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KWAZULU-NATAL** TM

**INYUVESI
YAKWAZULU-NATALI**

**The interplay between job demands and emotional regulation of
secondary school teachers and their relationship to teacher well-
being at South African schools**

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DECLARATION OF ORIGINALITY

I, **Ndabenhle Terry Mdluli**, declare that:

- a) The research project in this thesis is my original work.
- b) This thesis has not been submitted for any degree or examination at any other university.
- c) This thesis does not contain other persons' data, pictures, graphs or other information unless specifically acknowledged as being sourced from other persons.
- d) This thesis does not contain other persons' writing unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
 - i. Proper paraphrasing and general information attributed to them have been referenced.
 - ii. Where their exact words have been used, their writing has been placed inside quotation marks and referenced.
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ABSTRACT

Teacher well-being is the focus of research (Dreer, 2023) because of concerns about how to retain teachers when teacher attrition rates are high (Billingsley & Bettini, 2019) and because teachers who are well are considered to provide high-quality teaching (Monk, 2007). Teachers' job demands play a role in teacher well-being (Dreer, 2023). Especially in South African schools, many teachers report high levels of job demands and lack of job resources (Naidoo-Chetty & Du Plessis, 2021). Teachers often report that emotional aspects of their profession are especially demanding (Frenzel et al., 2016), and how they regulate emotions as part of their profession is thus of great concern. Prior studies could show that emotion regulation strategies are relevant to teacher well-being (Fried et al., 2015). However, it is not yet established how the level and variety of teacher job demands and their choice of emotion regulation strategies interact and influence their well-being. It might also be possible that teachers who experience high levels and a wide variety of job demands may choose certain emotion regulation strategies or even struggle to regulate their emotions professionally.

Thus, the study aimed to investigate the interplay of teachers' job demands, emotional regulation, and the degree to which the interplay impacted the teacher's well-being. The study also sought to examine why teachers reach a stage where they struggle to regulate their emotions. The study is underpinned by the Hot/Cool (Metcalfe & Mischel, 1999), the Resource/Strength (Baumeister et al., 1998), and the Job Demands Resources (Bakker & Demerouti, 2006) models. Informed by the pragmatist research paradigm, the study adopted a mixed methods research design in which (in the first phase) data was collected from a purposive sample of secondary school teachers in the Umlazi and Pinetown districts of Durban in the Republic of South Africa via self-administered questionnaires. In the second phase, data were generated with a purposively recruited sample of nine teachers from the same areas, and semi-structured interviews were used. Data collected through the self-administered questionnaires were analysed using descriptive, inferential and multivariate statistics (hierarchical regressions, testing for interactions with the PROCESS macro, (Hayes, 2013) conducted in SPSS 28 (IBM Corp., 2021). Inductive content analysis was employed

for the qualitative phase using MAXQDA (Version 2020) through emerging themes to analyse data from the semi-structured interviews.

The findings of this study revealed that teachers in the two districts experienced high levels of job demands for disruptive learners, hiding emotions and frequency of emotions. The study showed that teachers in the sample mostly used emotional reappraisal, emotional suppression and deep acting instead of surface acting when regulating their emotions. One significant contribution of this study was to aggregate teacher job demands into the level and variety. The result of the analysis to determine how the new variable of level and variety of job demands affected teacher well-being showed a complex but exciting interplay of outcomes.

Keywords: *teachers, job demands, emotion regulation, interactions, well-being.*

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DEDICATION

My children, Drogba, Didier, Pogba, Modric, Rakitic, and Brozovic, thank you for giving me the reason and courage to soldier amid arduous circumstances.

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ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
COPSOQ	Copenhagen Psychosocial Questionnaire
COVID-19	Coronavirus Disease of 2019
DoE	Department of Basic Education
HIV	Human Immunodeficiency Virus
H1	Hypothesis Statement 1
H2	Hypothesis Statement 2
JD-R	Job-demands Resources Model
MBI	Maslach Burnout Inventory
Qual	Qualitative Research Approach
Quan	Quantitative Research Approach
SPSS	Statistical Package for Social Sciences
SASA	South African School Act
SACE	South African Council for Educators
SMT	School Management Team
UKZN	University of KwaZulu-Natal

CHAPTER ONE

OVERVIEW OF THE STUDY

1.1 Introduction

In the intricate tapestry of South African education, the well-being of teachers stands as a critical cornerstone, directly influencing the quality of education imparted to the nation's future leaders. This chapter explores the multifaceted relationship between job demands, emotional regulation, and teacher well-being within the unique context of South African schools. As teachers navigate the complex terrain of their professional responsibilities, they encounter challenges that extend beyond the classroom, encompassing societal, cultural, and institutional factors. This thesis delves into the interconnected dynamics of these challenges, shedding light on how job demands and emotional regulation intertwine to shape the well-being of teachers.

Against South Africa's diverse educational landscape, characterised by a rich tapestry of cultures, languages, and socioeconomic realities, the investigation of teacher well-being becomes imperative. Teachers, as the linchpin in the educational system, grapple with the demands of their profession while contending with the diverse emotional landscapes that unfold within and outside the classroom. This study seeks to unravel the intricate dance between job demands, emotional regulation strategies employed by teachers, and the resultant impact on their overall well-being.

Exploring this interplay holds immense significance for educational stakeholders, policymakers, and researchers aiming to enhance educators' and students' educational experiences and outcomes. By illuminating the nuanced dynamics, this research contributes valuable insights to inform targeted interventions, policies, and support structures, ultimately fostering a conducive environment for teacher well-being in South African schools. Through the lens of this investigation, I endeavour to understand the challenges teachers face and propose pathways towards sustainable well-being within the complex fabric of the South African educational system.

This chapter introduces and provides a bird's eye view of the study and contextualises the problem under investigation. The chapter accomplishes this by outlining the

personal, local, and international backgrounds, highlighting the critical strands upon which the study is rooted. The chapter presents the study's focus, purpose, objectives, and critical research questions. In conclusion, the chapter provides an overview of the contents of each thesis chapter, concluding with a summary of the chapter itself.

1.2 Importance of teacher emotions

Teacher emotions refer to a range of emotional experiences and expressions that teachers experience while performing their professional duties, and which may include both positive and negative emotions, such as joy, anger, frustration, and sadness (Sutton & Wheatley, 2003; Hagenauer et al., 2015). These emotions can be triggered by various factors, including job demands, student behaviour, and classroom interactions (Hagenauer et al., 2015). The importance of teacher emotions lies in their potential impact on teaching and learning outcomes. Research suggests that teacher emotions can influence classroom climate, student engagement, and academic achievement (Pekrun et al., 2009; Frenzel et al., 2007). For example, positive emotions, such as enthusiasm and joy, can enhance student motivation, engagement and learning, while negative emotions, such as anger and frustration, could lead to disengagement, conflict and learning breakdown (Sutton & Wheatley, 2003; Pekrun et al., 2009).

In addition to the above, teacher emotions may affect their well-being and job satisfaction. A study conducted by Madigan and Kim (2020), which can be applied to South African teachers, identified the following as antecedents that play a role in the levels of job satisfaction: leadership and education, school teacher workload, school learner and parental issues, and lack of school infrastructure and resources. High levels of negative emotions and stress emanating from such antecedents can lead, for instance, to burnout and attrition among teachers (Hargreaves, 2000; Frenzel et al., 2007). Therefore, understanding and regulating teacher emotions promote positive teaching and learning outcomes and support teacher well-being and needless attrition.

In South Africa, teachers' emotional experiences are complex and challenging, with various contextual factors affecting their emotional well-being (e.g., Fakude, 2022; Rabe-Steinberg, 2021; Watling, 2022). The international literature on teacher well-

being has highlighted the influence of high work demands, low levels of support and resources, and the impact of societal issues, such as poverty, disasters and violence, on teachers' emotions (e.g., Hascher & Waber, 2021; Blignaut et al., 2022). Studies conducted in South Africa have revealed that teachers often report experiencing a range of emotions in the classroom, including anger, frustration, and stress, which are often linked with factors such as classroom management, student behaviour, and the workload of teaching (Kruger, 2019; Maphalala et al., 2019; Marais-Opperman et al., 2021; Shava & Chinyamurindi, 2021). Regarding the focus of this study, the findings of a study by Maphalala et al. (2019) revealed that emotional exhaustion was prevalent among teachers, which impacted their well-being and job satisfaction. The findings by Shava and Chinyamurindi (2021) revealed that work resources predict employees' mental and physical health.

In addition to the above, a study by Chetty and Bhana (2015) revealed that South African teachers experienced high levels of emotional labour, thus making emotion regulation indispensable. *Emotional labour* can be defined as role-players' effort to manage and suppress emotions to meet the requirements of their jobs (Brotheridge & Lee, 2003). The term emotional labour is associated with emotion regulation (which is the central focus of this study), which refers to the effort of the *individual* to manage their emotions the way they wish (Sanaria, 2014). Emotional labour is often linked with various adverse outcomes, including burnout, job dissatisfaction, and turnover intentions (e.g., Holman et al. (2008). However, despite these challenges, there are also examples of resilience and positive emotional experiences among international and South African teachers. For instance, a South African study by Mavhunga and Singh (2020) found that some teachers could maintain a positive emotional state through strategies such as seeking support from colleagues, practising self-care, and focusing on the positive aspects of their work.

In South Africa, teachers frequently encounter challenging learner behaviours, such as disruptions during class, disrespect, and conflicts with their colleagues (Levin & Nolan, 2000). The poor allocation of school resources, inequitable access to school materials, and the unbalanced distribution of workloads may create jealousy and resentment among the teaching staff (Mphatsoe & Motseke, 2014). As evident in the challenges, teachers seem to face them inside and outside the classroom, often making

the teaching experience feel overwhelming. The effort and energy required to handle or respond to these behaviours can be considerable. All these have specific consequences for the well-being of teachers, depending on how their implementation is managed.

From the above, the state of teachers' emotions in South Africa is complex, with positive and negative dimensions: Positive dimensions include engagement, while negative dimensions include stress. However, the challenges teachers face, including high work demands such as overcrowding, disruption of lessons, and low levels of support, point to the need for interventions and support systems to promote positive emotional experiences and prevent burnout and emotional exhaustion among teachers.

1.3 Background and rationale for the study

1.3.1 Personal background

As a seasoned teacher navigating South African classrooms' vibrant and challenging landscape, my journey has been punctuated by many emotions – some uplifting, others decidedly challenging. The emotional rollercoaster, comprised of anxiety, irritation, and moments of disengagement, often finds its roots in the kaleidoscope of life circumstances that characterise both the personal and professional spheres. These emotions have not only coloured my experiences within the confines of the classroom but have transcended those boundaries, infiltrating my daily life and interactions.

Engaging in candid conversations with fellow teachers unveiled a shared narrative of emotional complexity – a realisation that our emotional journeys were remarkably akin. Amidst these conversations, the intertwined dynamics of job demands and emotional regulation emerged as beacons of understanding and avenues for exploration. My curiosity, fuelled by personal experiences and shared stories, found its academic outlet, propelling me into doctoral research with a keen focus on the intricate interplay between job demands, emotional regulation, and teacher well-being in South African schools.

In the lexicon of occupational psychology, job demands are delineated as the physical, psychological, social, or organisational aspects of a job that demand sustained effort

or skills, often carrying cognitive and emotional elements (Bakker et al., 2003). These demands, whether arising from high work pressures, challenging physical environments, or emotionally charged situations, can exact physiological and psychological costs, contributing to concerns such as job insecurity and physical health problems. It is within the emotionally challenging facets of job demands that this study finds its focus.

My journey through the South African educational landscape has illuminated the critical role of emotion regulation in the life of a teacher. Gross (1998a) defines *emotion regulation* as encompassing conscious and unconscious processes through which individuals select and express their emotions. For South African teachers, this process is not merely a psychological abstraction but an indispensable tool for accomplishing goals – hedonic goals aiming to foster a positive emotional state or instrumental goals directing attention towards specific behaviours (Deng et al., 2022; Taxer & Gross, 2018). As I reflect on my own experiences, the importance of intrinsic and extrinsic emotion regulation becomes palpable, highlighting the nuanced ways teachers modify their emotional experiences and those of their learners.

In the vast expanse of educational research, emotion regulation among teachers, particularly within the intricate interplay of work-related demands and emotions, has often been overshadowed. However, literature on teacher well-being underscores the pivotal role of emotion regulation in enhancing both effectiveness and overall professional satisfaction (Graziano et al., 2011). This apparent gap in exploration prompted me to delve deeper into the symbiotic relationship between job demands, emotion regulation, and teacher well-being.

As teachers, we grapple with a spectrum of emotional demands – eliciting happiness in moments of student success, pride in their achievements, and, conversely, frustration, anger, or anxiety when faced with challenges to our professional integrity. The stress incurred while navigating these emotional landscapes becomes a defining aspect of our professional journey (Sutton, 2004). This study seeks to unravel the intricate threads of emotion regulation that weave through the teaching and learning environments, shedding light on the strategies employed by teachers in South African classrooms.

Reviewing existing literature, I found a resonance between the academic discourse on job demands and emotion regulation and my lived experiences as an educator. This personal epiphany became the driving force behind my decision to embark on this research journey. This journey aspires to enrich the scholarly conversation surrounding job demands, emotion regulation, and, most importantly, the well-being of South African teachers. Through this study, I aim to contribute to a deeper understanding of teachers' challenges and advocate for tailored support structures that foster a sustainable and fulfilling teaching experience within the unique context of South African schools.

1.3.2 Local background

This study was conducted in the Umlazi and Pinetown Education Districts, both located in the southern part of the KwaZulu-Natal province of South Africa. The two education districts are situated within the eThekweni Metropolitan Municipality, with a poverty rate of 24.6%, lower than the national average of 55.5% (Statistics South Africa, 2017). Pinetown, covering 86.15 km², is located 16km west of the city of Durban within the eThekweni Metropolitan Municipality, while Umlazi, covering 47.46 km², is located on the east coast of KwaZulu-Natal (KwaZulu-Natal Department of Finance, 2015).

Many teachers in South Africa seem to be at risk of burnout. The international burnout statistics indicate that between February 2020 and May 2022, over 300,000 public school teachers and other staff quit because of burnout (McLoughlin, 2023). The severity of the challenge varies from country to country. The research study in which 2,215 teachers were respondents found that in South Africa, 25 % of teachers report experiencing severe stress in their work, while a further 40% report that they are more likely to want to leave the profession in the next five years (The Star, 2020). Factors such as overcrowding, too much administrative work, and school violence are leading factors. Responding to these findings, the Basic Minister of Education Angie Motshekga said stress load and job satisfaction should be considered for policy reforms.

The knowledge of the context and history of the South African education system is crucial for exploring and understanding the issues that affect teachers, especially emotions, in the case of this study. The apartheid government, which enforced racial segregation in education, created two education systems, one for white and another for black learners. The Bantu Education Act of 1953, which provided a foundation for racially inequitable education provisioning in South Africa, sought to provide black learners with an inferior quality of education, preparing them only for low-level jobs (Soudien, 2017). These educational disparities created a significant divide in the quality of education and opportunities for learners and teachers, ultimately leading to profound inequalities, inequities, racial prejudice and tensions.

The legacy of apartheid continues to impact South Africa's education system, particularly in rural areas, where race, class, and gender intersect to produce social and material disadvantage (Bhana et al., 2021a). For instance, teachers in South Africa face a multiplicity of challenges, including inadequate resources, large class sizes, and unreasonable societal expectations, which contribute to their emotional fragility and negative consequences for their job satisfaction (Van Jaarsveld & Nkoane, 2019). Research has highlighted the importance of addressing the emotional needs of teachers to improve their well-being and job satisfaction, ultimately improving student outcomes (Sutton & Harper, 2009). Therefore, to adequately understand issues in this study, it is crucial to understand the historical and contextual factors that affect teachers' emotions in South Africa.

Additionally, teachers in South Africa must adhere to various laws and regulations to provide them with security and creative professional freedom, maintain student safety, respect individual constitutional rights, and accommodate special needs. Examples of education laws are as follows: the South African Schools Act of 1996, which governs the administration of schools (Republic of South Africa, 1996); the Employment of Educators Act 76 of 1998, which establishes the employment conditions for teachers (Republic of South Africa, 1998), and the South African Council for Educators Act 31 of 2000, which requires teachers to register with the council and comply with the professional code of ethics (Republic of South Africa, 2000). In essence, these laws are also meant to mediate between the teacher's professional needs and those of the Department of Basic Education.

Research reveals that despite being illegal, teachers in South Africa still administer corporal punishment to learners who display ill-discipline (e.g., Statistics South Africa, 2023; Veriava & Power, 2018). Lehohla (2015) reported that 21% of children in the KwaZulu-Natal and Eastern Cape provinces attended schools where corporal punishment was used. Earlier, Burton and Leoshut (2013) reported that in 2008, 57% of learners and 24% of teachers experienced verbal assault and physical violence, respectively, in South Africa.

Corporal punishment as an approach to ‘discipline’ often evokes negative emotions, including vicarious consequences for both teachers and learners and contributes to the emotionally devastating culture in classrooms, which combines with other issues, such as overcrowding and resource constraints, to produce a toxic mix (Bloch, 2013; Earthman, 2002). In addition to this, socio-economic factors, such as gender-based violence, poverty, drug abuse, and violent culture, further compound teachers’ job demands, requiring them to delve deeper into their emotion regulation strategies to safeguard their well-being (Bhana et al., 2021b). Moreover, teachers must often serve *in loco parentis* to learners, especially those from socio-economically depressed contexts (Tromp, 2021). However, research on the complex interplay of teachers’ job demands, particularly concerning emotion regulation and well-being, has been limited. This points to the need for more focus on the holistic approaches to teacher job demands, especially regarding emotion regulation and well-being, given the complex interaction among the different sets of job demands (Jansen & Steinberg, 2005; Hargreaves, 1998).

As can be discerned from the above discussion, teaching in South Africa is often challenging due to a range of factors, which may include overcrowding, lack of physical space, excessive workloads of teachers, and absenteeism of teachers and learners, which has significant emotional demands on teachers (Muthusamy, 2015). Earthman’s (2002) study revealed that teachers often spent significant time managing disruptive behaviour rather than teaching (Burton & Leoshut, 2013; Earthman, 2002). In 2023, nothing much has changed in South African schools (Lunga et al., 2021; Naicker, 2021; Nhambura, 2020). This reality suggests that South African teachers must deal with disruptions and other undesirable issues by learners. Gender-based

violence, poverty, drug abuse, and a violent culture by some learners, parents, and communities contribute to the job demands of teachers (Bhana et al., 2021b); Hunter, 2021). As pointed out earlier, in addition to the status quo, teachers must often step in as proxy parents to assist with the challenges that their learners may be experiencing, which can overwhelm them and undermine their emotional well-being (Tromp, 2021).

