: C/B JS).

Relationships result from a connection between two or more individuals. In this analysis, relationships between the ECE teacher and the children, team, management and parents will be discussed with links to emotional labour and the other themes.

Relationships –RL within the focus theme 2 C/B JS diagram

Within the C/B JS focus diagram in Figure 16, the relationship subtheme is subdivided into relationships with children, parent, team and the management. The subtheme *Relationships* has a strong connectiveness and links within themes and subthemes of the emotional labour framework. RL with children and parents will be analysed in this section Team RL and Management RL were discussed within the subthemes TS and LS/MS in Theme 1 T.AdV .

Subtheme: Engagement/ disengagement- Eng/Dis)

Job engagement is the person's connection to the job which depends on factors like work environment, physical or psychological, leadership support, autonomy within the job, opportunities for growth and development.

The opposite subtheme of engagement is 'Disengagement'. When the person is not mentally and emotionally invested in the job, this may lead to 'burnout' that signifies emotional exhaustion from the job and is the suppression of emotions (Maslach, Wilmar, Schaufeli & Leiter, 2001). Engagement/ disengagement cluster subthemes are mainly linked to the theme C/B JS. A person who is engaged in the job will gain greater satisfaction and perceive the '*Benefit'* as compared to the cost or effort invested in the job.

Theme C/B, JS and subtheme Job Engagement/Disengagement focus illustration
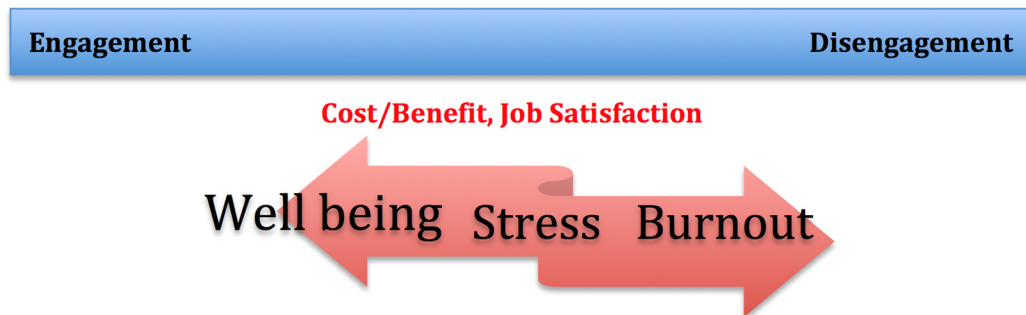
Figure 17 Subtheme illustration

Figure 17 suggests how job engagement or disengagement operates within the theme of C/B JS and emotional labour.

As seen here engagement and disengagement are on two ends of the continuum and C/B JS will depend on the point of the continuum the employees find themselves. This also depends on the dynamic interplay of other themes and subthemes in the Emotional labour framework. A shift towards the continuum end of engagement would result in a sense of wellbeing, this could either be physical, mental or emotional or in the best-case scenario all of these.

A shift towards the disengagement end of the continuum may result in stress. Further movement towards the extreme end of the continuum towards disengagement may lead to extreme stress and burnout. It may be noted that these effects are all dependant on interaction of themes and subthemes of the emotional labour framework. It is also noteworthy that job satisfaction could mean either being engaged in a job and also being disengaged. It is also possible to have an optimum amount of stress to feel engaged and driven at work. None of the factors work in isolation.

Work engagement takes place when three aspects are applied to the job, the *physical, the cognitive and the emotional* and the person therefore gives the whole self to the job (Kahn, 1990).

- _The physical aspect_ is the energy expended,

- *The cognitive aspect* is described as being fully and wholly mentally present while performing the job and

- *The emotional aspect* is working with the heart (Kahn, 1990; Babcock-Roberson & Oriel J. Strickland, 2010; Luthans & Peterson, 2002). As Figure 16 shows, a number of factors may result in varying degrees of JE (job disengagement). They are toxic relationships, Role ambiguity, work monotony and/or work overload, low rewards and low growth prospects.

Subtheme Rewards-Tangible/intangible, Extrinsic /Intrinsic -R-TE/II (Themes: T.AdV, C/B JS & TBT)

'Rewards' has emerged as one of the subthemes from all the main themes of the emotional labour framework. Rewards as shown in the focus theme diagrams (*T.AdV, C/B JS and TBT*) comprises *extrinsic, intrinsic, tangible or intangible* rewards. Extrinsic rewards may be tangible and intrinsic rewards may be intangible. 'Rewards' in the context of this research is:

- *The recognition given by the organisation.* This can be *tangible* or *intangible*. *Tangible rewards* could be for example fair and generous pay rate, pay rise, bonus, coupons for books, or sponsoring teachers' professional development, allowances. *Intangible* rewards are the verbal encouragement given, promotions, and awards for performance (Kruse, 2015).

- *Rewards may also be what the teacher perceives as rewards*. This could be an *intrinsic* reward, a reward that has its wellspring internally in which the teacher is self-driven and motivated (Demir, 2011) to work in the ECE centre. The desire to work may be related to viewing the profession as a vocation and as a service, or the attachment to children, the joy of watching children grow and develop (Cranton & Carusetta, 2004).

Rewards subtheme (R-TE/II) within the others themes of the emotional labour framework

Motivated and engaged teachers who are rewarded justly for their efforts with tangible or intangible rewards may be able to manage emotional labour effectively and positively.

Linked to theme 1 Teacher advocacy and voice it is important to advocate for better rewards for ECE teachers acknowledging and valuing their contribution and dedication.

Linked to theme 3 'Let Teachers be teachers' (TBT): Teachers rewards may include the ability to exercise their skills as ECE teachers, the freedom and autonomy to perform their teaching duties without being overloaded with 'other jobs' or being able to focus on being teachers *(TBT)* viz., quality teaching and caring for children in their work environments.

ECE teachers may feel rewarded intangibly/tangibly when the management consistently reviews and improves their job design. Managers may reward employees by providing more autonomy and a platform to voice their ideas and concern and work collaboratively (*theme 3 TBT*). Thus teachers may have a say in the design of their jobs and this in itself is a reward for the teacher to feel valued because of a sense of autonomy and belonging. The next section will examine Theme 3 in detail.

Theme 3: Let teachers be teachers- TBT

The theme 'Let teachers be teachers be teachers' is one of the main themes in the emotional labour framework. ECE Teachers need to be supported to focus on children's needs and teaching and caring without unrealistic expectations of performing an array of duties that go beyond what they are trained to do as teachers. When teachers are expected to complete an unfair amount of non-teaching jobs, it may lead to stress and emotional labour.

ECE Teachers need to be able to do their job in providing high quality care and education. By letting *Teachers be Teachers* and providing sufficient staffing for non-teaching jobs, teachers will be able to fully utilize their knowledge and skills and qualifications to provide a better service for children and parents. Teachers need advocacy to start the important dialogue in the sector to provide support to teachers to carry out their work as teachers in an authentic manner without exploitation *(T.AdV)*. This is not to assume that all ECE centres are exploiting teachers' labour and using them as cleaners, but there are some as the data indicates and more research may reveal further information.

Focus theme 3 TBT diagram and the emotional labour framework

Data analysis using the Emotional labour framework: Focus theme illustration:

Focus theme: Let teachers be Teachers (TBT) Subthemes:
- Job design/ Job allocation
- Professional Identity/image

Rewards

Outcomes:
- OHS
- Teachers
- Children
- Families

Emotional labour

Rewards

Tangible — Intrinsic

Extrinsic — Intangible

Let Teachers be Teachers (TBT)

Professional Identity/image

Sense of Belonging — Sense of Alienation

Job design/ Job allocation

Teaching jobs — Caring jobs — 'Other' jobs

Possible Physical outcomes
=Fatigue
=Back related injuries
= Knee injuries
=cross infections
=Sun safety compromised Exposure to noise
=Exposure to chemicals for cleaning jobs

Possible Psychological outcomes
=Autonomy
=Control
=Freedom
=Ownership/ Belonging
=Sense of achievement/ failure
= Confidence
=Motivation
=Engagement
=Organisational citizenship
= Stress
- Burnout

Occupational Health & Safety (Physical/Emotional/Mental Wellbeing)

Empowerment   Disempowerment   Normalisation

Outcomes for Teachers   Outcomes for Children   Outcomes for Families

Figure 18 Focus theme 3

Figure 18 shows the subthemes Rewards, Job design and Professional identity/ Image arising out of the main theme TBT. Possible outcomes and implications of TBT are outlined in the boxed arrow at the bottom. This will be examined in Part 2 of the data analysis within the analysis of participants' interviews and narratives.

ECE Teachers need to be able to do their job in providing high quality care and education. This means that teachers need to be supported by management to focus on children's needs and teaching and caring without unrealistic expectations of performing an array of duties that go beyond what they are trained to do as teachers. When teachers are expected to complete an unfair amount of non-teaching jobs, it may lead to stress and emotional labour. By letting teachers be teachers and providing sufficient staffing for non-teaching jobs, teachers will be able to fully utilize their knowledge and skills and qualifications to provide a better service for children and parents.

Subtheme: Job design/Allocation- JD/A (Theme: TBT)

Job design *(Figure 18)* as relevant to this analysis is defined as the working conditions, salient features of the work place that are linked to the day to day tasks that comprise the employee's job (Fahr, 2011). Jobs expected and/ or 'Allocated' to be completed by the management may not always be outlined in the job description.

Subtheme: Professional Identity (PI) (Theme: TBT, C/B JS & T.AdV)

Professional Identity may be viewed from the dimensions of teachers' context, teachers' experience, personal traits, dispositions and experiences. Professional identity may further be defined as the teachers' self-concept of their pedagogical knowledge and experience (Beijaard, Verloop & Vermunt 2000), self- awareness of their contribution to the sector, their membership of the profession/sector/organisation.

PI/I is based on the context of the teachers' work and how the other themes in the framework impact the teachers' environment and the effects of emotional labour and its management. A list of probable outcomes for the subtheme PI/I is outlined below:

Professional Identity outcomes

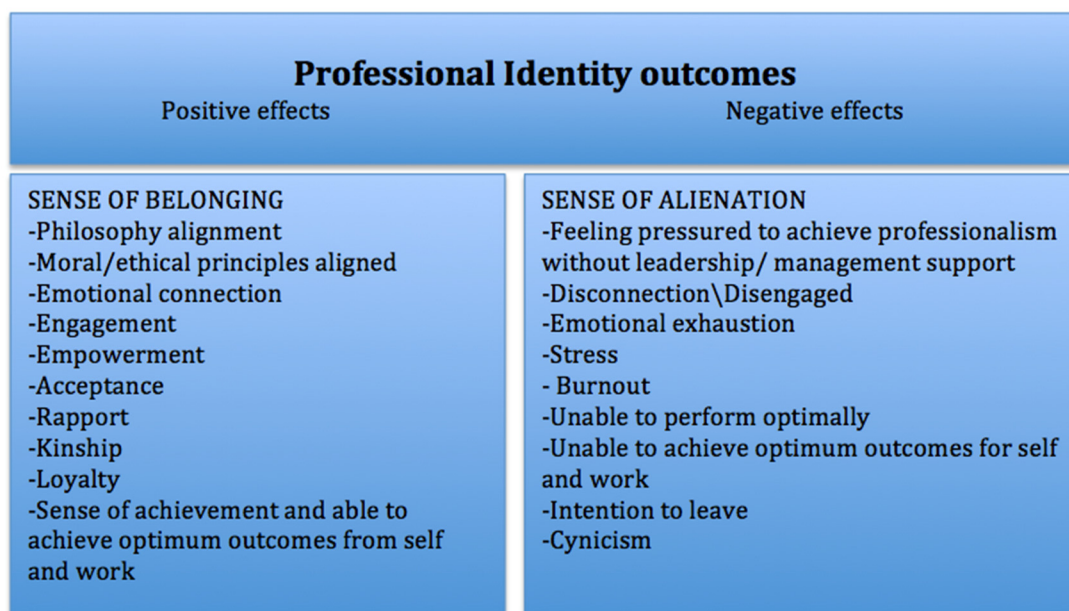| Positive effects	Negative effects
SENSE OF BELONGING -Philosophy alignment -Moral/ethical principles aligned -Emotional connection -Engagement -Empowerment -Acceptance -Rapport -Kinship -Loyalty -Sense of achievement and able to achieve optimum outcomes from self and work	**SENSE OF ALIENATION** -Feeling pressured to achieve professionalism without leadership/ management support -Disconnection\Disengaged -Emotional exhaustion -Stress - Burnout -Unable to perform optimally -Unable to achieve optimum outcomes for self and work -Intention to leave -Cynicism

Figure 19 Subtheme illustration

Subtheme Professional Identity/image outcomes and the themes of the emotional labour framework

The subtheme PI/L is linked to all the three themes of the emotional labour framework. For example, If teachers are used as cleaners in addition to their expected teaching role, the pride in being an ECE teacher and the professional image is diminished not just in the teachers' eyes but it may have a ripple effect. Parents could also start viewing the teachers as a paraprofessional, a babysitter for their children, not as a professional teacher. Linked to T.Ad.V this is an important issue for teacher advocacy for teachers' to be valued and have a sense of pride in their profession. The sense of pride and identity is endangered in some cases when teachers are not able to perform their professional roles as teachers. Negative OHS outcomes may include stress and/or burnout when teachers perceive the cost invested in their work as too high when compared to the benefit. (CB/JS)

Positive/or negative PI/I outcomes may arise out of the dynamic interaction of the themes and subthemes of the emotional labour framework as explained above. The teachers' voice as captured in the quotations from the interviews in part 2 reflects some of these outcomes. These are contingent upon their ECE work environment e.g. presence/ lack of management support, pay rates, lack of power to voice their issues to the management for fear of negative consequences , feelings of disempowerment due to the current market situation of oversupply of ECE teachers.

Proposed outcomes of Emotional labour- Occupational Health & safety (OHS), Empowerment / disempowerment, Normalisation

Occupational Health & Safety

OHS is defined as a system of controls of work related hazards that may negatively affect an employee's wellbeing (Robson, Clarke, Cullen, Bielecky, Severin, Bigelow & Mahood, 2007). Occupational health and safety is the overarching outcome of

emotional labour and OHS outcomes may be linked to all the components of the emotional labour framework. High emotional labour will result in negative OHS outcomes Part 2 will examine the themes and subthemes of the emotional labour framework and will illustrate OHS outcomes as linked to emotional labour experienced by ECE teachers.

Empowerment / disempowerment

Empowerment and disempowerment is an outcome linked to all the component of the emotional labour framework. Empowerment is defined as a way to help a person control an aspect of their life that they deem as important (Page & Czuba, 1999). Disempowerment on the other hand occurs when a person loses control over an important part of their life. Teacher empowerment may translate into a sense of ownership of their work as teachers, sense of autonomy and control with regard to their profession, pride in their profession and the ability to learn and grow and the knowledge that it is in their power to do so. Empowerment and disempowerment have been examined within the literature review as well as in part 2 of the data analysis and in the light of participants' voices.

Normalisation and the emotional labour framework

'Normalisation' as suggested as one of the outcomes in the emotional labour framework is strongly linked to all the subthemes in the emotional labour framework. The lack of reciprocity and reward for the extra jobs completed by teachers and the high workload seems to be a normal accepted way in some ECE centres. These phenomena could be termed as *'normalisation'* (as proposed in the emotional labour framework) wherein the employee learns to accept the situation and not voice their concerns just because everybody else is doing the same. This may cause a dissonance internally and lead to negative OHS effects with stress and/or burnout and challenges to handling emotional labour on a daily basis. *Normalisation* does not support teachers' rights. Fair wages and rewards need to be advocated for (T.AdV) if teachers are to be respected and valued for their work as teachers (TBT). In the case of normalisation, teachers may accept that it is 'normal' to work for

poor/unfair wages and sub standard working conditions. Again this is a case for advocacy.

Emotional labour framework: links to theory

Bronfenbrenner's ecological theory

Bronfenbrenner's ecological systems theory views the person as developing within nested layers in the environment; akin to Russian dolls. (Berk, 2007)

The first level is the microsystems, the immediate environment that is the home and the work setting. Bronfenbrenner proposes *mesosystems* as the link within the microsystems. *Exosystem* is the wider social structure within which the person exists. The Macro system is the wider context of culture, customs, and laws of the state (Smith et al, 2007). *Chronosystem* is the temporal aspect of a person's life. It is the time period within which a person is living and includes all socio-historic, political and physical events in the environment. The systems work dynamically and are in constant motion. Changes in one system may have ripple affects and ultimately show up within the microsystems and affect the person. According to Bronfenbrenner, all these systems work together affecting the person while the person's individual qualities and dispositions affect the environment. So the ecological systems theory asserts that the person is both the product and the producer of their environment (Berk, 2007).

Parallels to the emotional labour framework

Within the emotional labour framework the ECE teacher's work environment and home are the microsystems. Interaction and connection between these microsystems will comprise of the work life balance. As explained in part 1 &2 Work overload would negatively impact work life balance and emotional labour as well as a negative personal situation at home would impact the teacher at work and lead to increased emotional labour; the effort and emotional dissonance occurring as a result of needing to display organisationally approved emotions at work despite stress and upset feelings due to either a situation at home or at work. Both these settings (*microsystems*) affect each other resulting in either a positive or a negative WLB, thus affecting emotional labour. Exosytems in the ECE teachers' wider nested

environment would consist of social and extended family support (as applicable). A breakdown of these would also impact the teachers in the work setting (*microsystem*) and emotional labour. The outermost layer the *macrosystem* may be the government laws and regulations e.g. funding rules or teacher ratios. Linked to the emotional labour framework this is strongly linked to the theme Cost Benefit, job satisfaction as the supply of teachers exceeds the demand, teachers oversupply in the current scenario affects wages and pay rates. This in turn may affect job satisfaction and engagement, leading to emotional labour.

Part 2 will analyse, the data collected from the participants within the emotional labour framework.

Data Analysis part 2a - Summary findings, discussion and analysis

The data analysis process started simultaneously as initial emerging themes emerged from the interviews and the narratives submitted by the participants. The process is explained in detail within the methodology chapter. I collated and transcribed the interviews into meaningful notes after conducting member checks to ensure the accuracy of the transcripts. These notes were then organised to formed into an initial thematic framework; finally developed to the themes and subthemes within the emotional labour framework. The emotional labour framework guided the data analysis process. The data analysis in this section is presented with a focus theme overarching question at the beginning of each main theme. The following themes and the subthemes are then analysed with supporting quotations from the data collected:

- *Theme1:* Teacher advocacy and voice (T.AdV)
- *Subthemes:* Subtheme cluster 1) Workload (WL), 2) Work life balance (WLB), 3) Work environment (WE). Leadership support, management support, Team support
- *Theme2:* Cost benefit, job satisfaction (C/B, JS)
- *Subthemes:* Relationships (RL), Rewards (RW), Engagement/disengagement (Eng/dis)
- *Theme3:* Let teachers be teachers (TBT)
- *Subthemes:* Job design/allocation (JD/A, Professional identity (PI)

The analysis is presented here as summary findings followed by an analysis. The following are the main themes and subthemes that were analysed from the emotional labour framework.

Theme 1: Teacher advocacy and voice (T.AdV) Summary findings, discussion and analysis

Focus theme T.AdV Overarching question

Do teachers have a 'Voice' in the sector and Who is 'advocating' for their issues?

Summary findings: All the participants were motivated to participate in this research because they felt that the research would create awareness for advocating issues of concern with relation to emotional labour experienced in their work environment.

Like the other participants, Geeta a senior teacher with twelve years of experience as an ECE teacher was motivated to participate in the research because she felt it is time that emotional labour in teachers' work is acknowledged and teachers' issues related to this are advocated. Geeta said:

> *You'll be putting forward our stress… what stress we are going through … we cannot speak about it but you are going into it … into depth. So we're getting it out and trying to open it up to others so that it is looked into. Geeta, interview 3*

Summary findings: Four participants felt that the ECE work environment and the power dynamics sometimes discouraged them from voicing their issues. Two of the participants who were team leaders did voice issues and concerns to the management but felt that action was not taken most of the time.

