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Emotions in Successful Leadership in Times of Change

Abstract. The most recent studies have shown evidence that emotions matter for successful school leadership. In this study, we shall argue that emotions are main issues in improving students' learning, including in crisis situations, understanding intrapersonal and interpersonal skills of teachers and effective teaching, and achieving school success. The number of researchers studying emotions in the context of education, and taking theoretical approaches to understanding the relationships between teacher's emotions, professional identity, and educational change has increased. The growing research on emotions in school leadership, in teaching, and in classrooms has been found on the topics Emotional growth and learning, Emotional intelligence, Successful principal leadership in times of change, and Emotion in education. Many researchers have focused on reflection, emotional intelligence, and emotional labour which are also closely connected with emotions.

Key words. Emotion, leadership, teaching, effective, achievement, management, performance, accountability.

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1. Introduction: Despite a major influence of emotions on school leadership, some researchers have ignored the importance of emotions in school education and educational research [1]. The reason for choosing this topic is to argue that emotions matter in school education, and the purpose of this assignment is to examine the importance of emotions in teaching and learning, and developing effective school leadership. We aim to contribute to the theoretical interpretation of emotions in the context of leadership in schools and to achieve this by using evidence from researchers who have studied school leadership.

We hope to raise several issues which are important to analyze:

Why are emotions, self-understanding and management of emotions important for successful leadership?

- Do emotions correlate with trust?

do emotions effect on job satisfaction?

In the first section, we shall describe the nature of emotions. Then, the focus will be on the importance of self-understanding and the management of emotions for successful leadership. Finally, we shall include a summary of findings from literature, the key learning outcomes for successful school leadership, and further research which could be conducted.

2. The nature of emotions: Reeve defines emotions as: "short-lived, feeling-arousal-purposive-expressive phenomena that help us adapt to the opportunities and challenges we face during important life events". Liljestrom, Roulston, and deMarrais argue by citing Denzin's definitions: "Emotions are self-feelings. Emotionality, the process of being emotional, locates the person in the world of social interaction...". These authors found that teachers' emotions are closely connected with their socio-cultural contexts and are indivisible from what they do every day. Emotions tell us who we are, are part of people's everyday actions, and emotional states show our 'selves' and our social and working conditions. Emotions are important in our lives and at work. They are fundamental to many professions, especially in education, where teachers work face-to-face with students.

However, emotions are undermined by some scholars. For example, Rosiek presents data collected where she disparaged emotion for its contribution to school education and educational research: "... if teacher education researchers wish to increase respect for teachers' professional and practical knowledge, then it might seem prudent to avoid emphasis on teachers' thinking about student emotions".

Conversely, emotional commitments and bonds to pupils have been described as one of the fundamental aspects of teachers, educating their pupils as intellectual, emotional, and social beings [2]. Hargreaves asserts that if attention to the teachers' emotions is not paid, then teachers' work may be ignored or damaged by educational reform. He found that teachers' emotional commitments helped them to teach and plan, and

he summed up his research as: "Teachers' emotional commitments and connections to students energized and articulated everything these teachers did".

In another study, Hargreaves interviewed 53 teachers from 15 schools in Canada. He stressed the importance of emotions and when teachers use their emotions well, this leads to emotional understanding, and is "central to high standards, good colleagueship and strong partnerships". The data also revealed emotional intensity in elementary school and emotional distance in secondary schools; therefore, Hargreaves argues that this distance may hinder emotional understanding between teachers and students which is a key of high quality teaching and learning. Askerman and Maslin-Ostrowski attempted to examine how 'wounded' school leaders can cope with vulnerability, isolation, fear, and power, and they found that emotions matter in terms of leadership at crisis times. School leaders came out of the crisis using their 'capacity to develop genuine emotional understanding and emotion effectively'. The research affirms that school principals prefer sharing their feelings when they are powerless, loved, isolated, or valued, rather than hiding them from their teachers and environment.

Fullan worries that failing schools are those brimming with negative emotions and social conditions. Fullan takes us back to Kanter's study, where he discusses emotional and behavioural consequences when teachers' emotions are ignored or undermined: "Communication decreases, criticism and blame increase, respect decreases, isolation increases, focus turns inward, rifts widen and inequities grow, initiative decreases, aspirations diminish, and negativity spreads".