A South African study by Amod (2016) explored teacher emotions concerning curriculum changes and how teachers respond to them in their teaching practice. The study found that teachers experienced positive and negative emotions, with the latter dominant (Amod, 2016). Teachers are stressed about increased paperwork, including lesson plans, assessments, filing, remedial work, and marking learners' books (Amod, 2016). These job demands prevented teachers from completing paperwork during regular school hours, resulting in more stress (Amod, 2016). Teachers also reported inadequate training on curriculum changes and a need for more support from supervisors. As a result, this made them angry against policymakers (Amod, 2016). Another South African study by Blose (2014) aimed to examine emotions and teacher leadership. Some findings were that teacher leaders must be competent in regulating their emotions and provide emotional support (as a personal resource) to cope with stressful conditions and be successful teachers (Blose, 2014). The two studies, therefore, concede to Hargreaves's (1998) assertion that teaching is an emotional practice.

In South Africa, like elsewhere in the world, teaching is an "emotional practice" (Hargreaves, 1998, p. 835), and teachers' emotional regulation is critical for their well-being (Hargreaves, 1998; Murrell et al., 2010; Nias, 1996). For instance, another South African study by Steinberg (2005) intended to illustrate how assessment is an "emotional practice" (Hargreaves, 1998) for teachers and how emotions involved can provide helpful information about assessment practices to teachers and policy reformers. In this study, Steinberg (2005) illustrated the emotional nature of teaching as teachers expressed dislike for assessments, negative assessment memories, and concerns about assessing students well. This research study, however, seeks to investigate the interplay of different job demands on teachers' well-being, focusing on emotion regulation. As indicated earlier, the interest in pursuing this study emerged

from the observation that there was limited research on the teachers' emotional experiences of job demands in South Africa (Steinberg, 2008).

A South African study by Wessels and Wood (2019) aimed to find strategies for teachers to improve their experiences of well-being. This participatory action research study included six teachers from a rural primary school. The findings were that frequent, informal social contact with colleagues and explicit action to focus on positive emotions improved the teachers' well-being experiences (Wessels & Wood, 2019). This study sheds some light on how teachers who work in socio-economically challenged contexts can be supported to improve their well-being experiences within the South African context.

The literature review on teacher emotion regulation for this study revealed essential themes regarding why and how teachers regulate their emotions in the classroom. Although most literature review databases are from first-world European, Asian, and American countries, focusing on the South African context can improve the generalisability of job demands and emotion regulation results. Investigating teacher job demands and emotion regulation within the South African context is critical because previous research has reported cultural differences in the expression and regulation of emotions (Matsumoto, 1990; Miyamoto et al., 2014; Tsai & Law, 2013). So far, the existing literature on job demands, emotion regulation and teacher well-being in the South African context has underscored the critical role of culture in the teacher emotion literature.

Ford and Mauss (2015) summarised international studies that examined links between culture, emotion regulation, and well-being. The aim was to determine if culture motivates individuals to regulate their emotions and if culture shapes the adaptiveness of emotion regulation. The general findings were as follows: 1) interdependent individuals value emotion regulation more than independent individuals depending on the emotion being targeted; 2) unlike suppression, reappraisal may be equally crucial across cultures; 3) individuals from interdependent cultures benefit more from reappraisal (Kwon et al., 2013). The reason could be that adjusting emotions to the cultural environment could be more important in this cultural context (Ford & Mauss, 2015). Although the investigation of my study does not relate to culture, it is worth

noting that the South African education context may bring a unique cultural dimension to the context of job demands, emotion regulation, and teacher well-being.

1.3.3 International background

The investigation presented in this paper is significant as it contributes to the literature on teachers' emotional well-being, which is a highly dynamic profession associated with high stress levels, job dissatisfaction, psychological disorders and reduced well-being (Chen & Cheng, 2022). Previous research has highlighted the importance of teachers' emotional well-being for teaching and learning (Frenzel et al., 2016) and the need for research on what triggers teachers' emotions and how they regulate them, given the diverse and intense demands of the profession. The literature on emotions and emotion regulation has mainly focused on positive aspects, with less attention paid to negative aspects (Bing et al., 2022).

This study thus sought to contribute to the scholarship in this area by investigating what happens when teachers deviate from dominant professional standards of emotional regulation. By exploring the triggers of teachers' emotions and their emotion regulation strategies, this study sought to contribute to the knowledge of teachers' emotional experiences regarding regulating their emotions. Thus, this study sought to contribute important insights into how emotional well-being can be promoted among teachers as an essential component of teaching and learning and education in general.

The impact of institutional isomorphism in higher education has extended to several national contexts, including South Africa (Kariou et al., 2021). Institutional isomorphism may refer to, for example, practices such as increasing national rankings to remain competitive with peer institutions rather than being guided by an institution's historical and local values (Kariou et al., 2021). In South Africa, this has led to a disproportionate focus on education in secondary schools, especially Grade 12, which has placed more emotional labour on teachers to maintain effective neutrality while considering students' well-being (Kariou et al., 2021). This has led to a complex interplay among job demands, emotion regulation and teacher well-being, which is discussed in more detail below.

Wang et al. (2019) conducted a quantitative study to examine how American teachers regulated their emotions in response to student misbehaviour and the affective consequences of their regulation. The study focused on teacher emotion regulation strategies and how their trait-level emotion regulation impacted their in-the-moment affective experiences (Wang et al., 2019). The study's findings revealed that the teachers who used the reappraisal strategy had the least negative affective experiences and were less likely to suppress their negative emotions in response to student misbehaviour. However, the limitation of the study was that it could not examine the efficacy of other emotion regulation strategies.

In a study conducted in Australia, Graziano et al. (2007) investigated the relationship between emotions and learning processes in the classroom. The study aimed to identify the most effective emotion regulation strategies, examine the importance of emotion regulation in the classroom, and how the development of emotion regulation could be enhanced. Graziano et al. (2007) found that the antecedent-focused strategy was the most effective when teachers regulated their emotions. However, again, the limitation of the study was that it needed to compare the effectiveness of different emotion regulation strategies.

Sutton et al. (2009) conducted a study on how teachers regulated their emotions in the classroom, notably how teachers managed negative and positive emotions and the relationship between teacher emotions, classroom management and teaching practice. Sutton et al.'s (2009) study focused on the North East Ohio context. Its findings revealed that teachers often regulated their emotions to become more effective in their professional responsibilities, including management, learner discipline and enhancing relationships with their students. Additionally, the study showed that communicating positive emotions worked better than communicating negative emotions and thus deployed various preventative and reactive emotion regulation strategies. However, the limitation was that the study was confined to a specific geographical context, making it difficult to generalise the findings to other contexts regarding the most effective strategies to manage emotions (Sutton et al., 2009).

In a quantitative study, Gross (2002) investigated the efficacy of reappraisal and suppression-focused emotion regulation strategies in the United States. The study's results revealed that while suppression-focused strategies tended to decrease negative and positive emotional experiences, the reappraisal-focused strategy decreased negative emotion experience and expression while increasing positive emotion experience and expression (Gross, 2002).

Taxer and Gross (2018) conducted a study to explore teachers' emotion regulation goals and strategies using the Process Model of emotion regulation (Gross, 1998b). The study involved 56 teachers who reported on how and why they regulate emotions in the classroom. The findings suggested that teachers have both instrumental and hedonic goals in regulating their and learners' emotions, aiming to prevent or decrease negative emotions. Additionally, the study found that teachers employ different emotion regulation strategies, with the suppression-focused strategy being the most used. However, the study had limitations as it did not delve deeper into why teachers rarely use situation selection as an emotion regulation strategy or explore the impact of cultural or demographic variables on teachers' emotional regulation goals and strategies.

Lastly, Sutton and Harper (2009) conducted a qualitative study in the United States of America, exploring teacher emotion regulation. The study's findings revealed that teachers regulated emotions differently, often up-regulating positive and down-regulating negative emotions to comply with display rules and avoid disruptive emotions. Moreover, Sutton and Harper (2009) concluded that frequent emotion regulation often resulted in feelings of inauthenticity and burnout for the teachers who participated in the study.

From the summary of results from different contexts, it becomes clear that most results focus on each set of job demands, job resources, emotion regulation strategies and teacher well-being aspects in isolation. The interplay approach to exploring job demands, emotion regulation and teacher well-being of this research study ushers in a unique approach that should provide further insight into this topic. This study focuses on the job demands and the emotion regulation strategies of a sample of South African teachers and their complex interplay with teacher well-being. The study sought to

understand whether teachers deviate from professional expressions when faced with multiple job demands and how teachers managed this through emotion regulation strategies. Furthermore, the study sought to identify the effects of job demands and emotion regulation practices on the well-being of the participants. While previous studies have focused on the positive aspects of emotion regulation, this study sought to explore the negative aspects of emotion regulation and its effects on teacher well-being.

1.4 Purpose and objectives of the study

This study focused on selected aspects of teacher emotion regulation and its effect on their well-being. First, this study sought to investigate secondary school teachers' job demands, how teachers regulate emotions in the classroom context and the relationship thereof with teachers' well-being. The intention was to examine which job demands teachers reported, the level of those job demands and their interplay with emotion regulation. Whereas other studies focused on selected demands of teachers, this study posits that an interplay of job demands may trigger certain emotion regulation tendencies.

Second, research on emotion regulation strategies (i.e., suppression and reappraisal; deep acting and surface acting) for teachers in South Africa is limited. More research is required to understand them in different cultural, pedagogical, political and environmental contexts. Furthermore, the existing literature assumes that teacher emotions can be controlled through various emotion regulation strategies. However, this study posits that teachers face many job demands, and their interplay may trigger their emotional labour. In contrast to prior studies, this study examined the effects of such an interplay on teacher well-being, which is a novel aspect in emotion regulation literature.

Third, the study concentrated on specific aspects of teacher emotion regulation and its effect on well-being, with three main points of focus. First, it examined secondary school teachers' job demands, how they regulate their emotions in the classroom and the impact on their well-being. The aim was to explore the types of job demands teachers face, the intensity of these demands, and how they interact with emotion

regulation. Unlike other research that considers isolated job demands, this study suggests that a combination of demands can provoke certain emotion regulation patterns.

Based on the arguments presented above, the objectives of the study were to:

- Explore which levels and range of job demands teachers experience in selected schools.

I intended to improve my insights into the overall levels of job demands teachers experience as well as how many of those are reported as particularly high. I argued above that teachers in South African secondary schools experience such diverse sets of demands and particularly high levels of job demands which is to be tested when answering this research question. Furthermore, the relationship between job demands, emotional regulation, and teacher well-being is to be tested (see objectives below). Hence, there is a need to investigate and gather more information on how these factors interplay, especially within the South African context.

- Explore how the interplay of high levels and a diverse set of job demands and emotion regulation affects the well-being of teachers.

The stance taken in this study is that job demands cannot be examined in isolation and that the complex interaction between job demands, emotional regulation and teacher well-being must be investigated. The literature review in this area does not provide sufficient insights into how the various job demands interconnect, how teachers navigate this interaction through emotional regulation and how this interaction impacts the teacher's well-being (please see further information in Chapter Two).

- Understand how teachers' well-being is affected by the interplay of job demands and emotion regulation and why teachers reach a stage or condition where they struggle to regulate their emotions.

Among other scholars, Graziano et al. (2011) have critiqued the international literature on emotions and emotion regulation for its emphasis on positive aspects and less attention to the negative implications of excessive job demands on teachers. This study thus sought to investigate the consequences of such demands, particularly when teachers struggle to regulate their emotions and meet their professional standards. This includes instances where teachers struggle to down-regulate negative and up-regulate positive emotions, which often puts them at risk of experiencing burnout. This study sought to obtain insights into these issues and contribute to an improved understanding of the interplay between job demands, emotion regulation, and teacher well-being.

Thus, this study intended to push current boundaries by exploring what happens should emotion regulation fail or is no longer used. For example, the issue of administering corporal punishment, despite being banned in South Africa in 1996 (Republic of South Africa, 1996), with all its implications for the teaching profession – deserves some critical consideration. The prevalence of corporal punishment mentioned within the discourse of teacher emotions within South Africa could point to the high and diverse job demands in the context where the teaching practice operates. Exploring the dark side of emotion regulation (Bilewics, 2016), corporal punishment, as an example of its outcome, deviates from the conventional assumption that emotional demands can always be regulated using antecedent and suppression-focused strategies. This study, therefore, explores conditions in which teachers may encounter specific circumstances, such as being overworked and stressed (Amod, 2016; Blose, 2014), such that they find it challenging to regulate their emotions, thus turning to detrimental emotion regulation strategies. Such strategies may impair their well-being (Hulsheger & Schewe, 2011; Philipp & Schupbach, 2010).

The study used quantitative and qualitative research methods (combined in the form of a mixed-method study; please see Chapter four for details). A combination of quantitative and qualitative approaches (mixed method approach) provided a complete picture of the trends and generalisations and in-depth knowledge of participant's perspectives (Creswell & Clark, 2006). However, to answer the third objective above, a philosophical answer was required. Hence, the primary focus was on explorative qualitative methods to respond to this objective.

1.5 Research questions and hypotheses

In line with the objectives outlined above, corresponding research questions were formulated. Objective one was broken down into two research questions. This study sought to investigate and test the strength of the following research questions and hypotheses, respectively:

- **Research Question 1:** Which levels and range of job demands do teachers in the selected secondary schools experience?
 - **H1:** Teachers in secondary schools face high levels of job demands.
 - **H2:** Teachers in secondary schools face a diverse set of job demands.

The aim of the research question and hypotheses was to gather quantitative data via a questionnaire assessing a range of job demands of teachers based on pre-developed scales. Hypothesis one focuses on the overall levels of all job demands experienced by participants. Thus, the phrase ‘high levels of job demands’ refers to the overall subjective level of job demands reported by participants in a questionnaire (operationalised as the overall sum of job demands). Hypothesis two, however, focuses on how diverse the job demands of teachers were (i.e., how many different job demands were reported at a high level). Thus, the phrase ‘diverse set of job demands’ refers to how many job demands were reported at a high level by participants in a questionnaire (the level was determined via median split). The data generated through the questionnaire was analysed using descriptive statistics (*M*, *SD*, frequencies, Median). This research question and corresponding hypotheses align with objective one of this study.

- **Research Question 2:** How do teachers regulate these emotions when facing high levels or a range of job demands?
 - **H3:** Higher job demands are associated with more adverse emotion regulation strategies.
 - **H4:** More diverse job demands are associated with more adverse emotion regulation strategies.

This research question and corresponding hypotheses aimed to follow up on results regarding H1 and H2. It was analysed how high levels of overall job demands and a diverse set of job demands of participants contributed to their emotion regulation (as indicators for an interplay of job demands with emotion regulation). Data was gathered through questionnaires using pre-existing scales and instruments. The data was then analysed using inferential (bivariate correlations) and multivariate (multiple regression) statistics. This research question and corresponding hypotheses align with objective two of this study.

- **Research Question 3:** How will the interplay of job demands and emotion regulation affect teachers' well-being?
 - **H5:** The interplay of high job demand levels and more adverse emotion regulation strategies are associated with decreased teacher well-being.
 - **H6:** The interplay of diverse job demands and more adverse emotion regulation strategies are associated with reduced teacher well-being.

The purpose of this research question and corresponding hypotheses was to investigate how interaction between high levels or a diverse set of job demands and emotion regulation strategies affects teacher well-being. Data was collected via quantitative questionnaires (using pre-existing scales and instruments) and was analysed through descriptive, inferential, and multivariate statistics. Hierarchical regressions with various job demands, emotion regulation techniques as independent variables and well-being indicators as the dependent variables were conducted. The interplay of job demands and emotion regulation was analysed using moderation analyses (Memon et al., 2019). This research question and corresponding hypotheses further address objective two of this study.

- **Research Question 4:** How and why is teachers' well-being affected by the interplay of job demands and emotion regulation?

Unlike the first three research questions, research question four cannot be answered sufficiently through a quantitative approach. Instead, it required in-depth qualitative data to gain such an understanding. Answering the 'why' philosophical question would assist the study in arriving at a deeper understanding of how a mix or interplay

of job demands affects teachers' emotion regulation and what happens when teachers reach a stage where they cannot control their emotions (i.e., the dark side of emotion regulation). The data was analysed using inductive content analysis. Through generating qualitative data, the aim was to explore why and under which conditions emotion regulation gets to its limits. Gathering qualitative data also enabled me to explore emotion regulation in a specific cultural context, i.e., in South Africa. This research question was thus addressed using qualitative data generated via in-depth semi-structured interviews with selected participants.

1.6 Definitions of key terms

1.6.1 Definition of job demands

Job demands refer to the physical, psychological, social or organisational aspects of the job in which employees require effort to achieve individual and corporate goals (Hakanen et al., 2006). When job demands are high, and job resources are low, stress and burnout tend to increase (in line with the Job Demands- Resources (JDR) Model; Bakker & Demerouti, 2007; please see chapter three for details). Aspects of teacher job demands in developing countries, such as South Africa, are often explored through various dimensions, including emotional demands, workload, family conflict, role conflict and ambiguity, lack of autonomy, promotions, scholarships, administrative duties, organisational role stressors and infrastructural demands (Wilkerson & Bellini, 2006). In South Africa, teacher job demands are manifold, ranging from high workload due to large classes (e.g. Muthusamy, 2015), emotional demands from assessment (e.g. Steinberg, 2005), and other kinds of demands, which are also linked to the classroom context.

1.6.2 Emotional demands

Emotional demands are a specific form of teacher job demands and refer to situations where individuals must deal with strong feelings, including sorrow, anger, desperation and frustration (Yang & Chen, 2020). The roles that evoke teachers' emotional demands may include dealing with learners' personas and discipline problems in class and their provocation. These incidents and scenarios can make teachers feel emotionally worn out or sick, with conditions such as anxiety and depression. Within South Africa, schools often have overcrowded classrooms, which may contribute to

teacher stress (Muthusamy, 2015). Other issues that place emotional demands on teachers include learner ill-discipline, performing counselling/social work, the inadequacy of social support, performance management, mentoring, and organisational leadership (McCallum & Price, 2010). The role of teachers in dealing with emotional demands - as one aspect of their job demands, is difficult and complex. On that note, Maxwell and Riley (2016) postulate that these challenges may make teachers survive rather than thrive in their roles.