Chloe is frustrated with the obstacles she faces if she wants to voice her complaints or concerns. She found it challenging to bypass the team leader in order to bring her issues of concern to higher management. Chloe also found it challenging to be the only teacher speaking up when according to her all the other teachers keep quiet around issues like staff breaks, ratios and other matters of concern relevant to emotional labour. She said:

> *And I can't even complain about it because they... the other teachers keeping quiet (laughs softly) like we don't have like a proper procedure to talk to. This is what I'm struggling at the moment too. Chloe, interview 2*

Similarly Chelsea finds it challenging to voice her concerns to higher management. She does not feel confident to speak up since it seems to be normal for teachers to carry on and not speak up *(normalisation)* and she wouldn't want to be the only one speaking out. Chelsea describes her feelings:

> *What I feel inside you can't just talk about it and even if you talk then nothing changes; it's not only me! I think most of the teachers after finishing the job want to lie down so tired so not only me (laughs) … (Chelsea, interview 2)…The topic emotional labour is a very sensitive topic so I think that's why most ECE teachers keep quiet maybe they have no idea….no place to talk….it's really hard to say to your management "maybe you can hire someone to do your cleaning jobs and something like that it's very hard to say that. Chelsea, interview 1*

<u>Analysis</u>: The participants felt that they didn't have a platform to talk about their emotional labour challenges and the conditions in the work environment that cause it. There was also the question of safety at work *(Lack of teachers' voice)*. It seemed that teachers didn't want to jeopardise their safety and displease management by being the only one speaking out or complaining about relevant issues like high or unfair workload. In some centres cleaners were not regularly hired, and the teachers had to embrace cleaning jobs as part of their duties. The interviews highlighted that teachers were keen to speak up on issues of advocacy and voice but felt they lacked a platform. This was the primary reason why the participants felt motivated to contribute to this study. The work itself during the course of the day in the ECE environment is fast paced, requires high energy levels and a constant state of being on alert attention (Workload, T.AdV). This is because ECE teachers need to respond to the safety needs of children as well as a myriad number of other duties such as compliance to regulations and organisational requirements *(TBT)*. In addition, there is a perceived sector culture that places demands and expectations that require the ECE teacher to expend physical, mental and emotional labour that is not always paid for *(reward, normalisation)*.

Subtheme cluster: 1) Workload (WL) subtheme: Summary findings and analysis

Fatigue and tired feelings don't just stem from the physical aspect of the job but also from emotional fatigue. ECE teachers are expected to be cheerful even when they are stressed or have had a personal or professional setback with the team or the management. Some participants described the job of an ECE teacher as being a customer service job.

Summary findings: All six participants felt that that they usually experienced fatigue and tiredness at the end of the day. Five out of six participants said that this fatigue affected their personal life. One of the participants was used to bringing work home from the time she was a student and from the time when she was preparing her teacher registration. She said it really didn't affect her work/life balance because she was single, but understood how it would do so for teachers with family commitments.

Chelsea attributes the fatigue from her job as a result of the customer service demands that are emotional, as well as the physical work expected from ECE teachers. She said:

> *So you are patient and love everything you do is for all the children …I think teaching is not an easy job…when you become an ECE teacher you spend a lot of time in the centre and after the job you feel really tired so sometimes you don't want to talk to anyone ... you feel very tired…so when you go home you just want to take a shower and sleep...sometimes you are mentally emotionally tired like you feel really sad and not happy, but you still need to smile… keep smiling like a customer service (laughs gently). Chelsea, interview1*

> *Maybe because I'm quite small. Sometimes I can't handle it so my back is really not good… Most of my friends working in ECE centres all have those problems. Chelsea, interview 3*

Rabia and Geeta concurred with comments made by Chelsea:

Because there's so much physical work involved, yea you do get. And not only physical. Mentally too you get tired doing all this programme planning, observations, and paperwork... yea you do get tired. Rabia, interview 3. Finishing a day is very tiring… because ummm physically & mentally we are exhausted. Parents or the teachers so we try to support each other but then at the end of the day there are some things which you cannot talk about …so you carry it with you…. At home. So you go home with all the load. Geeta, interview 1.Physically you can face it! But emotionally it just lingers on (emotional fatigue). Geeta, interview 3

Monica has the dual responsibility as the team leader as well as an ECE teacher actively working on the floor. She has a wide range and volume of tasks that she tries her best to complete on time. She feels that the workload is beyond the scope of her role as a team leader *(LS/MS)*, and she ends up getting over stressed *(negative OHS outcomes)* because she tries to complete all the jobs to a good standard. Monica explains how the fatigue resulting from a consistent work overload is affecting her. She describes the challenges of working in an environment that relentlessly piles on the work and how she keeps on trying to complete all the jobs as a teacher and a team leader, while understanding the plight of her team but feels unable to change the situation with the lack of adequate staff and the poor support received from the management *(low LS/MS)*.

The management is not strong… team leaders are so overworked, overstressed… (Monica, interview 2) I feel sorry for my staff as well. I don't actually know what I can do to make it any easier for them. Because every single day whether we like it or not we have to change 30 nappies. 3 times a day whether we like it or not we have to feed these children … we have to put these kids to bed and we only have so many people… you try to be professional (laughs). Monica, interview 1

Like the other participants, Rachel, a team leader in the toddlers' room feels a strong sense of commitment, dedication and responsibility towards the children in her care *(work engagement)*. She strives to achieve quality outcomes for the children in her care and also her team but is regularly faced with absences for various reasons and feels that she's left to deal with managing the room with staff away and with relievers *(lack of adequate team and management support TS, LS/MS)*. With a

continually heavy workload Rachel feels extremely fatigued and it affects her family time. She described her feelings:

> *Sometimes I come home and I think I'm not a machine, I have to do my normal teacher job then I have to do my extra bit and because my manager sucks, I have to do some of her jobs. And then I have my own children to deal with. So it's like there's never a break from it. Rachel, interview 1*

Analysis: As gauged from the interviews and from reading the conversations in social networking ECE forums, it is a normal and accepted practice for ECE teachers to spend extra unpaid hours either after work at the centre, during breaks or after hours at home in order to complete documentation and other jobs. This includes learning stories, preparation, set up and in some centres, staff meetings held after work are unpaid *(normalisation)*. The above findings show that workload plays a vital part in contributing or alleviating teachers stress and level of emotional labour. It was also found that teachers with heavy workloads and stressful work environments found it difficult to manage their work/life balance. Teachers were too fatigued to spend quality time with their families and their personal life was affected by their work life in a negative manner.

Subtheme cluster: 2) Work/life balance (W/LB) Summary findings and analysis

Participants reported that heavy workload caused them to either stay back after hours or bring work home. This impacted their work/life balance, personal time and the time they needed to spend with their families

Summary findings: All the participants agreed that fatigue was an outcome of the fast paced work in their role as ECE teachers.

Fatigue was sometimes experienced as physical, mental or emotional and sometimes a combination of all three *(negative OHS outcomes)*. Two of the participants had feelings of guilt that they were not able to be fully present for their family; they were so depleted of energy that they were not able to give their own children the

attention as deserved. Rachel is a team leader for the preschool and a mother of two children; one is in primary and one in intermediate school. Rachel is constantly trying to balance her workload and family life and finds it very challenging. She articulates her challenge with work life balance in her narrative:

> *One of my biggest challenges during my teaching career is the lack of work/home balance and the emotional toll work related stress takes on my personal life when I am home. I realised this quite early on when I began working in the 0-2 age group and had very young children of my own. I found I was exhausted, stressed and overworked during the day, which resulted in me being impatient and cranky when I got home which severely affected my relationship with my own children (Rachel, narrative1).*

Monica feels a sense of responsibility towards her team's wellbeing in her role as a team leader but is unable to make things better for them. She explains:

> *I think that teachers' workday is too long. All my teachers take work home, Monica, interview 3. The thing is early childhood it's (workload) never ending… its quite full on... I think there's a lot of work. Monica, Interview 1.*

Summary findings Four participants with family commitments felt guilty missing out family time due to high workloads. This is one of the biggest challenges as narrated by the four participants. One participant without family commitments could understand this and agreed that her personal time was important. Therefore she chose to work part time for the sake of work/life balance.

Rachel feels challenged with trying to fulfill her responsibilities at work to a high standard as well as spending quality time with her children instead of being impatient due to her depleted energy resources at work. *(WLB).*

Similarly Monica finds that her workload takes a toll on her mentally, emotionally and affects her family time. Since Monica is committed to 'quality' and she completes her work by investing extra hours during the evenings including Sunday evenings. Monica as a team leader needs to get the job done somehow as this according to Monica is the expectation from the management. She feels stressed

and guilty because she is unable to spend sufficient time with her family that is also linked to her own wellbeing (Occupational health and safety).

Summary findings: Five participants reported that they take work home or spend time after or before work to complete jobs especially setting up, documentation etc. They felt there was insufficient non-contact time to complete the work in the centre to their satisfaction.

Taking work home or staying back at work after hours on a regular basis affects work/life balance because it takes away time to be spent with their families or personal leisure time. Chelsea finds that she is so tired when she gets home. She explains:

> *You can go home you feel so tired sometimes don't want to talk – we have lots of talk with the children and lots of communication with the parents...*
> *Chelsea, interview 1*

Similarly Geeta states:

> *I bring work home and sometimes I stay back … but somehow we have to manage by the end of the month. Geeta, interview 1*

Summary findings: One participant Rachel does not take any work home because she feels strongly about keeping work and family time separate.

Rachel too felt that the workload was high and the time to complete tasks like documentation or writing learning stories is limited but she usually tried and succeeded in to getting extra non-contact time for herself and the staff in her team on those occasions *(LS/MS)*.

Summary findings: One participant, Chloe, lived alone and worked part time by choice, in order to maintain her work/life balance.

Chloe speaks from past experience of working full time and how difficult it was for her to do extra work in addition to that. Chloe explains:

I was too tired working from 8 hours everyday-full time 40 hours per week. I would be so exhausted, I couldn't really do it because sometimes I just... I got things to look after as well... at home. Chloe, interview 2

Summary findings: Five participants have a support system at home that helps them cope with their fatigue from work.

For example, Chelsea narrates:

My partner he always does the cooking. Because he knows I'm really tired, so. The family support is very important. They know what you experience in your job… Chelsea, interview 3

Analysis: It was evident from the interviews that the extra work is unpaid. It seems that in the ECE setting it has become an accepted norm is to take work home because teachers are unable to complete during their working hours *(normalisation)*. Evidently there is an accompaniment of guilt with not being able to be there a hundred per cent for the family and children. Work /life balance is crucial for Teachers' wellbeing and contributes strongly to job satisfaction *(C/B JS).* A good work life balance reduces emotional labour and has positive OHS outcomes for teachers, Tamariki and their families. Therefore work life balance is an issue that is worthy of advocacy *(T.AdV)* and teachers need to have a voice and a platform to deal with this issue and support from the leadership and management team *(LS/MS)* so that they have a fair workload and a safe environment *(WE)*. It was found that a supportive work environment is important for teachers to do their jobs effectively and maintain quality outcomes with clear pathways to growth and further professional development.

Subtheme cluster: 3) Work environment -WE (Theme T.AdV) Summary findings and analysis

Analysis: Sometimes the physical WE in a centre may comply with all the regulated standards for the children but may fall short on OHS standards for the teachers. This may also either go unnoticed or teachers may not want to raise their voice because

they may feel it could displease the management and bring attention to their objecting voice when everyone else is quiet. Chloe describes her centre:

> *Environment has an impact on us... My centre, doesn't really have staff room, doesn't really have an adult sink. So I always have to bend my back and my knees to wash my hands after toilet or washing things because I use children's basin…...it's horrible... Chloe, interview 3*

Chloe has not yet complained about the washbasin because she did not feel that her concern will be acted upon and she did not want to displease the management.

Analysis: Research has shown positive outcomes when organisations engage and collaborate with staff to implement safety measures in the work environment (Lamm, 2015). It is important for leadership/management to think about the wellbeing of staff *(LS/MS)* and in collaboration with the staff, conduct regular OHS checks and audits for the work environment. The next section will analyse the subtheme Leadership/ management support and the links to emotional labour.

Subtheme: Leadership/management support -LS/MS (Theme T.AdV)
Summary findings and analysis

The participants narrated and provided examples of the subtheme Leadership/ management support and the implications.
Summary findings: Two of the participants Monica and Rachel, both team leaders had similar issues related to workload and management support.
Monica feels that the management does not fully support her in hiring extra teachers to cover breaks or when teachers fall sick. In her role as the team leader she is frustrated by the situation. In her view:

> *At the end of the day, its about finances too and profit. More children and its going to be the same story. Monica, Interview 1*
> *You know at the end of the day it comes to me because I'm taking on their (the team) emotions but I'm not really helping myself like mentally or*

physically but what is the alternative? What are the other options? Monica, interview 1

Analysis: It may appear that the management considers their financial budgeting and the profit gain, but this compromise affects the quality of the service and the wellbeing of teachers. Not hiring much-needed extra staff to support teachers translates to poor LS/MS support and may result in dissatisfied and demotivated teachers who may well be on the path of burnout and other negative OHS outcomes.

On reporting an incident (described in narrative) by a teacher heard possibly smacking a child, Monica did not receive any further support from management. Monica narrated that understaffing is a common occurrence, and management does not replace teachers who are sick.

> *If an incident occurred and we need to discuss it and talk about it, she (centre manager) doesn't want to talk about it. (Monica, interview 1).*
> *They don't care… I voice it (concerns) all the time then she (manager) just tells me—she gets really sh**ty tells me " you know how it is if you don't like it… you know where the door is… this is how it is…"…. Yeaa...she says it to me on my face   and she'll say it about other teachers as well like " oh bad luck! They can just leave… and I can just find someone else to do it... Monica, interview 2. All the time (understaffing)…AAAAll the time. The manager says "ohhh if you need me just come get me" I can't even leave the room to come and get you because the minute I leave, there's 26 children and 2 teachers then! And she even verbally told me that she doesn't want to get in trouble from the owners that she's got too many people. Monica, interview 2.*

Similarly Rachel, also a team leader, in another centre, felt unsupported by a manager she viewed as incompetent Rachel expressed her frustration at the lack of responsibility by the manager and feels pressured to perform the jobs of the manager Rachel narrates her frustration at the challenges of trying to fulfill her middle management role of team leader:

> *The manager that I have so she'll come to me and say ohhh Rach blahblahblah… Can you pass this on to that person … so she puts it on my*

shoulders (Rachel, interview 1) … She just doesn't know what her role as a manager is. She went on maternity leave for 6 months and we didn't have a replacement manager and we (team leaders) worked perfectly fine… Rachel, interview 3.

Analysis: Management and leadership style and support play an important role in teachers' experience of emotional labour in their workplace. Rachel was stressed with her manager's unprofessional attitude and the lack of support due to apathy, ignorance or just incompetent management.

Summary findings: All participants agreed that the manager needs to have some ECE experience, people's skills and able to take responsibility as the manager in order to manage the team effectively.

Some of the responses are as follows:

I think someone who can support you…who can make decisions. It's something important to me. I need decisions. And just as an example: we had an issue, this was a while back. And I said to her (manager), look I'm struggling with blabla. How do I deal with this? And she's like: "Oh, I don't know. Do you want to ring the other centre manager? So we have 7 branches. So she goes "why don't you ring the Wellington centre manager. Ask her how she does it." I'm (thinking) "you're my frickin' manager! Why don't you do it? I just want someone who can be supportive. Someone who is proactive. Someone who responds. Rachel, interview 3.

Be able to have that understanding that communication skills that knowing the people who are working under you and be able to support them guide them No matter how many qualifications you Yea you've got to be a person actually who is of the personality type to be a manager. Rabia, interview 2.

I would prefer a person to be quite straightforward to talk to me directly Geeta, interview2. The manager should be having an early childhood background. Preferably qualified so that you don't need supervisor then. Supervisor at the moment is mostly doing the admin jobs, which can be done by any other unqualified teacher. Geeta, interview 3

Analysis: The relationship between the management/leadership and the employee is unequal. Sometimes managers may be untrained or unskilled in Human Resources management and ethical leadership practices and the organisation's culture may become one of an autocratic leadership team that may penalise employees who do not tow the line. Rabia talked about this leadership style practiced by her centre manager and felt that the manager's behavior was unprofessional towards her. This made it very difficult for Rabia to stay motivated in her job and according to her; the positive relationships with the children and the parents were what kept her motivated in her job despite her problems with the manager. She said:

> *As a team leader…over a period of time I felt very very demotivated because of this centre director (CD) when I did not get any support any guidance. … Thank goodness my relationship with the children and parents was still good and actually the children were the ones who carried me through this period. Rabia, interview 1*

On the other hand LS/MS and guidance at the right time goes a long way in alleviating emotional labour and stress in the work of the ECE teacher. Resolution occurred for Rabia when the centre director moved to another centre. The relieving centre director, according to Rabia, had a totally different style of leadership that was based on collaboration, respect and support. Rabia felt she thrived under the new leadership and her stress levels were reduced. Her performance went back to normal and she started feeling motivated to come to work again. During Rabia's five years of ECE work experience she experienced two extreme leadership styles, democratic and autocratic. Rabia values respect and values her teachers in her room as she would value her staff and interact with them respectfully if she were the centre director. This would go a long way to alleviate stress and the negative effects of emotional labour.

Geeta, a teacher in the over twos room also emphasises the value of a good leadership. She talked about tensions with her team due to poor leadership and a team leader who gossiped. Geeta felt she had no support. According to Geeta the leadership/management seem to have a hands off policy for dealing with human

resource issues. It appears that Geeta felt unsupported because the issues with the team leader were not always brought forward with the management. In Geeta's centre the supervisor plays a mainly administrative role and the team leaders usually manage the staff. When asked about LS/MS in her work in centre, Geeta wishes for more involvement from the Leadership team.

In another example of perceived lack of management support Chloe, a teacher in a private centre narrates an incident from when she was a beginning teacher. She was outside supervising and one child fell down from the swing and broke her arm. According to Chloe the manager expected Chloe to deal with the parents on her own and did not realise how stressful this may be for an inexperienced teacher (Chloe, narrative 1). She said:

> *In that moment it was not really supportive.. But the manager was not supportive. They (children) don't really know how to protect themselves. So it's our duty to make them safe or keep an eye on them. But things happen, accidents happen… It happened very quickly. She broke her arm; that was kind of heartbreaking. The parents were very upset… It was quite stressful for me as well. It's not really my fault, or my responsibility for dealing with the parents as well. She (manager) was kind of forcing me to say something to her (parent)… yea. It was just too much (sounds tired) Chloe, interview 2*

Analysis: The experience from her initial teaching days stayed with Chloe for a long time. She was afraid and stressed when supervising children outside on her own. Chloe explained that she felt unsupported and powerless to actually voice her stress and discomfort to the manager at that time. It seems to me that probably if Chloe had asked for help she might not have felt so unsupported dealing with this situation.

Summary findings: All the participants felt that sometimes the lack of trust by the management despite performing to the best of their ability and beyond contributed to feeling unmotivated and depressed, and not able to perform at the optimum level.

From the interviews it was apparent that lack of trust conveyed the message of not being valued or trusted that prompted Monica to feel unmotivated. Yet, she still needed to put on the happy face (*emotional labour*) and start another day. Monica relates a lack of trust and respect from the management of a previous workplace (narrative 1) and emphasized the importance of respectful relationships as part of feeling valued highlighting its contribution to health and wellbeing. Rabia too felt that respect was very important for her. In her case too it seemed that despite her hard work and commitment, the lack of trust by the centre director led to her feeling demotivated and devalued.

Analysis: Leaders and managers play a vital role in supporting teachers experiencing the challenges of emotional labour and potential health hazards. LS/MS, as seen from the data, may play a vital part in either adding to teachers' emotional labour or in aiding teachers to cope with it to derive positive outcomes of job satisfaction. The related job engagement could ultimately benefit not just the teachers but also the children, the most important stakeholders in the ECE equation. While a supportive management team is crucial to teachers' wellbeing, it is no less important that harmonious team relationships and support plays an important role in alleviating teachers' stress and emotional labour. The next section will examine and analyse team support in the ECE work environment.

Subtheme: Team support -TS (Theme T.AdV, Subtheme Relationships-Team, Theme C/B JS) Summary findings and analysis

Participants provided examples of team support and the implications for emotional labour in their narratives and interviews.

It comes down to the management and the staff, you know… how we work together and if the team is good if the manager and the team are on the same page, as far as work is concerned, well then it's manageable. Rabia, interview 3.

Chloe too echoes Rabia's views on team support*:*

> *If you have a good teamwork and because stable and strong team work everything will be covered. Chloe, interview 3*

Analysis: Rabia went on to raise an interesting point of working collaboratively as a team and fulfilling shared goals e.g., teacher registration; as well as utilising as a collective the unique talents of each individual teacher. It could become stressful for teachers when confronted with a long list of professional outcomes to achieve teacher registration and/or for fulfilling management/leadership and parents' expectations. This may well be achieved with working together as a team, planning curriculum collaboratively and all the team members supporting each other to fulfill the teaching criterion. This collaborative culture may be openly displayed and discussed in team meetings and/ or informally on a regular basis.

