

**EMOTION MANAGEMENT AND
FEELINGS IN TEACHING AND
EDUCATIONAL LEADERSHIP**

STUDIES IN EDUCATIONAL ADMINISTRATION

Series Editors: Gaëtane Jean-Marie and Ann E. Lopez

Studies in Educational Administration presents monographs and edited collections along the broad themes of educational leadership, management and administration.

The series presents research conducted across a diverse range of contexts and locations. Proposals are invited for authored or edited books from scholars in all stages of their careers for work that will help us to advance the educational administration field, and will be of use to both researchers and school administrators and teachers.

Forthcoming Publications

Arar, K., Brooks, J. S., & Bogotch, I. (Eds.). *Education, immigration and migration: Policy, leadership and praxis for a changing world.*

Interested in publishing in this series? Please contact Gaëtane Jean-Marie and Ann E. Lopez at sea@uni.edu

EMOTION MANAGEMENT AND FEELINGS IN TEACHING AND EDUCATIONAL LEADERSHIP

EDITED BY

IZHAR OPLATKA AND KHALID ARAR



United Kingdom – North America – Japan – India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2019

Copyright © Selection, Editorial Matter, and Introduction © Izhar Opkatka and Khalid Arar; remaining chapters © their respective authors, 2019

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-78756-011-6 (Print)

ISBN: 978-1-78756-010-9 (Online)

ISBN: 978-1-78756-012-3 (Epub)



ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.

Certificate Number 1985
ISO 14001



INVESTOR IN PEOPLE

Contents

List of Tables and Figures	vii
List of Contributors	ix
Introduction	
<i>Izhar Oplatka and Khalid Arar</i>	1
 Section I: Culture and Context in the Study of Emotion in Education	
Chapter 1 A Call to Study Educator Emotion as a Contextualised Phenomenon	
<i>Izhar Oplatka and Khalid Arar</i>	9
Chapter 2 Organising in Schools: It's All About Emotion	
<i>Chris James</i>	25
 Section II: Educational Management and Emotion in Different Cultural Arenas	
Chapter 3 Exploring Emotion Management Strategies of Junior High School Teachers in Shanghai, China	
<i>Weisheng Li and Meng Tian</i>	45
Chapter 4 A Female School Leader and Emotional Management: Coping in 'Special Measures' in a Secondary School in England	
<i>Joanne Cliffe</i>	67
Chapter 5 A Restorative Approach to Valuing Emotion Management in Educational Leadership: The Case of Liberians and Palestinian Arabs in Israel	
<i>Alia Sheety</i>	89

Chapter 6 Emotion Expression Among Arab Deputy-Principals in Israel: The Key Role of the Local Culture <i>Khalid Arar</i>	111
Chapter 7 Muslim Women Mobilising Emotionality <i>Amaarah DeCuir</i>	131
Chapter 8 Factors Affecting Emotional Management in Highly Complex Schools: The Case of Two Spanish Schools <i>Serafin Antúnez, Patricia Silva and Charles L. Slater</i>	149
Section III: Cross-cultural Understandings of Educators' Feelings and Emotions	
Chapter 9 New Principals' Emotions: Interactions with 'Inherited' School Cultures <i>Rinnelle Lee-Piggott</i>	173
Chapter 10 There is Always Light at the End of the Tunnel: Emotions of a Turkish School Leader in a Temporary Education Center for Syrian Children <i>Deniz Örücü</i>	193
Chapter 11 The Effects of Shame in School Leadership: The Case of Turkish Principals <i>Kadir Beycioglu and Mehmet Sincar</i>	213
Chapter 12 Building Teachers' Trust in Principals and Colleagues: A Study of Critical Incidents in Chilean Schools <i>José Weinstein, Javiera Peña, Javiera Marfán and Dagmar Raczynski</i>	235
Chapter 13 Understanding Willpower and Its Role in Leadership: A Study on How Educational Leaders from Different Multicultural Backgrounds Perceive Willpower <i>Rose Anne Cuschieri</i>	255
Index	277