1.6.3 Teacher well-being

Teacher well-being refers to positive and sustainable characteristics which enable teachers to thrive and flourish (Baylis et al., 2005). Well-being is also perceived as a social and cultural construct (Baylis et al., 2005). A well-established concept which aligns with this understanding of well-being is work engagement. Work engagement refers to the employee's relationship with their work (Schaufeli & Bakker, 2004). In contrast, the absence of well-being is characterised by depersonalisation, reduced personal accomplishment and disengagement (Kern et al., 2015). These are the components of burnout, as defined by Maslach et al. (1998). Both concepts, work engagement and burnout, are used to assess teacher well-being. By choosing these two concepts, well-being will be assessed as a positive state (work engagement) and an impaired state (burnout).

1.6.4 Emotion regulation

Emotional regulation refers to managing and controlling one's emotional experiences and expressions in response to internal and external stimuli (Gross, 1998b). This can involve various strategies, such as cognitive reappraisal (reinterpreting the meaning of a situation to alter its emotional impact) or expressive suppression (inhibiting the outward display of emotion). Effective emotional regulation is often associated with improved psychological well-being, reduced stress and healthy interpersonal relationships (Gross, 1998b). In other words, emotional regulation refers to the process by which an individual modifies their emotional responses by changing the situation of their own emotions (Gross & Thompson, 2007).

This process may be conscious or unconscious and may occur at various stages of emotional processing, from initial appraisal to the expression of emotions (Gross & Thompson, 2007). In this regard, for example, an individual who is anxious about public speaking may engage in cognitive reappraisals, such as reminding themselves that mistakes are usual and that their audience is supportive of reducing their anxiety (Gross, 1998b). Similarly, an individual who is angry in response to a frustrating situation may use expressive suppression to hide their anger and prevent conflict (Gross & John, 2003). For this study, teachers may be required to adopt various strategies to regulate their emotions and present a professional disposition.

1.7 Overview of the chapters of this thesis

The following sections provide an outlook on the overall structure of the study. Each chapter is briefly outlined to show its relevance and contribution to this thesis. The study is structured into eight chapters, the content of which is summarised below.

In **Chapter 1**, the context and rationale of the study were provided, along with its purpose, objectives, key research questions, and corresponding hypotheses. The purpose was to introduce the research problem and usher in some literary evidence supporting the existence of the problem under investigation. The situation in South Africa and globally was introduced. This helped to align the purpose and the study's objectives. It was also essential to introduce that this study used a mixed-method research design (combining quantitative and qualitative research components) to answer research questions and to expand and strengthen the study's conclusions. It was also critical to briefly define concepts which were central to the study and which will be explored further in chapter two.

Chapter 2 of the study synthesises the relevant literature on job demands, the JDR Model (Bakker & Demerouti, 2006), and teacher well-being (with its different dimensions). The chapter also explores the role of emotional labour and strategies for emotion regulation. Furthermore, chapter two will examine the relationship between job demands and emotional regulation and explain why it is vital to examine their interplay. This literature review also highlights the importance of focusing on the negative aspects of emotion regulation. The overall aim of this chapter was to provide

essential insight into the literature related to the existing research and debates relevant to the study and report on the necessary research information about the South African context.

Chapter 3 of the study focuses on three selected theoretical frameworks – the Hot/Cool Model (Metcalf & Mischel, 1999), the Resource/Strength Model (Baumeister, 2007) and the Job Demands Resources (Bakker & Demerouti, 2006) Model, which collectively frame perceptions and enable me to respond to the study’s objectives and research questions (Phakisi, 2008). The three models (the Hot/Cool model, the Resource/Strength model, and the Job-Demands Resources model) are essential in deciphering how teachers regulate emotions and the impact of emotion regulation strategies on their well-being. The three models benefit the study in exploring the philosophical contribution by illuminating why the dark side of emotion regulation unfolds. Discussing the three models in the study occurs in a manner that aligns with research questions and corresponding objectives. Moreover, the three models are later used in the thesis to interpret and understand research findings and their interactions.

Chapter 4 describes the research context and location of the study, along with the research design and methodology used. The chapter also presents the methodological approach and methods used to collect data, the sampling strategy used, demographic information about the participants, the piloting of research instruments, data generation methods, data analysis, and the study’s validity, reliability, and trustworthiness. Additionally, ethical considerations and limitations of the study are described and discussed.

Chapter 5 presents the data collected during the first data collection phase (i.e., the quantitative phase). Results from descriptive, inferential and multivariate analyses are presented for research questions one to three. Results are interpreted in light of the chosen theoretical framework and relevant literature.

In **Chapter 6**, the data generated during the qualitative phase is presented. This includes participants’ job demands, emotion regulation, and well-being results. The results for all four research questions are presented and interpreted drawing on the

theoretical frameworks, and relevant literature on job demands, emotion regulation, and teacher well-being.

Chapter 7 presents the triangulation of the data from the quantitative and qualitative parts of this mixed-method study. It is crucial to compare the findings presented in Chapters 5 and 6 and discuss them further. This discussion focuses on the research questions and presents in-depth conclusions for the four research questions and corresponding hypotheses. The interpretation of the findings will explain how qualitative results support or refute quantitative results. Special attention is given to how job demands and teacher emotion regulation influence teacher well-being, and the interconnections between these variables are explored. Additionally, this chapter highlights the novel contribution of this thesis to teacher emotions research.

Chapter 8 summarises the core findings and provides concluding remarks regarding the research questions. Aligned with the idea of a mixed methods study, the results will be discussed collectively. An in-depth discussion of the findings is provided, including their relevance to existing literature and their relationship to the theoretical frameworks and emotion regulation theories. Special attention is given to the unique contribution of this thesis to the research field. Additionally, the chapter presents recommendations based on the findings of the study and offers suggestions for future research. The chapter provides a personal reflection on how I experienced the research investigation as a researcher and principal in a secondary school. Finally, the chapter concludes with a summary of the findings.

1.8 Summary

This chapter provided an overview of the study, including the background of the research problem, research purpose and objectives, and critical research questions with corresponding hypotheses. The intention of Chapter One was to provide the reader with an understanding of the focus of the thesis, which is the investigation of the relationship between job demands, emotional regulation, and teacher well-being among secondary school teachers. This chapter also aimed at setting the stage for the study by providing information on the context of this research. Understanding how teachers from different countries experience job demands and regulate their emotions

is important. Moreover, it is crucial to gain insights into specific situations of teachers in South African secondary schools and teachers in the selected districts. Above, I argued that they experience particularly demanding situations in their work and thus need to be the focus of this study. The next chapter will provide a literature review relevant to teachers' job demands, emotion regulation, and teacher well-being.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter presented the background of the study. In contrast, this chapter provides a context and positions the study within the existing scholarly conversation regarding teacher well-being, teachers' job demands and emotion regulation. The information presented in this chapter ensures that a critical and extensive literature engagement is presented to support the study's research questions and objectives. The chapter identifies, discusses and elevates the critical debates from extant literature, including how job demands will impact teacher well-being and explores the role of emotional labour and emotion regulation.

First, the literature on teacher well-being is summarised, followed by general tendencies in the literature on teacher job demands and resources, focusing on workload and emotional job demands. Research on selected teacher job demands is presented in detail. Where available, results from South African studies will be described as part of the detailed presentation of selected job demands. Where possible, the literature relating to negative implications of job demands, struggles or failure in regulating emotions and teacher ill-being provides insight into the relevance of research question four.

2.2 Teacher well-being

Teacher well-being can be conceptualised as a positive emotional state that arises when there is a balance between specific environmental factors and the individual needs and expectations of teachers (Aelterman et al., 2007). This alignment between the external conditions within the educational environment and the personal aspirations of teachers is essential for fostering their emotional and professional satisfaction. Teacher well-being is essential for two reasons: a) teacher stress and burnout affect teacher retention, and b) teacher well-being has significant consequences for daily classroom activities, student-teacher relationships and student outcomes (Jennings & Greenberg, 2009). The well-being of teachers can be categorised into two dimensions: personal well-being and personal ill-being (Olsen et

al., 2021). Personal ill-being refers to hostile states, such as emotional exhaustion, depersonalisation, and lack of accomplishment, which are the dimensions of burnout (Maslach, 1982), psychological strain, and psychosomatic complaints (Hulsheger & Schewe, 2011). These negative states are also associated with teacher stress (De Witt & Lessing, 2012).

In contrast, personal well-being refers to positive emotional states, such as work engagement (Olsen et al., 2021). Other examples of personal well-being include internal factors such as authentic happiness, satisfaction and competence (Fox et al., 2020). Some studies have found a relationship between personal well-being and work engagement (Socha et al., 2018). Engagement at work has the critical benefit of minimising employee turnover (Walaszczyk, 2010). The personal resources which service work engagement include a positive attitude, emotional maturity, plasticity and flexibility, adaptability, passion, results orientation, internal locus of control, low neuroticism, high extraversion, tendency to compromise, openness, diligence, self-esteem, optimism and self-efficacy (Socha et al., 2018).

2.2.1 Teacher work engagement

Work engagement refers to the employee's relationship with their work (Schaufeli, 2014). As a psychological term, it is a positive state of mind characterised by vigour, dedication and absorption (Schaufeli, 2014). Vigour is characterised by high energy and mental resilience levels, the willingness to invest effort in one's work, and persistence to face and manage difficulties (Hakanen et al., 2006). Dedication refers to a sense of significance, enthusiasm, and challenge in one's work (Schaufeli & Taris, 2014). Lastly, absorption refers to being entirely concentrated and happily engrossed in one's work, where time passes quickly. One often experiences difficulties detaching or disengaging from work (Schaufeli & Taris, 2014). Engaged employees are highly motivated, focused and enthusiastic about their work, feeling fulfilled and satisfied (Schaufeli et al., 2003). For instance, a highly engaged teacher might be excited about teaching and motivated to help their students succeed. Researchers have found that teachers' work engagement may deteriorate when their learners' misconduct increases (Seron, 1994).

Job resources, such as social support, autonomy and feedback, can promote work engagement by increasing an employee's motivation, leading to better performance and higher job satisfaction (Bakker & Demerouti, 2007). Job engagement differs from organisational commitment, which refers to the employee's loyalty and dedication to the organisation rather than the work itself (Maslach & Leiter, 2016; Maslach, 1998).

Therefore, an employee, such as a teacher, may have high job engagement but low organisational commitment if they are enthusiastic about their work but feel little connection to their employer. In teaching, job engagement is essential for teachers' well-being, as it can lead to job satisfaction, better classroom performance and student outcomes (Bakker et al., 2011). For instance, a highly engaged teacher might spend more time planning engaging lessons and providing individualised feedback, which can positively impact student learning. It is evident why work engagement is regarded as a dimension of personal well-being. The discussion below will focus on personal ill-being measures, namely burnout (Turtiainen et al., 2022).

2.2.2 Burnout of teachers

Burnout is a psychological syndrome emerging as a prolonged response to chronic interpersonal stressors on the job (Maslach & Leiter, 2016) and is characterised by emotional exhaustion, detachment (disengagement), and reduced personal efficacy (reduced personal accomplishment; Maslach et al., 1996). For this study, burnout represents a lack of or inadequate well-being, typically resulting from insufficient recovery or recuperation (Schaufeli & Bakker, 2004). Employees may become exhausted, leading to disengagement from or working apathetically (Schaufeli & Taris, 2014).

Burnout can result in negative emotional states such as depression, psychosomatic symptoms (Melamed et al., 2006), and reduced performance (Brown et al., 2005). For example, an individual who feels emotionally exhausted and detached from their job and believes their work lacks meaning and purpose may be experiencing burnout. Emotional exhaustion refers to a lack of personal resources, while depersonalisation involves developing a cynical or disengaged attitude towards one's work. Reduced personal accomplishment refers to a decline in one's feelings of

competence and achievement in one's job (Maslach & Leiter, 2016; Montgomery & Maslach, 2019).

Burnout is a significant concern for teachers in many countries because evidence suggests that (just like other employees) teachers are also burned out, exhausted and depressed. Burnout is a concern because it can negatively impact teacher commitment and motivation, leading to a decline in job performance (Marić et al., 2020; Rudow, 1999; Woods & Jeffrey, 1996). Rudow (1999) argued that the teachers' cognitive and emotional workload may evoke chronic stress, fatigue and burnout, which may lead to psychosomatic disorders and complaints as well as restrictions in pedagogical performance. The negative consequences of emotional labour or emotion regulation, such as burnout, may harm teachers' psychological well-being, as teaching is often associated with a high risk of burnout (Rudow, 1999). The high burnout rate often coincides with the high dropout rate of teachers (Brotheridge & Grandey, 2002). Therefore, it is essential to understand how teachers regulate their emotions when faced with job demands to prevent burnout and ensure their well-being (Chu, 2002).

The stress triggered by job demands and subsequent failure to regulate emotions may lead some teachers to consider leaving the profession (Molyneux, 2021) and the resulting impact on the teacher's well-being (Madigan & Kim, 2020). The above assertion is supported by a study by Madigan and Kim (2020), which seeks to understand teacher attrition concerning burnout, job satisfaction, and teachers' intention to quit the profession. The study by Madigan and Kim (2020) found that teachers ended up experiencing three burnout dimensions (depersonalisation, reduced personal accomplishment and exhaustion) due to job demands and failure to regulate emotions. Furthermore, the study found a significant positive relationship between the three burnout dimensions among teachers and their intention to quit. The results were as follows: for exhaustion [$r^+ = .41$], depersonalisation [$r^+ = .32$], and reduced personal accomplishment [$r^+ = .21$]. Job satisfaction is also negatively correlated with teachers' intention to quit ($r^+ = -.40$). Next is the discussion on emotional labour and emotion regulation strategies.

A study conducted in the KwaZulu-Natal province of South Africa aimed to quantify the job demands of teachers and how they regulated their emotions in response to these

demands (Rabe-Steinberg, 2021). This study provided insights into how teachers can develop personal resources to cope with various job demands and remain healthy and productive in their teaching. In this context, burnout can be regarded as an adverse outcome of emotional regulation and a halfway house to the dark side of emotion regulation. For example, when teachers must regulate their emotions in response to disruptive student behaviour, it may lead to irritation and burnout if it persists over time. This may, in turn, negatively affect the teacher's well-being and ability to teach their students effectively.

To sum up the arguments presented above, teacher well-being is not merely a personal issue but a professional imperative that directly impacts both individual motivation and the quality of instruction delivered in classrooms. The motivation of teachers is closely tied to their sense of well-being; without it, they are at a higher risk of experiencing burnout and depression, which can significantly hinder their ability to perform at their best. When teachers are well-supported, they can remain engaged, enthusiastic, and committed to their work, resulting in higher-quality teaching that benefits learners' learning outcomes.

In Chapter One, reference was made to the concerning reality that a significant number of South African teachers may be at risk of impaired well-being. This situation is alarming, considering the crucial role that teachers play in shaping the educational experiences and futures of learners. It is, therefore, essential to thoroughly investigate the factors that contribute to or undermine teacher well-being in this context. Such an investigation is crucial for understanding the unique challenges that South African teachers face and for identifying effective strategies to support them.

A comprehensive exploration of these factors must focus on the specific conditions of teachers' work environments. This includes examining the nature of their job demands, such as workload, time pressures, administrative responsibilities, and emotional challenges. Teachers operate within a complex and often demanding professional landscape, where they are expected to balance instructional duties, curriculum delivery, learner engagement, classroom management, and extracurricular involvement. These demands can significantly impact their mental, emotional, and physical health if not adequately managed.

Moreover, understanding how teachers regulate these demands is vital to developing interventions that can help them maintain their well-being. Teachers' ability to cope with stress, adapt to changing policy contexts, manage diverse learner needs, and maintain a work-life balance are all critical aspects of their job situation. Investigating these coping mechanisms will provide insights into what strategies and resources are most effective in promoting resilience and preventing burnout among teachers.

Building on this foundation, the next section will present a detailed review of the literature on teacher job demands. This review will delve into the specific nature of the pressures that teachers encounter in their professional roles, with a focus on identifying both universal and context-specific factors. By understanding the particular job demands that characterise the teaching profession, we can better appreciate the complexities of teacher well-being, and the targeted support required to sustain their motivation and effectiveness in the classroom.

2.3. Teacher job demands

Schaufeli and Taris (2014) assert that job demands refer to physical, social or organisational aspects that are negatively valued and may require sustained physical or psychological costs. For teachers, job demands can take different forms, including workload, emotional, infrastructural, and cognitive demands (Rudow, 1999). The teachers' workload demands can be as follows: marking and grading learners' assignments, preparing lesson plans, and attending meetings outside their regular working hours (Jomuad et al., 2021). Emotional demands, such as maintaining a positive attitude towards students and managing disruptive behaviour, have also been reported by teachers (Jomuad et al., 2021).

The nature of teacher job demands can vary depending on the learning and teaching environment. Job demands may include issues related to student behaviour, lack of resources, excessive workload, and time management. The high stress levels associated with these demands have been well-documented in research (Epel et al., 2018; Stoeber & Reinnert, 2008). The position taken in this study is that if these demands are not appropriately managed, they may lead to reduced teacher self-

efficacy, burnout, negative affect, depression and psychosomatic responses (Betoret, 2009; Klassen et al., 2012; Skaalvik & Skaalvik, 2015; 2016). Thus, addressing these job demands in teaching is essential to prevent adverse consequences and improve teachers' well-being. Below, I present information on the specific job demands reported by teachers internationally.

2.2.3 Workload demands of teachers

Workload demands can be defined as challenging demands that may exceed an individual's coping abilities (Kim et al., 2024). For instance, when school management assigns workloads to teachers, especially those that cannot be completed within the scheduled time, workload demands may occur, which teachers must manage. Teachers may cope with moderate work demands if they are supported and afforded reasonable professional autonomy by their supervisors to make professional judgments (Webb, 2002). While challenging tasks may create opportunities for developing new skills and generate interest and motivation, their demands must not exceed an individual's resilience or coping ability (Webb, 2002).

Overloading employees with excessive work demands can result in work-related stress and negatively impact their well-being, leading to reduced performance and productivity (Ukwadinamor & Oduguwa, 2020). To avoid or prevent work-related stress, specific solutions must be implemented to manage work-related overload (Kim et al., 2024). Organisations and individuals must consider appropriate activities and interventions to assist employees, for instance, teachers in this study, in coping with work-related overloads and building their resilience or coping mechanisms to respond to the demands and ensure continued and sustained well-being.