If Hargreaves highlights the importance of inclusive and exclusive change rather than an external and internal one, then Fullan points to developing internal accountability systems. MacBeath also highlights the importance of internal accountability in creating opportunities for collegial exchange, a greater openness to critique and challenge, referring to Elmore: "... **internal accountability** describes the conditions in a school that precede and shape the responses of schools to pressure that originates in policies outside the organisation". Teachers working in difficult conditions are usually more stressed and disaffected than more-privileged ones; inequality between schools and the gap between less and more-privileged teachers is widening, and this worsens the school environment with negative emotions. When teachers' emotions are underplayed, they seek leaders who care and understand them, they can lose their job satisfaction, passion, and commitment which are the basis of school performance.

2.2 Teachers' emotional responses as a way to change and reform: Liljestrom, Roulston, and deMarrais discovered that teachers' emotional states were affected by their working conditions and structures. Any negative conditions in schools which undermine teachers' emotions affect teachers' and students' well-being and their health. Teachers have the right to discuss new reforms, headteachers' leadership, and problems in schools such as the norm of behaviour and school rules; if they cannot do so because of a lack of democracy, then their emotions will suffer and have a negative impact not only on students, but other colleagues, their families and their own health. Kelchtermans also maintains that teachers' working conditions are a mediator between the processes of educational change and emotions. He cites Nias: "Teachers' emotions are rooted in conditions (...) one cannot separate feeling from perception, affectivity from judgement". In this study Kelchtermans is concerned about teachers' problems as they are often vulnerable and can be threatened by headteachers and parents when they cannot defend themselves: "Teachers' emotional practices deserver further critical conceptually sound and methodologically rigorous attention from researchers, because it's about "more than a feeling..." and in the end it is about good education and school improvement".

In their research, Schmidt and Datnow examined how emotions influence in the process of making sense of educational reforms. As their qualitative data showed, teachers displayed less emotion within their school contexts rather than in classroom ones. They found that teachers were distant from educational reforms in their school contexts, and when teachers were examined in their classrooms, they experienced emotional responses both positive and negative. The teachers' emotions were negative, if there was an ambiguity; conversely, they could meet a new reform with feelings of joy, enthusiasm, satisfaction, comfort, and trust, when their moral purposes were not undermined or undervalued [3].

Hargreaves and Fink provided evidence from Blackmore's study where teachers lose health trying to implement unwanted and impractical government reforms, and they can challenge unclear and unpalatable educational policies of government, instead of embracing "the hope and optimism in people and professionals that are the lifeblood of educational change and renewal". Similarly, Fullan suggests

minimising or eradicating unnecessary paper work and bureaucracy which take up time and energy, and to reduce principals' supervision and control over teachers; instead, he calls for teachers to "devote time to the core work of building cultures that focus on learning and results". Conversely, Harris highlights the need for the standards-based reforms to improve students' outcomes and she claims these policies have "inevitably extended the roles and responsibilities and demands upon head teachers and those serving in other key leadership positions within the school". However, it is important to take account of teachers' emotions when government imposes the standard-based reforms, as teachers prefer inclusive to exclusive change. Imposed standard policies may have a negative impact on teachers and their teaching practice. However, Day criticized Hargreaves' another study for his underplaying of the influence of emotions in leadership and management: "To ignore the place of emotion in reflection, in, on, and about teaching and learning is to fail to appreciate its potential for positively or negatively affecting the quality of the classroom experience for both teachers and learners".

2.3 Emotional labour is central to successful school leadership: Hochschild introduced a new concept: 'emotional labour', and she emphasised its importance at work. She pinpointed that teaching is one of the professions which needs emotional labour to motivate other colleagues to retain good relationships and make successful change. Hochschild writes: "This kind of labour calls for a coordination of mind and feeling, and it sometimes draws on a source of self that we honour as deep and integral to our individuality". Teachers have face-to-face or voice-to-voice contact with their students in whom they try to produce an 'emotional labour'. Similarly, Day asserts that students are articulated and energized by teachers' emotional labour, both positively and negatively. Educational leadership and the teaching profession require emotional labour, managing oneself, others, and feelings and moods.