As an example of collaboration Rachel too narrates an example of a high support team that helped her cope with emotional labour due to difficulties with a parent. Rachel, as a team leader, deals with fifty-four parents and has a good professional relationship with all of them except this one parent who complained to Rachel's manager that she was not very warm and communicative towards her. This stressed and demotivated Rachel because the manager and the organisation expected her to behave in their prescribed professional manner and to be able to hide her emotions. Rachel felt that the support of her team helped her get over her stress and she was able to resume communicating with the parent in line with the organisation's expectations. Rachel said:

> *My team was quite supportive…And it picked me up. But never the less, I felt so lost at that initial stage. Rachel, Interview 3*

Rachel appreciates the team support but still feels that the management needed to have supported her in at least talking to the parent to help sort out the problem. Rachel feels less valued and somewhat powerless because as a teacher she has no other option than to please the parent and 'fake it' as her manager advised her.

On the other hand Geeta spoke about feeling unappreciated by the team for her contributions and this according to her may have escalated due to lack of open communication with the team leader. Geeta expressed her dissatisfaction and felt stressed with this situation. This may signify a *low or medium support teams,* resulting in stress and higher emotional labour. Geeta expresses her feelings:

> *You feel stressed out when you think that …you trying to do something for the room but it's not being appreciated or you're being told off. Geeta, interview 3*

Analysis: It may be possible that the philosophies of team members in Geeta's centre did not match her teaching philosophy; therefore her "work" was not appreciated. She recalls a centre where she found their way of working was aligned to her philosophy; she observed that the teamwork was smooth and harmonious. Tensions and stress within teams have a negative impact on mental health (OHS). Feelings of stress may lead to greater challenges in managing emotional labour at work. Positive relationships with parents and children may help alleviate these stressful feelings due to team disharmony to an extent. As Chelsea explains:

> *The team members are very important. From my experience, if the team is not good and makes you unhappy even if you really, really love the children, you still leave… most of the parents become your friends now. They will still let you know what the children are doing even after you leave the place. Chelsea, interview 2*

Analysis: Stress between team members may happen due to many different reasons; one of these may be different ways of working or different teaching philosophies. It is important to communicate openly and make an attempt to synergise individual team member's philosophies and talents for the wellbeing of teachers and children. Relationships with the team *(High support teams)* are crucial to maintaining a healthy atmosphere in the work environment to contribute to teachers' wellbeing and lower emotional labour stress. Team support is an important issue for advocacy *(T.AdV)* so that leadership /management *(LS/MS)* may be able to provide adequate

support, professional training and resources for teams to work effectively and professionally. Further, a strong and supportive team plays an important role in supporting teachers that may lead to job satisfaction. The next section will analyse theme 2 Cost/benefit, job satisfaction (C/B JS) and other aspects of relationships viz., with children and parents.

Theme 2: Cost/benefit, Job satisfaction-C/B JS Summary findings and analysis

Focus theme C/B JS Overarching question

How can teachers achieve job satisfaction and positively perceive the benefit of their work (monetarily/ non monetarily) in relation to their total combined investment into the profession and their efforts in the job?

There are a number of competencies required from an ECE teacher. These competencies are set out within the Professional Competencies Checklist for registered teachers (Education council of New Zealand, 2015) and also outlined sometimes ambiguously within selection criteria in some employment advertisements. However, sometimes there may be some competencies that are expected but not always articulated by employers. Teachers may experience stress and dissonance leading to negative emotional labour when they may feel powerless to question the demands if perceived as unrealistic or unfair. Chelsea explains:

> *In ECE centres when they are looking for somebody to work they need someone have lot of patience, lots of love. So when you become an ECE teacher you need to love working with younger children and more… is not that easy. Maybe when you're working in some other place like a hospital it's a very different job. ECE is not only mental, but physical. Chelsea, interview 1.*

Monica evaluates her 'cost' that is her investment of time and resources for a 3 year degree course to her current work situation and finds that her efforts don't seem to

justify the cost and her investment. She feels too fatigued and finds her workload very high. She seems frustrated, caught up in a vicious cycle.

> *It shouldn't be like that you know as an early childhood teacher… I work really really hard for the 3year degree and then to get my teacher registration. I'm SOOO exhausted… every single day it's just exhausting. I get home and I still feel kind of guilty for my kid my husband… it's just like work work work all day come home study and sleep. Next day work …it's just a vicious cycle you know! Monica, interview 2*

Analysis: Leadership/Management support is an important aspect in addressing such concerns but can only occur if teachers have a voice and a safe envi- oment within their organisation to be heard *(T.AdV)*. In Monica's case, Monica feels satisfied that she enjoys a good relationship with the parents and her team (Monica, interview 3); this is one of the factors *(T.S, RL)* that stops her from resigning from her position as team leader despite her struggles with the workload, work life balance and lack of management support for hiring extra staff as needed. As in Monica's example, teachers may weigh positive relationships with children , parents and the team as a 'benefit' and feeling a sense of responsibility towards them. The subtheme 'Relationships will be analysed next, as linked to C/B JS and emotional labour.

Subtheme: Relationships –RL with parents, whānau & children (Theme: C/B JS) Summary findings and analysis

Analysis: The ECE teachers' experience of emotional labour is strongly intertwined with the kind and quality of relationships within the working environment. The participants' narratives and interviews reflect this. RL with the team and with the management has been discussed in Theme 1 T.Ad.V under the subheading TS and LS/MS. Investing time and effort in maintaining enriching relationships is a win –win for all stakeholders. Teachers who have strong, meaningful and warm relationships with the parents/caregivers of children are more likely to feel motivated, be able to better manage emotional labour and stay in the job despite any other challenges

they face. Low staff turnover means there will be a stable environment for Tamariki and the parents. As Monica comments:

I have good relationships with the whānau …like the community. It's been awesome. I think that's what kept me there.   Monica, interview 3

Analysis: ECE teachers interact on a daily basis with parents/ caregivers. For this relationship to thrive and benefit all stakeholders viz., children, teachers, management and community, there needs to exist open, professional and respectful communication. Teachers may sometimes find it challenging to deal with some parents regarding contentious issues like children's behaviour issues or accidents at the centre. Stress and emotional labour may result because teachers need to consistently portray a professional front when dealing with parents even when they are feeling upset or challenged. Chloe states an example of communication issues with parents while discussing challenging behaviour in children, for example, biting:

It is quite sensitive like you don't want to shock the parents but as a teacher we have duty to inform them and work together about the child's behavior.... Because for parents if it is someone's own child you want that child to be perfect…. yea but I don't have a problem with this (being professional and putting on a mask). I do feel exhausted but it doesn't really bother me to negotiate with the parents because I understand the parents view as well. Chloe, interview 3.

Chelsea also expresses the challenges of communicating with parents. She found it difficult to face parents with the signing of the accident form at the end of the day. She said:

Yea from my own experience sometimes I feel I feel scared to show parents accident report. (laughs) different parents have different ways… most of the parents they understand what happened in the centre. Some of the parents are not that understanding and so they are very angry with you. Chelsea, interview 1

ECE teachers and parents may have an unequal relationship because parents are the paying clients and in some cases the non verbal/ verbal message from some management may be to accept some parents' behaviour even though it may be disrespectful. As Geeta said:

> *She's the type of parent who could have just insulted me and walked off. I was expecting that…Yea! Of course. It lingers on for days. We can't just confront them (parents) like they confront us. I can't tell her I'm angry with you because … but I did explain the situation and it's up to her to accept it because ... right? What else can we do besides explaining to them what exactly happened… and yea….it's quite a odd situation when the other parents are also listening... yea…because you never know how this parent will go up into…According to the management side we are supposed to deal with the parents very diplomatically. Can't be insulting them or they shouldn't be offended by what we say. At the same time we need to tell them what's happening for the security of other children and the behavior management from the whole class will turn. Geeta, interview 3*

Chloe echoes Geeta's challenges of emotional labour, needing to hide one's real emotions while trying to project a professional exterior (emotional labour) in dealing with an angry parent. She explains:

> *I can't get angry on the parent even though the parent is angry on us. So we have to deal with that and we don't have to show our anger and at the same time we have to be firm in conveying the message. Chloe, interview 3*

Analysis: Teachers spend many hours a day interacting with children and while it may be highly rewarding, on some occasions, children's behavior may become challenging. Teachers need to exercise patience and fortitude to deal with the situation in a calm and professional manner while keeping their real feelings under control and hidden (emotional labour). This may contribute to stress or feelings of guilt if a teacher is unable to prevent mishaps. As Chloe explains:

> *Inside of you …you won't really like that child (biter) at the moment It just happened! You feel so guilty even though it was not your fault. I don't really get angry with children but if it is related to safety I do get nervous a lot…*

you can't really show your feelings in front of that child so you have to hide your feeling and still be nice...then you have to talk to them gently because that's what ECE teacher is supposed to do. Chloe, interview 3

Chelsea echoes Chloe's statement on the challenges and stress of keeping emotions in check while dealing with challenging situations with children.

Sometimes we feel tired but we still can't show. In ECE whatever we're feeling inside when we see children we have to smile because we love them. Keep smiling and ummm because when you smile children can feel it. Chelsea, interview 2

Analysis: ECE teachers are emotionally invested in their work with children. This 'emotion work' is positive and motivates teachers to put in a huge amount of effort into their jobs. Sometimes teachers are willing to bear any hardships or issues that may occur, for example poor working conditions or poor support from management. At some point when teachers change jobs they may be faced with a moral dilemma of the guilt of having to leave the children and causing an emotional upheaval; Teachers may find it difficult to leave or change jobs as they have formed strong attachments to the children and /or the parents. Chelsea explains this:

It's very hard. I don't have any kids now. But you see the kids everyday, they are like your children. When you're leaving I always feel like crying. Parents spend the night with the children but we spend the whole day… The guilty feelings come, when parents are asking you "why you are leaving?". But sometimes it's very hard, because maybe you're moving for lots of reasons. Chelsea interview 2

Rachel talked about some of her experiences of emotional labour dealing with the team, parents and children. As a team leader she is responsible for the teachers in her room that becomes an added challenge in a middle management to keep up a professional front especially as an example to the team. She said:

> *The hardest part for me is dealing with my staff the putting on this emotional side of things. I've got to keep smiling; you have the parents, the kids and the staff as well. Rachel interview 1*

On the other hand Chelsea smiles at children as a way of dealing with stress. Chelsea found a way to deal with the stress and emotional labour by smiling at children and trying to portray positive emotions. According to Chelsea children's responsiveness to her is a source of motivation. She said:

> *Sometimes the only thing I feel like when you feel very tired ... think about the children's smiling to you. And everyday when you come to work they just give you a hug. So that's why I think I feel ok as teacher (laughs). Chelsea, interview 3*

Chelsea's belief was that smiling made a difference for coping with her stress at work, overcoming negative emotions and remaining cheerful.

<u>Analysis:</u> Teachers may engage in 'acting' the positive emotions towards children and like Chelsea, when this positive emotion gets internalized. It may become rewarding as children react positively to positive emotions displayed. Rewards are of different kinds not just monetary. Employees engage in their analysis of the 'cost' to the benefit' viz., what they perceive as rewards to ultimately give them either feelings of job satisfaction, job engagement or dissatisfaction and stress leading to emotional labour. The subtheme rewards is analysed in the next subsection with links to all the three themes of the emotional labour framework.

Subtheme Rewards-Tangible/intangible, Extrinsic /Intrinsic -R-TE/II (Themes: T.AdV, C/B JS & TBT) Summary findings and analysis

Summary Findings: *All the participants agreed there was no system of a regular wage review in their centres. It was also pointed out that their performance/ appraisals were not directly linked to wage increase. The participants felt they did not have a power or voice to raise wage related issues with the management.*

Analysis: This is significant from the lens of the C/B JS theme when an employee calculates how much effort has been invested as opposed to the returns.

For example, Geeta feels dissatisfied and demotivated with her wage rate that has not risen in the past seven years of working in a large corporate centre with multiple branches. She has been transferred within branches and has attempted to ask the management about a possible wage review but has been notified that the semantics and the fine print in the contract allows them (the management) to continue employing her without needing to increase her pay or conduct a wage review. Geeta explains this:

> *Pay is ... as the contract says that it 'may' be reviewed. There's a 'may' clause there. And you think that will be reviewed every year and when you go to ask for a rise they show us that. It says it 'may' so it may or may not. So the pay doesn't rise. It hasn't risen for the past ... for me in 7 years of work, only once the pay has risen by $1. ... In the contract when go back to see what they wrote because when you are employed they give a contract and they say it will be reviewed. It will be increasing but then there is you think it's will... it's may. That's a very tricky statement. Geeta, interview 3*

Analysis: Although the pay is not linked to performance, it is implied that if the performance is good, then the pay may increase. This was also what Geeta experienced when she approached management. This seems unfair and it is clear there is a need for advocacy and some answers from management with reference to her pay rate. In Geeta's case the management's response to her queries about wage review, have led to distrust and dissatisfaction as evident from conversations with Geeta. According to Geeta there existed more ambiguity around the links of performance measured via appraisals and pay rise. The appraisal system was one that didn't invite trust and felt like a way to ward employees off the questions of possible pay rise. Geeta explains:

> *When it comes to appraisals, the score is less. The management says ... no you are at this level... so there is still scope. So that means you will never get an increment. The appraisal stays at that same level doesn't go higher... the score. Depending on the appraisal then your pay will rise but it never*

> *happens. The appraisal according to the management, the supervisor, the team leader; depending on their moods sticks to ok, that number. We have a grading system. Geeta, Interview 3*

Rachel too is dissatisfied with the system of wage review in her centre and feels that it is important to get rewarded for performance and the pay needs to be reviewed on a regular basis. Unlike Geeta's centre, the pay is not dependent on the appraisal.

> *Unfortunately the pay review is not reflected upon performance which is quite weird and which is one of our current debates as to why it shouldn't be reflected on the pay. The owner doesn't want it to have anything to do with appraisals…. depending on funding and allocations how much money is left he ... yea you can get a pay rise... So as little as 20 cents to as much as $ 2. But not everybody gets a pay rise. Rachel, Interview 3*

Rabia, with eight years teaching experience, has been working in her current centre for five years. She too agrees that although she received minimal increments with increasing workload and responsibilities, there was no systematic wage review system. She is not hopeful of anything changing in the future. She said:

> *Even if I stay there 10 years and it's the same management, I know for the next 10 years I'm not going to get any pay rise, which won't happen-I won't be there for 10 years. Rabia, interview 3*

Summary findings: All the participants were committed to their work as ECE teachers and expressed their engagement with children and the relationships with parents as motivation and reward. They showed a strong commitment and a sense of responsibility to provide a high quality service but were dissatisfied with not receiving recognition for their efforts.

<u>Analysis:</u> Rewarding teachers in a fair and just manner would lead to *empowering* ECE teachers and foster a sense of wellbeing and motivation in the job that has positive outcomes for all stakeholders. The converse may happen if teachers accept that it is 'normal' to have unfair practices related to wages. This may either lead to

apathy, stress or burnout and other negative OHS outcomes. Geeta emphasises the normalisation point:

> *No reward for that only that we to complete on time, it's time bound. Yea, we're just doing that job. Yea …everybody is doing it. It's taken as taken for granted. It's normal to do at home. Everybody is doing it so you do it. Geeta, interview 3*

Analysis: Similarly Chelsea (interview 1) talked about normalisation of working without getting paid for extra time and effort invested. Chloe (interview 2) too echoes Chelsea's view of the 'normal 'practice of taking work home and not getting paid for the extra hours. Chloe accepts the management's reasons for not hiring extra teachers for support as a budgeting issue but doesn't seem to question this, possibly because it is a common practice in centres. This renders teachers without a voice to question this in today's current ECE sectors scenario of teachers' supply exceeding the demand, therefore teachers needing to keep their jobs secure for fear of displeasing the management and losing their jobs. This is a strong case for teacher advocacy and needs to be talked about, acknowledged which could result in positive changes introduced for improving the ECE teachers working conditions and rewarding them in a just and fair manner.

Summary findings: All the participants agreed that the workload was high and time bound and they sometimes needed to take work home e.g. documentation or work before or after hours to complete. All participants agreed that it was fair to pay for extra work completed in their own time needs to be paid by the employer.
Chloe stated:

> *I found it useful to work from home, BUT you have to be paid... From my experience when I was in that centre they were giving me too much work and expecting me to do everything and handle everything. I wasn't really able to carry on…the supervisor was saying… "Chloe, you could do some work from home that's what all the teachers are supposed to do" –And I was thinking…. That's not really nice we can of course choose to do it at home if we really have or willing to. But they were sort of thinking it was natural and you don't get paid. And really affects on your own life as well.*

> *It's not really balanced. So it's not fair. But I don't know how it works for others especially if they have big families. Chloe, interview 3*

Summary findings: Only one participant out of the six was paid once for working after hours

Chloe describes her experience:

> *It really worked for me to work something from home because the manager working with me at the moment. I was willing to do a beautiful wall display and it takes a lot of time and it was hard for me to do it on the floor because our centre closes at 3 o clock. I asked her if I could do some work at home and she was happy to give me some extra hours. And she paid for that and I achieved a beautiful work and it stays there in the front main board. Chloe, interview 3*

Analysis: Chloe felt satisfied that she was able to achieve quality work by investing extra hours and with the reward of getting paid. This also is an example of the employee feeling motivated with POS (Perceived organisational support) to achieve high quality work (Chen, Eisenberger, Johnson, Sucharski, & Aselage, 2009). Employee motivation leads to job engagement, a subtheme that is examined in the next subsection.

Subtheme: Engagement/ disengagement- Eng/Dis (Theme: C/B JS) Summary findings and analysis

Analysis: ECE teachers with the myriad variety of duties expected of them sometimes become demotivated and disengaged from their work. This could be one of the reasons why some teachers do not see themselves as ECE teachers in the next five years. Three of the participants are pursuing higher studies in order to change and grow in their profession or move to another profession linked to ECE. Rachel has started her qualifications in social work. She does not see herself as an ECE teacher in the future since she found it overall very stressful both physically and emotionally. Monica is completing her postgraduate diploma in Education in order "to climb the ladder". Monica has aspirations to use her skills and open her own centre. In her current centre Monica finds it challenging to balance her need for delivering a

quality service for parents and children or just settling for less than high standard in order to cope with the workload and completing the jobs on time. She relates:

> *Sometimes in my room like myself and my staff we often talk about the quality of care, are we actually giving these children quality care or are we just doing like active supervision like a referee…like make sure the children don't bite don't scratch, don't fight and we get through the day without any of that happening and that's a good day (slight laugh) that's not about like …oooh lets stimulate their thinking or this child is interested in this happening … … its so stressful in our room and you can feel that teachers are so stressed …but at the end of the day it feels like nobody is really listening…you know... they just keep shoving more children more children and if you do say something you 're looked as a black sheep…(and told by the centre director)" if you don't like it why don't you leave?" Monica, Interview 1*

It appears that the severe work overload and lack of management support is impacting on Monica's engagement and she is feeling burnt out and expresses a desire to escape from this situation and look for another job. Monica said:

> *Well … you know the reasons why I want to leave my centre…the nappy changes, high workload, the ratios etc. etc. you know last Tuesday we actually operated illegally. We had 31 children and only 5 staff when I talked to my manager about it she was like…. What should I do? She was like there's no staff available, and with the new children, both of them crying crying for the WHOLE day. Crycrycrycry. It was terrible! We were like sweating and we were like ...this is just too hard… where is my home time? And I felt so sorry for them (the children). Monica, interview 2*

At the same time Monica is personally invested in the job; she is 'engaged' and feels emotionally committed. She therefore feels a sense of guilt to leave the children and the family and worries about what would happen to their needs if she leaves the job. Similarly Chloe is personally 'Engaged' and committed to her job as an ECE teacher but finds it sometimes challenging to keep up the desired behaviour of 'smiling' in the face of other issues like a heavy workload. She understands her work is a responsibility to the children and the families but appears to be cynical about just the surface value of putting up a 'smile' and feels that she wants to actually

implement quality interactions with the children and the families. She admits to the challenges of actually being able to carry it all out with the heavy workload.