The workload demands are one of the central job demands in this study. They refer to having much work, working fast, and under time pressure (Ilies et al., 2015). Meijman and Mulder (1998) and Oplakta et al. (2017) argue that workload demands have two dichotomies: objective and subjective. Objective demands refer to the quality of work the employee is expected to perform, and subjective demands refer to an employee's feeling that work is too much or challenging to perform (Oplakta et al., 2017). An example of objective workload is too many working hours, pressure to work overtime,

and doing tasks in addition to regular work and at a faster pace (Fong & Kleiner, 2004), and subjective workload is health problems such as stress, physical and mental fatigue, and absenteeism (Hart & Staveland, 1998; Meijman & Mulder, 1998). Workload demands are affected by various factors such as type and levels of demands, personal discretion allowed, level of knowledge (e.g. self-regulation), and current psychological state. The abovementioned factors will determine how well employees cope (Meijman & Mulder, 1998). Most teachers have experienced the inability to cope with the workload and time pressure, likely leading to stress and teacher burnout (Philipp & Kunter, 2013).

In South Africa and elsewhere, job demands are often associated with classroom teaching (Muthusamy, 2015). A research survey conducted by Chisholm et al. (2005) sought to explore teacher workload in South Africa among 900 schools and in which ten case studies found that teachers spend less time teaching than what the policy requires, with rural and mostly semi-rural schools affected. The reasons are attributed to shorter teaching time, overcrowded classrooms, and all that it implies, too much workload due to lack of administrative support in schools, increased administrative demands placed on them by assessments, teachers are expected to work as clerks and often do fundraising. These workload demands may trigger some emotional experiences. Hence, Steinberg (2005) argued that assessment can be considered an emotional practice. This suggests that workload as a job demand of teachers is well-represented in the literature. Below, I will summarise the state of the literature on other job demands which are often reported by teachers.

2.2.4 Teacher emotional demands and the role of disruptions by learners

Hargreaves (1998) contends that teachers must manage conflicting emotions while coping with their occupational job demands. In this respect, teachers must exhibit positive emotions, such as encouragement, kindness, and empathy, while being objective and impartial towards students (Frenzel et al., 2016). On the other hand, teachers must wrestle with negative emotions, such as anger, which they may experience when dealing with, for instance, maintaining learner discipline in their classroom (Lee & Yin, 2010). These tasks can be associated with high emotional demands.

Emotional demands are situations where an individual must handle intense feelings such as sorrow, anger, desperation, and frustration (Yang & Chen, 2020). Emotional demands may involve the teacher's responsibility to maintain a positive, empathetic relationship with students and abide by their relevant codes of professional ethics (Lewig & Dollard, 2010). This can result in exposure to emotionally challenging situations, the need for emotional labour, emotion regulation strategies, and the impact on emotional well-being outcomes. Moreover, the interplay between emotional and non-emotional demands, such as workload and cognitive demands, may result in adverse consequences, such as burnout and overload (Lewig & Dollard, 2010). Thus, it is essential to consider emotional demands as a critical aspect of teaching and ensure appropriate support and resources are provided to manage and cope with them.

The literature suggests that teachers in, for instance, Germany and Australia have often encountered significant emotional demands in their work (Philipp & Schupbach, 2010; Lewig & Dollard, 2010). For example, teachers are often challenged with large classes, persistent interruptions, verbalised assaults or even physical aggression by pupils (Kyriacou & Sutcliffe, 2017). In this case, teachers would be expected to control the classroom and regulate their emotions to navigate expectations of emotional expression related to the teaching practice (Philipp & Schupbach, 2010). In other words, Philipp and Schupbach (2010) and Hargreaves (2000) concur that teachers must infuse significant emotional labour to generate, sustain and enjoy a captivating classroom lesson. This action is vital to buffer teachers' educational role to promote and maintain their general well-being (Fiorilli et al., 2015).

The argument by Kyriacou and Sutcliffe (2017) that large classes or overcrowding may trigger emotional demands makes teachers' emotional job demands relevant to the South African education context. Overcrowding (Muthusamy, 2015) and assessment (Steinberg, 2013) have been identified as the most critical teacher emotion triggers in the South African classroom. When classrooms are overcrowded, teachers often face various emotional challenges that impact their ability to facilitate effective teaching and learning. In research conducted by Montgomery et al. (2015), the interplay of job demands (i.e. workload and emotional) was associated positively with emotional exhaustion and depersonalisation.

Effective classroom conflict management requires not only practical strategies but also a deep understanding of the emotional dynamics involved. A study by Alvarez et al. (2022) exploring the emotional aspects underlying classroom conflict management found that emotion regulation was underutilised in dealing with conflicts that affected the classroom climate. The study recommended using virtual reality, allowing pre-service teachers to experiment, record, and reflect on affective and attitudinal issues that are decisive for effective classroom conflict management (Alvarez et al., 2022). The disruption of a classroom activity by learners can be emotionally demanding. Ekman (1985) and Damasio (1999) have argued that disruption and indiscipline could take various forms of expression of subjective emotional experiences, such as facial expression, gestures, tone of voice, and body gestures, which may happen intentionally and unintentionally. Such physiological changes and verbal and non-verbal emotional expressions would trigger various teacher emotions (Sutton, 2004; Keller & Bakker, 2020).

The responsibilities of teachers in managing emotional demands, as one component of their job demands, can be a daunting and intricate task (Crawford, 2007; Edwards, 2016). For example, teachers must decide when to suppress or express emotions, how to behave when faced with unresolved issues, and project a positive attitude to influence the emotions of others (Crawford, 2007; Edwards, 2016). These complexities can make it challenging for teachers to excel in their profession, and they may have to fight for survival instead (Maxwell & Riley, 2016). When teachers are in survival mode, their well-being may be adversely affected, leading to anxiety, exhaustion, and stress-induced ailments, such as headaches and stomach problems (Maxwell & Riley, 2016). Thus, teachers must be supported in maintaining positive emotions and managing distressing negative emotions to perform effectively (Maxwell & Riley, 2016).

The job demands of teachers, as previously outlined, have a significant impact on their well-being. However, these demands do not operate in isolation. Teachers often face a combination of challenges, including high workloads, severe emotional demands caused by disruptive student behaviour, and the need to suppress intense negative emotions, all occurring simultaneously. This overlap of demands suggests a

cumulative effect, where the combined pressures from these various sources can collectively diminish teachers' well-being. If the overall intensity of these demands exceeds teachers' ability to regulate their responses, their capacity to cope may be compromised, leading to a decline in their well-being. Moreover, it is not only the intensity of the job demands that poses a risk but also their diversity. When teachers must manage multiple different tasks within a short period, this diversity can further strain their emotional and cognitive resources. As a result, even if individual demands seem manageable, their varied nature can exhaust teachers' regulation capacity, ultimately impairing their well-being. Given these considerations, the first research question focuses on assessing the overall level of job demands that teachers experience, as well as the extent to which these demands are diverse and intense. Understanding both the cumulative impact and the diversity of job demands will provide a clearer picture of the specific challenges affecting teachers' well-being.

Whereas some researchers refer to job demands (in line with the Job Demands-Resources Model (Bakker & Demerouti, 2006); presented in Chapter Three), others would refer to job demands as job stressors, job challenges, or hindrances, depending on their theoretical understanding of the phenomenon. Personal and organisational resources can mitigate job demands (Bakker & Demerouti, 2006). However, teachers do not always have adequate personal and organisational resources to cope with many job demands that confront them. Job demands have placed teaching among the professions with the highest level of stress (Stoeber & Reinnert, 2008). Overall, the point of departure for this study is to investigate what happens when there is a high level, or a diversity of job demands and how that impacts emotion regulation and teacher well-being.

Moreover, self-control in the classroom helps teachers to control their emotions. However, self-control often depends on the teacher's limited personal resources (Baumeister et al., 2007). Just as a muscle gets tired from exertion, acts of self-control may influence short-term impairments (Baumeister et al., 2007) because of executive control deficits (Elliot, 2003). Previous literature has suggested that such excessive job demands may cause individuals to experience the dark side of emotion regulation (Bilewics, 2016). This study, through research question four, also focuses on how the interplay of job demands and emotion regulation can lead to the dark side of emotion

regulation. In the next section, the focus will be on the role of emotion regulation and how an interplay with job demands may affect teacher well-being. Emotional labour awareness and discussion are needed as they teach us about emotional regulation (Grandey, 2015) in the teaching profession. Emotional labour was conceptualised and popularised by Hochschild (1983), while emotion regulation was conceptualised and popularised by James Gross (1998a). There is a conceptual, methodological and relational overlap between the concepts, which makes Grandey (2015) posit that emotional labour teaches us about emotion regulation. Both terms will be introduced below, and their relevance will be outlined. The next section will discuss emotional labour and emotion regulation, drawing primarily from Hochschild's (1983) ideas.

2.3 Emotional labour and emotion regulation

Emotional labour is valuable to emotion regulation literature as it regularises its relevance and applicability to the teaching profession. Grandey (2015) summarises the concept's relationship by arguing that emotional labour provides the real-world evidence of emotion regulation and answers questions about the individual, social and contextual moderators of emotion regulation effectiveness. Grandey (2015) subtly states that researchers should use evidence from emotional labour scholars to argue their case for emotion regulation. Chapter One discusses that research on teacher emotion regulation is limited in South Africa. Thus, this thesis aims to use both concepts (emotional labour and emotion regulation) to shed more light on job demands, the regulation of emotions, and their relationship with teacher well-being in the South African context. It will do that by summarising results from both fields and integrating them. The summary and integration of emotional labour and emotion regulation should assist the study in laying a foundation towards understanding why teachers might get to a point where they struggle to regulate emotions further.

The management of emotions in the workplace was first studied by Arlie Russell Hochschild, a sociologist who coined the term emotional labour. Hochschild (1983) explored emotional labour using examples of flight attendants and bill collectors in her book, *The Managed Heart: Commercialisation of the Human Feeling*. Emotional labour, as defined by Hochschild (1983), refers to the management of feelings to create a publicly observable facial and bodily display, and it is sold for a wage and thus has

exchange value. This definition implies that an employee may be expected to regulate their emotions to display a particular emotion that will affect the presumed state of mind of others (Hochschild, 1983). This meant a shift from managing emotions in the private domain (of family or friendship) to managing emotions with customers as part of economic exchange at work (Grandey, 2015).

Emotional labour assumes that individuals must express emotions that do not match their feelings. The emotional labour research method used self-reported surveys (of service employees) as a methodological paradigm. In that respect, Brown et al. (2005) provides an example of a help-desk employee who is expected to handle daily complaints calmly and show respect and empathy towards customers, even when angry or frustrated. Employees must maintain a polite and professional demeanour if angry or upset. This description illustrates how employees, including teachers, may need to suppress certain emotions to achieve their organisation's goals, even if it contributes to stress. This description of emotional labour characterises and projects it as a mandatory stressor that may require employees, such as teachers for this study, to regulate their emotions and behaviour to achieve organisational objectives (Grandey, 2000).

Furthermore, it is important to consider external factors affecting an individual's emotional regulation and expression. For instance, negative experiences with colleagues, superiors, or clients can impact employees' ability to regulate their emotions (Bono & Vey, 2005). Furthermore, employees may also experience emotional dissonance, where they must suppress their genuine emotions and display emotions that are more socially acceptable or in line with the expectations of the job (Diefendorff et al., 2011).

In this respect, Hochschild (1983) has proposed two strategies for regulating emotions: surface acting and deep acting. Gross (1998a) defines surface acting as changing one's outward emotional expressions without trying to feel the emotion displayed. In contrast, deep acting involves changing one's outward emotional expressions while simultaneously trying to feel the emotion displayed (Kariou et al., 2021). For instance, teachers may use surface-acting strategies to fake emotions such as happiness or calmness in response to the demands of their professional roles. In contrast, they may

use deep-acting strategies to experience the expected emotions (Frenzel et al., 2021). This means surface acting suppresses, amplifies, and fakes emotions (Grandey, 2000). Individuals often suppress negative emotions and amplify positive ones, which can be vice-versa (Glomb & Tews, 2004).

In the meta-analysis, Hulsheger and Schewe (2011) discuss the outcome of surface acting and concede that surface acting is bad for personal well-being in the form of job burnout and health. They also acknowledge that deep acting is good for job-related outcomes in the form of positive work attitudes and interpersonal performance. A customer service representative practising deep acting would try to empathise with a customer's frustration and modify their outward emotional expressions accordingly. Hence, Brotheridge and Lee (2003) postulate that deep acting is typically measured as attempts to change feelings to appear genuine. However, Bianchi et al. (2016) argue that deep acting can lead to feelings of inauthenticity and anxiety among teachers, as deep acting involves controlling and modifying their emotions and expressions to meet display rules.

Similarly, Olsen et al. (2021) assert that emotional labour can positively and negatively affect employees' psychological well-being. Positive effects may include happiness, good health, and life satisfaction, while adverse effects may manifest as job stress, dissatisfaction, and distress (Pugliesi, 1999). These negative consequences can lead to burnout and harm individuals' well-being (Hochschild, 1983). Therefore, emotional labour can be perceived as a double-edged sword, with positive and negative outcomes on employees' psychological well-being (Olsen et al., 2021). Although emotional labour and emotional regulation have been used collaboratively to discuss the teachers' work, this study focuses on emotional regulation (Yin et al., 2017). In this regard, teachers must regulate their emotions while dealing with complex job demands, such as making appropriate professional decisions regarding their work (Crawford, 2007; Keller et al., 2014).

Two other emotional labour strategies are automatic emotion regulation and deliberate dissonance action. Automatic emotion regulation is the involuntary regulation of one's emotions without conscious intention or control (Mauss et al., 2008). Deliberate dissonance action or emotion rule dissonance is a person-role clash where an

individual's values and needs are not aligned with organisational or job role preconditions (Hulsheger & Schewe, 2011). Although these strategies are interesting and valuable, research on them has been limited (Lavy & Eshet, 2018). Therefore, it may be challenging to discuss and exemplify these strategies, particularly in their unexplored teaching context, and, therefore, is a risk that may compromise their intended scientific integrity and value. In that respect, to respond to research question two, it was convenient that this study focuses on surface and deep-acting strategies.

Teachers often face a range of emotional challenges, including having to decide when to suppress or develop emotions, displaying a fake smile, managing anger, exhibiting sympathy, showing care for students, and collaborating with colleagues (Crawford, 2007; Keller et al., 2014; Kariou et al., 2021). Maxwell and Riley (2016) suggest that these challenges may make teachers survive rather than thrive in their profession. To perform well, teachers may need support to increase productivity and decrease destructive emotions (Graziano et al., 2011). The emotional support from management and other relevant stakeholders serves as an emotional resource that could assist teachers in coping with their teaching role.

From the discussion above, emotional labour breeds emotion regulation. There are remarkable similarities between the two concepts to the extent that the difference would even exist in semantics, which will be proven in the next section when emotion regulation is discussed. As it will be evident, there are conceptual, methodological, and relational overlap similarities, with differences merely existing in semantics. Discussing emotional labour was critical for this study since emotional labour scholars argued that emotions and teaching are inseparable (Walton, 2004).

2.4 Strategies for emotion regulation of teachers

The research strand above focussed on the conceptualisation, methodological and relational overlap of emotional labour with emotion regulation. James Gross's (2002) process model of emotion regulation is central to the strand of emotion regulation, which is the major focus of the subsequent discussion. Key to the modal model of emotion regulation are five types of emotion regulation strategies (selection of

situation, modification of situations, deployment of attention, cognitive change and response modulation).

Emotion regulation is a critical concept to clarify, as misconceptions can lead to ambiguities in understanding (Gross & Thompson, 2007). As indicated in the earlier sections, emotion regulation in this study refers to how individuals, for instance, teachers, select which emotions to experience and express and how they do so (Gross, 1998). According to Gross and Thompson (2007), emotion regulation has three key components. First, individuals have goals that trigger emotions and address situations that align with those goals. Goals can vary in dimensions, including self, peripheral, conscious, and unconscious (Gross & Thompson, 2007). Second, emotions are complex, involving subjective experiences, behaviours, control, and peripheral physiology (Mauss et al., 2005). Third, emotions are not always mandatory and can delay an individual's actions and interfere with their awareness, called control precedence (Gross & Thompson, 2007). These three components form the basis of Gross and Thompson's (2007) modal model of emotion regulation, which is significant in understanding teachers' emotions and the strategies they use to regulate them.

Based on the literature reviewed for this thesis, it is suggested that teachers regulate both their own emotions (intrinsic emotion regulation) and the emotions of their students (extrinsic emotion regulation) to achieve two primary goals, namely, hedonic and instrumental goals (Taxer & Frenzel, 2015). To this end, a teacher skilled in regulating their and their students' emotions may create a positive classroom environment that fosters learning, improves students' academic performance, and increases their engagement. They may use humour, praise, or positive feedback to motivate students and build positive relationships. Conversely, a teacher with difficulty regulating their emotions or responding impulsively may create a hostile classroom environment, leading to disengaged students and decreased academic performance.

The literature suggests that the emotion regulation processes can occur consciously or unconsciously (Moyal et al., 2014). Conscious emotion regulation may happen when a teacher, for instance, deliberately focuses on managing their emotions. For example,

a teacher may regulate their emotions by taking deep breaths or engaging in positive self-talk when, for example, dealing with a challenging student. Zembylas (2005) argues that teachers must avoid expressing emotions that are either too strong or too weak, emphasising the need for emotional control. While it may not always be easy to adhere to Zembylas' (2005) guidelines, they may serve as a valuable model for teachers to aspire to achieve. The assumption here is that, as professionals, teachers are responsible for their emotions and can manage their thoughts and actions. Thus, this thesis argues that emotion regulation is essential for teachers.

James Gross developed the modal model of emotion regulation to explain how individuals regulate their emotions in response to different situations. The model assumes that emotion regulation is a multi-stage process involving five key steps. The modal model of emotion regulation is crucial for comprehending and consciously reasoning about emotion regulation as a construct (Barret et al., 2007). It assists in categorising the different forms of emotion regulation that individuals encounter and experience daily (Gross & Thompson, 2007). Key authors on emotion regulation, such as Gross and Thompson (2007), Sutton and Harper (2009), Jiang et al. (2016), and Graziano et al. (2011), concur on the sequence of processes involved in emotion regulation.