List of Tables and Figures

Chapter 3

Table 1.	Demographics of the Survey Respondents.	51
Table 2.	Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Barlett's Test of Sphericity.	52
Table 3.	The Mean Scores and SD for Teachers' Perceived Priority Work.	57
Table 4.	Shanghai Teachers' Emotion Management Strategies.	59

Chapter 4

Table 1.	The EQ Scoring Grid.	71
Table 2.	The EQ Scoring Grid for Julie.	76
Table 3.	The EQ Map Key Features of Emotional Management for Coping in Special Measures.	84

Chapter 5

Table A1.	Demographic Information about Liberian Participants.	109
Table A2.	Demographic Information about Palestinians Arab in Israel Participants.	110

Chapter 8

Table 1.	Task Groups Associated with the Performance of the Self-management Role.	153
Table 2.	Category and Definition.	157

Chapter 11

Table 1.	Participants.	219
Table 2.	Themes and Codes Obtained from the Data.	221

Chapter 12

Table 1.	The Five Facets of Trust.	239
Table 2.	Critical Incidents that Resulted in Strengthening Teachers' Trust in their School Leaders by Number and Facet.	242
Table 3.	Critical Incidents that Resulted in Strengthening Teachers' Trust in Colleagues by Number and Facet.	246

Chapter 5

Fig. 1.	Social Discipline Window (Wachtel, 1999).	92
Fig. 2.	The SDW Analysis by Community.	101
Fig. 3.	Comparison between Each of the Positions in the SDWs in Liberia and PAI.	101

Chapter 9

Fig. 1.	Theoretical Framework.	175
Fig. 2.	New Principals' Emotions in Interactions with their Inherited School Cultures.	183

List of Contributors

Serafin Antúnez is a Lecturer at the Faculty of Education of the University of Barcelona (UB). He is a Director of the Master's in Management and Management of Educational Centers of this university. He has worked as a Teacher, School Director, Professor and Director of the University School of Teachers and Deputy Director of the Institute of Educational Sciences of the UB. Dr Antúnez has written several books and articles on organisation and management of educational institutions, management training and teaching staff. He participates in research national and international training projects for teachers, school administrators, supervisors and people responsible for initial and ongoing teacher training in Europe and Latin America.

Khalid Arar (PhD) is an Associate Professor of Educational Leadership and Policy Analysis in Education and Higher Education. He conducted studies in many other cross-national contexts. His research focusses broadly in equity and diversity in educational leadership and higher education. He serves as an Associate Editor for the *International Journal of Leadership* (Routledge). Authored *Arab Women in Management and Leadership* (Palgrave, 2013); *Higher Education among the Palestinian Minority in Israel* (Palgrave, 2016, with Kussai Haj-Yehia); his forthcoming edited books include *Migrants, Refugees and Global Challenges in Higher Education* (Peter Lang Publishing, with Kussai-Hej-Yehia; David Roose and Yasar Kondakci) and *Education, Immigration and Migration: Policy, Leadership and Praxis for a Changing World* (Emerald Publishing, with Jeffrey Brooks and Ira Bogotch).

Kadir Beycioglu (corresponding author, Chapter 11) is an Associate Professor of Educational Administration at the Dokuz Eylul University, Izmir, Turkey. He has published articles and books nationally and internationally. Dr Beycioglu edits two journals and sits on the editorial board of many national/international journals. He also has many professional duties.

Joanne Cliffe is a Senior Lecturer at the School of Education, University of Birmingham, UK. Her research interests lie in educational leadership, emotions and emotional intelligence, teacher identities and gender in education. After a career teaching and leading in secondary schools in England, she is currently Director for the MA in Teaching Studies programme and Programme Lead of the Physical Education Post Graduate Diploma in Education (QTS) course.

