A WHOLE SCHOOL SINGLE CASE STUDY OF EMOTION COACHING (EC) TRAINING AND THE IMPACT ON SCHOOL STAFF

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ABSTRACT

Research indicates that school staff consider they lack skills to manage challenging pupil behaviours; with these behaviours being one of the top reasons teachers leave the profession. The current research uses a mixed methodology to investigate whether emotion coaching (EC) training can improve school staff job satisfaction. A whole school staff were trained in EC and completed pre and post measures in affective and cognitive job satisfaction, mean school staff job satisfaction observed a month after EC training, although was not statistically significant. Two 'core' staff members were provided with EC implementation training and took part in semi-structured interviews. A hybrid thematic analysis revealed that EC was considered an effective strategy, but teachers thought it took time to become proficient in- time that they did not have. EC use was undermined by the school staff responsibilities. The teachers noted that EC would likely be neglected if not monitored; suggesting that in order for interventions like EC to be effective, those in leadership positions, both within the school and in the wider context, need to acknowledge the benefits and provide staff with support and flexibility to work in this way, for the benefit of those working in schools, and for the pupils in attendance.

DEDICATION

Human connections are deeply nurtured in the field of shared story.

To all those who have so willingly shared this story with me-thank you.

To my husband and daughter, Megan. Thank you for support, distractions and doses of normality, which lifted me and helped me to laugh (and cry) when I have needed to. I love you both more than words could say.

To my mum and dad. I am so grateful to be your daughter. Your belief in me has helped me to carry on, when I thought this was beyond my abilities. You have sustained me. Thank you for playing make-believe with Megan when I have needed to opt out and focus on the here and now, and for the Rocky inspired motivational chats, and the formatting master class.

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To my sisters and friends, Laurie, Chantelle, Jo, Lindsay, Jules and Kirsty. Thank you for your support during these challenging years. A special thank you to the wonderful James, Sarah, and Sophie. You sacrificed so much time to support me in writing this thesis. I am beyond grateful.

Finally, to the eleven wonderful people I met during this course. I have never met a more interesting, funny, and dedicated bunch. I'm proud to call you my friends and colleagues.

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TABLE OF CONTENTS

List of Figures

List of Tables

Glossary of terms and abbreviations

CYP	Child or Young Person
EPs	Educational Psychologists
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant
EPS	Educational Psychology Service
SMT	Senior Management Team
NQT	Newly Qualified Teacher
Primary participants	Staff members who completed pre- and post-training questionnaires
'Core' participants	Two staff members who received intervention implementation support
Target participant	Potential participants within the particular group
School staff	Any person working in a school who has contact with children
JSS	Job Satisfaction Scale
JAWS	Job-Related Affective Well Being Scale
SEN	Special Educational Needs
LD	Learning Difficulty/ LDs Learning Difficulties
SEBD	Social, Emotional, Behavioural Difficulties
SEMH	Social, Emotional and Mental Health
EC	Emotion Coaching
EHCP	Education Health and Care Plan.
LA	Local Authority
NICE	National Institute for Care Excellence
DfE	Department for Education
DfES	Department for Education and Skills
PPF	Pupil Premium Funding
GLD	Good Level of Development
FSM	Free School Meals
CPD	Continued Professional Development

List of Appendices

CHAPTER ONE: INTRODUCTION AND OVERVIEW OF THE RESEARCH

1.1. Context of the research

1.1.1. Where the research was conducted

This research was conducted as part of the doctoral training for Educational Psychologists (EPs) in England. As a student at the University of Birmingham, I engaged in 130 days of supervised professional practice in each of Years Two and Three of the programme within a local authority (which will be referred to as East County Council) educational psychology service (EPS). Over the school years 2015-2016 and 2016-2017, I worked on placement in early years settings, primary schools and secondary schools, providing commissioned work, as negotiated through staff consultation, and statutory work related to the Education Health and Care Plan (EHCP) assessments. The focus school was one I had worked at during this time and will be referred to as   .   commissioned the maximum number of EP days for each academic year, and as a result, I spent a significant amount of my placement time working there.

1.1.2. Research area of choice

During my employment history I have been able to work in a variety of settings including children's care homes, and forensic settings, including the Prison Service and secure mental health hospitals. During these years I became increasingly aware of the relationship between client and the professional. I noted that in some instances it seemed that these key relationships had the capacity to support

clients to manage their emotional responses more effectively. This sparked my interest in investigating the relationships individuals have with others at various stages, throughout the lifespan.

During my placement much of the commissioned work requested related to challenges school staff experienced in supporting children in their emotion management which, in some instances, contributed towards the children engaging in disruptive and/or dangerous behaviours. This was particularly evident in the focus school.

1.2. The focus school: setting the context

1.2.1. Demographic information

I worked at ████████ during Years Two and Three of my training placement, a large primary school with 620 pupils enrolled. The school reported that in 2014/2015 there were 12 pupils on the special educational needs (SEN) register, eight of whom had a statement of special needs (66%). In 2015/2016 there were 57 pupils on the SEN register, four (7%) of whom had a statement and seven (12%) had an education, health and care plan (EHCP). This demonstrated an increase of 375% of children at ████████ on the SEN register from 2014/2015 to 2015/2016. When asked, the Special Educational Needs Coordinator (SENCo) suggested this had occurred as a result of under-identification of children requiring specific support within the academic year 2014/2015.

1.2.2. Attainment levels, 'good level of development'

The term a 'good level of development' (GLD) is used to indicate whether a child reached expected levels in their early learning goals. This includes personal, social and emotional, physical development, communication and language, as well as literacy and mathematics (Department for Education, 2016a). Table 1 indicates the GLD figures for ▓▓▓▓▓▓ in comparison to national, East regional and local figures for the region of the county in which the school is located.

Table 1: GLD figures for ▓▓▓▓▓▓ compared with the National, East region, and local figures

	National (2015)	East Region (2015)	Local area (Noble, 2016)	2014 ▓▓▓	2015 ▓▓
% at GLD	66.3%	57%	64%	43%	52.7%

The Department for Education (DfE) (2016) stated that the number of children achieving GLD had increased by approximately 3% from 2015 to 2016 nationally, with 69.3% of children achieving GLD. ▓▓▓▓▓▓ results from 2015 were 13.6% lower than the national average (Table 1), which was within the range of schools that had the lowest GLD score nationally (DfE, 2016) (Figure 1). East Region's mean GLD was lower than the national average and ▓▓▓▓▓ GLD was within the lowest in the region, despite improvements of almost 10% from 2014.

Figure 1: Percentage of pupils achieving a GLD, local authority (LA) variation
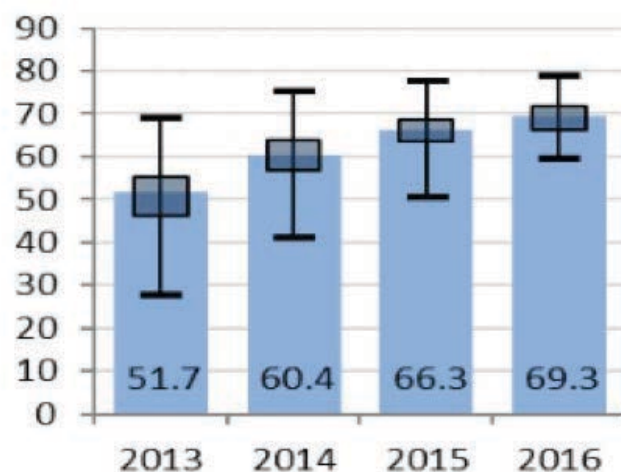
1.2.3. Attainment levels at end of Key Stage Two

████████ attainment results are presented in Table 2 and indicate the school results were between 21% and 62% behind the national average, in 2015, with mathematics results indicating the lowest progress when compared nationally. A key research report from the DfE by Gutman and Vorhaus (2012) found that academic achievement and positive pupil attitudes appeared to be linked, with primary school enjoyment associated with good academic achievement. On average, it was found that children with increased levels of emotional and behavioural containment, as well as enjoyment in social interactions, and a good level of school well-being, had higher levels of academic achievement and were more engaged in school (Gutman and Vorhaus, 2012). Mitchell and Bradshaw (2012) found that increased use of positive behaviour supports in class was associated with increased scores on measures of discipline, order and fairness,

and it was also found that the pupil–teacher relationship consequently improved. This suggests that in order to support CYP from the most deprived and impoverished backgrounds, it is important for staff members to cultivate a classroom and school climate that is conducive to a feeling of safety, within an environment which can harness the neurological benefits of nurturing relationships (Luby et al., 2013).

Table 2: ▮▮▮▮▮ **attainment scores at the end of Key Stage Two**

	National Results	2014 ▮▮▮▮	2015 ▮▮▮▮
Reading 4+	89%	72%	61%
Writing 4+	85%	72%	61%
Maths 4+	86%	57%	42%
Reading 5+	49%	15%	9%
Writing 5+	33%	18%	11%
Maths 5+	42%	15%	8%
2 levels progress Reading	91%	61%	62%
2 levels progress Writing	93%	77%	72%
2 levels progress Maths	89%	49%	27%

It is suggested that an individual's academic attainment can be inhibited by difficulties in managing their emotional responses. Rose et al. (2016c) suggest that an effective internal stress-response system arises as a result of a consistent internal environment that allows integration between the brain, mind and body.

Siegel (2010) suggests that when an individual experiences an intense emotion, their limbic system can become overwhelmed. Siegel (2010) states that the prefrontal region of the brain is particularly integrative and involved in the connection of many regions of the brain. Siegel (2010) suggests that when the limbic system is overwhelmed by an intense emotional experience, rational thinking and processing of information (such as is required for learning in school) is affected. Siegal described the impact of this emotionally overwhelmed state as when an individual 'flips their lid'. He suggests that 'flipping your lid' results in that individual acting on their impulses and emotions, as opposed to harnessing the rational, thinking part of the brain. This is particularly relevant when considering children who react with a fight, flight, or freeze response when confronted with stressful experiences. School can be particularly stressful for some children, presenting numerous new experiences and anxieties to manage. If a child in class becomes overwhelmed and 'flips their lid', it is likely that they will struggle to process in-class learning because they are not using the rational, thinking part of their brain in those moments when they are emotionally overwhelmed (Siegel, 2010).

1.2.4. Exclusions

Over academic years 2014/2015 to 2015/2016, there was an increase in fixed-term exclusions at   (Table 3).

Table 3: Fixed-term exclusion rates at ▮▮▮▮▮

Academic year	2014/2015	2015/2016	Percentage change from 2014/2015 to 2015/2016	National rate of exclusions in primary schools in 2014/2015 (DfE, 2016)
Number of fixed-term exclusions	10 (1.6% of ▮▮▮ ▮▮▮)	12 (1.9% of ▮▮▮)	20% increase	1.02% of the school population
Total number of days absent from school	10	40 (mean of 3.3 days per exclusion)	300% increase	2.2 days average exclusion

The Department for Education's national guidance on school exclusions (DfE, 2012) asserts that exclusion should be considered a last resort and only used when the behaviours exhibited by pupils are deemed dangerous to the welfare of the child or others within the school. However, it has also been acknowledged that pupils with SEN are seven times more likely than students without a statement of SEN to be excluded (DfE, 2016b). Within ▮▮▮▮▮ it is noted that the average number of days per exclusion is 69% longer than the national average of 2.2 days per fixed-term exclusion.

1.2.5. Pupil premium funding (PPF) and free school meals (FSM)

Pupil premium funding (PPF) was introduced by the British government in April 2011 as additional funding for disadvantaged pupils in English publicly-funded schools (Ofsted, 2012). It was largely allocated based on the number of pupils eligible for free school meals (FSM) over the previous six years or who had been in care for a period of six months or more (DfE, 2013).

From 2010/2011 to 2015/2016 the DfE (2016) indicated that children and young people (CYP) eligible for FSM were four times more likely to be excluded from school than their non-eligible peers. In the academic year 2015/2016 the Academy Trust of which ▇▇▇▇▇▇▇▇ was a part, received £309,540 in PPF. There were 234 pupils entitled to PPF, 40% of pupils on roll. In ▇▇▇▇▇▇▇ 48% of the Year 6 cohort were entitled to PPF. Given the relationship between PPF and FSM, it is clear that many of the children attending ▇▇▇▇▇▇ were living in levels of home life deprivation. Table 4 presents ▇▇▇▇▇▇▇ records for attainment for that year group, which indicated a trend towards lower performance when a child was eligible for PPF. Between nine and twenty-five per cent fewer children achieved Level Four or above in reading, writing and mathematics when compared to their non-PPF eligible peers. This supported research that identified poverty as a significant risk indicator for poorer developmental outcomes and academic performance, with CYP living in poverty at increased risk of engaging in antisocial behaviours and mental health difficulties (Yoshikawa et al., 2012). However, The Department for Education and Skills (DfES, 2004) cautioned against an assumption of inevitability for children from poorer socio-economic backgrounds, since a quarter of low-excluding schools were reported to have FSM eligibility rates over the national average. The DFES (2004) suggested that higher rates of exclusion are therefore not inevitable in schools with higher rates of FSM.

Table 4: Comparison of Pupil Premium (PP) and Non Pupil Premium (NPP) attainment
(PP= 48% of cohort)

	Whole cohort (81)	Pupil Premium (39)	Non pupil premium (43)
Reading L4+	61%	51%	67 %
Writing L4+	61%	46%	71%
Maths L4+	42%	36%	45%

1.2.6. Levels of home life deprivation and children's development

Developmental and neurological associations have also been made with childhood poverty. It has been suggested that experiences during these years can have a profound impact on brain growth and development (Luby et al., 2013; Noble et al., 2012), since childhood is a time in the lifespan where the brain develops most rapidly, having the greatest neural plasticity (Kolb and Gibb, 2011). Research indicates that childhood poverty can affect academic outcomes, and can increase the risk of antisocial behaviours and mental health difficulties (Yoshikawa et al., 2012). While Miller et al., (2011) suggests that nurturing caregiving can buffer against deleterious life experiences, including harsh socio-economic circumstances, Mistry and Wadsworth (2011) assert that in these circumstances many families are often lacking resources, energy and motivation to develop these nurturing relationships effectively because their focus is concentrated on 'survival'.

1.3. ▢▢▢▢▢▢ staff concerns and rationale for the current study

During discussions with the SENCo and senior management team at ▢▢▢▢▢▢,
it was noted that many of their concerns related to pupils who appeared to find it
difficult to manage their emotions. This was considered to affect their relationships
and the types of connection they made with school staff and as a result, presented
a significant barrier in their learning. School staff, in particular teachers and
teaching assistants (TAs), reported that they were often 'distracted' from teaching,
as they were required to manage challenging pupil behaviours. The SENCo
expressed concern that many staff members were becoming highly stressed as a
result of the challenging pupil behaviour they faced, resulting in staff members
becoming cynical and expressing limited empathy for the challenges the pupils at
▢▢▢▢▢▢ faced.

This provided the basis for the current research's propositions, that staff
experienced high level of emotional stress as a result of high levels of disruptive or
dangerous pupil behaviours. This was hypothesised to result in the development
of a vicious cycle, where challenging pupil behaviour resulted in limited feelings of
self-efficacy or empowerment for staff members. This, in turn, resulted in staff
members finding it increasingly difficult to give the best of themselves in their work
because of the increasing focus on managing their own emotional reactions (Miller
et al., 2011) (Figure 2).

While Liberante (2012) suggests that the child and teacher relationship is one of the most powerful tools in any learning environment, it is acknowledged that if Figure 2 is an accurate representation of what occurs in some pupil-adult relationships within schools, many children will not experience the benefits of this relationship (Verschueren and Koomen, 2012) (See Chapter 2). An interest in the staff-pupil dynamic and reciprocal interaction affords the primary reason for focussing on teachers within the current study, and the development of the chosen research questions (RQs) (Section 4.4), with a consideration on strategies to strengthen staff members' feelings of empowerment and self-efficacy, in managing challenging pupil behaviours.

Figure 2: An illustration of the proposed interaction between challenging pupil behaviour and staff members' feelings of self-efficacy and empowerment
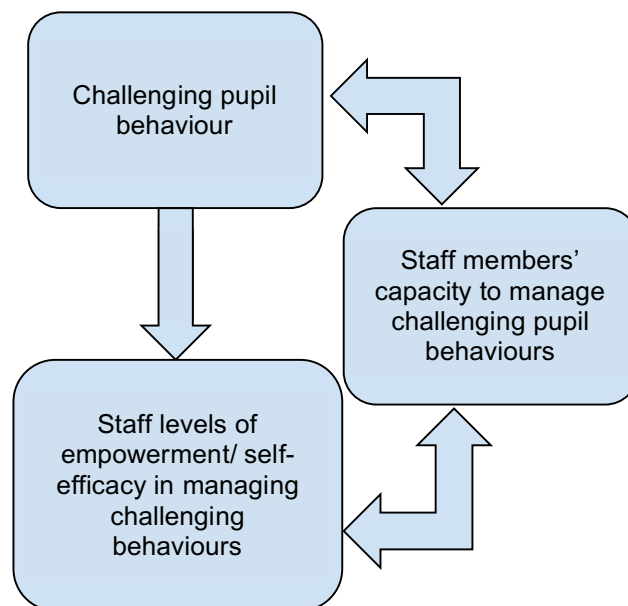
Developed from the work of Liberante (2012), Yoshikawa et al., (2012)

Although teachers were the primary focus for the current research, the school head teacher and I considered it inclusive and supportive for all staff members to be trained in the intervention to support the implementation of EC. This whole school approach would also allow for any unique patterns associated with teachers to be compared to other staff members, in particular TAs (the other large group of school staff within   ). It is for this reason that the research mainly considers teachers within the literature review, and considers comparisons between the two largest groups of professionals within   (teachers and TAs), for the empirical component of this research. Pupils within two classes of the school were the secondary participants, completing questionnaires related to levels of school connectedness at two time points. It was regrettable however that, despite pupil questionnaires being completed, pupil data were not returned to me and were disposed of by school staff, hence this data set could not be included in the analysis of this research.

It is acknowledged that as a result of working in a school with high levels of FSM, PPF, SEN, and exclusions, it is clear that staff would experience a number of challenging situations in their working day. It was considered that aspects of rigorous social science research were compromised, in favour of acknowledging the challenges within the school and providing a new intervention, through training, that was sensitive to the school staff members' experiences of working there.

1.4. Summary of key points and overview of the current study

The study was conducted in an economically deprived area, within a school setting that had a high proportion of pupils who were eligible for FSMs and PPF. Senior staff within   had intimated that they did not consider current intervention strategies to be effective in supporting the children with whom they worked. They stated they would welcome EP input to empower staff members to manage challenging pupil behaviours more effectively. This study arose from these discussions and from a preliminary literature search.

I proposed that in order for school staff to constitute a buffer against the potentially disabling effects of poverty and/or poor early life experiences, and have the potential to be influential at the neurobiological and/or social developmental levels, school staff themselves need to feel content and empowered (Bogler and Somech, 2004; Shen et al., 2012; Chan and Hui, 1995; Section 3.3). Therefore I considered that in order for children to demonstrate an increased ability to manage their emotions and behaviours, time would need to be spent ensuring staff members' ability to provide attuned relationships with children (Liberante, 2012). I proposed that, if achieved, the establishment and maintenance of such relationships would result in a more manageable (and perhaps more enjoyable/satisfying) work environment for all, which could influence staff members' feelings of empowerment and efficacy (Chapter 2). As a result, the primary participants of the current study were school staff members, with a specific focus on teachers and TAs, providing

training and implementation support through a relational intervention (Chapters 4 and 5) that is adult-guided.

The current study sought to support staff job satisfaction and feelings of self-efficacy in the implementation of the chosen intervention (Emotion Coaching (EC). The aim was to strengthen staff members' understanding of the bases for some emotional and behavioural challenges presented by many of the children (Sections 1.2 and 1.3). In turn, this increased understanding was expected to support staff to develop more effective strategies in responding to expressions of emotional distress and associated behaviour. The study sought to evaluate the effects of this intervention. The chosen intervention, Emotion Coaching (EC) (Chapter 4), has a growing body of evidence suggesting staff feel empowered as a result of the training (Gus et al., 2017) and that it has been considered a strategy that supports CYP to manage their emotions and associated behaviours more effectively (Gus et al., 2015; Rose et al., 2016; Gottman et al., 1996).

CHAPTER TWO: LITERATURE REVIEW: TEACHER AND PUPIL RELATIONSHIPS

2.1. Literature review and search strategy

In order to carry out this remit I examined literature that considered the relationship between pupil and teachers and their protective qualities (Chapter 2); and school staff cognitive and affective job satisfaction (Chapter 3), as key areas of interest. I proposed that it would be unlikely that children's outcomes would be positively influenced by school staff if staff members were emotionally overwhelmed and experiencing low levels of job satisfaction (Chapter 3) (NB the term 'school staff' referred to any person working in a school who had contact with the children).

From the outset, the study intended to maintain the school staff members as the primary participants: however, there was an understanding that it would be important to make attempts to triangulate their views with those of the children in the school. Informed consent was sought for two classes within   , for children's perspectives to be included in the study (Sections 7.2 and 7.4); unfortunately, however, pupil survey responses were not returned to me for analysis, having been accidentally disposed of by school staff. Regrettably therefore, this data set could not be included in the current research (Chapter 7).

The literature review was conducted using peer-reviewed journal articles, academic theses and dissertations accessed through the British Education Index;

Educational Resources Information Centre (ERIC); International Bibliography of the Social Sciences (IBS); ProQuest Dissertations and Theses (UK and Ireland) PsycArticles; PsycINFO; and government sources in two phases. Phase One involved a general search using terms summarised in Table 5:

Table 5: Literature review search terms

Area of research	Search terms
School staff and pupil relationships	School, relation*, pupils, pupils, attach*, significant adult, teacher, emotion, inclusion, burn-out, attitude*, attachment style, atmosphere, culture, critique, criticism
School staff job satisfaction	School staff, teacher, job satisfaction, teaching assistants, head teacher, principal
School staff occupational subjective well-being	Occupational well-being, job affective well-being, teachers, school staff, affective well-being, cognitive well-being, subjective well-being

Phase Two used a 'snowball method' of searching texts (Boland et al., 2014), where literature that had been cited in other journal articles, dissertations and theses was searched.

2.2. Teacher-pupil relationships

2.2.1. Introduction to teacher-pupil attachment

Over recent years, research has attempted to strengthen understanding of the relationship between adults working in schools and CYP, and how these relationships can be protective, of limited value, or even considered damaging. Ideas first investigated through attachment theory could be considered an

influence in this domain (Holmes, 2001; Schore and Schore, 2007). Attachment theory suggests that a child's early relationship with significant adults influences the development of neurological connections that relate to basic survival functions. These early experiences create neurological templates for how the child will interpret other experiences later in life (Bowlby, 1953; Schore and Schore, 2007), especially when perceiving a threat, whether physical, emotional or psychological (Waters et al., 2005). Research has suggested that there are four attachment styles, presented in Table 6.

Attachment theory has been supported by neurological evidence, which has concluded that the brain develops differently when children experience less nurturing parenting; stressful life experiences; and/or poverty (Yoshikawa, et al., 2012; Luby et al., 2013). Many social difficulties throughout the lifespan are considered to reflect enduring effects of adverse early relationships.

Despite attachment theory's ubiquitous uptake, there have been a number of associated criticisms over the years, related to the 'artificial' nature of the 'strange situations test' (Ainsworth and Bell, 1970), from which the theory developed. Resulting criticisms have been that conclusions were not representative of a child's true attachment to their carer (McLeod, 2014); with a suggested over-emphasis on mother-child relationship, overshadowing the inclusion of other attachment relationships that could have buffered against difficult early life experiences (Bowlby, 1953). Further, interpretations of the root of children's

Table 6: Attachment styles

Attachment Style	Characteristics of attachment figure	Resulting characteristics of person experiencing that attachment style
Secure	The adult is available to the child and able to meet their needs. They are responsive and appropriate. Children are more likely to develop secure attachment styles if their parents are attentive and caring towards them (Aronoff, 2012).	The child can explore the environment when they feel safe. Their 'safe base' is their parent/carer, from whom they leave and return during these exploration endeavours. The adult soothes the child when they are distressed, providing opportunity for feelings of security and independence to be developed. Secure attachment is considered the most adaptive attachment style (Aronoff, 2012).
Anxious/ avoidant	This is considered a result of unpredictable responses from the caregiver, with displays of anger (ambivalent resistant) or helplessness (ambivalent passive) upon a reunion between the child and caregiver. These responses are viewed as a strategy for maintaining the availability of the caregiver by taking control of the interaction (Crittenden, 1999).	Child is often highly distressed when the main caregiver is not with them, but appears ambivalent when they return (Ainsworth et al., 1978).
Ambivalent	The adult rarely meets the child's needs in meaningful ways (Ainsworth and Bell, 1970).	Child avoids or ignores the caregiver, showing limited emotional responses when the caregiver leaves or returns. They child will not explore very much in their environment, irrespective of who is there with them. This limited emotional response is theorised as a 'mask' for underlying distress. This is supported by monitoring of heart-rates of infants considered to have an avoidant attachment style. These infants did not present as distressed outwardly, did experience increased heart-rates, which is considered to demonstrate a level of distress being experienced by the infant (Ainsworth and Bell, 1970).
Disorganised	Parental behaviours were frightening or abusive (Ainsworth, 1990).	Child does not trust adults, but craves security. This results in reactions and behaviours that are inconsistent and chaotic. This can result in some dissociative symptoms, related to the freeze response to stressors/fears (Ainsworth, 1990).

behaviours was through a predominantly Westernised lens, failing to take full account of variable cultural interpretations of children's behaviour (McLeod, 2014; LeVine, 2014).

Despite limitations, Schore and Schore (2007) posit that Bowlby's core ideas have been extended sufficiently that modern attachment theory offers a coherent and complex model that has relevance in a variety of settings. Further, that it provides an interdisciplinary developmental model which supports the assessment of an individual's lived experiences and worldview (Schore and Schore, 2007). Research supports the use of attachment style enquiry in assessment, in light of accumulating evidence that insecure attachments can be linked to psychological difficulties in later life (NICHD, 1997).

Tenets of attachment theory have been included in guidance and government policies, with the National Institute for Care Excellence (NICE, 2015) producing guidance specifically related to children's attachment, in which it was suggested that EPs work with LAs to produce attachment-based training that could be delivered to all school staff. Edward Timpson, former Minister for Children, suggested that in order for children to have the best start in life attachment needs' would need to be met (Rustin, 2014). Risks associated with a cycle of unmet attachment needs and home life deprivation can result in children being excluded from school, as well as educational underachievement and a child who is unable to reach their potential (Rustin, 2014). The interest in attachment theory in modern

rhetoric has resulted in a growing interest in the relationships children have with adults who are not their primary carers; mainly teachers and youth workers. It is suggested that these relationships can play a part in supporting children to develop secure attachments, which is especially important if their relationships at home are insecure (Bergin and Bergin, 2009; Riley, 2010). Their levels of engagement and sense of belonging in school can affect children's social and academic development in a number of key areas, including their feelings of success and social competence; their willingness to take on challenges; and their levels of motivation to engage in academic learning tasks (Bergin and Bergin, 2009; Hughes and Chen, 2011; Spilt et al., 2011; Liberante, 2012).

Further, Ahnert et al. (2013) found that showing a child a picture of a teacher, with whom they had a secure attachment relationship (as opposed to a neutral image for the control group), resulted in quicker task completion. While it could have been suggested that an increase in speed was associated with increased feelings of pressure to complete the task as a result of an image of an authority figure, the authors interpreted this as suggesting that cognitive processing was improved through secure attachment relationships, even if represented by a photograph.

2.2.2. Successful learning

Immordino-Yang and Damasio (2007) considered emotional experiences at school to be intrinsically linked to children's brain development, since these experiences effect the development of neurological emotion centres, as well as aspects of

cognition that are required for learning. They state that for successful learning to take place, school staff must engage pupils at the affective and cognitive level (Immordino-Yang and Damasio, 2007) to develop their capacity as successful learners, through safe and appropriate risk-taking. Geddes (2006) considers appropriate risk-taking is mediated by children's ability to regulate their emotions (e.g. manage their frustrations and worries if they do 'fail'), and through nurturing and validating teachers. It was suggested that this supports children to trust their teacher, strengthening their willingness to ask for support or help, which Geddes (2006) perceives demonstrates their attachment to and trust in their teacher (Figure 3).

Figure 3: Relationship between school staff and pupils

Pupil is willing to engage in the work and can ask for support when required

Secure attachment between teacher and pupil

Teacher has a good awareness and understanding of the pupil's needs and abilities
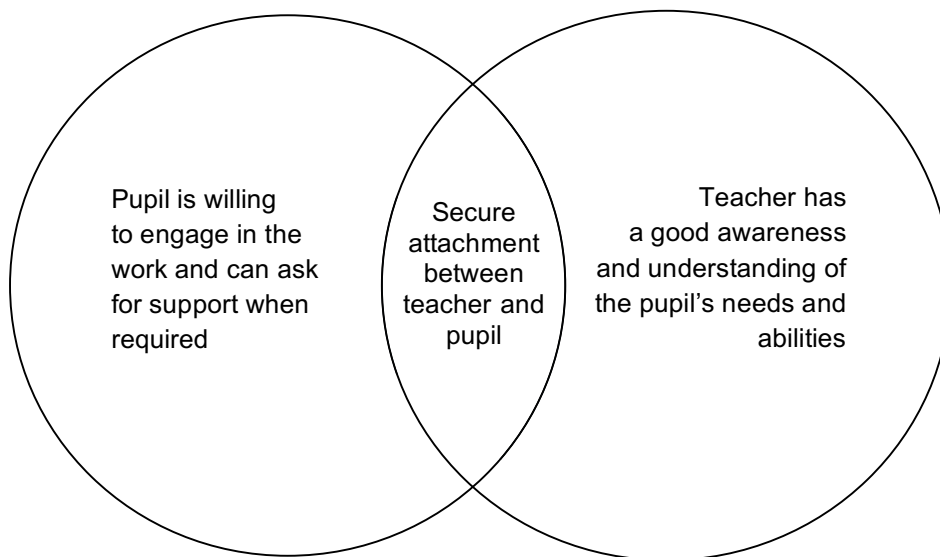
Developed from the work of Bergin and Bergin (2009), Geddes (2006), Immordino-Yang and Damasio (2007), and Riley (2010)

2.3. Personal factors that can inhibit attachment relationships in school

Despite various potential benefits of secure attachment between child and teacher (Chapter 2), Verschueren and Koomen (2012) suggest that many children will not experience the relationship with their teacher as an attachment bond. The following paragraphs explore some possible reasons for this.

2.3.1. School staff's personal attachment styles

Attachment theory suggests that attachment styles develop from early life experiences, which affect the way individuals view the world, themselves and others, through their attachment lens (Bowlby, 1953; Schore and Schore, 2007). Sable (2008) suggests that childhood attachment styles can be observed in adult attachment styles, presented in Table 7.

It could be suggested that a legitimate extrapolation from attachment theory, is that school staff interactions with pupils are influenced by that adult's attachment style. Kohlrieser (2012) suggested that securely attached staff can avoid burn-out and manage stress more effectively. Whereas, school managers with avoidant attachment styles, were considered to risk burn-out as a result of a tendency to attempt to manage stressors independently, failing to harness available social support, since their early attachment relationships were unreliable (Kohlrieser, 2012; Chan and Hui, 1995; Kohlrieser, 2012).

Table 7: Childhood and adult attachment styles

Childhood attachment style	Corresponding adult attachment style	Characteristics of adults with this attachment style
Secure	Secure	Securely attached adults tend to feel comfortable with intimacy and independence and .have relatively positive views of themselves, as well as their partners and their relationships. T
Anxious/ avoidant	Dismissive-avoidant	Dismissive-avoidant adults seek high levels of independence, appearing avoidant of attachment altogether. They consider themselves to be self-sufficient and invulnerable to attachment feelings and therefore have limited interest/need for close relationships. Often they suppress their feelings and manage rejection by distancing themselves from their partners. These adults often have a poor opinion of their partners.
Ambivalent	Anxious-preoccupied	Anxious-preoccupied adults require high levels of intimacy, approval and responsiveness from their partners and can become overly dependent. They are often less trusting, with fewer positive opinions about themselves and their partners. They may also demonstrate high levels of emotional expressiveness, worry and impulsivity in their relationships.
Disorganised	Fearful-avoidant	Fearful-avoidant adults tend to mistrust their partners, viewing them as unworthy. Fearful-avoidant adults tend to seek less intimacy, and suppress their feelings. Typically they have mixed feelings about close relationships, desiring but also feeling uncomfortable with emotional closeness.

2.3.2. School staff attitudes as a barrier to effective teacher-pupil relationships

It has been suggested that school staff attitudes could be a barrier to the implementation of successful inclusive practices, especially for CYP regarded as having social, emotional and behavioural difficulties (SEBD) (De Boer et al., 2010). De Boer et al. (2010) found that teachers were generally positive and supportive of inclusion; however, some school staff regarded successful integration of some CYP in their school as impractical and problematic (Avramidis and Norwich, 2002).

Avramidis and Kalyva (2007) suggested that when staff members perceive inclusion to be impractical, it affects their behaviours towards children and can result in a bias against the inclusion of children with SEBD (Cooper, 2004). Cooper (2004) considered this bias was evidenced through the consistent rate of CYP with SEBD being educated in specialist provision, against the trend of general reductions in CYP being educated in specialist provisions. MacFarlane and Woolfson (2013) perceive this steady rate of alternative provision-seeking for CYP with SEBD as resulting from the difficulties staff have in connecting with, understanding, or effectively supporting these children. This could be as a consequence of perceptions that CYP with SEBD are the 'problem', without recognition of external influencing factors. Staff with higher perceived levels of behavioural control and a more positive attitude towards CYP were associated with inclusive practices when working with children with SEBD (MacFarlane and Woolfson, 2013). This was especially evident with specialist teachers, who were reported to be more positive about their pupils with learning difficulties (LD) when compared with mainstream teachers (Avramidis and Norwich, 2002). This was the premise upon which the current research was conducted, with Figure 4 illustrating the developing proposition of the study.

2.3.3. The impact of school climate on staff efficacy/ empowerment

Kyriacou (2001) argued that a positive school climate allowed staff members to reflect on best practice and engage in peer support and joint problem solving, which can help staff to manage stressors more effectively (Kyriacou, 2001).

MacFarlane and Woolfson (2013) considered head teachers to have an important role in setting the climate of the school, communicating an ethos of inclusivity and providing staff members with appropriate training and support. However, it can be difficult to harness the benefits of a positive school climate when staff report work-related stress levels which, second only to maternity leave, comprised the biggest cause of staff sickness or staff leaving the profession altogether (Precey, 2015). High stress levels could make it more difficult for school staff to draw upon their internal resources to develop relationships with children, instead expending significant energy managing their own stress levels. This is similar to reports with parents who struggle to provide emotional connections with their children, on account of their already depleted capacity to cope with stressors associated with their own socio-economic deprivation (Mistry and Wadsworth, 2011). School staff occupational stress could be affected by:

- challenging pupil behaviour, cited as one of the most significant difficulties school staff experience, with some reconsidering their profession as a result (Wiggins, 2016);

- increasing external pressure to focus on CYP's grades, in order to 'justify' their salary (Millar, 2013); and

- self-appraisal that they have limited skills and support to develop improved connectedness with CYP (Bombèr, 2011).

Interestingly, Chan and Hui (1995) found that levels of staff 'burnout' were not associated with workload. Staff members with additional responsibilities reported a greater sense of job satisfaction, compared with other school staff, without those additional responsibilities (Chan and Hui, 1995). This was attributed to the staff members' attitudes, with the authors concluding that if staff valued their work they were likely to be more engaged in it, perceiving its value and importance as something they wanted to be involved in, rather than considering it an additional burden (Chan and Hui, 1995), illustrating the influence of individual appraisals (Section 3.3.1).

2.3.4. Concluding comments and proposition development

The literature suggests that teaching (Kohlrieser, 2012), and an individuals ability and/or desire to connect with children in their class on an affective level (Mistry, and Wadsworth, 2011; Verschueren and Koomen, 2012) can be related to the staff members attachment style (Bowlby, 1953; Kohlrieser, 2012), resilience and mental health (Schore and Schore, 2007; Sable, 2008), attitudes towards work (Chen and Hui, 1995) and pupils (De Boer et al., 2010; MacFarlane and Woolfson, 2013; Avramidis and Norwich, 2002), as well as their perception of their self-efficacy/empowerment to manage challenging situations (Bomber, 2011). This is suggested to have an influence over the relationship that is developed between school staff and pupils (Ahnert et al., 2013; Liberante, 2012; Verschueren and Koomen, 2012), which evolves as changes occur within the teacher and/or pupil. This system is, additionally, influenced by pressures experienced within the school

environment (Millar, 2013), which are related to outcomes specified by the government of the day (Precey, 2015). This is illustrated figuratively in Figure 4 with how this relates to the current research and the developing proposition illustrated in Figure 5.

It has been argued that shifting individuals' focus towards improving their own internal states diverts attention from the effects of deprivation caused by government mismanagement (McCloskey, 2012). However, it could also be suggested staff empowerment is unlikely to occur when a focus is maintained on aspects of their work they cannot change. Therefore, considering things within an individual's remit to develop could support them in managing their work related stressors more effectively, impacting on those with whom they interact (Chan and Hui, 1995; Precey, 2015).

Figure 4: Staff and pupil characteristics: interaction and wider systems

Child characteristics:
Attachment style; attitude towards work; feelings of self-efficacy/ ability to take appropriate learning risks; meta-emotional philosophy; mental health; level of resilience/emotional dysregulation; control over/understanding of behaviours

Relational factors:
Student-pupil relationship- teacher has time for the pupil and awareness of pupil's emotions; pupil considers the teacher understands them; level of cognitive and affective engagement by the pupil and encouragement by the teacher.

Teacher characteristics:
Attachment style; attitude towards work; feelings of self-efficacy; meta-emotional philosophy; attitude towards inclusion of children with SEBD; attitude towards holistic teaching; mental health; level of resilience.

School ethos/policy:
Policy/senior staff attitudes towards inclusion and children with SEBDs; expectations of staff members'; levels of support provided to staff in helping them to manage workload stressors; level of direction and flexibility provided to staff in order for them to work holistically with children.

Government policies:
National curriculum requirements; performance/ pupil grade related targets.

Figure 5: An illustration of the proposed interaction between challenging pupil behaviour and staff members' feelings of self-efficacy and empowerment, occupational stress, and staff attitudes
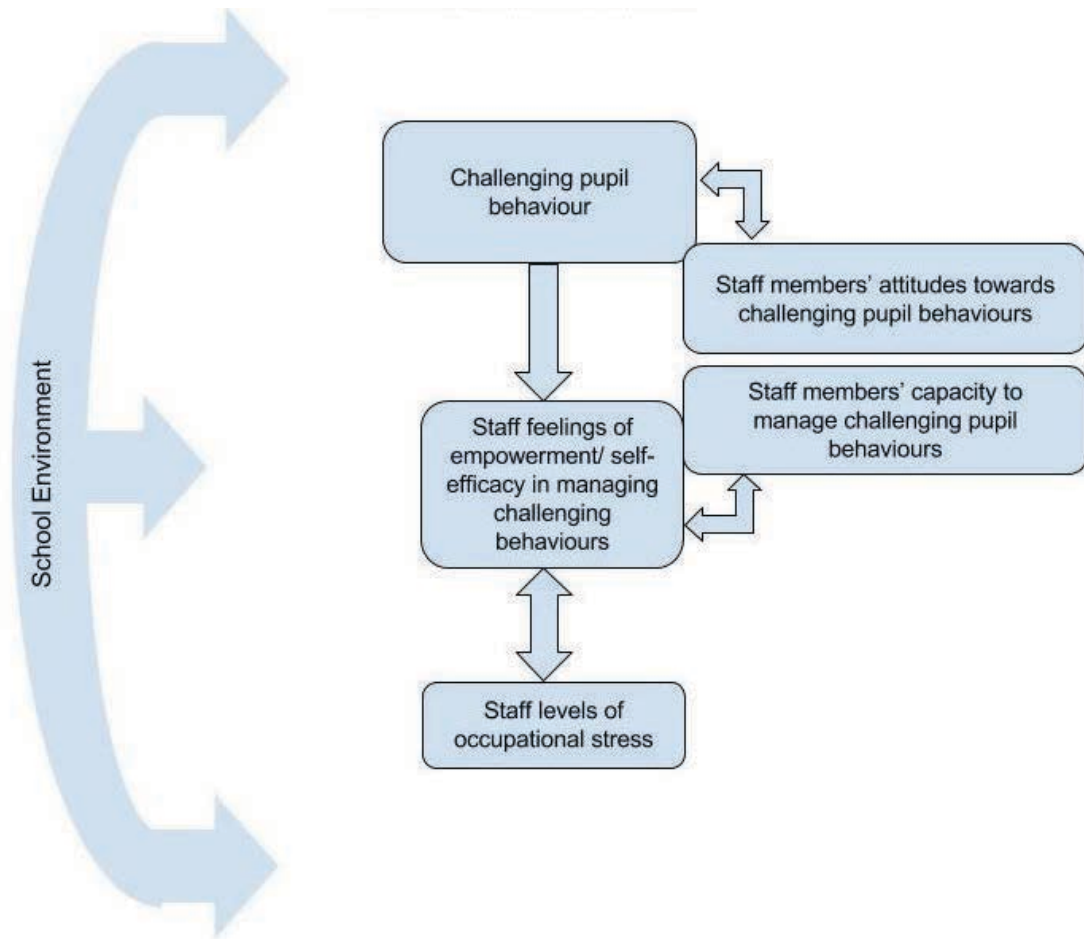
Developed from the work of Liberante (2012), Berns (2016), MacFarlane and Woolfson (2013), Cooper (2004), Avramidis and Kalyva (2007), Avramidis and Norwich (2002), Ahnert et al., (2013), DeBoer et al., (2010), Kohlrieser (2012)

CHAPTER THREE: LITERATURE REVIEW: COGNITIVE AND AFFECTIVE JOB SATISFACTION

3.1. Job satisfaction characteristics and perspectives

Job satisfaction is one of the most commonly researched aspects of organisation literature (Tekell, 2008). As a result, there are numerous characteristics that can be associated with job satisfaction (a sample of which is presented in Table 8), depending on the author's perspective and aims. The current study was concerned with researching job satisfaction levels for a largely heterogeneous group, namely an entire school staff. Therefore, it is acknowledged that it is difficult to define job satisfaction in a way that accurately encompasses all possible aspects of work that could result in an individual appraising or experiencing a job as satisfying (Woods and Weasmer, 2004). Andrews and Withey (1976, cited in Organ and Near, 1985) reviewed measures of job satisfaction and concluded that, typically, they measured:

1. cognitive appraisal of job satisfaction;

2. positive affect experienced in relation to job satisfaction; and

3. negative affect experienced in relation to job satisfaction.