The sequence of processes includes antecedent-focused emotion regulation strategies (a form of deep-acting strategies, according to Hochschild, 1983), such as situation selection, situation modification, attentional deployment, cognitive reappraisal as well as response-focused strategies (a form of surface acting, according to Hochschild, 1983) such as response modulation/expressive suppression (Gross & Thompson, 2007; Sutton & Harper, 2009). Antecedent-focused strategies occur before the emotion arises, while suppression-focused strategies occur after the emotion has already been triggered (Jiang et al., 2016).

For example, a teacher experiencing frustration due to a disruptive student might use attentional deployment by focusing on other positive aspects of the classroom or cognitive reappraisal by reframing the situation as an opportunity for growth and learning. Although teachers tend to use antecedent-focused strategies more frequently, they also use suppression-focused strategies, such as physiological suppression,

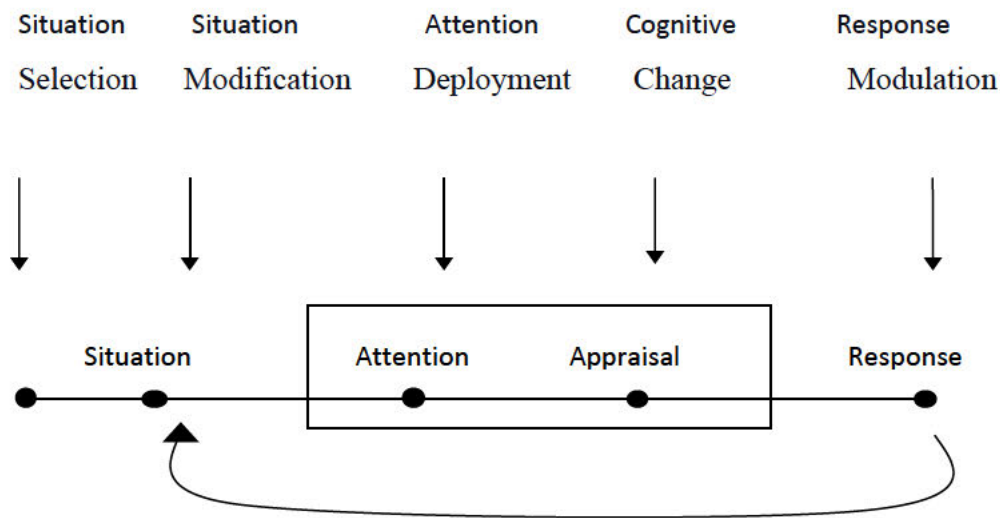
faking, and masking, to regulate their emotions (Taxer & Gross, 2018; Liu, 2007). As evident above, the conceptual overlap between industrial and organisational psychologists draws together theories and emerging research on the two concepts (Grandey, 2015).

Theoretical consensus exists among authors on emotion regulation regarding the importance of the modal model (Gross & Thompson, 2007). The process model supports the modal model of emotion regulation (Gross & Thompson, 2007; Ochsner & Gross, 2004). The process model helps explain the different stages of emotion regulation and at which points this occurs. The process model identifies five emotion regulation categories: situation selection and modification, attention deployment, cognitive change, and response modulation. The first four families, namely, situation selection, situation modification, attention deployment, and cognitive change, are categorised as antecedent-focused strategies. In contrast, response modulation, the fifth family, is classified as a suppression-focused strategy (Gross & Thompson, 2007).

For example, situation selection involves choosing situations or environments that evoke positive emotions while avoiding those that induce negative emotions. Situation modification, on the other hand, refers to changing an environment to alter an emotional response. For instance, a teacher may modify the classroom environment by dimming the lights to calm students who are becoming agitated. Attention deployment is the process of diverting attention from negative emotions to positive emotions. An example of this is a teacher who, when stressed, shifts their attention to the positive outcomes of teaching, such as making a difference in students' lives. Cognitive change involves modifying the meaning of a situation to alter the emotional response. A teacher may reframe a challenging situation as a learning opportunity to feel more optimistic about the experience. Finally, response modulation refers to the suppression of emotional expression or behaviour. For instance, a teacher may refrain from showing anger or frustration to students despite feeling upset (Gross & Thompson, 2007).

The modal model follows the situation-attention-appraisal and response sequences, as represented in Figure 2.1-1 below.

Figure 2.1-1: A modal model following a situation-attention-appraisal and response sequence (Gross, 2015, p. 7).



To begin the modal model of emotion regulation, individuals encounter a psychologically relevant situation, which may originate from their internal or external environment (Gross & Thompson, 2007). Depending on the situation, individuals may respond and attend to it differently and assess it through various dimensions or steps, such as familiarity and valence (Ellsworth & Scherer, 2003). Valence is the positive or negative psychological value individuals assign to a person, event, goal, job, object, or outcome based on relevance and attractiveness. Differences in appraisal processes can generate different emotional responses, leading to changes in the experimental, behavioural and neurobiological response systems (Gross & Thompson, 2007). These response systems can also become targets for emotion regulation, allowing individuals to modify their emotional responses (Gross & Thompson, 2007).

For example, if an individual, such as a teacher, receives negative feedback from their supervisor, they may feel angry or upset. However, if they perceive the feedback as constructive criticism that can help them improve their performance, they may feel motivated to work harder instead of experiencing negative emotions. Alternatively, they could use emotion regulation strategies such as reappraisal to change their emotional response to the situation by considering the feedback as an opportunity for personal growth.

As already alluded to above, this study employed James Gross's (1998) process model of emotion regulation to understand the emotional regulation processes used by teachers. The model assumes that emotions involve a continuum of processes that unfold over time between eliciting an emotional response and its expression (Gross & Thompson, 2007). The modal model suggests that emotion generation and regulation occur over time, and teachers may use one or more of the five emotion regulation strategies in response to challenging situations (Gross & Thompson, 2007), as illustrated in Table 2.2.

Emotion regulation is essential and valuable for effective teaching and learning as it allows teachers to enhance and protect their emotional well-being (Gross & Thompson, 2007). The model begins with a specific situation selected, modified, attended to, or appraised in a particular way, leading to a specific emotional response and emotion regulation. This process is continuous, not a once-off event (Gross & Thompson, 2007). Gross (1998) categorises emotion regulation strategies based on which part of the emotion generation process they attempt to influence. For example, the first four strategies involve modifying the type and extent of emotion experienced before the onset of emotion. However, with the fifth strategy, response modulation, emotions are triggered after they can be regulated. Effective use of emotion regulation strategies is crucial for individuals to achieve optimal emotional experiences (Gross & Thompson, 2007). The section below discusses how teachers may respond to challenging work situations.

2.4.1 Selection of situations

Selecting situations is the first step in Gross' modal model of emotion regulation. It involves choosing situations that will likely lead to desirable emotions and avoiding those that may produce negative emotions (Gross & Thompson, 2007). This can include selecting specific environments or social contexts that have previously led to positive emotions, such as a favourite class or teaching a preferred subject. It can also involve anticipating potential situations and avoiding those that may lead to negative emotions, such as a problematic parent-teacher conference or a challenging lesson.

The selection of situations can be a proactive form of emotion regulation, where individuals take steps to prevent negative emotions from occurring or promote positive emotions (Gross & Thompson, 2007). This process can involve cognitive appraisals of potential situations and understanding how one's emotions are likely to be influenced by different situations (Gross & Thompson, 2007). Effective selection of situations requires a balance of short-term and long-term benefits and the ability to make relevant judgements for managing one's feelings (Gross & Thompson, 2007).

For example, a teacher who prefers a quieter and more structured classroom environment may select a teaching position at a private school, where class sizes are often smaller, and student behaviour is more regulated and easier to manage due to the smaller numbers of learners. On the other hand, a teacher who enjoys a more interactive and hands-on approach to teaching may select a position at a school with a more progressive education philosophy. Thus, selecting situations is an essential aspect of emotion regulation as it can influence an individual's emotional experiences and ability to manage their feelings in different contexts effectively.

2.4.2 Modification of situations

Modifying situations refers to the intentional efforts made by individuals to change or adapt a situation to alter its emotional impact or significance (Gross & Thompson, 2007). Teachers often modify situations to manage their emotions effectively (Sutton & Harper, 2009). Modifying situations is particularly useful when individuals can alter their environment to regulate emotions. For example, a teacher may modify a situation by creating a positive and supportive classroom environment to reduce negative emotions, such as anxiety or stress (Gross & Thompson, 2007). An illustrative example of situation modification in the classroom is when a teacher modifies the seating arrangements to create a more conducive learning environment. This change in the environment may help students focus on the lesson and reduce distractions, which can improve the teacher's emotional state and facilitate effective teaching (Gross & Thompson, 2007).

2.4.3 Deployment of attention

Attention deployment is essential for emotion regulation, allowing individuals to control their emotions when they cannot change or modify their situation (Gross & Thompson, 2007). This strategy involves distraction and concentration, where individuals may physically withdraw or redirect attention internally to different aspects of a situation. Teachers, for example, may use attention deployment by standing still and staring at misbehaving students or focusing on the positive aspects of their student's progress to regulate their emotions. However, it is essential to note that attention deployment can have both positive and negative effects on emotional well-being. While distraction can be helpful in some situations, such as coping with chronic illness, excessive concentration on the negative aspects of a situation can exacerbate distress and contribute to disorders such as depression (Nolen-Hoeksema et al., 2008).

As individuals mature, their competence in attention deployment often increases, making them more aware of the internal determinants of emotional experience (Gross & Thompson, 2007). In a study conducted by Jiang et al. (2016), findings revealed that teachers up-regulated positive emotions by focusing on the positive aspects of their students. For example, a biology teacher focuses on their students' increasing competence and learning gains, while a history teacher focuses on their students' maturity and interests in their studies. Therefore, attention deployment is a critical strategy in emotion regulation that allows individuals to control their emotions when they cannot change or modify their situations. Individuals can manage their emotional experiences and maintain their well-being by learning to redirect their attention.

2.4.4 Cognitive change

Cognitive change involves reinterpreting a situation or reframing it in a more positive light (Gross & Thompson, 2007). For instance, a teacher may feel disappointed that they did not receive the promotion they had been hoping for. Instead of dwelling on the negative feelings, they may reframe the situation and view it as an opportunity to develop new skills and experiences to make themselves more competitive (Sutton, 2004). Cognitive change can be a challenging emotion regulation strategy as it involves changing deeply ingrained beliefs and thought patterns (Gross & Thompson,

2007). However, with practice and cognitive restructuring techniques, individuals can develop cognitive change abilities (Sutton & Harper, 2009). Furthermore, research suggests that cognitive change strategies are related to positive mental health outcomes such as reduced levels of depression and anxiety (Aldao et al., 2010).

To this end, cognitive change can be an effective emotion regulation strategy involving modifying an individual's appraisal or evaluation of their situation to alter its emotional significance. Cognitive change, as a strategy, can take the form of changing how one thinks about a situation, reframing it in a more positive light or developing the capacity to manage the demands of the situation. With practice and cognitive restructuring techniques, individuals like teachers can develop cognitive change abilities, leading to positive mental health outcomes.

2.4.5 Response modulation

Response modulation is one of the five processes included in the modal model of emotion regulation proposed by Gross (1998), which refers to the ability to modify the intensity or duration of an emotional response once it has been triggered (Gross & Thompson, 2007). Response modulation aims to alter emotional experiences, behavioural responses, and physiological changes accompanying emotions. The goal is to reduce the negative impact of unpleasant emotions and enhance the positive effects of positive emotions (Gross, 2015).

Response modulation strategies may involve changing one's behaviour, cognitions, or physiological responses, such as engaging in activities that promote relaxation or distracting oneself from the emotional stimulus. Response modulation strategies include cognitive reappraisal, acceptance, distraction, self-talk, deep breathing, controlling facial expressions, taking medication, exercising, and relaxation techniques (Sutton & Harper, 2009; Gross & Thompson, 2007).

While response modulation can be adaptive in managing emotions, maladaptive response modulation strategies can exacerbate emotional distress and lead to adverse outcomes. For example, corporal punishment to manage a child's behaviour is a maladaptive emotion regulation strategy that can result in physical and psychological

harm (Zulu et al., 2019). Similarly, maladaptive teacher emotion regulation strategies, such as rumination, suppression, emotional avoidance, and avoidant coping, can increase stress and impair well-being (Trincas et al., 2016).

Response modulation is a crucial component of the modal model of emotion regulation that involves modifying emotional experiences, behavioural responses, and physiological responses. Adaptive response modulation strategies can help individuals manage their emotions effectively, whereas maladaptive strategies can lead to adverse outcomes. Therefore, developing and using adaptive emotion regulation strategies to promote well-being and psychological health is essential.

Research suggests that teachers often attempt to increase positive emotions, such as happiness, while reducing negative emotions, such as frustration, anger, and sadness (Sutton, 2004; Sutton et al., 2009). However, sometimes, teachers may need to increase negative emotions to maintain order in the classroom, or they may need to decrease positive emotions to manage specific situations (Taxer & Gross, 2018). The intentional increase of negative and decreased positive emotions is known as counter-hedonic emotion regulation and is often used to achieve instrumental goals (Eslinger et al., 2021; Tamir, 2009).

Counter-hedonic emotion regulation involves using negative emotions, such as irritation and sadness, to achieve a specific outcome (Eslinger et al., 2021). However, this strategy will require emotionally intelligent teachers with instrumental motives for regulating their emotions (Nosaki & Koyasn, 2013). For instance, a teacher may intentionally make a student feel guilty about their behaviour to discourage them from repeating an undesirable behaviour in the future (Taxer & Gross, 2018). Teachers may use counter-hedonic emotion regulation to alter the intensity and quality of their emotions.

Teachers have often reported cognitive change as the most effective strategy for achieving hedonic emotion regulation goals (see, for instance, Chang & Taxer, 2020; Sutton, 2004; Taxer & Gross, 2018). However, a study by Taxer and Gross (2018) found that teachers reported more frequently using response-focused strategies, such as physiological suppression, faking, and masking. Teachers in the study reported

using more antecedent-focused strategies, such as reappraisal, than suppression-focused strategies, such as response modulation. Although antecedent-focused strategies are typically associated with positive outcomes, some studies, such as the study by Taxer and Gross (2018), have reported adverse consequences, such as increased student misbehaviour, from using suppression-focused strategies. These findings suggest that teachers often have specific reasons and contexts for selecting particular emotion regulation strategies.

When comparing emotional labour and emotion regulation strategies, it becomes apparent that emotional labour answers most questions on teacher emotions. Also, it advances the field of emotion regulation by illustrating the practical “real-world relevance” of emotion regulation in terms of chronic health and job performance implications (Grandey, 2015). This conclusion derives from the premise that emotion regulation has been, by and large, relying on experimental manipulations with students in the laboratory (which were based on the instruction to suppress, reappraise and no instructions) Richards and Gross (2000). In contrast, emotion regulation used self-reports from the surveys of employees (Grandey, 2015). The emotional labour strategies (surface acting and deep acting) are mainly similar to those of emotion regulation strategies (suppression and reappraisal).

For instance, surface acting was generally atrocious for personal well-being, and deep acting was pleasant for job-related outcomes (Hulsheger & Schewe, 2011). For emotion regulation strategies, suppression is awful as it is mainly linked to effective expressive control, and reappraisal is beneficial as it is connected to improved mood (Webb et al., 2012). Nevertheless, Gross (2015) regarded that distinction as an oversimplification. Therefore, the results of the previous literature cannot be conclusive for this study. Lastly, emotional labour and emotion regulation converge in that both are interested in modifying feelings (for example, profound acting/reappraisal) and modifying expressions (for example, surface acting/suppression) when interacting with others. For this study, both emotional labour and emotion regulation were assessed.

Overall, it is essential how teachers regulate their emotions, which arise as part of their job. As research could indicate, depending on which strategies they choose different

implications for well-being can be expected. This study, however, aims to shed further light on which emotion regulation strategies teachers choose when confronted with high levels or a diverse set of job demands (research question two). What is more, it is necessary to investigate an interplay of job demands (particularly their overall levels and diversity) with emotional regulation strategies (i.e., deep acting, surface acting, reappraisal and suppression) and how such interplay affects the well-being of teachers (research question three). The assumption is that emotional job demands can be regulated.

Bakker et al. (2003), Demerouti et al. (2001), Leiter (1993), and others concede that there are certain conditions in which personal resources can be depleted, which could lead to health impairment. A study by Jonge et al. (2007) to test the moderating role of emotional and cognitive job resources (i.e., emotional support from supervisors and job control, respectively) regarding emotional job demands and employee well-being revealed that emotional job resources moderated the relation between emotional job demands and well-being outcomes. The study already highlighted the usefulness of emotional job resources in compensating for resources lost through meeting emotional job demands to prevent stress and increase well-being. In this study, however, the focus will be more clearly on the interaction between the job demands of teachers and their emotion regulation strategies.

Chapter Three of this study presents the theoretical models that provide a framework for understanding the complex dynamics between job demands, emotion regulation, and teacher well-being. These models are essential for analysing how these factors interact and the specific ways in which job demands influence teachers' ability to manage their emotions effectively. By examining these theoretical perspectives, we can gain deeper insights into how the interplay between job demands and emotion regulation ultimately impacts the well-being of teachers.

According to Bilewicz (2016), there is a potential trajectory in this interaction that can be referred to as the dark side of emotion regulation. This concept highlights the limitations and challenges associated with continuously managing one's emotions in high-stress situations. It raises critical questions about the conditions under which teachers may fail to regulate their emotions despite their best efforts. For example,

under what specific circumstances do teachers struggle to maintain emotional control? What are the particular emotional demands that lead to failures in regulation, resulting in outbursts or other forms of deviant behaviour?

These questions are crucial for understanding the tipping point at which emotional demands become overwhelming, making it impossible for teachers to continue regulating their emotions effectively. It also prompts an exploration into whether it is realistic to expect that all emotions can be regulated all the time. Furthermore, this line of inquiry seeks to establish whether there is a direct link between teachers' difficulties in regulating their emotions and the onset of strain or burnout. Understanding these aspects of emotion regulation is key to identifying the factors that place teachers at risk and to developing strategies that can support their well-being in the face of challenging job demands.