> *...and especially for the teachers it is important to smile I'm realising that. But smiling is not the final purpose. The final purpose is to work with the whānau. Work closely and for the child … but in reality… yea. Chloe, interview 3.*

Chloe reflected on her job and concluded that she is feeling 'satisfied' because it is better than in most places. This does not seem to reflect job engagement or organisational citizenship and may be because of the challenges associated with working with the variety of challenges that prevent her from actually producing quality work.

Analysis: Chelsea a committed ECE teacher is invested emotionally in the care and development of the children in her care. In that sense she finds her job engaging and rewarding but finds workload fatigue a challenge. Chelsea analyses the 'Cost' versus 'Benefit' (Theme: C/B JS) of her job as the fatigue in relation to the joy she gets from the children and her positive relationship with the team as the benefits. The subtheme 'Work engagement' thus leads to employees evaluating the Cost/ benefit (emotional labour theme) and either reaching a place of satisfaction or engagement Chelsea explains:

> *Every morning you feel really, really happy because when you come to the centre all the children come hug you and give you cuddles. Really, really happy when you see the children's smiling faces but after the whole day*
> *(sighs) working I feel very, very tired. Yea, for the ECE teacher … sometimes the centre chooses you to work there. But sometimes you have to choose the centre you want to work in. If you are not feeling happy, then it's very hard everyday to open your eyes. And if you are happy the physical tiredness you can handle it. Because you can still see that the team is good. Chelsea, interview 2*

Similarly for Rabia, Job engagement comes from her passion and interest in ECE teaching. Her interactions with the parents and the babies in her room keep her

happy; she looks forward to her day with a lot of joy and enthusiasm. Rabia relates how she handled emotional labour while experiencing highly stressful encounters with the Centre Director.

> *We can't go to a roomful of children carrying our negative feelings because children get the vibes but lucky for me the children were the ones who made me forget all these problems. I could put all these problems at the back of my mind. Rabia, interview 1.*

Summary findings: Linked to job engagement, all the participants said that they were motivated to work with children because they loved their interactions with children. Three participants said they "loved" children. All the participants said that they felt a sense of duty, commitment and a feeling to protect the children and be there for them as much as their commitment to providing a quality teaching and learning environment.

<u>Analysis:</u> 'Love' for children and for the work with children signifies a highly positive emotion enables teachers to experience 'work engagement and continue to work in the ECE setting despite other challenges they face. Emotional labour may be managed well or lead to stress or burnout depending on the teachers' individual situation and the dynamic combination of themes and subthemes in the emotional framework stress and burnout. Chloe too describes this and how her 'Love' for children keeps her engaged at work. She said:

> *I love working with the children, I always want to make the most of the moment with them. So I'm usually happy to do it, but If I'm tired or if I'm depressed about my personal situation, it really effects work. But as a professional teacher you don't really want to show it. Yea, that's a big challenge for me. Chloe, interview 1*

<u>Analysis:</u> Collaborative relationships with children, families, the team and the management will pave the way for holistic development of the child as well as teachers. Positive and professional relationships in the ECE environment contribute to job satisfaction and job engagement. Within the realm of teachers' relationships with the management and leadership, it is notable that these positive relationships

lead to mutual support, and especially to teachers gaining a voice (*T.Ad.V)* and feeling a sense of belonging, professional identity and organisational citizenship as a result of it. Teaching is chosen more as a vocation than a profession.

Teachers' sense of professional identity and being able to voice their concerns is strongly linked to the C/B JS theme as well as Theme 3 'Let teachers be teachers'. The subtheme 'professional identity has emerged from the C/B JS and the TBT theme and will be discussed in detail in the next section within theme 3 'Let teachers be teachers.'

Theme 3: Let teachers be teachers- TBT Summary findings and analysis

Focus theme TBT Theme Overarching question

How can teachers be teachers?

Ultimately teachers' working conditions will impact children and families. Therefore it is important not to let issues of teachers' working conditions in some centres remain unvoiced. Advocating for positive changes is the crucial next step. Rachel offers some pertinent solutions:

> *Offer more support. Take off the workload. Allow teachers to be teachers which is what they are meant to do. And take away for instance even small stuff… we've got kitchen duties. Have someone come and do that. Work with staff and maybe the manager should take on more roles.*
> *Rachel, interview 3*

It appears that some centres do not hire cleaners or hire cleaners on a part time basis and expect teachers to do this job. The teachers interviewed consider this unfair. Chloe said:

> *We have a professional cleaner but one of my friends was working somewhere they didn't have cleaners. So one of my friend she had to do vacuum for the centre because she was on late shift and she was pregnant… Yea. Chloe, interview 3*

Chelsea feels undervalued as a teacher. She is feeling demotivated and overwhelmed with the high workload that included cleaning jobs in addition to her teaching duties. She said:

> *I don't think I feel so valued actually. The whole day is very very busy …at least they (management) can get a reliever, so not only when one of teachers when they're but also do little bit cleaning and washing. Yes … and we focus on children Chelsea, interview 1.). You do some cleaning jobs-like vacuum...toilets, floor and cleaning the furniture before we set up activity for the next day. As an ECE teacher job we do lots of things. I'm not unhappy to do it but sometimes I feel very tired. We don't have too much time to finish everything. Lots of jobs not only focusing on one thing. Even when you're playing with the children you're taking the photos, right? You*

> *have to focus on their learning areas. You're just doing more and you still need to look after other children. Chelsea, interview 2*

Analysis: Although Chelsea is stressed and really fatigued with her high workload that she perceives as unrealistic and unfair, Chelsea has a strong sense of duty and doesn't waver on her commitment to doing her best for the children. Chelsea "Loves" the children in her care according to her and is concerned about avoiding accidents that may happen when teachers are run off their feet with so many different jobs.

Similarly Rachel felt that ECE teachers are overloaded with an unfair workload. She also felt that there were demands from some parents that were unfair. This may be due to the nature of the ECE teachers' job design wherein it is a 'normal' and expected that they will be able to complete all the jobs allocated without question *(normalisation)* and in some cases without support from management.

Summary findings: All the six participants when asked about their dream centres said that their dream centre would have above minimum ratios to support teachers to do their jobs effectively as teachers.
For example, Chelsea describes her dream centre:

> *Sometimes money is important but I think if you want to open a new centre you should pay attention to the children. You should really spend time and money to buy the furniture, equipment. We should have more than the ratio. It's good for the children... in my dream centre, ECE teacher will be doing the job of an ECE teacher doing mat time, portfolio whatever. Everything linked to being a teacher. And so maybe hire relievers to do the cleaning jobs and other jobs. Chelsea, interview 3*

Summary findings: All the six participants felt that non-contact time allocated was sometimes insufficient for completing all the learning stories to a high standard
Rachel talked about the challenges of trying to complete all the jobs while trying to produce quality learning stories and documentation. Sometimes non-contact time allocated may not always be sufficient for teachers to complete the learning stories

to a high standard or to assess children's learning and development in a meaningful manner. She describes her frustration:

> *There's a lot of other things that go on and like doing our evaluations, all that stuff that has to happen it's not just sit down and write learning stories non-stop. So I think for that's the most stressful part of the job. … Sometimes you're just doing it because it has to be done not because it's meaningful. Rachel, interview 1*

Geeta too felt that the non- contact time was insufficient for learning stories and paper work. Geeta did not see any point in approaching management about this issue since she felt that the centre would not hire a reliever because they do not want to spend that extra amount on wages. She said:

> *I don't think that's possible here because its mostly money making management. Geeta, interview 1*

Analysis: As linked to subtheme WL (Theme 1 T.Adv) it is crucial to let teachers be teachers and support them to provide a high quality of care and education for Tamariki. If teachers are overloaded with a large number of housekeeping and cleaning jobs and they are stressed out trying to complete these jobs, there could be negative outcomes for the teachers, children and families. Teachers may suffer stress, low self-esteem and high emotional labour when they are unable to do their job as teachers. It is important to design the teachers' job (subtheme: job design) carefully taking into account the jobs that ECE teachers identify as their professional teaching. The subtheme 'Job design will be analysed in the following section.

Subtheme: Job design/Allocation- JD/A (Theme: TBT): Summary findings and analysis

Summary findings: All the participants felt that they would prefer time to be teachers (TBT) and focus on quality care and teaching that would do justice to their training and qualification, to other jobs that included housekeeping duties.

All 6 participants voiced their commitment and passion for their work as ECE teachers but felt that they could provide better quality care, education if the ratios were more than the minimum and if they had more time to do teacher related tasks and less housekeeping and cleaning jobs. Rachel makes this point while emphasising the difference between the jobs for example, the importance of 'caring jobs' that build quality interactions with children. She suggests:

> *I understand they say nappy changing can be seen as a learning moment maybe not a chore but outside play... you got to rake all the bark, rake all the sand. It's such a strenuous job. Just get a gardener to come and do this. Instead of me wasting 45min of my day like this I think there needs to be priority given to how teacher spend their time. They talk about meaningful learning and meaningful this and that but they need to ensure that the teachers have time for these meaningful moments. Rachel, interview 3.*

Analysis: The job focus of an ECE teacher is to provide a learning environment that enriches children and allows them to grow and develop to their fullest potential. When teachers have quality interactions with children they learn more about the child. It not only encourages children's learning but also makes them feel safe, valued and able to use the critical period of learning in the most optimum manner. Children are not hurried from one activity to the next in a noisy and chaotic environment where teachers are stressed with work overload. The job design of an ECE teacher needs to take this into account as well as the time needed to document and assess children's learning and plan the next steps. Chelsea feels disappointed that her university training and study is not being fully utilised in her job. She said:

> *We need to spend more time to do the portfolio and have a good quality of portfolios. I think we need to do more planning, focus on children's portfolio but we do too much cleaning I think. We only got 8 hours one day so we can't do everything by ourselves.... I think we need to focus more on the children and learning. Otherwise it's just like umm we study in university but we are doing the cleaning job. So why are we studying?! (laughs) we spend 3 years to get a degree 2 for registration ... So its 5 years. Chelsea, interview 3*

Chelsea aspires to achieve 'quality' but finds it is a challenging with management expectations of learning stories output without increasing the time allocated. She questions workload versus quality:

> *How can you do 18 children's learning stories, how can we get the quality?*
> *Chelsea, interview 1*

Summary findings: All the participants wished their ideal dream centre to have more than the minimum ratio for staff. This would enable them to focus on being teachers and provide quality care and education for the children

Analysis: For quality care and interactions the following is required:

The management needs to work collaboratively with the teachers and help implement an effective job design with more than the minimum ratios of adults to children i.e., hire more teachers or aides for non-teaching duties so that teachers have sufficient time and support for extending and enriching children's learning and with quality interactions.

Teachers to be given sufficient release time for planning and documentation. As Chloe explains:

> *Ratio definitely affects on how daily routine goes, ... So that could be one of the solutions because children always want attention from adults. And if there are more adults –relievers or teachers, they will be having quality interactions and better relationships.... Chloe, interview 2*

Analysis: Even with one extra teacher on the floor it could make a significant difference in the quality of interactions, quality of observations, learning stories and job designs that cater for the extra help on the floor above the minimum ratio create a supportive environment conducive. Rabia explains:

There is so much housekeeping happening in early childhood. … … Yes and that would free us qualified teachers …We can focus more on the learning and development, the progress of learning of the children I suppose that would be more helpful… I don't think any childcare centre has that provision where they provide... so ok you've got sick children today so you'll get extra staff for the week … and that takes one teacher off the floor. Rabia, interview 2

Chelsea too feels that an extra person would make a positive difference especially with the nature of the job where teachers are constantly on their feet. She said:

When we are really really busy so sometimes I feel we need more staff (laughs). But I know the ratio is legal minimum ...I'm thinking aaahh (sighs) we need more! We have only got 2 eyes and 2 hands (smiles) and we always running around. Chelsea, interview 2

Monica talked about the challenges of trying to achieve quality interactions and quality documentation while working on minimum ratios and points out the overall OHS costs to teachers working in stressful environments that are rushed and their working days filled with a myriad of unnecessary jobs allocated by the unsupportive management. She emphasises:

The ratios don't allow for quality or for professional conversations the ratios don't allow for supportive environment… the amount of change that …staff changeovers, like every couple of months we have new staff through the centre...nobody wants to stay there. It's stressful, physically demanding like on our roster everyday there's so much cleaning to do, sweep outside, pack away outside clean inside the room, put all the toys away…which happens in every centre... It's so demanding you know! It's just physically draining, emotionally draining, mentally draining! (slight laugh). Monica, interview 3

The release time off the floor and working with children is commonly referred to as the non-contact time. In the case of private ECE centres, the non-contact time varies but is usually around 1-2 hours a week for teachers and another hour for team leaders. It was found that this is not sufficient time for teachers to complete documentation and write quality learning stories and teachers and team leaders had to work either in their break or take the work home to complete.

Summary findings: Five participants felt that the time allocated for non-contact to write learning stories was inadequate.

Analysis: The ECE teachers' job design ideally would allow for sufficient non-contact times for teachers to complete documentation and writing learning stories along with other jobs like setting up the environment, planning meetings, assessment of children's learning, self-review tasks to name a few. It appears that the non-contact time is one that is standard to the centre and is allocated by the management and the teachers follow it. The duration of non-contact time varies within centres and sometimes without taking into account if there are more number of children enrolled, therefore more learning stories and documentation to complete. In this case the non-contact hours allocated for each teacher may remain unchanged unless teachers raise the issue with management. Some teachers feel a sense of powerlessness to voice their issues to the management and feel that it is a 'normal occurrence in most centres that the onus of competing paperwork lies with the teacher. Chloe feels the pressure of the expectation from the management/ leadership to complete documentation and learning stories but finds that the job design doesn't allow for sufficient non-contact time in order to complete all her allocated work. She explains:

> *Ummm I don't know I'm not that brave enough to stand up and talk because most of the other teachers they just keep quiet and trying to work hard,' I'm quite sensitive person I feel like the manager or head teacher they want me if they want me to do something more and just finish it off, I can't really just ignore that. Chloe, interview 2*

Analysis: Whether the documentation is completed within the allocated non-contact time or completed in lunch breaks or in teachers' own time at home or before or after work, the management didn't seem to bother about it or address the problem nor pay teachers overtime for work completed after hours. This raises the question whether the management actually cares about the teachers' wellbeing with such unrealistic expectations. Chelsea talks about the need to consider ECE teacher's human needs and limitations and said:

Early childhood teacher also a human...need time to write…Learning story is part of their job and they need to contribute I know … Actually I always bring it home but I saw some of the teachers they're doing during lunchtime. Chelsea, interview 1

Monica is frustrated with the pressures of the heavy workload and seems to find no solution to the problem. She clearly expresses her frustration with the situation:

My team do up to 10-15 children and 2 learning stories per child, and you have 2 hours the non-contact is constantly disrupted with either the manager is coming in to ask something, the teachers coming in someone needs something from the printer … it's just so crazzzy …qualified toilet trainers, qualified cleaning S*** out of undies (both laugh) the last week and the week before that I had chaos with 30 children, I had 10 children that were on toilet training. So the parents are bringing them in in their undies, and we just had like poos and wees all day long everyday … I was just like… this is just crazy! We actually need another reliever to come in and actually spend time taking children and putting them on the toilet. We don't have the time! Monica, interview 3

Analysis: It appears that some private centres may compromise allocating sufficient non-contact time due to financial reasons of saving money. They may choose the option of their staff coping with completing documentation in their own time that is unpaid over on hiring extra teachers to cover the ones on non-contact in order to stay on minimum ratio. As Chloe explains:

We couldn't really complain because it's the company, the centre's policy and I agree that some people would finish it on time if there writing skills are quite fast but still you got to do other jobs for the classroom as well in non-contact hours too. Wasn't enough, we couldn't really do much about because of the ratio. They couldn't really afford that teachers have a more hours per day non-contact like saving money … like some centres call relievers to cover teachers' non-contact but we are not having that here. Chloe, interview 2

It appears that it is a 'normal' practice (*normalisation*) for teachers to work extra hours since the time allocated is insufficient. Chelsea questions quality practices in relation to workload and job design. She asks:

> *How can you do 18 children's learning stories, how can we get the quality?*
> *Chelsea, interview 1*

Similarly Rachel, a team leader describes the stress inducing job design that allows for only limited time to complete growing workload of documentation. She describes it as follows:

> *Like I've got 12 kids in a month (for learning stories). And yes I get 2 ½ hours*
> *a week, but in that 2 ½ hours I'm also doing other stuff. It's not just learning*
> *stories. Planning for my activities. Planning for my group …there's a lot of*
> *other things that go on and like doing our evaluations, all that stuff that has*
> *to happen it's not just sit down and write learning stories non-stop. So I*
> *think for that's the most stressful part of the job. … Sometimes you're just*
> *doing it because it has to be done not because it's meaningful. Rachel,*
> *interview 1*

Geeta too felt that the non- contact time was insufficient for learning stories and paper work. Geeta did not see any point in approaching management about this issue since it is the accepted norm in most centres to get 1.5 hours. Although it does vary, Geeta did not want to speak up about it since it is what all the centres within the chain that she works for have a common policy for non-contact hours. She also felt that the centre would not hire a reliever because they do not want to spend that extra amount on wages. She asserts:

> *I don't think that's possible here because its mostly money making*
> *management. Geeta, interview 1*

Analysis: The participants' narratives and the interviews revealed management practices of job allocation that urgently called for the need for improvement. Improving the job design would aid and empower teachers to provide quality service

for the wellbeing of the children as we'll as increase job satisfaction and engagement. The organisation's management /leadership has an important role in designing an effective job design that is supportive and rewarding for ECE teachers and allows them to do their jobs as teachers and feel satisfied and rewarded by their work. When employees feel adequately rewarded for their contribution, they feel a sense of belonging and a positive professional identity as they take pride in their work and as being a part of the organisation. The subtheme Professional Identity/ image will be analysed in the following subsection.

Subtheme: Professional identity (PI) (Theme: TBT, C/B JS & T.AdV)
Summary findings and analysis

The participants via interviews and narratives tell the story and experience of 'professionalism' and their perception of 'professional identity/ image as ECE teachers.

Summary findings: All the participants agreed that there is a power imbalance in the ECE sector and teachers are expected to be 'professional", and this expectation of being 'professional was sometimes blurry and there was too much expected of the teachers without considering other supports given to them. This was impacting their professional identity and how they viewed their work as an ECE teacher. One of the participants suggested that all the criteria in "being professional" outlined in the teacher registration manual and other guidelines may be achieved collectively as a team but very difficult to achieve them all authentically as an individual teacher. All the participants question the concept of professionalism and professional image.

Analysis: Rachel (interview, 2) feels that there is a power imbalance in the ECE sector and teachers are expected to be 'professional" at all times but there is a fine line between being professional and being servile. These lines of differences are sometimes blurry. This corresponds to the negative connotation of the subtheme ' Professional identity' wherein teachers may feel a pressure to perform 'professionally' without effective and adequate leadership support. It could also

relate to the teachers' perception of a power imbalance; in the fact that they are unable to voice issues and need to follow the most times unwritten norms/ expected set of behaviors set by the manager/management often unquestionably.

Rabia (interview, 2) too feels there are power imbalances in the centre with the dominating and bullying behavior of the centre director who causes her to question her own professional identity and suffer feelings of demotivation and dwindling self confidence in her abilities as a professional teacher.

Analysis: Professional identity is also about a teachers' self-efficacy and feeling valued in her role. Unprofessional behavior and lack of support from the management/leadership puts this image at risk and the outcomes are negative, leading to high emotional labour stress and challenges to deal with it. Especially in Rabia's case, she relates how difficult it was for her to get back to her room and face children, parents and her team after a negative encounter with the centre director. Rabia was just two minutes late back from her lunch break and the Centre director scolded her in front of other staff, Rabia felt that this was disrespectful and unprofessional. Rabia emphasizes this in her narrative as follow:

> *I felt shamed, angry and upset. The centre director had never acknowledged it when I did not take my tea breaks, or took shorter tea or lunch breaks. She never acknowledged it when I went in early in the mornings to work or when I left late. But she always made sure she picked on the negatives. I had explained and apologised for it. And it is not a regular habit of mine to do so. I am very strict on being punctual myself. Rabia, narrative 2.*

Analysis: It appears from the interviews that this unprofessionalism and/or lack of leadership/management support could be one of the reasons why ECE teachers may not feel valued and therefore this could affect their job satisfaction, pride in their work and professional identity. Rachel discusses the expectations from teachers to be 'professional and the blurry meanings of the term:

I think people expect us to be professional. You have to be knowledgeable, ummm expect us to do this or that… there's a fine line between being respectful and being what's the word…obeying. There's a difference between saying I respect your decisions, your (centre) policies or no you <u>have</u> to listen to me. You're in my service.... lots of people can cross that boundary very easily (Rachel, interview 3).