Hargreaves and Fink state that teachers cannot hide their emotions regarding their leaders, which especially occurs when there is leadership succession. Teachers meet or say good bye to their leaders with expectation, hope, betrayal, or fear when new leaders are appointed or leave their post. Hargreaves and Fink also point out that teachers and their organisation may be immersed emotional disorder when their leaders are suddenly promoted, transferred, or dismissed as incompetent. This can be difficult to manage with the emotions of others and leadership succession. They argue that emotional labour depends on one's working conditions; when teachers are happy with their supportive and positive working conditions, then "emotional labour is a labour of love. It creates energy". They discovered that one headteacher minimized her optimism because reform required much time, and another principal's "leadership ended in a hospital bed" because of imposed reform. If teachers and flight attendants are compared, undoubtedly both have jobs of emotional labour, but if flight attendants fear for their job from their authority, teachers must be valued and loved not only by students, but other teachers, parents, headteachers, and the local community. One can see the emotional labour of teachers in every classroom, especially when there is probation, observation, or open lessons where they have to smile, show good will, feel sympathy, trust, and do their best in order not to fail.

3. Why self-understanding and management of emotions are important for successful leadership: Previous researches of emotions in school leadership have emphasized the importance of self-understanding and the management of emotions in education. The focus on reflection of the self is important, because before knowing others, one should know more about oneself. As Harris claims, "Ninety per cent of the world's woe comes from people not knowing themselves, their abilities, their frailties, and even their real virtues" (cited in Dunning). School leaders have to put accountability before their students and teachers, to manage their own emotions well and influence others with their own emotional capacity. Emotions have become 'a means for developing self-knowledge', and an inevitable part of self. Crawford cites Pascal and Ribbons: "It doesn't matter how many courses you've been on, and how much intellectually about the process of being a head if you don't develop an appreciation of yourself as a person ... you will never make a good head". Without emotion and feeling, the task of leadership would become almost not feasible, because the learner's emotional involvement with the life and world of the school is crucial.

Day et al found that self-understanding, managing one's own emotions and knowing others are central to successful leadership. The school leaders in their study inspired their students, teachers, and parents to seek, create, and exploit leadership opportunities by reaching higher standards, preserving sustainability, and "they had a national strategic view of forthcoming changes, by managing their own personal and professional selves ... managed tensions between dependency and autonomy, between caution and courage,

between maintenance and development". Headteachers' emotional commitment, enthusiasm, and strength were based on their hope.

Similarly, Fineman emphasises the importance of managing emotions in sustaining the organisation, but when emotions in the organisation are unmanageable, it will collapse. Fineman points out that "Emotion can be organizationally appropriated by management to create an organizational ethos which, supposedly, contributes to the productive ends of the organization" . More than forty years ago, Rogers found self-understanding the most important in knowing others and human relationships and wrote "... the more I am simply willing to be myself ... and the more I am willing to understand and accept the realities in myself and the other person, the more change seems to be stirred up". When leaders know their positive or negative emotions well, then it is easier to understand others, to empower or create an environment of high trust.

3.2 Building capacity for self-understanding and management of emotions: Successful emotional management includes clarifying goals, specifying dilemmas, and seeking for ways of implementing solutions, and it is also fundamental to leadership to analyse a situation thoroughly when it is difficult to handle self-management. Mullins suggests a participative and supportive style of leadership which helps to manage the emotions of oneself and others, create working conditions in collaboration, and enable staff to work with commitment and passion. Cole argues that teachers' poor working conditions can produce negative psychological feelings and emotions which hinder their reflection and professional growth. He divided working conditions into two parts: external and internal. His external structure includes schools, school systems, professions, governments, and the public, and the internal one consists of anxiety, fear, loneliness, meaninglessness, helplessness, and hostility. He extends the concept of Jersild that teachers' self-understanding, their feelings and emotions are central to their personal lives, and these also have an impact on teaching practice and school performance. Cole contends that teachers' feelings and psychological states should be part of teaching profession: "until these issues are addressed teachers will not be able freely and meaningfully to engage in the kind of reflective practice and professional development that brings meaning to their own lives and the lives of their students". There is a significant relationship between successful leadership and a complex of traits where leaders' main qualities are to "understand and manage one's own emotions", to value colleagues' emotional feelings, to show empathy, to respond assertively, to be clear about personal and role boundaries with self and others', and to pay attention to the emotional, physical and spiritual renewal.