2.5 Summary

This chapter introduces and summarises the literature on the study's focus, per the research questions and objectives. The notion of job demands, emotion regulation and teacher well-being were explored. By examining the literature, it became clear that there is a multifaceted relationship between job demands and job resources. According to the literature, emotion regulation plays a crucial role in teaching, and teachers may use different strategies to manage their emotions. Further exploration in the chapter identified multiple dimensions of teacher well-being, but the focus of the study was engagement and burnout. The reasoning was to evaluate teacher strain and levels of ill-being using globally recognised scales. The discussion revealed critical prospects that those concepts could have on teacher strain, ill-being, and burnout, which can significantly impact teacher well-being. However, no clear conclusion was drawn regarding the use of corporal punishment in South African schools, as it remains unclear whether it is an early sign of the dark side of emotion regulation and teacher burnout. The next chapter will discuss the conceptual framework for the study.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 Introduction

The preceding section of the thesis presented and analysed the literature related to job demands, emotion regulation, and teacher well-being, which are pertinent to the purpose and focus of the study. This chapter aims to further position the research within the academic discourse on this subject and emphasise its importance as an area requiring investigation. Consequently, this chapter introduces the theoretical frameworks underpinning the research's philosophical basis, which will be utilised to interpret, analyse, and comprehend the study's findings and discussions. In research, a theoretical framework is a bedrock for reviewing existing theories, serving as a roadmap for developing the arguments a researcher will utilise (Vinz, 2022). The primary purpose of using a theoretical framework is to explain phenomena, draw connections and make predictions (Vinz, 2022).

For this study, the Hot/Cool Model, developed by Walter Mischel (1989), along with the Resource or Strength Model (Baumeister et al., 1998; Schmeichel & Baumeister, 2004), and the Job Demands - Resources Model (Bakker & Demerouti, 2007) were utilised as the theoretical frameworks to analyse, interpret and comprehend how teachers regulated their emotions. These theories were crucial for framing perceptions and exploring this investigation's research problem and research questions. In the following sections, I will introduce each model or theory first, followed by a critical discussion of its relevance to this study.

3.2 The Hot/Cool Model of emotion regulation

3.2.1 Introduction to the Hot/Cool Model of emotion regulation

The foundation of this study is anchored in the Hot/Cool Model, a dual-system theory of decision-making and self-regulation developed by Walter Mischel and his colleagues (Mischel & Ayduk, 2004). This model delineates two opposing cognitive systems influencing human behaviour: the Hot and Cool systems. Each system plays a distinct role in how individuals respond to various stimuli and make decisions,

providing a comprehensive understanding of the cognitive mechanisms underpinning behaviour. The hot system is impulsive, emotional, and immediate when responding to stimuli. Operating reflexively, desires and emotional states drive it, and they are typically engaged in high-stress situations or those involving immediate rewards or punishments. While this system can facilitate quick, automatic responses that may be advantageous in specific contexts, it often leads to maladaptive decision-making when delayed gratification or long-term planning is required. In contrast, the Cool system is reflective, rational, and deliberate. It enables thoughtful and measured responses by integrating information and considering future consequences. This system is crucial for self-regulation, as it allows individuals to override impulsive reactions in favour of goal-directed behaviour. By facilitating the consideration of abstract concepts and long-term outcomes, the Cool system supports decisions that align with an individual's broader objectives and values.

Understanding the interaction between these two systems provides valuable insights into the variations in self-control and decision-making observed across different contexts and individuals. The Hot/Cool Model offers a robust framework for examining the dynamic interplay between impulsive and reflective processes, elucidating the cognitive mechanisms underlying behaviour. This dual-system approach is particularly pertinent to the study of self-regulation, elevating the cognitive and emotional factors contributing to the ability to delay gratification and make reasoned choices. Mischel and Ayduk's (2004) model highlights the significance of context and individual differences in shaping the balance between the Hot and Cool systems, suggesting that enhancing the activation of the Cool system can lead to improved self-control and more favourable decision-making outcomes.

In this chapter, I will explore how various interventions and environmental factors can modulate the balance between the Hot and Cool systems. By leveraging this theoretical framework, the study aims to promote more adaptive decision-making and self-regulation strategies, ultimately contributing to a deeper understanding of the cognitive processes that influence human behaviour, which, in this study, is teacher emotion regulation.

3.2.2 Deconstructing the Hot/Cool Model of emotion regulation

The Hot/Cool Model of emotion regulation, developed by Walter Mischel and colleagues, provides a robust framework of skills indicative of a dominant Cool system, which was likelier to resist the immediate temptation and wait for the delayed reward. Conversely, those who lacked self-control, driven by the Hot system, tended to consume the marshmallow immediately (Mischel et al., 1989). This experiment underscores the significance of the Hot/Cool Model in understanding human behaviour and decision-making, suggesting that individuals who can regulate their emotions and impulses effectively are more likely to make decisions that align with their long-term goals. In contrast, those swayed by immediate desires may struggle to make choices that benefit them eventually.

The capacity to delay gratification is often associated with willpower and self-control. Metcalfe and Mischel (1999) assert that high levels of willpower correlate with increased self-control and vice versa. The Hot/Cool Model, drawing on the principles of the marshmallow experiment, illustrates how willpower manifests in various situations. Longitudinal studies using this model have advanced our understanding of the cognitive and neural mechanisms underlying willpower and effective self-regulation in adults (Mischel, 2014). Research spanning four decades has revealed that the ability to delay gratification in childhood predicts various outcomes in adulthood, including psychological, behavioural, health, and economic consequences (Mischel et al., 1988). For instance, adults who delay gratification as children tend to exhibit less aggression and handle anxiety-inducing situations better (Mischel, 2003). Conversely, a lack of self-control in childhood can have serious adverse effects in adulthood, such as increased reliance on punitive measures like corporal punishment in teaching contexts rather than employing more pedagogically sound methods for managing student behaviour.

Consider the example of two individuals offering a slice of cake. The first person, possessing high willpower, may decline the offer, recognising that indulging in the cake would disrupt their healthy eating plan. The second person, lacking willpower, may succumb to temptation and consume the cake, reducing their dieting efforts.

Similarly, in financial management, a person with willpower can resist the urge to splurge on unnecessary purchases and instead prioritise saving for the future.

Sutton and Harper (2009) examined how teachers regulate emotions using three models: the Hot/Cool Model (Metcalf & Mischel, 1999), the Process Model (Gross & Thompson, 2007), and the Resource/Strength Model (Baumeister et al., 1998; Schmeichel & Baumeister, 2004). Their study aligns with the Hot/Cool Model, particularly in explaining teachers' self-control in response to varying job demands. One finding was that frequent emotion regulation could lead to feelings of inauthenticity and burnout. The ability to delay gratification is intrinsically linked to willpower (Metcalf & Mischel, 1999), crucial for attracting prospective teachers to the profession (Tejeda et al., 2016). Teachers must navigate self-control issues, including regulating emotions (Johnson, 2016). For willpower to thrive, intrinsic motivation is essential (Fishbach & Woolley, 2022). Willpower, as an internal resource, energises individuals to perform specific functions, often leading to the exercise of self-control. For instance, imagine a teacher facing a disruptive student. The teacher must draw on their willpower to remain calm and composed, resisting the temptation to react emotionally. By exercising self-control, the teacher maintains a positive learning environment for all students. Similarly, achieving long-term career goals, such as passing a challenging certification exam, requires aspiring teachers to demonstrate willpower and self-control, sacrificing immediate gratification for long-term rewards.

Sutton (2004) and Taxer and Frenzel (2015) argue that teachers have multiple motives for regulating their emotions. The Hot/Cool Model suggests why teachers may choose specific emotion regulation strategies. For example, teachers who adopt a hot representation of a situation may react with emotional outbursts, while those with a cool representation remain composed, recognising that students sometimes make mistakes. This approach aligns with Gross's (1998) concept of cognitive modification, where teachers reframe their understanding of misbehaviour to regulate their emotions effectively. According to the Hot/Cool Model, emotion regulation involves both the hot and cool systems (Mischel & Ayduk, 2004). The cool system, typically cognitive, intricate, slow, contemplative, and emotionally impartial, is essential for resisting immediate temptations and considering long-term consequences (Sutton & Knight,

2006). Early research indicates that “hot spots” in the hot system develop early in life (Metcalf & Mischel, 1999). As individuals mature, the cool system becomes more sophisticated, with an increasing number of cool nodes linking to each hot spot (Sutton & Harper, 2009b).

For example, a teacher using the cool system may reflect on a student’s strengths and weaknesses after receiving a poor exam grade, devising a plan to support the student rather than reacting impulsively with frustration. The cool system, a complex network of informational nodes, generates rational, perceptive, thoughtful, and strategic behaviours, supporting children in self-control and helping adults maintain a calm, professional demeanour. This aligns with the reappraisal strategy of emotion regulation, a cognitive process similar to the cool system’s function (Metcalf & Mischel, 1999). Longitudinal studies of the marshmallow experiment have shown that adults who favour the cool system in childhood tend to have better planning, stress management, and self-control abilities. However, those favouring the hot system tend to be more impulsive and reactive (Metcalf & Mischel, 1999). These findings suggest that the cool system allows individuals to control stimuli, while the hot system leads to stimuli controlling the individual. Teachers who use reappraisal or antecedent-focused strategies tend to align with the cool system, while those who use suppression or response-focused strategies align with the hot system.

The Hot/Cool Model is valuable in this study for its potential to provide insights into the emotion regulation strategies employed by teachers (Sutton & Knight, 2006). Successful emotion regulation often involves changing the hot representation of an immediate situation to a cool representation, as the Hot/Cool Model suggests. For instance, teachers may ignore mild misbehaviours or reframe their understanding of students’ actions to avoid taking them personally, promoting more responsible and professional emotion regulation. However, teachers in stressful environments often experience more hot spots, leading to harmful emotion regulation strategies that negatively impact their well-being (Sutton & Harper, 2009). Understanding the balance between the hot and cool systems and their implications for emotion regulation strategies can help develop interventions to support teachers in managing their emotions effectively.

3.2.3 Relevance of the Hot/Cool Model of emotion regulation for this study

The Hot/Cool Model of emotion regulation, as proposed by Sutton and Harper (2009), identifies two distinct systems for regulating emotions: the ‘hot’ and the ‘cool’ systems. The hot system is responsible for rapid and automatic emotional responses, while the cool system facilitates more deliberate and controlled emotional responses. This model provides a valuable framework for understanding how teachers manage their emotions in response to job-related stressors, such as high workload, challenging student behaviour, and time pressures. In teaching, the ability to activate the cool system for emotion regulation can significantly impact teachers’ well-being. Teachers who effectively engage their cool system are likelier to experience positive well-being outcomes, including job satisfaction and reduced burnout. This is because the cool system allows for thoughtful and measured responses to stressors, which can help maintain a positive classroom environment and foster constructive interactions with students. Conversely, teachers who predominantly rely on their hot system may face adverse outcomes, such as emotional exhaustion and decreased job satisfaction. For instance, a teacher who reacts emotionally and impulsively to challenging student behaviour might struggle to regulate their emotions, leading to a hostile classroom atmosphere and increased stress. This reliance on the hot system can exacerbate burnout and dissatisfaction with their job.

For this study, the Hot/Cool Model was instrumental in assessing teachers’ emotion regulation strategies and well-being outcomes (see research question 2). Through self-report measures, I could evaluate how teachers regulated their emotions and the impact of these strategies on their well-being. Additionally, observing teachers’ classroom behaviours provided insights into how they regulated their emotions in response to various job demands. Overall, the Hot/Cool Model of emotion regulation provided a valuable framework for investigating the interplay between teachers’ job demands, emotion regulation strategies, and well-being outcomes. By understanding how teachers regulate their emotions, this study explored and suggested ways to promote positive outcomes for teachers and learners in the sample schools. This understanding is crucial for developing interventions and support systems to enhance teachers’ well-being and, consequently, their effectiveness in the classroom.

3.3 The Resource or Strength Model of emotion regulation

3.3.1 Introduction to the Resource or Strength Model of emotion regulation

The model of emotion regulation, known as the Resource or Strength Model, was initially proposed by Baumeister et al. (1998) to examine the concept of self-control, which refers to an individual's ability to manage their responses in line with their long-term goals. The Resource or Strength Model, proposed by Muraven and Baumeister (2000), posits that self-control is a finite resource that can be depleted with repeated use, leading to a diminished capacity for self-regulation. However, this model also suggests that regular exercise and practice, like physical strength, can enhance self-control over time.

In an educational context, self-control is crucial for teachers to manage their responses to classroom incidents, enabling them to override impulsive reactions and adopt more appropriate ones. While self-control represents a deliberate and effortful form of self-regulation, self-regulation itself encompasses an individual's ability to control their emotions, thoughts, or behaviours to achieve socially significant outcomes such as academic success, physical health, mental health, and quality of relationships (Tangney et al., 2004; Evans et al., 2016). Interventions to improve self-control and self-regulation, such as mindfulness-based practices, cognitive-behavioural therapy, and physical exercise programs, leverage the Resource or Strength Model to effectively strengthen an individual's ability to manage emotions, thoughts, and behaviours (Muraven et al., 1998). By understanding and applying these interventions, individuals can enhance their capacity for emotion regulation and achieve better outcomes in various areas of their lives.

Self-control is a pivotal concept for social psychologists because it delays gratification and impacts an individual's behaviours and outcomes (Tice & Bratslavsky, 2000). Delaying gratification is essential for achieving long-term goals and resisting impulsive behaviours (Dawd, 2017). Theoretically, self-control helps individuals understand the nature and functions of the self, including self-awareness, self-regulation, and self-motivation (Baumeister et al., 2007). Conversely, inadequate self-control can lead to various behavioural and impulse-control problems, including emotional issues, academic underachievement, poor engagement and performance,

and relationship problems (Tangney et al., 2004; Vohs & Faber, 2007; Baumeister et al., 2007).

For instance, inadequate self-control has been linked to academic issues such as procrastination and lack of focus, resulting in lower academic achievement (Duckworth & Seligman, 2006). Additionally, low self-control can lead to difficulties in managing stress and negative emotions, potentially resulting in mental health issues such as anxiety and depression (Baumeister et al., 2007). Poor self-control can also cause relationship problems, such as marital conflicts, infidelity, and divorce (Vohs & Faber, 2007). Thus, self-control is a crucial factor influencing an individual's behaviours, outcomes, and overall well-being. Those with adequate self-control can achieve their goals, manage their impulses and emotions, and maintain healthy relationships. In contrast, those with insufficient self-control may face various problems and adverse outcomes.

Research suggests that the availability of resources is essential for exerting self-control (Baumeister et al., 2007). When self-control is exerted, there may be short-term impairments in subsequent self-control tasks, even if unrelated – a phenomenon known as ego depletion (Baumeister et al., 2007). The Resource or Strength Model has been supported by research in eating, drinking, spending, sexuality, intelligent thought, choices, and interpersonal behaviour (Baumeister et al., 2007). While some literature uses self-control and self-regulation interchangeably, research has extended the Resource or Strength Model to encompass both (Baumeister et al., 2007). This study supports previous findings showing that emotion regulation resources can be depleted, leading to failures in emotion regulation (Baumeister et al., 1998).

For example, in a work setting, a manager who must exert self-control in dealing with a difficult client may experience ego depletion, making them less effective in subsequent self-control tasks, such as resisting the temptation to take a long lunch break. In an educational context, students who have exerted self-control by resisting distractions during a long study session may have limited self-control resources, resulting in poorer performance in subsequent tasks like completing a challenging assignment.

3.3.2 Deconstructing the Resource or Strength Model of emotion regulation

According to the Resource or Strength Model, self-regulation expends inner resources and energy, which are often limited (Baumeister et al., 1998). Emotion regulation failures are most likely to occur when emotional resources are depleted (Sutton & Harper, 2009). Factors such as poor infrastructure and inadequate school leadership and management may trigger emotional reactions that teachers find challenging to regulate (Harper & Sutton, 2009). A significant body of literature supports the depleted-resource hypothesis (Muraven et al., 1998; Baumeister et al., 1998). For instance, a study by Baumeister et al. (1998) revealed that suppressing a forbidden thought weakened an individual's ability to suppress laughter. Another study found that resisting the temptation to eat chocolates and cookies led participants to give up faster on a subsequent frustrating task than those who had not exerted self-control (Baumeister et al., 2007). These studies established that the first self-control task consumed and depleted psychological resources, which were then less available for subsequent tasks (Baumeister et al., 2007).

In this context, the Resource or Strength Model explored how teachers struggle or fail to regulate their emotions due to insufficient inner resources or strength. This exploration is essential to understanding the dark side of emotion regulation and the consequences when teachers cannot down-regulate negative emotions and up-regulate positive emotions (Sutton & Harper, 2009). Despite previous research, there is still much to learn about what happens when self-control becomes impossible due to the depletion of emotional resources (Baumeister et al., 2007). Expanding on early findings, self-control has been compared to a muscle that can be strengthened through regular exertion (Baumeister et al., 2007). Repeated use of self-control can improve willpower strength, making individuals more resilient to resource depletion (Baumeister et al., 2007). Like athletes conserving their strength when muscles tire, individuals exercising self-control can also preserve their self-regulatory resources. The severity of behavioural impairment depends on whether an individual expects further challenges and demands (Baumeister et al., 2007). Individuals may also exert self-control despite ego depletion if the stakes are high or incentives and motives for good performance are offered (Baumeister et al., 2007; Muraven & Slessareva, 2003).

Studies have shown that participants who are resilient to job stress and manage it are perceived as having an advantage for school promotional posts, implying that teachers demonstrating resilience to job stress and pressure are more likely to be promoted (Baumeister et al., 2007). However, poor infrastructure and inadequate school leadership influence the ability to exercise self-control and manage emotions (Harper & Sutton, 2009). Previous research has shown that self-control tasks deplete psychological resources, making it more challenging to perform subsequent self-control tasks (Baumeister et al., 2007). This study found that the Resource or Strength Model could explain how teachers may experience inadequate resources and strength to control their emotions (Muraven & Slessareva, 2003). Teachers facing various job demands may experience resource depletion, leading to emotion regulation failures (Sutton & Harper, 2009). Teacher motivation may be essential in overcoming and reducing self-control and self-regulation failures, as increased motivation can lead to the emotional resources needed to reach a particular goal (Baumeister & Muraven, 2000). This study used teacher motivation to understand how teachers prevent and mitigate emotion regulation failures. The Resource or Strength Model was relevant to this study due to its reference to self-regulation and ego depletion, which were used to understand the participants' emotion regulation failures.

3.3.3 Contextualising the Resource or Strength Model of Emotion Regulation for this study

This study aimed to use the Resource or Strength Model to investigate the effects of emotion regulation failure among teachers, focusing on the dark side of emotion regulation – what happens when teachers face challenges in managing negative emotions and promoting positive ones due to insufficient inner resources or strength. Despite previous research on emotion regulation, the stage at which emotion regulation becomes impossible due to resource depletion remains underexplored. Practical and ethical limitations have hindered research in this area (Baumeister et al., 2007). The Resource or Strength Model of emotion regulation (Baumeister et al., 2007) provided a relevant framework for investigating secondary school teachers' job demands, strategies for regulating emotions in the classroom, and their impact on their well-being. According to this model, effective emotion regulation requires internal and external resources, such as cognitive flexibility, social support, and coping strategies.