Analysis: It is interesting how Rachel has used the word 'obeying' and this seems to reflect some of the ambiguous expectations for teachers to be professional or just tow the line since in the current market employers have more choice and power than employees. This is why the participants have felt comfortable to confidently voice their issues of emotional labour via this research since it would have otherwise affected their relationships with the management had they done the same at work. Geeta questions the professional identity of her role as an ECE teacher.

It gives you a sad feeling and like what's this job about? You start questioning yourself. Like are you doing the right thing… or… for yourself? Are you moving forward or what's happening as a profession whether it's a … it should be … a profession should be … it should be which you enjoy. And these situations arise then you feel very bad about it. So makes you feel like why am I here? Geeta, interview 3.

Chloe talks about feeling disempowered in the current scenario of oversupply of teachers in the sector. She appears willing to accept the situation for the sake of holding her job. Chloe said:

Finding a job, look getting a job in ECE sector is much more harder now, so you don't want to lose your job or soon. Of course you will leave if you don't really like everything and if you hate it and can't handle it anymore, of course you going to leave it; you kind of want to hold on to it till last. Chloe, interview 2

Analysis: With teachers in some centres being expected to do a myriad of jobs within their working day that are not always related to teaching but housekeeping, cleaning, managing large groups in poorly resourced work environments, some teachers may feel a lack of pride or feel that they are cleaners and babysitters. (*TBT).*

These feelings of stress due to negative outcomes for their emotional labour could be the result of unsupportive team or management or monotony in the job. From the data and from my own personal interactions with teachers in my professional experience I found that most ECE teachers view their profession as a vocation and take pride in their membership (*professional identity/image).*

As Chelsea explains:

> *The positive experience like I think most people would choose to become an early childhood teacher you truly love to stay with the children and make a difference…otherwise you can't survive in early childhood centres." Chelsea, interview 1*

Sometimes this pride in belonging may be due to a much acclaimed quality driven organisation that reflects the teachers' philosophy. In some cases though this professional image is marred by the teachers' experiencing sheer fatigue and a powerless feeling of needing to stick to the job because the ECE scenario at the current time is that of oversupply of teachers.

Based on the findings and analysis in data analysis part 1 and part 2a, a tabular summary analysis with ECE implications will be presented in data analysis part 2b

Data Analysis part 2b - Summary analysis and implications

The following table will provide an overview of implications and summary analysis based on the data analysis in part 2a and within the emotional labour framework. Although the tables demarcate the themes and the implications, they are closely interlinked depending on the context.

Data analysis summary and implications

Theme& subtheme	Implication & summary analysis
Teacher Advocacy & Voice	*Empowerment:* A positive sense of empowerment contributes to reducing emotional labour; enriching relationships with all stakeholders as well as trusting and safe work environments, where teachers have a voice and feel valued as teachers is therefore important (Empowerment). This may be achieved, as discussed by participants, when Management/leadership provide adequate and professional support (Leadership/management support), give voice to ECE teachers and value the issues raised in the areas of teachers' workload (subtheme), work environment (subtheme), and work life balance (subtheme).
Workload	*Stress and demotivation:* In cases when teachers with an unfair *WL* may perceive lack of support from the management, and challenges in managing the emotional labour.
Leadership /management support	*Feeling Disempowered:* Lack of voice, low support management leads to teachers may feel powerless and carry on their duties while attempting to disguise feelings of demotivation, frustration, and powerlessness. This may lead to *emotional dissonance* (refer to literature review) *Feeling valued:* In an environment where it is safe for teachers to communicate with managers and leaders who are accessible and their voices are heard. *Professional and personal growth:* In order for teachers to feel motivated and valued, supportive leadership/management will provide resources and tools for professional growth. This will also lead to personal growth and reduce emotional labour and teacher turnover. Thus ensuring a safe and stable environment for teachers, children and families.
Team support	*Open communication:* In a supportive team, members enjoy open communication and are able to talk to each other openly regarding stressful encounters with some parents that invoke emotional labour. *Reduces emotional labour*: Talking it out or venting may help alleviate the negative effects of having to keep the stress bottled up inside. It may also give a feeling of

Work life Work environment	belongingness within the team. An assurance of team members' support in implicit ways can be relied upon at times of stressful emotional labour inciting incidents. Low support within teams may lead to high amounts of stress and emotional labour that may overall have negative consequences for all stakeholders and OHS outcomes for teachers. _Better outcomes for children_: TS is crucial for the effectiveness of the ECE programme to achieve best outcomes for children, to maintain open and professional communication with parents, for teachers to be able to carry out their duties effectively and harmoniously. _Professional growth:_ Teachers learn and grow in an atmosphere of trust and mutual support. _Lower staff turnover:_ thus providing a stable environment for Tamariki. If employees have a strong team that enriches and supports them, they may be less likely to move jobs for a better pay rate. TS within the subtheme _Relationships_ and theme _C/B JS_ is a crucial component when employees evaluate the values and advantages of their job. _Negative affect on relationships and job performance:_ Heavy/unrealistic workload may affect teachers' work, their relationships and interactions with parents, children, the team and the management. _High emotional labour:_ workload subtheme emerged as a strong contributor to negative and high emotional labour due to some high, unrealistic and punishing workloads. Low leadership /management support added to emotional labour and stress. _OHS outcomes:_ Teacher advocacy and voice is crucial to implement positive changes for teachers' working conditions e.g. workload. Research indicates that the common outcome of the sometimes ambiguously defined and changing workload created a sense of tiredness or fatigue (Yongkang, Weixi, Yalin, Yipeng & Liu, 2014) at the end of a working day. _Burnout and/or physical exhaustion and other related physical illnesses might occur when teachers are faced with ongoing heavy and unrealistic WL, unhealthy and stressful WE._ This sometimes affected teachers' home life and jeopardised work/life balance; teachers found it challenging to be fully present with adequate energy and engagement for their families and personal pursuits after a long and tiring day at work.
Cost Benefit, Job Satisfaction	_Job satisfaction and benefit will be higher_ if the ECE teacher has good relationships with children, parents, the team _(TS)_ and management (_LA/MS_). In the ideal scenario, the ECE teacher has meaningful and professional relationships with children, parents, the team and management. But this is not always the case. In some instances a teacher may have a challenging relationship with

Relationships	management, but an excellent relationship with children and parents. This may outweigh the problems with management and the teacher may feel satisfied and engaged. This may lead to reduced emotional labour.
Job Engagement/ Disengagement	*Emotional labour may be reduced:* Linked with C/B JS good relationships with parents, whanāu (extended family or community) and children may also boost the feelings of job satisfaction. The teacher will see as 'benefit' the cost of investment of emotional energy and engagement with children and parents despite challenging issues with management. *Motivated and engaged teachers make better teachers* and are able to provide a happy environment for children and their interaction with parents will also reflect this positive OHS outcome. On the contrary, stressed and disengaged teachers may experience burn out syndrome and other physical effects of stress and negative OHS outcomes that could be either psychological or physical or both. This is illustrated in the findings from the participants'' narratives and interviews.
Professional Identity	*Extrinsic or tangible rewards are not the only motivator for teachers.* *Sense of Professional identity:* If ECE teachers are rewarded with fair pay and a professional review system, they may feel a sense of achievement, professional pride and a sense of belonging to a professional organisation. This aspect of the subtheme is related to the theme TBT under the subtheme 'Professional Identity/image.' *Positive PI/I:* In the context of emotional labour framework, it is suggested that Professional identity is linked to job satisfaction; negative image may lead to low job satisfaction hence there may be difficulty coping with emotional labour (*Theme: C/B JS).* Within this analysis this subtheme of professional identity has emerged as both a positive and a negative outcome. Professional identity in the context of this analysis is the feeling of privilege and honour to belong to a professional as ECE and the knowledge that it is about making a difference to the lives of the children and society. *Negative PI/I:* It is suggested that a combination of one or many subthemes in the emotional labour framework may cause the negative PI/I. e.g. poor unsupportive leadership, low rewards, work overload. Negative connotations of professional identity may
Rewards	result in the following outcomes: -Sense of alienation to the place of work, disconnection, and/or disengagement. -High stress levels, increased emotional labour, poor management of emotional labour -Negative OHS outcomes for the teacher, the children and the family as the teacher may not be able to function in an optimum

	manner in her service role. *Loss of voice in the name of 'professionalism:* From the T.AdV lens, teachers need advocacy and voice to get the rewards they deserve in the form of fair pay rates and a system of pay review that does justice to the work they put in and to their qualifications. Teachers' voice is sometimes lost in busyness of performing their duties. In the name of 'professionalism', teachers' voices remain buried under all the 'shoulds'; a perceived lack of power in voicing money/wage issues remains rampant. Some of these issues may be: -Unfair wage practices, with ambiguity around contracts -Lack of a clear and fair system of wage review -Teachers getting underpaid with a lack of voice to take it up with the management -Teachers' lack of awareness of the sector pay rate and -Lack of a platform to discuss this if the teachers are not members of a union
Let Teachers be Teachers **Job Design** **(Rewards & professional identity are and are also included in T.Ad.V and C/B JS themes)**	*Fatigue:* ECE teachers' job design is in some cases inundated with a variety of 'other' jobs. Some of these may be cleaning jobs, housekeeping, outside area clean up and teachers may find it challenging and fatiguing and struggle to meet the demands for the actual teaching and caring jobs. *Stress:* It was found that trying to meet the demands of the work allocated while trying to be ethical and conscientious; providing a quality service to the children in a highly regulated and chaotic environment results in negative OHS outcomes for ECE teachers viz., Stress. *Increased emotional labour:* An unrealistic and unfair Job design may lead to difficulties in coping with the demands of emotional labour that accompany the job. In this scenario teachers may struggle to maintain the organisationally prescribed demeanor that is positive, friendly, cheerful and 'professional'. An ineffective or unrealistic Job Design/Allocation with a heavy workload may lead to fatigue and low job satisfaction *(C/B JS)* resulting in stress and /or burnout (negative OHS outcomes). Teachers may find it more and more challenging to coping with emotional labour.

Chapter conclusion

This data analysis chapter presented the findings and analysis from the interviews and narratives of participants. Part 1 introduced the emotional labour framework with definitions of the components. This was followed by an examination of theoretical links within current literature to the emotional labour framework. The framework formed the backbone of the analysis in parts 1-2. Part 2a was the crux of the analysis with data from participant's quotes and narratives examined and analysed within the emotional labour framework. Part 2b provided an overview with a consolidated analysis and implications of emotional labour in the ECE teacher's work environment.

The Discussion chapter will follow next with an examination of all aspects of the process of this research including summary findings, key lessons learnt from the research, revisiting and deconstructing the emotional labour framework.

Chapter 5: Discussion and Conclusion

Figure 20 Discusssion & conclusion chapter signpost

Chapter introduction

As Figure 20 shows this final chapter will start by revisiting and deconstructing the emotional labour framework. This is followed by a proposed working theory of the emotional labour framework (as a part of the deconstruction process) for practical application within the ECE context with the aim of providing a meaningful summary of the findings in the light of current research and future implications for this study. A summary of the key findings from the research on the emotional labour experiences of ECE teachers will be presented next, followed by some important lessons learnt from my experience of the research as well as the participant's' voice on their views and experience of this research. Research limitations and contributions will be reviewed followed by some potential implications of this research in the ECE sector. Finally the concluding remarks will encapsulate the research experience and hopes for the future in the ECE sector.

The emotional labour framework

The emotional labour framework developed, guided the data analysis in this research. Each of the components was reviewed and analysed within the data analysis chapter with supporting evidence from the participants' quotes and narratives. This section will revisit the emotional labour framework from the operational lens, and as a takeaway from the research, will re-examine and deconstruct the proposed theoretical model. The framework may be useful as a theoretical model to understand emotional labour in the ECE sector as well as a guide for ethical human resource practices in the ECE work environment.

Figure 21 Emotional labour framework deconstructed

As seen from Figure 21 emotional labour forms the central focus of the framework; The surrounding components in the framework are conceptualised to work dynamically and within different combinations to result in outcomes of different kinds, linked to the central star, emotional labour. The framework has an ECE focus but by following the core principles of operation, may be modified to work across other disciplines too. The framework is also dynamic and variable, and therefore it may be used to understand emotional labour as well as to find strategies to deal with it.

The blue circles Teacher advocacy & voice (T.AdV), Cost benefit, job satisfaction (C/B, JS) and 'Let teachers be teachers' (TBT) around the central focus point 'emotional labour' represent the three main themes that emerged from the data collection in

this research. The blue boxes surrounding the themes are the subthemes, while the circular text wrapped around, in the yellow circle and outside the circle, represents the outcomes of emotional labour viz., OHS outcomes, empowerment, disempowerment, normalisation, outcomes for parents, children and teachers.

The framework is interconnected and works dynamically; many different combinations of factors may be linked to lead to emotional labour. T.AdV was the main theme that emerged since it is strongly linked to all the other components. Some examples of how the emotional labour framework may work are listed below:

- High workload (one of the subthemes) leads to low work-life balance and high emotional labour. This may have negative OHS outcomes, feelings of disempowerment and affect teachers' wellbeing and job performance that in turn, affects the teaching environment, interactions with children, parents, and/or the team (subtheme team support) and management. T.AdV then plays an important role, as it is important to advocate for teachers' wellbeing and improved working conditions.

- However if workload is managed better with team and leadership support, e.g. with better and more efficient work designs (subtheme: job design/allocation), teachers' feel more valued and their voices heard, and experience a positive sense of professional identity. This may lead to lower stress and lower emotional labour. Better OHS outcomes are also possible, with motivated (job engagement and rewards) teachers feeling empowered (outcome: empowerment). Higher performance may also evolve, as teachers get more time and are driven to produce quality learning environments for Tamariki and have better relationships with parents and whānau (extended family or community).

- With the C/B, JS theme, teachers may perceive a strong team (team support) and/or management support, and improved relationships with children and parents as 'benefits' as evaluated against 'costs' of effort invested. For example, low management support for teachers' professional development and low pay rates would compare as a high 'cost' for the efforts invested in

terms of teachers' physical, mental and emotional investment in caring and teaching children. These 'costs' may lead to high emotional labour and stress. But, this point is debatable if teachers' emotional investment and attachment to the children overrides poor working conditions (high workload, poor ratios, less time to impart a quality curriculum and interaction with the children). If teachers take (accept) these conditions to be the 'norm' (normalisation) with the current oversupply of teachers and scarcity of jobs available, greater emotional labour is experienced. Despite high stress, poor OHS outcomes, and/or disempowerment, teachers may continue to stay in the job without speaking out (lack of voice). The likely impact creates further negative OHS outcomes as well as negative effects for Tamariki. T.AdV and TBT (high workload, teachers unfairly overloaded with non-teaching jobs) themes are linked to this situation, as teachers need to have voice and advocacy to feel fully supported to impart a quality curriculum and have better working conditions.

- Conversely 'benefit' is perceived as high along with job satisfaction and job engagement as a higher order benefit when evaluated against the cost of effort expended for the job, if the work environment is one where teachers feel a sense of value and belongingness. A positive professional identity is also a perceived benefit for more highly engaged teachers who, are supported by the team and management. While pay is not the most significant indicator for job satisfaction, an appropriate pay rate gives the clear message that the employee is a valued team member. Coupled with engagement and passion for the work as ECE teachers, this example (as above) is a winning combination with positive outcomes for all stakeholders.

A significant outcome from the development of the emotional labour framework is its potential for operating on many different levels and with numerous combinations of factors that affect the emotional labour experienced by the ECE teacher in the work environment. The options outlined above are certainly not exhaustive, but examples of possible ways to understand the framework. Different results, positive

or negative, may be obtained depending on the play of a multitude of factors in the multiple contexts and lived realities experienced on a daily basis by the ECE teachers.

Key findings and lessons

Starting point: The research question: *What is the role of Emotional Labour in the work of Early Childhood Education (ECE) Educators?*

Current literature linked to the research question. How was this explored to situate the question and move forward?

There is a paucity of literature related to emotional labour in the work of ECE teachers. The literature review for this research exploration was supported by comparative studies (e.g. nursing profession, primary school teachers), cross-disciplinary research findings and theoretical links served to provide a background for this study to take off.

From there to here: The findings of the research were a result of direct interactions between the participants and me as the primary researcher. Participants delved deep into their emotional labour experiences (Hoschild, 1983) after clarifying the meaning of the research question, dialoguing and interview conversations. Nuances, narratives and experiences from the participants have thus been captured on a deeper level from their multiple lived realities (Guba & Lincoln, 1994; Krauss, 2005) of emotional labour for this qualitative research study (summary findings in data analysis part 2b).

Key findings from this research:

Finding 1: Empowered teachers experience lower stress and emotional labour. When teachers have a voice that is heard and valued, they feel empowered by supportive leadership teams and managers. Empowered teachers are less likely to face negative OHS outcomes and more likely to stay longer in their jobs; thus resulting in sustainable and stable environments for the children.

Finding 2: Top down management strategies with minimal support often leads to high emotional labour and stress. Top down managers were identified by their lack of support for teachers' workload planning, leading to high workloads and teacher fatigue. These unsupportive working environments are also characterised by a lack

of professional growth opportunities, emotionally unsafe environments where teachers' voice is minimal and a perceived fear of reprisal if teachers speak up on relevant issues linked to work conditions, professional growth or quality environments.

Finding 3: In high quality work environments where teachers feel valued by management, teachers are provided more opportunities for professional growth. Additionally, teachers are better engaged, have a positive professional identity, take pride in their work and invest positive emotions in their work. This results in lower emotional labour and stress.

Finding 4: Unfair and heavy workloads can lead to demotivated teachers and high emotional labour with possible negative OHS outcomes. This also has the likely potential to lead to stress/ burnout/ poor work-life balance.

Finding 5: In this research, unfair pay rates, high workloads, and poor working conditions have been shown to make teachers feel undervalued, overworked and unrewarded, leading to high emotional labour and stress.

Finding 6: Talking and 'venting' about emotional labour experiences helps alleviate some of the negative stresses linked to emotional labour. However continuous and intense stress from emotional labour will have negative OHS outcomes and negatively affect teachers' interactions with children and parents. A supportive team (with open communication and team members who empathise and help each other) strengthens teachers' ability and resilience to face emotional labour if experienced from other sources e.g. parents or management. Supportive teams (data analysis subtheme: team support) also motivate teachers to remain in employment in the same centre (lower turnover), as teachers evaluate the cost benefit outcomes positively viz., cost equated to teachers' labour versus benefit of a strong and supportive team. A supportive leadership team would significantly tilt the benefit in the cost benefit analysis and teachers then feel valued and supported in their emotional labour experiences.

Finding 7: Revelations from the interviews and transcripts also highlighted that job satisfaction is higher and emotional labour lower when teachers have good relationships with management, other team members, children and parents. Even in situations where teachers experience poor management support, if they have good

relationships with parents they are likely to experience less emotional labour and stress. However this may vary depending on other factors like pay rate, working conditions, workload and the level of tension (power imbalances and lack of voice) with the management.

Finding 10: Work overload stress and high emotional labour is also caused by teachers working a myriad of non-teaching jobs e.g. housekeeping /cleaning duties. These non-teaching duties prevent teachers from fully engaging in the main job of teaching; caring for children and providing the best possible learning environments. Such working conditions arise when centres do not adhere to minimum standards or /and teacher to child minimum ratios. As a result, teachers are forced to complete jobs outside of the working day; work on weekends or through lunch breaks, and work extra unpaid hours to complete documentation and cleaning jobs on time. Consequently, teachers experience negative effects on their health and job performance is impaired.

These findings are linked to the following lessons from this research study:

Key lesson 1: In order to reduce emotional labour and negative OHS outcomes, the AMO (Ability, Motivation, Opportunities) theory may be applied (Boxall & Purcell, 2008) within the ECE teachers' work environment. The AMO theory may be applied when teachers' abilities and potential is recognised and valued; a work environment that is conducive to motivating teachers to reach their full potential, with ample opportunities for growth and professional development. This would result in better performance due to lowered stress and emotional labour, and therefore has positive outcomes for teachers' performance, as revealed by participants' narratives of the instances of working with supportive management. These examples emphasised the value of leadership support as linked to emotional labour. An emotionally sensitive leadership style (subtheme: leadership support) where teachers' voice was valued reduced emotional labour and motivated teachers to perform at an optimum level (subtheme: job engagement).