Rose Anne Cuschieri is presently the Director for Educational Services within the Secretariat for Catholic Education in Malta. She is also a part-time Lecturer and Tutor within the Faculty of Education at the University of Malta and the

Institute for Education. For the past 20 years, she has been lecturing Leadership, Management and Interpersonal Skills at the Malta Police Academy to recruits, prospective sergeants and officer cadets. Dr Cuschieri is also a freelance Trainer and Lecturer in Leadership, Motivation and Stress. She is the author of several articles in both local and foreign educational and management journals and books. She has written and presented several refereed papers in different prestigious conferences both locally and abroad. Rose Anne has recently been appointed Chair of the National Board for Compulsory Education, within the Ministry of Education in Malta.

Amaarah DeCuir, Ed.D., is a Professorial Lecturer in the School of Education at the American University. Her research centres on the intersections of leadership, gender and social justice across cultural contexts within the United States and globally. She focusses on exploring how Muslim communities experience school as leaders, students and community members. With over 20 years of P-20 teaching and leadership experiences, in public and Muslim school settings, she uses her work to impact praxis and scholarship.

Chris James is the Professor of Educational Leadership and Management in the Department of Education at the University of Bath. He researches and teaches educational leadership, management and governance. During his career, Chris has published over 100 journal articles/book chapters and written 15 books/major reports. His research interests include the organisational dynamics of schools and colleges as institutions, and, in particular: the nature of leadership; the importance of management; the affective aspects of organising in schools; the organisational complexity of schools as institutions; and the way people interpret their surroundings and the way that sense-making capability can change during an individual's life-time. Chris also researches the governing and governance of educational institutions. He is married to Jane and is a governor of the secondary school which their four children attended.

Rinnelle Lee-Piggott, PhD (University of Nottingham, UK) is a Lecturer in Educational Leadership and former primary school teacher. Her doctoral thesis won 2nd place in the prestigious British Educational Leadership Management and Administration Society (BELMAS) 2017 best thesis award. Her interests focus on beginning principal leadership and development, successful school leadership, school culture and school improvement particularly in schools facing challenging circumstances.

Weisheng Li is a Professor in the Department of Educational Management, East China Normal University, Shanghai, China. From 1985 to 1997, he worked as a Teacher and Director in a primary school, then he got Master's degree and Doctorate degree in the following years, and became a Teacher at the university in 2003. Prof. Li enjoys teaching at the university, research in Chinese basic education with cooperators, such as teachers, principals and region leaders. He is especially interested in the functions of educational organisations, including the schools, the teams within schools; besides that he is now exploring the regional educational governance.

Javiera Marfán is a Sociologist with a Master degree in Public Policy and Management, and currently a PhD candidate in Education at the University of Cambridge, United Kingdom. She formerly was Coordinator of School Leadership at the General Education Division, Ministry of Education of Chile, a researcher at the Centre for Innovation in Education at Fundacion Chile, and a research associate of the Center for Research on Educational Policy and Practice (CEPPE). Her academic work has focused on educational leadership and school improvement, school leadership development, and educational policy implementation.

Izhar Oplatka is a Professor of Educational Administration and Leadership and the Head of the Department of Educational Policy and Administration at the Tel Aviv University. Prof. Oplatka's research focusses on the lives and career of school teachers and principals, educational marketing, emotions in schools and the foundations of educational administration as a field of study.

Deniz Örücü works as an Assistant Professor at the Başkent University, Faculty of Education, Department of Educational Sciences, Ankara, Turkey, and spent a year as a Visiting Academic at the Centre for Research in Educational Leadership and Management, the University of Nottingham, UK. She has a PhD in Educational Administration and Planning from the Middle East Technical University, Turkey. Dr Örücü teaches a variety of courses in the Faculty and delivers in-service training for teachers and school principals at schools in Turkey. Her research interests are educational leadership, theoretical underpinnings of EMAL, higher education, educational policy and change management and qualitative research methodology. Her latest research covers the school leaders' policy mediation styles in different countries and educational leadership within complex settings.