Table 8, therefore, considers the characteristics of job satisfaction suggested by the author(s) in relation to what is commonly evaluated in job satisfaction measured.

The cognitive appraisal of job satisfaction (cognitive job satisfaction), as suggested by Andrews and Withey (1976), is defined as an evaluation of the level of satisfaction derived from specific facets of the working conditions experienced in relation to a job. This might include resources, colleague relationships, or pay, for example (Thomas, 2013). Whereas, it is suggested that the affective experience of job satisfaction (affective job satisfaction), is related to the level of positive or negative emotions an individual experiences as a result of their job-related experiences (Thomas, 2013). This can be related to appraisal theory where it is suggested that stimuli requires a level of immediate subjective appraisal, in order to categorise the level of threat the stimuli presents, before an associated emotion is experienced (Scherer et al., 2001). Van Katwyk et al., (1999) state that:

In emotional experience, it is arguably the cognitive process that gives meaning to an affective reaction and in turn, results in the experience of affect (p. 228).

However, the sequence of events within this process is debated within the literature. Millar and Tesser (1989) suggest that affect influences cognitive processes such that resulting behaviours could be either cognitively or affectively driven. Alternatively, Edwards (1990) considers affective and cognitive processes to operate in parallel and therefore may not be separate or sequential.

Salancik and Pfeffer (1978) progress the distinction between cognitive and affective experiences, suggesting that individuals are more easily influenced by accessible/salient information, which they consider to be the experience of affect,

opposed to cognitive appraisals. Thus, it has been argued that the role of cognitive appraisals in certain situations is less significant than affective experiences, since the latter are likely to have more influence over behaviours (Verplanken et al., 1998). Indeed, Van Katwyk et al. (1999) assert that traditional measures of job satisfaction are misguided in their focus on cognitive job satisfaction, with limited consideration to the full range of affective states that contribute towards affective job satisfaction. They posit that this could provide reasonable explanation for the limited empirical evidence associated with job satisfaction and behavioural outcomes (e.g. performance), despite researchers continuing to investigate a relationship. The authors assert that it could in fact be the affective component of job satisfaction that is more strongly related to work outcomes. I was especially interested in more fully investigating current cognitive job satisfaction and affective job satisfaction trends for ⬛⬛⬛⬛⬛ staff in relation to the current research.

While reviewing the job satisfaction literature, it was clear that terminology, such as job satisfaction and well-being (WB), were at times used interchangeably. A possible reason could relate to the tendency for the term well-being to be used, when authors are actually referring to the context specific affective appraisal of job satisfaction (Van Katwyk et al., 1999). Many measures, and their associated definitions, of job satisfaction are considered to contain aspects of both cognitive and affective appraisal of job satisfaction (McKennell, 1978). However, I was interested in school staff's cognitive and affective appraisal of job satisfaction as distinct factors, as far as possible, in order to understand job satisfaction levels of

a school staff working in a challenging context (Sections 1.2 and 1.3). In order to progress the literature review, I had to make judgements while reading author accounts of job satisfaction, in order to consider the specific aspect of job satisfaction they were referencing, where it was not made explicit in the text. Where the authors and measures appeared to align more closely with the cognitive aspects of job satisfaction, I have assumed a leaning towards cognitive job satisfaction. Whereas, literature that describes school staff or teacher levels of well-being, considered in relation to the specific context of a school, I have considered the results to relate more closely to affective job satisfaction, than cognitive job satisfaction.

This chapter will first establish research related to job satisfaction in a school context specifically (Section 3.2), before progressing to establish the differences between aspects of cognitive job satisfaction (Section 3.3.1) and affective job satisfaction (Section 3.3.2) within the school-based literature.

Table 8: Characteristics of / conditions for job satisfaction

Author(s)	Characteristics of and conditions for job satisfaction	Cognitive job isfaction/affective ob satisfaction
Sylvia and Hutchinson (1985)	A feeling of gratification that comes as a result of meeting personally defined 'higher order needs', as opposed to 'lower order needs' and that 'higher order needs' relate to feelings of achievement, receiving recognition, having responsibility, as well as perceived opportunities.	Combination
Schonfeld (1990)	A fusion of feelings of optimism and motivation towards the work and job one is engaged in.	Combination
Csikszentmihalyi (1990)	Being involved in an activity that allows you to be able to function at the peak of your capabilities; experiencing high levels of concentration, immersion, and control at work.	Cognitive
Dinham (1995)	Teachers achieve job satisfaction from their relationships with pupils as well as their relationships with parents and colleagues. 'Teachers felt that teacher-pupil relationships were most important and reported that they were more satisfied with this aspect of their job than any other' (Shann, 1998, p. 72).	Combination
Taylor and Tashakkori (1995)	Teachers often stated they were satisfied in their work because they looked forward to coming to work (school) every day and felt good when their pupils succeeded.	Combination

3.2. School environment and levels of job satisfaction

Since school environment will present varying profiles of strengths and challenges, there will likely be a range of levels of school staff job satisfaction. However, it has been suggested that trends towards high job satisfaction is associated with lower levels of deprivation in the school's local area, as measured by the number of

children in the school, eligible for free school meals (FSM) (Shen et al., 2012). If it is assumed that this level of socio-economic challenge results in the presentation of specific pupil characteristics, then it could be suggested that pupil characteristics influences staff member job satisfaction levels (Section 1.2.6), where children's social and neurological development is adversely influenced by a home life characterised by deprivation and poverty (The Cabinet Office, 2009). Therefore, the range and severity of difficulties observed in children in schools located in communities with high levels of poverty shape the context in which staff members and pupils are working (Ofsted, 2013).

The attainment of CYP in the UK from low-income backgrounds typically lags behind their peers by approximately 19 months (Waldfogel and Washbrook, 2012, cited by Ofsted, 2013). Table 9 presents some of the possible challenges that could be experienced more frequently in deprived schools and communities (Ofsted, 2013).

Table 9 includes a range of challenges suggested to be faced by children at risk of having a limited range of life experiences as a result of financial difficulties. Also included are comments related to parent/carer motivation to engage with the wider community, and the risk of possible limited connection between the child and their parents/carers as a result of mental health difficulties (Mistry, and Wadsworth, 2011).

Table 9: Challenges associated with deprivation in the local area

Challenges affecting whom:	How this is manifest according to Ofsted (2013):
Children and young people	Social skills difficulties; limited evidence of prior learning, especially in reading and communication; possibly low school readiness; low aspirations for their future; poor diet and nutrition; poor quality or multiple-occupancy housing; high levels of crime in the local area.
Parents	'Weak parenting skills'; low levels of parent/carer education; possible negative schooling experiences; high unemployment levels; mental health difficulties in parents/carers; low levels of parental capacity to be 'involved' with their child's learning; poor quality or multiple-occupancy housing; high levels of crime in the local area.
School staff	If they live locally to the school then they are likely to experience similar challenges to pupils and their families.

These factors are likely to affect children's engagement with their education and with school staff. Those staff members not living in deprivation themselves experience significant levels of stress as they develop an insight into the physical and emotional environments in which the children live; but with limited ability to do anything about it. This could result in feelings of helplessness and limited job satisfaction in work, as a result of feeling disempowered in providing needed help to pupils (Marsh, 2015). Frustrations, disempowerment and low job satisfaction can contribute to barriers between school staff, parents/carers and pupils (who perhaps do not understand each other's lived experiences) (Lightfoot, 2016). Low levels of attunement and reduced motivation could result in staff leaving the school, or the profession altogether (Lightfoot, 2016).

3.3. School staff job satisfaction

3.3.1. Cognitive appraisal of job satisfaction (cognitive job satisfaction)

According to a survey of 4,450 teachers across England and Wales, 98% stated that they considered themselves to be under increasing pressure in their work, with 82% describing the workload as 'unmanageable' (Naghieh et al., 2015; Pretsch et al., 2013). With such a high percentage of teachers considering their work to be unmanageable, it is unsurprising that there are also very low reported levels of satisfactory work-life balance (12%). Further, many teachers surveyed considered their work adversely affected their physical (73%) and mental health (75%) (Lightfoot, 2016). This was considered unlikely to engender work satisfaction (Ingersoll, 2001; Naghieh et al., 2015; Pretsch et al., 2013), especially when 67% considered their employers were not concerned with their well-being (Lightfoot, 2016).

While reviewing the literature on cognitive job satisfaction in relation to staff members' perception of their work, interesting comparative data emerged, considering teacher cognitive job satisfaction and teaching assistant (TA) cognitive job satisfaction, presented in Table 10.

During an National Union for Teachers strike (6th July 2016), the BBC News reported that many teachers were unhappy with the pressures they experienced in their work, with one newly qualified teacher (NQT) stating that she could not imagine herself teaching in a few years' as a result of the pressures she

considered teachers to be under. Research seven years prior to this interview indicated that NQT attrition rates were at 45% after 5 academic years (Shen and Palmer, 2009).

Table 10: Teacher and TA perceptions of their work

Item being measured	Teachers' responses (Lightfoot, 2016)	Teaching assistants' responses (UNISON, 2013)
Under pressure	98%	68%
Unmanageable workload	82%	83%
Workload having an impact on their physical health	73%	Not measured
Workload having an impact on their mental health/stress levels	75%	72%
Good work-life balance	12%	68%
Felt their employer considered their well-being	33%	Not measured
Satisfied in their work	Not measured	95%
Concerns about low pay	Not measured	95%
Difficulties in managing pupils behaviour	Not measured	82%

Low levels of school staff job satisfaction could contribute to high levels of NQT attrition (Ingersoll, 2001) and thus impact, not only on the individuals leaving and

left in the profession, but also presenting society with real challenges regarding the working conditions of school staff. It is not financially sound to train individuals to teach, if they then to leave the profession (Ingersoll, 2001; Lightfoot, 2016; Shen and Palmer, 2009), resulting in staff shortages in this essential profession. It has been reported that 59% of schools 'struggled' to fill vacancies in 2015, with 20% having 'failed completely' to do so (Coughlan, 2015). Bogler (2002) added that even where dissatisfied teachers stay in the profession, it is less likely that they would be motivated to work to their potential. This could result in poorer attainment in CYP and, therefore, increased pressure for school staff to work towards improved academic performance.

3.3.2. Affective job satisfaction

Lopez (2012) suggests that teachers experience high levels of positive affect, associated with the enjoyment they receive from their work. However, Naghieh et al. (2015) recognise that teaching is a profession in which high levels of occupational stress are often experienced, which can result in physical and mental health difficulties for teachers (Naghieh et al., 2015; Pretsch et al., 2013). Lopez (2012) and Naghieh et al. (2015) agree that a teacher's affective job satisfaction can impact on pupils' health, well-being and educational attainment. With an additional risk of disruption for teachers and pupils if a teacher leaves the profession as a result of workload stress (Sections 3.2 and 3.3) (Ingersoll, 2001; Lightfoot, 2016; Shen and Palmer, 2009).

It has been suggested that developing teachers' feelings of empowerment could prove a useful strategy in influencing teachers' perception of their work and could increased job satisfaction (Bogler and Somech, 2004; Shen et al., 2012; Chan and Hui, 1995). Further, higher levels of motivation among colleagues and pupils (Moye et al., 2005), and reduced staff absences (Bogler and Somech, 2004), could occur which could positively affect school staff retention levels (Bogler and Somech, 2004).

It is argued that levels of empowerment experienced by school staff could be encouraged or suppressed depending on the head teacher's leadership style (Petzko, 2004). Head teachers who are inclined to praise and acknowledge staff strengths, being better respected (Spillane, 2005) and therefore more likely to influence staff affective job satisfaction positively (Petzko, 2004). Further, it has been suggested that positive affect associated with 'good' relationships with school pupils, and their families, as well as peers and senior staff, can improve school staff members' affective job satisfaction (Van Maele and Van Houtte, 2012; Tye and O'Brien, 2002, cited in Struyven and Vanthournout, 2014; Garrahy, et al., 2005). Potentially this could result in increased feeling of belonging, which may reduce motivation to leave the profession (Skaalvik and Skaalvik, 2011). This could constitute an aspect in job satisfaction research considered to be missing, relating to the absence of any robust evidence of a connection of association between job satisfaction levels and behaviour (Van Katwyk et al., 1999).

3.3.3. Benefits associated with general improvements in teacher job satisfaction

Bogler (2002) suggests that working towards increased teacher job satisfaction could result in a number of benefits for schools, including increased staff commitment, performance, and teaching quality. It has also been recognised that when teachers are more satisfied in their work, their pupils present with improved behaviour, academic achievement, and satisfaction with school (Louise, 1998). Therefore, it would seem that it is in the interest of teachers, pupils, families, education system, and society more generally, that teachers' job satisfaction is addressed, to avoid exacerbating shortages of teachers. It has been argued that trained teachers frequently do not feel able to continue in the profession, since it does not allow them to engage with children as they had expected (Marsh, 2015).

3.4. Concluding comments and further proposition development

It is generally accepted that generating a universal list of characteristics associated as comprising job satisfaction for all, is problematic since varying aspects of work would be appraised or experienced differently, providing a range of levels of satisfaction, depending on the individual (Woods and Weasmer, 2004). However, within this literature review, job satisfaction has been considered in relation to an individual's cognitive appraisal of job satisfaction (an evaluation of specific facets of working conditions), and an affectively framed appraisal of job satisfaction (which relates to the level of positive or negative emotions an individual experiences as a result of their job-related experiences) (Andrews and Withey, 1976, cited in Organ and Near, 1985; Thomas, 2013). Although much

research does not make a distinction between cognitive job satisfaction and affective job satisfaction, it has been argued that many job satisfaction measures are predominantly concerned with the cognitive aspects of job satisfaction, neglecting the affective component (Tekell, 2008).

Despite limited clarity regarding what aspects of job satisfaction are being measured within certain areas of previous research, it is suggested that there are a range of benefits associated with improved job satisfaction which can be experienced by school staff and pupils alike, as a result of the reciprocal nature of lived experiences.

Factors that are considered to support the development and maintenance of job satisfaction include the value the individual attributes to their work (Chan and Hui, 1995; Marsh, 2015); positive perceptions of relationships with pupils, parents and colleagues (Van Maele and Van Houtte, 2012; Tye and O'Brien, 2002, cited in Struyven and Vanthournout, 2014; Garrahy, et al., 2005); feelings of belonging, as a result of positive relationships (Skaalvik and Skaalvik, 2011); and feelings of empowerment in their work (Bogler and Somech, 2004; Shen et al., 2012; Chan and Hui, 1995), which is suggested to have the potential to improved teacher affective job satisfaction and cognitive job satisfaction. This may mitigate motivations for leaving the profession (Skaalvik and Skaalvik, 2011). The development of the current study's proposition in relation to the job satisfaction literature review is presented in Figure 6.

Figure 6: An illustration of the proposed interaction between challenging pupil behaviour and staff members' feelings of self-efficacy and empowerment, occupational stress, staff attitudes, and job satisfaction
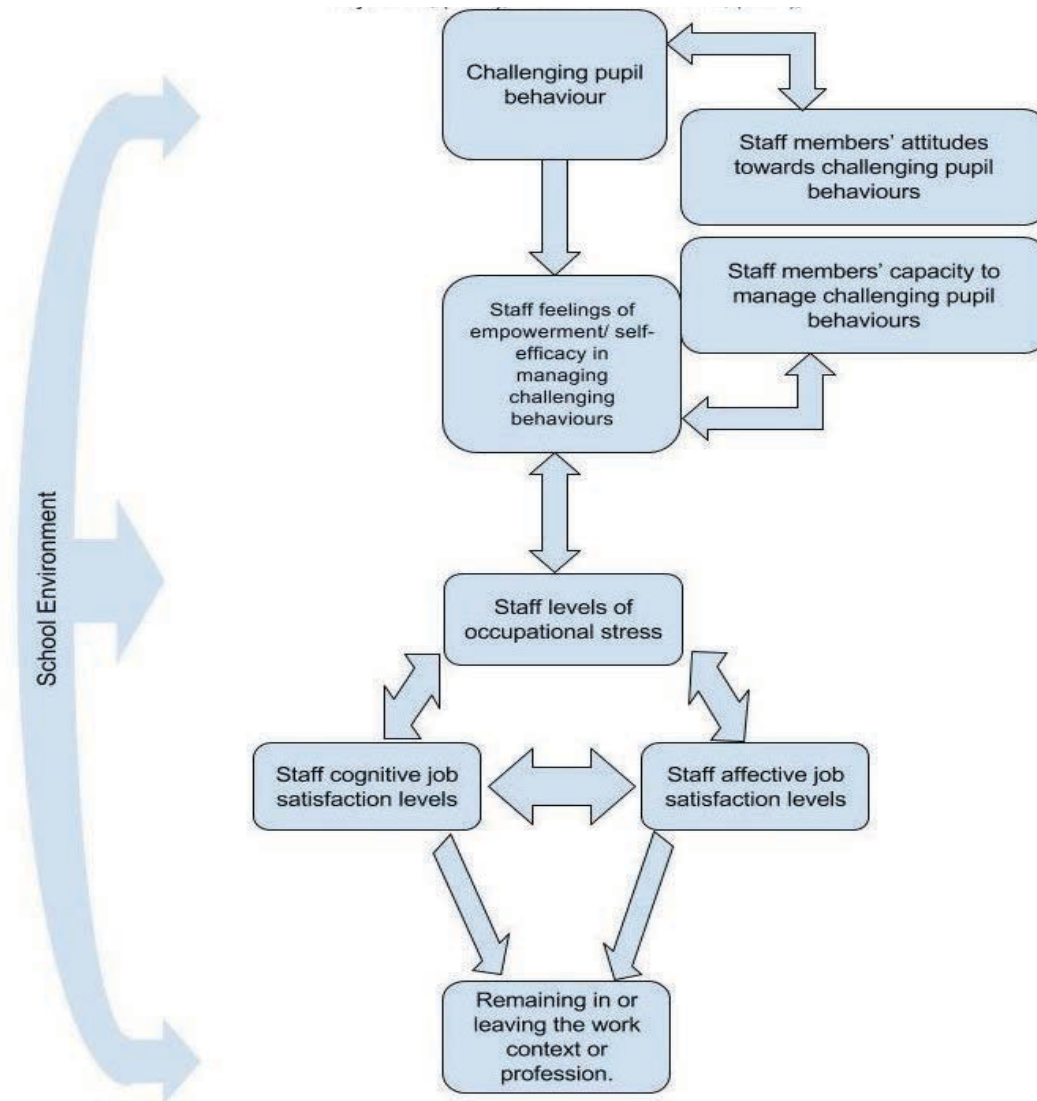
3.5. Literature review conclusions

The literature review sought to consider the importance of children's relationships with school staff, considering how early experiences can affect an individual's attachment style, as well as their ability/desire to connect with others (Bowlby,

1953; Schore and Schore, 2007; Waters et al., 2005). This can affect teacher-pupil relationships, thus minimising the possible benefits that could result from what Liberante (2012) refers to as one of the most powerful tools in a learning environment. Literature related to school cognitive and affective job satisfaction provides the background to the working proposition of the current study, that good teacher-pupil relationships can only be cultivated (for the benefit of children and school staff) if school staff are satisfied with their work. The current research is interested in considering the cognitive and affective job-satisfaction levels of school staff working at a large academy primary school, where high levels of pupil challenging behaviours are expressed.

Within the current research's proposition, it is argued that school staff who feel disempowered or lacking in self-efficacy in the management of challenging pupil behaviours - one of the key reasons for school staff leaving the profession (Bomber, 2011; Precey, 2015; Wiggins, 2016) - will likely experience increased occupational stress (Millar, 2013). This is suggested to result in low levels of cognitive and affective job satisfaction (Shen et al., 2012). It is suggested that as a consequence of these appraisals and emotional experiences, staff members will find it more difficult to connect with/attune to children. Relationships are therefore not as protective as they might otherwise be (Liberante, 2012), with the probable continuation of challenging pupil behaviours. This will continue to influence staff feelings of self-efficacy, empowerment, occupational stress and job satisfaction. Thus, rather than targeting pupil challenging behaviour with purely behavioural

strategies (something ███████ senior staff considered had not yielded the required results), it was suggested that it might be pertinent to provide training in a relational approach. This has been considered to contribute toward improved feelings of self-efficacy for school staff (Bogler and Somech, 2004; Shen et al., 2012; Chan and Hui, 1995), as well as children's behaviour (Louise, 1998) as a result.

Cultivating relationships is a central aim of the chosen intervention, emotion coaching (EC), which seeks to build connections between people for their mutual benefit. The intervention is described in the following chapter.

CHAPTER FOUR: THE INTERVENTION: EMOTION COACHING (EC)

4.1. Overview of the chapter

This section of the literature review provides an overview as to the reasons for the selection of EC as the intervention for this study, based on the theoretical arguments presented in the preceding chapters. This chapter will provide an overview of the theoretical foundations of EC, an overview of how EC is implemented, as well as how EC is documented to have been applied in the literature, followed by a critique of EC. The chapter then presents the rationale for using EC in the current research.

4.2. An overview of EC

4.2.1. EC: Theoretical foundations

EC is described as being embedded within a bio-psycho-social model for the universal promotion of well-being through a philosophy and technique that can be used in everyday situations (Gus et al., 2015). EC is reported to support children to understand their emotions and why these occur, as well as how to manage their emotions more effectively (Gus et al., 2015). The EC philosophy embraces the principle that nurturing relationships acknowledge the legitimacy and acceptability of emotional experiences and provide opportunities to support children's development of resilience (Chapter 2).

EC operates under the premise that emotions such as fear, joy, distress, surprise, anger and disgust are innate and universal (Gus et al, 2015; Rose et al., 2016c). However, should the individual have limited joyful experiences at an early age (for example), it is argued that they will not develop the necessary neurological connections required to process the feelings that could be associated with or normally evoked by joyful experiences. This means that children might require support to notice and label certain experiences and responses as joyful (Section 1.2.6). Rose et al., (2016b) assert that an effective internal stress-response system arises as a result of a consistent internal environment that allows integration between the brain, mind and body. However, this system can be impaired if it is activated regularly (through modern day threats which could be economic, social, or relational; e.g. loneliness or bullying) without opportunity for adequate recuperation afterwards (Rose et al., 2016c). EC considers this stress response system through the poly-vagal theory (Porges and Furman, 2011), which suggests that humans are constantly and unconsciously scanning their environment to anticipate potential and real threats (Rose et al., 2016c).

Rose et al. (2016c) suggest that children with better vagal tone have more responsive vagal circuitry, meaning they can respond to and process stimuli and then return to an optimal resting state more quickly. For young children, vagal tone is developed through secure relationships and nurturing environments. By responding to the child's distress and offering compassion, through physical and psychological comfort, the child is able to feel soothed and can return to a calmer

state (Gottman, et al., 1996; Gus et al., 2015). Thus, it could be suggested that children who engage in challenging behaviours are seeking opportunity, from prospective caregivers, to have their emotional dysregulation soothed through this behavioural communication (Avramidis and Norwich, 2002; See Appendix 1 for a more detailed account of neurological foundations of EC).

The EC approach conceptualises heightened states of emotion as opportunities for connection with another, wherein one person can 'coach' the other through their emotional experience, to support them in learning to express their feelings in a more adaptive manner (Rose et al., 2016c). This can be related to findings outlined in Chapter 2 that reflect the importance of the teacher-pupil relationship, as a resource that has been suggested to influence children's academic and social development (Liberante, 2012; Ahnert et al., 2013). Thus, EC shifts the focus from observing behaviours and increasing external control mechanisms towards utilising a relational approach to manage these challenges. It is suggested that engaging in a coaching relationship with another person can be especially helpful if they have developed a problematic tendency to mislabel emotional experiences which has resulted in less adaptive behavioural responses (Rose et al., 2016). EC is posited to develop adaptive coping strategies through increased emotional awareness and increased capacity to respond to stimuli in an adaptive way, instead of perceiving threats disproportionately (Rose et al., 2016c).

4.2.2. EC: Meta-emotional philosophy and 'methods' of EC

Gottman et al., (1997) suggest that many behaviour management approaches that attempt to manage children's unwanted behaviour, neglect to consider the underlying emotions, failing to recognise that emotions are an essential aspect of an individual's survival (e.g. identifying threats). It is contested that noticing an emotional response is more salient than recognising cognitions. As such, it is suggested more likely that affect based interpretations would be acknowledged by the individual, before their cognitive processes are recognised (Salancik and Pfeffer, 1978). As such, as Gottman et al (1997) assert, emotions should be felt and acknowledged.

This perspective is considered to relate to Ginott's early work, that resulted in a parenting guide, which was regarded as the first of its kind (Gottman et al., 1997). This work focussed on the parent-child relationship and on supporting parents to understand the bases of children's emotions (Gottman et al., 1997). Ginott (2003) suggested that empathically listening to a child and acknowledging the affective content within what they are saying, was one of the most important things a parent or caregiver could do for the child.

Gottman et al (1996) used this as a starting point for developing EC, not just as a process, but rather a way of being, which requires the adult engage in a level of self-reflection regarding their views of emotions. The first 'step' within the EC framework is one of reflection for the individual in the role of 'coach' who is

coaching another, requiring them to develop an awareness of the child's emotional state by understanding their own meta-emotional philosophy. Gottman et al. (1996) introduced this concept as a description of an individual's level of awareness of their thoughts about emotions, for which there are four different styles, described in Table 11 (Gottman et al., 1996; Gottman et al., 1997; Gus et al., 2015; Rose et al., 2016; Fainsilber-Katz et al., 2012; Ding, 2015; Dunstan et al., 2015; Havighurst et al., 2013).

Gottman et al. (1996) concluded that different meta-emotional philosophical styles were observable in adult behaviours. Adult behaviours associated with EC were considered to have a soothing effect on children, which affected children's regulatory physiology, supporting the child to be able to regulate their parasympathetic nervous system more effectively. This suggests that in order to adequately self-sooth children first need opportunities to observe and learn through a significant adult who is able to model that skill. This requires the adult to genuinely validate the child's emotion. Then the adult is required to demonstrate that even when they understand the child's experience on an emotional level (not merely cognitively) the child can witness the adult maintaining a level of control over their reactions, such that they sustain a calm tone of voice, for example. This evidence of coping promotes self-soothing skills, emotional regulation skills and the ability to then refocus (Gottman et al., 1996).

Table 11: Meta-emotional philosophy

Meta-emotional philosophy	Description of each stage
Emotion coaching meta-emotional philosophy	When thinking about emotions, individuals: a) recognise low intensity emotions in themselves and children; b) consider the expression of negative emotion from the child as an opportunity for intimacy and teaching; c) consider it important to validate the child's emotion; d) support the child in this by labelling the child's emotion; and e) supported the child to problem solve and consider how they could manage that emotion more effectively, sometimes through setting limits on what behaviours are appropriate and what are not. This emotion-coaching meta-emotion philosophy is distinct and different from warmth.
Disapproving meta-emotional philosophy	People who have a disapproving meta-emotional philosophy reportedly have the lowest level of emotional awareness. They will reprimand any expression of emotion, even if the child's reaction is appropriate. Expression of emotion might be viewed as a mode of manipulation or control.
Dismissive meta-emotional philosophy	Those with a dismissive meta-emotional philosophy will be likely to experience others' expression of emotion as stressful. As a result they will be likely to use distraction techniques in order to 'fix' the emotional dysregulation for the person. Typically, they want to be helpful, perhaps offering comfort, but they tend to ignore or deny the distressing emotion as much as possible in the hope that it will go away on its own. They do not consider emotions as an opportunity for connection or teaching, or as beneficial in any way; rather, they see expressions of emotions such as anger (even without being accompanied by inappropriate behaviours) as requiring some form of reprimand or redirection.
Laissez-Faire meta-emotional philosophy	Those who have a laissez-faire meta-emotional philosophy will allow free expression of emotions and do not attempt to stop their expression. However, they also do not attempt any of the problem-solving or limit-setting that might be required to set boundaries or help children learn how to manage their emotions more effectively.

Gottman et al., (1997) suggested that this can be summarised in five 'steps' emotion coaching adults follow when supporting children during emotionally reactive moments. An EC adult:

1. has an awareness of their own emotions and their own thoughts about emotional expression (meta-emotional philosophy);

2. is aware of the child's emotions;

3. considers the expression of emotions as opportunity for connection and teaching ;

4. uses empathic listening and provides validation for the child's expressed emotional experiences, while supporting the child to verbally label the emotion, with the adult then sharing personal accounts of their experiences in managing similar emotions (i.e. in order to normalise the experience of that emotion); and

5. sets limits on what behavioural responses might be appropriate, while supporting the child to problem-solve and consider what they could do when faced with the same emotion in the future (see Appendix 2 for a more detailed account of this process).

Rose et al. (2016c) state that the process of EC utilises empathic engagement as a way to connect and validate the emotional experience, without colluding or condoning inappropriate responses. Through regular EC use, it is argued that the neurological defence systems will be soothed (Porges, 2011; cited in Rose et al., 2016c), and that children will learn to manage their emotions more effectively, promoting resilience (Shortt et al., 2010; Rose et al., 2016c). While establishing these neurological processes would be favourable in the early years, as a result of neural plasticity (Section 1.2.6), these skills of self-regulation can be established at any stage of development, provided appropriate connection and attunement is experienced.

4.2.3. EC: Applications

Research from the USA, Australia and the United Kingdom has suggested that EC can be recommended for use with children, through key adults, in a variety of situations (Rose et al., 2016c; Gottman, et al., 1996; and Gus et al., 2015) including:

- in the home, with parents or caregivers engaging with the role of 'coach.' Longitudinal research, conducted in America, suggested that children who were 'emotion-coached' achieved higher levels of academic attainment, were more popular, had fewer behavioural difficulties, fewer infectious illnesses, were considered more resilient and emotionally stable, and were able to cope more effectively during times of stress, such as during family break-up (Gottman et al., 1996). Further, EC has been positively correlated with secure attachments (Chen et al., 2012), which can support CYP to develop self-regulation skills (Shortt et al., 2010);

- in a mental health capacity, with it being found that children who were 'emotion-coached' developed an increased capacity to manage depression (Hunter et al., 2011; Gus et al., 2015);

- in supporting children to reduce internalising (withdrawal) (Kehoe et al., 2014) and externalising behaviours, specifically in CYP with an Autistic Spectrum Condition (ASC) (Wilson et al., 2013), as well as a reduction in conduct behaviour difficulties more generally (Havighurst et al., 2014); and

- in schools, where research has demonstrated benefits for the school staff being trained in EC, as well as for the children. For instance,
  - Havighurst et al., (2010) suggested that school staff had positive experiences of using EC;
  - while Rose et al. (2016a) suggested that school staff trained in EC considered that as a result of the training they benefited from an increased awareness of awareness of:
    - emotional mental health (87%),
    - improved awareness, knowledge and self regulation (83%); and
    - increased neuroscientific understanding of the link between children's behaviour and emotions.
  - Further, school staff have suggested that through EC training they developed increased feelings of empathy and patience with colleagues, as well as increasing levels of confidence in using EC in practice (Rose et al., 2016a).

78% of school staff trained in the philosophical and process approach of EC, expressed that it impacted on professional practice, with a resulting 79% observing an improvement in children's behaviour and well-being (Rose et al., 2016a). This could suggest that as school staff behaviours changed to incorporate EC principles, there was a consequential influence on CYP's behaviour. While it could be as a result of numerous factors, these high figures are encouraging and suggest, alongside previous research, that staff behaviours, or the relationship

between adults and children, can have a resulting impact on children (See Chapter 2 and Section 1.2.6).

Gus et al. (2017) concluded that these reflected applications of EC, benefitted adults as a result of their increased ability to regulate their own emotions more effectively, and supported them in developing their relationships with pupils. It was also found that after EC training there were reportedly;

- reduced incidents of pupil restraint;

- pupils made better than expected academic progress;

- staff absenteeism reduced; and

- families reported improved family life (Gus et al., 2017).

Despite these encouraging findings, there remains a need to more fully understand the supportive factors and barriers to successful implementation in a school setting (Rose et al. 2014; Fainsilber-Katz et al., 2012).

4.2.4. EC: Critique and gaps in the literature

Although there are a number of apparent benefits associated with EC for CYP and adults alike, it is not without its limitations. As LaBass (2016) indicates, the original study by Gottman and DeClaire (1997) included a relative small sample size (n=56 parents). As such, 'extrapolating definitive conclusions could not be accomplished' (LaBass, 2016, p. 74). Further, it has been argued that the suggestion that there is a relationship between the adults meta-emotion philosophy and child behaviour

might be misdirected and perhaps what was found was that parents who used an emotion coaching style of parenting with their children were less likely to engage in a critical style of parenting (Eisenberg, 1996).

There is also some debate regarding what has been referred to as a 'dismissive' meta-emotional style (Section 4.2.2). Eisenberg (1996) suggests that a dismissive style could describe cognitive restructuring, where children are taught to pay more attention to positive emotions than negative. However, LaBass (2016) considers that since cognitive restructuring does not involve any level of problem solving it is not an indicator of engagement in a process related to EC.

Eisenberg (1996) has also suggested that Gottman et al's (1996) findings were focussed on reports of children's behaviour, but was not corroborated beyond the parents responses,. This could have resulted in socially desirable feedback. In addition, the data collected focused on parental perception regarding the frequency their child experienced negative emotions, but did not consider the intensity of that emotion.

Further, the neuropsychological research claimed to underpin much of the EC relationship-based regulatory-process, has been debated. Vivona (2009) suggesting that the research is based on three common assumptions: that there is a straightforward correlation between observed brain activity and mental activity; that a recognition of similar localities of brain activity across individuals suggests a

shared experience; and that there is a mechanism in the brain that directly supports the sharing of experiences across individuals, without the requirement of a dialogue ensuring a shared interpretation. In addition, the original research of these neurological systems was performed on monkeys (Gallese, 2004; Rizzolatti and Sinigaglia, 2010), with the assumption that this demonstrated what was happening in the human brain also.

4.3. Rationale for the choice of intervention and link to current study's proposition

Despite the aforementioned limitations and criticism of EC (Section 4.2.4), I was encouraged by the range of applications and outcomes documented in previous research, particularly in relation to school staff outcomes, the primary participants of this research (Section 4.2.3). After verbally sharing a brief synopsis of the theoretical underpinnings, method, application, and criticisms of EC, with the senior managers at   , they remained interested in the entire school receiving the training as part of the schools scheduled in-service day training.

The guiding proposition of the current research was that school staff job satisfaction could improve if staff members felt empowered, especially in managing challenging pupil behaviour. This was shared with senior managers in   and was agreed as probable, in line with research that cites challenging pupil behaviour as a significant stressor for school staff (Marsh, 2015; Precey, 2015). Rather than attempting to change children's challenging behaviour

directly through behavioural intervention (a strategy with limited success for ▓

▓ in the past, Sections 1.3 and 1.4), it was proposed that this could be

attempted through a relational approach instead. Providing staff with training in EC

was proposed as a means toward supporting school staff in managing their own

emotional responses to challenging pupil behaviour more effectively (Gus et al.,

2017). This, it was argued, could, in turn, improve staff feelings of self-efficacy in

using EC in practice (Rose et al., 2016a), with staff members in previous research

suggesting that being trained in EC resulted in changes in their professional

practice, as well as demonstrating improvements in children's behaviour (Rose et

al., 2016a). I was particularly interested in ▓ staff members' levels of

cognitive and affective levels of job-satisfaction and qualitative experiences of

teachers related to their levels of occupational stress, as well as their perceptions

of EC. Figure 7 outlines the current study's completed proposition with the factors

that were measured as part of the current research being circled.

4.4. Research Questions

The research aimed to explore the following research questions:

- What factors affect school staff cognitive and affective job satisfaction?

- What is the impact of emotion coaching training on primary school staff
  members' cognitive and affective job satisfaction?

- What are school staff members' perceptions of the appropriateness of
  emotion coaching in a primary school setting?

- What are the barriers and enabling influences in implementing emotion coaching in the school setting as perceived by two staff members and the head teacher and deputy head teacher?

Figure 7: An illustration of the current study's proposition
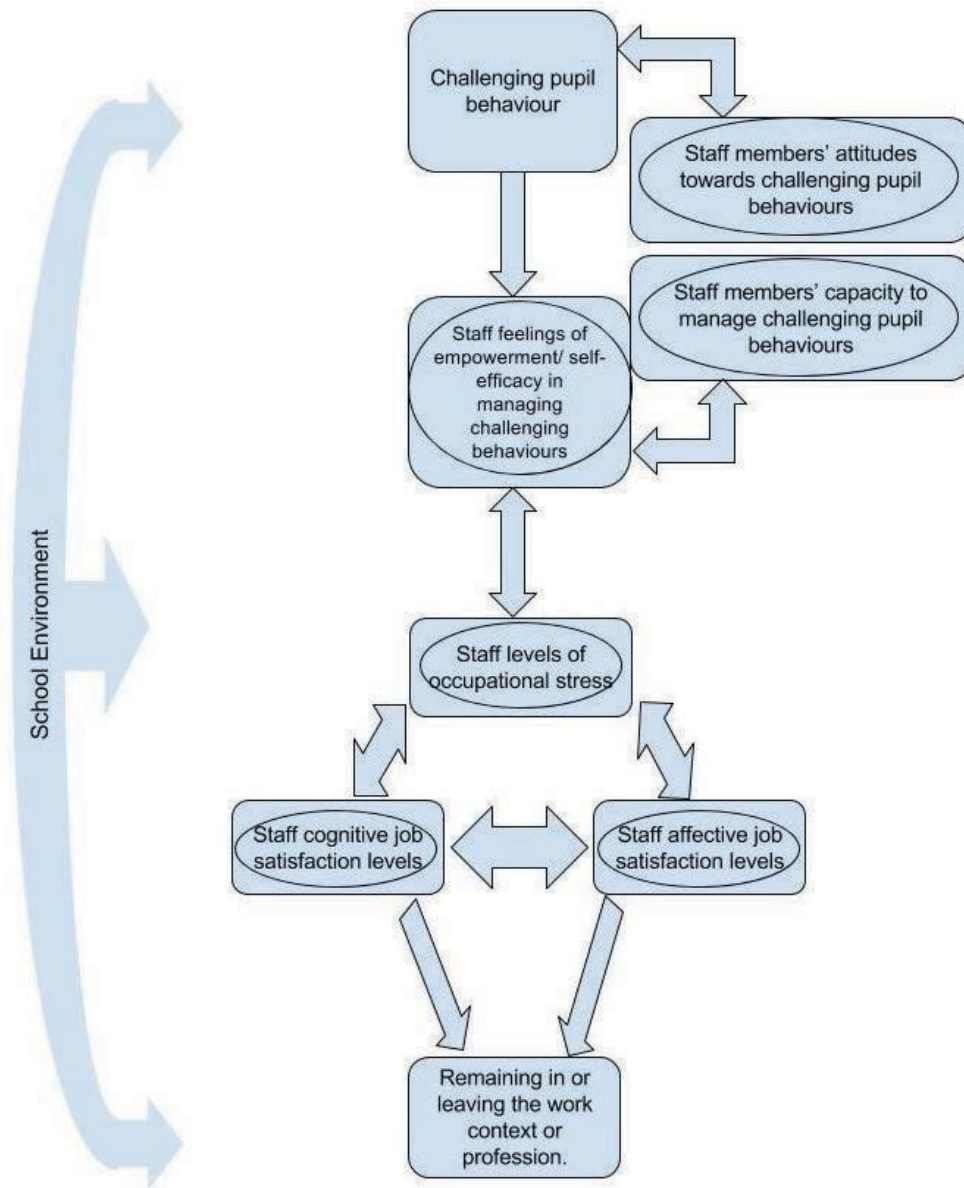
CHAPTER FIVE: THE INTERVENTION: IMPLEMENTATION

5.1. Effective and ineffective staff training practices

The first level of intervention within the current research was the provision of EC training to an entire school staff in a 'one-off' training session. Therefore, this chapter considers challenges and strengths associated with this type of training. Research related to High Reliability Organisations and continuing professional development (CPD) in schools has been considered in relation to previous findings within EC research, regarding effective implementation.