Key lesson 2: The interviews and transcripts revealed that emotional labour experiences could take place due to stressful encounters with some parents, tensions within the team or with the management. High emotional labour leads to

poor occupational health and safety (OHS) outcomes e.g. chronic fatigue-physical or/and emotional, other physical symptoms (Schaubroeck & Jones, 2000) like headaches, backaches, depression; work overload fatigue can also lead to emotional labour and emotional dissonance when teachers need to outwardly display positive organisationally prescribed emotions at work as highlighted by the participants. Poor quality environments for teachers and less engagement with children that may affect interaction with parents/ whānau (extended family or community) negatively are the natural consequences of emotional labour.

Key lesson 3: From the data analysis within the Teacher advocacy and voice (data analysis theme: Teacher advocacy and voice), it is important to draw attention to notable inducing factors and predictors of emotional labour for ECE teachers such as:

- Work environment e.g. high and unfair workload (data analysis theme: Let teachers be teachers),
- Poor working conditions (due to lack of management support),
- and the need for increased professional development, better wages (data analysis theme: Cost/benefit and job satisfaction).

Key lesson 4: Positive emotions invested (e.g. engagement with children with caring, teaching through emotions of 'love', sense nurturing, care and pride in their work) were shown to lead to drive and motivation, which lowers emotional labour. Depending on teachers unique context (degree of management support, work environment), this reduction in emotional labour, gives teachers resilience to cope with stress.

These findings and lessons, highlighted from the research, are timely with, and complement latest reports from the Education Review Office, the Ministry of Education and investigative newspaper reporting in New Zealand. It is critical that early childhood teachers, managers, owners and Ministry officials heed this information and take steps to reduce the high emotional labour experienced by ECE teachers. To that end, and as part of this research process, (data collection and data

analysis) several conceptual frameworks have been created. (The OHS emotional labour framework, focus theme frameworks viz., Teacher advocacy & voice theme, Cost benefit, job satisfaction theme, let teachers be teachers theme professional identity illustration, the job engagement illustration), illustrating emergent emotional labour themes as deconstructed here as a key takeaway from this research.

Key lesson 5: As a result of respectful, engaged relationships with the participants and our strong rapport, participants were enabled to trust me and to share their experiences with utmost honesty. This research brings out the voice of ECE teachers within these honest narratives of their emotional labour experiences. All the participants, when asked about their experience in this qualitative research, felt motivated because they agreed that issues of emotional labour need to be highlighted. They further believed that teachers needed advocacy and voice to deal with these issues for any change to happen. The following is a summary of the feedback from the participants about their views and experience of the research:

> *I really enjoyed having these conversations. I feel like it's a safe ground to talk openly and honestly about things that are happening and all these issues actually need to be voiced. I think just the fact that advocating while you've been a manager, you've been on the floor, been a teacher and you know what we go through and now putting it out there…this is actually the reality of what's happening. This is the reality and how can we change it. So I think step 1 of the change is voicing it first. You know your research, this is what's happening and hopefully the Ministry of Education will look at your research! I really enjoyed it …for me you know I need to be encouraged... To advocate, I need to have courage; for example with this job, I need to build my own courage and not doubting myself… just go and do it! Give it (research findings) to every single person so they can read it! Monica, interview 3.*

> *You know you recognise stress; you recognise no solutions or all those moments in your work experience and you don't really have a definition for it. I guess it would be good for all the problems to be recognised. You know why emotional labor occurs in what ways is it happening and how can we combat that. So I guess one of things what I've learnt from these interviews and the research is that even when I had that moment with that parent I was like this 'emotional labor'. So basically for me the research has developed more of an awareness and definition to my feelings. I guess it would be good for all the problems to be recognised. You know why emotional labor occurs in what ways is it happening and how can we*

combat that. What support you will give to the staff to stop staff from feeling that way. I guess it would be good to: a) recognize why and b) how can we overcome that. Rachel, interview 3

An eye opener in this field… in this area of early childhood because like I said I didn't even give it a thought, because we just take it all in our stride, and that's it. Part of our job and we do it. Well for one, it would be nice for it to be recognised and valued and appreciated. I actually quite enjoyed participating, thank you for choosing me as a participant! Rabia, interview 3

You'll be putting forward our stress… what stress we are going through … we cannot speak about it, but you are going into it …into depth. So we're getting it out and trying to open it up to others so that it is looked into. The stress level is too high, so there should be a counseling body attached to the centres … it should be talked openly so that each teacher is not dealing with her own feelings, but if it's talked openly and things are open then it can be worked together jointly and things become better... teachers can work in a better atmosphere. Yeah, they should look into it (working conditions, fatigue, stress) and provide more relievers for relieving the teachers. Management should not think about the money. But give a quality time to the teachers also. Geeta, interview 3

I quite enjoyed it because I could analyse what was difficulties I was facing in a critical view. And I could reflect on myself. So I guess I could do better or I can manage it better if I face some other situation or similar situations later. I don't know if your research will be a big issue in NZ? And be open to the public? I have no idea, but it's just enjoyable to talk about and to share about profession as we have so much passion for it. And just like chatting. Chloe, interview 3

Just try to let everyone know and maybe some change, at least little bit of change will happen… when you showed me your research topic I thought that is very good. Because not too many teachers open their mouths to speak up. Even if they want to talk there is no place and no people for them to talk to about these issues. Maybe we could change it now because I know the government has cut the funding but most of the ECE centres are very important…. I trust you and can open my mouth to talk. Chelsea, interview 3

These quotes reveal that participants were motivated to share their emotional labour experiences because they believed that the outcomes of the research might lead to an awareness of emotional labour and positive changes in the ECE policies to support teachers to implement quality environments. Although it is hoped that this

research will provide some guidance and direction for the ECE community, there are some limitations of this research.

Research limitations

Some of the limitations I have identified are as follows:

Limitation 1: This research makes no claims of generalisability or generalisation. The study focused on an in-depth analysis of emotional labour experiences of six ECE teachers in New Zealand. Thus due to the sample size, and in line with the tenets of the qualitative research paradigm, the research findings cannot be generalised.

Limitation 2: Another limitation is the lack of geographical variability in the research sample. The participant's contexts linked to location may be similar as they are all located in Auckland with one participant from outside Auckland. Future research needs to explore the research question and duplicate the research with a bigger sample, across a larger geographical area.

Limitation 3: All the participants were female ECE teachers. This may be a limitation and needs to be further explored. As explored in the literature review, some research points out that there may be gender differences in how emotions are experienced and managed (Ashforth & Humphrey, 1993). Although the New Zealand ECE sector is a heavily gendered with the majority of teachers being female, future research needs to explore the research question with a more gender balanced sample in order obtain another perspective and a deeper insight to the way emotional labour is experienced by ECE teachers.

Limitation 4: I acknowledge my bias as the primary researcher for this study and the sole data collecting, collating and analysing 'instrument'. I am aware that the findings are subjective and may be interpreted differently from another viewpoint. This (subjectivity) is a feature of the qualitative research paradigm wherein the researcher is openly aware and puts forward their subjectivity; the results are presented with the context to be interpreted by the research audience, from their realities and worldviews.

Conclusion: Research contribution and implications

This research responds to a gap in the literature on emotional labour in ECE. This research is timely as recent conversations in the ECE community via growing current research findings highlight declining sector dissatisfaction and concern over quality in ECE work environments (Childforum, 2015; Dalli, 2015; Dalli et al, 2011; ERO, 2015). The quality conversations, from the current research findings including this research, will bring awareness to the prevailing working conditions and may lead to a well deserved change.

It is hoped that this research with the creation of the emotional labour framework and research findings provides a practical understanding of emotional labour in the ECE work setting. The emotional labour framework may be used as a tool for teachers, managers and sector leaders to facilitate healthy and enriched work environments. The implications and acknowledgement of emotional labour may have lasting positive affects for all stakeholders and support ECE teachers to uphold quality in order to provide a higher standard of care and education for Tamariki (children). Further, it is hoped that this research may awaken policy makers and sector leaders to the need for better teacher/ child ratios, more funding for teachers' professional development, better pay rates for teachers with regular wage reviews and incentives, better working conditions for teachers that adhere to national health & safety standards. It is also suggested that an external body audits all centres for employment conditions and a uniform and fair pay structure for all ECE teachers across the board.

This research, drawing upon cross disciplines, makes it possible to view the research question on emotional labour in ECE teachers' work from a wider perspective and endeavors to gain a deeper conceptual understanding in order to provide suggestions for improving practice. Ethical and strategic implementation of the emotional labour framework has the potential for improved human resource practices by reducing teacher turnover due to stress and burnout. It is anticipated that the overarching findings from this study and the framework proposed may be

used in ECE settings to identify and work with emotional labour influences, and to advocate for best practice scenarios, in order to achieve the best outcomes for children, teachers and the families.

Findings and data collected from this research may be used for conferences, journal articles or webinars. This research also lays a foundation for my own future research that will explore resilience strategies as a way of coping with emotional labour in ECE settings.

This research exploring the question of emotional labour experiences in the work context of ECE teachers in New Zealand has employed qualitative methods of inquiry. Relevant and adequate use of quotations from the participants' narratives, after confirmation and cross checking with the participants ('member checking'), was applied consistently along with the interpretations of the themes identified. In addition, my familiarity with the research context, the ECE sector and meaningful engagement with the participants and their deeply honest sharing of emotional labour experiences has contributed towards an in-depth research study. The participants were the pillars of the research. I have learnt a lot from them especially their strength, honesty, resilience and total commitment to doing their best as ECE teachers for Tamariki in their care. I feel privileged by the participants' trust in me on such a sensitive issue as emotional labour. They are the voices that I am hoping will carry through this research and bring the issue of emotional labour to the forefront as a starting point of a dialogue in the ECE sector. The research may also contribute to advocating for recognition of the valuable work that ECE teachers do, often in challenging conditions.

Meaning making from the findings and the lessons from this research will be contingent on the readers. It was important to present the findings in a format that is read and understood by the target audience, the ECE sector. It is also envisaged that this study could be a launching pad for further work on emotional labour in the ECE sector and other disciplines, thus contributing to the overall knowledge bank and research in this field.

This research is merely the tip of the iceberg and a mere scratch on the surface of an important topical issue in ECE and the revelations from these six teachers. Further research is required to create awareness and to add strength and value to these findings. With further research, greater advocacy for ECE teachers' emotional labour experiences may be facilitated in order for improved policy changes to happen in the ECE sector and lead to better quality outcomes for Tamariki (children).

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Appendices

Appendix I: Interview questions

Possible interview questions (these initial questions are not in any particular order or exhaustive. Further questions were emerged in response to the participants' narratives) and triggers for discussion on the participants' emotional labour experiences as ECE teachers

- Why and how did you choose to become and ECE teacher?
- What is your role in the ECE centre?
- Share any experience you want on emotional labour/emotions your organisation/sector expects you to show
- How do/would you feel valued at your work? Please comment/narrate experiences.
- Please explain a time when you had to hide a negative emotion as an ECE teacher
- Please explain a time when you had to show an emotion that you did not feel
- "Part of my job as an ECE teacher is to love the children I care for" comment on this statement
- Would you say that you have experienced emotional labour at your workplace? Can you think of some examples?
- Do you face any emotional demands at work? How would you describe these?
- Does your centre expect you to be a certain way? Or express certain emotions at work/ How do you find yourself responding to this expectation?
- How do you manage these demands?
- Do you get tired at work-physically /emotionally/mentally?
- What do you do if you get angry at work?
- What are your stresses at work?
- Do you have support at work? Management/ colleagues/union
- Do you feel valued at work? Narrate some examples.
- How would you describe your work environment?
- Do you think you can talk about your emotional labour at work? Why/how?
- What do you understand by the term 'professionalism'? What does to require for you to be a professional ECE teacher? What are the costs / benefits to you?
- Can you describe situations when you had to show an emotion you did not feel? What was its impact on you?
- Where do you see yourself in 5 years and why?
- Do you look forward to your day at work? Why and why not?
- Do you feel authentic at your work? Do you feel valued?
- What is the role of emotions in your working day?
- What motivates/demotivates you at work? And why?
- Would you do anything differently with your employees if you were the manager of your centre? How & Why?
- Describe your dream centre.

- What is the longest/shortest time you were employed in a centre? Related to Emotional labour please narrate some examples.
- If you had a choice would you work as a full time ECE teacher or part time?
- Are you looking for a change in your work place? What have you done/are going to do to bring about a change?
- Are you looking for another job? How do you feel emotionally about leaving/joining a centre?
- How will you describe your workload? What emotions do you feel at the end of the working day/week?
- Do you think you will retire as an ECE teacher? Why/why not?

Trigger keywords

Anxious/happy/stressed/cheerful/frustrated/tired/pressurized/in control/out of control/motivated/satisfied/sense of achievement/valued/emotional rollercoaster/work-life balance/change/guilt/ acting/ responding/ security/insecurity/management/professionalism

Appendix 2a: Chelsea's narratives

Chelsea narrative 1:

About workshops
Usually happens out of working hours （most of the workshop open during nighttime or weekend）

I need take a rest, spend time with our family and sometime after working hour we may also need to look after our family members.
It would be nice to have the right to choose our workshops for professional development.（if you are interested you can join in or not, choosing the topic maybe we think more useful or interesting ）

I agree I can get lots of great information from some of the workshops I found that it is very interesting and helpful. But most of the work shops happen during the night time or weekends. Sometime we still need spend time with our family and our friends. We need some rest.

Chelsea narrative 2:

About the team
Another experience I think long, long ago when I was quite new to ECE. And maybe because I'm not speaking English well. I mean English is not my fist language. So one person I met was not very supportive. And she was not showing the happy face to me. With ECE teacher's job sometimes the centre chooses you to work there. But sometimes you have to choose the centre you want to work in. If you are not feeling happy, then it's very hard everyday to open your eyes. And if you are happy the physical tiredness you can handle it. Because you can still see that the team is good. They support each other. From my experience, if the team is not good it makes you unhappy. Even if you really, really love the children, you still leave because you still got your own family life. We're also human or if the place is really hard to let you stay, maybe you just choose to look for another place.
So whenever you leave a centre, the first thing you worry about, is how is the team. Because you can still make connection with the children and parents in the new place and most of the parents become your friends now. The parents still let you know what the children are doing even after you leave the place.

Chelsea narrative 3:

About the parents
I still remember this from my experience. When I left one of the parents, maybe she comes from China too, so she used to chat with me and tell me "Oh, if you leave, no one will look after my daughter, because she still is doing toilet training." So maybe the teachers are quite busy and they will forget to take the child to the toilet. Or when they get wet, they don't change it. I didn't say I'm a good teacher, but the parents say to me that it's hard to find a good teacher.

It's very hard. I don't have any kids now. But you see the children every day, they are like your children. When you're leaving I always feel like crying. Parents spend the night with the children but we spend the whole day.

So it's really hard for the teacher. So <u>every</u> time when I left, I was just crying a lot The guilty feelings come, when parents ask you "why you are leaving?". But sometimes it's very hard, because maybe you're moving house to another place far and lots of other reasons why you're making the decision.

We spend too much time with the children. Like, when the children start talking or do different new things, and maybe we are the first person to know. So we need to pass all the information to the parents. So emotions are really deep. For me, it's not only I'm a teacher and you are the children's parents. There are other things, like sometimes I want to let you know about how is their nappy, how is their day, how the learn more and speak more sentences. So I always let the parents know, because they don't spend that time with their children. So sometimes when I don't have time, I use my lunchtime to write notes for the parents and put in children's bags to let them know.

Appendix 2b: Chloe's narratives

Chloe Narrative 1

Hi Anuja. I am sending you a narrative 1 finally. I totally forgot about it last week. I am sorry about that. With working and studying at the same time, I was sort of feeling a bit of struggling, but I know what to do to solve this issue now.

I would like to talk about the frustrated situation that I experienced long back when I was working as one of the five teachers in under2 room. As we had full-numbers in most of days (20-25 children), everyday was really busy. Our teamwork between the peers was not too bad. It was just because of how younger babies needed more attention and often one on one care.

One day, I realised that one of the teacher, the team leader, often left the classroom and gone somewhere for few minutes during her normal duty hours. That meant we had less teachers on the floor without any notice or conversation and it also caused chaos sometimes.

I had no idea where she was going or what she was doing. I was annoyed about that because it was affecting on the atmosphere in the classroom (we were told off from the supervisor when things got crazy due to having less teachers or hands on the floor) and I wasn't feeling safe about the children either, but could not ask or talk to the team leader about it, because she was on higher position than me.

The other day, when I was working on computer doing my non-contact in the staffroom, I was finally able to know what she was doing for the disappearing moments. She came in and checked her mobile phone and sent text messages. She was contacting with her boy friend that often while work.

Later, It got too often like 5-7 times a day. I felt upset because I wasn't able to tell her not to even though I knew that it was not right. I tried to hide my feeling for her but there became little tension among us. I was quite stressed about it.

I decided to tell the supervisor, because the whole team was suffering from the stressful over workload and chaos moments. It took me like 2 months as I was afraid a bit. Luckily, the supervisor was supportive for listening to me and giving me an advice. It was all good afterward as the supervisor handled the issue in a gentle and appropriate way I think.

Sent from Windows Mail

Chloe narrative 2

Hi Anuja,

Sorry about the late email. I was preparing for tomorrow lecture and one story just popped out from my memory. There it begins.

When I was working in under2 area long time ago, I remember that I was quite tired physically and emotionally with a lot of pressure. We normally had around 20 babies and toddlers in the room with 5 teachers everyday, so it was pretty busy and full. Especially with some toddlers having biting and behavioral issues, it was hard for the teachers. Even though, we, as a team, did our best to watch them more carefully and applied some strategies to minimise incidents, biting or pushing moments happened several times and there were some children who got hurt and the parents, of course, were not really impressed. As there were some complaints about it, all the pressure was on the team, but what we could do was only doing our best in our jobs to look after all the children (It may had been different if we could afford extra hands to provide one- on-one cares for the special attention needed children maybe as that sort of incidents happens so suddenly and quickly. However, like what the reality is at many centres, we just had to handle the situations in our room among ourselves, sometimes even less hands, and were expected to complete all the other busy tasks in time in a perfect way).

I remember I struggled and was stressed quite much that period, because it is quite full hands-on job with that number of babies already, but the management wasn't so supportive with the issues. I worked so hard because I just wanted to fulfil all the children's needs and see all the children and parents happy. However, as we know, we cannot instantly fix or stop the toddlers biting or aggressive behaviours as they go through specific development stage (possibly some anxieties involved) and try hard to figure out how things around them work by trying things on their own way.

Well, it was just too much. Therefore, it has impacted on my career. Even though I love babies and toddlers the most to teach, I tend to avoid working in large number of under2 group, because I don't think it works in many ways.

The end ☺

Sent from Windows Mail

Chloe Narrative 3

Hi Anuja,

I have been thinking about which story to share for long, this is the one came out, it is short but so significant to me.

I remember there were some days that I just had to work on the floor even though I was feeling awful, physically sick, due to having short on staff or the manager was

sort of grumpy about a sudden sick call. I had to look after the children, talk to the parents, finish up the cleaning task at the end of the day etc. I was sweating and terribly sick but I just have to bear the pain and smile with the children and parents to be a "professional teacher". I could not complain or show my frustration to them because I thought it was inappropriate. The colleagues were helping me with some tasks, but it was still so hard.

Thanks.

(I will talk to you again, because I need to go to bed now, I have a class at 8am tomorrow. lol)

Kind Regards,

Chloe

Sent from Windows Mail

Appendix 2c: Geeta's narratives

Geeta narrative 1

Hi Anuja,
We get one and a half hour per week to complete about 7 learning stories per month including group learning story and planning and evaluation which we get to do in turns. Looking at the workload, I have to spend extra time at the center about 45 mins after work to catch up with my work. In addition I am also working on it at home for about one hour every day to plan for the next day and to do the learning stories. It becomes very stressful as I am bringing my work at home otherwise I will be lagging behind and there will be overlap of work which will be more stressful.

Moreover, from this month the management has introduced e-learning stories in which all the children have their individual files in "Storypark" and we have to complete and submit our LS for approval. After it has been approved either by supervisor/Director/ team leader, then it is published into individual child's file from where the parents are invited to view it and send their comments as "Parents' voice". This is new to all of us and we are all struggling. We have not been given any extra time to understand the system. I have been trying it out at home which means besides trying to complete the LS I am also spending more time to understand the system.

Hope you can feel my stress.

Kind regards,
Geeta

Geeta Narrative 2

Hi Anuja,
We have a few problem children who need behaviour management and some children who are transitioning from the toddlers room are trying to adjust to the pre-schoolers room. We had one child from the toddlers' room who would keep on crying. Our team leader instructed us (all the teachers) to ignore him. The child kept on crying till he was exhausted and went to sleep. I felt very bad for the child as we were not allowed to talk to the child or encourage him to join other children in their activities.