Javiera Peña is a Sociologist, and has a Master's (c) in Peace and Conflict Studies. Her research has been focused on educational conflicts, school leadership and improvement, relational trust and transitional justice. Her latest co-authored publication is *Liderazgo escolar y conflictos socioeducativos. Un estudio exploratorio en liceos públicos chilenos* (2017)

Dagmar Raczynski has a PhD degree in Sociology, University of California, Los Angeles. Her research has been on school effectiveness and improvement, district school governance, school choice, educational transitions and lately on trust relations in Chilean schools. Some of her latest co-authored publications are *Subvención escolar preferencial (SEP) en Chile: un intento por equilibrar la macro y micro política escolar* (2013); *Growing tolerance of pupil selection: Parental discourses and exclusionary practices in Chile and Finland* (2015); *Elección de escuela en Chile: de las dinámicas de distinción y exclusión a la segregación socioeconómica del sistema escolar* (2015).

Alia Sheety is an Associate Professor at the Department of Educational Policy and Leadership, Cabrini University and a Contributed Faculty at the Walden University. Her research involves studying restorative pedagogy, meta-cognition, inquiry-based curricula and the transition to online learning. Her primary areas of teaching are critical analysis of research, quantitative research design and curriculum development, instruction and assessment. She is an Author of various

publications, and has presented her work in national and international conferences. In the past, Dr Sheety served as a High School Principal in Haifa, Israel and was involved in several initiatives to promote peace and coexistence between-Arab and Jewish high school students, and Palestinian and Israeli educators mainly in developing a curriculum in peer mediation, and in the Galilee interfaith dialogue.

Patricia Silva is a Lecturer at the Department of Pedagogy and Psychology at the Faculty of Education, Psychology and Social Work of the University of Lleida. She is a Member of the consolidated research group EDO-UdL and an Author of scientific papers related to school organisation and management and online teaching. Dr Silva is an Instructor in subjects related to management and teacher training. She was honoured with the *Jaume Vicens Vives 2012* award in recognition of Improvement in the University Teacher Quality. She was the Coordinator of the of the Master in Management and Management of Educational Centers at the University of Barcelona from 2008 to 2014.

Mehmet Sincar is an Associate Professor of Educational Administration at the Gaziantep University, Turkey. He has published various articles and book chapters. Dr Sincar also serves as Board Members and Referees for some leading journals of the field.

Charles L. Slater is a Professor of Educational Leadership at the California State University Long Beach, USA. He previously served as superintendent of schools and received his PhD from the University of Wisconsin-Madison. Dr Slater teaches and conducts research in educational leadership and recently served as Visiting Professor at the University of Barcelona. He has collaborated with colleagues to publish studies about leadership in Costa Rica, Mexico, Korea, Spain and the USA.

Meng Tian is an Assistant Professor in Educational Leadership and Management at the Department of Education, University of Bath, the U.K Her research field covers distributed leadership, teacher leadership, leadership for social justice and school leaders' health and resilience. During the past 14 years, Dr Tian has studied and worked in three countries, China, Finland and Switzerland. She has accomplished both of her PhD and MA degrees at the University of Jyväskylä, Finland, and her BA degree at the East China Normal University, China. She is particularly interested in examining context-specific educational leadership phenomena as well as conducting international comparative research.

José Weinstein is a Sociologist from the University of Chile and has a PhD in Sociology from the Université Catholique de Louvain (Belgium). He was Chile's Undersecretary of Education (2000–2003), and Chile's first Minister of Culture (2003–2006). He has created and directed programmes on school improvement and youth development. His experience and expertise have been requested by important international organisations. He has published over 50 articles in books, reviews and journals focussing on education, poverty, youth and culture. He is currently the Director of the Center for Development of School Leadership at the Diego Portales University, where he is the Professor. His recent work has focussed greatly on school leadership development and capacity improvement of vulnerable schools.