Gurr and Drysdale proposed four elements of school capacity building: personal, professional, organisational, and community. They found that understanding and managing themselves, leaders and teachers can improve their performance and school achievement, and "this requires personal motivation, self direction and emotional maturity". A similar point made by Hargreaves asserts: "Emotional change initiatives do not just affect teachers' knowledge, skill and problem-solving capacity. They affect the whole web of significant and meaningful relationships that make up the work of schools". Day and Leithwood argue that successful principals have emotional investment in their schools to achieve their visions, improve school performance and make substantial change. Management of emotions in handling tensions and solving problems is a very necessary feature of school leaders and a direct way to success. In order to create a good atmosphere and mutual trust and respect in schools, headteachers should understand themselves and control their own emotions. As Day and Leithwood notes: "Axiomatic to their success is their ability to understand, to manage and nurture emotional understandings in themselves and others across all the social groupings and systems, which together constitute the school community".

Headteachers, are those who provide and enable teachers and students to achieve good school performance. However, in many countries, school leaders do not teach students, even in US and English schools. Then how they can "nurture emotional understandings" in students, if they do not teach students, and only see them once a month or never?

4. Conclusion: For many years, emotions have not been considered as an influencing matter in educational science, but day-to-day actions of teachers involve joy, suspicion, satisfaction, reflective thinking, as well as other emotions. Any educational changes, policies, and reforms firstly must be filtered through teachers' selves and emotions, and then these are put into practice. This study highlights the importance of emotions to the quality of education in a school. The evidence from researches demonstrated that emotions, self understanding and management of emotions, trust, and job satisfaction were important features of successful school leadership.

- In this research, we have attempted to show the key learning outcomes for successful school leadership in terms of emotions:
- working conditions of teachers generate emotions and this impedes or fosters needed reform;
- educational policies increasing paperwork, bureaucracy, and competition on test scores only engender teachers' negative emotions which affect students' outcomes deeply;
- inclusive educational change and policy enable teachers to work with passion and commitment, and reduce suspicion, anxiety, and even fear to defend their emotions and selves;
- it should be noted that in guaranteeing successful schools, principals and teachers must understand themselves and manage their emotions well, and then they can have good relationships with their teachers, students, and parents; this leads to a high-trust environment.

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Өзгеріс уақытындағы сәтті көшбасшылықтағы эмоциялар

Аннотация. Соңғы уақыттағы зерттеулер көрсеткендей, білім беру саласындағы көшбасшылықта эмоциялар маңызды болып табылады. Бұл зерттеуде эмоциялар дағдарыс уақытында студенттердің білімін жақсарту, оқытушылар арасындағы байланыс, тиімді оқыту және оқу жетістігіне жетудің негізгі қағидасы ретінде қаралады. Қазіргідей жаһандану уақытында эмоцияны тиімді басқару білім саласындағы жетістіктерге жетудің бірден бір жолы екендігі сараланған.

Түйін сөздер. Эмоция, көшбасшылық, оқыту, тиімділік, жетістік, басқару, нәтижелілік, есеп берушілік.

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Эмоции в успешном лидерстве во времена перемен

Аннотация. Последние исследования показали, что эмоции важны для успешного школьного лидерства. В данном исследовании эмоции рассматриваются как основные факторы при улучшении обучения студентов, в том числе в кризисных ситуациях, изучение которых способствует формированию эффективных внутриличностных и межличностных навыков учителей, навыков эффективного преподавания, а также достижению успеха в школе. В статье описываются рефлексии, эмоциональный интеллект и эмоциональный труд, которые также тесно связаны с эмоциями.

Ключевые слова. Эмоция, лидерство, обучение, эффективность, достижение, управление, результативность, подотчетность.

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