EC implementation has the potential to be a relatively low financial cost technique (Gus et al., 2015), in which costs may be best contained through 'one-off' whole-school training. However, Capps et al., (2012, cited by Cordingley et al., 2015) suggest that there is limited evidence that is sufficiently robust to indicate what type(s) of professional development are more effective for teachers. Therefore this section will consider the effects of 'one-off' training in schools. It has been argued that in order for 'one-off' training to be effective in supporting developments to staff practice, there needs to be a departure from the narrowly held view that CPD involves listening to talks or attending courses (Blank and de las Alas, 2009, cited by Cordingley et al., 2015). Rather there is a need for additional support in the form of follow-up and review was necessary if the aim is both to change attitudes and behaviours (Cagran and Schmidt, 2011) and support the consolidation and application of learning within 'routine' practice (Cordingley et al., 2015). Without

such supported implementation within the workplace, 'one-off' training is judged to be highly ineffective in bringing about innovation and change (Georgiades and Phillimore, 1975). In fact, Kotter (2013) estimates that approximately 70% of change efforts fail as a result of leaders of many organisations not taking an holistic approach to change, such that there is limited review and follow-up. Further, the National College for Leadership of Schools and Children's Services (2009) focussed their review on the development of head teachers and leaders, suggesting that effective leadership in schools was vital if change efforts were to succeed.

Over the last 70 years, there has been increasing interest in the evaluation of the effectiveness of staff training. Georgiades and Phillimore (1975) produced six guidelines to promote effective training, presented in Figure 8. A number of evaluation frameworks have been developed, with the Kirkpatrick Model (Kirkpatrick, 1959; Kirkpatrick and Kayser-Kirkpatrick, 2016) being regarded as the worldwide standard for appraising the success of training (Kirkpatrick partners, 2017). The New World Kirkpatrick Model (Kirkpatrick and Kayser-Kirkpatrick, 2016) supersedes earlier models, suggesting that effective training can be evaluated through four levels, outlined in Table 12.

Figure 8: An illustration of the proposed interactions guiding the current research's

The manager or 'champion' for change should work with those who are already in agreement, rather than against opposing forces.

Change is best implemented when the change manager works with groups who have autonomy in their work.

Adequate support must be provided for the team involved in the change process, with opportunities for discussion and reflection.

The senior management team and mid-level managers need to be more driven by the idea of change than the thought of maintaining what is currently in place.

Focus on the organisationally 'healthy' parts of the system.

Build teams who are self-motivated by the change process.

One-off training

Organisational behavioural change

Kirkpatrick and Kayser-Kirkpatrick (2016) consider evaluation at each of the four levels of training essential in order to measure training effectiveness, to minimise identified weaknesses and maximise strengths of the training (Rouse, 2011). In addition, Kirkpatrick partners (2017) suggest that there are four main conditions that must be met before learning will translate into behaviour change:

1. the person must have a desire to change;

2. the person must know what to do and how to do it;

3. the person must work in the right climate; and

4. the person must be rewarded for changing.

Table 12: The New World Kirkpatrick Model: Four Levels of Training Evaluation

Original definition (adapted from Kirkpatrick, 1959)	New world addition (adapted from Kirkpatrick and Kayser-Kirkpatrick, 2016)
Level 1: Reaction: Customer Satisfaction: The level to which participants consider the training favourable, engaging and relevant to their jobs.	Engagement: The level to which participants are actively involved in and contributing to the learning experience. Relevance: The level to which training participants will have the opportunity to use or apply what they learned in training on the job.
Level 2: Learning: The level to which participants obtain the anticipated knowledge, skills, outlook, confidence and commitment based on their participation in the training. Knowledge: 'I know it.' Skill: 'I can do it right now.' Attitude: 'I believe this will be worthwhile to do at work.'	Confidence: 'I think I can do it at work.' Commitment: 'I intend to do it at work.'
Level 3: Behaviour: The level to which participants can apply what they have learned when they are back at work.	Required Drivers: Processes that reinforce, encourage and incentivise performance of critical behaviours at work.
Level 4: Results: The level to which intended outcomes occur as a result of the training and the support and accountability package.	Leading Indicators: Short-term observations and measurements that suggest that critical behaviours are on track to create a positive impact on looked-for results.

Identified barriers to using knowledge and skills in the work environment include (Rouse, 2011):

1. limited opportunity to practise principles that trainees have been taught;

2. limited personal capacity to try out the new learning;

3. a personal evaluation that the effort expended will not result in meaningful performance-related change;

4. a belief that desirable performance will not result in outcomes that the learner values;

5. where the supervisor/ manager inhibits the use of the new knowledge and skills; and

6. the level of support or resistance provided by peers when using new approaches.

Despite the prevalence of the Kirkpatrick Model in the field of training evaluation (Kirkpatrick partners, 2017), only a small percentage of training will result in such a thorough evaluation, as a result of time pressures, limited resources/cost, and training methodologies, particularly those associated with 'one-off' training (Philips, 2007).

5.2. High Reliability Schools (HRS)

This requirement for strategy evaluation has also been observed in improvement endeavours in schools, in recent years (Stringfield et al., 2008). High Reliability Organisation (HRO) research has considered what makes schools effective HROs, particularly in relation to attempts to bring about change (Stringfield et al., 2008). It was concluded that change occurred when it was perceived that failure to

change would have 'disastrous' outcomes (Stringfield et al., 2008). Hargreaves and Fink (2006) suggested that the main requirements for effective change were that change was viewed as:

- desirable;
- doable;
- durable; and
- sustainable.

Therefore, while organisations can implement strategies designed to increase effectiveness, many aspects of the change process will rely on individuals working within the organisation and how they implement these strategies. Cordingley et al., (2015) suggest that in order for change to occur, school staff need to have a good understanding of the rationale for the strategy in which they are being trained. This understanding is suggested to support the use of this strategy, strengthening prospects of its later implementation. As Hargreaves and Fink (2006) note, the implementation of the strategy/intervention can be supported or inhibited through organisational planning (e.g. providing staff with more time to implement the new strategy) and implementation support (e.g. increasing self-efficacy regarding the implementation of the strategy).

The Council of Ontario Directors of Education (CODE) (2011) observed a number of key factors consistent within Highly Reliability Schools (HRS). This has been considered alongside identified facilitating factors for the effective implementation of EC (Rose et al., 2016a) in Table 13.

There appeared to be three key ideas expressed through the HRS research (CODE, 2011) by Kirkpatrick partners (2017), and Hargreaves and Fink (2006), all of whom have suggested that training that seeks to bring about change is most effective when trainees:

- experience and accept high levels of responsibility and accountability;

- have the willpower (desire) and waypower (ability) to bring about change, which will result in increased motivation and hope of a successful outcome (Snyder et al., 1991); and

- have support from senior leaders and others within the organisation, with schools whose leaders became involved in programmes of change being regarded as the most successful (Cordingley et al., 2015).

Since all training does not result in change, it can be concluded that not all organisations or schools are able to achieve these three requirements. Therefore, it could be argued that some schools will be better able to use and implement EC strategies effectively, depending on the degree to which they are able to meet the three broad criteria summarised.

Table 13: HRS and effective EC training

HRS characteristics (The Council of Ontario Directors of Education (CODE) 2011)	Effective EC training characteristics (Rose et al., 2016a)
Clear School Mission –staff have a keen understanding of the goals, and a commitment to achieving them, while aligning their priorities with the school's, with a high level of assessment procedures and accountability. School staff accept responsibility for teaching pupils these essential goals.	'EC champions' were engaged with the content of the trainers and had accepted responsibility to disseminate EC training to the rest of the organization.
High Expectations for Success – where the staff believe that all pupils can succeed in school and learn new skills, as well as staff members considering that they have the necessary skills to help their pupils achieve their learning goals.	Majority of 'champions' considered they had sufficient information to make an informed decision about whether to take part in EC training; theoretical underpinning of EC (the neuroscience) provided 'champions' with the confidence that they had the necessary information and skills to disseminate EC to colleagues who may not always be open to this way of dealing with behaviours.
Instructional Leadership – where the head teacher is an instructional leader who effectively communicates the school's 'mission' to staff, parents, and pupils.	When approached by other organisational leaders, such as heads of department, the EC 'champion' was more likely to engage with this way of working.
Regular Monitoring of Student Progress - various assessment procedures are used and the findings are used to support improvements for individual pupil performance.	
Opportunity to Learn and Student Time on Task - significant time in class is used to develop skills and disseminate key content.	
Safe and Orderly Environment –non-oppressive.	A central aim of EC, congruent with its underlying meta-philosophical and stress-response methods (Porges and Furman, 2011; Section 4.2.1)
Home - School Relations - parents support the school's 'mission' and are given opportunities to be part of helping achieve these goals.	

5.3. Summary and considerations for the current study

As previously noted, the current research's primary participants were school staff, who were asked to engage with the completion of self-report measures of cognitive and affective job satisfaction. I was also interested in their views regarding the chosen whole school training intervention, emotion coaching (EC), delivered as a 'one-off' training session.

EC was selected since research, and the senior managers in ⬛⬛⬛⬛⬛⬛, considered that staff members felt disempowered and lacking in the necessary skills to effectively manage challenging pupil behaviours (Marsh, 2015; Cagran and Schmidt, 2011; Louise, 1998; Shen et al., 2012; Moye et al., 2005). The senior managers at ⬛⬛⬛⬛ expressed a commitment to the effective implementation of EC within the school. As well as myself, a member of leadership within the school was named as the 'go-to' person for EC during this training and the implementation period under review in the current study. This was the deputy head teacher. This was deemed necessary when considering the vital role leadership can play in the effective implementation of change strategies or programmes (National College for Leadership of Schools and Children's Services, 2009; Kotter, 2013).

Wiggins (2016) found that school staff wanted additional training to support them in helping/supporting children. The current research is interested in an entire school staffs response to 'one-off' training in EC, considering the perception of EC immediately after training and one month after whole school training. The data

were collected one month post-training in the expectation that, following this relatively brief interval, the effects of the training may have been maintained, whilst also providing staff members will time to use EC principles in practice.

The epistemological position guiding the current research was pragmatism (discussed in Section 6.3); as such, the views of the participants are considered to be situated within a specific time and context. A decision was made that the gap between training in EC and post-training data collection should not be too distant since I wanted to capture undiluted opinions of the training and its effects. From a pragmatist's perspective it was considered that an individual's views of reality are somewhat changeable since they are so heavily associated with a specific time and context (Johnson and Onwuegbuzie, 2004).

In addition to whole school training, two 'core' participant teachers received additional EC implementation support, within the classroom setting. The observations and debriefings of these sessions were not part of my research data. However, the class-room-based support condition was included in the approach since it is suggested that higher levels of fidelity of intervention implementation is observed with performance-related feedback (Reinke et al., 2014). This (additional, tailored support and provision of feedback), was considered a useful addition, which preceded the 'core' participants' engagement in a semi-structured interview with me, which focussed on their views of the intervention, its usefulness, and whether they considered additional support to implement the strategy was

necessary (Wiggins, 2016; Reinke et al., 2014; Chapter 5; Appendix 26). To reiterate, Table 14 presents the definitions being used for the two key constructs being measured in the current study (Section 3.1):

Table 14: Cognitive and affective job-satisfaction

Construct being measured	Definition
Cognitive Job-Satisfaction	The cognitive appraisal of job satisfaction (cognitive job satisfaction), as suggested by Andrews and Withey (1976), is defined as an evaluation of the level of satisfaction derived from specific facets of the working conditions experienced in relation to a job, which might include resources, colleague relationships, or pay, for example (Thomas, 2013).
Affective Job-Satisfaction	The affective experience of job satisfaction (affective job satisfaction) is related to the level of positive or negative emotions individual's experience as a result of their job-related experiences (Thomas, 2013).

Previous research had suggested that EC could enhance adults' skills in relating to, and effectively communicating with, children about their emotional experiences and understanding their behavioural responses (Gus et al., 2015). The current research positions the adult-child relationships within Broffenbrenner's bioecological systems model (Broffenbrenner and Morris, 2006), which conceptualises layers of influence on and from the individual, from the micro to the macro level. This provides the basis for the assumptions of the current study, which are:

- the adult-child relationship is bi-directional;

- the child is part of the adult's ecological system, and the adult is part of the child's;

- the adults working in the school chose the profession or to work in that environment because they want to help children in their education and more holistically (Marsh, 2015; Wiggins, 2016);

- that feeling disempowered or not fully equipped to manage children's poor emotional regulation has an impact on school staff cognitive and affective job satisfaction, and that conversely feeling a greater sense of self-efficacy in supporting children will result in increased cognitive and affective job satisfaction for adults working in the school;

- that school staff members' cognitive and affective job satisfaction are positively correlated; and

- that children will demonstrate increased feelings of connectedness to adults in the school following the effective implementation of EC by staff working in the school.

See Section 4.3, Figure 7 for a synthesised proposition of the current research.

CHAPTER SIX: METHODOLOGY: DESIGN

6.1. Introduction

This chapter outlines the current study's research aims and presents the epistemological position underpinning the research, followed by a justification for using a case study methodology. After which a review of the mixed methods research (MMR) design is provided.

6.2. Research aims/ Research Questions

The study was conducted in an academy primary school in East County Council. The main aims were to explore school staff members' levels of affective and cognitive job-satisfaction, and elicit their opinions regarding the acceptability and impact of whole school emotion coaching (EC) training. In addition, two 'core' staff members were recruited to engage in additional implementation support and semi-structured interviews at the conclusion of the research. In order to support the senior management team (SMT) in their endeavours to encourage staff to implement the intervention, I facilitated a meeting with the Head Teacher and Deputy Head-Teacher (who was also the SENCo of _____). This took the form of a semi-structured interview (Appendix 12), considering how they perceived the training to have been delivered and received. Although not a main aspect of my research, I considered it an important step in limiting barriers to change (Rouse, 2011), as well as supporting the SMT to review how they could increase

EC use within the school, ensuring there was an appropriate level of fidelity and enthusiasm (Kirkpatrick partners, 2017).

As an overview, Table 15 presents findings from the literature review, which informed the development of the deductive coding manual (Appendix 15). This informed the current study's propositions and research questions, alongside the planned method of analysis to explore answers to the questions. For the purpose of answering Research Questions 1 and 2 specifically, the questionnaires as documented in Table 16 were selected.

Appendix 3 outlines measures that were considered for the current research and the reasons for the decision to use the measures of affective job-satisfaction (JAWS) and cognitive job-satisfaction (JSS). Table 25, in Chapter 7, provides an overview of the strengths and limitations of the chosen measures.

Table 15: Integration of research data to the current study's theoretical propositions and Research Questions

Research Questions (RQ):	Research supporting the propositions of the current research and providing the deductive code manual for the hybrid TA:	Data analysis to support the current study's Research Questions:
RQ1.What factors affect school staff cognitive and affective job satisfaction?	Teacher and school staff job satisfaction is negatively affected by high stress levels (Naghieh et al., 2015; Precey, 2015; Ingersoll, 2001), large class sizes (Lightfoot, 2016), and pupil behaviour (Wiggins, 2016). The way school staff members think about their work affects their levels of job satisfaction (Chan and Hui, 1995; Shen et al., 2012). Increases in school staff job satisfaction can occur when they consider they are working holistically (Lightfoot, 2016); when they develop an attitude of gratitude (Chan, 2013); when they feel more empowered (Shen et al., 2012; Bogler and Somech, 2004); and when they consider they are making a difference in the lives of CYP (Marsh, 2015). Benefits of increased school staff job satisfaction include increased staff commitment, performance, and teacher quality (Bogler, 2002; Louise, 1998); higher levels of motivation among colleagues and pupils (Moye, Henkin and Egley, 2005); lower levels of staff absenteeism and greater staff retention (Bogler and Somech, 2004). The relationship between school staff and CYP is suggested to be one of the most powerful aspects of the learning environment (Liberante, 2012), with successful learning being improved when school staff members are emotionally attuned to the CYP (Immordino-Yang and Damasio, 2007).	School staff members completed measures of affective job-satisfaction (Job Related Affective Well-Being scale; JAWS) and cognitive job-satisfaction (job satisfaction Scale) pre- and post-EC training. This quantitative analysis was enhanced through the qualitative data gathered through the thematic analysis of the semi- structured interviews with teachers and the Senior Management Team (SMT).

RQ2. What is the impact of emotion coaching training on primary school staff members' cognitive and affective job satisfaction?	Attunement can be reached through the use of EC (Gottman et al., 1996; Shortt et al., 2010), which has been suggested to support CYP to reduce unwanted behaviours, a primary cause of school staff members' job dissatisfaction (Wiggins, 2016). Professionals feel supported by the structure of the EC process (Rose et al., 2016) and considered EC a key component in supporting the improvement of relationships and self-regulation in settings such as schools, and youth and children's centres (Rose et al., 2016).	The staff members' expressed their views regarding feelings of empowerment/self-efficacy experienced when using EC in school, with consideration to their cognitive and affective job-satisfaction, as well as reflections on any potential changes to their views about emotions, themselves, their pupils, their job role, the systems that they are working in, as well as the facilitators and barriers to successful EC implementation.
RQ3. What are school staff members' perceptions of the appropriateness of emotion coaching in a primary school setting?	Gus et al. (2017) found that school staff EC training supported the CYP to demonstrate improved regulation of their feelings, which had a positive effect on teacher-pupil relationships, and resulted in a reduction of staff absenteeism. EC was delivered as a one-off training. Research suggests that change only occurred when it was perceived that failure to do so would result in disastrous outcomes (Stringfield et al., 2008). In order to support the change process Hargreaves and Fink (2006) suggest the main requirements for effective change are that change is viewed as desirable, doable, durable, and sustainable. In order for one-off training to be effective and embedded within practice, additional support is likely to be required (Cagran and Schmidt, 2011).	A month after school staff had been trained in EC they were asked to reflect on whether they would recommend EC to primary school staff and parents. This data was triangulated with comments from the two 'core' staff members regarding their experiences of using EC in a primary school setting. This was extended further through interviews with SMT staff members in which it was discussed whether (following EC training) the SMT considered EC to be a strategy that is desirable, doable, durable, and sustainable within the primary school setting. Additionally, 'core'-staff members were asked to consider whether they believed using time with EPs to refine EC practice and implementation in practice was necessary and whether it was useful.

| RQ4. What are the barriers and enabling influences in implementing emotion coaching in the school setting as perceived by two staff members and the head teacher and deputy head teacher? | Research conducted in schools has found that school staff report positive experiences of using EC (Havighurst et al., 2010).

Benefits identified by staff members trained in EC related to increased awareness of emotional mental health (87%); improved awareness, knowledge and self regulation (83%); increased neuroscientific knowledge and understanding of the link between CYP behaviour and emotions; increased staff empathy and patience; increased staff confidence and skills in using EC in practice. It was also noted that EC training resulted in changes in professional practice (78%); and improved CYP behaviour and well-being (79%) (Rose et al., 2016a).

It has been suggested that there remains a need to more fully understand the supportive factors and barriers to successful implementation in a school setting (Rose et al. 2014; Fainsilber-Katz et al., 2012). | Qualitative data was collected through semi-structured interviews. The thematic analysis provided insights into what the 'core' staff members considered supported EC implementation as well consideration being given to the potential the barriers.

Triangulation of the data was sought through additional qualitative information being obtained from the primary target participants (whole school staff), through spaces left for additional comments within the questionnaires. |

Table 16: Quantitative measures used in the current study

Target participants	Measure
All school staff	Affective job satisfaction (JSS) (Andrew and Withey, 1979). Job-related Affective Well-being Scale (JAWS) (Van Katwyk et al., 1999).

6.3. Epistemological position

The current research was informed by the philosophy of pragmatism (Rorty, 1979), which is concerned with 'what works' and practical aspects of research (Creswell and Plano Clark, 2011). Pragmatism has been described as:

- occupying an intermediate position, between realism and constructivism/relativism, and is positioned epistemologically between scepticism and dogmatism (Johnson and Onwuegbuzie, 2004; Robson and McCartan, 2016); rejecting dualisms, such as facts vs. values and subjectivity vs. objectivity (Johnson and Onwuegbuzie, 2004);

- not purporting to offer any theory of truth (Howe, 1988), but instead asserting that personal judgements provide the justification for beliefs and theories (Johnson and Onwuegbuzie, 2004), this provides the basis for the propositions of the current research, suggesting that knowledge is obtained through observation and a world view formed on propositions of the world, as a result of our experiences within it (Hume, cited in Michael Lacewing, 2017);

- **rejecting the ideas** presented within realist perspectives, that suggest one can uncover knowledge about an objective reality and instead, considering all interpretations as historically and socially situated (therefore, it is often unclear whether opinions formed are the result of our 'reading the 'world' or reading ourselves' (Cherryholmes, 1992, p. 14);

- **considering** that there are multiple perspectives, beliefs, or opinions, but not that there are multiple realities (Johnson and Onwuegbuzie, 2004); but acknowledging doubt regarding the ability to ever reach a universal 'truth' (Cherryholmes, 1992);

- **evaluating theories according to** how well they explain, predict, aid understanding, or enable improvements to be made (Rorty, 1999), and relying on conditions such as predictability, applicability, accuracy, simplicity, consistency, and comprehensiveness (Howe, 1988; Johnson and Onwuegbuzie, 2004);

- developing understanding by asking different questions, so instead of querying whether 'they got it right?' a pragmatist will be more likely to consider 'what would it be like to believe that?' and 'what might happen if I believed that; what would I have to commit myself to?' (Rorty, 1980).

Indeed, Onwuegbuzie and Leech (2002) have suggested that since pragmatism values both quantitative and qualitative research, all research students should learn about both research perspectives in order that they can become pragmatic researchers not restricted by one perspective.

6.4. Research design

6.4.1. Single case study methodology

A case study methodology was used in the current study, described by Thomas (2013) as a in-depth research into one case, or a small number of cases, which can comprise an individual, a group, an organisation, or a period of time, for example. The aim is to gain a rich, detailed understanding of a phenomenon within its real life context as it related to the particular case, without the suggestion that findings will be generalised to any other case or individual (Thomas, 2013; Robson, 2011). However, some of the theoretical and analytical findings could be used to provide opportunity for the theory to be generalised to a similar person or situation (Yin, 2003). It is suggested that in a case study methodology there is a subject and an object. Table 17 provides an overview of their definitions, as suggested by Thomas (2013).

For the purpose of the current study, the case study was defined as a local knowledge diachronic single case study methodology (Thomas, 2013); Figure 9 illustrates this. I acknowledge that, like other designs, case studies are not without limitations. These have been identified in Table 18, alongside measures that were taken to address these limitations.

Table 17: Subject and object within a case study methodology (Thomas, 2013)

	Subtypes	Subject	Object is the analytical framework within which the subject is measured
Subject is the person, object or thing being observed	Local knowledge case study: something you know a lot about	A teacher's class	The distortion of the curriculum by national curriculum testing regimes
	Key case study: something that you do not know about personally, but there is a wealth of information available	Hostos-Lincoln Academy, New York	High achievement among pupils from homes with low income
	Outlier case study: something that is different from other low-income states and countries in having low infant mortality	The state of Kerala in India	Economist Amartya Sen's 'support led' approach to improving social conditions
The current study	Local knowledge (since I was the link Trainee EP for the school) diachronic (consideration of how changes may have occurred over time) single case study methodology (since there was no comparison with another subject) (Thomas, 2013)		The implementation of a relational approach intervention and its impact on job satisfaction and job-related affective well-being.

Figure 9: The current case study framework

Object/analytical framework:
The implementation of a relational approach intervention
and its impact on job satisfaction

Subject:

Object/analytical framework

EP with local knowledge of the subject, analysing the object within the subject over time
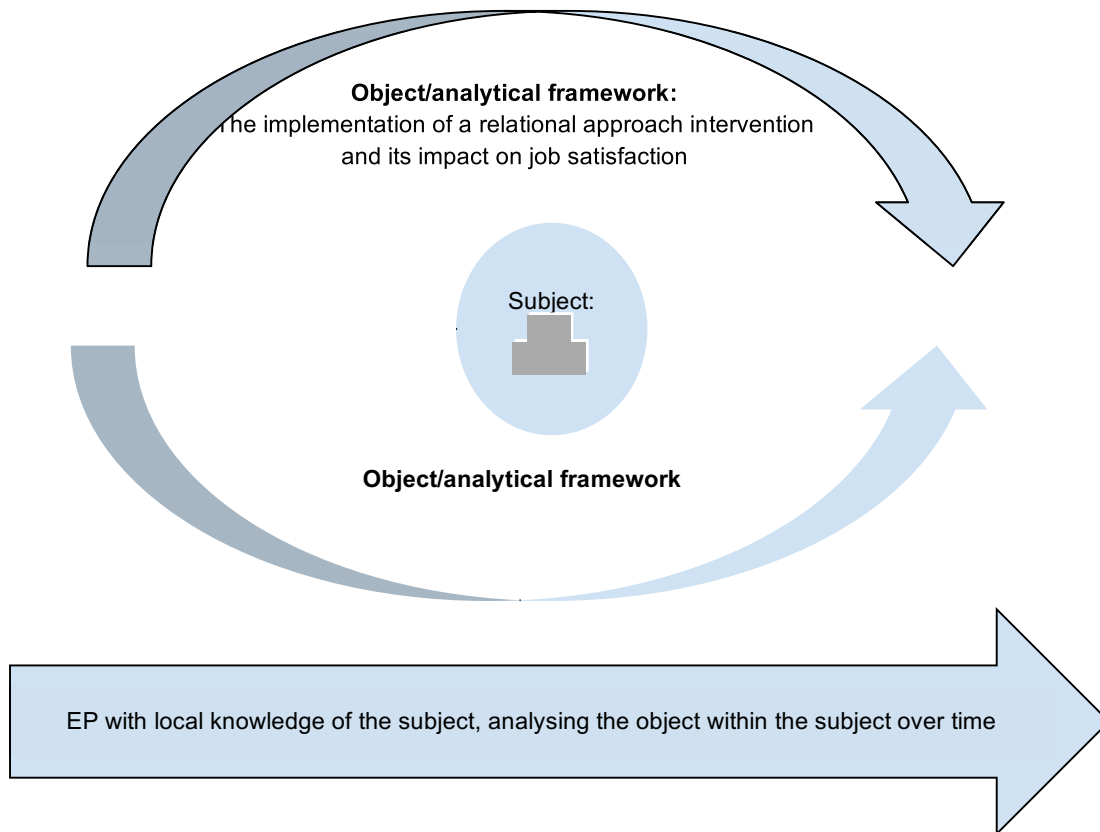
6.4.2. Mixed methods research (MMR) design

In order to address the research questions, a pragmatic approach was adopted which followed a MMR design. I considered that I brought with me to the research, background knowledge, values and ideas that influenced what was observed (Robson, 2011). Although MMR is considered in its infancy, having only been established since approximately 2000 (Lund, 2012), it has quickly become increasingly accepted and advocated by researchers (Caruth, 2013; Onwuegbuzie and Leech, 2002). Onwuegbuzie and Leech (2002) have suggested that all graduate pupils would do well to learn about MMR in order to develop into pragmatic researchers, as a way to combat the observed limitations within quantitative and qualitative designs when either is used exclusively (Caruth, 2013).

Table 18: Possible limitations of case studies with measures to address the limitations

Possible limitations of case studies	Measure to address limitations
Time-consuming. Can generate large amounts of data- can be difficult to analyse.	Careful consideration of the types of questionnaires, and the questions that would be used within the semi-structured interviews.
Vulnerable to researcher bias with regards to the selection and analysis of data.	Throughout the process I made use of supervision and ensured a sound rationale for decisions made during the study.
Can produce findings that cannot be generalised beyond the immediate case study.	The current study does not claim to result in findings that can be generalised to all school staff or pupils with regards to their experiences of EC as a result of training. However, the results can be generalised to theoretical propositions, which derived from extensive reading of previous literature combined with the results of the current study.
Descriptive and having limited/no purpose.	The results and conclusions of this single case study will be presented in a way that is useful for schools and educational psychology services, by providing suggestions regarding the implementation of EC training, as well as information about proposed interactions between this and job satisfaction and job-related affective well-being for school staff.
Lacking rigour.	This was addressed through a mixed methods design, which sought to consolidate and merge the findings, to present an in-depth analysis of the subject school.

Based on Corcoran et al (2004), Denscombe (2007), Robson (2011), Thomas (2013).

Onwuegbuzie and Leech (2002) regard a purist polarisation between qualitative and quantitative research methods as a threat to the advancement of research within the social sciences (since they do not consider key stakeholders will take the results seriously if they are too narrow in their focus (Onwuegbuzie and Leech, 2002). However, concerns remain regarding the validity of merging data of different types, since each has distinct methodological requirements (Cresswell and Plano Clark, 2011). Such concerns have met a rebuttal and argument that, by combining quantitative and qualitative methods, the data collected can

complement each other, providing richer insights, combating some of the limitations within each approach and can generate further questions of interest for future studies (Caruth, 2013; Creswell, 2012; Venkatesh et al., 2013). This 'compatibility' perspective considers that the paradigms of epistemology and ontology have fragile and permeable boundaries (Guba and Lincoln, 2005). Hanson (2008) argues that the perception of such boundaries is socially constructed, and the idea that researchers should choose one way of perceiving the object(s) of their study within social science research is artificial (Morgan, 2007).

MMR is also considered to allow for more advanced and extensive research design, as one of its benefits (Creswell, 2012). These benefits have been synthesised by Venkatesh et al., (2013), as presented in Figure 10.

6.4.3. Types of sequential mixed methods research (MMR) design

Cameron (2009) suggests that a sequential mixed methods research design can be categorised as a component or integrative design, described in Table 19.

Figure 10: The seven benefits of MMR
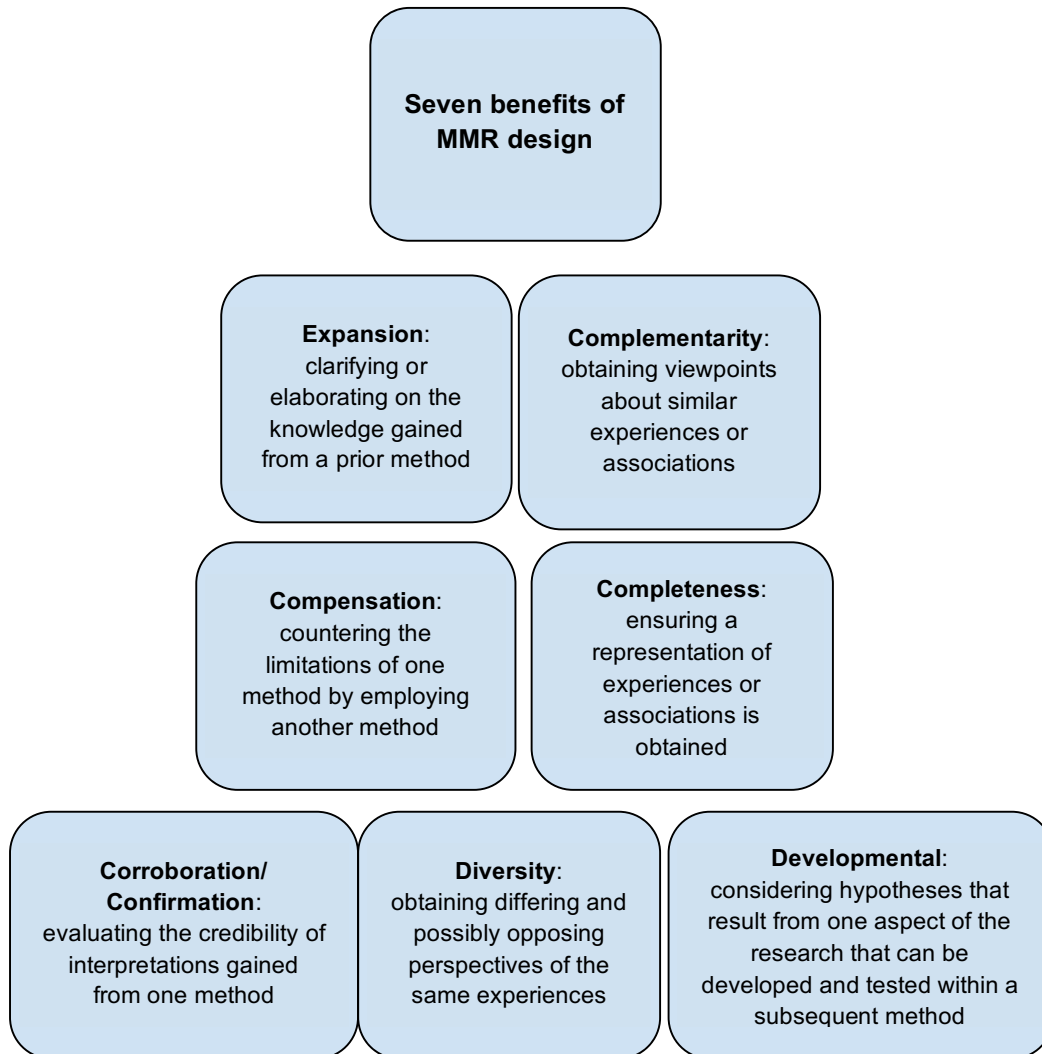
While there is some debate regarding the number of MMR design types (Cameron, 2009; Caruth, 2013), the current research followed a triangulation, mixed methods design. This means that the quantitative data were collected initially, followed by the collection of qualitative data, and these data were interpreted in relation to the research questions alongside each other, rather than being interpreted separately (Cameron, 2009).

Table 19: Types of mixed methods research (Cameron, 2009)

Component Designs	Integrated Designs
Triangulation Different methods are used to assess the same phenomenon toward convergence and increased validity.	Iterative Dynamic and on-going interplay over time between the different methodologies associated with different paradigms. Spiral type design.
Complementary One dominant method type is enhanced or clarified by results from another method type.	Embedded/nested One methodology located within another, interlocking inquiry characteristics in a framework of creative tension.
Expansion Inquiry paradigms frame different methods that are used for distinct inquiry components. The results being presented side-by-side.	Holistic Highlight the necessary interdependence of different methodologies for understanding complex phenomena fully.
	Transformative Give primacy to the value-based and action-orientated dimensions of different inquiry traditions. Mix the value commitments of different traditions for better representation of multiple interests.

In summary, this research was completed using a single case study framework that harnessed a mixed methods design, which analyses both qualitative and quantitative data following a sequential triangulation design. MMR was chosen since it was considered the most robust framework for data collection to address the aims of the research (Section 6.4.2) and within the epistemological philosophy of pragmatism (Onwuegbuzie and Leech, 2002).

CHAPTER SEVEN: METHODOLOGY: PROCEDURE

7.1. Introduction

This chapter introduces the participants recruited for the current research before providing an account of the procedures undertaken to answer the research questions. After which ethical considerations are reviewed in relation to the chosen methodology. This is followed by details of the qualitative and quantitative data collection and analysis.

7.2 Participants

The participants within the current study were members of staff from a school I worked at during Years Two and Three of my placement for the doctoral training for Educational Psychologists (EPs) in England. Table 20 provides an overview of the participants for the current research.

I acknowledge that the participants were not selected at random, but instead were part of an opportunistic sample (Bryman, 2012), since the SENCo had requested the specific training input and the staff members were required by the SMT to participate in the training. Eight staff members initially volunteered to participate in the supported in-class implementation of EC. The two self-selecting staff members (Coleman, 2008) who were then invited to engage with this aspect of the research were chosen based on previously agreed selection criteria (Table 22). Numbers of participants are shown in Table 21.

Table 20: Participant groups

Participant group	Description
Primary participants	The entire school staff in attendance at the INSET day training on EC. This comprised a potential or 'target' participant group of 80 school staff members who attended the training session (Table 21 for further details of primary participants). While the main focus participants for the current research were the class teachers within the school, in the interest of inclusivity, and in order to support the entire school staff with the provision of a training session that might help them in understanding children's behaviours and emotional expression more fully was provided. It was assumed that this might result in some changes in attitude regarding children and inclusion (De Boer, Pijl, and Minnaert, 2010) which was captured in post-training reflections of EC in a questionnaire. This participant group were also asked to complete a questionnaire of cognitive and affective job-satisfaction.
'Core' participants	From the primary participant group, two staff members were recruited to take part in the additional supported implementation of EC component of the research. These two volunteers were required to meet a set of previously agreed selection criteria (Table 22) in order to engage with additional aspects of the training beyond the INSET day training, which included observation of EC implementation (x5) and debriefing discussions following the observation (x5), as well as the engagement in a semi-structured interview (x1) related to the experience of engaging with the research and in order to provide additional clarity to the research findings. It should be noted that while the observations and debriefing of in vivo EC implementation is not part of this research data, the procedure is outlined below, with an example of notes made following one of these sessions in Appendix 26.
SMT	While not a key research area, two members of the SMT (head teacher and deputy head teacher/SENCo) were asked to meet with me to discuss the EC training and whole-school EC implementation. This was done to provide support, such that the intervention might be implemented more fully. The procedure was a semi-structured interview, with the resulting transcript available in Appendix 12) This is discussed further in Chapter 8.

Table 21: Participants within the study

	Target population	Completed pre-training questionnaire	Completed post-training questionnaire	Engaged with qualitative questionnaire
Adult participants	80 staff members in attendance at the INSET day training	55 (69% of total)	39 (71% of participants who completed pre-training questionnaire)	2 'core' participants interviewed following EC implementation support

Staff views of EC were collected immediately following EC training, then, one-month post-EC training. Staff members were asked to provide their thoughts regarding the appropriateness of EC use a primary school setting, as well as an account of their level of use of EC over that time period.

The two 'core' participant teachers, who received additional EC implementation support, within the classroom setting (which is suggested to support the implementation of interventions more fully, Reinke et al., 2014), consented to be observed during standard classroom based activities, with a focus on noticing opportunities for EC use. Five separate observations, over ten weeks, were provided for each 'core' participant. Following each observation there was a short debrief between the 'core' participant and myself where we discussed their use of EC during that observation, as well as their experiences during the previous week, and plans for the coming week. After the ten weeks of supported implementation, qualitative data was collected, concerned with eliciting the views of the two 'core' participants. This focussed on job satisfaction levels, occupational stress matters,

empowerment and self-efficacy, as well as the barriers and facilitating factors that supported the use of EC. This was explored through semi-structured interviews (Appendix 8 for the interview schedule and Appendix 9 contains an example of a resulting transcription). While the observations and debrief were not part of my research data an example of debrief notes are included in Appendix 26.

In an effort to support the implementation of the intervention, from an organisational level, I met with two members of the school's senior management team. Views were collected in relation to their views of the EC training and any resulting changes they had observed (within themselves or staff members), as well as considering organisational processes that might be considered to support the embedding of EC application within the school. Appendix 12 presents the interview transcript, from which themes were considered in relation to the hybrid thematic analysis coding manuals (Appendices 15 and 15a; Section 9.2.).

7.3. Procedure

Prior to the in-service day training introducing EC, school staff were provided with information sheets (Appendix 4) and my contact details if they wanted additional information regarding the research. The entire school staff were in attendance at the in-service day training at ███████. At the beginning of the training session, school staff were provided with the study information sheet again (Appendix 4) and a consent form (Appendix 5) in order to participate in the research. They were made aware (orally and in writing), that non-participation in the anonymous

quantitative aspect of the research, through the completion of questionnaires, would not result in any form of consequence.

Immediately following the training, I explained that as part of my research I was interested in supporting two additional staff members from the school to implement EC within their classes, on five occasions over a period of ten weeks. Staff members were provided with information verbally and in writing (Appendix 6) explaining that if they volunteered to be one of the two members of staff, and more than two members of staff volunteered, then the SMT and I would consider each case in relation to the agreed selection criteria (Table 22).

The two volunteer staff members who met the selection criteria (Table 22) and consented to participate in the research, were identified as 'core' staff members. They were reminded that their participation would involve them being observed during a standard classroom based activities, but with a focus on noticing opportunities for EC use. Five separate observations, over ten weeks, were provided for each 'core' participant, with accompanying debrief sessions (example notes included in Appendix 26-NB this data was not used as part of the current research project). After the ten weeks 'core' participants engaged in a semi-structured interview (Appendix 8). A flow diagram of the procedure for the current research is shown in Figure 11.

Table 22: 'Core' staff selection criteria

Selection criteria for two 'core' staff	
Staff member's availability for the research	That they had working hours that were specified and predictable.
Staff member who was established within their role at ▮▮▮	SMT had to agree that the staff member could manage the additional workload and could be relieved from their position for debriefing and the semi-structured interview at the end of the ten weeks.
	That they had been working at ▮▮▮ for at least six months.
	Individually, that they worked consistently with the same group of children within the school.
Individual requirements	That they consent to be observed on five occasions working with children.
	That they wanted to work on their EC style and that they considered it to be a strategy they wanted to engage with.
	That they had a desire to connect with children on an emotional level, on occasion.
	That they consented to taking part in a semi-structured interview at the end of the ten week period (although they still were able to opt out of this if they changed their mind)

7.4. Ethical considerations

I paid close attention to the ethical requirements for research with human subjects, adhering to the British Psychological Society (BPS) Code of Ethics and Conduct (2009), with ethical approval being granted by the University of Birmingham's Ethical Review Board in March 2016 (Appendix 13). Table 23 presents the main ethical concerns, and how each was addressed.

Figure 11: A flow diagram of the procedure the current research

Information sheets regarding the training and research were disseminated to school staff (Appendix 4)

Pre-training questionnaires were completed by consenting school staff in attendance at the EC training INSET day, in an effort to answer RQ1: What factors affect school staff cognitive and affective job satisfaction? (Appendix 10)

Staff were informed of their right to decline engagement with the research questionnaires.

In order to answer RQ2 (what is the impact of emotion coaching training on primary school staff members' cognitive and affective job satisfaction?) all school staff (n=80) at _____ were provided with EC training during one of the schools INSET training days, following which their feedback was collected, as summarised below.

Immediate post-training reflections were collected from staff (n=55) (to obtain answers related to RQ1 (what factors affect school staff cognitive and affective job satisfaction?) and RQ2 (what is the impact of emotion coaching training on primary school staff members' cognitive and affective job satisfaction?).