Introduction

Izhar Oplatka and Khalid Arar

Emotion and its display are critical and fundamental to human activity in all organisations. It is defined as

an awareness of four elements that we usually experience at the same time: appraisal of a situation, changes in bodily sensations, the free or inhibited display of expressive gestures and a cultural label applied to specific constellations of the first three elements. (Hochschild, 1990, pp. 118–119).

Yet, emotions are generally of short duration and are associated with a specific stimulus, as opposed to ‘mood’ which is more enduring, more diffuse and less related to specific stimuli (Frijda, 1993). Most theories of emotions acknowledge the relationship between specific emotions and specific types of behaviours. Thus, pleasant emotions are assumed to engender a number of important organisational processes, such as skill building, creativity, effective social relations, organisational commitment, collective orientations and prosocial behaviours (Hargreaves & Fullan, 2013).

For many years, emotional reactions at work were seen as disruptive, weak and a deviation from the sacred rationality in the organisation (Zembylas, 2005). But, during the last two decades, a greater legitimacy has been given in many Western countries to emotion management and displays in the workplace, and the research on emotions in organisations began to deal with the question of why and how employees may display or manage particular emotions, including emotions that differ from how they feel (e.g. Ashkanasy, Zerbe, & Hartel, 2002). In this sense, life in schools is complex substantially because emotion is integral to the processes of teaching and learning and, therefore, school leaders and teachers need to manage their school/class emotionally as well as rationally (Hargreaves, 2000). Both cognition and emotion are equally important in guiding, facilitating or inhibiting leadership and teaching capabilities (Harris, 2004).

Past research has identified a wide variety of emotions and emotional engagements among school leaders and teachers including passion, empathy, excitement, satisfaction, intuition, relief, joy, trust, compassion, empathy, adrenaline rush and caring (e.g. Beatty, 2000; Cliff, 2011; Oplatka & Gamerman, in press; Yamamoto, Gardiner, & Tenuto, 2014). In addition, the literature centres on negative emotions

Emotion Management and Feelings in Teaching and Educational Leadership:

A Cultural Perspective

Studies in Educational Administration, 1–6

Copyright © 2019 by Izhar Oplatka and Khalid Arar

All rights of reproduction in any form reserved

doi:10.1108/978-1-78756-010-920191016

of school leaders, such as fear of failure (Gronn, 2003), a sense of emotional 'woundedness' (Johnson, Aiken, & Steggerda, 2005), anxiety, fear, pain, demoralisation, anger, frustration, despair, dissatisfaction, distress (James & Vince, 2001), disempowerment, threatened self and disillusionment with the system (Beatty, 2000).

However, most research on teacher emotion and emotion in educational leadership has focussed hitherto almost entirely on Western educational systems, although emotion is highly contextualised and influenced considerably by national and local culture and society (Arar, 2017; Arar & Oplatka, 2018). Nevertheless, there is still little research knowledge concerning emotions in management and teaching interwoven in different social and cultural norms, including the experience of teachers and school administrators of emotion and feelings expression and suppression in different organisational arenas. Nor do we know much about the specific constraints that shape the choices of emotions expression among educators in different cultures. We also have little data about role of emotions in education in developed societies which might enrich our understanding of management and administration mechanism in these societies. These unexplored areas of knowledge could be valuable for those who are attempting to lead and teach, bearing in mind how emotions interwoven in culture. Thus, this book has prompted our continued research about the role of culture on educational leadership and management. This book seeks to fill such gaps in knowledge and practice, tracing the potential and the dilemmas involved in emotions and feeling expression in different education arenas.

To fill the gap in this knowledge, our book entitled: *Emotion Management and Feelings in Teaching and Educational Leadership: A Cultural Perspective*, aims at highlighting the connection between culture and emotion management in teaching and educational leadership and allows researchers from different parts of the world to demonstrate how national and local culture and societal arrangements influence the way educational leaders and teachers express their feelings, display their emotion or suppress emotion publically.