On the next day when this child was brought to our room by toddler room teacher, I requested the teacher to accompany the child to the activity table and show him around and to leave only when the child has started taking interest in some activities. This worked well and the child started settling down.

My dilemma is that when the children settle well when I am dealing with them then it is not appreciated by my team leader. She says that we should not give one-to-one attention to that child. But there are a few occasions when she herself gives one-to-

one attention to her favourite children. This makes me reflect on my own practice to create an environment where the children know that they have a place.

At other times when this child misbehaves, then I have to deal with him and I do not get any support from my team leader. It gives me sense of helplessness.

Geeta

Geeta Narrative 3

Hi Anuja,
As I recall my previous experience as a reliever in other centers, I remember one incident, which disturbed me very much. I was working in this center as a permanent reliever before I gained my qualifications. This center had children from multicultural background and the staff comprised of mostly Indian staff with only two Maori and one from Pacific Island. The owner cum director is Indian and the supervisor was Indian who was newly appointed.

There was one year old Indian child who would settle very well with me. This was not appreciated by the teacher from Pacific Island and she would mistreat the child. She would drag the child by one arm while taking him for nappy change. She would not allow the child to come near me or any other children and would only make him sit on her lap. She would mistreat the child when he would throw tantrums and she was being most unreasonable with him. As I was new to the NZ system I did not know what legal action I could take. I felt very sad for the child and the parents who put their trust on the teachers to look after their child. I reported the matter to the Supervisor who also was helpless. Then I brought the matter to the notice of the director and I asked her to look at the camera footage for the evidences. The director also did not take any action against the teacher probably because she wanted to show the multicultural face of the center whereas in reality the center was very biased. I was utterly disgusted with the management and I gave my resignation as I could not bear to see the child being traumatised. The owner requested me to continue my services in her center but I refused.

Kind regards,
Geeta

Appendix 2d: Monica's narratives

Monica narrative 1

Hi Anuja

This took place a couple of years ago at xyz when I worked there. I had written it all down and emailed it to one of my Professional Development leaders for advice, we ended up meeting up for a coffee and talking it through ☺ I thought this would fit in well with emotional Labour ☺

S – Centre Manager

C – 21 year old unqualified

R– Sarah's brother girlfriend 22 unqualified

K 23 – reliever unqualified

Su – Centre owner S's mum

Centre: xyz

3 teachers: 15 children aged 3 months to 2.

18th of August 2010

Just to fill you in (and of course totally confidential) all hell broke loose in our room last week, C was feeling no one respected her quiet time (the children had quiet time for 15 minutes after lunch before going to the sleep room, the bathroom was located within the under twos room so teachers would come in and out to use the bathroom during quiet time) as other teachers from the overs were coming into the room and talking, I tried to sort this out by writing a note on the door if we could have quiet between 11:15 and 11:30.. C (an arrogant 21 year old who thought that she was gods gift to humanity and would sulk and get shitty if things didn't get her way) however decided that she would carry her mood and was acting totally in appropriately, slamming doors, being nasty to the children. In the past I haven't been able to talk to C as she gets very emotional swears and slams doors, so I decided to send her a txt when I got home from work (in hind sight the wrong move) basically my text said that I was really upset and what is up with her behaviour slamming doors and being nasty is unprofessional? She totally lost the plot and R got herself involved when it had nothing to do with her. As I text her when I was home, R started texting me nasty msgs, how I need to eat n stop fasting because I'm being nasty to C??(this was in the month of Ramadhan so I was fasting) totally unexpected so I decided to go back into work to talk to them, when I arrived at work both girls were in the office, Rachel was on the phone to S, complaining about the text, n C was balling her eyes out, when Rachel got off the phone, C stood up and looked at me and said "M I'm so pissed off with you right now, I don't know what your problem is, your such a b**ch and can get fu**ed"..(sorry about the language just tryna give u the full picture), after saying that she slammed door in my face and left, R walked into the room, I tried to explain to her that she had nothing to do with this n she's butting in, she told me that she was pissed off coz I txtd C "bulls**t" she called me a few names, so I decided to leave.

I went home, and called S, explained to S what had happened and she wasn't very supportive and said we would all have a meeting the next day because she was making tea.

The next day when I came in to work, everyone was acting totally normal like nothing happened. I saw S in the morning and she didn't seem like she wanted to talk, I asked if everything was ok and she basically told me that R and C had gone to her mum S (the owner) and complained abt my txt and that it was inappropriate, I took that on the back n apologised but explained it the only way to talk to C, she said that she had to deal with a lot worse then this, its not a big deal and she would talk to the girls.

So this is how she dealt with it…. S comes in to the room, with two hats, one pokey hat and a flat edged hat, she basically said everyone has been walking around with their poky hats and need to put their flat edged hats on, she said we all need to grow up apologise and write three positive things about each other…and that was it I apologised, C didn't n neither did R, I feel they have no respect the way they swear at me, n discrimination against my fasting, I was really upset and took the rest of the day off (it was Thursday) and Friday too..

After thinking all weekend about this and talking to partner and feeling sooo sick, I just feel I can't do it anymore. I am so exhausted from dealing with these girls, every time I feel I am getting somewhere something like this comes and slaps me in the face, I don't feel I have any support from S, as I know from previous experience there would definitely be verbal/written warning for swearing at head teacher on work premises. Because there all friends and related I'm like the black sheep coz I don't accept any of the nasty!! Especially when it comes to the children, K has told me that she has seen C sitting next to a child, when this child picked up a hammer and hit another child on the head, she snatched the hammer off him and hit him on the head and said to him, "How'd u like that?" This is abuse!! and apparently more like this goes on when I'm not there. K doesn't have the courage to face C, and C will do no such thing in front of me, she has also driven the last 3 head teachers out of the centre, but because S does not support me and likes to just carry on n sweep things under the carpet, I just don't feel that anything will happen with C discipline wise as S does not have the courage to follow the disciplinary procedure!! I feel ganged up by C and R and have told S I feel this way, she tried to comfort me by saying "Time will heal and if I want to go the overs and send M to the under twos, M is head strong shell get C to leave within weeks".. (I felt totally undermined). I stepped into the centre and took the under-twos thru ERO, I have put in countless weekends at work, hours at home, and my own money in buying resources for the children, there is no appreciation from management, nor respect, just jealousy as every time I do something new/different for e.g. the holiday programme in April, S comes to me and yells at me for not sharing this with the over twos. (I didn't know that I was meant to - just doing something creative for the holidays) the list does really go on but I should stop here!!

I feel so upset and think the best thing I can do is resign, as I just can't take it anymore..at the moment I am getting my cv together, and just going to put it out there, if you know of anything going please let me know
Soooooooo that is what took place last week, I think the best thing for me is to move as it is affecting me very much, do you have any other advice for me?? I really have

tried to talk to S but I do know that she has a lot of personal stuff going on with her and partner - so the issues in the under twos are the least of her problems like she has said.

There are so many themes that arise in this incident! I hope this is ok but if you need something else just let me know ☺

Monica narrative 2

In my team I have 5 permanent staff members
1. me Fulltime
2. RB PRT Fulltime
3. AN PRT Fulltime
4. ND YR 3 4days
5. CN YR1 and on maternity 4days
6. HN YR2 Covers ND and CN on their uni days works 2 days
7. a reliever if available to cover

Most days I have 30 children in my toddler room, On Tuesday, ND was at uni, CN in hospital, I sent AN home as she was sick, Which left RB and myself on the floor with 3 new relievers... 31 children - 2 new children who cried all day and one child transitioning from babies into the toddler room. I asked for a reliever but was told by the receptionist no one was available (Manager was away this day). This day was absolute chaos! I did the morning nappies and RB did the arvo nappies, she put the beds out and I put the beds away (we don't have a sleep room).

I was mentally exhausted and drained - however expected to be positive and lead the team. I spoke about this to the manager and she said "if no relievers are available what do u want me to do pluck them out of my arse?" It is all the little things like this that happen that make me want to leave this place and find another less stressful and manic work life.

Monica narrative 3

My work life affects my home life majorly. I work 7:15 - 4 pm every day, every fortnight I have a 2.5 hour meeting and once a month self review meeting and once in while a SELO meeting with Massey University. As a team leader I only get 2 hours a fortnight off the floor and that is only if we have enough staff, my non contact is 2 hours a week and again I let all my staff member take their non contact first and if I have enough staff then I take mine, if I don't get time to do this then I end up doing work at home, I come home from work totally drained and exhausted mentally, emotionally and physically, I feel I don't have the energy to spend time with my daughter, go for walks with my husband, because I just want to sit on the couch n b mindless. All day I deal with teachers and children and all the crying and the over ratios and when I come home I just want silence. Because i am exhausted and often get home late - we seem to be having takeaways most nights which has made me put on an enormous amount of weight! This year however I have been coming home after these exhausting days and pushing myself to cook, clean, spend time with

family… i feel like I am a walking ticking time bomb and it all comes down to the working conditions and working my butt off for owners who are using and abusing me!

I hope these are ok x

Appendix 2e: Rabia's narratives

Rabia narrative 1

One of our toddlers, C, has started biting. I have been observing her, trying to find the reason behind her biting, and also to anticipate and intervene before it happens. This morning C's attempts at biting have been extreme. Using strategies such as redirecting, positive reinforcement, and calm verbal dialogues with C just did not work. C was quite upset and crying. As I was talking to C about how the other child was feeling sad because she was sore from the biting, I said to C that we do not bite our friends, we bite food. I asked C if she would like to bite on a carrot. She said yes. I got C a carrot from the kitchen and she chewed on the carrot. While I was dealing with C, the matter was brought to the centre director's attention by one of the teachers. She came in and asked me what was happening. By this time I was feeling quite frustrated and stressed. When I described the situation to her, she told me not to give carrots to children in biting situations. I felt even more stressed after being told that. I had tried every strategy that I possibly could this morning, and I could not think of any other way to try to distract C. I had expected the centre director to be supportive in this situation; not just to tell me what not to do, but to help me find a way to help C to stop biting. In my anger and stress, I said to the centre director that I had used this strategy before under the previous management and it worked. I said that if she had any other way of dealing with it, I would readily do it. The centre director was not happy with my attitude.

 I advised C's parents about her biting, giving them all the details, when they came in at pick up time. I have a positive relationship with C's family and we are always comfortable discussing C's learning, development or behaviour, or her day in general, amongst us. I felt better after I had spoken with C's parents. We had a laugh together when they said that C must have enjoyed the carrot as she loves eating carrots. The other teacher also spoke with C's parents. C's parents came back to me and requested a meeting with us, saying that the other teacher had told them that all teachers are not on the same page in handling C's biting. The centre director had a meeting with C's parents. In the meeting she gave them the book "No Biting" by Karen Katz. One of the things in the book is biting apples. This is contradictory to what I was told by the centre director. If a child is not allowed to bite on carrots, how is it ok to bite on apples? In my research on biting, I have not come across any literature saying it is not ok to bite on carrots. I have sought advice from other early childhood teachers who have been teaching for a long time. I have not had any negative comments on providing carrots as a substitute for biting. What if the child is biting only because she feels the need to bite? She does not have the language to express her needs at her present stage of development. I believe biting on food is an appropriate strategy in redirecting children's biting behaviour.   The centre director has said not to use carrots as a strategy, yet she is promoting the book by Karen Katz that guides children to bite on apples instead. I know the centre director is not happy with the way I answered her but then again I feel let down in that she did not try to help me find a solution. Instead, she made me feel I was not doing my job well. But I am feeling very happy that C's parents are being so understanding and supportive and are working together with us on this.

Rabia Narrative 2

I was 2 minutes late coming back to the room from lunch today. Another teacher was to go for her non-contact at 2 o'clock. She was waiting for me to come back to the room so she could leave the room for her non-contact. I apologised to her for my late return, and explained why I was late. I asked her to take the extra minutes so that she would not miss out on her non-contact time. Soon after she left the room, the centre director came to the door of my room and said she wanted to see me. I went out of the room. She was in the kitchen talking to the supervisor in her own language. (Both of them are of the same nationality). I stood in the kitchen and waited. She continued talking to the supervisor. After a few minutes I interrupted them and said that I could come back later if she wanted. She said no, it will only take a few minutes. So I stood and waited for another few minutes, listening to them talk away in their language.

When she finished talking to the supervisor, she said to me that I was late coming back after lunch and so the other teacher was late going on her non-contact. I was on the defensive straight away. I said to her I knew it was going to become an issue and that is why I had explained to the teacher on non-contact to take her total time for non-contact. The centre director went on to tell me off about returning late. She made a big issue of it, that too in the kitchen, in full view and hearing of anyone in the corridor, the laundry, staffroom, reception area, or anyone going into or coming out of the rooms. After my initial attempts at explaining, I remained quiet and listened to her.

I felt shamed, angry and upset. The centre director had never acknowledged it when I did not take my tea breaks, or took shorter tea or lunch breaks. She never acknowledged it when I went in early in the mornings to work or when I left late. But she always made sure she picked on the negatives. I know I wasn't being a good role model coming back 2 minutes late from lunch. At the same time, I had explained and apologised for it. And it is not a regular habit of mine to do so. I am very strict on being punctual myself.

I went back to the room and told all the teachers about it. They all kept quiet. They all know that I have always let it go when they have come in late, taking into consideration that the room was quiet and it could be allowed. Everyone saw that I was upset about it. What was the centre director's concern? That the other teacher was going to miss out on 2 minutes non-contact? ? I had asked the teacher on non-contact to take her total non-contact time. That the room was busy and they needed me on the floor? If so, what was she doing making me stand there while she chatted away in her own language to the supervisor?
I carried on for the rest of the afternoon. I soon put the incident to the back of my mind as I needed to focus on my work. I find that the children are the best therapy. Once I engage with the children, I forget everything else. I am really glad that I am so very passionate about my job with the children that I am able to spring back from things like this.

I later went to the centre director and asked her for a meeting. I told her that I needed clarification on things that she had said to me. I felt that it was disrespectful, inappropriate, unprofessional behaviour on her part. I acknowledge I was at fault. At the same time I felt that she could have handled the matter in a professional manner. And if she felt I was not performing, she needs to give me guidance and direction.

The meeting never happened.

Rabia Narrative 3

We have a relieving centre director in our centre. I feel good about going to work again now. I enjoy working with her. This is the professionalism I am used to, that I have found in all my years in early childhood, ever since I started as a trainee in my first job in early childhood. No matter how difficult a situation, the centre director or supervisor has always been supportive in guiding me through it.

She works in a professional manner. She has a calm, peaceful personality. I like the way she treats everyone with respect. I have always felt that it is very important to treat everyone with respect. I personally know that I function well when I am treated respectfully.

I like the way she communicates with the staff, treats everyone equally. I also like the way she discusses things with the team leaders. I feel comfortable approaching her with any matter I need to discuss with her. I feel inspired and motivated to work. I like the way she works alongside us, helping and guiding.

She encourages staff to work together as a team. We have a teacher who goes straight to the centre director for things that she needs to discuss in the team first. When she went up to this centre director, she was sent back to the room to discuss with the staff. Now this teacher has started discussing things in the room. The teachers in the room are happy that there is better communication amongst the teachers. This has made a positive difference to the dynamics of the room.

The team leaders are communicating more amongst themselves now. We share information on what is happening in each room. Room self-reviews are discussed, which sometimes turn into centre self reviews. I feel this is able to happen because of the easy communication amongst the teachers and team leaders under the centre director's guidance.

I like the way she puts faith in her staff. She gives everyone responsibilities that makes teachers feel valued. She gave a teacher the opportunity to organize a trip for her room. She was there all along, supporting the teacher in organising the trip. The trip went well and she commended the teacher on her efforts to organise the trip so well. She was away for a week. It was so good to see everyone working so well together in her absence to make the centre run smoothly and efficiently.

I am very happy going to work in the mornings. I know that no matter what the day brings, there is going to be support for the teachers in solving any problems that may arise. It is a comforting thought, one which prepares me, as I am sure it does other teachers, for providing a quality programme for the children and families attending our centre. I also know that staff wellbeing will be cared for as well.

Appendix 2f: Rachel's narratives

Rachel narrative 1

This narrative is a follow up from my interviews with Anuja where we discussed the topic of emotional labour. I found it rather interesting because until Anuja brought the concept to my attention, I had never actually stopped to think or realized the depth and affects of emotional labor. When I trained and grew into the role of becoming a teaching professional; the expectations and need to promote service with a smile was drilled into my head as priority. There have been several occasions during which I have had to compromise my own personal beliefs and values so as to satisfy the needs of others around me. Such examples were discussed during my interview with Anuja.

I believe that the responsibility that entails a teacher's position goes beyond just the physical and written work. Whilst caring for young children, it is quite easy to become emotionally involved and this can also cause a reasonable amount of stress and tension given certain situations.

One of my biggest challenges during my teaching career is the lack of work/home balance and the emotional toll work related stress takes on my personal life when I am home. I realized this quite early on when I began working in the 0-2 age group and had very young children of my own. I found I was exhausted, stressed and overworked during the day, which resulted in me being impatient and cranky when I got home which severely affected my relationship with my own children. I struggled for a long time with this issue and tried discussing how I felt with my manager at the time. She didn't pay much attention to it and after a few more weeks down the line, I believed I had made the wrong decision in pursuing a teaching career and wanted to quit my studies. I was losing my passion and my dreams of becoming a teacher was being turned into a nightmare. I got no support from management to help cope or make reasonable changes if possible. Instead, things only got worse when my manager placed me in the same classroom that my 2 yr. old daughter attended. I tried reasoning with her that it will probably be hard on my daughter as she was still in the process of settling but I got told I had to work where I was needed. At that moment, I felt like an unimportant piece of human that got chucked around and no one had any regard for my feelings. It was hard. My daughter made it harder by crying every time I went on break of left the room. She didn't want to play or learn but instead followed me around. It was worse for me because I had to keep pushing her away because I was stressed that the other teachers would complain I was being biased. Often, after a shift at work, I would sit and bawl my eyes out in the bathroom because I felt torn and that's how difficult the situation was for me. It was emotional labor and I was dying for support.

I think it would be great to bring about an awareness of emotional labor to assist professionals to overcome and manage themselves when needed. It would also be a wonderful breakthrough to have employers recognize when the staffs are under stress as a result of work place conditions and bring about positive changes.

Rachel narrative 2

When I was working at 'L' centre sometimes people forget that you are a person who also has a personal life with other things going on. You are not just teacher you have another side of your life, that's the reality. We are all human and we have our normal lives, work to do stuff etc. I think when I was at 'L' was when I struggled, I Just left home and I was a singe mum and those emotions were raw and I was just getting through something and this were tough times and it was a 7 o clock shift and I had to be at work at 7. And I had 2 young kids one was in school and I couldn't drop her and I couldn't get her in before school care anywhere and I wasn't driving and you know like all those personal issues that I had, and I 'd gone to L (supervisor) at that time and I said look I'd really appreciate if you would give me like a later shift so that I can drop my daughter off at school and be here at that time. and then they said to me.. "oh you can't have that shift because one of the other teachers is on that shift and she doesn't want to do anything else and I said .. Oh look I understand she doesn't want to do anything else but I have a 6 year old and a 3 year old who's coming with me even if she has to wake up at 5.30 in the morning and come with me, I don't mind that but what do I do with my 6 year old? And she was like… well you know you have to sort it out. And I felt like it was really hard and they didn't understand that I had another life, I had children like I'm a mother as well, that wasn't acknowledged. And it was really hard and I tried to speak to the teacher in that shift myself and I said… now look I would really appreciate if we could swop and she was like…. "No no no no no! She was an Indian lady and she said .. do you know if I have to change my shift I have to catch the bus and I have never caught a bus in my life." and I was like catching a bus with a 3 year old and really who cares? It's not like 3rd world transport here… and she said…." Oh no my husband drops me" and then she got really scared that I was going to win the shift off her. And she pulled out her contract and it had MC (Centre manager) had written in her contract that she would work these shifts. It was really dumb.