Expressions of interest were sought from staff who wanted to participate in the further aspect of the study as 'core' staff members (n=8) in order for RQ3 (what are school staff members' perceptions of the appropriateness of emotion coaching in a primary school setting?) and RQ4 (what are the barriers and enabling influences in implementing emotion coaching in the school setting as perceived by two staff members and the head teacher and deputy head teacher?) to be addressed. Discussion with senior management team (SMT) regarding expressions of interest following which two staff members were selected based on selection criteria negotiated between myself and the SMT (Table 22; Section 7.3)

Informed consent from both selected staff mmbers was obtained (both were class teachers) (Appendix 6)

Sessions of observation, reflections, and support in EC implementation in the classroom environment for both teachers, over approximately 10 weeks, in order to support the 'core' staff members' understanding and use of EC. It was considered necessary in order for the staff members to have a grasp of EC and its uses before taking part in the semi-structred interview, which aimed to address all of the current study's RQ's (Appendices 9 and 12).

Semi-structured interview with two members of the SMT. Appendix 12.

Post-EC implementation support semi-structured interviews with the two teachers Appendix 9.

Table 23: Ethical concerns addressed in the design and conduct of the current study

Ethical concern	Summary
Informed consent: target primary participants	Thought was given to the possibility that the target primary participants (school staff) might have felt obliged to engage with the research aspect of the emotion coaching training day, since the training was provided as part of an in-service day training. It was therefore important that school staff were assured that there would be no repercussions if they declined to participate in this research and that they were aware of the scope of the research. This was done through the provision of information sheets (Appendix 4) about the research, which they received prior to and on the training day. The target primary participants were the entire school staff and they were informed that the senior management team of the school required all staff to attend the in-service day training, but completion of the pre- and post-training measures was not a requirement. Target primary participants were made aware that if they provided informed consent their data would remain anonymous and would be used to explore trends in cognitive and affective job satisfaction, as well as their immediate thoughts regarding emotion coaching following training. The study operated under an 'opt-out' consent protocol, where, if the staff member did not complete the pre- and post- measures s/he will have declined to participate in the study. Completion of the measures will indicate freely-given, informed consent, after considering information provided in an information sheet (Appendix 5) and verbally on the training day. On the demographic information page before the assessment measures there is be a space for the staff member participants to tick a box stating that they consent to participate in the study.
Additional pressure on primary participants	While the senior managers at the school were keen that staff develop an emotion coaching style that is a part of their standard working practice in the school, I was aware that some staff could perceive this training and strategy as an additional work pressure which could add to their occupational stress. I attempted to manage this by informing the staff that emotion coaching does not need to be performed 100% of the time, but that Gottman et al. (1996) suggests that 40% of the time is sufficient for it to be considered that the child is being 'emotion-coached' by the adult. I hoped that this would alleviate any concerns that some staff may have. In addition, I ensured that senior managers were aware of this possible side effect, and that the emotion coaching strategies are revisited in their team meetings, and that any concerns are discussed. I hoped that the training would be a useful strategy for the staff members, and that the training would help them to consider their own job-satisfaction more fully, and that they would be encouraged, not only in the training, but also by the senior staff in the school, to ensure they support each other and that they take the need for self-care seriously as a professional concern.

Informed consent: 'core' staff members	Thought was given to concerns that could arise as a result of observing and supporting 'core' staff members to implement emotion coaching (EC) in practice. The two 'core' staff member participants, who received additional support in the application of EC, were made explicitly aware that volunteering for this additional support would involve observations in their job role and participation in an audio-recorded, semi-structured interview. They were informed that the information they contributed would remain confidential and their names would be coded to safeguard confidentiality in the subsequent write up of the research. Having read the information sheet outlining what participation in the study as a 'core' staff' member will comprise (Appendix 6), the two staff members were asked to sign an informed consent form (Appendix 6), to confirm their consent to participate and their understanding of their rights as a research participant and the expectations that would be placed upon them. The 'core' participants were made aware that they would also be required to oversee the dissemination of information sheets and consent forms to pupils in their classes and the pupils' parents as well as overseeing the completion of the pre-and post-questionnaires by the children in their classes for whom informed consent was received from parents as well as the child. 'Core' staff members were informed that should they choose not to participate in the research study any longer, they would not be required to do so. In order to avoid overwhelming any individual staff members, the entire school staff were asked to express their interest in this role as a 'core' participant, to receive additional support in the implementation of EC. Once a shortlist had been received the SMT of the school reviewed the list of staff who volunteered to be 'core' participants within the research. The volunteers were considered against specified selection criteria (Table 22), which included a review by SMT, within which the individual volunteer staff member's workloads were considered before selecting the two 'core' participants.
Data Protection	All completed questionnaires and consent forms were anonymous and were locked in a filing cabinet in the Psychology Service. The SMT of the case study school were concerned that fewer staff members would complete the questionnaires as a result of anxieties that their data would be identified as theirs. Therefore, it was decided that all data, both pre- and post-training, would be completely anonymous in order to reduce these anxieties, despite the limitations in statistical analysis that this would create. In order to manage possible data protection issues related to the audio-recorded aspect of the semi-structured interviews for the 'core'-staff members, all recordings were deleted following transcription. The written transcripts were annonymised and stored on a password-protected computer. All participants have been informed that data will be stored in this way for 10 years after the research has been completed (in compliance with the University of Birmingham Code of Practice for research).

Indicators of risk to any participants	If any staff member or child involved in the study were to mention any issue indicating a risk to their safety or the safety of another, then in the first instance I would speak to my placement supervisor and the senior staff at the school in line with the EPSs safeguarding protocols (in which all staff members will have received training within the last two years, as a 'core' condition of their employment by the county council). The child or staff member will be made aware that aspects of the information shared will need to be passed on to ensure their safety or the safety of others. The Children Act (2004) and Working Together to Safeguard Children (DfE 2013) policy documents will be referred to if such an incident occurs.
Dissemination of findings	It was important to ensure the findings of the research were available to the participants; as a result, the findings were fed back to the participants and the participating school accordingly. I presented the findings of the research to the SMT in a meeting initially and provided information sheets for all staff members (Appendix 14). Parents (via the school newsletter) and children (through the class teacher) in the two classes were informed that the children's data was not analysed within the research.

7.5. Data collection methods used within this mixed methods study

7.5.1. Quantitative data collection (questionnaires)

By using pre- and post-EC training questionnaires, the research aimed to capture opinions from a wide range of staff members within the case study school. All of the measures chosen for this aspect of the research were self-report questionnaires. Table 24 highlights some of the advantages and disadvantages of self-report measures.

Table 24: Advantages and disadvantages of self-report questionnaires

(Bryman, 2012; Leonard, 2010)

Advantages	Disadvantages
Direct line of communication between researcher and participant.	Fixed choice questions lack flexibility, and force people to answer.
A large volume of data can be gathered quickly and cheaply from different groups and large sample.	Social desirability bias: especially when the topic is sensitive.
Can be easily replicated.	Demand characteristics: fatigue, memory lapses, confusion regarding the meaning of the questions.
Responses to closed questions are quantifiable - data trends can be summarised in tables and graphs, and compared.	Response bias: answering in the mid-range for all questions, for example.
Anonymity can be assured, which may enable participants to answer questions more honestly.	Potential for a low response rate as there is limited personal accountability for completion of the questionnaire, especially if there is no immediate benefit to be gained as a result of completion.

7.5.2. Whole school staff (primary participants) questionnaires

The questionnaires selected to evaluate ▮▮▮▮▮▮ staffs' levels of cognitive and affective job-satisfaction are included in Table 25. Along with details of what they purport to measure, and a critique of the measures.

On balance, despite the limitations, the measures were considered a good fit with the research aims, which was to more fully understand cognitive and affective job satisfaction levels for ▮▮▮▮▮ staff.

Table 25: Primary participant questionnaires

Content of the Job-Related Affective Well-Being Scale (JAWS), which measures job related affect (Van Katwyk et al., 1999).
20 question 5 point likert scale, ranging from never to extremely often. Focus on affective job satisfaction makes it fit for purpose since I am interested school staff levels of affective job satisfaction. Covers a range of emotions and is contained within the sphere of affective job-satisfaction. Provides a total affective job satisfaction score and positive and negative affect scores (intensity and frequency).
Strengths
High level of reliability (Rode, 2005; Van Katwyk et al., 1999). Considered to have sufficient internal consistency, reliability and some evidence of validity (Van Katwyk et al., 1999). Compared to trait affect or job-satisfaction scales JAWS evidenced stronger associations with workload, conflict and constraints (Van Katwyk et al., 1999). Since these were referenced in the literature as school staff stressors this measure was considered appropriate for the current study (Sections 2.1 and 3.3).
Limitations
Although considered highly reliable (Rode 2005) six years after it was developed, it could be suggested to be a dated measure. Further, the title of the measure is misleading since it does not measure well-being but affect at work.
Content of the Job Satisfaction Scale (JSS), which measures cognitive job- satisfaction (Andrews and Withey, 1979)
6 questions, 7-point likert scale, ranging from delighted to terrible. I was interested in considering the school staffs' cognitive job satisfaction against the affective job-satisfaction and this scale allowed for this (Thomas, 2013). Although the statements are framed using the terms 'I feel' I considered that in answering participants would engage in a cognitive appraisal (Section 3.3.1; Verplanken et al., 1998) of their thoughts regarding the statement as opposed to pure affect.
Strengths
JSS was significantly correlated with job performance, organisational commitment, and turnover intentions (Rentsch and Steel, 1992). Reasonable levels of internal consistency reliability and high levels of validity were considered for the JSS (Rentsch and Steel, 1992).
Limitations
The JSS is a dated measure, however, in 2003 a systematic review of measures of JSS was carried out . Of the 29 instruments analysed, only seven were considered reliable and valid for assessing job satisfaction (Saane, et al, 2003). Of the 7 measures only 1 was considered (JSS) since the remaining 6 were related to nursing or they were too long to be feasible within the context of the current research.

7.5.4. Qualitative data collection (semi-structured interviews)

Semi-structured interviews provided an opportunity to explore participants' worldview by trying to understand their lived experiences (Gray, 2014). This interview method was selected over others due to its usefulness in being able to develop an interview schedule that related to my research questions, but which also allowed a level of flexibility, such I could ask for greater detail or clarity in responses received, in the moment and as necessary (Robson, 2011). The potential strengths and limitations of semi-structured interviews are provided in Table 26.

Table 26: Semi-structured interview strengths and limitations

(Bryman, 2012; Robson, 2011; Gray, 2014 and Cohen et al., 2000)

Strengths	Limitations
Flexibility to address research questions	Can be time-consuming (administering the interview, transcribing the interview and analysing the data).
Provide further insights into participants' views	Since the interview questions and process are developed by the researcher the interview could be considered somewhat subjective. Further, if more than one interviewer were asking the questions, the way the questions were asked could have an impact on the answers. However, I completed all interviews, ensuring consistency of approach, but not containing risks of interviewer bias.
Although dependent on the skills of the researcher, there is the possibility of gaining more in depth answers with this method	The reliability of the data could be compromised by anxieties of the participants that the interviews explored their work. There could have been potential for responder bias because the staff either wanted to please me as the researcher and the schools link EP, or did not want to say anything that could compromise their working relationship with the SMT.
Potential for illuminating and rich data	Personal nature of interviews may make findings difficult to generalise.

As previously stated, individual interviews were carried out with two 'core' participant teachers, as well as a progress and EC implementation interview with

two members of the SMT within ▓▓▓▓▓▓. The interviews took place in private rooms to ensure confidentiality, and limit distractions. The interview schedule, consisted of open-ended questions with prompts, based on the literature review. The interviews comprised 31 questions under six themes, which are presented in Appendix 8, with the supporting literature indicated.

The interviews varied in length from approximately 40-60 minutes each, and were audio-recorded using a Dictaphone.

7.6. Data analysis

7.6.1. Data analysis: An overview

As suggested by Cresswell and Plano-Clark (2011, p.8), the combination of qualitative and quantitative data 'provide[s] a more complete understanding of the research problem than either approach by itself'. Although I was keen to explore whether the data would indicate any statistically significant findings, Robson (2011) suggests that:

'statistical significance is not related to the size or importance of an effect or relationship, which is in many cases what we are really interested in.' (p.447).

I was indeed interested in understanding aspects of cognitive job satisfaction and affective job satisfaction in terms of their level of importance to the participants within the research. I considered this supported the use of an MMR design to

harness the benefits of each approach. The current study utilised a triangulation approach to data analysis (Cameron, 2009), within a MMR single case study design, meaning that the data collected were brought together during the analysis phase (Sections 6.4.2 and 6.4.3). Yin (2013) states that the triangulation method can strengthen case study research and provide an in-depth account of variables of interest, as opposed to data points. Figure 12 illustrates the procedure of data collection and analysis within the triangulation MMR framework.

Figure 12: Data collection and analysis within a triangulation framework
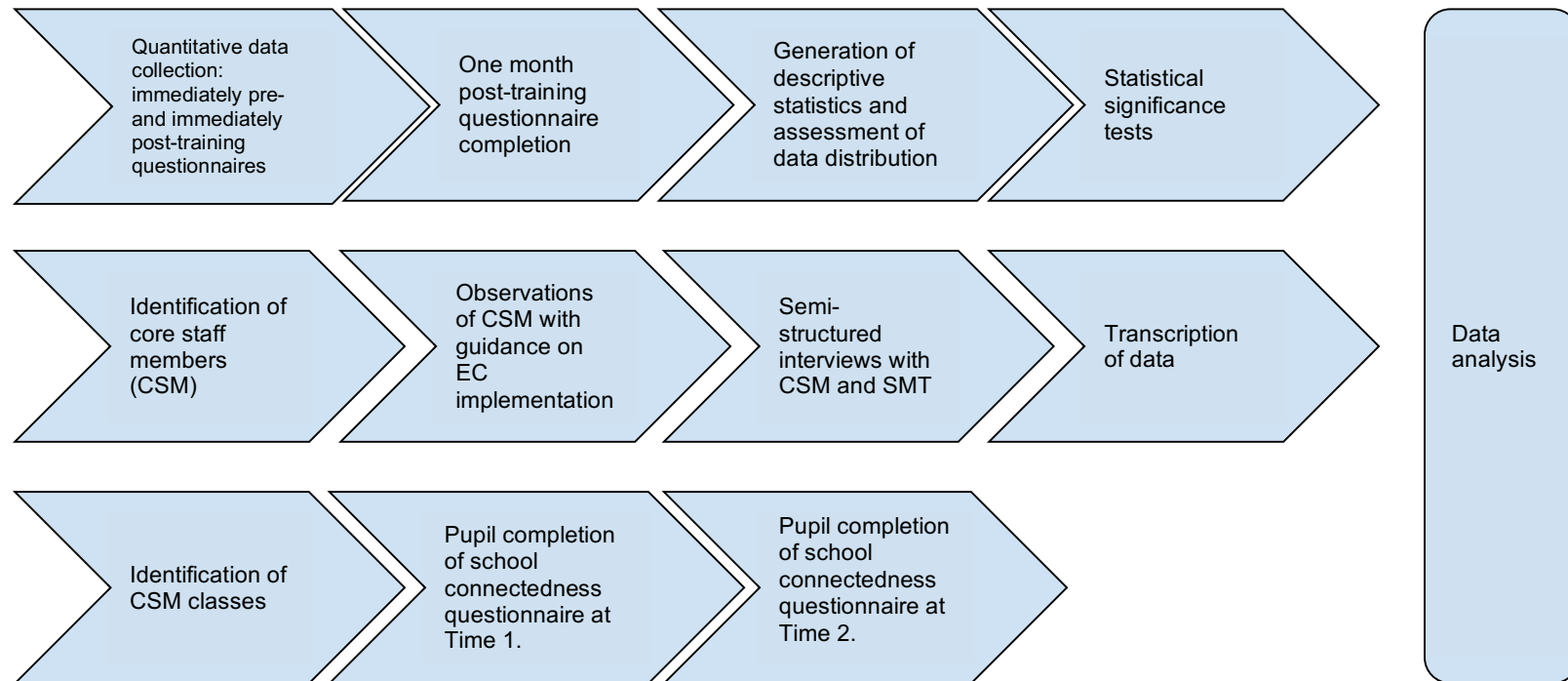
7.6.2: Data analysis: Quantitative data analysis

Quantitative data is required to meet specified thresholds in order for particular statistical analysis to be conducted. However, there were limitations within the current study's quantitative data that influenced the line of analysis undertaken from the outset. In order to conduct the research in ▇▇▇▇▇▇ the SMT specified a preference that maximum efforts were made to ensure participant and School anonymity. As such, it was requested that pre- and post-training questionnaires were not paired. Therefore, in order to illuminate ▇▇▇▇▇▇ staff members' experiences of working in this challenging school environment (Section 1.2), a sacrifice of optimal rigour of social science research was accepted as a limitation of the data.

Further, the one-month post-training questionnaire did not include a request for information related to the participant's age or profession; therefore the data could not be analysed under these terms from Time 1 to Time 2. Despite these challenges, I considered the data obtained to be what was appropriate and manageable at the time of collection, given the challenges and restrictions within the School.

In order to choose a statistical analysis the distribution of the data needed to be ascertained. Despite initially assuming normal distribution, following a visual inspection of the data (plotted following the assessment of skewness, to check the symmetry, and kurtosis, to plot the distribution of the data; Pallant, 2007; Table

27), after additional reading and consultation with a university research tutor I concluded that the outliers and general trend of the data did not meet the requirements for normal distribution (Figures 13 and 14). Further verification of this was derived from the fact that the data was not randomly sampled, but from within one school. Therefore, non-parametric analyses were conducted for the main analyses of this data, as well as the generation of descriptive statistics (Appendix 16).

Table 27: Skewness and kurtosis scores

	Pre-training data				Description
	Mean	sd	Skewness	Kurtosis	
Cognitive Job Satisfaction Scale (JSS)	13.35	3.7	.415	-.781	Scores are clustered to the left at the low values with a relatively flat distribution (too many cases in the extreme).
Affective Job Satisfaction Scale (JAWS)	69.69	11.3	-.108	1.111	Scores are towards the higher end with a peaked distribution (scores towards the centre, suggesting the responses were somewhat consistent across the data set).
Positive emotions at work	31.82	6.4	.158	1.854	Scores are clustered to the left at the low values, with a peaked distribution (scores towards the centre).
Negative emotions at work	22.11	6.5	.499	-.023	Scores are clustered to the left at the low values, with a relatively flat distribution (too many cases in the extreme).

Normal Q-Q Plot of pre levels of job satisfaction

Normal Q-Q Plot of pre JOB RELATED AFFECTIVE WELL-BEING, TOTAL
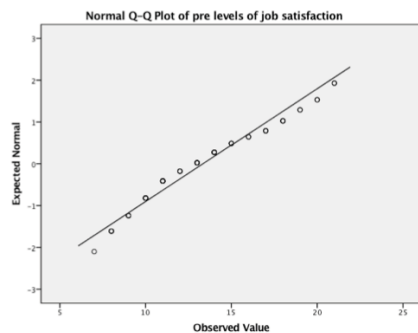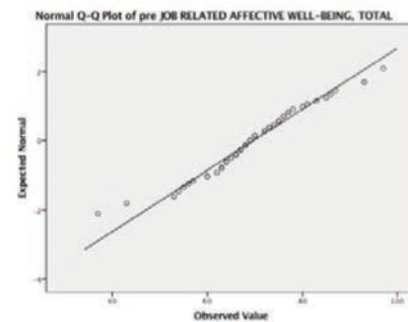
In order to analyse self-report scores on the two job satisfaction measures (job satisfaction Scale scores, Andrews and Withey, 1979; Job-related Affective Well-being Scale, Van Katwyk et al., 1999) by the age and job role of the primary participants, a Kruskal-Wallis test was used.

In order to consider the length of time the staff members had worked at ▇▇▇ ▇▇▇ against their self-reported job satisfaction levels, a Spearman's rho test was conducted.

The results of these analyses are discussed in Chapters 8 and 9.

7.6.3: Data analysis: Qualitative data analysis

In order to ameliorate criticism regarding the limited structure and 'less scientific' perception of qualitative data analysis (Robson, 2011), I engaged in a hybrid approach to coding and categorising literature before considering the relevance of these ideas within the data collected at ▇▇▇. This was done through a

hybrid thematic analysis (TA), a frequently used procedure for analysing qualitative data. This approach involves identifying, studying and reporting patterns within a data set that are important for describing the phenomenon that is being analysed. These patterns are referred to as themes (Braun and Clarke, 2006; Boyatzis, 1998). While TA could be considered somewhat poorly defined, it is also acknowledged as a widely used design for the analysis of qualitative data, on account of its flexibility and independence from theory and epistemology; resulting in wide range application possibilities (Braun and Clarke, 2006).

The hybrid approach to thematic analysis utilises both deductive and inductive analysis (Boyatzis, 1998, Appendix 15); deductive coding means that codes are derived from existing theory or pre-set questions, whereas inductive coding relates to the generation of codes that are based on the data. Fereday and Muir Cochrane (2006) suggest the following stages for this hybrid approach to TA (Table 28):

Table 28: Stages for hybrid thematic analysis

Fereday and Muir-Cochrane, 2006)

Stage	Process
1	Develop a coding frame from theory and the research questions (deductive analysis).
2	Test the reliability of the codes.
3	Summarise the data and identify initial themes.
4	Add additional codes (inductive analysis).
5	Connect the codes and identify themes derived from both approaches of analysis.
6	Corroborate and legitimise the coded themes.

Boyatzis (1998) suggests that a hybrid TA is necessary when just one unit is being studied, such as one person or one organisation. As my research is a single case

study design, exploring one school's experience of EC training and implementation, a hybrid approach to analysis is appropriate, with Table 29 presenting a detailed account of how this was completed.

Table 29: Stages undertaken in a hybrid thematic analysis

Stages for hybrid thematic analysis Fereday and Muir-Cochrane, (2006)	Action undertaken for this research
1. Develop a coding frame from theory and the research questions (deductive analysis)	Initially I reviewed the literature and developed a coding template that was based on the research. Eleven broad code categories were used to form the coding manual, these were; school ethos, work dissatisfaction, occupational stress, pupil behaviour, deprivation, attitude about work, training can change attitudes, EC benefits, work satisfaction, feeling empowered, affective attunement and connection. This was refined to result in a code manual that included six theory-derived themes, affective (emotional) attunement and connection, job satisfaction/dissatisfaction, occupational stress, working with children who have difficult home-lives or early life experiences, staff attitudes, and feeling empowered through EC/EC supporters/benefits (Appendix 15)
2. Test the reliability of the codes	The coding manual was then tested (Fereday and Muir-Cochrane, 2006) by asking a qualified EP colleague to sort a variety of data excerpts to complete a check of inter-rater reliability (IRR), reaching an agreement on 84%, which was considered relatively reliable (Joffe, 2012). No alterations to the code template were required (Appendix 15, new codes).
3. Summarise the data and identify initial themes	Immersing oneself in the data, listening to it following the interviews and then transcribing it verbatim. Data excerpts were then input into Microsoft Excel where I was able to read and re-read the transcripts, noting down initial ideas and thoughts (see Appendices 9 and 12 for sample of the transcribed data).
4. Add additional codes (inductive analysis)	Once this had been transferred to the Excel spread sheet, I engaged in a process of reviewing and arranging the codes as necessary. This increased my familiarity with the data and allowed me to check the data, my codes and themes. Themes and sub-themes were clustered and connected to each research question.
5. Connect the codes and identify themes derived from both approaches to analysis	Themes were checked and refined against extracts coded under each theme . I then discussed the identified themes and conclusions drawn from the data with a qualified EP colleague, with the main aim being that the data was accurately represented and that any conclusions drawn appeared to have a sound rationale(IRR of 85% was reached, which was considered relatively reliable (Appendix 17), Joffee, 2012).
6.Corroborate and legitimise the coded themes	The codes were examined and considered in relation to the themes and sub-themes in order to draw conclusions from the data. Following further analysis, themes were named so that the significant aspects of each were clear (Table 31) and two new data derived themes were added to the code book, which were barrier to the use of EC and reflection (Appendix 15a).

Following the identification of codes, I sorted the codes into themes and used an Excel spread sheet to organise the data. When completing the analysis of my data I referred to the six-stage process identified by Fereday and Muir-Chochrane (2006) (Table 29) , remaining aware of the repetitive nature of this type of analysis (Boyatzis, 1998; Fereday and Muir Cochrane, 2006).

The two coding manuals were considered relatively reliable, with measures of inter-rater reliability (IRR) suggesting an agreement of 84% (deductive) and 85% (inductive) for each (Appendices 15 and 17; Joffe, 2012; Fereday and Muir-Cochrane, 2006). There was evidence congruent with all six deductively derived themes within the interview transcripts; alongside two additional inductively derived themes. In total, eight themes were considered, six from the existing research and two from the current study's data (Table 30).

Once the qualitative and quantitative data analyses were completed, the findings were considered alongside each other and research identified in the literature review (Yin, 2009). It is acknowledged that throughout the data analysis phase I was keen to explore the data in relation to my research questions, and so made a deliberate and 'conscious' decision to look at the data through a particular lens and in relation to the chosen epistemological position of pragmatism (Braun and Clarke, 2006).

Table 30: Presentation of the themes following the completion of a hybrid analysis

Theoretical underpinnings of EC and well-being and job satisfaction in relation to the school setting:	Themes from the current study's data:
1. Levels of job satisfaction and/or dissatisfaction.	1. Barriers to the use of Emotion Coaching (EC).
2. Occupational stress.	
3. Working with CYP who have difficult home-lives or early life experiences.	2. Reflection
4. Affective (emotional) attunement and connection.	
5. Staff attitudes.	
6. Feeling empowered through EC/EC supporters/benefits.	

Following the analysis of both the quantitative and qualitative data, I compared data sets and explored the research questions in relation to the findings (Appendix 27), with Chapters 8 and 9 presenting the triangulation of both qualitative and quantitative data sets, in relation to the research questions.

CHAPTER EIGHT: PRESENTATION OF FINDINGS AND DISCUSSION:

Research Question 1: What factors affect school staff cognitive and affective job satisfaction. Research Question 2: What is the impact of Emotion Coaching training on primary school staff members' cognitive and affective job-satisfaction?

8.1. Introduction

The following chapters present the current study's research findings as they relate to the specific research questions. Responses relevant to Research Question 1 (what factors affect school staff cognitive and affective job satisfaction?) are considered first by reviewing the primary participants' levels of cognitive and affective job satisfaction, as measured by the job satisfaction Scale (JSS, a measure of cognitive job satisfaction; Andrews and Withey, 1979), and the Job-related Affective Well-being Scale (JAWS, a measure of affective job satisfaction, yielding positive and negative affect scores; Van Katwyk et al., 1999). The data were analysed using Statistical Package for the Social Sciences (school staff): a commonly used software programme for analysing quantitative data (IBM, 2017).

Data generated from a hybrid thematic analysis will be presented alongside quantitative data as a triangulation of the data. Superordinate-themes generated from the hybrid thematic analysis (Chapter 7) relevant to Research Question 1 included *job-satisfaction and/or dissatisfaction* (Appendix 18); *occupational stress*

(Appendix 19); and *working with children with difficult home lives and/ or early life*

experiences; (Appendix 20).

Figure 15 presents an overview of the superordinate and subordinate themes related to Research Question 1, and Figure 16 presents an overview of the superordinate and subordinate themes related to Research Question 2.

Figure 15: Figurative summary of themes related to Research Question 1
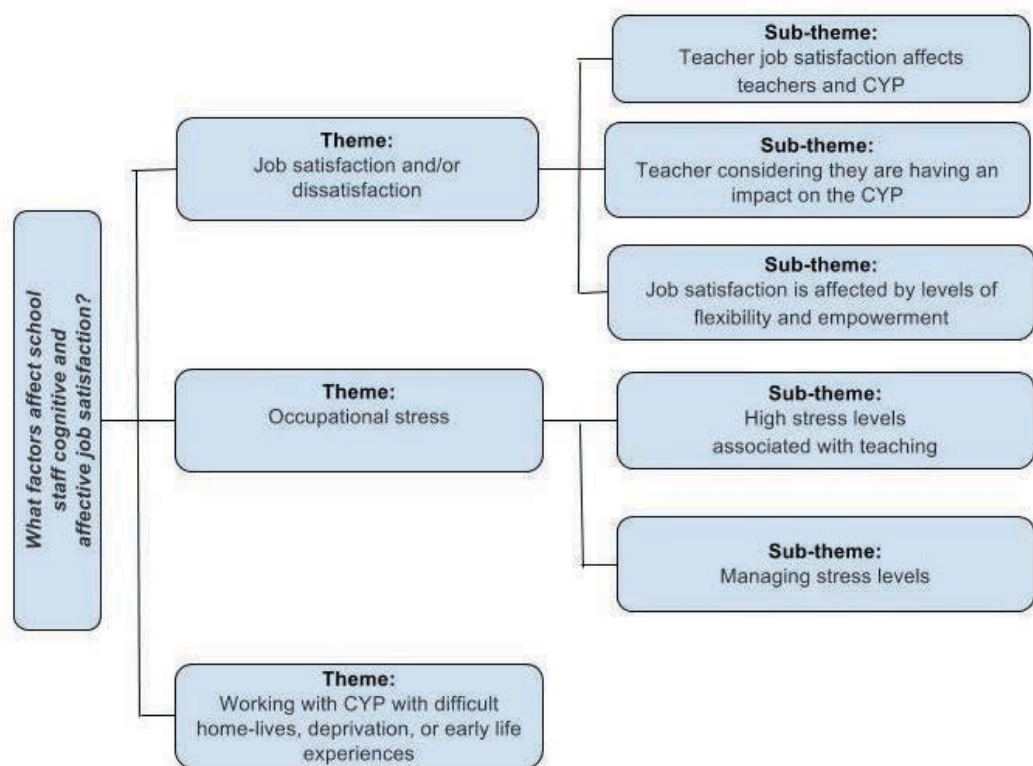
Figure 16: Figurative summary of themes related to Research Question 2
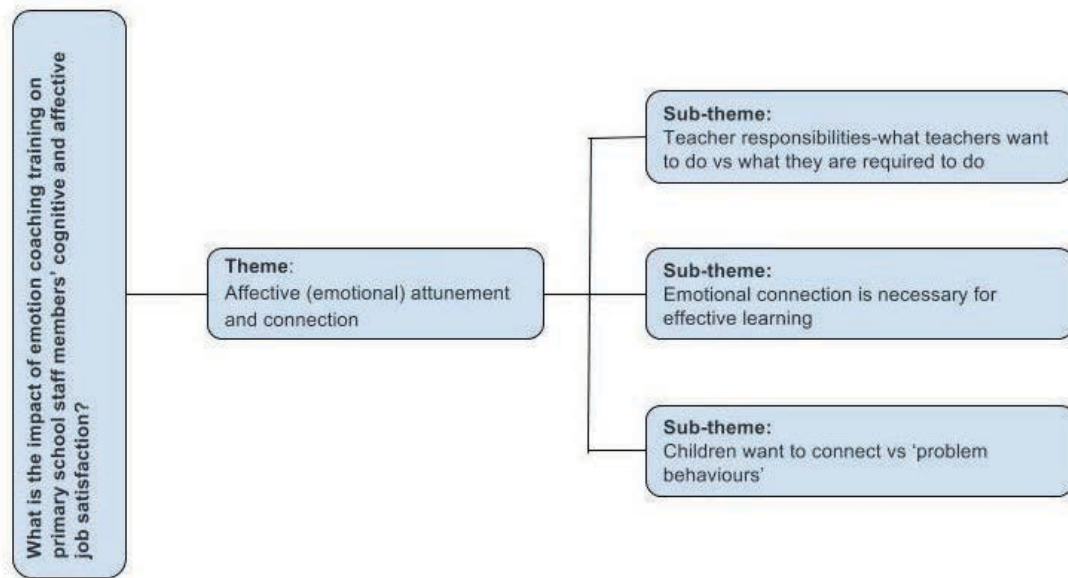
It was posited, through the current study's proposition, that EC would support the class teachers to experience a greater level of job-satisfaction, since they would develop skills in working with children more effectively, as a result of implementing EC principles (Rose et al., 2016c; Figure 7). Therefore, the main superordinate theme reviewed in relation to Research Question 2 is *affective (emotional) attunement and connection* (Appendices 21), which is considered in relation to references made regarding job-satisfaction and affect by the participants. Other themes identified through the thematic analysis are also referred to as relevant and where they overlap with that of the main theme being considered.

8.2. ▢▢▢▢▢▢ **staff levels of cognitive job satisfaction and affective job satisfaction**

8.2.1. Mean comparisons pre- and post-training

In an effort to understand more fully ▢▢▢▢▢▢ staff levels of cognitive job satisfaction and affective job satisfaction, pre- and post- EC training, mean JSS scores (measure of cognitive job satisfaction) and JAWS scores (measure of affective job satisfaction) were compared for the entire data set (primary participants responses) (Table 31).

The data indicated an increase in means scores for all four aspects of job-satisfaction measured, from Time 1 to Time 2. While this could reflect a trend towards increased cognitive job satisfaction and affective job satisfaction within the primary participants, it could also have occurred naturally, over time; but it also could have occurred as a result of the non-completion of post-training questionnaires by 29% of staff that had completed the pre-intervention questionnaire. It could be speculated that those participants who completed both questionnaires experienced higher baseline levels of cognitive job satisfaction/affective job satisfaction, resulting in a misrepresentation of scores within the data. However, I remained interested in exploring trends and themes that could be observed within the data, while remaining mindful of the limitations of the data set.

Table 31: Mean data for scores on cognitive job satisfaction and affective job satisfaction pre-EC training and one month post-EC training

Measure	Mean Pre-EC Training (Time one)	Mean Post-EC Training (Time two)
Cognitive job satisfaction	13.35	13.23
Affective job satisfaction	69.69	73.41
Positive affect at work	31.82	33.31
Negative affect at work	22.11	19.51

To consider trends within the data, a scatterplot was generated (Appendix 16a), which suggested tendencies toward a negative correlation between:

- JAWS and JSS, such that higher levels of affective job satisfaction were associated with higher levels of cognitive job satisfaction;

- JSS and positive affect, such that higher levels of cognitive job satisfaction were associated with higher frequency and intensity of positive affect; and

- JAWS and negative affect, such that higher levels of affective job satisfaction were associated with lower frequency and intensity of negative affect.

Positive correlation trends were also observed in the scatterplot data between:

- JSS and negative affect, such that lower levels of cognitive job satisfaction were associated with higher frequency and intensity of negative affect; and

- JAWS and positive affect, such that higher levels of affective job satisfaction were associated with high frequency and intensity of positive affect.

Thus, the data suggested an association between affective job satisfaction and cognitive job satisfaction for ▮▮▮▮▮▮ staff. Higher levels of affective and cognitive job satisfaction were associated with higher levels of positive affect and lower levels of negative affect. Lower levels of affective and cognitive job satisfaction were associated with lower levels of positive affect and higher levels of negative affect. While causality cannot be established, these trends could be explained using the framework provided by appraisal theory, where it is suggested that cognitive appraisals of stimuli (much like the cognitive appraisal of job-satisfaction) operated under a distinct, but related role, in the process of affective experience (much like affective job-satisfaction) (Scherer et al., 2001). Therefore, early analysis appeared to suggest that there was an association between cognitive job satisfaction and affective job satisfaction levels for the primary participant group.

8.3. Lines of enquiry

In an effort to consider factors that affect primary participants levels of cognitive job satisfaction and affective job satisfaction, I evaluated the quantitative data by grouping participants and considering trends that were indicated. In addition, 'core' staff members engaged in a semi-structured interview, which was transcribed and

analysed using a hybrid thematic analysis, providing an insight into the perceptions of two class teachers within the school. Both lines of enquiry will be considered in an effort to answer Research Question 1, as it pertains to this single case study design.

The primary participant data were evaluated based on the participants by age range, profession, and the length of time they had worked at ⬛⬛⬛⬛⬛⬛⬛⬛, to consider if any of these factors appeared to be associated with cognitive job satisfaction or affective job satisfaction.

8.3.1. Age

Analysis indicated a statistically significant relationship between primary participant age-range and their levels of cognitive job satisfaction, as measured by the JSS. However, upon observing the participant groupings more closely it was found that some of the age-range groups only had one participant in them. As such that individual participants scores were being compared to mean-ranked scored of groups of participants who indicated that they were within the same age-range. As such it was considered more appropriate to consider the data descriptively (Appendices 28 and 29).

Descriptively, participants aged 45-49 had the highest mean ranked levels of cognitive job satisfaction (n=6, mean rank=14.33), with an individual participant, aged between 60 to 64 years (n=1, mean rank=47.5), indicating the lowest mean

ranked score for cognitive job satisfaction (Table 31) and the lowest mean ranked affective job satisfaction (mean rank=15). Further, participants aged 30-34 expressed that they experienced the highest frequency and intensity of negative affect across the age ranges (mean rank= 42.5), and expressed low levels of both cognitive job satisfaction (mean rank=46.5) and affective job satisfaction (mean rank=16.17), with limited experiences of positive emotions at work, being suggested. Further, an individual participant aged 65-69 reported the highest mean-ranked affective job satisfaction (mean rank=47), as well as the highest frequency and intensity of positive emotions at work (mean rank=38), and the lowest frequency and intensity of negative emotions within work (mean rank=3), across the mean ranked age ranges (Table 32).

Previous research considering age and job satisfaction has acknowledged that findings remain somewhat inconsistent. Some researchers have suggested an association between age and job satisfaction, explaining this through lifespan theory. Lifespan theory considers successful development relates to the individual's ability to manage the natural gains and losses associated with ageing, by focussing on the positive and minimising negative in life and work, resulting in higher levels of job satisfaction (Freund and Baltes, 2007; Besen et al., 2013; Forman, 2013). Although within the current research it was found that the oldest age group (65-69) had the highest level of positive job-related affect score, when compared to the rest of the staff, it is pertinent to note that three of the age groups generated by splitting the data set in this way, only contained one participant

within that group (including the age range with the highest levels of job satisfaction). Therefore, it was unclear whether this data was representative of trends related to age or related to this individual participant.

8.3.2. Profession

Analysis of primary participants data of cognitive job satisfaction and affective job satisfaction, in relation to profession, revealed that a specialist class teacher reported the highest mean-ranked cognitive job satisfaction (mean rank=6) and affective job satisfaction (mean rank=55), as well as the lowest mean ranked frequency and intensity of self-reported negative affect at work (mean rank=1.5). Interestingly, however, the specialist class teacher did not express the highest mean ranked frequency and intensity of positive affect, ranking in the middle for this scale (mean rank= 32.5). In this case it could be queried whether, for this individual, job-satisfaction was derived, not by the presence of positive affect, but by the absence of negative affect.

However, the 'A manager' individual participant expressed the lowest mean ranked level of cognitive job satisfaction (mean rank=54.5) and affective job satisfaction (mean rank=2), as well as the lowest mean ranked frequency and intensity of positive affect (mean rank=2); suggesting that here the absence of positive emotions might have an impact on job satisfaction. Whereas, the 'FS practitioner' indicated the highest mean ranked frequency and intensity of positive emotions at work (mean rank=54.5), and although ranking close to the top for

affective job satisfaction (mean rank=50) and cognitive job satisfaction mean rank=11.5), this participant did not express the highest mean ranked score in job satisfaction, possibly indicating that for her affective job satisfaction and cognitive job satisfaction was associated with more than positive affect.

In considering the two largest groups of professionals, TAs (n=19) and teachers (n=17), the results revealed that, of these two groups, TAs had the higher mean ranked cognitive job satisfaction based on JSS scores (mean rank=22.5) compared to teachers (mean rank=34.62). Mean ranked affect scores indicated that TAs experienced lower levels of positive (mean rank=23.34) and negative affect (mean rank=25.32) when compared to teachers, who reported higher intensity and frequency of self-reported positive (mean rank=29.09) and negative affect (mean rank=31.53), when compared to TAs. However, the scores for overall affective job satisfaction for TAs (mean rank=25.97) and teachers (mean rank=25.88) were not very dissimilar, with TAs reporting marginally higher levels of affective job satisfaction than teachers, with teachers reporting higher levels of emotion at work, both positive and negative (Appendices 30 and 31).

The current findings complement previous research that suggests that TAs are largely satisfied in their work (Unison, 2013), despite both TAs and teachers describing similarly 'unmanageable' workloads (Unison, 2013). Existing research suggests that when TAs perceived they were making a difference in the life of a child, their levels of job-satisfaction improved (Unison, 2013). Conversely, 'core'

teacher participants in the current study indicated that they experienced a level of frustration related to '*not always [having] enough time to delve deep enough to be able to sort out… why [children] are acting like that.*' It was interesting to note that 'core' participants expressed a desire to work holistically with children (consistent with previous findings, Lightfoot, 2016), but also expressed frustration at not being able to engage with children in this way more often. Despite limited opportunities, the 'core' participants maintained that supporting children was still a central aspect of the way they viewed their role as teachers. One 'core' participant suggested that if a child was not engaged with their learning, it was likely because the teacher had not '*made that connection',* indicating a perception of responsibility to the child, and the profession, to engage children at the affective, not just cognitive level (Immordino-Yang and Damasio, 2007)*,* in order for effective learning to take place. This was especially evident in   , with 'core' participants expressing that, as a result of limited opportunities and possibly a poor start in life (Section 1.2), she perceived it to be essential that she provide emotional support and containment for children who have not experienced that previously, otherwise '*they will go on as they grow up still not being able to cope.*'

Despite these challenges in achieving balance between what participants wanted to do in their job and what they had to do, it was also expressed that teachers did not engage in the work in order to avoid high levels of negative affect and stress. Rather, there was a greater cause that transcended their own experience, when

they perceived the profession to be something they valued, '***teaching is one of those professions that you've got to really want to do.'*** This could be related to Chan and Hui's (1995) assertions that job-satisfaction was not derived from the absence of negative affect or occupational stress, but the presence of a sense of purpose and value in what they were engaged in. Here satisfaction was derived from observing '***progression [in the child's behaviour management] because you know you are having an impact'***, as well as expressing that '***those moments when a child is like 'oh I have got it!' Those are amazing. I think those make your good day.'*** This was deemed relevant to RQ2 also, in considering if EC could influence staff members' job satisfaction levels. Within the data 'core' participants expressed that they considered their job-satisfaction would improve if they were able to engage with the children they taught in a more holistic manner (e.g. '***being able to have more conversations with [children] and to move around the class a bit'***), suggesting a possible association between positive affect and job satisfaction. Interestingly, this could suggest that for these 'core' participants, job satisfaction was influenced by the presence of positive affect, but not necessary the absence of negative affect. This could relate to the notion that resilience and success is not accomplished unless there is a feeling of challenge or perception of opposition. Therefore, job satisfaction is likely derived from a more complex interaction of personal values and expectations, as well as ability to tolerate stress and challenge.