Given the above challenges, the contribution of our volume is that it facilitates dialogue and fertilisation of ideas among researchers from both developed and developing societies while trying to confront the following questions from several perspectives: (1) How is emotion perceived by educators in different societies and countries? (2) What is the relationship between educational leadership, teaching and emotion in traditional and modern societies? What kind of motion and emotion regulation strategies are common among teachers worldwide?

We hope that the book's chapter will enable teachers and educational leaders from both modern and traditional/marginalised societies to expose their voices and tell their own stories of feelings, emotion management and emotion regulation at work. The chapters expand our knowledge beyond the cultural boundaries of Anglo-American nations and evoke new considerations in the research on emotion in organisations.

Overview of Sections and Chapters

A brief overview of emotions in education suggests that takes different forms and unfolds on different scales in different societies and cultures. Besides, in different

societies, feeling and emotion expression vary according to perceptions, accepted norms, political correct, community expectations, etc. The data show that the Western perspectives of emotion literature may not necessarily be valid in a case where locally embedded needs and dynamics are interwoven (Arar, 2017; Arar & Oplatka, 2018). This book has attracted 14 contributions from different parts of the world, depicting different aspects of emotions interwoven in cultural and various educational features. Additionally, the contributions depict the diverse impacts of emotions in management and teaching. The complexity of this issue suggested organisation of the book under three main sections. The first section covers theoretical discussions on culture and context of emotion in education. The editors analyse current scholarship on teacher emotion and leader emotion produced almost entirely in Western countries which highlights the lack of harmony in the understandings of emotion's role in management and teaching in different societies and cultures. Hence the authors call for contextualising this scholarship by juxtaposing emotion with basic characteristics of traditional and transitional societies. *Chris James* makes the case that emotions are central in organising in schools and that the way members of staff oversee their emotion processes is crucial to the legitimacy of the institution. He points to three forms of affects, feelings, moods and emotions. Feelings and moods are affective states, the description of which depicts our inner world. Emotions are very different. They entail a process in which an event of some kind is experienced and appraised. This appraisal results in physiological responses, psychological changes and social responses, which entail actions. Emoting can therefore change the influencing effect of an action. The social actions resulting from the emotion process and emoting are subject to a whole range of 'rules': personal, inter-personal, institutional and cultural.

The second section of the book focusses in educational management and emotions in different countries and cultures and brings to the readers the different emotions expression and suppression among educators in different cultures. The chapter by *Weisheng Li* and *Meng Tian* highlights strategies of emotion management among junior high school teachers in Shanghai, China. The authors highlight that classroom teaching and the professional learning community activities were two typical settings in which the teachers experienced the most intensive emotions. Most Shanghai teachers managed their momentary emotions by either genuinely expressing their emotions that matched their roles and the scenario, or by purposely suppressing emotions to meet social and organisational expectations. Furthermore, most teachers adopted the long-term mood regulation strategy by aligning their emotions with long-term goal achievement in the future. In another contribution from the UK, *Joanne Cliffe* depicts how one female headteacher's emotional experiences as she coped in difficult circumstances during an intense period of scrutiny as she led her staff towards school improvement and out of special measures reported by using 'EQ Map' delineated through a series of interviews with a headteacher. Her findings show that a sense of work satisfaction emerged as a result of tackling challenging situations. Yet, the author found that an increased awareness of one's emotions led to being mindful regarding the emotional state of others, as the headteacher sought opportunities to bring about

school improvement and address challenges presented by being placed in special measures. She points up to a distinctive list of 21 key features of emotional management emerged from the scales of the EQ Map capturing a model in relation to coping under internal and external pressures.