Rachel narrative 3

I honestly hate it! I think its one of my most hated part of my job to sit down and write learning stories which is ok to write but just be pressured to meet this… if the child is doing this or if this is this much… Like I've got 12 kids in a month. And yes I get 2 ½ hours a week, but in that 2 ½ hours I'm also doing other stuff. Its not just learning stories. Planning for my activities. Planning for my group …there's a lot of other things that go on and like doing our evaluations, all that stuff that has to happen it's not just sit down and write learning stories non-stop. So I think for that's the most stressful part of the job. Oh I have to do this one's story, do this one's July story haven't done her June… so if there's nothing in June I think Oh I don't have anything for this child let me hunt him with the camera a bit, find him doing something and take a photo quick because I'm just stressed to get it done. I have to do it otherwise everyone's going to say, you haven't done your work!
 Sometimes you're just doing it because it has to be done not because it's meaningful.

Rachel narrative 4

You know you've had a bad day, you've gone into work and you get like.. oh so and so wasn't approachable today, sent the manager an email or something. Yes it doesn't need much for them to … like it's not all parents but there are a few parents that don't give us that allowance.. ok she's having a bad day. Like we do that but some parents … we try to suss them out and they are just like very nice but when some come in (to the centre) they're stroppy, they're angry, or they rush and you can't talk to them. Who do <u>we g</u>o to complain about them.. we just have to deal with it. But if we had like a bad experience then we're like .. we said something that they didn't agree with, then there's this whole complaints procedure and all that stuff, but there's nothing to cover us.. it is the other way around.

I recently had a parent complain abut me saying that Rach is not very friendly, not approachable blabla all this rubbish.. this is one parent who I actually avoid.. she makes me feel very uncomfortable. No like likes her, not even the manager. And every time she walks into the classroom all the teachers go oh that's not me and walk away I'm not dealing with her and you know that you have that sort of a parent she's a psychologist and she just studied and she just asks annoying questions about her child.. " what do you think? And she won't take our answers. Its just one of those intimidating difficult to talk to people. One day she's friendly and one day she's moody.. very hard parent. So I just stay away from her .. just say hello and goodbye and just don't really .. so she called and said I'm not friendly not approachable just don't show any interest in her child ladiladida and this and that. And I was that oh she even said " she looks so uninterested to be there, or something like that. So the manager sat down and said .. look I have this complaint made about you and she said its from this parent. And I said you're kidding me. And she (manager) said .." I'm not saying that I agree with her or anything so that's not a concern for me" I said that we have like 56 families in my classroom. You cant expect me to be a 100% happy.. have a happy relationship with every single parent in the 56 families .. maybe there's that odd parent that doesn't like me so that's unfortunately the way the world works, so cant have everyone like you.

The manager was on my side but she said " look I'm not saying its' your fault, look you're doing a good job blablablablabla and all that. And she said "I just want you to make an effort and talk to her a bit." It was because I admitted I was not talking to her (the parent) and avoiding her. So I said ok I'll make more of an effort. And I went away and actually I got really mad thinking about it and all that. I thought ok I'll make an effort but she needs to make it easy to talk to her and then I said to the manager, "look you know you're going to email her back and tell her you talked to me and I'm going to make an effort and can you also mention to her that I have expressed how I feel and she could maybe perhaps she (parent) could work at being more approachable and being a bit friendlier and all that stuff. So I heard her side of the story and I'm happy to change to suit her accordingly but you know vice versa.

And she (manager) said to me " oh look I can't say that absolutely. I think that's just like that. I'm not going to argue with that at all."

I was thinking..It's so frickin' unfair! What do you mean you can't say that to her? She said to me " that's not appropriate to say that to her (parent) and at the end of the day its customer service." Let's say if you went to the supermarket and you bought a faulty product and you go and have your say and you're going to argue with the customer? No. Because they want to keep the customer and the customer is important to them and so it doesn't matter."

I honestly felt like a some goods in the supermarket! What about my frickin' feelings? how do I feel? Who's got my back? Who's going to support me? Its like someone supports the parents, speaking on her behalf, passing on information and trying to find solutions and trying to make her feel better but who the hell has got my back? Honestly, where do I go? I had no support and I felt I had no one to talk to. If the manager's not helpful then where do I go? Or I consult someone else on the legal side? Then I was thinking, do I really want to get that involved? Like all I wanted was for her to say… look thank you for your feedback with Rach. I've talked to her and she's explained to me that she's quite intimidated by you but is willing to make an effort and make more conversation with you.

I was so mad.. and I was madder because the manager said no she's not going to tell her these things. And there's there was no harm in telling me all the things said, why should it be hard to tell her.? Look I've talked to Rach and she's actually said to me that she finds you quite intimidating and difficult to approach you. Why can't she just say this what is happening and how can we make it work… even in that way she didn't want to put it across to her. But her (manager) advice to me… these are her words "I know it's hard but can you just fake it?"

Yeah, so pretty much how I dealt with it, is for the first 2 weeks, I told my team about it. You know what the effects of it? I felt like… Of course, in my eyes I say hello and bye to her. I feel like I'm still happy. I'm fine with everybody. I still got 54 other families on my side, that's fine… But it really pulled me down and I felt I was failing in my job. I felt I was being useless… It pulled me down so bad. I told my team: "look, so and so complained about me and I'm quite upset about it." And they said "don't take it to heart. My team was quite supportive and they understood, that even if my manager wanted me to fake it, it wouldn't be so easy for me, to see her (the parent) in the evening and say "Oh, hi…" as nothing happened. And they would be like "look, she's coming. Do you want to go outside?" So they would just give me a heads up to be busy and I actually avoided her for a good week and a half until I got over my madness. Once I was over being mad about it, I could fake it as they put it. Once I was finished being mad, I was like: "Oh, hi! How are you? Did you have a good weekend? That's nice" You know, it's like do it short and sweet. I kind of left it at that. Never the less I was still feeling down about it. The team was quite good in the sense that every month we have an employee of the month. All my team members have voted for me and like why they think I should get it, and it picked me up. Obviously the manager reads everything and puts all votes together and gives a voucher for it and adds to that list as well and she had put saying "This month I voted for Rach, because she has done an amazing job, even through the hard times". That way they tried to be supportive. It kind of picked me up. But never the less, I

felt so lost at that initial stage. I felt like, I don't want a f***ing voucher. I don't want people to tell me. I just want someone to tell that parent… But don't tell me I'm doing a good job. I'm hard working and all that s**t. Because I know, I'm working very hard. 30 bucks and try to sell me on it. I would prefer over the money, for you to go and tell the parent, this I why she behaved this way. That's more important to me.

Appendix 3: Consent form

Consent Form

AUT
UNIVERSITY
TE WĀNANGA ARONUI O TAMAKI MAKAU RAU

Project title: Emotional labour in ECE: A labour of love

Project Supervisor: Dr Ross Bernay

Researcher: Anuja Jena-Crottet

○ I have read and understood the information provided about this research project in the Information Sheet dated dd mmmm yyyy.

○ I have had an opportunity to ask questions and to have them answered.

○ I understand that notes will be taken during the interviews and that they will also be audio-taped and transcribed.

○ I understand that I may withdraw myself or any information that I have provided for this project at any time prior to completion of data collection, without being disadvantaged in any way.

○ If I withdraw, I understand that all relevant information including tapes and transcripts, or parts thereof, will be destroyed.

○ I agree to take part in this research.

○ I wish to receive a copy of the report from the research (please tick one): Yes○   No○

Participant's signature: ....…………………………………………………

Participant's name: ....…………………………………………………

Participant's Contact Details (if appropriate):

………………………………………………………………………….

………………………………………………………………………….

………………………………………………………………………….

………………………………………………………………………….

Date:

Approved by the Auckland University of Technology Ethics Committee on 09/12/2014

AUTEC reference number 14/354

Note: The Participant should retain a copy of this form

Appendix 4: Participant information sheet

Participant Information Sheet

AUT
UNIVERSITY
TE WĀNANGA ARONUI O TAMAKI MAKAU RAU

Date Information Sheet Produced:

14.10.2014

Project Title

Emotional labour in ECE: A labour of love

Further information:
What is the purpose of this research?

This research will result in a completed and approved thesis that fulfils requirements for my Master of Philosophy qualification from the School of Education, AUT, University, Auckland.

How was I identified and why am I being invited to participate in this research?ß

I am seeking participants who are ECE teachers in New Zealand. I have a focused and purposive approach to the selection of participants who were my work colleagues and classmates. Our mutually respectful relationship over the past years will contribute to the trustful relationship that is an important component of this research. This is important because emotional labour is a sensitive topic and the participants need to trust me, the primary researcher.

Specifically, the following criteria will be used to choose who to invite as participants:

Selection criteria and Participant profile
Participants will be selected through '*purposive sampling*'. Purposive sampling, a form of probability sampling strategy (Lucas, 2014) is designed to enhance understandings of selected individuals or groups' experience(s) or for developing theories and concepts" (Frankel & Devers, 2000, p. 64). Purposive sampling within the Qualitative methodology, and as supported by in-depth interviewing planned for this study, is more likely to produce rich and contextually relevant data (Lucas, 2014) that may be subjectively generalised in order to understand the phenomena of emotional labour in ECE teachers.
It is important through purposive sampling to identify specific participants for the study who fulfil the selection criteria in order to acquire rich data from their individual experiences of emotional labour.

Inclusion criteria
The potential participants will be
- Early Childhood Education (ECE) Educators
- Over 18 years of *age, of any sex, gender or ethnicity*
- The primary researcher's former colleagues and/or classmates from the 2006 batch of Bachelor in Education (Early childhood teaching).
- Currently working in an ECE centre in New Zealand.

Rationale for this selection
It is envisaged that the focused approach via purposive sampling criteria may result in deeper and authentic narratives from ECE teachers in the field and be relevant to the topic of emotional labour. Throughout my ECE career I have discussed the issues related to emotional labour in the ECE sector with numerous professionals and colleagues. For the current research I will adopt a focussed approach by identifying specific colleagues/classmates currently employed in ECE centres and who have suitably informed my discussions and decisions. This will increase the probability of obtaining rich data to answer the research question.

Furthermore, the potential participants have already established a rapport and responsive relationship with me. This is important to maintain engagement and trust in this study since the sensitive nature of the research entails the participants to be able to trust the researcher to maintain their confidentiality and to have the confidence that their narratives will not jeopardise their positions in their organisations.

What will happen in this research?

This study will explore and examine your stories as ECE teachers about your emotional labour experiences at your ECE centres. Since I am based in Switzerland at this stage, the interviews will be via Skype. Please let me know if you have any questions regarding this or require any support. I will interview each participant individually 3 times for 45-60 minutes, over a ten-week period. The interview questions will be open ended and I will follow your lead for my next question. For additional information to add to the interview data, as a participant I would ask you to write 3 reflections over a ten-week period on your emotional labour experiences. You can choose to record more than one emotional labour experience in the ten-week period, but I am requesting a minimum expectation of one narrative so that the research does not add to your workload. There will be no specific expectations related to the length or grammar of the written narratives. This is again to avoid the research adding to your workload.

In order to preserve confidentiality please ensure in your written reflections/narratives that you use only initials if you are referring to staff members, parents or children. Please do not provide your name in any of your written narratives.

You can use any format that you prefer; you could also draw out your experiences if that is your preference or email me your stories. You are most welcome to have a conversation with me if you have any questions, before you sign the consent form.

Please note you have the right to withdraw from the research at any time up until the end of data collection if it doesn't work out for you and you need not provide any reasons. In that case all data and the consent form collected from you will be destroyed under the supervisor's authorisation and following AUT University protocols.

After the interview I will show you a transcript of the interview for you to approve. You are welcome to make any changes you think are necessary and it will be changed for the final analysis. I will also show you a draft of the final analysis for your approval.

What are the discomforts and risks?

I do understand that it is sometimes difficult and at times traumatic to talk about negative experiences at work and as related to emotional labour. You may get stressed relating your emotional labour experiences in your ECE centre. I also understand the importance of maintaining confidentiality and guarding your privacy during and after the research. Maintaining confidentiality regarding your participation may cause some discomfort to you. I also understand that if your employer gets to know about your participation it may negatively impact your relationship with your manager if they do not approve.

How will these discomforts and risks be alleviated?

I will do my best to accommodate your needs and we can always reschedule an interview if it becomes difficult for you to talk. In case you get too stressed and, if you wish, I could arrange for free counselling sessions with a qualified counsellor at AUT. Please note that your identity will remain confidential at all times throughout this research and after its completion.

In the event that your narratives/reflections reveal professional misconduct I will take the following steps:

- Remind you of the access to AUT counseling service (free for the participants).
- Advise you in the first instance to talk to your employer and if that is not possible or successful, then I will advise you to contact the Department of Labour for advice and guidance and possible mediation. This service is free of charge and confidential . I will provide you with the contact details of the Department of labour from the official website http://www.dol.govt.nz/contact/.

What are the benefits?

This research will assist me to gain the Master of Philosophy qualification that is the requirement for My Phd qualification that I am planning to pursue in the future. I am hoping to focus on the same topic of emotional labour for the Phd qualification. The data that is collected from the interviews and narratives will be used for writing a thesis towards the Master of Philosophy qualification and possibly for articles in journals, conference presentations or webinars.

Since this is the very first research on emotional labour in ECE in New Zealand, there may be a number of potential benefits for ECE teachers.

Being an ECE teacher myself with my own experiences of emotional labour at different ECE centres where I worked, I am very motivated to conduct this research. Your stories would highlight the experience of ECE educators in relation to the experience of emotional labour in their daily work. This could start an important conversation in the ECE sector about the work conditions of ECE teachers.

The discussions on Emotional labour in ECE as a result of this research could also lead to improvement on Centre policies, introduce government guidelines that help improve teachers' wellbeing and place more value on their contribution to the sector.

It is expected that the Tamariki will benefit in the care of empowered and motivated teachers in an atmosphere of trust and value in the ECE environment.

It is also expected that this research on Emotional labour could lead to empowering teachers at the foundation level while they are training and studying to be ECE teachers. Teachers need to develop resilience and coping techniques to prepare for and combat job stress to avoid burnout.

What compensation is available for injury or negligence?

It is unlikely that you would suffer any physical injury/ negligence during this research. But in case you suffer any emotional strain or discomfort during the interview you have a choice to terminate the interview at any point. In case you suffer from emotional stress while recounting or writing about your emotional labour experiences you have the option to avail of the AUT counselling services that is confidential and at no cost to you.

How will my privacy be protected?

The participants will not be identified in the interview transcripts, data analysis and final report in any form, either by their real names or geographical location of the ECE centres or their home addresses. Additionally, the consent form will be kept separate from the data to avoid participants being identified. After the research is completed, all data will be stored securely at AUT according to AUT regulations for data storage. In addition to the data being used for the current research there is a possibility of using the data in the future in conference presentations and journal articles.

What are the costs of participating in this research?

There is no monetary cost to you as a participant in this research. However, there is a cost of your time in the research during the interviews and while writing your reflections and narratives. As mentioned earlier, I will interview each participant individually 3 times for 45-60 minutes, over a ten-week period. For additional information to add to the interview data, as a participant I would ask you to write 3 reflections over a ten-week period on your emotional labour experiences.

What opportunity do I have to consider this invitation?

You have 3 weeks time to consider this invitation from the date you receive it. Please let me know if you have any further questions regarding the research. You can keep this invitation/information sheet with you for your reference.

How do I agree to participate in this research?

I will email you the consent form and you could sign it and return it scanned to my email address. In case you are unable to do this please let me know, then I will provide you with a postage paid envelope to post the signed forms.

Will I receive feedback on the results of this research?

Yes. You will get a hard copy of the results summary on completion of the research. If you are interested, I will also be in touch with you with further progress e.g.,conference presentations/published articles of the research.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor, Dr. Ross Bernay , *ross.bernay@aut.ac.nz;* Phone- 64 9 921 9999 extension 7909
Concerns regarding the conduct of the research should be notified to the Executive Secretary of AUTEC, Kate O'Connor, *ethics@aut.ac.nz* , 921 9999 ext 6038.

Whom do I contact for further information about this research?

Researcher Contact Details:

Anuja Jena-Crottet, email anniejenz@gmail.com, Skype anujanz

Project Supervisor Contact Details:

Dr. Ross Bernay , . *ross.bernay@aut.ac.nz* Phone- 64 9 921 9999 extension 7909

Approved by the Auckland University of Technology Ethics Committee on 09-12-2014

AUTEC Reference number 14/354

Appendix 5: Letter of invitation

Participant
Information Sheet

AUT
UNIVERSITY
TE WĀNANGA ARONUI O TAMAKI MAKAU RAU

Letter of invitation

Dear ……………….   Date: 12-01-2015

Thank you for taking the time to read this invitation letter.

My name is Anuja Jena-Crottet and I am a qualified Early Childhood Educator. I have worked in various centres in Auckland and have also worked as an ECE lecturer in Auckland.

I am conducting a research study titled 'Emotional labour in ECE: A 'labour' of love'. This study will explore the role of emotional labour in the work of ECE teachers. This research fulfils requirements I must complete for my Master of Philosophy qualification at AUT University, Auckland. I am currently residing in Switzerland and planning to conduct the research via skype.

Some background information:

- Arlie Hochschild, an organisational sociologist in her book 'The managed heart', first described the concept of 'Emotional labour' in 1983. Hochschild describes emotional labour as the commercialization of human emotions in the work environment. This means that employees in certain professions are expected to manage their emotions according to rules and guidelines laid out by the organization. Certain jobs e.g. flight attendants, hotel employees, sales personnel who are in contact with customers are expected by their organisation to manage their emotions on the job. This may mean suppressing real feelings in order to 'show' the required emotions at work towards customers, managers or work colleagues.
- In the ECE sector we work with a variety of stakeholders. These are the children, the parents, community, management, ERO (Education Review Office), MOE (Ministry of Education) etc. This study will explore and examine your stories as ECE teachers about your emotional labour experiences at your ECE centres. This is the very first study to be conducted in New Zealand; therefore your contribution to this study is of high value. You will get a hard copy of the summary of the final results and if you are interested, any follow up information regarding the research findings e.g. published academic journal articles, conference presentations, webinars etc.

Some information about your participation:

- I will need to conduct 3 interviews of approximately 45-60 minutes duration, over a ten-week period. These interviews will be conversations about your emotional labour experiences. This will take place at a mutually convenient time and via Skype. These interviews will be taped so that I am able to transcribe the data. Please let me know if you have any questions regarding this or require any support.
- In addition to the interviews I would ask you for 3 written narratives about your emotional labour experiences. This may be done once a term or more often depending on your convenience and preference. Please let me know if you have

any questions or ideas around this. I am happy to discuss with you and work out, with each participant, the most preferred and convenient way of recording these stories. You could write down your emotional labour experiences in any form e.g. email me at anniejenz@gmail.com. If you prefer to use drawings to record your experiences you could send them to me via email or I could provide you with self-addressed envelopes for you to post. It is your choice how you want to record your experiences. Please let me know if you need any further clarification.

Confidentiality issues:

- Your real names will not be used in this research to protect your privacy. There will be no indication of the name or location of your ECE centre. Your confidentiality will be maintained to a very high standard. Please let me know if you have any further questions or concerns regarding this. In case you decide to withdraw from the study at any point, you can do so up until the end of data collection without needing to give me any reasons and at no disadvantage to you. All interview transcripts, tapes and consent forms with your details will be destroyed under the supervisor's authorisation and according to AUT University protocols. Please feel free to ask any questions regarding this.
- All data collected during this research will be kept confidential and secure in my home office. Your signed consent forms will be safely and securely stored separately from the data with the supervisor in a locked cabinet at AUT. After the completion of the research all the data and consent forms, again stored separately will be deposited with the supervisor. You may have access to these if you wish. The data will be subsequently destroyed according to AUT University protocols.

Your rights as a participant:

- In case there is an issue or concern you have during the research you are welcome to discuss it with me. If you feel it may not be resolved by this discussion please contact my supervisor Dr. Ross Bernay. His contact details are: ross.bernay@aut.ac.nz; Phone- 64 9 921 9999 extension 7909
- Please note that you have a right as a participant to withdraw from the research at any time without having to provide reasons for your withdrawal.
- You may keep this information sheet with you for your reference. Please don't hesitate to contact me if you need any further information or have any questions regarding your participation and this research.
  I will ask you to approve the interview transcripts and the final draft analysis of the research to ensure that your stories have been authentically represented in this research.

I have attached a consent form with further information regarding your participation in this research. The Ethics Committee of AUT University has approved this consent form. If you wish to participate in this research please sign the consent form and either email a scanned copy to anniejenz@gmail.com or if it is more convenient I will provide you with a self addressed envelope to post after signing the form. Please send me your response within 3 weeks of receiving this letter and do contact me if you have any questions.

Thank you for your time and I look forward to hearing from you.

Best Wishes

Anuja Jena-Crottet

email : anniejenz@gmail.com   skype: anujanz