8.3.3. Length of time working at [REDACTED]

A further line of inquiry related to how long staff had worked at [REDACTED]. As the data was triangulated it was interesting to consider the apparent conflict expressed by the 'core' participants, who suggested a desire to '*understand what this child is going through*' while acknowledging that '*...it is quite tricky to make the time for them, knowing that there are so many of them [children]'.* The final portion of this excerpt was considered particularly pertinent to the experience of working in a school with significant needs, like [REDACTED]. Some staff members' potentially feel that there was such a high level of need expressed by the children in the school, that they could not provide the level of support required. Indeed, this related to a further line of enquiry that was explored within the data, to consider whether the length of time a staff member had worked at [REDACTED] had any influence on their levels of cognitive job satisfaction or affective job satisfaction.

In order to explore the mean rank data findings, I considered it alongside the raw data. Data pertaining to participants who were grouped by either age or profession, and were the only participant in that group, were extracted and considered alongside the highest and lowest scoring participants in the raw data (Table 32). This revealed that the mean ranked scores accurately placed some participants as the highest or lowest scoring participants in the entire data set. However, there were some participants who were only identified as a result of consulting the raw data. As Pallant (2007) suggests, one of the consequences of

considering trends through mean-based analysis, is that some of the individual detail is lost.

The detail that was regained from this exploration of the data suggested that the highest cognitive job satisfaction scores and highest positive affect scores were expressed by staff members who had not been working at ⬚⬚⬚⬚ for very long (2 months and 8 months, respectively). Such trends for more recently appointed staff contrasted starkly with trends evident in the responses of more established staff, such as two TAs identified from the mean ranked data, who indicated relative high frequency and intensity of negative affect, and had been working at the ⬚⬚⬚⬚ for over 20 years.

However, the proposition relating to the length of time the staff member had worked at ⬚⬚⬚⬚, was not supported merely by consulting the data, since staff members who had worked at the school for a relatively short period of time expressed low levels of affective job satisfaction and positive affect. I therefore completed a Spearman's rank order correlation, considering length of time the primary participants had worked at ⬚⬚⬚⬚ (Appendix 16). While not statistically significant, there was a small negative correlation between length of time working at ⬚⬚⬚⬚ and:

- Affective job satisfaction ($rho=-.210$, $n=55$, $p>.01$) with 4% of the variance accounted for by this relationship, meaning that when length of time increased, affective job satisfaction decreased; and

- positive affect (rho=-.237, n=55, p>.01), with 5% of the variance accounted for by this relationship, meaning that when length of time increased, positive affect decreased.

It was also concluded that there was a small strength positive correlation between length of time working at ▮▮▮▮ and negative affect (rho=.112, n=55, p>.01), meaning that when length of time working at ▮▮▮▮ increased, so did negative affect (Appendix 16).

Clearly, however, the variance calculated was very small, suggesting other influencing factors of job-satisfaction that were not accounted for within the quantitative analysis.

Table 32: High and low scoring independent participants from the mean ranked data, compared to the highest and lowest scores in the raw data

	Age range of the participant	Raw JSS score (range 7-21)	Raw JAWS score (range 37-97)	Raw positive Affect (range 12-48)	Raw negative Affect (range 10-37)	Length of time at ▨	Profession
Parts. Identified through MR data	60-64	18	64	28	24	24 years	Teaching assistant
	55-59	14	66	25	19	28 years 6 months	Teaching assistant
	65-69	13	80	33	12	1 year	Lunchtime supervisor
	35-39	9	97 Highest affective job satisfaction	32	10 Lowest negative affect	7 years 7 months	Specialist class teacher
	30-34	21 Lowest cognitive job satisfaction	43	18	35	8 years	Arc manager
	50-54	10	85	48 Highest positive affect	23	8 months	FS practitioner
High and low scores raw data	35-39	7 Highest cognitive job satisfaction	93	44	10	2 months	Lunchtime supervisor
	25-29	18	37 Lowest affective job satisfaction	12 Lowest positive affect	35	8 months	Not stated
	40-44	13	69	34	37 Highest negative affect	14 years	Head of year

125

Additional influencing factors were communicated through the themes that emerged from the semi-structured interview data with the two 'core' participants. Within the data it was suggested that teaching was a profession that was inherently stressful (*occupational stress theme;* Appendix 19 and 32) with **'constant targets, I guess. The workload building up and up and up'** being described by one 'core' participant, who considered high levels of accountability and monitoring were present in her job-role, with her often being asked '**have you done this yet, don't forget this, make sure you teach this.** This appeared to have a resulting impact on her affective job-satisfaction, where, despite not providing an emotional label to describe her affect, she commented '**I think all of it can be what makes all of us teachers feel a bit 'uff''**. When categorised by profession, the primary participant data suggested that teachers (n=17) expressed low levels of affective job satisfaction (mean rank 9th highest scores out of 12 participants) and cognitive job satisfaction (mean rank-8/12); low levels of positive affect (mean rank-8/12); and moderate levels of negative affect (mean rank-6/12); as compared to the rest of the primary participants (Appendices 30 and 31). Such trends, contrary to Salanick and Pfeffer's (1978) assertions, might suggest that emotions and cognitions each have a relatively equivalent influence on the individual, as expressed through the self-reports for completion of the measured of cognitive job satisfaction and affective job satisfaction (Chan and Hui, 1995; Shen et al., 2012; Van Horn et al., 2004; Weiss 2002).

Another factor influencing teacher job-satisfaction, expressed by the 'core' participants related to theme of *working with children with difficult home lives or early life experiences* (Appendix 20). Participants reflected that the '***things that [the children] see, they feel that they have got to protect themselves and make themselves less vulnerable.'*** The 'core' participants considered this protection strategy was reflected in the behaviours of the children, such as '***not listening'***, '***we are struggling to get him into school'***, and '***there are lots of behavioural difficulties...manifests as a lot of low level disruption'***, that teachers had to manage day to day. This could result in a depletion of the teacher's capacity to manage challenging behaviours or situations. Within the theme of '*teacher responsibilities and competing demands'* it was also acknowledged that if personal resources were depleted, individual teachers' capacity to engage in a strategy like EC would present a greater challenge since '***[being] emotionally available, like if something is going on in your own life. You just think 'no I can't connect with that child, I just can't'.***

The importance of the relationship between school staff and children has been acknowledged as having the ability to support academic and social development (Liberante, 2012). However, if school staff expend all their energy in managing their own stress-levels they will be left with a reduced capacity to be able to develop necessary relationships with children (Mistry, and Wadsworth, 2011; Precey, 2015). One 'core' participant acknowledged this was the opposite of what children with difficult early life experiences require, asserting that they need an

education that was **_'less about the formal learning and more about him being_** **_connected to people.'_** This was a challenge that was exacerbated by children's skills in being able to **_'connect…they are not used to having connections.'_** Acknowledgement of the challenges of balancing the children's needs against the staff members' capacity to meet those needs could be suggested to result in a level of frustration (Bomber, 2011). This frustration could be associated with not being able to help the children: something that many teachers joined the profession to do (Marsh, 2015). Therefore, it could be posited that as a result, some teachers and school staff experience significant levels of negative emotion in their day to day work in schools. However, they cognitively appraise their work in a way that will result in emotional experiences that they can process and manage (Van Katwyk et al., 1999). This is done while maintaining an awareness of their own personal capacity to manage different emotions at different times (Van Katwyk et al., 1999; Chan and Hui, 1995).

8.4.1. Summary: Research Questions 1 and 2: What factors affect school staff cognitive and affective job satisfaction? What is the impact of Emotion Coaching training on primary school staff members' cognitive and affective job-satisfaction?

In summary the primary participants and 'core' participants within ▮▮▮▮▮▮, considered cognitive and affective job satisfaction appeared to relate to high levels of occupational stress, with the length of time an individual has worked in the environment accounting for a small percentage of the variance in job-satisfaction

and negative affect levels, in this sample. Further, there is a potential for staff characteristics, such as age and profession, to have an influence on job-satisfaction levels, although the results from this study were not all that clear as a result of limitations in the data.

There did appear to be an association between increased feelings of frustration for staff members related to a desire to support children in school, against the time pressures and work demands expressed by the 'core' primary participants. Finally, it seemed that while cognitive job satisfaction and affective job satisfaction appeared to measure different constructs, they did appear to interact in an associated manner, through the trends observed in the data. However, the associated interactions appeared variable, with no clear pattern established in the data for ▮▮▮▮▮▮ staff. This meant that what appeared to relate to high levels of job-satisfaction for one staff member, did not for another. This possibly indicates that there were constructs that related to job-satisfaction that were not measured quantitatively in the research. Further, what is considered satisfying in work, could be a relatively unique and individual expression of individual attitudes, life experiences, resilience, and personal preferences. This resulted in it being challenging to assess affective and cognitive job-satisfaction as distinctly different, yet related in a clear manner.

CHAPTER NINE: PRESENTATION OF FINDINGS AND DISCUSSION:

What are school staff members' perceptions of the appropriateness of emotion coaching in a primary school setting? What are the barriers and enabling influences in implementation of EC?

9.1. Overview of the Chapter

This chapter presents primary participant perceptions of EC alongside qualitative data analysed through a hybrid thematic analysis, to triangulate findings that consider the barriers and enabling influences in the implementation of EC within ▮▮▮▮▮▮▮▮. After which, the chapter concludes with methodological considerations and limitations, and future directions.

9.2. Participant perceptions of EC

9.2.1. Primary participant perceptions of EC pre- and post-training

Primary participant reflections, related to the in-service day training in emotion coaching (EC), were captured through pre- and immediately post-EC training questionnaires. Results suggested that following the training, 100% of attendees reported either enthusiasm about EC in their work (43.6%), or interest and optimism about the application of EC in their work (56.4%). This indicated that staff members who were initially unsure about the relevance of EC (3.6%), appreciated its applicability, as a result of the training session. This level of enthusiasm appeared to be maintained, in the month following EC training, with 94.8% of primary participants (n=39) stating that they had used EC in the month following

training, to varying degrees (12.8% used EC on a regular basis; 64.1% used it, albeit not consistently; 17.9% used EC occasionally in the month following training). Of this participant group, 87.2% expressed that they noticed a difference in children's responses as a result of EC use. This suggests that even when EC was used somewhat inconsistently, primary participants at ░░░░░░ reported an observed influence on children's responses as a result, which they attributed to their implementation of EC training. This is consistent with previous findings reported by Rose et al., (2016a), where 79% of participants noticed a difference in children's responses as a result of using EC.

Further, 97.4%, (n=39) of respondents suggested that they would recommend EC to parents and primary school teachers, with qualifying comments suggesting that one primary participant considered there to be such value in EC training that s/he thought it was a *'shame this training isn't mandatory for all professionals working with children-thank you*'. The one respondent (2.6%) stating they were unsure about the appropriateness of EC training for parents suggested this was because *'parents need help to love their children and want to connect with them before EC could be taught'.* I was interested in this comment, interpreting it that the person who wrote it considered that some parents do not love, or do not know how to express love, for their children. While in this instance it is not possible to clarify the meaning attributed to the word 'love' by this participant, 'love' has been described as a way in which one receives support, advocacy, and protection (Furman, 2012). Therefore, if love related to secure attachments (Chapter 2), or

guidance, time, or boundaries (Furman, 2012), then it could be argued that EC supports the demonstration of love by encouraging adult self-reflection (Section 4.2.2 on meta-emotional philosophy) as a method of empathy development and increased understanding that emotional expression is an opportunity for connection and teaching   (Appendix 2). This would have the potential to increase the adults capacity to provide support, advocacy and protection (Furman, 2012). This is necessary, considering some of the difficult experiences children are confronted with, such as poverty, stress, hostility, mental health difficulties, exposure to criminality and/or anti-social behaviour - all of which, unsurprisingly, can result in limited motivation to engage in education (Luby et al., 2013; Mistry, and Wadsworth, 2011).

Concerns regarding children's home lives were expressed by another participant in the comments section of the questionnaire, in which they stated, *'problematic home lives for the children makes me angry*.' The theme of *working with children with difficult home lives or early life experiences* (Appendix 20) was explored in Chapter eight, where participants expressed frustrations associated with a desire to support children but limited ability to do so as a result of work related pressures.

9.2.2. 'Core' participants' perceptions of EC

The hybrid thematic analysis of the 'core' participants' semi-structured interviews revealed a number of themes which were explored in relation to Research Questions 3 and 4. The related themes and sub-themes are presented in Figures 17 and 18.

Figure 17: Figurative summary of themes related to Research Question 3
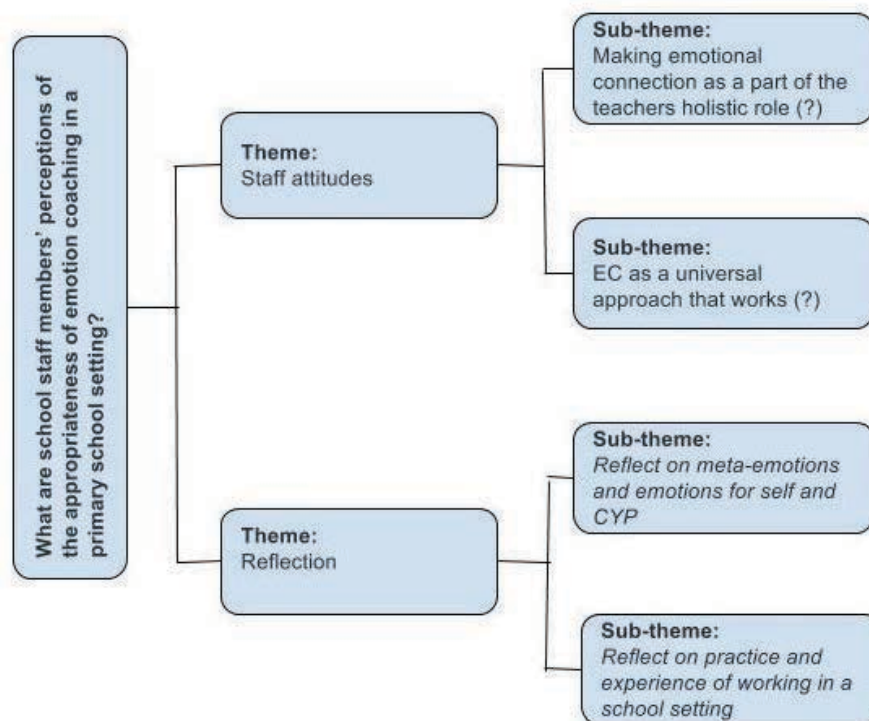
Figure 18: Figurative summary of themes related to Research Question 4
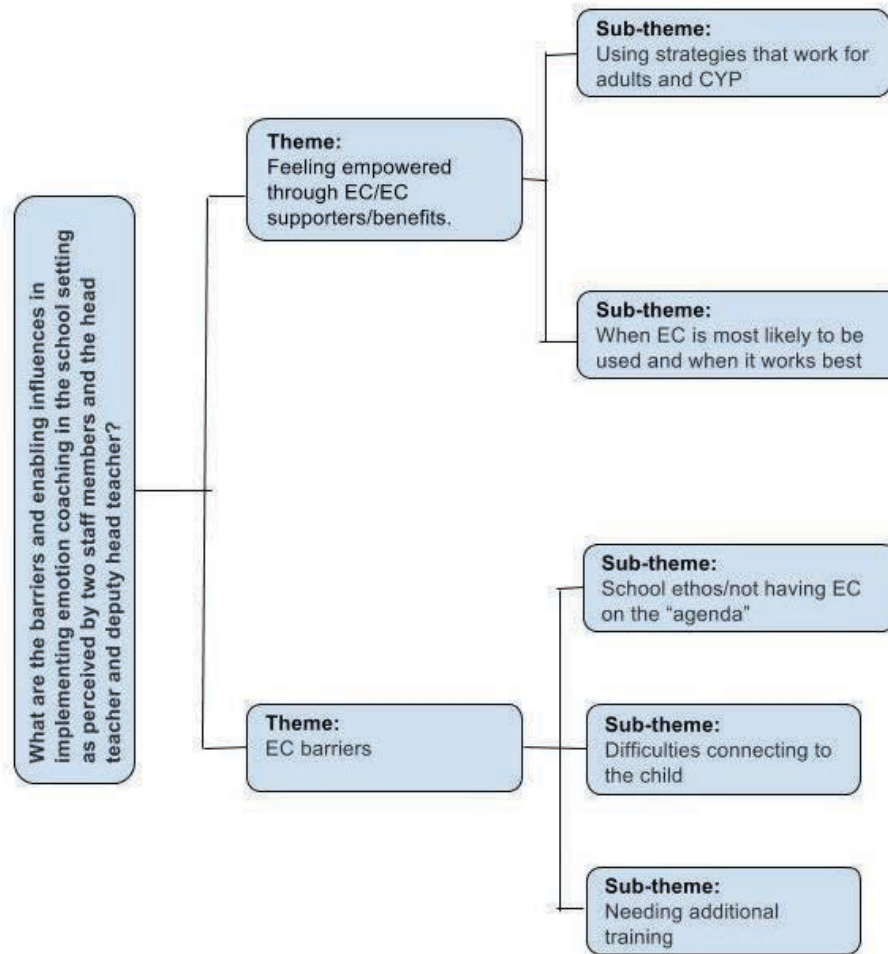
Staff members conceptualised EC as a strategy that 'worked', compared to other strategies that had been used, but considered to have far lower impact. An identified strength, according to 'core' participants, related to ECs versatility and focus on the emotional drivers behind behaviours, as opposed to focussing on the behaviours alone. One 'core' participant teacher commented that, '[EC] absolutely [works] because it is all about the connection.' However, in order for this to motivate staff to use EC, they need to believe 'connection' with children is

necessary and important for their learning. If, however, the adult did not see the value in relationships, then there would be little incentive to use EC.

Indeed, as previously asserted in Chapter 5, using new strategies for the first time is the most difficult aspect of behaviour change (Kirkpatrick partners, 2017). However, participants did comment that the more they used EC, *the **'easier it is to sort of naturally go into that kind of talk**.'* It was also suggested that if EC were used more widely through the school, it would be easier to use themselves, since it was considered that staff members *could **'give each other more ideas' for using EC'.*** This was explored with one participant during an observation, in which it was suggested that she could use EC for her entire class to manage their excitability; of this she *said '**when we did our observation where quite a lot of them were shouting out...that was quite nice to change it into a positive').***

Table 33 provides a review of the identified supporters and barriers to EC use in ▨▨▨▨▨, in relation to previously discussed barriers and supports for behavioural change as a result of training (Chapter 5). From this, one of the main suggestions of barriers to EC use, appeared to relate to a combination of factors; 'core' participants expressed that EC was less likely to be used if its use was not monitored by senior managers, since it was perceived that they were '***doing all this stuff but who is actually taking note of it?***' Further, barriers to EC use were associated with the time pressures that staff were under (occupational stress theme). Further, limited positive feedback regarding EC use (Kirkpatrick partners,

2017), limited mention of EC within the school's ethos (EC barriers), and whether EC was on the 'agenda' within the school (EC barriers), were factors that hindered effective EC implementation.

Participants discussed the additional support in EC implementation that was provided via my own EP observation and feedback (within which we considered how EC could be harnessed more fully by the 'core' participant teachers, in the classroom setting). Both 'core' participant teachers considered this to have been a useful strategy in supporting them in implementing EC more effectively in practice, than would have been expected following a 'one-off' training session (Appendix 24). This suggested that additional opportunities for reflection (reflective practice theme) and a level of review and monitoring instilled a level of responsibility and accountability to engage with EC (Kirkpatrick partners, 2017), as well as providing a degree of assurance from leadership within the school that the change strategy being implemented was supported by them (Cordingley et al., 2015). One 'core' participant expressed that since she knew she would be speaking to me about EC in the coming week, she thought about it more than she would have if she had attended the training session alone. Further, opportunities to discuss EC with colleagues was also considered would support the more regular use of the approach. This has also been regarded as an essential ingredient of effective professional development (Cordingley et al., 2015).

9.3. Effective intervention implementation at ████████

The triangulation of data related to Research Question 4, will reflect on the barriers to and enabling influences upon EC implementation, as indicated by the data. This includes the SMT staff member interview, in order to consider intervention implementation at an organisational level (Appendix 12). This review makes reference to the three key ideas expressed in Chapter 5, which suggest that training that aims to bring about change is most effective when trainees:

- experience and accept high levels of responsibility and accountability;

- have the willpower (desire) and waypower (ability) to bring about change, which will result in increased motivation and hope of a successful outcome (Snyder et al., 1991); and

- have support from senior leaders and others within the organisation to engage in the change endeavour (CODE, 2011; Kirkpatrick partners, 2017; Hargreaves and Fink, 2006).

Table 33 presents illustrative quotations from the data and a range of themes (including staff attitudes, occupational stress, EC barriers, EC supporters), including comments from the SMT (underlined), to illustrate the areas in which the school had made attempts to ensure the intervention was implemented as fully as possible. ████████ staff demonstrated a desire to engage with the intervention, with 'core' participants referring to EC as a strategy that 'works'. Further, primary participants expressed a change in children's responses as a consequence of EC

use, and reflected that as a strategy that 'works' EC supported them to support children, more fully. However, as evidenced in Table 33, there was no mention, in the meeting between the SMT staff, nor from interviews with the 'core participants' that related to any reward that would be noted as a consequence of using EC.

As I remained on placement at ⬛⬛⬛⬛, following the completion of the data collection period for this study, I have been able to observe and consult with school staff regarding levels of EC use. In principle, ⬛⬛⬛⬛ was highly committed to the implementation of EC. However, during the time after data collection, I observed EC use reducing and staff members beginning to suggest that 'it does not work.' I considered this lack of sustainability of the implementation of EC was the result of a number of factors:

- the staff were working in a highly challenging and complex school, with high levels of challenging behaviour and pupil home life deprivation;

- a prominent attitude, expressed by staff working in the school that, 'a lot of children are set in their ways', which appeared to be a barrier in the implementation of EC with certain children. This staff attitude could be considered to reflect a level of cynicism that is often associated with staff 'burn-out' (Enyedi, 2015; Hawkins and Shohet, 2012);

- staff members were concerned that they were not 'implementing' EC correctly, viewing it, exclusively as a the 'step by step' approach, as opposed to a philosophy and way of being;

- further, even the 'core' participants, who received additional implementation support of approximately five hours each, expressed a desire to receive more training, suggesting that competence and self-efficacy were not reached through 'one-off' training and implementation support;

- 'core' participants also expressed that as a result of limited opportunities to discuss EC with peers, it was challenging to maintain motivation to use this strategy; and

- the deputy head teacher/SENCo, who had requested this training, left the school shortly after the study completed. I considered that, as Rose et al., (2016a; Section 5.2) suggested, effective EC implementation was achieved when there were 'EC champions' in the school, who were engaged with the content of the training and accepted responsibility to disseminate EC training to the rest of the organisation. This was a role occupied by the deputy head teacher, however when she left the school this position as 'EC champion' was not filled. Thus it could be argued that there was a limited level of monitoring and accountability for staff within _____ to engage with EC practices, since its implementation was not monitored rigorously (Kirkpatrick partners, 2017). Further, it could be suggested that without this role being filled by a leader within the school, there was limited assurance for school staff that EC was, in fact supported by them (Cordingley et al., 2015).

Table 33: Presentation of supports and barriers for behavioural change following training, with illustrative quotes from the current research

Supports for behavioural change (Kirkpatrick partners, 2017)	Illustrative quotations from the current study	Barriers for behavioural change (Rouse, 2011)
The person must know what to do and how to do it	*Think that is what is going on in their head when they are having the conversations with children...they are thinking more about how they are being with that child and how they view that child's behaviour.* *I think it [implementation support] was valuable, I think it gave an opportunity to reflect on what you were doing which you would struggle to prioritise and find time for yourself. When you are having a conversation with someone else you have to start reflecting on it, so I was reflecting every week on it because I was having that conversation with you and I think that is really important.* *I think our time has been helpful to get pointers and you kind of reflect on what I have done and how I can improve it and that kind of thing and then develop it further and use it further in my practice.* *I think our time has been helpful to get pointers and you kind of reflect on what I have done and how I can improve it and that kind of thing and then develop it further and use it further in my practice.*	
	Maybe watching someone...I could watch you [using EC]. I know that when you have seen [girls name] before and when she was upset that time and you kind of did that [used EC], that was nice to see and so maybe a whole class base that would be nice to see. *The thing I found most difficult was knowing when I could apply it.*	**Limited opportunity to practise principles that have been taught.**
	But [if] you just naturally don't warm to them and it is something that you just cannot get over. *I just want people to be a bit honest with themselves*	**Limited personal capacity to try out the new learning**
The person must have a desire to change.	*People have certainly picked up bits of [EC] and are trying to use it and want to and I think I have seen a change in probably two members of staff attitude* *If [the children] haven't got the correct behaviour and emotion then they aren't going to learn so I do feel like it is quite a big element of a teacher's role* *'Oh my God! What have we been doing?! You know exactly that 'oh my goodness why have we ended up on this track' and we can perhaps reflect on our leadership approaches and behaviour and we know why we have got to where we have to but now we are in a position...we have a particular group of children that we can't have that [behavioural] approach with and this has come along at a perfect time for us to think about that.*	
	'Until there is a challenge for her and she doesn't' have a lot of challenges with behaviour because she very much does the 'I say do' and they do do so until she gets that challenge, she probably won't be ready to try something a bit different is what I would say.'	**A personal evaluation that the effort expended will not result in meaningful performance**

			related change.
It definitely has made me slow down a bit and try and get them to make that connection which I wouldn't have thought of. I think doing that has made me have more of a connection with them by giving them the validation 'oh this has happened to me' type of thing *I think it would have an effect on all children if their emotions aren't being dealt with* *[With EC] you are dealing with the root of the problem not just what they are doing and that I think that has longer term applications because with other behavioural management you have to keep telling them that different things are wrong as opposed to going 'okay this is why you are doing these things' so I think dealing with the root problem is more important.* *[EC] absolutely [works] because it is all about the connection. Previously not much has helped. But I think using that language and dealing with it in a much calmer way is less reactive and helps a lot with him*		*A lot of children have been set in their ways*	**A belief that desirable performances will not result in outcomes that the learner values.**
The person must be rewarded for changing.		*Just feeling unappreciated from higher up, not that that happens because that hasn't happened to me but I know that other people have had that feeling before where they are feeling that they are doing all this stuff but who is actually taking note of it?* *Constant targets I guess. The workload building up and up*	**Where the supervisor/ manager inhibits the use of the new knowledge and skills.**
The person must work in the right climate.	*I think it would be great if you could [have a whole school that uses EC]. I think it would probably need a lot of discipline and a lot of sort of keeping going back and touching base and more training to make sure people are using it in the same way because consistency to some degree is important so when children move from one year to the next they are still seeing the same approaches.*	*I think it would be more effective if it was structured. Even if it was just 15 minutes to say let's have a chat about this and how are you getting on because otherwise finding the time is tricky and it sort of just gets pushed to the side as much as you wouldn't want [it] to.* *There are a number of sort of behavioural difficulties that arise mostly and manifests as a lot of low level disruption. There is a lot of, I suppose the best way to describe it is attitude* *The area that they are living in has lots of difficulties and the things that they see, they feel that they have got to protect themselves and make themselves less vulnerable. And I would think that showing those sorts of attitudes sort of shows that they were stronger and more able to deal with things themselves and that protects them that little bit.*	**The level of support or resistance that is provided by peers when using new approaches.**

9.4. Summary of Research Questions 3 and 4: What are school staff members' perceptions of the appropriateness of emotion coaching in a primary school setting? What are the barriers and enabling influences in implementation of EC?

In considering the appropriateness of EC in a primary school setting, a month after EC training, 97.4% staff stated that they would recommend EC to parents and primary school teachers. Through the triangulation of qualitative and quantitative data it is suggested that EC was considered to be a useful strategy that a majority of   staff members would recommend to other primary school staff and parents. However, the likelihood of EC being used appeared to be affected by staff members' understanding of whether this constituted a priority of senior staff, even if EC were perceived as a strategy that worked and appeared to provide some level of job satisfaction. Further, in order for one-off training to be effective and embedded within practice, additional support is likely to be required (Cagran and Schmidt, 2011). It appeared that EC provided a framework that staff members considered to be interesting and informative, as well as a strategy that provided an increased positive affect at work.

Staff expressed attitudes that ranged from considering EC to be a universally useful approach, to it being an approach that might be harnessed more selectively because certain children might be viewed as beyond the help that attuned interactions and connections could offer. The data also suggested that staff

members identified a need for time in which to reflect on their own practice and emotions, as well as those of the children they were working with. However, opportunities for reflection were limited as a result of other priorities. Therefore, it could be suggested that the appropriateness of EC may have been reduced as a result of time constraints and limitations inherent to competing demands integral to working in a primary school setting.

CHAPTER TEN: CONCLUSIONS:

10.1. Unique contributions of the research

In recent years, it has been acknowledged that school staff work in a high stress environment (Naghieh et al., 2015; Precey, 2015; Ingersoll, 2001; Lightfoot, 2016), exacerbated by challenging pupil behaviours (Wiggins, 2016). This has affected NQT attrition rates (Ingersoll, 2001).

In this study I have considered school staff members' cognitive and affective job satisfaction in relation to staff levels of occupational stress and limited empowerment/self-efficacy. The current study's propositions are considered to provide a unique insight into the complex inter-relationships between school staff empowerment/ self-efficacy and job-satisfaction; and the management of children's challenging behaviours through a relational strategy (such as emotion coaching). The current research had been developed in response to a proposition that training school staff members in emotion coaching (EC) would lead to improved interactions between pupils and school staff. It was considered that this strategy to improve pupil-staff relationships and interactions in school would result in improved experiences of self-efficacy and job-satisfaction for school staff.

Despite considering EC to be a strategy that 'worked', the findings suggested that there were a number of barriers which prevented staff members' use of EC. A primary challenge related to the staff members' perception that school leaders prioritised other job-related tasks to take precedence over EC use and monitoring.

Supporting staff members in the implementation of strategies such as emotion coaching is necessary if these strategies are to lead to behaviour change (Cagran and Schmidt, 2011; Kirkpatrick partners, 2017). Prospects of sustained implementation and contingent changes in pupil behaviour appear all the more remote if staff engagement in these change efforts is not rewarded, as was perceived to be the case within the current study.

Participant reflections, related to the day's in-service training in emotion coaching (EC), indicated that 100% of attendees reported either enthusiasm (43.6%) or interest and optimism about the application of EC in their work (56.4%). This level of enthusiasm appeared to be maintained in the month following EC training, with 94.8% of primary participants (n=39) stating that they had used EC in the month following training, to varying degrees (12.8% used EC on a regular basis; 64.1% used it, albeit not consistently; 17.9% used EC occasionally in the month following training). Of this participant group, 87.2% indicated that they had noticed a difference in children's responses, which they attributed to their use of EC. This suggests that even when EC was used inconsistently, primary participants at ▮▮▮ ▮▮▮ observed an influence on children's responses as a result. Further, 97.4%, (n=39) of respondents suggested that they would recommend EC to parents and primary school teachers. Qualifying comments suggested that one primary participant considered there to be such value in EC training that s/he thought it was a *'shame this training isn't mandatory for all professionals working with children-thank you'*.

However, it was also found that despite EC being considered a strategy that 'worked', it was not easy for staff members to implement it in practice. There was considered to be limited encouragement and monitoring from the senior management team, who were reported neither to monitor, nor reward high levels of EC use, nor, converselt to sanction or offer further training in cases where the EC was either not used or not used with fidelity. It was reported that staff members put EC to one side as a result of other priorities that were monitored. As a result it could be suggested that compliance with policies and procedures was the focus of school/teaching culture, as opposed to developing professional autonomy and judgement.

A further unique contribution relates to the distinction between cognitive job satisfaction and affective job satisfaction. The current study's findings appeared to indicate that the scales used to measures these two aspects of job satisfaction did in fact measure different constructs. However, the results indicated that interaction between these two variables appeared inconsistent, with no clear pattern established from the data. This means that what appeared to contribute to high levels of job-satisfaction for one staff member, did not for another. This diversity may indicate that there were constructs that relate to job-satisfaction that were not measured quantitatively in the research. Alternatively, data trends may simply indicate diversity in how these subjective phenomena are experienced. This means that what is considered satisfying in work could be relatively unique and an individual expression of personal attitudes, values, life experiences, resilience, and

personal preferences. Exploration of this could provide a basis for future research (see Section 10.4).

10.2. Limitations of the study

Limitations of the current research are summarised in Table 34.

Table 34: Methodological considerations/ limitations addressed and acknowledged in the current research

Methodological considerations and limitations	Acknowledgement of said limitations and actions taken to manage their influence, where possible
The epistemological position of the current research was expressed as pragmatism (see 6.3), which is considered to be an intermediate position, between realism and constructivism/ relativism, and is positioned epistemologically between scepticism and dogmatism (Johnson and Onwuegbuzie, 2004; Robson and McCartan, 2016); rejecting dualisms, such as facts vs. values and subjectivity vs. objectivity (Johnson and Onwuegbuzie, 2004), resulting in a mixed methods design in which self-report measures were used.	Self-report measures are often used in social psychology research (Robson, 2011) and are considered to provide a useful insight, since the individual completing the self-report measure is likely to be the person who knows him or herself best (Albuquerque et al., 2012). This is considered useful since the constructs being measured (cognitive and affective job-satisfaction) are considered to be subjective; therefore, the best way to obtain this view is for the individual to provide it him or herself. See 7.5.1 for an account of the advantages and disadvantages of self-report measures (Bryman, 2012; Leonard, 2010).
The use of self-report measures is suggested to be grounded in a positivist paradigm, in which responses are considered a reflection of reality (Robson, 2011); whereas, from a constructionist perspective it would be suggested that participants may have different understandings of statements within the questionnaires, as such ratings by one person on a questionnaire cannot necessarily be related to another person's ratings, since they are a reflection of personal realities (Robson, 2011). It is also acknowledged that the data had to be analysed using mean ranked comparisons, which is widely accepted to lose some of the detail of the data (Pallant, 2007).	This was managed through the case study design and reporting of the data in which it is noted that findings should not be generalised to any other case or individual (Thomas, 2013; Robson, 2011), while noting the possibility that some of the theoretical and analytical findings could provide opportunity for theory to be generalised to a similar person or situation (Yin, 2003).
Response bias is also something that should be considered as a possible limitation within the findings of the current research, in which it is argued that some respondents can have a propensity to agree or disagree with questionnaire items, irrespective of their content (Podsakoff et al., 2003).	However, since some items on the JAWS are reverse rated, if participants rated the questionnaire in the extreme negative or positive only it would be reflected as high levels of negative and high levels of positive affect throughout the participant group, which was not observed. Participant anonymity was considered an aspect of the current research that could have supported participants in being able to respond based on

	their true opinion more readily.
While children of ▓▓▓▓▓ were not the primary participants, the inclusion of children's responses would have developed this study further; this was, however, not included, despite this being in the study's original plan, since the children's completed questionnaires were not returned to me.	Extending the research to include additional participants and factors was considered beyond the scope of the research, given the time-scales and remit within which the research was being conducted. Had additional factors such as socio-economic status, peer relationships, and family relationships been considered there would need to have been included a clear rationale for this within the research.
There were several other variables that could have been measured in order to consider factors that increased the primary participants' (school staff) likelihood of engaging with EC, such as adult attachment style, meta-emotional philosophy, or further follow-up measures. In addition, a greater number of participants could have been included in the supported implementation of EC aspect of the research.	Since the main aim of this research was to consider school staff members' level of cognitive and affective job-satisfaction, in relation to their participation in the EC whole-school training, these factors were not considered explicitly, although the context in which the school was based was outlined at the beginning of the thesis to establish the context in which the staff and pupils were working and living.
The results of the current study highlight the possible barriers and supporters for EC use in a school setting, as well as considering cognitive and affective job-satisfaction. In order to strengthen this research, a hybrid approach was used (Boyatzis, 1998) while the data analysis was completed using a triangulation method (Cameron, 2009; Yin, 2013), within this mixed methods research. Since a case study methodology was used, the aim of the current research was to obtain a rich, detailed understanding of a phenomenon within its real life context as it related to the particular case. Although descriptive statistics suggested a negative correlation between job-satisfaction and the length of time an individual worked at ▓▓▓▓▓, this only accounted for, between 4 and 5% of the variance. Suggesting a lot of	The current research method used a mixed methods approach, this was to provide opportunity to consider the case study school from a number of different perspectives. This information was triangulated in order to consider varying aspects of intervention implementation, job-satisfaction, occupational stress, and staff levels of self-efficacy in working with challenging pupil behaviours.

factors that could have been contributing to levels of job-satisfaction had not been measured through self-report questionnaires.	
There were a number of types of researcher bias that I was aware of before and during the research. I was keen to limit the effects of researcher bias as much as possible. I was concerned about the risks of confirmation bias (which occurs when a researcher forms a proposition or hypothesis and then uses the data to confirm that belief (Heshmat, 2015). I was also aware of the potential for a bias based in my personal and professional experiences. Not only is there potential for a cultural bias (Sarniak, 2015), but also a bas related to my role within the subject of the case study, ▓▓ ▓▓.	In order to manage confirmation bias I used a hybrid thematic analysis (Section 9.2) in order to ensure that both previous research and the data from the current study informed the findings. However, it could be argued that by reading previous research the researcher becomes somewhat conditioned to look for information that supports or refutes the previous research findings. Therefore, I shared my research findings with my university tutor, my placement supervisor, with an EP colleague (for the purpose of performing inter-rater reliability for the codes generated and used in the coding of the qualitative data), and with non-psychology friends and family members. I made this attempt to ensure that the research was clear to me and that others were able to provide thoughts and ideas that might be relevant for consideration. This was all to ensure that I did not allow my thoughts on the data to remain too closely linked with my own proposition without there being, what I considered to be, a persuasive argument for this link. In order to minimise the influence of cultural and prior experience bias I made attempts to regularly reflect on my own culturally based assumptions through reflection and discussion with colleagues. I also reflected on my role as researcher and the link trainee educational psychologist for the School. I was aware that some of my assumptions and propositions were based on my previous experiences of working within the School. Since the research was a case study design I considered my previous experiences of the school to be supportive in developing a rich picture of the case study subject, with an awareness of the risks of confirmation bias, as previously stated.

10.3. Implications for educational psychology (EP) and education professional's practice

� indicated poorer academic achievement for those children eligible for pupil premium (PP) (Section 1.2.5). As a result, it could be suggested that those children with lower attainment levels require additional support to achieve the same grades as non-PP peers. Gottman et al., 1996 suggest a relationship between emotion coaching (EC) and improvements in children's attainment levels. Universal or targeted use of EC could be considered where the aim is to improve attainment and support children to experience the benefits of a more holistic approach to teaching (see Chapter 5), which would focus on applying the principles of attunement, validation, and guidance (Gus et al., 2015) to

The current study's data indicated that, despite support in the implementation of EC, staff members still considered that they required additional opportunities to observe and practise these skills. This indicates that EPs could be involved in supporting individuals and organisations to consider ways in which EC use can be more fully supported in the organisation (Section 9.3). EPs could be involved in supporting senior staff members to develop programmes for school staff that support the development of their understanding and practice in EC. This would allow school staff members to consider EC an integral component of their work, such that it is less likely to be pushed to one side in favour of other tasks that are more closely monitored by senior staff members (Section 9.3). Here, it might be argued that senior management or even the UK Government should take account of research that links academic achievement with more holistic

approaches like EC (see Chapter 5). This could support schools to address their children's needs more fully, as opposed to focussing their attention on addressing imposed approaches toward strengthening school effectiveness. Perhaps then staff members would feel increasingly able to harness their personal resources to focus on connecting with and building genuine relationships with the children they teach (Section 2.2).

While the government has stipulated that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice' (PSHE Association, 2016), this is not currently mandatory. Therefore, currently provision for PSHE is variable. This diversity of provision and risks that the prioritised methods do not address pupils needs effectively could be addressed by EPs supporting schools to carry out needs assessments for their pupils and staff. Such steps could aid schools in providing PSHE that is meaningful and that harnesses the EC principles of attunement (Gus et al., 2015), as opposed to PSHE becoming another lesson to be 'delivered' by school staff.

EPs could also support NQTs by providing training in universities and teacher training courses that focuses on exploring the importance of relational approaches in schools. It could be argued that increasing trainee teachers' access to psychological theories related to relationship development could develop their ideals and values about the types of teachers they want to be, before they enter into the profession more formally.

Training trainee teachers in the EC philosophy could provide them with an opportunity to access the aforementioned teacher benefits of this relational approach as early as possible (Rose et al., 2016a; Chen et al., 2012; Gottman et al., 1996; Gus et al., 2015; Havighurst et al., 2010; Hunter et al., 2011; Kehoe et al., 2014; Short et al., 2010; Wilson et al., 2013). However, currently, funding streams for EP service delivery rarely include contributions to higher education or to school-centred initial teacher education, rendering such developments to EP practice problematic and improbable.