These resources are essential for managing emotional experiences effectively. However, job demands, such as high workload, student misbehaviour, and time pressure, can deplete these resources, making it more challenging for teachers to regulate their emotions.

In the classroom context, a teacher's ability to regulate emotions significantly impacts teaching effectiveness, student learning outcomes, and the overall classroom climate. For example, if a teacher struggles to manage their frustration in response to disruptive behaviour, this often leads to decreased student engagement, lower academic achievement, and increased misbehaviour. The Resource or Strength Model highlights the importance of maintaining sufficient resources to manage these emotional challenges effectively. The relationship between teachers' emotion regulation and well-being is well-documented (Yin et al., 2016). In this study, teachers experiencing burnout and stress frequently reported lower levels of job satisfaction and higher turnover intentions. Understanding how teachers regulate their emotions in the classroom is crucial for identifying potential areas for intervention to improve teacher well-being and student outcomes. By addressing the factors that deplete emotional resources and providing strategies to bolster these resources, interventions can help teachers maintain better emotional health and effectiveness in their roles.

Thus, the Resource or Strength Model of emotion regulation offered a valuable framework for investigating the complex interplay between teachers' job demands, emotion regulation, and well-being in the classroom. This model underscores the need for supportive measures that enhance teachers' emotional resources, promoting positive outcomes for teachers and students, which is linked to research question 2.

3.4 The Job Demands Resources (JD-R) Model

3.4.1 Introduction to the Job Demands Resources (JD-R) Model

From the outset, it is essential to point out that the Job Demands-Resources (JD-R) Model is an occupational stress model that proposes that strain results from an imbalance between job demands and the resources available to deal with those demands (Barker & Demerouti, 2007). This model has been applied in the literature

to understand stress and burnout in various professions, including teaching (Kyriacou & Sutcliffe, 2017).

The JD-R Model was developed to explain the origins of burnout (Schaufeli & Taris, 2014), thus making it highly relevant to this research. The JD-R Model proposes two processes for developing chronic stress or burnout. The first process involves long-term excessive job demands that employees, such as teachers, may struggle to recover from, leading to sustained activation and overtaxing, ultimately resulting in exhaustion (Lewig & Dollard, 2010; Schaufeli & Bakker, 2004; Schaufeli & Taris, 2014). The second process involves needing more resources than available to meet job demands and reach work goals, leading to withdrawal behaviour (Schaufeli & Taris, 2014). In these instances, well-being is likely impaired, and chronic stress and burnout may result.

One common theme between the Strength/Resource and JD-R Models is the importance of personal job resources in buffering burnout. High job demands may be associated with exhaustion and the depletion of personal resources, leading to disengagement (Schaufeli & Scheurs, 2003). Exhaustion, therefore, can result in adverse outcomes for both individuals and organisations, such as absenteeism, inadequate performance, or other negative responses (Bakker et al., 2003).

For example, a study by Lewig and Dollard (2010) found that high job demands increased exhaustion and depersonalisation in healthcare workers. Similarly, Schaufeli and Bakker (2004) found that high job demands were associated with emotional exhaustion and depersonalisation in Dutch healthcare workers. Additionally, Bakker et al. (2003) found that emotional exhaustion significantly predicted absenteeism and inadequate performance in a sample of Dutch nurses. In this regard, the JD-R Model provides a useful framework for understanding the processes underlying burnout and the importance of job resources in mitigating its negative consequences.

3.4.2 Deconstructing the Job Demands Resources (JD-R) Model

According to the JD-R and Resource/Strength Models, job resources can help reduce the negative impact of job demands on employees' well-being (Schaufeli & Bakker,

2004; Schaufeli & Taris, 2014). Job resources are physical, psychological, social, or organisational aspects that can reduce job demands and associated physiological and psychological costs (Schaufeli & Taris, 2004). These resources can be found at various levels within the work context, including organisational, interpersonal, task, and personal resources (Schaufeli & Taris, 2014). Organisational job resources can include salary and career opportunities, while interpersonal resources refer to support from supervisors and co-workers. At the work and personal resource levels, job resources include role clarity, participation in decision-making, skill variety, task identity, task significance, autonomy, and performance feedback (Schaufeli & Taris, 2014).

When job resources are present and can mitigate the harmful effects of job demands, they help employees achieve their work goals and promote personal growth, learning, and development (Schaufeli & Taris, 2014). For instance, a study by Xanthopoulou et al. (2007) found that high levels of job resources, such as supervisor support and development opportunities, were negatively related to burnout. In this regard, the impact of job demands on employee well-being, including teachers, is significant and can affect their emotional regulation, resilience, and ability to handle conflicts, job insecurity, work engagement, and burnout (Schaufeli & Bakker, 2004). This study focuses on the teaching context and how job demands, such as emotional and workload demands, affect teacher well-being. Understanding how these job demands interact and impact teachers' well-being is crucial, as negative consequences can harm their emotional well-being (Dias & Arachchige, 2014). Teachers must regulate their emotions effectively to remain efficient and effective in their teaching (Woods & Jeffrey, 1996).

The JD-R Model offers a comprehensive framework for assessing negative and positive aspects of employee well-being (Schaufeli & Taris, 2014). As such, it can apply to various professions and contexts, including teaching (Schaufeli & Taris, 2014). The JD-R Model can help identify the specific job demands and resources that affect teacher well-being and inform interventions to enhance their overall well-being and performance. This broad applicability makes the JD-R Model a valuable tool for understanding and promoting employee well-being across various occupational settings.

Figure 3.4-1: Revised Job Demand Resource Model (Schaufeli & Tarris, 2014, p. 46)

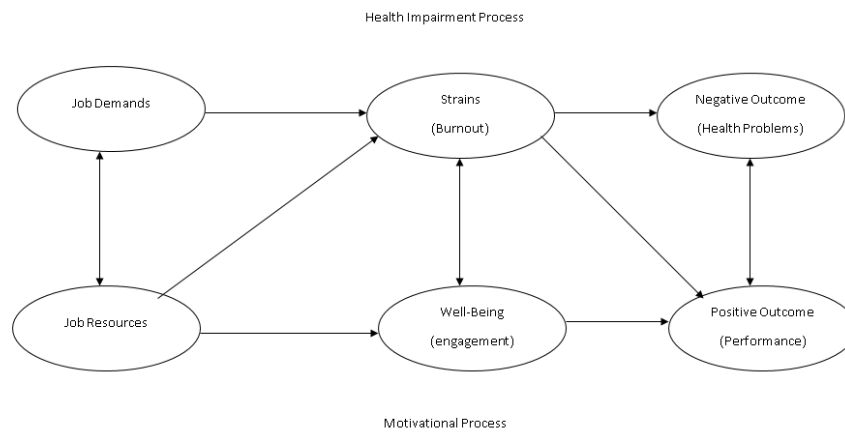


Figure 3.4-1 presents the Revised JD-R Model, which considers burnout and work engagement as moderators of the relationship between job demands, health problems, job resources, and turnover intentions (Schaufeli & Tarris, 2014). This study aimed to investigate how high job demands and their impact on emotion regulation affect the well-being of teachers. The Revised JD-R Model offers an advantage over the JD-R Model as it accounts for positive work-related outcomes, such as work engagement, and adverse psychological conditions, such as burnout (Schaufeli & Tarris, 2014). Work engagement is a positive state of mind experienced by employees, characterised by dedication, absorption, and vigour (Schaufeli et al., 2002). Therefore, this study aimed to examine whether teachers could maintain their work engagement despite experiencing high job demands and their interplay in the context of teaching.

The Revised JD-R Model (Schaufeli & Tarris, 2014) follows the same assumption as the JD-R Model (Schaufeli & Bakker, 2004) that high job demands and low job resources can lead to burnout. However, the Revised JD-R Model conceptualises burnout as a two-dimensional construct, which can have adverse outcomes, such as teacher ill-being when job resources are inadequate, and positive outcomes, such as teacher well-being, when job resources are adequate. This investigation explored the mediating role of emotion regulation between job demands and teacher well-being. According to the JD-R Model, burnout mediates the relationship between job demands and employee well-being by depleting mental resources through a trajectory of health impairment processes. In contrast, abundant job resources can foster the motivational process (Schaufeli & Tarris, 2014). The JD-R Model perceives and describes every

work context regarding job demands and resources (Bakker & Demerouti, 2007; Demerouti et al., 2001).

In addition to focusing on job resources, Xanthopoulos et al. (2007) have highlighted the role of personal resources as part of the JD-R Model. In their study, teachers' resources (i.e., self-efficacy, organisationally based self-esteem, and optimism) were examined to determine if they could moderate the relationship between job demands and exhaustion and job resources and work engagement and how employees perceive their work environment and well-being. The results were as follows: 1) personal resources did not mediate the relationship between job demands and exhaustion, and 2) personal resources mediated the relationship between job resources and engagement/exhaustion and influenced the perception of job resources. The implication of these findings cements the compatibility of the JD-R Model and personal resources to teacher job demands in schools.

In another study, Yin et al. (2016) conducted a study in which emotion regulation strategies (i.e., suppression and reappraisal) were personal resources. The purpose was to determine if they can mediate the teacher's work environment (i.e., emotional job demands and trust in colleagues and two indicators of the teacher's well-being (i.e. teacher satisfaction and emotional exhaustion). Data were collected from a sample of 1115 primary school teachers in Hong Kong, and some of the results were as follows: 1) emotional job demands of teachers were detrimental to teacher's well-being, 2) both emotion regulation strategies mediated the relationship between emotional job demands and trust in colleagues and teacher well-being. The above findings support the applicability of the JD-R model to school settings and depict the role of emotion regulation strategies as personal resources in the teacher's well-being (Yin et al., 2016).

Jomuad et al. (2021) argue that balancing job demands and resources is vital to attracting and retaining qualified teachers and promoting employee well-being. Creating this balance involves developing and maintaining favourable working conditions, which can help prevent burnout and other psychological health problems and improve workplace behaviours (Kanten et al., 2019). In this vein, the JD-R Model points to the importance of considering both job demands and job resources in

understanding employee work behaviour and promoting employee well-being, which has important implications for the teaching profession.

The JD-R and Revised JD-R Models widely apply to various occupations and work contexts, including teaching. For example, research has used the JD-R Model to study the relationship between job demands and burnout among healthcare professionals (Montgomery et al., 2015), while another study applied the Revised JD-R Model to investigate the role of job resources in the relationship between job demands and burnout among secondary school teachers (Shah & Farooq, 2020). These models have proven effective in identifying critical factors contributing to employee well-being and performance, offering valuable insights for interventions and policymaking to improve working conditions across different sectors.

3.4.3 The relevance of the Job Demands Resources (JD-R) Model for this study

The Job Demands-Resources (JD-R) Model, initially developed by Bakker and Demerouti (2006), provides a critical framework for understanding the interplay between job demands and emotional regulation of secondary school teachers and their relationship to teacher well-being, particularly in the context of South African schools. This model argues that job demands can only be fully understood by considering job resources, which are the positive aspects that help employees achieve work goals, reduce job demands, and foster personal growth and development (Schaufeli & Taris, 2014). Given the complex environment of teaching, where emotional and psychological pressures are high, the JD-R model serves as an essential tool to analyse how these factors interact and affect teachers' well-being.

In the context of secondary school teaching in South Africa, job demands include aspects such as heavy workloads, time pressures, challenging student behaviours, and administrative responsibilities. These demands can be exhausting and may lead to emotional stress and burnout if not effectively managed. According to Yin et al. (2016), high job demands in teaching negatively impact teachers' psychological well-being, resulting in increased stress levels and decreased job satisfaction. However, the

JD-R model highlights that these negative effects are not inevitable but depend significantly on the availability of job resources that can help buffer these demands.

Job resources, as defined by the JD-R model, are the factors that contribute to achieving work goals, reducing job demands, and promoting personal growth and development (Schaufeli & Taris, 2014). For example, teachers with access to personal resources such as professional development opportunities, emotional support, and professional autonomy are more likely to experience job satisfaction and remain diligently engaged in their work (Fiabane et al., 2013). These resources not only help teachers cope with their professional challenges but also promote a sense of empowerment and control, enabling them to regulate their emotions more effectively in stressful situations.

The JD-R model proposes that the interaction between job demands and job resources is crucial in determining teachers' overall well-being and job performance. Teachers who have adequate resources can better manage the emotional and psychological pressures associated with high job demands. As Bakker and Demerouti (2017) explain, the model was specifically developed to understand the relationship between job demands, job resources, and employee health and performance, making it a vital framework for studying teachers' occupational experiences and their professional retention. If job resources like engagement and commitment are present, they can mitigate the negative impact of job demands, helping to prevent burnout and other adverse psychological outcomes (Kanten et al., 2019).

Conversely, when job resources are insufficient to counterbalance the high demands placed on teachers, the consequences can be severe. Teachers who experience a lack of necessary resources alongside high job demands are more susceptible to job-related stress and burnout, leading to reduced effectiveness in teaching and learning, as well as hampering the achievement of educational goals (Kanten et al., 2019). This depletion of job resources not only undermines teachers' emotional regulation but also negatively affects their motivation and job satisfaction, increasing the likelihood of depression and other psychological issues. In this regard, the JD-R model helps illuminate what happens when job resources are depleted, which is crucial in addressing specific research questions related to teacher well-being.

The JD-R model's dual pathways – health impairment and motivational pathways – are key to understanding how job demands and resources influence teachers' well-being. The health impairment pathway indicates that excessive job demands can lead to stress, burnout, and physical exhaustion, ultimately harming teachers' psychological health. This pathway is particularly relevant for South African teachers who often face challenging conditions without adequate support, leading to decreased motivation and job satisfaction. On the other hand, the motivational pathway suggests that when teachers have sufficient job resources, they are more likely to feel engaged, motivated, and committed to their work. These resources foster resilience and emotional stability, allowing teachers to cope with stress more effectively and maintain a high level of well-being.

The Job Demands-Resources Model (Bakker & Demerouti, 2006) is a powerful framework for analysing the interplay between job demands, emotional regulation, and teacher well-being in South African secondary schools. It emphasises that job demands must be understood in the context of job resources, as these resources are critical to achieving work goals and enhancing personal development. Teachers with adequate resources, such as emotional support, autonomy, and professional development opportunities, are more likely to be engaged and satisfied with their jobs, while those lacking these resources may experience stress, burnout, and diminished well-being. The JD-R model thus provides valuable insights into how balancing job demands with appropriate resources can help enhance teachers' emotional regulation, motivation, and overall well-being, ultimately contributing to their retention and effectiveness in the educational system.

3.5 Rationale for combining the three models

Several theoretical models of emotion regulation have been developed in the literature to explain the relationship between emotions, resources, and job demands. Among these, the Hot/Cool Model, the Resource/Strength Model, and the Job Demands-Resources (JD-R) Model have been instrumental in understanding how teachers regulate their emotions and the impact of these strategies on their well-being.

The Hot/Cool Model, proposed by Ochsner and Gross (2005), posits that emotion regulation is governed by a two-factor system: ‘hot’ emotions, which are reactive and intuitive, and ‘cool’ cognitions, which are reflective and deliberate. This model has been applied in educational settings to elucidate why teachers choose specific emotional reactions (Sutton & Wheatley, 2003). For example, ‘hot’ strategies involve managing emotions at the moment, such as taking a deep breath or using humour to diffuse a tense situation. In contrast, ‘cool’ strategies involve cognitive reappraisal or other reflective processes, like reframing a problematic situation as a learning opportunity (Gross, 1998).

The Resource/Strength Model, discussed by Hobfoll et al. (2018), suggests that the ability to regulate emotions is contingent upon the availability of emotional resources. When these resources are insufficient, individuals struggle to manage their emotions, negatively impacting their well-being. This model has been used to explain why teachers may experience burnout due to the emotional demands of their work (Skaalvik & Skaalvik, 2018). Personal resources, such as self-efficacy, optimism, and resilience, are crucial in helping individuals cope with stress and regulate their emotions (Tschannen-Moran & Hoy, 2001). For instance, a teacher with high self-efficacy might view challenging classroom situations as opportunities for growth, while a teacher with low self-efficacy might feel overwhelmed.

The Job Demands-Resources (JD-R) Model, developed by Bakker and Demerouti (2007), offers a comprehensive framework for understanding the balance between job demands and resources. This model highlights the importance of considering the broader work context, including workload, job autonomy, and social support (Yin et al., 2018). Teachers with high levels of job resources, such as supportive colleagues or access to professional development opportunities, are better equipped to manage the emotional demands of teaching (Huang et al., 2016). Emotion regulation skills are a critical personal resource for teachers and can significantly enhance their well-being when used effectively (Buric et al., 2016). Job resources like autonomy, social support, rewards, and personal resources like emotion regulation strategies can reduce job stress and support well-being. Buric et al. (2016) found that improvements in emotion regulation skills correlated with the well-being of healthcare workers, emphasising the importance of these skills in mitigating job demand incidents.

In summary, the JD-R Model provides a robust framework for this study due to its ability to encompass job demands and resources, offering insights into the factors that influence teachers' emotion regulation and well-being. This model, combined with the Hot/Cool and Resource/Strength Model insights, offers a comprehensive approach to understanding and addressing teachers' emotional challenges in the classroom context.

Combining these theoretical frameworks provides a comprehensive understanding of the complex interplay between teachers' emotion regulation strategies, personal resources, and job demands. The Cool system and the Resource/Strength Model both explain the processes of self-regulation and self-control, helping identify factors that contribute to teacher well-being and potential interventions to support teachers in managing emotional demands. The JD-R Model helps understand the interaction between job demands and resources, highlighting the importance of balancing these factors to promote teacher well-being and performance. The Hot system, characterised by emotionality, fears, and passions, is impulsive and reflexive, controlled by innate releasing stimuli (Metcalf & Mischel, 1999).

Moreover, the three models help to make a philosophical contribution by answering why the dark side of emotion regulation unfolds. The other traditional theories, such as the Demand Control model (1979) and the Effort Reward Imbalance model (1996), predominantly framed the original idea that emotion regulation will take place. However, these three models assert that emotion regulation may not always happen, such as when there are inadequate emotional resources and when there are 'hot' emotions to deal with emotional challenges. Several theoretical models of emotion regulation have been developed in the literature to explain the relationship between emotions, resources, and job demands.