The chapter by *Alia Sheety* presents how Liberian and Palestinian school leaders in Israel define leadership and reflect on the role of emotions in their collectivist transitional societies by using a restorative practices framework, combining a focus on cognitive (rational) and emotional (affective) components to analyse the data. Her results indicate a high level of emotional involvement when discussing decisions related to individual students and an effort to suppress emotions when discussing professional decisions related to teachers or the institution. Differences were found in the way emotions were handled in relation to school level (elementary vs high school), gender and the principal's development stage while she concludes how these emotions affects the implementation of educational policies. In another contribution, *Khalid Arar* identifies strategies used by Arab deputy-principals in Israel to manage their emotions at work. He further finds that deputies describe their relations with the principal and the teachers in terms of closeness, attentiveness, support, encouragement, inclusion and conflict resolution. Yet, deputy-principals reported suppressing their emotions, because their expression might be understood as a personal weakness. They felt that an effective deputy has to conceal some or his/her unpleasant emotions (hate, anger or fear) to emphasise that the principal is the real 'boss' in the school. Arab cultural norms dictate that female deputy-principals cannot display their emotions in front of a male teacher and vice versa. He further concludes that understanding both the social and organisational contexts in which Arab deputies work may clarify connections correlations between organisational culture, professional ethics and emotion regulation.

Amaarah DeCuir discusses how Muslim women in leadership mobilise emotionally. She addresses how culture, gender and social roles influence a leaders' ability to self-direct their professional growth and development. Moreover, she discusses Muslim women's ability to demonstrate emotional management within professional and societal contexts that marginalise their intersecting cultural and religious identities.

Serafin Antúnez, Patricia Silva and Charles L. Slater disclose factors affecting emotional management in two Spanish schools facing high challenging circumstances including high rates of emigration. They describe how directors with self-managing capacities are needed to manage their own emotions. They also need to mobilise people (teachers, students and families) by focussing on their feelings of satisfaction, identification with the group, belonging, joy, success, unity and cohesion. The content of this chapter presents the study of the emotional management of directors who perform their work in two highly complex schools in Catalonia, Spain. The views of these directors as well as teachers and families examine: (1) the construction of their professional identity, (2) their social and ethical commitment to the community, (3) the orientation towards the values of social justice and (4) their emotional leadership practices focussed on personal attention towards all of the actors in the school community. The chapter

concludes with 10 suggestions that can be useful to improve the professional practice of school directors. These should also be taken into account when designing and implementing initial and ongoing training programmes for school leaders and to inspire ideas for future research.

From different cultural understanding of emotional expression. The third and last section of the book focusses on cross-cultural understandings of educators' feelings and emotions. The first chapter by *Rinnelle Lee-Piggott* describes how new school principals' emotions in Trinidad and Tobago inherited in school cultures. Emerging from a multiple case study research design, in which a critical incident technique was the main source of data on new principals' emotional experiences, the findings show that the new principals experienced predominantly negative emotions and wounding, often linked to pre-formed expectations of school members. Also, influenced by a need to protect their leadership authority, they selected which emotions to disclose versus which to suppress. *Deniz Örücü* depicts the case of a leading school principal in a large suburban Syrian refugee school in Turkey through exploring his emotions and the ways in which he de/regulates them, while performing his professional duties. She revealed the impact of the cumbersome reality of culture on the emotions, which is a blend of religion, faith, traditions and consequent values in this case and the strategies selected for emotion regulation. She concludes that emotional regulation techniques are an outcome of his patriotic values, deep belief in justice and humanity, formed by his faith and Anatolian culture he adopted. Furthermore, she highlighted that the principal's paternalistic care and relevant display of emotions create a form of trust and confidence in the other members of the fragile school community and parents, which is significant in demonstrating the impact of local needs. In another work from Turkey, *Kadir Beycioglu* and *Mehmet Sincar* explore through qualitative lens how school principals in Turkey conceptualise the emotion of shame and to reveal the role of shame and its effects on the behaviours of school principals' work in schools through data obtained from six principals working in state schools in Turkey. Their results show that principals conceptualise the feeling of shame in terms of moral base in the formation of interpersonal relations in school organisations. Although, they concluded that shame experienced by school principals has restorative effects on school leaders' behaviours which is affected by the collectivist nature of the Turkish culture. *José Weinstein*, *Javiera Peña*, *Javiera Marfán* and *Dagmar Raczynski* present teachers trust building with their principals in Chilean schools. Using the critical incident technique in interviews with 34 teachers from the Valparaíso Region (Chile) their study findings show that incidents are easily remembered when a subordinate relationship is involved. Many critical incidents are related to situations in which teachers are particularly vulnerable. Furthermore, the arrival of new teachers to a school is crucial when building bonds of trust. Benevolence is the facet that stands out the most in incidents reported by teachers and school leaders, while satisfaction is the most recurrent emotion. In the case of school leaders, benevolence is closely followed by competence. In the case of teachers, benevolence is followed by honesty, openness and competence. In this case, the associated emotion is affection. The final chapter in this section by *Rose*