When schools are looking to engage in effective intervention implementation it is likely to be beneficial if school leaders have a clear focus on student outcomes when planning for staff continued professional development (Cordingley et al., 2015). Cordingley et al., (2015) argue that 'one-off' training should be avoided unless accompanied by opportunity (and expectation) that staff engage with the content in a meaningful way. This would also require adequate time to process and reflect on the training. This was something that staff within the current research wanted also. I therefore suggest that it is in the interest of the education system, school staff, pupils, and families that there is a clearer focus on relational aspects of work in schools (Chan and Hui, 1995; Shen et al., 2012; Van Horn et al., 2004; Weiss 2002), and that training providers consider the methods and intensity of provision which are necessary to achieve sustained fidelity of implementation of methods introduced during staff CPD.

10.4. Future research

There are a number of potential directions for future research in the field of school staff job satisfaction, as well as intervention implementation. Since this project was a case study, it was not considered necessary to include participants from other schools. However, future research could replicate this case study design or include participants from a number of settings to consider similarities and differences in themes abstracted. Nevertheless, this project provides an insight into one school and the challenges associated with social disadvantage and high levels of challenging pupil behaviour, considered from a relational perspective. It was posited that job-satisfaction (for school staff) and feelings of connectedness (for children) would improve through a focused effort to improve staff-pupil relationships in the school, and that emotion coaching for school staff would prove instrumental in supporting such developments.

While the current research found there to be some association between cognitive job satisfaction and affective job satisfaction, it was not easy to observe clear trends within the data. Therefore future research could consider further exploration of data trends associated with individual criteria for cognitive and affective job satisfaction. Subjective experiences of cognitive and affective job satisfaction, and key work-related features which contribute toward high job satisfaction for individuals and groups, could also be explored.

Future research could also include fuller exploration of 'outlier' data. In research there is a growing interest in the consideration of the very high or low

performers, to establish a greater understanding of diversity and performance (Bettis, et al., 1978; Prahalad, and Bettis, 1986), and success (Achor, 2011). This interest in individual phenomenology contrasts with the more typical orientation of large-sample research studies which often seek population trends and discount 'outlier' data as an error (Prahalad, and Bettis, 1986). Application of this strategy in a school setting could yield interesting findings as research pays more attention to the promotion of what works and for whom. In doing so, a greater understanding of the strategies used by individuals could be gained, to allow for provision of more finely targeted individual coaching and support for their continuing contribution toward a profession such as teaching, that is characterised by high stress and demands.

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APPENDICES

Appendix 1: Detailed account of neurological processes that underpin emotion coaching

It has been suggested that memory formation and emotional regulation are affected by the circumstances in which a brain develops (Luby et al., 2013), with Lewis (2013) describing affect or emotion as a response pattern that involves a physiological and/or cognitive shift, based on meanings assigned to life experiences. With limited exposure to positive life experiences, it is likely that children would more frequently attribute negative meanings to future experiences. These predilections towards negative meaning attribution are likely to occur as a result of a combination of limited positive life experiences and underdeveloped hippocampal regions and amygdala While the brain maintains a level of plasticity-meaning one can always learn new skills throughout the lifespan (Luby et al., 2013) it is likely that these early experiences affect initial neural pathways, from which other pathways are formed. Therefore, if alternative ways of thinking were not presented to the individual they would be likely to continue to form neural pathways based on these experiences. This will affect emotional characteristics and capabilities during adulthood (Chan and Hui, 1995; Chapters 1 and 2).

Rose et al. (2016c) asserts that an effective internal stress-response system arises as a result of a consistent internal environment that allows integration between the brain, mind and body; however, the functionality of an individual's stress response system can be impaired if is activated regularly (through modern day threats which could be economic, social, or relational (e.g. loneliness or bullying)) without opportunity for adequate recuperation afterwards (Rose et al., 2016c). It could be suggested that school staff, especially teachers, experience significant levels of stress with limited opportunity to recuperate; which could be reflected in high proportion of NQT's leaving the profession (Wiggins, 2016) and reporting high levels of occupational stress (Precey, 2015). EC considers this stress response system through the poly-vagal theory (Porges and Furman, 2011), which suggests that humans are constantly and unconsciously scanning their environment to anticipate potential and real threats, also known as neuroception (Rose et al., 2016c); if through the neuroception process a stimuli is categorised as 'safe' then this activates the vagus nerve. The vagal motor circuit is considered both receptive and expressive since it can recognise stimuli and alter something within the individual's state as a result of this interpretation (e.g. altering the muscles in the inner ear to more accurately tune-in to threat sounds when the fight flight freeze response has been activated, and is suggested to be why a calm voice will instil a sense of calmness since the stimuli is being categorised as 'safe' through neuroception (Rose et al., 2016c). Following neuroception, emotion processing will begin and an emotional 'label' will be assigned to the stimulus that is received. All stimuli are referenced against implicit memories, which means that early memories that are stored unconsciously provided the rules for how emotional 'labels' should be assigned to stimuli. If the emotional label suggests that there is a degree of danger, then the fight, flight (or in extreme fear instances), freeze responses, are activated. Rose et al. (2016c) suggest that a person experiencing immobilization, as a result of unconsciously assigning the 'extreme danger' label to the situation (as a result of their previous experiences), might behave in ways that are considered disruptive or

disproportionate to the externally observable threat. Rose et al (2016c) suggests that it could be more helpful to reinterpret these reactions as an extreme form of survival (Rose et al., 2016c). Figure 1 seeks to clarify this interaction.

Figure 1: The vagus nerve
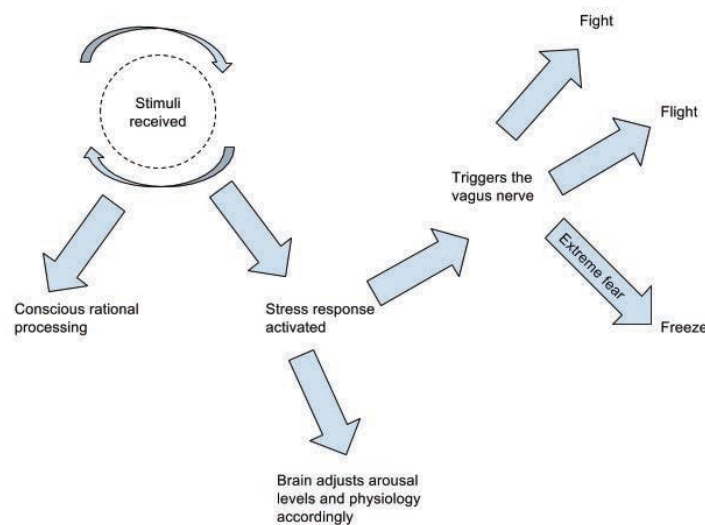
It is argued that if a child cannot inhibit their defence system when it is safe or cannot activate their defence system in a dangerous situation then there can be severe consequences, since a quick return to homeostasis is important for their health and well-being (Allen, 2011, cited in Rose et al., 2016c). This ability to experience a stressor, process it, and then return to a less heightened state of being is referred to as having good vagal tone, developed through the effective use of the vagus nerve response system (Rose et al., 2016c). Rose et al. (2016c) suggests that children with better vagal tone have more responsive vagal circuitry, meaning they can respond to and process stimuli and then return to a normal resting state more quickly. For young children, vagal tone is developed through secure relationships and nurturing environments. By responding to the child's distress and offering compassion, through physical and psychological comfort, the child is able to feel soothed and can return to a calmer state (Gottman, et al., 1996; Gus et al., 2015).

Appendix 2: Detailed example of how to engage with the EC process

1. That the key adult is aware of the child's emotions: Before an adult can more fully understand what emotion a child might be feeling and how that could be experienced by the child, the adult will need to have a idea of how they experience that emotion, this is related to the discussion regarding meta-emotional philosophy in Section 4.2.2. This level of emotional reflection and awareness is important so that the adult can begin to attune to those feelings in themselves and as a result more effectively attune to the child.

2. They key adult will need to regard expression of emotions as opportunity for connection and teaching: Rather than a dismissive, disapproving, or laissez faire meta-emotional philosophy of emotions, the adult will need to embrace an emotion coaching meta-emotional philosophy, where emotions are viewed as an opportunity for closer emotional connection and teaching between the adult and the child. It is suggested that by acknowledging low-intensity or low level emotions, adults and child, can work together to practice listening skills and problem solving. If this process can be rehearsed when the emotional intensity is low then the child and adult will be more likely and more able to connect with the process and each other when the intensity levels increase.

3. Empathic listening and validation of the child's experience: This part of the process is where the adult will begin to support and sooth the child's level of emotional distress. The adult will listen to the things the child is saying, either verbally (e.g. shouting) or non-verbally (e.g. kicking a chair, or locking self in room). The adult will then validate the child's experience by stating that they can appreciate that they appear to be feeling strong emotions and that this can be difficult to experience.

4. The adult will then help the child to verbally label the emotion and will then normalise the experience: Through EC it is suggested that the child will benefit from being provided with a language to use when experiencing emotions, thus providing a definition to an experience that might feel scary. The adult can then normalise this experience further by discussing with the child an occasion when they felt the same emotion and use this to further connect with the child by expressing their experience of that emotion (e.g. "I know when I have felt jealous, it has been quite difficult to manage and wasn't a comfortable feeling. I actually started to feel quite angry too"). This allows the experience to be something that is viewed as a normal part of emotional life and as something that can connect the child to the adult through a feeling of having a shared experience, as well as feeling that the adult has successfully attuned to them and their experience at that time.

5. Finally the adult can set limits for the child's behaviour, while supporting the child to problem-solve: Here, the key adult will ensure that any expressions of emotion that is dangerous or inappropriate is managed more effectively through a discussion about the idea that no matter what emotion we are feeling, there are just some expressions of emotional dysregulation that are not appropriate. The key adult will then work with the

child to set goals, consider new solutions, evaluate these ideas, and then help the child to think about what they will do to manage their emotion in this instance, and perhaps when it occurs next (N.B. it should be noted that if the expressed behaviour puts the child or others around them at immediate risk or actual harm then discussions about this must cease, and safety strategies should actively be employed).

Appendix 3: The measures

Measures that were used in the current research as well as those considered, but not selected

Table 1: Selected self-report measures

Target participants	Quantitative with current preferred measure
Staff members	Job satisfaction scale (Andrew and Withey, 1979)
	Job-related Affective Well-being Scale (JAWS) (Van Katwyk, et al., 1999)
2 classes of children	School Connectedness Scale (Resnick et al. 1997)

Considered school staff self-report measures are included in Tables 2a and 2b. Considered pupil self report measures are included in Tables 3a and 3b.

Table 2a: Measures in Affective Job-Satisfaction:

Measure for staff WB	Reliability/ Validity	Additional information	Feasibility/ good fit?
Pemberton Happiness Index (Hervas and Vazquez; 2013).	Good reliability over a number of countries. Very good validation of the psychometric properties of the PHI (Hervas and Vazquez; 2013).	Not been tested for reliability and validity in the UK.	Short measure. Not job-related or context specific. Not tested in the UK.
Office of National Statistics	4 questions. The four personal well-being questions were chosen as part of the Measuring National Well-being Programme where advice was sought from experts and specialists to decide upon a concise but balanced approach to the measurement of personal well-being. The questions were designed to pick up three approaches to measuring well-being, these are 'evaluative', 'eudemonic' and 'experience'. The 'evaluative' approach asks individuals to step back and reflect on their life and make a cognitive assessment of how their life is going overall, or on specific aspects of their life. The 'eudemonic' approach, sometimes referred to as the psychological or functioning/flourishing approach, draws on self-	No reliability or validity information however.	

	determination theory and measure such things as people's sense of meaning and purpose in life, connections with family and friends, a sense of control and whether they feel part of something bigger than themselves. The 'experience' approach focuses on people's positive and negative emotional experiences (or affect) over a short time frame to measure personal well-being on a day-to-day basis.		
WHO5	Considered a reliable screen for emotional functioning and depression. WHO5 website states that it is considered to have clinical and psychometric validity.	5 questions on a likert scale	Short, number of different languages Upon looking at it the measure did not appear to measure the areas I was interested in.
Job-related Affective Well-being Scale (JAWS) Van Katwyk, et al., (1999). Rode, N (2005), Translation of Measurement Instruments and their Reliability: An Example of Job-Related Affective Well-Being Scale, Metodološki zvezki 2(1), p. 15-26	Considered to have sufficient internal consistency, reliability and some evidence of validity (Van Katwyk et al., 1999). Compared to trait affect or job-satisfaction scales the JAWS was considered to evidence stronger associations with workload, conflict and constraints (Van Katwyk et al., 1999).	20 item measure. Focus on affective job satisfaction makes it fit for purpose since I am interested school staff levels of affective job satisfaction. Cover a range of emotions and are contained within the sphere of affect, rather than asking about other aspects of the experiences of work. Provided a total job related affect score, as well as a positive and negative affect score, which combined intensity and frequency of positive or negative emotions to create an overall positive affect score and negative affect score.	Focus on affective job satisfaction makes it fit for purpose since I am interested school staff levels of affective job satisfaction. Cover a range of emotions and are contained within the sphere of affect, rather than asking about other aspects of the experiences of work.

Table 2b: Measures in Staff cognitive Job-Satisfaction:

Saane, Sluiter, Verbeek and Frings-Dresen, (2003), completed a systematic review of different instruments used to measure job satisfaction in hospitals. They concluded that only a few instruments have shown both high reliability and validity. Assessing the internal consistency, construct validity and responsiveness of these instruments, researchers concluded that, from the 29 instruments analysed, only seven of them were reliable and valid enough to assess job satisfaction in hospital environments. Of the 7 measures only 1 was considered (Andrew and Withney) since the remaining 6 were related to nursing or they were too long to be feasible.

Measure for staff job-satisfaction	Reliability/ Validity	Additional information	Feasibility
ON	No data for this.	Single question, limited information.	Feasible
Andrew and Withney (1979) job satisfaction Questionnaire	Study 1 found that the Andrews and Withey questionnaire correlated significantly with both the Job Descriptive Index (r = .70,p < .001) and the Minnesota Satisfaction Questionnaire (r = .70, p < .001). Study 2 found that the Andrews and Withey satisfaction scale was significantly correlated with job performance, organizational commitment, and turnover intentions (Rentsch and Steel, 1992). Reasonable levels of internal consistency reliability and high levels of validity Rentsch and Steel, 1992).	Five items Seven-point Likert scale (from 1 - delighted to 7 - not at all satisfied). cognitive job satisfaction	

Table 3a. Measures in Classroom Climate for Children:

Measures of classroom climate with children	Reliability/ Validity	Additional information	Feasibility/ good fit?
My class inventory (Fisher and Fraser, 1981).	Individual scale reliability from .54 to .77 (Fisher and Fraser, 1981).	25 items that assess pupil-perceived school climate; cohesion, friction, competition among students, overall satisfaction with classes	Quite long
The School Connectedness Scale (Resnick et al. 1997)	Core psychometric properties of the SCS (reliability, concurrent validity, and latent structure) were very robust (Furlong et al., 2011).	Looks at supportive adult relationships in school. 6 items on a 5 point likert scale.	Limitation: Developed in the USA

Measures:

School staff measures:

1. Pemberton Happiness Index

Using the following scale of 1 to 10 where 1 means totally disagree and 10 strongly agree, please tell us to what extent you agree with the following statements.

I am very satisfied with my life

I have the energy to accomplish my daily tasks

I think my life is useful and worthwhile

I am satisfied with myself

My life is full of learning experiences and challenges that make me grow

I feel very connected to the people around me

I feel I am able to solve the majority of my daily problems

I think that I can be myself on the important things

I enjoy a lot of little things every day

I have a lot of bad moments in my daily life

I think that I live in a society that lets me fully realize my potential

Please mark which of the following things happened to you YESTERDAY Something I did made me proud; I did something I really enjoy doing; I learned something interesting; I was bored a lot of the time; I did something fun with someone; At times, I felt overwhelmed; I gave myself a treat; I was worried about personal matters; I felt disrespected by someone; Things happened that made me really angry

2. ONS questions
For adults 0 is "not at all" and 10 is "completely".
"Overall, how satisfied are you with your life nowadays?" "Overall, to what extent do you feel the things you do in your life are worthwhile?" "Overall, how happy did you feel yesterday?" "Overall, how anxious did you feel yesterday?"

3. WHO 5
WHO (Five) Well-Being Index (1998 version)
Please indicate for each of the five statements which is closest to how you have been feeling over the last two weeks. Notice that higher numbers mean better well-being.
Example: If you have felt cheerful and in good spirits more than half of the time during the last two weeks, put a tick in the box with the number 3 in the upper right corner.

	Over the last two weeks	All of the time	Most of the time	More than half of the time	Less than half of the time	Some of the time	At no time
1	I have felt cheerful and in good spirits	5	4	3	2	1	0
2	I have felt calm and relaxed	5	4	3	2	1	0
3	I have felt active and vigorous	5	4	3	2	1	0
4	I woke up feeling fresh and re- sted	5	4	3	2	1	0
5	My daily life has been filled with things that interest me	5	4	3	2	1	0

4. Job-related Affective Well-being Scale, JAWS Appendix 10a

5. ONS Job satisfaction question

On a scale of 1 to 7 where 1 means 'Completely dissatisfied' and 7 means 'Completely satisfied', how dissatisfied or satisfied are you with your present job overall?

7 Completely satisfied, 6 Mostly satisfied, 5 Somewhat satisfied, 4 Neither satisfied or dissatisfied, 3 Somewhat dissatisfied, 2 Mostly dissatisfied, 1 Completely dissatisfied

6. Andrews and Withey job satisfaction Scale: Appendix 10a

1. My Class Inventory (Fisher and Fraser, 1981).

Name _____

My Class Inventory: Directions: This is not a test. This is to find out about your class. Draw a circle around: Yes if you AGREE with the sentence

No if you DON'T AGREE with the sentence. If you change your mind about a response, cross it out and circle the new response.

Respond to the statements as your classroom actually is OR as you prefer your classroom to be. (Your teacher will tell you which to use.)

This Is How I Think About My Classroom

1. Students enjoy their schoolwork in my class.		
2. Students are always fighting with each other.	yes	no
3. Students often race to see who can finish first.	yes	no
4. In our class the work is hard to do.	yes	no
5. In my class everyone is my friend.	yes	no
6. Some students are not happy in class.	yes	no
7. Some of the students in our class are mean.	yes	no
8. Most students want their work to be better than their friends' work.	yes	no
9. Most students can do their schoolwork without help.	yes	no
10. Some people in my class are not my friends.	yes	no
11. Students seem to like the class.	yes	no
12. Many students in our class like to fight.	yes	no
13. Some students feel bad when they don't do as well as the others.	yes	no
14. Only the smarter students can do their work.	yes	no
15. All students in my class are close friends.	yes	no
16. Some of the students do not like the class.	yes	no

17. Certain students always want to have their way.	yes	no
18. Some students always try to do their work better than the others.	yes	no
19. Schoolwork is hard to do.	yes	no
20. All of the students in my class like each other.	yes	no
21. This class is fun.	yes	no
22. Students in our class fight a lot.	yes	no
23. A few students in my class want to be first all the time.	yes	no
24. Most of the students in my class know how to do their work.	yes	no
25. Students in our class like each other as friends.	yes	no

S _____ F _____ Cm _____ D _____ Ch _____

2. The School Connectedness Scale (Resnick et al. 1997)

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	1	2	3	4	5
1. I feel close to people in school					
2. Teachers care about me					
3. I feel a part of my school					
4. I feel happy at school					
5. I feel teachers treat students fairly					
6. I feel safe in my school					
Total					
Overall score					

Appendix 4a: School staff information sheet

Dear staff member,

The senior managers at ▮▮▮▮▮▮▮ have provided time in the upcoming INSET training day for me to come and deliver training in Emotion Coaching. I am currently enrolled at the University of x as a trainee educational psychologist and supervised by x. I am currently on placement at x Educational Psychology Service where I work under the supervision of x, Educational Psychologist.

What is Emotion Coaching?
'Emotion coaching is about helping children and young people to understand the different emotions they experience, why they occur and how to handle them' (John Gottman).

Emotion Coaching is a practical strategy that helps children and young people to become more aware of their emotions and to manage these feelings more effectively. It entails validating children's emotions, setting limits (where appropriate) and problem-solving with the child to develop more effective behavioural strategies. In effect, Emotion Coaching techniques instil the tools that will aid children's ability to self-regulate their emotions and behaviour.

It enables practitioners to create an ethos of positive learning behaviour and to have the confidence to de-escalate situations when behaviour is challenging. Emotion coaching provides a value-added dimension to behaviour management strategies and creates opportunities for longer-term solutions to children's mental health and well-being.

What impact might it have?
A growing research base at Bath Spa University and from around the world, such as the Tuning into Kids programme in Australia, demonstrates the positive impact of Emotion Coaching on children's social development, progress and emotional health. Gottman's research has shown that emotion coached children:

Achieve more academically in school; are more popular; have fewer behavioural problems; have fewer infectious illnesses; are more emotionally stable and are more resilient

Project Overview
"Behavioural problems have been linked to poor emotional competence in children, specifically problems in understanding and regulating emotions" (Havighurst et al, 2013 pp.248). Emotion Coaching offers a universal approach or tool for supporting the wellbeing of children and young people (Gilbert, 2013). The approach emphasises the importance of staff supporting children to talk about their emotions, through offering empathy and guidance (Gottman et al, 1996). Staff are encouraged to provide scaffolding and support for the child, in order to recognise and label the emotion to

linked to their internal state. This is followed by supporting the child to problem solve and discuss ways of managing various emotions, offering an 'in the moment' technique (Gus et al, 2015).

There is limited research that focuses on the staff member's experience of emotion coaching. I am particularly interested in exploring if emotion coaching training can support staff members to experience a greater level of job-satisfaction as a result of engaging with the strategy. Additionally I am interested in conducting a semi-structured interviews with two staff members, for whose participation I will require the consent of that staff member as well as the Senior Management Team of the School.

This will focus on considering any successes or barriers that they experience in the implementation of emotion coaching strategies. Finally, I have sought consent from a number of identified pupils and their parents for their participation in a focus group, in order to obtain an idea of the impact of this training on their experience of school.

You are under no obligation to participate in this piece of work. If you agree your data will remain anonymous and have the right to withdraw your data before the end of the recording. The focus of this research is to explore the effectiveness of emotion coaching for staff and pupils alike. I will be asked to keep the data for up to ten years but this will be kept in a locked filing cabinet. After this time the data will be destroyed. I will also include this data anonymously within the write up of this work.

A consent form is attached for you to sign and return if you wish to participate in this study. The project will be guided by the school staff, particularly with Mrs x (SENCo) should you have any further questions. Alternatively I would be happy to discuss this process further so please do not hesitate to contact me if you have any questions regarding this study. My email address is: x and my phone number is x

Yours faithfully,

Kirsten Krawczyk
Trainee Educational Psychologist

Please keep the previous page for your information

Appendix 4b: Poster advertising the training for school staff

As part of the upcoming emotion coaching training session on the DATE I would like to invite you to participate in my University of Birmingham doctoral studies research. I am interested in staff well-being and job satisfaction and would like to investigate the repercussions of using emotion-coaching techniques in the school setting.

This training seeks to add to your knowledge base in de-escalating "difficult to manage situations and behaviours" while supporting children to develop their understanding of different emotions.

Attending this training session does not mean you are automatically consenting to participate in the research, however if you choose to participate I would like to invite you to complete the pre- and post-training questionnaires regarding your job-satisfaction and well-being. This data will be collected anonymously.

"Emotional literacy is not an innate quality children are born with. We need to teach that."
Christine Carter

I look forward to seeing you there.

Kirsten Krawczyk (Trainee Educational Psychologist)

Appendix 5: Staff members' consent form

Please tick the appropriate box and sign. Thank you.

☐   I give consent to participate in this study

☐   I do not give consent to participate in this study

Signed:…………………………………….. Date:……………………………..

Appendix 6: 'Core' participant information sheet and consent form

Dear staff member,

Thank you for taking an interest in participating in this research project around emotion coaching.

As previously stated in the training session I am interested in the impact on emotion coaching training on staff members (job satisfaction), as well the impact on a selection of pupils within the school (questionnaires regarding the young persons subjective feelings of connectedness in school.

The core staff members will be required to:

attend a once weekly meeting, over the course of the four weeks post-training, with the researcher to discuss their uses of emotion coaching;
be observed once a week during the four weeks post-training to support the implementation of emotion coaching in every-day situations that arise in the classroom setting;
to complete pre-, and post-training questionnaires with students in their classes that have both consented themselves and whose parents have consented to their participation in the research;
take part in a semi-structured, audio-recorded interview with the researcher to discuss the successes and barriers to emotion coaching implementation in the classroom setting.

Research capacity limitations means that only two staff members can be supported during the summer terms and as part of this research project initially. However, endeavours will be made to meet with and support other interested staff members, once the research project data collection has concluded.

If more than two staff members express an interest in participating in this further aspect of the research then the following inclusion criteria will be applied:

senior staff at the school must consider their to be no contraindications that would suggest that emotion coaching strategies would adversely impact on any other initiative already in place in the class for the children in that class;
the staff member must be considered to have sufficient time to participate such that the impact on their existing workload will be manageable.

I will be in touch with the two staff member's who will be invited to participate in the research project following their initial expression of interest in due course and will arrange dates to meet with them independently.

Kind regards, Kirsten Krawczyk
Staff members' wishing to participate to complete below consent form:

I have read the participant information sheet and consider that I have received sufficient information to consent to participant in this research project.

I understand that I will be asked to meet with the researcher once a week for a period of one month, that during this time I will be observed in my class, and will be asked to complete a series of questionnaires with my class pupils who have consented to participate in the research and whose parents also have consented to their child's participation. I also consent to participating in a semi-structured interview with the researcher, after the four week post-training support has concluded.

Please tick the appropriate box and sign.

Thank you.

Kirsten Krawczyk, Trainee Educational Psychologist

☐   I give consent to participate in this aspect of the study

☐   I do not give consent to participate in this study

Signed:…………………………………..

Printed:………………………………….. Date:……………………………..

Appendix 7a: Parent information sheet and consent form

What is Emotion Coaching?

'Emotion coaching is about helping children and young people to understand the different emotions they experience, why they occur, and how to handle them' (John Gottman).

Emotion Coaching is a practical strategy that helps children and young people to become more aware of their emotions and to manage these feelings more effectively. It involves validating children's emotions, setting limits (where appropriate) and problem-solving with the child to develop more effective behavioural strategies. Emotion Coaching techniques instil the tools that will aid children's ability to self-regulate their emotions and behaviour.

What impact might it have?

Research suggests that emotion coached children:
Achieve more academically; are more popular; have fewer behavioural problems; have fewer infectious illnesses; are more emotionally stable and are more resilient

Project Overview
"Behavioural problems have been linked to poor emotional competence in children, specifically problems in understanding and regulating emotions" (Havighurst et al, 2013 pp.248). Emotion Coaching offers a way to support children and young people to increase feelings of well-being (Gilbert, 2013).

The approach emphasises the importance of significant adults supporting children to:
talk about their emotions, by offering empathy and guidance;
learn to recognise and label their emotions (Gottman et al, 1996);
develop their problem solving skills and to discuss ways of managing various emotions as they arise in every day life (Gus et al, 2015).

All children in the school will receive emotion coaching strategies as a result of a whole school training to staff. In order to establish an understanding of its effectiveness and the impact on the children and staff members I am seeking consent for your child to complete a range of questionnaires, if they consent also. The questionnaires relate to the child's feeling of connectedness to school staff, their happiness, and their subjective well-being, example questions are "when I feel upset, I don't know how to talk about it"; "during the last week at school I had lots of energy"; and "teachers care about me."

If you agree for your child to participate, their data will remain anonymous and you will have the right to withdraw their data before the end of the data collection phase (July 2016). I will be asked to keep the data for up to ten years but this will be kept in a

locked filing cabinet. After this time the data will be destroyed. I will also include this data anonymously within the write up of this work.

A consent form is attached for you to sign and return if you consent for your child to participate in this study. I would be happy to discuss this process further so please do not hesitate to contact me if you have any questions regarding this study. My email address is x

Yours faithfully,

Kirsten Krawczyk
Trainee Educational Psychologist

The school will collect data regarding your child's subjective feelings of connectedness in school as part of their review of emotion coaching practices.

Your consent will allow this information to be shared anonymously with Kirsten Krawczyk, Trainee Educational Psychologist, as part of her doctoral research thesis at the University of x.

N.B. If any child involved in this study mention any issues regarding their safety or the safety of another then in the first instance I will speak to my placement supervisor and the senior staff at the school. The young person will be made aware that aspects of the information shared will need to be passed on to ensure their safety or the safety of others. The Children Act 2004 and Working Together to Safeguard Children (DfE 2013) policy documents will be referred to if such an incident occurs.

Please tick the appropriate box and sign.

Thank you.

Kirsten Krawczyk, Trainee Educational Psychologist

☐   I give consent for my child to participate in this study

☐   I do not give consent for my child to participate in this study

Signed:…………………………………………..

Printed:…………………………………………..   Date:……………………………..

Appendix 7b: Pupil information and consent form

Dear …………………………….,

My name is Kirsten Krawczyk and I am a Trainee Educational Psychologist. My job is to work with school staff, parents and pupils to try to make school a bit better for everyone.

If you are happy to, I would like to ask your class to complete a series of questionnaires. This is to help me understand how you feel about school at the moment.

My research is interested in how you experience school.

I won't ask for you to write your name on anything and so I will not know who has answered which questionnaire. Neither will your teachers.

It's up to you to decide whether you want to answer these questionnaires. You can change your mind at any time. Please draw around the face to show your answer:

Thanks

Kirsten ☺

I would like to come to complete the questionnaire

I'm not sure whether I want to complete the questionnaire

I do not want to complete the questionnaire

Appendix 8: Semi-structured interview schedule

Literature review considerations	heme of questioning	Individual questions
	Class climate	Could you give me a little bit of information about the range of needs of your class?
		How does this manifest in your day-to-day interactions with the children?
		What are the sorts of difficulties that you have to manage on a daily basis with your class?
Liberante (2012) suggests that the relationships between teachers and the CHILD is one defines the relationship between school staff and pupil as one of the most powerful aspects of the school or any learning environment. She proposes that a good relationship between teacher and CHILD can have an impact on the child's development, both socially and academically and can help them to engage in school better as a result of an increased sense of school belonging as well as resulting in increased academic motivation (Hughes and Chen, 2011; Spilt, Koomen and Thijs, 2011), school success, social competence, and the child's willingness to take on challenges (Bergin and Bergin, 2009).	Relevance of emotion coaching for teachers	How much do you think it is your job to develop/support emotion management for the children in your class?
		If the top priorities for you as a teacher are teaching literacy, numeracy, reading for example, how much is it your priority to teach emotion management?
		Scale 1-10, 10 being the top priorities.
		Do you think that this level of priority reflects the need of the children?
Kohlrieser (2012) found that leaders who had an avoidant attachment style frequently based their self-esteem on their achievements. This can result in what is known as 'burn out' as the individual does more and more in order to ensure that they are achieving consistently and that as a result their self-esteem remains in tact.	Personal risk to attaching with pupils	Do you have any reservations about becoming too concerned with or attached to your class member's emotional well-being?
		Do you find your self-esteem is affected by your performance as a teacher?
		What do you think indicates that you have had a good day with your class or made good progress with a child?
Chan and Hui (1995) found that the way the staff members thought about their work affected how they managed their workload, and in turn had an impact on resulting staff 'burn-out' or coping being observed.	Staff burn out	What are the things that affect you in your work and might cause you to feel run down or like you have burnt out?
		Are there any things that you have found can help you to avoid burn-out?
		Are there things that you think 'protect' you from burn out? Something about the way you think about the work or yourself that mean you cope better with the sorts of challenges teachers face than someone else might cope?
It has been suggested that teaching staff in schools	Impact of	Did EC training change your practice in ay way?

attitudes regarding CHILD with social, emotional, behavioural difficulties (SEBD) might be a contributory barrier to the implementation of successful inclusive practices (De Boer, Pijl, and Minnaert, 2010). De Boer et al. (2010) found that teachers tended to, in the main, be positive and supportive regarding the idea of inclusion, however it has also been found that despite this positive feeling towards inclusion some school staff also viewed the ability to successful integrate CHILD with these difficulties into the classes and school as impractical and problematic (Avramidis and Norwich, 2002). Further, and with regards to CHILD with learning difficulties (LD), it has been found that special teachers were more positive about their abilities when compared to mainstream teachers (Avramidis and Norwich, 2002). According to Cooper (2004) the number of CHILD with SEBD being placed in specialist provision has remained relatively consistent over the last thirty years, compared to other groups of CHILD with difficulties, which has seen a decline over the same time period. MacFarlane and Woolfson (2013) suggest that there could be a relationship between school staff member's attitudes and the continuance of this trend for CHILD with SEBD.	Emotion Coaching on priorities and practice	Can you give any examples?
		Did it feel easier to use the more you used it?
		Did EC training and use have any impact on your views of children with SEBD?
		What successes did you have using emotion coaching?
		Were there any barriers to using emotion coaching/things that made it more difficult for you to use it?
		Can you see any occasions where you tried a different technique and when you think emotion coaching might have helped instead?
		What impact has this training had on you personally? Professionally?
		Do you think this way of conceptualizing people's behaviours helps you to see it differently? In what way?
		What has been most helpful from this experience?
		What has been the most difficult thing to implement from this training?
		What difficulties do you foresee in continuing to use emotion coaching in your future practice?
	Future EC plans	What are your plans for implementing EC with your new class in September?
		Is it helpful to have time to talk to peers or someone like myself about implementation of EC in your practice?
		Is 3-4 hours of time enough? Or would you have used Educational Psychologists time differently do you think?
		What do you think is needed to made EC an embedded practice and way or communicating in the school? So that it is just second nature.
		Do you think it is possible to have a whole school approach to EC?
		Would recommend this strategy?

Appendix 9: Sample excerpt of an interview transcript from 'core' participants

Interviewee: I think I had some reservations but nothing too big. I know when I was younger I struggled to sort of be quite open with my emotions. In that perspective I thought am I going to be able to and is it still there. As I've gotten older, I have gotten better at doing that and I think actually sharing with the class has helped me in that sense and look back and think more about what I feel when I feel things which you don't always do.

Interviewer: Right. So it has allowed you to not only be able to reflect on them but reflect on your own experiences and emotional management and your openness with emotions. That is great. Has that given you any light bulb moments or any bits where you have thought "oh gosh that is interesting to know"

Interviewee: Yeah I think there are times when I have thought "no actually, I do remember being in this situation and remember feeling like that" and I remember thinking "no I reacted like that. I shouted, I stomped my feet". I think that sort of realisation was quite helpful because it puts you in that mind set of okay, how should it be dealt with, how do you come back from that, how do you close the lid? And in fact the emotion coaching doesn't work unless you are thinking about those things. Otherwise it is just false for the children, they can't apply it because it doesn't make any sense to them.

Interviewer: So it something about that genuine connection between yourself and them that allows the emotion coaching to work

Interviewee: It makes it a lot easier, yeah.

Interviewer: So in terms of your self-esteem being linked to your work as a teacher. Does your self-esteem take a dip when you have had a bad day and does it go up when you have had a really good day?

Interviewee: Yes, definitely yes. I think because teaching is one of those professions that you've got to really want to do it but when you have a bad day or something bad happens you have that connection to it and even though you know it is not your fault, you still feel like you've done something, you have failed, you have not succeeded in that. When a parent rings me and is angry tells you that their child is not happy in class it makes you feel like it's your fault.

Interviewer: That must be really difficult.

Interviewee: Yeah and it is but I think that you also know that that will happen and you know that you will feel like that and you do have coping mechanisms, so you have people you can go to, friends in school or outside of school that you can go to and just sit there with a bottle of wine. I think it is one of those things that you have to just take on the chin.

Interviewer: But I guess that is the thing isn't it with emotions is that you have to safeguard yourself against some of the difficulties that might come as a result of the profession while also allowing yourself to be open enough to genuinely connect and be a thinking, feeling human being that is interacting with others. In terms of having a good day, what indicates to you that you have had a good day. You know when you go home and you think I have had a really good day with my class, what kind of things might you have felt and what kind of things might you have seen?

Interviewee: I think it is just being sort of happy and excited and walking into a lesson and being just "right we are going to do this now" and "ah come on you can do it" and those moments when a child is like "oh I have got it!" Those are amazing. I think those make your good day. It might be, I used to say to a friend, pick 3 good things about your day and there's always 3 good things you could pick. You could pick all the bad things in the world but there's always something good you can pick out. It doesn't matter how small it is, you pick that and focus on that and that makes your good day.

Interviewer: Great, so when you had your emotion coaching training and we met to do a little extra work. Did it help you to pick out anything different about a good day? Did it help you to identify any new things that maybe you weren't recognising as progress?

Interviewee: I think a little bit. I think noticing, sort of, children dealing with situations differently because we had done some emotion coaching and we had talked about it, showed that progress and showed them coping with things in different ways, which does make the teaching side of things easier because if they are able to cope with those situations in a more suitable way then it doesn't hold back other things and it doesn't impact as much on what is going on in class.

Interviewer: Have you got examples of times when it's worked or when it's been useful?

Interviewee: Things like a child who has gotten really frustrated and angry because he can't do his work and he has thrown his book to the ground, something like that. And we have done emotion coaching and we've talked about how he is feeling frustrated and what it is like feeling frustrated and then the ways we can deal with that; putting our hand up, or coming to the teacher and talking through that. He has then started recognise when he is feeling that way and a few times he has been able to come and ask for help rather than reacting the way he was. He still reacts the way he does sometimes but it is less frequent and I think seeing that slow progression but seeing that progression is quite satisfying because you know you are having an impact.

Interviewer: That is quite significant really after only a 4 or 5-week period for him to have started using some coping strategies of actually coming and communicating with yourself to ask for help. So he is starting that first step isn't he of understanding and noticing his own feelings.

Interviewee: Yes.

Interviewer: And do you think that is a direct result of a change in the way you have communicated with him?

Interviewee: I think that a lot if it is yes because previously not much has helped. But I think using that language and dealing with it in a much calmer way is less reactive and helps a lot with him.

Interviewer: That is wonderful. In terms of your work, it is very busy. Have you heard of the term "staff burnout"?

Interviewee: Yep

Interviewer: So, if we mean that that means run down, at the end of your rope, unable to carry on with the job and feeling really disheartened, have you experienced that before?

Interviewee: I have in my training.

Interviewer: What safeguards you against it now?

Interviewee: I think a lot of it is the way I approach the work. I really-careful prioritisation. So for example, this I have to do, that I want to do but actually I will survive if it is not done and no one is going to have a go at me if that bit is not done. Or thinking okay I don't need to do that for myself, someone else can do it for me. So a lot of it is about learning how to distribute that work and planning ahead. Planning ahead is really important and making sure you get some time. I come in at 7:30 and leave at 6:00 but when I go home that is my time, so work stays in school as well which helps quite a lot.

Interviewer: So a differentiation between this is work and then at home I get to not think about it and relax a little bit.

Interviewee: Yes.

Interviewer: So with regards to things like managing young people's emotions and helping them to develop coping strategies for emotion management, that isn't something that is monitored is it as a practice? So in terms of your priorities, how easy do you think is it to keep that as a priority as something that you perhaps feel is important but isn't being monitored more regularly.

Interviewee: I think now, I have some strategies to use with the emotion coaching and it is much easier and the more I use it the easier it is to sort of naturally go into that kind of talk and I do it more often than I would have done before and I do it more naturally than I would have done before which means that actually while it is not a conscience priority, it is still happening quite a lot. With certain students, so Michael who is having a lot of trouble at home and we are struggling to get him into school and having to do a lot of emotional work with him, because it is what he needs. At the moment his education is less about the formal learning and more about him being connected to people.

Interviewer: Do you think that emotion coaching gave you some strategies for being able to make that connection?

Interviewee: Yes, absolutely because it is all about the connection.

Interviewer: Brilliant, it sounds like it has changed your practice in some ways and interactions with your class. Would you agree?

Interviewee: No I would definitely agree with that. I think that is not a huge change but I think that it is something that I would like to continue developing and I think that going into next year with a new class I would be interested to see how that would work through a year with a new class and whether you would see bigger changes in the way they cope with things.

Interviewer: Do you have any plans for starting with a new class in September and bringing in emotion coaching?

Interviewee: I haven't really thought about it much yet until I know what my new class is and what difficulties they bring with them it is hard to plan but it is definitely something that I want to continue with.

Interviewer: So as a universal approach, emotional coaching can be used with all children and that kind of attunement and empathy can be used with all children. Do you think there is one aspect of the emotion coaching process or something you learned in the emotion coaching training that you think that that is the key that I need to remember as work moving forward as a teacher?

Interviewee: I think that it is the relating it to a specific emotion. Being able to tap into, okay that is what they are feeling and that is why they are doing these things and as I said before the connecting and going "so I know when I have felt like that and I know what I have done and sort of how I have dealt with that". It is about that.

Interviewer: Brilliant and how do you think that differs from some of the behavioural strategies that you have maybe been using in the past?

Interviewee: I think a lot of behavioural strategies deal with the behaviour and saying "okay this is unacceptable" whereas this says "okay this is what you are feeling and this is why you are doing these things, that is ok, but we can deal with it in a different way, like this is more productive or how about we try this instead" so you are still giving them an alternative but actually you are dealing with the route of the problem not just what they are doing and that I think that has longer term applications because with other behavioural management you have to keep telling them that different things are wrong as opposed to going "okay this is why you are doing these things" so I think dealing with the route problem is more important.

Interviewer: And in terms of their ability to generalise that learning then do you think it is, where do you think the scope is for that compared to the behavioural strategies which you just said, you have to kind of keep telling them?

Interviewee: I think there is quite a lot of scope for it and is something that would take time and consistency and with someone who like X who continually shows the same behaviours day in and day out would be easier. "Okay, you are feeling frustrated again", so he is starting to link the emotion to how he is feeling whereas for someone who is only showing once a week or shows different emotions obviously that would take longer.

Interviewer: That is really helpful. In terms of, you have spoken a little of some of the successes of emotion coaching and how it has changed some of your views about behaviours and looking at the root cause for it which is really good and you have also said that it does get easier the more you use it and becomes more genuine, do you think there are any barriers to using emotion coaching or things that made it more difficult?

Interviewee: I think the thing I found most difficult was knowing when I could apply it. It is really easy to know when, oh they are angry, frustrated, throwing something across the table or stamping their foot, now is a good time to use it. Sort of particularly on a one to one basis but using it for other things like excitement or like with whole class things wasn't as natural. I have had to think more about what situations might be good for using emotion coaching. I think it is sort of examples of whole class use is more needed.

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Appendix 10a: Primary participant pre-training questionnaires

Brief biographical Information:

Age (please circle): 20-24;   25-29;   30- 34;   35-39;   40-44;   45-49;   50-54;   55-59;
60 – 64;   65-69

Gender (please circle) : male / female

Length of time working at �: _____years _____months

Job position held at the school:

Emotion Coaching:

Have you encountered Emotion Coaching in the past?

No	Some awareness, but limited	Fairly good background knowledge from reading / prior training	Good knowledge built from reading / prior training

At the outset, how would you rate your expectation for today's training in Emotion
Coaching?

Sceptical/uninterested: very low expectations for relevance to my work	Some interest, but not convinced of value/ relevance to my work	Interested: optimistic I may pick up a few practical ideas I can use	Enthusiastic to learn more: high expectations for relevance to my practice

Any further comment re: your expectations and factors influencing your orientation to
this training:

_____
_____
_____
_____
_____
_____
_____
_____

Andrews and Withey Job Satisfaction Scale

Respondents indicate how they feel about their job: delighted, pleased, mostly satisfied, mixed about equally satisfied and dissatisfied),
mostly dissatisfied, unhappy or terrible.

	1 Delighted	2 Pleased	3 Mostly Satisfied	4 Mixed (about equally satisfied and dissatisfied)	5 Mostly Dissatisfied	6 Unhappy	7 Terrible
How do you feel about your job?							
How do you feel about the people you work with –your co-workers?							
How do you feel about the work you do on your job –the work itself?							
What is it like where you work --- the physical surroundings, the hours, the amount of work you are asked to do?							
How do you feel about what you have available for doing your job – I mean equipment, information, good supervision, and so on?							

Job-related Affective Well-being Scale, JAWS

Below are a number of statements that describe different emotions that a job can make a person feel. Please indicate the amount to which any part of your job (e.g., the work, co-workers, supervisor, clients, pay) has made you feel that emotion in the past 30 days.

Please check one response for each item that best indicates how often you've experienced each emotion at work over the past 30 days.	Never	Rarely	Sometimes	Quite often	Extremely often	Comments
1. My job made me feel angry.						
2. My job made me feel anxious.						
3. My job made me feel at ease.						
4. My job made me feel bored.						
5. My job made me feel calm.						
6. My job made me feel content.						
7. My job made me feel depressed.						
8. My job made me feel discouraged.						
9. My job made me feel disgusted.						
10. My job made me feel ecstatic.						
11. My job made me feel energetic.						
12. My job made me feel enthusiastic.						
13. My job made me feel excited.						
14. My job made me feel fatigued.						
15. My job made me feel frightened.						
16. My job made me feel furious.						
17. My job made me feel gloomy.						
18. My job made me feel inspired.						
19. My job made me feel relaxed.						
20. My job made me feel satisfied.						

Appendix 10b: Immediately post-training questionnaire

How would you rate your attitude toward Emotion Coaching and its relevance to your practice?

Sceptical/uninterested: very low expectations for relevance to my work	Some interest, but not convinced of value/ relevance to my work	Interested: optimistic I can harness some of the practical ideas in my work in school	Enthusiastic: looking forward to applying Emotion Coaching in my practice

Please provide any comments below:

_____
_____
_____
_____
_____
_____

Thank you for completing this questionnaire and taking time to participate in this training.

Appendix 10c One month post-training questionnaire

Please complete the following questionnaire and return it to the researcher/trainer. I there are any questions you do not feel comfortable answering then please leave these blank.

Have you used Emotion Coaching in your work over the past month?

No: not at all	Occasionally / I've used some of the ideas, but have not used the three-step model	Yes: not consistently, but I've made use of Emotion Coaching to deal with a few tricky situations	Yes: I've taken Emotion Coaching on board, and used it regularly / quite extensively in my work

Have you seen a difference in the way children respond when you implement emotion coaching strategies? Yes / No

Comment:

On the basis of your current knowledge and experience of Emotion Coaching, would you recommend emotion coaching to parents? Yes / No

Comment:

On the basis of your current knowledge and experience of Emotion Coaching, would you recommend emotion coaching to other primary school staff? Yes / No

Comment:

Andrews and Withey Job Satisfaction Scale

Respondents indicate how they feel about their job: delighted, pleased, mostly satisfied, mixed about equally satisfied and dissatisfied), mostly dissatisfied, unhappy or terrible.

	1 Delighted	2 Pleased	3 Mostly Satisfied	4 Mixed (about equally satisfied and dissatisfied)	5 Mostly Dissatisfied	6 Unhappy	7 Terrible
How do you feel about your job?							
How do you feel about the people you work with –your co-workers?							
How do you feel about the work you do on your job –the work itself?							
What is it like where you work --- the physical surroundings, the hours, the amount of work you are asked to do?							
How do you feel about what you have available for doing your job – I mean equipment, information, good supervision, and so on?							

Job-related Affective Well-being Scale, JAWS

Respondents indicate how they feel about their job: delighted, pleased, mostly satisfied, mixed about equally satisfied and dissatisfied), mostly dissatisfied, unhappy or terrible.

Please check one response for each item that best indicates how often you've experienced each emotion at work over the past 30 days.	Never	Rarely	Sometimes	Quite often	Extremely often	Comments
1. My job made me feel angry.						
2. My job made me feel anxious.						
3. My job made me feel at ease.						
4. My job made me feel bored.						
5. My job made me feel calm.						
6. My job made me feel content.						
7. My job made me feel depressed.						
8. My job made me feel discouraged.						
9. My job made me feel disgusted.						
10. My job made me feel ecstatic.						
11. My job made me feel energetic.						
12. My job made me feel enthusiastic.						
13. My job made me feel excited.						
14. My job made me feel fatigued.						
15. My job made me feel frightened.						
16. My job made me feel furious.						
17. My job made me feel gloomy.						
18. My job made me feel inspired.						
19. My job made me feel relaxed.						
20. My job made me feel satisfied.						

Appendix 11: Pupil questionnaires

The School Connectedness Scale (Resnick et al. 1997)

Statements	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Comments
	1	2	3	4	5	
1. I feel close to people in school						
2. Teachers care about me						
3. I feel a part of my school						
4. I feel happy at school						
5. I feel teachers treat students fairly						
6. I feel safe in my school						
Total						
Overall score						

Appendix 12: Senior management team semi-structured interview transcript

Interviewer: I think it's interesting. I actually said this to x yesterday in our meeting and she said oh that is interesting that people would say that. In what way do people feel that empathy and attunement isn't something for every child and that is a question that I would perhaps put back and say "in what way do you feel like attunement to have a feel or provide empathy is not something for all children".

Interviewee 2: I think it depends on what they process from the input. If they see it as an approach rather than a mind-set, then they will say that type of thing so that is where for me anything that you do in schools and organisations you have the training and it gets everyone talking and thinking and pockets of bits and bobs everywhere and some great stuff and some not so great stuff and some nothing and the you have to come back to and it is better to come back to it. That particular person doesn't surprise me in terms of having a bit of a go and being a bit dismissive and then saying it "oh didn't work with that particular child" but that particular person I know if we kept coming back to it they would start thinking oh...

Interviewer: I completely agree with you I think probably what we will find with the research is that there will be limited ish change with the whole group, but actually we will see some good level of feedback from the two, certainly one of the two teachers I think will provide some good feedback that it's been useful and that is because there has been regular support throughout. You are right it is necessary because it is very easy to go off piece a little bit with it and I think that something that came up yesterday in my meeting was that although it is a step by step approach in some ways the most important step really is this step of wanting to be attuned to a child's emotions and wanting to think what is the function of that behaviour, why are they doing that. If they are not interested in a functional analysis and they go in and think oh they are angry, "oh you are feeling really angry aren't you" then it is useless because you are not attuned to what is happening. Some people I think are nervous about giving that level of themselves away you know to connect with somebody else in that way is a big ask in some ways and I think that might be a slight barrier so you might have some who are "I'm a directional teacher and I have told them what to do and they do it" and if they have that kind of attitude and they don't they feel that it is meant to be a holistic approach or a job that caters to all the different needs then it might not be something that they think to use because that meta emotional philosophy isn't attuned to wanting to be. That said to revisit it and to emphasise rather than in step by step part, that is really important and I found that helpful because I quite naturally feel like I want to be attuned to people's emotions so for me that wasn't a step that I needed to think about very much. I wanted to be attuned to them so what is the process approach because then I something that when I am feeling slightly overwhelmed and I think that is happening that is going to help me feel like I have then something that I can do and so I have my step by step. If you don't have that first step of wanting to or knowing how to be attuned to somebody else, then the co-regulation that is meant to happen isn't going to happen and then the child is not going to be able to self-regulate because there is not that back and forth. I think that going forward in speaking to people about it now, is to really emphasise this need of connection, this attunement with children so that is there before they even say anything. it is a pause I think. Staff need to feel like it is

okay to pause for a second and just connect before they say anything. They rush in so quickly to saying stuff so perhaps that is something that might be helpful.

Interviewee 1: Another teacher has said "I have used emotion coaching for several of the children in my class over the past few weeks varying from used during lessons when they are stuck and become upset or disinterested to situations where there has been a disagreement at break time. Overall it has been very effective and it has helped children to see that I do understand what they are feeling and therefore to help to find a solution". It has helped to become more reflective on how the teacher deals with the child's behaviour and also how she approaches situations and she has seen that making small alterations can make a big difference.

Interviewer: Brilliant.

Interviewee 1: She has named 3 children that she has felt it has been particularly effective with.

Interviewer: Oh that is great, wonderful. That is fabulous news. And do you think she is someone...

Interviewee 1: She is not someone who you are working with.

Interviewer: Ok good so she is just someone who has... oh fab, and do you think that person is generally relatively happy in their work? Do they enjoy what they do? Or can they be a bit * on themselves?

Interviewee 2: She is newly qualified and I think that what happens with newly qualified teachers is they are always looking for things that work so she is in that you know, she knows it's not how she wants it to be so ah let me try this and they will try things. I think it is more likely that she is, not struggling with the class because she isn't, but having challenges and saw this tool or this approach and thought I will try that and it has worked for her. She is quite an emotionally literate adult and knows her stuff. The other colleague is very very experiences and has been in the game a very long time and I think sometimes that has got a part to play.

Interviewee 1: Yeah I think they are open to adapt and try new things.

Interviewer: I think that what we were speaking about in the meeting yesterday, you do see a difference in primary teachers and secondary teachers as well because of the limited time that secondary school teachers have with their classes but you do have that in some classes because some of the children are happy to be classed outside you know, or they're are moving to different areas so they are happy to connect with lots of different people. I do think teaching for so long well lots of health things have been about behaviourism "make them do it" and if you have been in the game for a while, they have said that, they did a survey on those that have been doing emotion coaching and some of the teachers said that they felt embarrassed that they didn't know about it before and it made them less inclined to use it because if you admit that maybe you should have been looking at the emotions and you haven't been then you are admitting that stuff that you have been doing maybe hasn't been as effective as you might have like it to be so people were disinclined to do it because it was highlighting what they haven't been doing previously.

Interviewee 2: Not that I am putting words in ▓▓▓▓▓▓▓ mouth but that is where we were when we went to the training and we were talking about because she has been on restorative approaches training as well and we were sitting thinking "oh my god what have we been doing" you know exactly that "oh my goodness why have we

ended up on this track" and we can perhaps reflect on our leadership approaches behaviour and we know why we have got to where we have to but now we are in a position and I know we have briefly chatted about that we have a particular group of children that we can't have that approach with then this has come along at a perfect time for us to think about that. The other thing I was going to say was for some teachers they have to think that what they are doing doesn't work and for the first teacher I would imagine it is not broke so I am not going to fix it so until there is a challenge for her and she doesn't' have a lot of challenges with behaviour because she very much does the "I say do" and they do do so until she gets that challenge, she probably won't be ready to try something a bit different is what I would say.

Interviewer: that is fair enough, if it ain't broke don't fix it attitude is common and if it seems to be working then that is fine. I think try and challenge her just a little bit where possible because what you don't want to do is emotionally dysregulate any of your staff by saying you know you should be using this and if aren't using it you are doing it wrong because that is not the aim of the game. But I think just challenge it with it gently saying you know it is a universal approach it is appropriate for all children at all times. You know it is appropriate for all adults and perhaps emotion coaching, I mean how do you feel about using something like this in not such a prescribed way but this way of communicating with the staff?

Interviewee 2: I think we will end up doing it naturally. Thinking about me, you and ████, however we are with adults is often how we are with the children anyway. I think it will naturally creep into our department approaches and how we talk to people as well as a restorative practice. I think we will be using that quite a lot.

Interviewer: And do you feel like the restorative practice; how do you feel like it fits in with emotion coaching?

Interviewee 2: I am probably not the best person to speak to but from my interpretation, restorative is when, I guess you could see it as a situation where you couldn't bring the child back down, you couldn't connect with them in some way then ended up having to removed or choosing to go out of the room but actually it was left unsolved and left hanging and a bit bitter I guess and so then that is for me that is when restorative practice would come in and that is when we say let's unpick this, what went wrong and how did you react and how did the adult react, it might be about two children, it might be about two adults and then having that discussion and then see how can this be resolved, how can we avoid it in the future.

Interviewer: So in that problem solving stage in emotion coaching

Interviewee 1: That is when coaching

Interviewer: I think it is very easy to say problem solving and then well how does that look and so yeah then to have something like restorative approaches in there it fits nicely in with it. Brilliant. What about things like attachment training? Have the staff had attachment training?

Interviewee 2: No but it will be coming. I think that now that it is definitely nationally recognised as an issue for children and I think that when we can name a few children where we feel that that, as non-experts looking in, where we feel that is the issue for them then we will all have to have some awareness raising and then we will probably have to have someone on our staff who is more specialised in signposting or counselling of some kind.

Interviewer: So again I think it fits really nicely in with that emotion coaching side of things. Attachment comes from that attunement and that connection with somebody else and so in focussing on that you are embedding attachment practices in your kind of day to day conversations as well. What about from your point of view any barriers that you think or any ways forward that you kind of think that would be important from now?

Interviewee 2: For me just as a barrier in September. Probably about 10 in total maybe about 12 with one to one TA's and things and it's a large number and they are also in key roles so they are in leadership roles, they are in SENCO roles and so that is a barrier that is easy to overcome, we book them on training we have someone shadow but it definitely is a barrier

Interviewer: And I think that the idea that is ▮▮▮▮▮ and ▮▮▮▮▮, particularly ▮▮▮ ▮▮▮ if she gets to the point of feeling like it is really something she is quite comfortable with she could be a champion for it and she could provide some support to staff coming back in so perhaps we do the training and then she offers point of contact for supporting it later on. She is very enthusiastic about using it and very willing to give it a go which is nice to see and so I think that this certainly is interesting to see the difference between a year 2 class and a year 5 class and that is really helpful comparison and about the way that a year 5 class really do have so much work to do and everything is so, it has to be quite structured because they are coming up to those exams.

Interviewee 2: No not necessarily, so that is just her approach, so that interpretation is really interesting because if you look at another year 5 teacher it might not be that way at all.

Interviewer: Well this is really interesting anyway, I she has perhaps been a little bit more resistant than ▮▮▮▮▮ and that is fine. And I think that is a key thing to have to get buy in early on to the idea of it that said I think ▮▮▮▮▮ has when we have had conversations "have you tried using it in this particular incident" she has gone "oh ok maybe" and I wonder if it is a bit of a, helpful to know when to use it. This morning when I was doing the observation I spoke to the teacher afterwards, a variety of different suggestions, and said have you thought about emotion coaching because he was, you know how a line on the floor there and he was over the line and he was really close to her and he was really desperate to connect and he wanted to be attached to her and I said have you thought about using emotion coaching with her and he said "well when" and I said "well that would have been the perfect opportunity to say, darling I see that you really want to be near and want to get really close to me while I am talking and I know I have had times where I have wanted to get really close to someone and am excited to be there but now we really need to sit in our chairs or sit in our space on the floor so can you do that. Because I think it did become "you need to sit behind that line right now" and I think that that is fine to some degree there need to be some level of behavioural approaches because that works with kids often but I thought he is not being attuned to in that moment and she didn't when it could be used and I think having a champion that could…

Interviewee 2: Do you know who that child was?

Interviewee 1: It was who you were observing?

Interviewer: Yes

Interviewee 2: B?

Interviewee 1: No [REDACTED] in the specialist class.

Interviewee 2: So then you see he would have really needed that rather than go behind the line.

Interviewer: Yes. And I think just seeing opportunities for it so whether you can think of a way of having some kind of a, what you don't want to do is exhaust people with talking about emotion coaching constantly because if you mention it and people go "oh gosh" it can get to the point where people aren't interested and they switch off and we don't want that to happen what you want people to be enthusiastic about it without a feeling of pressure. So I don't know how, maybe not even using the term emotion coaching but perhaps just embedding kind of conversations about how you are emotionally attuning to kids throughout meetings or throughout peer support or supervision or any of the things you get a chance to do whether that something that you think it would be easy to implement, difficult to implement, helpful or not?

Interviewee 2 - I know that in September, [REDACTED] and I have talked about when we have our training days about staff relationships with children being the focus and literally I am just kind of writing my final draft of my vision and that is a key thing within it. I think, I have come off a bit of a tangent, but I think that people have in some cases interpreted emotion coaching for those high level situations to where that for me has been "yeah perfect, get it" but it isn't always about their there but it could be about the just wanting to say hi and they are feeling a little vulnerable maybe rather than scare or angry rather than needy. I think they saw it all as the angry or aggressive feelings rather than just that needing.

Interviewer: Yeah and I think that is the thing it is so easy to get distracted by that and think I need to attend to the emotions so that children are at the same level as each other and can learn. And that is actually not what it's about it's about connecting with multiple children in different ways so that they feel that sense of internal framework to cope with it themselves so they can develop a coping strategy that doesn't require someone to come along and kind of put barriers on them because when you do that the children as they move to new classes or different environments they aren't going to do it themselves and don't self-regulate. I think that perhaps moving forward for the next two weeks to have conversations about co regulation so that children that can then self-regulate might be really helpful which is then all part and parcel of the attunement.

Appendix 13: Ethical review board submission and additional information
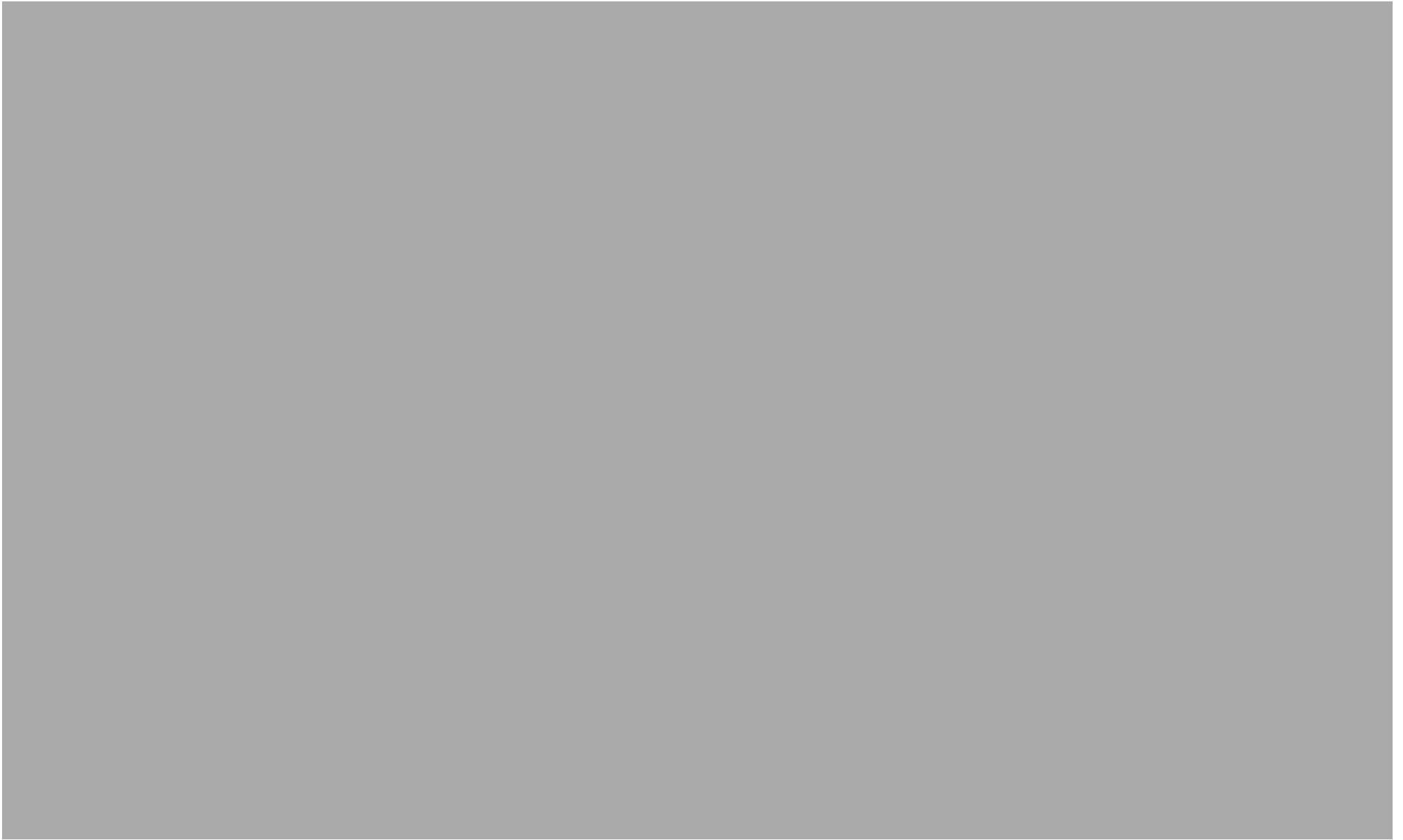
Appendix 14: Information sheet for school staff regarding the findings

Emotion Coaching Training: Research Project Feedback

The project was based interested in considering school staff levels of job-satisfaction. It has been acknowledged that school staff work in a high stress environment (Naghieh et al., 2015; Precey, 2015; Ingersoll, 2001; Lightfoot, 2016), exacerbated by challenging pupil behaviours (Wiggins, 2016), which has affected NQT attrition rates (Ingersoll, 2001). In this study I have considered the issue of school staff cognitive and affective job satisfaction in relation to staff levels of occupational stress and limited empowerment/self-efficacy. I proposed that being able to manage children's challenging behaviours more effectively would support staff levels of self-efficacy and empowerment. I considered that this could be achieved by staff members using being trained in and using emotion coaching (EC) as a strategy to improve pupil-staff interactions in school, which I proposed would improved interactions between pupils and school staff and result in improved experiences of self-efficacy and job-satisfaction.

The findings of this project indicate that EC was regarded as a strategy that worked in supporting children, and which resulted in staff members engaging in reflective practices and increasing their desire to use EC. Participant reflections, related to the in-service day training in emotion coaching (EC), indicated that 100% of attendees reported either enthusiasm about EC in their work (43.6%), or interest and optimism about the application of EC in their work (56.4%). This level of enthusiasm appeared to be maintained, in the month following EC training, with 94.8% of primary participants (n=39) stating that they had used EC in the month following training, to varying degrees (12.8% used EC on a regular basis; 64.1% used it, albeit not consistently; 17.9% used EC occasionally in the month following training). Of this participant group, 87.2% expressed that they noticed a difference in children's responses as a result of EC use. This suggests that even when EC was used somewhat inconsistently, primary participants at ▓▓▓▓▓▓ reported an observed influence on children's responses as a result, which they attributed to their implementation of EC training. Further, 97.4%, (n=39) of respondents suggested that they would recommend EC to parents and primary school teachers, with

qualifying comments suggesting that one primary participant considered there to be such value in EC training that s/he thought it was a *'shame this training isn't mandatory for all professionals working with children-thank you*'.

However, it was also found that despite EC being considered a strategy that worked, it was not easy for staff members to implement it in practice, since there was considered to be limited feedback and monitoring of its use. Supporting staff members in the implementation of strategies like emotion coaching is necessary if these strategies are to materialise into behaviour change (Cagran and Schmidt, 2011; Kirkpatrick partners, 2017), especially if the engagement in these change efforts are not rewarded, as was perceived to be the case within the current study.

Appendix 15a: Coding Manual Sample: Deductive codes

Code	Label	Definition	Deductive codes
Code 1	Affective (emotional) attunement and connection.	Adults working with children can support them to develop secure attachments (Bergin and Bergin, 2009; Riley, 2010). In order to be a successful learner children need to be engaged at the affective, not just the cognitive, level (Immordino-Yang and Damasio 2007). Geddes (2006) the child's willingness to ask for support in managing a new task is an indication of their attachment to and trust in their teacher.	Affective (emotional) attunement and connection.
Code 2	Job satisfaction	Pupil-teacher relationship is important in teacher job-satisfaction (Liberamte, 2012). Teachers can experience high levels of affective job satisfaction as a result of the enjoyment they receive from their work (Lopez, 2012).	Job satisfaction/dissatisfaction
Code 3	Job dissatisfaction	Teachers are dissatisfied with not being able to work with children more holistically, as a result of increased workload and class sizes (Lightfoot, 2016), which can result in school staff leaving the profession (Ingersoll, 2001).	
Code 4	Occupational stress	Staff leave the profession as a result of stress (Precey, 2015).	Occupational stress
Code 5	Pupil behaviour	Pupil behaviour is one of the top reasons teachers leave the profession (Wiggins, 2016). High level of stress associated with teaching (Naghieh et al., 2015); additional pressure on teachers to help their children achieve high grades, to 'justify' their pay (Millar, 2013).	
Code 6	Levels of deprivation	Deprivation in the local area of the school, and in the home lives of children attending the school, affects levels of job satisfaction (Shen et al., 2012). Children in poverty are approximately 19 months behind their peers (Waldogel and Washbrook, 2012).	Working with children who have difficult home-lives/ early experiences
Code 7	School ethos	Petzko (2004) head teacher sets the tone of the school.	Staff attitudes
Code 8	Attitudes about work	Staff attitudes affects the way they interact with children (Chan and Hui, 1995). Some teachers started working in the profession to make a different in the lives of children (Marsh, 2015).	
Code 9	Training can change attitudes	Cagran and Schmidt (2011), Marsh (2015), Bomber (2011), staff consider they need training to help them feel more skilled in their work tasks.	
Code 10	Feeling empowered	Bogler and Somech (2004) feeling empowered is an important factor for school staff to engage with children in a meaningful way and to increase job satisfaction.	Feeling empowered through EC/EC supporters/benefits.
Code 11	EC benefits	Rose et al., (2016a) professionals felt supported and empowered by using EC and considered there were benefits to children and staff alike.	

Appendix 15b: Coding Manual Sample: data mapped onto the theory derived themes

Deductive codes: Data excerpts from the current research	
Affective (emotional) attunement and connection.	'When we do nice topic things or fun activities or go out and play games or reading stories together, just having fun really that is when you really get to know the children because otherwise I am just teaching literacy, numeracy or science or whatever it is and those are things I have to teach and you get their ideas and what their experiences are from what they say but you don't really get to know their interests and such until you let them be free and then you kind of join in with that', 'I agree with the validation of it. I know that some children don't understand the feelings that they may be have. I think it does help them understand that "you aren't alone"';
Job satisfaction/ dissatisfaction	'When they draw lovely pictures saying "You're the best teacher I have ever had", they are really sweet things. Those little things make you feel really appreciated'; 'You know when I see that I have then given them that tool to understand how to deal with it and then it happens another time and they then use that skill that we have had a conversation about then obviously that would give me satisfaction. That's kind of like a light bulb moment that they have remembered it and they are doing it'; 'A lot of the time it does frustrate me to think, I want to sit down and get to the bottom of this …it is quite tricky to make the time for them, knowing that there are so many of them', 'because they are quite young, they are always loving and caring and they say really sweet things "you are a great teacher". Even when we are doing the register in the morning, "Good Morning great teacher" those kind of things make me love my job.'
Occupational stress	'They misbehave, they do the wrong things, they end up in isolation or whatever, detention'; 'it is quite tricky to make the time for them, knowing that there are so many of them', 'things like just being able to have more conversations with them and to move around the class a bit. A little bit more of that sort of that one off one to one sort of time which is difficult to do when you are sort of battling behaviours';
Working with CHILD who have difficult home-lives or early life experiences	'Sometimes we are the most stable thing in their life so I feel even when I have days off I feel really guilty because I know that they are not going to be expecting that'; 'I do feel like I have that bond even though sometimes I do need to be really authoritative with her and give her the consequences'; 'I think that they have better control of their emotions maybe and they understand it a little bit more and they won't have had all of the things happen that some of these children might have before they even enter the school. They've kind of got ideal experiences in life, they go to certain places and they have loads of fun or they have a nanny or whatever it may be but completely different to these children.'
Staff attitudes	'I feel like they do appreciate me but sometimes when you are in the rut in your head it is hard to see that'; 'otherwise I am just teaching literacy, numeracy or science [to have fun together allows me to] get their ideas and what their experiences are from what they say but you don't really get to know their interests and such until you let them be free and then you kind of join in with that.'
Feeling empowered through EC/EC supporters/b	'I agree with the validation of it. I know that some children don't understand the feelings that they may be have. I think it does help them understand that "you aren't alone"'; 'I definitely would recommend it because it really gets kind of down to the nitty gritty of when they have been feeling like that and how have they been feeling like that and what has happened for them to feel like that and then obviously making that link but I would recommend it in that sense but again it is making sure you have the time to do it'; 'I have some strategies to use with the emotion coaching and it is much easier and the more I use it the easier it is to

enefits.	sort of naturally go into that kind of talk and I do it more often than I would have done before and I do it more naturally than I would have done before which means that actually while it is not a conscious priority, it is still happening quite a lot.'
Inductive codes: Data excerpts from the current research	
Reflection	'I know when I was younger I struggled to sort of be quite open with my emotions. In that perspective I thought am I going to be able to and is it still there. As I've gotten older, I have gotten better at doing that and I think actually sharing with the class has helped me in that sense and look back and think more about what I feel when I feel things which you don't always do'; 'oh my god what have we been doing" you know exactly that "oh my goodness why have we ended up on this track" and we can perhaps reflect on our leadership approaches behaviour and we know why we have got to where we have to but now we are in a position and I know we have briefly chatted about that we have a particular group of children that we can't have that approach with then this has come along at a perfect time for us to think about that'; 'It has helped to become more reflective on how the teacher deals with the child's behaviour and also how she approaches situations and she has seen that making small alterations can make a big difference.'
Barriers to the use of EC	'They are feeling that they are doing all this stuff but who is actually taking note of it?'; 'Even if it was just 15 minutes to say let's have a chat about this and how are you getting on because otherwise finding the time is tricky and it sort of just gets pushed to the side as much as you wouldn't want to'; 'Sometimes it can be very time consuming to talk to one particular child in general a lot of the time obviously. I don't know, it is hard to focus on one aspect when you know you have so much other stuff to focus on'; 'with so many in your class you have so many others to think about. So that is probably why we sway more to having somebody else do it because you've still got to do your job and get these children to a certain level of development or whatever'.

Appendix 16: School staff output

Cognitive job satisfaction- JSS- lower scores indicate higher levels of job satisfaction; JAWS total- scored out of 100. Higher scores indicate higher levels of affective job satisfaction; Affective job satisfaction- JAWS positive- scored out of 50. Higher scores indicate higher levels of positive affect; JAWS negative- scored out of 50. Higher scores indicate higher levels of negative affect.

Questions	Outcome of Kruskal-Wallis test
Age group and JSS scores?	A Kruskal-Wallis test revealed a statistically significant difference in job satisfaction based on the JSS scores across ten different age groups (gp1, n=10, 20-24 yrs; gp2, n=7, 25-29yrs; gp3, n=6, 30-34yrs; gp4, n=5, 35-39yrs; gp5, n=14, 40-44yrs; gp6, n=6, 45-49yrs; gp7, n=4, 50-54yrs; gp8, n=1, 55-59yrs; gp9, n=1, 60-64; gp1-, n=1, 65-69yrs), x2 (n=55)= 18.44, p=.030. The age group with the highest levels of reported job satisfaction as measured by the JSS was the 45-49 year old group, with the 60-64 year old group reporting the lowest levels of job satisfaction as measured by the JSS, with the 30-34 year old group being close to the same low levels of job satisfaction. Comment: DV is continuous since I do know the distance between 1-10 and 10-20 scores is the same-but I cannot be sure that this means the same across individuals
Age group and JAWS total scores?	Results were not statistically significant when considering JAWS total, positive emotions or negative emotions. Although, descriptively it was noted that, in relation to the JAWS scores for negative and positive affect and then the total score related to their work: Overall the group with the lowest level of JAWS total was the 60-64 year olds; 30-34 year olds had the highest reported negative affect; 65-69 year old had the highest level of JAWS total score overall; but also reported the lowest level of negative affect and the highest level of positive affect; 55-59 year olds reported the lowest level of positive affect: Limitations-some age groups had just one participant in it
Job role for JSS and the JAWS scales pre-EC training	Results were not statistically significant for JSS or JAWS based on job roles. The data did indicate the specialist class teachers had the highest level of job satisfaction across the positions within the school based on the JSS and JAWS scores. The two largest groups were TA's (n=19) and teachers (n=17) and of these groups TA's had the higher job satisfaction based on JSS scores, however the scores on the JAWS (total) scores for TA's (m=25.97) and teachers (m=25.88) were not very dissimilar. Results were not statistically significant for JAWS based on job roles, however the TA's had lower level of positive emotions compared to teachers.

JSS and JAWS scores School staff output

Kruskal-Wallis Test:

JSS and age

Ranks

	How old are you?	N	Mean Rank
pre levels of job satisfaction	20-24	10	29.50
	25-29	7	33.86
	30-34	6	46.50
	35-39	5	19.30
	40-44	14	22.43
	45-49	6	14.33
	50-54	4	30.63
	55-59	1	34.00
	60-64	1	47.50
	65-69	1	28.50
	Total	55	

Test Statisticsa,b

	pre levels of job satisfaction
Chi-Square	18.444
df	9
Asymp. Sig.	.030

a. Kruskal Wallis Test

b. Grouping Variable: how old are you?

A Kruskal-Wallis test revealed a statistically significant difference in job satisfaction based on the JSS scores across ten different age groups (gp1, n=10, 20-24 yrs; gp2, n=7, 25-29yrs; gp3, n=6, 30-34yrs; gp4, n=5, 35-39yrs; gp5, n=14, 40-44yrs; gp6, n=6, 45-49yrs; gp7, n=4, 50-54yrs; gp8, n=1, 55-59yrs; gp9, n=1, 60-64; gp1-, n=1, 65-69yrs), $x2$ (n=55)= 18.44, p=.030. The age group with the highest levels of reported job satisfaction as measured by the JSS was the 45-49 year old group, with the 60-64 year old group reporting the lowest levels of job satisfaction as measured by the JSS, with the 30-34 year old group being close to the same low levels of job satisfaction.

JAWS total and age

JAWS positive and age

Ranks

	How old are you?	N	Mean Rank
pre JOB RELATED AFFECTIVE WELL-BEING, TOTAL	20-24	10	22.60
	25-29	7	27.21
	30-34	6	16.17
	35-39	5	36.40
	40-44	14	29.61
	45-49	6	36.00
	50-54	4	33.25
	55-59	1	19.00
	60-64	1	15.00
	65-69	1	47.00
	Total	55	

Ranks

	How old are you?	N	Mean Rank
pre job related affective well being, positive emotions	20-24	10	23.95
	25-29	7	28.57
	30-34	6	22.92
	35-39	5	29.40
	40-44	14	30.21
	45-49	6	35.33
	50-54	4	31.13
	55-59	1	5.50
	60-64	1	13.00
	65-69	1	38.00
	Total	55	

Test Statisticsa,b

	pre job related affective well being, positive emotions
Chi-Square	6.262
df	9
Asymp. Sig.	.713

a. Kruskal Wallis Test
b. Grouping Variable: how old are you?

JAWS negative and age

Test Statisticsa,b

	pre job relate affective well-being negative emotions
Chi-Square	11.061
df	9
Asymp. Sig.	.272

a. Kruskal Wallis Test b. Grouping Variable: how old are you?