Anne Cuschieri documents how school leaders from Malta perceive willpower by trying to establish if cultural background gives a different perspective to the phenomenon of willpower. Her results show that albeit culture has an impact on expected leader behaviour, and national cultures adopt different views on desired leadership qualities.

References

- Arar, K. (2017). Emotional expression at different managerial career stages: Female principals in Arab schools in Israel. *Educational Management Administration & Leadership*, 45(6), 929–943. <https://doi.org/10.1177/1741143216636114>
- Arar, K., & Oplatka, I. (2018). Emotion display and suppression among Arab and Jewish assistant principals in Israel: The key role of culture, gender and ethnicity. *Journal of Professional Capital & Community*, 3(3), 173–191.
- Ashkanasy, N. M., Zerbe, W. J., & Hartel, C. E. (Eds.). (2002). Introduction. In *Managing emotions in the workplace*. Armonk, NY: M.E. Sharpe.
- Beatty, B. R. (2000). The emotions of educational leadership: Breaking the silence. *International Journal of Leadership in Education*, 3(4), 331–357.
- Cliff, J. (2011). Emotional intelligence: A study of female secondary school headteachers. *Educational Management Administration & Leadership*, 39(2) 205–218.
- Frijda, N. H. (1993). Moods, emotion episodes and emotions. In M. Lewis & I. M. Haviland (Eds.), *Handbook of emotions* (pp. 381–403). New York, NY: Guilford Press.
- Gronn, P. (2003). *The new work of educational leaders: Changing leadership practice in an era of school reform*. London: Paul Chapman Publishing.
- Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and Teacher Education*, 16, 811–826.
- Hargreaves, A., & Fullan, M. (2013). The power of professional capital. *Journal of Staff Development*, 34(3), 36–39.
- Harris, B. (2004). Leading by heart. *School Leadership and Management*, 24(4), 391–404.
- Hochschild, A. (1990). Ideology and emotion management: A perspective and path for future research. In T. Kemper (Ed.), *Research agendas in the sociology of emotions*. Albany, NY: State University of New York State.
- James, C., & Vince, R. (2001). Developing the leadership capability of headteachers. *Educational Management, Administration & Leadership*, 29(3), 307–317.
- Johnson, R. G., Aiken, J. A., & Steggerda, R. (2005). Emotions and educational leadership: Narratives from the inside. *Planning and Changing*, 36(3&4), 235–252.
- Oplatka, I., & Gamberman, O. (in press). Compassion in teaching: Process, arenas, factors. *Urban Education*.
- Yamamoto, J. K., Gardiner, M. E., & Tenuto, P. L. (2014). Emotion in leadership: Secondary school administrators' perceptions of critical incidents. *Educational Management, Administration & Leadership*, 42(2), 165–183.
- Zembylas, M. (2005). *Teaching with emotion: A postmodern enactment*. Greenwich, CT: Information Age Publishing.