Job position and JSS

Ranks

	job_position	N	Mean Rank
pre JOB RELATED AFFECTIVE WELL-BEING, TOTAL	teacher	17	25.88
	teaching assistant	19	25.97
	head of year	2	39.50
	not stated	5	18.90
	fs practitioner	1	50.00
	assistant principal	1	40.00
	specialist class teacher	1	55.00
	lunchtime supervisor	5	37.90
	arc manager	1	2.00
	welfare manager	1	44.50
	behaviour support assistant	1	3.00
	PA	1	49.00
	Total	55	

Ranks

	How old are you?	N	Mean Rank
pre job relate affective well-being negative emotions	20-24	10	30.05
	25-29	7	25.14
	30-34	6	42.50
	35-39	5	18.10
	40-44	14	28.79
	45-49	6	23.58
	50-54	4	28.88
	55-59	1	17.00
	60-64	1	38.00
	65-69	1	3.00
	Total	55	

Test Statisticsa,b

	pre levels of job satisfaction
Chi-Square	15.740
df	11
Asymp. Sig.	.151

a. Kruskal Wallis Test

b. Grouping Variable: job_position

JAWS Total score and job position

Test Statisticsa,b

	pre JOB RELATED AFFECTIVE WELL-BEING, TOTAL
Chi-Square	18.316
df	11
Asymp. Sig.	.075

a. Kruskal Wallis Test

b. Grouping Variable: job_position

JAWS positive score and job position

Ranks

	job_position	N	Mean Rank
pre job related affective well being, positive emotions	teacher	17	29.09
	teaching assistant	19	23.34
	head of year	2	46.00
	not stated	5	24.10

fs practitioner	1	54.50	
assistant principal	1	42.00	
specialist class teacher	1	32.50	
lunchtime supervisor	5	33.10	
arc manager	1	2.00	
welfare manager	1	32.50	
behaviour support assistant	1	9.50	
PA	1	51.00	
Total	55		

Test Statisticsa,b

	pre job related affective well being, positive emotions
Chi-Square	14.831
df	11
Asymp. Sig.	.190

a. Kruskal Wallis Test

b. Grouping Variable: job_position

JAWS NEGATIVE

Ranks

	job_position	N	Mean Rank
pre job relate affective well-being negative emotions	teacher	17	31.53
	teaching assistant	19	25.32
	head of year	2	36.00
	not stated	5	34.50
	fs practitioner	1	33.50
	assistant principal	1	23.00
	specialist class teacher	1	1.50
	lunchtime supervisor	5	17.80
	arc manager	1	52.50
	welfare manager	1	8.00
	behaviour support assistant	1	54.00
	PA	1	17.00
	Total	55	

	pre job relate affective well-being negative emotions
Chi-Square	14.730
df	11
Asymp. Sig.	.195

a. Kruskal Wallis Test

b. Grouping Variable: job_position

Test Statisticsa,b

Length of time working at ████████ against the measures of cognitive job satisfaction, affective job satisfaction, positive and negative affect

245

Correlations

Spearman's rho		time_at_	pre levels of job satisfaction	pre JAWS	pre JAWS positive	pre JAWS negative
time_at_	Correlation Coefficient	1.000	-.037	-.210	-.237	.112
	Sig. (2-tailed)	.	.791	.125	.082	.417
	N	55	55	55	55	55
pre levels of job satisfaction	Correlation Coefficient	-.037	1.000	-.534**	-.439**	.523**
	Sig. (2-tailed)	.791	.	.000	.001	.000
	N	55	55	55	55	55
pre JOB RELATED AFFECTIVE WELL-BEING, TOTAL	Correlation Coefficient	-.210	-.534**	1.000	.790**	-.710**
	Sig. (2-tailed)	.125	.000	.	.000	.000
	N	55	55	55	55	55
pre job related affective well being, positive emotions	Correlation Coefficient	-.237	-.439**	.790**	1.000	-.348**
	Sig. (2-tailed)	.082	.001	.000	.	.009
	N	55	55	55	55	55
pre job relate affective well-being negative emotions	Correlation Coefficient	.112	.523**	-.710**	-.348**	1.000
	Sig. (2-tailed)	.417	.000	.000	.009	.
	N	55	55	55	55	55

**. Correlation is significant at the 0.01 level (2-tailed).

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
pre JOB RELATED AFFECTIVE WELL-BEING, TOTAL	55	60	37	97	69.69	11.291
pre levels of job satisfaction	55	14	7	21	13.35	3.703
pre job related affective well being, positive emotions	55	36	12	48	31.82	6.435
pre job relate affective well-being negative emotions	55	27	10	37	22.11	6.494
time_at_	55	28.05	.01	28.06	5.2296	6.45365
Valid N (listwise)	55					

Appendix 16b: Scatterplot of primary participants self-reported levels of cognitive job satisfaction (as measured by the JSS), affective job satisfaction, positive affect and negative affect (as measured by the JAWS)
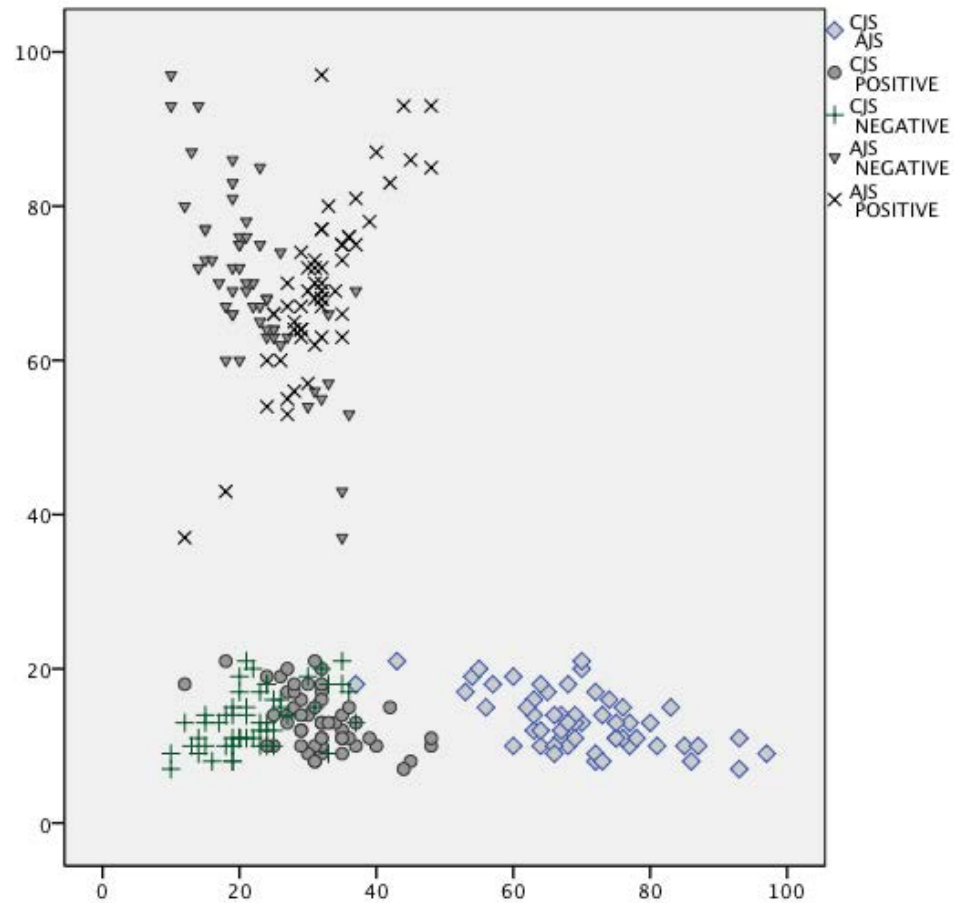
NB it should be noted that low scores on the measure of cognitive job satisfaction (JSS) indicated high levels of cognitive job satisfaction, whereas high scores on the affective job satisfaction (JAWS) indicated high levels of affective job satisfaction

Appendix 17: Coding Sample for IRR

colleagues rating	my rating	excerpts from data
wd	work dissatisfaction	I think obviously, it is a priority and it does definitely need to happen but I say probably, it should be an 8 but I don't necessarily believe in my practice it is an 8…probably ends up a 5 or 6
wd	work dissatisfaction	I think they would definitely benefit from it [more holistic teaching]. I think in general, like you said about the mirroring, if I was to model it a bit more then it might take the pressure off me having to do it for them all the time and then they could go to a friend to do it. I think that would definitely help but I think it would take a lot of training for them to get to that point which at the moment we haven't had a lot of time to do.
occ stress	occupational stress	I do my input and teach and they get on and then I spend my time with the same group of children that need that support unit more so than others so I don't feel like ever get to work with the other children or we don't have that good a bond because I am never really with them other than being their teacher.
occ stress	occupational stress	I think it is just constant routine and having so many different needs at the same time because I have my 28 children in my class and for example and one of my children had an outburst and I then tried to emotion coach them, the rest of the class wouldn't just sit and watch, they would be walking round the classroom, getting out things, talking to each other or then if they were messing around behind my back if I was talking to another child then something else would then happen and something else would happen.
occ st	occupational stress	Yeah, I think you had a smaller class or you had kind of like a village school setting, an ideal setting where you obviously had little behaviour or kind of the odd thing that happens and you have 15 children then I think you would be fine and it would be perfect and you could definitely implement this constantly and maybe 60% or 70% of the time.
fee	feeling attuned to the child	I know that they are feeling all of these emotions and that obviously would impact on their behaviour but trying to get them to understand that I felt like that before and giving them examples linked to my experience to think about that. Before I would have thought, this is your emotion and you have to deal with it and we don't need to talk about me, this is about you whereas this is giving them that link to you which is quite nice.
feel	feeling attuned to the child	things like just being able to have more conversations with them and to move around the class a bit. A little bit more of that sort of that one off one to one sort of time which is difficult to do when you are sort of battling behaviours.
ec benefits	EC benefits	absolutely because it is all about the connection.
feel	EC benefits	I think that it is the relating it to a specific emotion. Being able to tap into, okay that is what they are feeling and that is why they are doing these things and as I said before the connecting and going "so I know when I have felt like that and I know what I have done and sort of how I have dealt with that". It is about that.
diff	difficulties connecting to	I find it a challenge as an adult to be emotionally available like if something is going on in your own life. You just think "no I can't connect with that child, I just can't" For some teachers to be emotionally available, all teachers, all

	the child	the time for all different emotions is really hard.
	difficulties connecting to the child	even a dislike, I hate to use that phrase, but you just naturally don't warm to them and it is something that you just cannot get over. I just want people to be a bit honest with themselves.
training changes	training changes attitude	I know it's in people's minds and that there has been various anecdotal conversations that have been snaps or short bits of conversations sort of since we have had the training where someone's gone "oh I have managed to bring him down" and they have done that to me or whether they have done it to the child or they haven't said but it's there. Some specific examples that I have got of where "I tried emotion coaching I have said to the child and they have given examples of what they have said, I don't think what is embedded at all and what is happening is the full process and the full steps. But people have certainly picked up bits of it and are trying to use it and want to and I think I have seen a change in probably two members of staff attitude and the way they are with children whether that is attributable to emotion coaching but I think it is because I think that is what is going on in their head when they are having the conversations with children. Like I say I don't think they are following the steps but they are thinking more about how they are being with that child and how they view that child's behaviour.
ec benefits	benefits of EC	There are a lot of different emotional difficulties and children over the time that I have taught them, I have noticed, struggle to deal with different emotions. I think actually teaching them about emotions would be really helpful for them.
barriers	barriers to EC	Sometimes it can be very time consuming to talk to one particular child in general a lot of the time obviously. I don't know, it is hard to focus on one aspect when you know you have so much other stuff to focus on.
occ stre	barriers to EC	I think they would definitely benefit from it [more holistic teaching]. I think in general, like you said about the mirroring, if I was to model it a bit more then it might take the pressure off me having to do it for them all the time and then they could go to a friend to do it. I think that would definitely help but I think it would take a lot of training for them to get to that point which at the moment we haven't had a lot of time to do.
occ stre	feeling unskilled	If I have bad days, yes definitely I think there are days I go home thinking, especially if there has been a day of bad behaviour I do question myself or am I doing this right, I should have thought about that or why didn't I stop and think about this and so it definitely does affect your self-esteem. Every day's a new day and I take that as it is and you just have to try and not let it affect you. Things that do happen each day you try to tweak or change things so that you hope they don't happen again. It is all about reflection I guess.
feeling unsk	feeling unskilled	I don't think I necessarily follow all of the steps religiously. I know that I kind of explain what they are doing "I know that you are shouting because you are really excited" and then I kind of say how I feel and we talk about that and then I feel that I need more training after that.
85% of statements were rated the same-so good level of IRR indicated		

Appendix 18: Job satisfaction and/or dissatisfaction illustrative quotations

Sub-theme	Excerpt from the transcript
Teacher job satisfaction affects teachers and child	Yesterday and today so far we have had a really good structure...and that makes me feel really good. Then I give constant praise, 'well done you...team points' and it comes so naturally when I am much happier.
	Those moments when a child is like 'oh I have got it!' Those are amazing. I think those make your good day.
Teacher considering she is having an impact on the child	A child who has gotten really frustrated and angry because he can't do his work and he has thrown his book to the ground...we have done emotion coaching and we've talked about how he is feeling frustrated and what it is like feeling frustrated and then the ways we can deal with that...He has then started to recognise when he is feeling that way and a few times he has been able to come and ask for help rather than reacting the way he was...seeing that progression is quite satisfying because you know you are having an impact.
	I think that [you know you've had a good day by] just the way [the children] react towards us, I think that when they are coming to me to ask me more questions, talk about their emotions or what is happening at home or what happened on the playground or whatever.
Job satisfaction is affected by levels of flexibility and empowerment	I do feel that there is not always enough time to delve deep enough to be able to sort out, not sort out but kind of get to the depths of what has happened and why they are acting like that. A lot of the time it does frustrate me to think, I want to sit down and get to the bottom of this and I really want to understand what this child is going through ...it is quite tricky to make the time for them, knowing that there are so many of them [children].

Appendix 19: Occupational stress illustrative quotations

Sub-theme	Excerpt from the transcript
High stress levels associated with teaching	Constant targets I guess. The workload building up and up and up, people from all angles saying, 'oh have you done this yet, don't forget this, make sure you teach this, are your resources ready, have you marked all those books, have done your assessments' I think the workload and constant targets and things that need to be achieved by certain dates. I think all of it can be what makes all of us teachers feel a bit 'uff'.
	Feeling you have failed when a child isn't happy in class.
Managing stress levels	So you have people you can go to, friends in school or outside of school that you can go to and just sit there with a bottle of wine. I think it is one of those things [a bad day] that you have to just take on the chin.

Appendix 20: Working with children who have difficult home lives or early life experiences illustrative quotations

Excerpt from the transcript
[A] pupil...who is having a lot of trouble at home and we are struggling to get him into school and having to do a lot of emotional work with him, because it is what he needs. At the moment his education is less about the formal learning and more about him being connected to people.
One girl in particular, she has had quite a difficult home life. ...her parents have just broken up ...so when she comes into school and maybe she hasn't seen dad or they have had a fall out or an argument or he has told her off or something.
It also impacts on the way they relate to other children. Which obviously affects other areas of their learning...and that affects the way that they relate to you in class. So not listening to instructions because they are used to that at home...It can be things like being very quiet, very withdrawn. It's also things like not being able to speak to anyone about problems because they just don't connect as much because they are not used to having connections.
There are a number of sort of behavioural difficulties that arise mostly and manifests as a lot of low level disruption. There is a lot of, I suppose the best way to describe it is attitude. It comes from situations outside of the home or where they are living because they are used to having to be like that with other people. Then they are like that with you in class which then it makes it that much more difficult for you to sort of take charge and deal with them in those situations.
There are a number of sort of behavioural difficulties that arise mostly and manifests as a lot of low level disruption. There is a lot of, I suppose the best way to describe it is attitude The area that they are living in has lots of difficulties and the things that they see, they feel that they have got to protect themselves and make themselves less vulnerable. And I would think that showing those sorts of attitudes sort of shows that they were stronger and more able to deal with things themselves and that protects them that little bit.
Within the context of the school and the local area triangulation
As noted in Section 1.2, the location of   is one of deprivation, which in previous research has been regarded as a significant risk indicator for poorer developmental outcomes and academic performance and increased risk of engagement in antisocial behaviours and having mental health difficulties (Yoshikawa et al., 2012). Children experiencing these sorts of challenges might not be as able to engage with school learning, which could result in trends, such as those observed at   , of high levels of pupil premium (PP) and data that indicate that their GLD was within the lowest levels nationally (in 2015) (DfE, 2016).

Appendix 21: Affective (emotional) attunement and connection illustrative quotations

Sub-theme	Excerpt from the transcript
Teacher responsibilities- what teachers want to do vs what they are required to do	I find it a challenge as an adult to be emotionally available like if something is going on in your own life. You just think 'no I can't connect with that child, I just can't' For some teachers to be emotionally available, all teachers, all the time for all different emotions is really hard.
	I do feel that there is not always enough time to delve deep enough to be able to sort out, not sort out but kind of get to the depths of what has happened and why they are acting like that.
	Things like just being able to have more conversations with them and to move around the class a bit. A little bit more of that sort of that one off one to one sort of time which is difficult to do when you are sort of battling behaviours.
Emotional connection is necessary for effective learning	The more you left that quiet child you are going to start seeing behaviours that oh they are not going to be engaged in their learning because they have been like it for a week then they have held something in and are not able to say it to you because you haven't made that connection.
	I think noticing, sort of, children dealing with situations differently because we had done some emotion coaching and we had talked about it, showed that progress and showed them coping with things in different ways, which does make the teaching side of things easier because if they are able to cope with those situations in a more suitable way then it doesn't hold back other things and it doesn't impact as much on what is going on in class.
	A child who has gotten really frustrated and angry because he can't do his work and he has thrown his book to the ground...we have done emotion coaching and we've talked about how he is feeling frustrated and what it is like feeling frustrated and then the ways we can deal with that...He has then started to recognise when he is feeling that way and a few times he has been able to come and ask for help rather than reacting the way he was...seeing that progression is quite satisfying because you know you are having an impact.
Children want to connect vs 'problem behaviour'	That is what is quite difficult about him because he swings between being aggressive and just like 'wo' and then this gorgeous boy who wants a hug.
	Something as simple as to say 'please stop doing that, that's not nice, the other person doesn't like it'. That could result in them moving away, stropping, walking out of the classroom. But then if I see them do something that is quite obviously wrong, an outburst will get a lot worse and having to deal with any consequences, they shut down a little bit.

Appendix 22: Staff attitudes theme illustrative quotations

Sub-theme	Excerpt from the transcript
Making emotional connection as a part of the teachers holistic role (?)	If they haven't got the correct behaviour and emotion then they aren't going to learn so I do feel like it is quite a big element of a teacher's role.
	I think that it definitely has made me slow down a bit and try and get them to make that connection which I wouldn't have thought of. I think doing that has made me have more of a connection with them by giving them the validation 'oh this has happened to me' type of thing.
	For some teachers they have to think that what they are doing doesn't work and for the first teacher I would imagine it is not broke so I am not going to fix it so until there is a challenge for her and she doesn't' have a lot of challenges with behaviour because she very much does the 'I say do' and they do do so until she gets that challenge, she probably won't be ready to try something a bit different is what I would say.
EC as a universal approach that works (?)	When you get a brand new class you can kind of implement it from day one whereas this time we are kind of mid-way through the year and it has not been as easy and a lot of children have been set in their ways in a sense and so with a new class I can go full steam ahead right from the beginning.
	I know it's in people's minds and that there has been various anecdotal conversations...since we have had the training where someone's gone 'oh I have managed to bring him down' and they have done that to me or whether they have done it to the child or they haven't said but it's there.

Appendix 23: Reflective practice illustrative quotations

Sub-theme	Excerpt from the transcript
Reflect on meta-emotions and emotions for self and children	If something is troubling me and I struggle to concentrate on something else and if someone is trying to tell me something, I will be constantly zoned in on what is going on in my head and I'll just phase them out or kind of be not listening. I think it would have an effect on all children if their emotions aren't being dealt with.
	You will often hear teachers say I can't even, but then another teacher go 'Oh I love him', it happens all the time. It tends to be our higher profile children in some ways but yeah that does happen.
	Even a dislike, I hate to use that phrase, but [if] you just naturally don't warm to them and it is something that you just cannot get over. I just want people to be a bit honest with themselves.
	I know when I was younger I struggled to sort of be quite open with my emotions. In that perspective I thought am I going to be able to and is it still there. As I've gotten older, I have gotten better at doing that and I think actually sharing with the class has helped me in that sense and look back and think more about what I feel when I feel things which you don't always do.
	I know that they are feeling all of these emotions and that obviously would impact on their behaviour but trying to get them to understand that I felt like that before and giving them examples linked to my experience to think about that. Before I would have thought, this is your emotion and you have to deal with it and we don't need to talk about me, this is about you whereas this is giving them that link to you which is quite nice.
Reflect on practice and experience of working in a school setting	'Oh my god what have we been doing' you know exactly that 'oh my goodness why have we ended up on this track' and we can perhaps reflect on our leadership approaches and behaviour and we know why we have got to where we have to but now we are in a position...we have a particular group of children that we can't have that [behavioural] approach with and this has come along at a perfect time for us to think about that.
	I don't think it (EC) is embedded at all ...but people have certainly picked up bits of it and are trying to use it and want to and I think I have seen a change in probably two members of staff attitude and the way they are with children whether that is attributable to emotion coaching but I think it is because I think that is what is going on in their head when they are having the conversations with children...they are thinking more about how they are being with that child and how they view that child's behaviour.
	It has helped to become more reflective on how the teacher deals with the child's behaviour and also how she approaches situations and she has seen that making small alterations can make a big difference.

Appendix 24: Feeling empowered through EC/EC supporters/benefits illustrative quotations

Sub-theme	Excerpt from the transcript
Using strategies that work for staff and child	I think a lot of behavioural strategies deal with the behaviour and saying 'okay this is unacceptable' whereas this says 'okay this is what you are feeling and this is why you are doing these things, that is ok, but we can deal with it in a different way, like this is more productive or how about we try this instead' so you are still giving them an alternative but actually you are dealing with the root of the problem not just what they are doing and that I think that has longer term applications because with other behavioural management you have to keep telling them that different things are wrong as opposed to going 'okay this is why you are doing these things' so I think dealing with the root problem is more important.
	Previously not much has helped. But I think using that language and dealing with it in a much calmer way is less reactive and helps a lot with him.
	They [child] can relate to me...and that link, maybe you have felt like this at one time so I am going to come and speak to you about it and explain to you rather than just lashing out.
	[EC] really gets kind of down to the nitty gritty of when they have been feeling like that and how have they been feeling like that and what has happened for them to feel like that.
	Children dealing with situations differently because we had done some emotion coaching ...showed that progress and showed them coping with things in different ways, which does make the teaching side of things easier because if they are able to cope … in a more suitable way then it doesn't hold back other things and it doesn't impact as much on what is going on in class.
	I think they [CHILD] would definitely benefit from it [more holistic teaching]. I think in general, like you said about the mirroring, if I was to model it a bit more then it might take the pressure off me having to do it for them all the time and then they could go to a friend to do it.
When EC is most likely to be used and when it works best	The more I use it the easier it is to sort of naturally go into that kind of talk and I do it more often than I would have done before and I do it more naturally than I would have done before which means that actually while it is not a conscious priority, it is still happening quite a lot.
	[EC] absolutely [works] because it is all about the connection.
	I think that if we used it further across the school ...it would be easier to bounce off each other and give each other more ideas.
	When we did our observation where quite a lot of them were shouting out, some of them were finding it quite tricky... that worked well. I was like 'that is great that you are really enthusiastic about it, that is fantastic. But we need to slow down a bit and give everyone an opportunity to talk and maybe you can tell your partner first and then you can tell me because I know when I have been really excited I just want to burst and tell everyone'. I think that was quite nice to change it into a positive.

Appendix 25: EC barriers illustrative quotations

Sub-theme	Excerpt from the transcript
School ethos/not having EC on the 'agenda'	I think it would be more effective if it was structured. Even if it was just 15 minutes to say let's have a chat about this and how are you getting on because otherwise finding the time is tricky and it sort of just gets pushed to the side as much as you wouldn't want [it] to.
	But again it is making sure you have the time to do it.
	Just feeling unappreciated from higher up, not that that happens because that hasn't happened to me but I know that other people have had that feeling before where they are feeling that they are doing all this stuff but who is actually taking note of it?
	I think it would be great if you could [have a whole school that uses EC]. I think it would probably need a lot of discipline and a lot of sort of keeping going back and touching base and more training to make sure people are using it in the same way because consistency to some degree is important so when children move from one year to the next they are still seeing the same approaches.
	I think that it would take a lot of training or them [child] to get to that point [where child mirror EC empathy and attunement with their peers] where at the moment we haven't had a lot of time to do it.
Needing additional training	Maybe watching someone...I could watch you [using EC]. I know that when you have seen [girls name] before and when she was upset that time and you kind of did that [used EC], that was nice to see and so maybe a whole class base that would be nice to see.
	I think our time has been helpful to get pointers and you kind of reflect on what I have done and how I can improve it and that kind of thing and then develop it further and use it further in my practice.
	I think the thing I found most difficult was knowing when I could apply it. It is really easy to know when, oh they are angry, frustrated, throwing something across the table or stamping their foot, now is a good time to use it. Sort of particularly on a one to one basis but using it for other things like excitement or like with whole class things wasn't as natural. I have had to think more about what situations might be good for using emotion coaching. I think it is sort of examples of whole class use is more needed.
	I think it [additional training] was valuable, I think it gave an opportunity to reflect on what you were doing which you would struggle to prioritise and find time for yourself. When you are having a conversation with someone else you have to start reflecting on it, so I was reflecting every week on it because I was having that conversation with you and I think that is really important.

Appendix 26: Example of 'core' participant post-observation notes

Observation 3- 10.05.16
Miss F:
Lesson: English
Time 10.20-11.20 am
Application in lesson:
Evidence of class teacher labelling and commenting on emotions children were expressing e.g. "I can see that you are feeling frustrated with this."
Open body language and empathic expressions were observed at times.
Opportunity to use EC when a child expressed they were "bored" of the work, class teacher commented "not everything is interesting." Could have attuned to that emotion and the underlying frustration that the child was expressing. Suggestion that it is vital that for true co-regulation that the staff member is attuned to the child's emotions and fully empathizes with how difficult it can be to feel that emotion (not the scenario, but the emotion).
Reminded that with good attunement comes the ability to gauge when the child has flipped their lids and when they might be most receptive to EC. She said that she has found that leaving one child in particular to reflect and calm down for a short while makes him more likely to talk to her later on.
It was expressed that as children feel more connected they might disclose more. This was mentioned in the initial training, but was reiterated again.

Post observation participant comments:
A child has been able to express difficulties that he is having at home in the morning before school (arguments between siblings that he tries to stop in the morning), but this results in him being frustrated and angry and then this follows through to when he comes to school. Class teacher said that he is the sort of boy who is quite "masculine" so often just says, "I'm all right."
Also has used it for the whole class when the usual routine was disrupted and changed. While she said she was unable to completely attribute it to emotion coaching she did feel that it was a useful strategy to help the class manage the disruption more fully.
Miss F said that she is finding the use of EC is becoming more natural and not as formulaic now as she is beginning to follow the steps but using her own words that feel more genuine.
Miss F stated that "the children here don't have great emotional literacy, possibly because there is limited emotional literacy and successful emotional management at home." She said that as a bigger school she feels the school has a demographic with greater emotional and attachment needs. But she felt that if the children knew how they were feeling they could then learn appropriate ways to manage their feelings.
As a strategy she felt that EC was simple to implement and gets easier the more you use it.

Barriers:

Miss F felt that the strategy runs a risk of not being used, despite initial positive feedback and enthusiasm, if the staff members do not revisit it on a regular basis. She felt that this would be good in the form of a refresher training session, that focuses on application of the strategy as opposed to the background, as well as a more top-down approach in which senior managers use EC in everyday language and discussions, as well as in policies.

She commented that the meetings with me were helpful as it kept EC on the agenda when competing needs arise.

Personal reflections:

Because of the significant level of complex behaviour and learning support needs in the school I think that the staff find it difficult to observe marginal gains and changes in behaviour and consider this to be a level of success. The reflection from the boy above to be able to talk about why he was feeling the way he was instead of saying "I'm alright" is significant. I reiterated to Miss F that this process supports the development of new neurological connections and as such changing someone's brain structure is not going to happen overnight, nor will it always result in changes in behaviour all of the time, but that this was a great example of the way in which a more attuned and connected style of communicating with a child had lead to successful co-regulation of the emotion and then allowed him to shared his experience more fully.

Appendix 27: Presentation of themes as related to individual research questions:

Research Questions (RQ):	Theme	Sub-theme/s	Definition of theme/s
RQ1. What factors affect school staff cognitive and affective job satisfaction?	Levels of job satisfaction and/or dissatisfaction. Occupational stress. Working with children who have difficult home lives or early life experiences.	School staff job satisfaction affects teachers and children; school staff considering they have an impact on the children; job satisfaction is affected by levels of flexibility and empowerment. High stress levels associated with teaching; managing stress levels.	'Core' teacher participants acknowledged how working in schools can increase or inhibit levels of job-related satisfaction, and discussed the limits on their work satisfaction as a result of the school system. Aspects of the work that supported 'core' teacher participants to continue to work in the profession and manage stress levels.
RQ2. What is the impact of emotion coaching training on primary school staff members' cognitive and affective job satisfaction?	Affective (emotional) attunement and connection	Emotional connection is necessary for effective learning; teacher responsibilities - what teachers want to do vs what they are required to do; children want to connect vs 'problem behaviours'.	'Core' teacher participants discussed their perceptions of working with children holistically to support them in managing their emotions. 'Core' teacher participants reflected on the limits placed upon them as a result of work pressures, acknowledging the difficulties in connecting with some children, especially when they engage in challenging behaviours.
RQ3. What are school staff members' perceptions of the appropriateness of emotion coaching in a primary school setting?	Staff attitudes Reflection	Making emotional connections as a part of the teachers' holistic role (?) EC as a universal approach that works (?) Reflections on meta-emotions, and emotions for self and children Reflect on practice and experience of working in a school setting	'Core' teacher participants talked about EC and how it changed the way they thought about emotions, increasing their reflection on their practice vs considering EC not to be a universal approach. 'Core' participant teachers talked about wanting to make a difference in the lives of children vs feeling unable to help in the way they felt the children needed.

RQ4. What are the barriers and enabling influences in implementing emotion coaching in the school setting as perceived by two staff members and the head teacher and deputy head teacher?	Feeling empowered through EC/EC supporters/benefits. EC barriers	Using strategies that work for adults and children When EC is most likely to be used and when it works best School ethos/not having EC on the 'agenda' Difficulties connecting with some children Requiring additional training.	'Core' teacher participants discussed difficulties related to using EC, as a result of because of other priorities in their working day. They also commented on a feeling of limited self-efficacy in using EC in practice, despite having five additional implementation sessions. A limited 'desire' to use EC with some children. If EC is to be effective staff members need to be 'on board'. Having EC on the 'agenda' as a philosophy that is adopted and reinforced by senior managers would support its use.

Appendix 28: Cognitive job Satisfaction and age

Group	n	Mean rank (MR) cognitive job satisfaction	Ranking: highest MR cognitive job satisfaction (1) lowest MR cognitive job satisfaction(10)
20-24 yrs	10	29.5	5
25-29 yrs	7	33.86	7
30-34 yrs	6	46.5	9
35-39 yrs	5	19.3	2
40-44 yrs	14	22.43	3
45-49 yrs	6	14.33	1 highest cognitive job satisfaction
50-54 yrs	4	30.63	6
55-59 yrs	1	34.00	8
60-64 yrs	1	47.5	10 lowest cognitive job satisfaction
65-69 yrs	1	28.5	4

Appendix 29: Affective job satisfaction and age

Group	n	Mean Rank (MR) affective job satisfaction	Ranking: highest MR affective job satisfaction (1) lowest MR affective job satisfaction (10)	Mean Rank (MR) positive affect	Ranking: highest MR positive affect (1) lowest MR positive affect (10)	Mean Rank (MR) negative	Ranking: highest MR negative affect (1) lowest MR affect (10)
20-24 yrs	10	22.6	7	23.95	8	30.5	3
25-29 yrs	7	27.21	6	28.57	6	25.14	6
30-34 yrs	6	16.17	9	22.92	7	42.5	1 highest negative affective job satisfaction
35-39 yrs	5	36.40	2	29.40	5	18.1	8
40-44 yrs	14	29.61	5	30.21	4	28.79	5
45-49 yrs	6	36.0	3	35.33	2	23.58	7
50-54 yrs	4	32.25	4	31.13	3	28.88	4
55-59 yrs	1	19.00	8	5.5	10 lowest positive affective job	17.0	9

				satisfaction		
60-64 yrs	1	15.00	10 lowest affective job satisfaction	13.0	9	38.0	2
65-69 yrs	1	47.00	1 highest affective job satisfaction	38.0	1 highest positive affective job satisfaction	3.0	10 lowest negative affective job satisfaction

Appendix 30: Descriptive summary of trends for cognitive job satisfaction and profession

Job position	n	MR	Rank; 1=highest cognitive job satisfaction 11=lowest cognitive job satisfaction
Teacher	17	34.62	8
TAs	19	22.5	6
Head of year	2	15.75	3
Not stated	5	35.90	9
FS practitioner	1	11.5	2
Assistant principal	1	19	4
Specialist class teacher	1	6	1 highest cognitive job satisfaction
Lunchtime supervisor	5	22.2	5
A manager	1	54.5	12 lowest cognitive job satisfaction
Welfare manager	1	28.5	7
Behaviour support assistant	1	44	11
Personal assistant	1	38.5	10

Appendix 31: Descriptive summary of trends for affective job satisfaction and profession

| Group	n	Mean Rank (MR) affective job satisfaction	Ranking: highest MR affective job satisfaction (1) lowest MR affective job satisfaction (10)	Mean Rank (MR) positive affect	Ranking: highest MR positive affect (1) lowest MR positive affect (10)	Mean Rank (MR) negative affect at work	Ranking: highest MR negative affect (1) lowest MR affect (10)
Teacher	17	25.88	9	29.09	8	31.53	6
TAs	19	25.97	8	23.34	10	25.32	7
Head of year	2	39.5	6	46	3	36	3
Not stated	5	18.9	10	24.1	9	34.5	4
FS pract.	1	50	2	54.5	1 highest positive affect	33.5	5
Ass. prin	1	40	5	42	4	23	8
Spec.CT	1	55	1 highest affective job satisfaction	32.5	6-tied	1.5	12 lowest negative affect
LT sup.	5	37.9	6	33.1	5	17.8	9
Arc manager	1	2	12lowest affective job satisfaction	2	12 lowest positive affect	52.5	2
Welfare manager	1	44.5	4	32.5	6-tied	8	11
Beh. sup. Ass.	1	3	11	9.5	11	54	1 highest negative affect
PA	1	49	3	51	2	17	10

Appendix 32: EC Training materials

Emotion Coaching:
helping young people to understand
and manage their emotions

Workshop delivered by Kirsten Krawczyk
Trainee Educational Psychologist Northamptonshire
Educational Psychology Service
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Learning Outcomes and Objectives

- Raise awareness of the theoretical basis for Emotion Coaching
- Develop understanding of different emotional styles relevant to Emotion Coaching
- Understand and have experience of the techniques involved in Emotion Coaching
- Reflect on own practice with respect to Emotion Coaching

Emotional responses

Distress   Fear   Surprise   Anger   Disgust
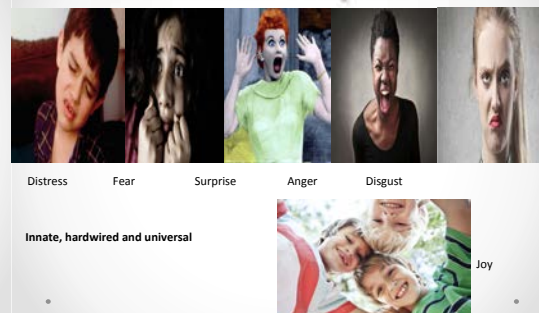
Innate, hardwired and universal

Joy

Why do we need Emotion Coaching?

- Emotions are innate and hardwired into us.
- Children with emotional competencies have much better life outcomes.
- Skills central to assisting people to respond to emotions have been identified.
- Children need to learn and understand about their emotions especially negative or difficult emotions.
- Children's understanding about emotions is developed through interpersonal relationships with key adults.
- Behaviourist models which predominate the discussion around behaviour do not pay attention to the emotions which give rise to the behaviour.
- The anatomy and physiology of emotions supports Emotion Coaching as a positive way of influencing brain structure and development.

What informs Emotion Coaching?

- Neuroscientific evidence

- Emotions & Vagal Tone

- Attachment Theory & Empathy

A brain in the palm of your hand

Siegal, 2012

268

Emotional responses & Autonomic Nervous System

- ANS is responsible for regulating involuntary body functions.

- Made of:
  - Sympathetic Nervous System
  - Parasympathetic Nervous System

Good vagal tone is the product of:

- Having secure attachments and relationships

- Having structured and enabling environments

- Having the ability to calm oneself and be able to respond quickly and appropriately to others

- Learnt responses and experiences about emotions

How the vagal nerve is activated

- Activating occurs via soothing, compassion and physical comfort-empathy

- We learn to self-soothe and self-regulate from our relationships with parents and significant others

- Vagal tone is partly genetic but also a result of experiences and environmental stimulus

Why do Emotion Coaching?

Emotion-coached children:

- Achieve more academically in school
- Are more popular
- Have fewer behavioural problems
- Have fewer infectious illnesses
- Are more emotionally stable
- Are more resilient

(Gottman, et al 1996)

Why do Emotion Coaching?

"much of today's popular advice about children's behaviour ignores the world of emotions. Instead it relies on child-rearing theories that address the child's behaviour, but disregards the feelings that underlie the behaviour."

John Gottman (1997)

Why do Emotion Coaching?

Research at Bath Spa University has echoed these findings in educational and community settings. Their findings demonstrate that Emotion Coaching helps:

- children to regulate, improve and take ownership of their behaviour
- children to calm down and better understand emotions
- practitioners to be more sensitive to children's needs
- create more consistent responses to children's behaviour
- practitioners to feel more 'in control' during incidents
- promotes positive relationships between adults and children

BATH SPA UNIVERSITY

5 steps of Emotion Coaching

1. Be aware of child's responses

2. Recognise emotional times as opportunities for intimacy and teaching

3. Listen empathetically and validate child's feelings

4. Help child to verbally label emotions – helps sooth the nervous system and promote recovery rate

5. Set limits while helping child to problem-solve

Emotion Coaching is a relational approach which develops internal regulation

- External Frameworks
- External regulation

- Internal Frameworks
- Internal regulation

Sanctions and Rewards

Emotion Coaching

What this means in practice

- Step 1
Recognising the child's feelings and empathising with them

- Step 2
Validating the feelings and labelling them

- Step 3
Setting limits on behaviour (if needed)
Problem-solve with the child

Emotion Coaching involves:

- Teaching children about the world of emotion 'in the moment'

- Giving children strategies to deal with ups and downs

- Accepting negative emotions as normal

- Using moments of negative behaviour as opportunities for teaching

- Building trusting and respectful relationships with children

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Meta-emotion philosophy

- The beliefs we hold about emotions and their expression

- A person's meta-emotion philosophy is often the result of early experiences with motions in their family of origin as well as further experiences throughout life.

- A person's meta-emotion philosophy will influence how they react and respond to emotions in others

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Styles in dealing with emotions

- Emotion Coaching

- Emotion Dismissing

- Emotion Disapproving

- Laissez-faire

Effects of dismissing and disapproving styles of dealing with emotions upon children

- Child learns 'what I am feeling is not right, my assessment of the problem is wrong, I must not feel this way'

- Child does not learn to trust own feelings affecting decision-making

- Not given opportunities to experience emotions and deal with them effectively so grow up unprepared for life's challenges

- Not given opportunities to self-regulate or problem-solve

- Can lead to suppression of natural emotions, less or lack of self-regulation, reliance on distraction to get rid of emotion

- Generates more negative feelings - resentment, guilt, shame, anger

Emotion Coaching styles

Emotion Coaching	Disapproving
High empathy	Low empathy
High guidance	High guidance

Laissez Faire	Dismissive
High empathy	Low empathy
Low guidance	Low guidance

www.talaris.org/spotlight_parenting_styles.htm

Part 3:
How do we do
Emotion Coaching?

- Having emotional awareness of own emotions (Meta-Emotion Philosophy)
  "Put on your oxygen mask first before putting it on the child"

- Recognising the power and purpose of emotions
- Empathising
- Active listening/Rapport building
- Scaffolding /Problem solving together
- Role-modelling

"Connect before Correct"

- Need to genuinely empathise with the child from their point of view. This doesn't mean agreeing with them, just viewing things from their perspective

- Recognise all emotions as being natural and normal and not always a matter of choice

- Recognise behaviour as communication (relational vs behavioural model)

- Look for physical and verbal signs of the emotion being felt

- Take on the child's perspective (mentalising/mind-mindedness)

Step 1
Challenges: Empathy

- Sometimes we feel empathy (i.e how the child must be feeling)but don't acknowledge this or label it and instead try to make the difficult emotion go away for the child.

- Sometimes we can confuse empathy with feelings of agreeing with a child's behaviour

Denying the feeling

Faber & Madish (1980)

Naming the feeling

Faber & Mazlish (1980)
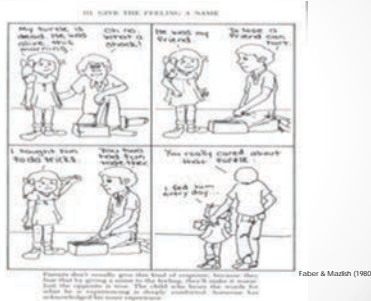
Step 2: Validating the feelings and labelling them

- Use words to reflect back child's emotion and help child to label emotion

- Simply observe – saying what you see rather than asking probing questions to which young people might not know answer

- Telling the emotional person that you understand their emotional situation and that you don't blame them helps sooth their emotional brain

Step 1&2 : Hints

- Acknowledge low levels of emotion before they escalate to full-blown crisis.

- Acknowledge all emotions as being natural and normal and not always a matter of choice.

- Recognise behaviour as communicative (relational not behavioural model).

- Demonstrating empathy when stakes are low creates a good foundation.

- You become the child's ally.

Step 3: Setting Limits (if needed)

Validate the emotion and label the feeling
…BUT…
certain behaviours cannot be accepted.

Eg. 'You are angry that I've taken away your phone but these are the rules everyone has to follow. I will keep it safe for you'
Rose, 2014

Step 3: 6 Steps to Problem Solving

1. What is the problem? After have followed through on consequences for inappropriate behaviour. Find out what was the goal the young person was trying to reach with her behaviour

2. What could I do? Ask the child to come up with several possible solutions to the problem. Don't shoot down suggestions if they are not workable.

3. List what might happen for each solution. You can help them by asking is this fair, will this work, is it safe? How are you likely to feel/ How are others likely to feel?

6 Steps to Problem Solving continued

4. Pick the best solution. If the child comes up with un unworkable solution it's okay to go forward with it as long as it's harmless. Leave the door open to rework the solution if it doesn't seem to be working. You can help the young person too come up with a plan of action to accomplish the solution.

5. Do it!

6. Did it work? Thinking about what went well and what you might do differently next time

272

Why is Emotion Coaching Effective?

- Vagal tone is increased. This nerve calms things down and soothes the body.
- Triggers an empathic mirror system.
- Helps child to feel safe and calm down.
- Provides a narrative for connecting emotional and cognitive processes.
- Stimulates neural connections between the amygdala/limbic system and the frontal lobes. Over time the children's brains become more integrated: the automatic emotional responses from the prehistoric or lower part of the brain become regulated by the activity in the prefrontal cortex (higher brain).
- Integration of the right and left brain is supported through linking language with emotions.
- Creates a process of co-regulation and 'repair'.
- Based on relationships.

Emotion Coaching Advantages

- It is not a separate model or system, it can be used to supplement your existing policies
- It is simple to use, no special time is needed to help all children to thrive
- Teacher–pupil, adult-child relationships are enhanced
- Makes adults feel more confident and positive in their relationships with children
- Helps adults be calmer and have easier access to control and rationality when dealing with emotional children
- Long-term universal solution to children's well-being and resilience

Call outs and internal exclusions for Year 8 boys at risk of permanent exclusion – Mainstream Secondary School, Wiltshire

CALL OUTS	Year before Emotion Coaching	Year following Emotion Coaching	
Young Person 1	23	20	Reduction in call outs:
Young Person 2	9	3	
Young Person 3	15	6	84 to 36
Young Person 4	12	2	
Young Person 5	16	3	
Young Person 6	9	2	
INTERNAL EXCLUSIONS			
Young Person 1	6	5	Reduction in internal exclusions:
Young Person 2	4	1	
Young Person 3	5	5	
Young Person 4	0	1	21 to 13
Young Person 5	2	1	
Young Person 6	4	0	

Effects of Emotion Coaching

Bath Spa Project

- Positive impact
- No impact

n=71

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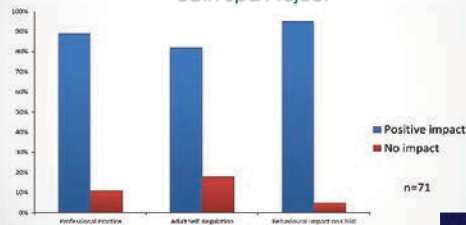
Specialist provision for children with SEMH challenges

Meadow View Farm School, Leicestershire

Introduced Emotion Coaching as a whole school approach in 2013.

Outcomes have included improved well-being for pupils, their families and staff:

- Improved emotional regulation in the children (shown by the decrease in the number of times physical restraint needed to be used - reduction of 50% in one term - 114-60)
- Increase of NC levels over national expected averages (of mainstream children not children with statements)
- Improved staff wellbeing indicated by a decrease in staff sickness days from 63 days to 43 days in a year.
- Improved family life for the children and their families

Specialist SEMH provision
Academic Progress at Meadow View Farm School following introduction of Emotion Coaching

- Reading average increase- 6.44 levels
- Writing average increase – 3.88 levels
- Numeracy average increase – 4.88 levels