It is interesting to investigate teachers' emotional demands in this study and to what degree they affect teachers. The novel focus of this study is to determine how emotional demands are linked to emotion regulation theories and what happens when they become too high such that they cannot or do not regulate anymore. Therefore, the assumption in this study is that it may not be possible to regulate all the time and that some emotions may not be regulated. This study investigates the interplay of job

demands, their variety and level, as this information has yet to be discovered. The data collected will contribute to answering research question one. The investigation is critical as it seeks to determine how teachers regulate emotions when facing different job demands (which assists in answering research question two of this study).

3.6 Summary

In this chapter, I examined and discussed three conceptual constructs that provide valuable frameworks for investigating critical research questions and interpreting this study's findings, discussions, and conclusions. The Hot/Cool Model, the Resource/Strength Model, and the Job Demands-Resources (JD-R) Model collectively offer comprehensive insights into the complex interplay between emotion regulation, job demands, and teacher well-being.

The Hot/Cool Model offers a lens to analyse the interaction between 'hot' and 'cool' systems and their effect on willpower (Ochsner & Gross, 2005). 'Hot' emotions are reactive and intuitive, while 'cool' cognitions are reflective and deliberate. This model is instrumental in understanding why teachers choose specific emotional reactions and how these strategies impact their classroom behaviour and stress management.

The Resource/Strength Model helps elucidate the role of personal resources in teachers' emotional regulation and self-control (Baumeister et al., 2007). This model underscores the importance of individual attributes such as self-efficacy, optimism, and resilience in managing stress and regulating emotions. It provides a framework for understanding how teachers cope with the emotional demands of their work and the potential for burnout when these resources are depleted.

The Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2007) explains how balancing job demands and personal resources can affect teacher well-being. This model highlights the importance of job resources, such as supportive colleagues and professional development opportunities, in mitigating the adverse effects of high job demands. The JD-R Model also provides a comprehensive understanding of how job demands can lead to burnout, such as emotional exhaustion, depersonalisation, and reduced personal accomplishments, affecting teacher well-being and performance.

Given the long-term consequences of burnout on an individual's work, health, and personal relationships (Deligkaris et al., 2014), it is crucial to minimise the possibility of teachers experiencing burnout. Burnout often results in concentration and memory lapses in everyday tasks, as reported by individuals with burnout (Schaufeli et al., 2002; Weber & Jaekel-Reinhard, 2002). The three models discussed in this chapter are instrumental in understanding how the teachers in the study managed job demands, regulated their emotions, and improved their emotional well-being, thus avoiding burnout.

In conclusion, these theoretical frameworks collectively offer a robust approach to understanding the dynamics of emotion regulation, job demands, and teacher well-being. The insights gained from these models are critical for developing strategies to support teachers in managing the emotional demands of their profession, thereby promoting their overall well-being and effectiveness.

The next chapter will present and discuss the considerations made regarding the research methodology and design adopted for this study.

CHAPTER FOUR

RESEARCH METHODOLOGY AND DESIGN

4.1 Introduction

The previous chapter presented and discussed the conceptual abstractions underpinning this study. This chapter presents and discusses the methodological and design considerations made to understand teachers' job demands, experiences, emotion regulation and their effects on their well-being. Babbie (2007) contends that research methodology could be understood as the specific procedures or techniques used to identify, select, process, and analyse information about a topic. McMillan and Schumacher (2001) define a research design as a plan for selecting subjects, research sites and data collection procedures to respond to specific key research questions. For this study, the purpose of the research design was to provide a mechanism for generating data to respond to the study's critical research questions and hypotheses. To this end, this chapter presents and discusses the research paradigm, research strategy, research approach, selection of participants and data collection methods. Furthermore, the chapter discusses the data analysis, issues relating to validity, trustworthiness and credibility of the research study, methodological and design limitations and ethical considerations.

4.2 Research methodology and design

Given the complexity of the research topic, which aims to explore teachers' job demands, emotional regulation, and their effects on well-being, it is essential to employ a mixed-methods research design. The intertwined nature of these elements demands an approach that can both quantify and deeply understand the experiences and dynamics at play. Using a mixed-methods design, which integrates both quantitative and qualitative data, allows for a more comprehensive exploration of these multifaceted phenomena.

The decision to use this approach is driven by the need to address both the objective and subjective dimensions of teachers' experiences. Quantitative data will provide measurable insights into the extent of job demands, levels of emotional regulation, and their statistical relationship with teacher well-being. In contrast, qualitative data will

offer a deeper understanding of personal experiences, perspectives, and the emotional nuances involved in managing these challenges. This combination enables the researcher to examine not only the measurable aspects of teacher well-being but also the individual interpretations and contextual factors that influence how teachers cope with job demands.

Employing a mixed-methods design is justified by its capacity to produce a richer and more holistic understanding of the research questions. By integrating the statistical rigour of quantitative data with the depth of qualitative insights, this approach will enhance the study's validity and credibility. It will provide a robust framework for analysing and interpreting the complexities of how teachers' job demands and emotional regulation interact to influence their well-being, thereby contributing valuable knowledge to the field.

Following this overview, Table 4.2-1 presents a brief description of the study's action plan, which outlines the steps for investigating the interplay between teacher job demands and emotion regulation in secondary schools. The subsequent sections will provide a detailed discussion of each phase of the action plan, offering insight into how the study will systematically explore these factors and their impact on teacher well-being.

Table 4.2-1: Study plan of action

Guiding topic	
The interplay between job demands and emotion regulation of secondary school teachers and their relationship with teacher well-being in South African schools.	
Paradigmatic suppositions	
Epistemological Models	Pragmatic paradigm
Methodological Approach	Mixture of quantitative and qualitative research approaches
Research design	
Mixed methods research design (sequential mixed methods design)	
Selection of participants	
Purposive sampling	150 secondary school teachers completed the questionnaire on teacher job demands, emotion regulation and well-being. However, only one hundred and twenty-three teachers returned the questionnaires.
Purposive sampling (i.e., extreme case sampling)	For semi-structured in-depth interviews, nine teachers who showed more intense job demands and faced a complex level of different job demands that put their emotional regulation under strain were selected. The intention was to discover why teachers reached a stage where they found it difficult to regulate emotions.
Data collection	

Data collection methods	Paper-pencil questionnaire Semi-structured interviews
Data analysis and interpretation	
Quantitative data analysis	Descriptive (<i>M</i> , <i>SD</i> , Frequencies), inferential (bivariate correlations), and multivariate (multiple regressions) statistics. Moderation analysis (following the procedure suggested by Hayes (2013)) Inductive content analysis (Forming Meaning Units, Condensing Meaning Units, Categorising and Theming). Triangulation of quantitative and qualitative data. Integration of quantitative and qualitative findings at the interpretation and reporting level in Chapter 7 to provide a more comprehensive understanding of the research problem.
Qualitative data analysis	
Data trustworthiness	
Quantitative aspects of trustworthiness to attend to:	Validity: Content validity and Face validity, Scale Reliability (Cronbach's Alpha).
Qualitative aspects of trustworthiness to attend to:	Rigour: Systematic Data Coding: searching for deviant cases and the use of the transcription techniques of conversation analysis; Credibility: Reflexivity, Authority of the Researcher and Triangulation of Methods; Transferability: Nominate sample, Dense description, Dependability and Conformability.
Ethical considerations	
Ethical considerations	The principle of informed consent; The principle of no harm: confidentiality; The principle of beneficence; The principle of honest analysis and reporting.

A thorough description of aspects identified in the action plan is presented in the research methodology and design section that follows. The intention is to plan to answer research questions and corresponding hypotheses more effectively.

4.3 Research paradigm

Kuhn (1970) defines a research paradigm as the underlying assumptions and intellectual, philosophical foundations upon which a research enquiry is based. The research paradigm adopted for this study was pragmatism. The pragmatist paradigm focuses on actions, situations and results rather than preconceived normative prescriptions (Creswell, 2007). As a paradigm, pragmatism concerns itself with what works when selecting approaches for doing research. The pragmatist paradigm argues that no single scientific method for accessing the truth exists. Truth can be accessed through the most appropriate methods for investigating the phenomenon (Kivunja & Kuyini, 2017; Patton, 1990). Therefore, the pragmatic paradigm uses workability or what works as a basis for making decisions regarding methodology and design (Kivunja & Kuyini, 2017).

For this reason, this study selected a research approach that made possible the adoption of a research design and methodology and a combination of methods that were most appropriate for investigating and understanding the participants' experiences, their beliefs that informed such behaviour and the consequences generated from those behaviours (Kivunja & Kuyini, 2017). In other words, as discussed below, a mixed methods research approach adopted for this study provided a pragmatic way of investigating the purpose, critical research questions and hypotheses. The rationale for locating this study within the pragmatic paradigm lay in the assumption that the pragmatic paradigm does not slavishly commit to a singular philosophy and reality (Kivunja & Kuyini, 2017).

For instance, it provides a basis for refuting claims on the incompatibility between quantitative and qualitative research (Howie, 1988). For this study, adopting a pragmatic paradigm enabled me to decide which methods, techniques and procedures to use to address the study's purpose, critical research questions and hypotheses. In other words, adopting a pragmatic paradigm enabled me to consider various approaches rather than committing to one (Creswell, 2007). As a result, in trying to understand the phenomenon under investigation, I combined quantitative and qualitative research strategies, as discussed in the sections below.

4.4 Research design and approach

A mixed-method research design was adopted for this study. A mixed methods design draws on quantitative and qualitative approaches (Kemper et al., 2003). Within this study, a qualitative phase is built upon the quantitative results, a design referred to as sequential mixed methods (Clark & Creswell, 2007; Gutmann & Hanson, 2003). This design means that the study began with collecting and analysing quantitative data, followed by qualitative data (Clark & Creswell, 2007). In this study, I required qualitative data to explain significant results from the quantitative phase, namely, why teachers reached a stage where they found it difficult to regulate emotions. This design enabled me to use semi-structured interviews based on the results of the initial quantitative phase. Literature on mixed methods research presents two types of explanatory sequential designs: the follow-up explanatory and participant selection models (Clark & Creswell, 2007). For this study, the participant selection model was

used to justify the design selection and to identify and select participants for the in-depth qualitative research study (Clark & Creswell, 2007).

Individual codes were generated to link the participants' information generated through the administration of the questionnaire and through conducting the semi-structured interviews. The codes were generated using the first two letters of the participant's mother, their day of birth, and the first two letters of their mother's birth month. For example, the code would be JU01JA: JU for Juliet, 01 for the participants' birthday, and JA for January, their mother's birth month. The participants developed and provided the codes to enhance confidentiality. The participants then used the code as their reference in all the study data generation steps.

A sequential mixed method design was used in this study, as described above. Further explanations for the choice of this design are provided below. This investigation used an embedded research approach (Greene & Caracelli, 1997; Doyle et al., 2009). This approach means that quantitative and qualitative data were collected. The embedded research approach features one dominant method while the other provides a complementary or supportive role (Creswell & Plano Clark, 2007; Doyle et al., 2009). For this study, I embedded qualitative data within a quantitative methodology, meaning priority was afforded to the quantitative research method.

In contrast, the qualitative data set fulfilled a supplementary or subservient role (Doyle et al., 2009). This research process means the embedded design used in this study had a two-phased approach. The quantitative phase of the study was the dominant phase (Clark & Creswell, 2007). The dominance of the quantitative phase regarding the data generated in this study is presented in Table 4.4-1 below.

Table 4.4-1: Overview of research questions, approaches, data generation and analysis procedures

RESEARCH QUESTION	RESEARCH APPROACH	INSTRUMENTS	DATA ANALYSIS
What job demands do teachers in selected secondary	Quantitative	Workload demands were assessed with the relevant scale from the Copenhagen Psychosocial Questionnaire (COPSOQ; Pejtersen et al., (2010). Emotional demands	Descriptive Statistics (Means, Standard Deviations, Frequencies). Descriptive statistics helps the researcher to summarise

schools experience?		<p>were assessed using the relevant COPSOQ scale (Pejtersen et al., 2010).</p> <p>Hiding emotions were assessed using the relevant scale from COPSOQ (Pejtersen et al., 2010).</p> <p>Disruptive learners were assessed using the relevant scale from Customer-related social stress and burnout (CSS; Dorman & Zapf, 2004).</p>	the characteristics of a data search.
How do teachers regulate their emotions when faced with different job demands?	Quantitative	<p>The Emotion Regulation Questionnaire (ERQ; Gross & John, 2003) assessed emotional reappraisal and emotional suppression.</p> <p>Deep acting, surface acting, intensity, frequency and variety of emotions were assessed using the Emotional Labour Scale (ELS; Brotheridge & Lee, 2003).</p>	<p>Descriptive Statistics (Means, Standard Deviations, Frequencies).</p> <p>Inferential Statistics (Pearson Product Moment Correlations, Multivariate Regression).</p>
Will the interplay of job demand and emotion regulation affect the well-being of teachers?	Quantitative	<p>Work Engagement (vigour, dedication and absorption) was assessed with the Utrecht Work Engagement Scale (UWES; Schaufeli & Bakker, 2003).</p> <p>Oldenburg Burnout Inventory (OLBI) (Demerouti & Nachreiner, 1998) has two dimensions (exhaustion and disengagement from work) evaluated by sixteen items: eight items measure exhaustion, and eight items measure disengagement from work. Both dimensions were evaluated by four positively worded items and four negatively worded items.</p> <p>Maslach Burnout Inventory (MBI, version published by Maslach & Jackson, 1981) were scored using a seven-level frequency rating from “never” to “daily”. The MBI has three component scales: emotional exhaustion (nine items), depersonalisation (five items) and personal achievement (eight</p>	<p>Inferential Statistics was administered to make predictions based on the data. Multivariate Regressions were administered to assess the strength of the relationship between the dependent variable and predictor variables and the importance of each predictor to the relationship, often with the effect of other predictors statistically eliminated. Also, moderation analysis was used to determine whether a third variable moderated the relationship.</p>

		items). Each scale measures its dimension of burnout.	
Why do effects on teacher well-being unfold?	Qualitative	Semi-structured interviews. Two key questions guided the interview process: a) Do you remember an incident when it was difficult or impossible to keep up with your professional expectations in the classroom? b) If you could change what happened or what you did, what aspects would you change and why? The main question had approximately eight guiding questions, as seen in Appendix F. A rationale for developing these questions is provided in section 4.6.2.	Inductive content analysis approach. This is a systematic and replicable qualitative data analysis technique that compresses many words of text into fewer content categories based on explicit rules of coding (Stemler, 2000).

The three research questions for the study were responded to through a quantitative method (i.e., paper-pencil questionnaire). However, the interview participants' responses complemented and effectively validated the questionnaire data. Research question four was responded to through the data generated through a qualitative method (i.e., semi-structured interviews).

4.5 Recruitment and sampling of the participants

This study was part of a larger research project titled *Demands and Personal Resources of Teachers in Two Districts in KwaZulu-Natal as Predictors of Teachers' Level of Strain and Ill-Being*. The National Research Foundation (NRF) of South Africa funded the project as part of the Human and Social Dynamics Funding Instrument (HSD170621242989). The research project explored job demands experienced by teachers in secondary schools in two education districts in KwaZulu-Natal, namely, the Umlazi and Pinetown Districts. The study intended to understand which personal resources teachers used to manage these demands and how the various demands impact teachers' well-being, stress levels and engagement in professional development activities.

Ethical clearance for the project was obtained from the relevant body at the University of KwaZulu-Natal (see Appendix B, Ethical Clearance Number: HSSREC/00000425/2019). The Department of Education of the Province of

KwaZulu-Natal was contacted, and permission for the study was obtained (see Appendix C). The first step of data collection for the study started at the beginning of October 2019. In the first data collection wave in 2019, 81 schools were contacted to be part of the study. In the first round, gatekeeper letters from 24 schools were obtained. Questionnaires were distributed to the 24 schools, indicating their interest in participating in the study.

In the second wave (end of 2019), eight more schools agreed to participate in the study and instruments were distributed. So, this brought the total of schools to 32. Of these, 18 schools eventually participated, and teachers submitted questionnaires (response rate 15%). The 15% response rate was calculated based on the overall number of schools contacted for the study about the schools that eventually participated. This method is very conservative when calculating a response rate. To further provide insight into the response rate, it needs to be noted that 18 out of 32 schools that had granted gatekeeper permission participated in the study (56%). Other unexpected circumstances further contributed to this response rate. The study started at the end of 2019 and was supposed to run in the first quarter of 2020. Usually, the end of one school year and the beginning of a new school year are challenging; hence, the initial response rate is low. Due to the COVID-19 pandemic and the imminent lockdown, recruitment had to be concluded early, at the beginning of March 2020. Thus, no claims are made that the study data would be representative. However, the study still allows for relevant insights into the situation of teachers in selected secondary schools in South Africa.

Informed consent regarding participation in the study was obtained from the teachers in the selected schools. Before obtaining informed consent, the following issues and aspects were explained to the respondents: the purpose of the research study, expectations of the researcher, contact person and details in case they had any questions, as well as mechanisms that would be put in place to ensure the protection, respect and upholding of their rights. For instance, for two intervals, the questionnaire comprised a note to remind the participants that their participation in the study was voluntary and that their responses would be treated with the strictest confidentiality. Participants were assured that there were no wrong or right responses to the questions. Those who had queries were advised to contact the NRF project manager at the School

of Education, University of KwaZulu-Natal. The project manager's email address and landline were provided to the respondents for accessible communication and correspondence.

The participant's identity (for both data collection stages) was masked by codes described as follows in section 4.4: Individual codes were generated to link the participants' information through the administration of the questionnaire and through conducting the semi-structured interviews. The codes were generated using the first two letters of the participant's mother, their day of birth, and the first two letters of their mother's birth month. For example, the code would be JU01JA: JU for Juliet, 01 for the participants' birthday, and JA for January, their mother's birth month. The participants developed and provided the codes (which were only known to them) to enhance confidentiality. The participants then used the code as their reference in all the study data generation steps (see Chapter 6 of this thesis). These codes were created by participants based on this instruction when filling in the questionnaire (the first quantitative part of the study).

To enable the sequential design of this mixed-method study, participants for the semi-structured interviews were recruited from the pool of participants who had completed the questionnaire. This connection between the quantitative and qualitative parts began after the quantitative data collection and analysis were completed. The results from the quantitative phase were used to determine which participants would be invited to take part in the subsequent qualitative study.

For the second (qualitative) part of the study, participants who had indicated in the questionnaire that they would be available for semi-structured interviews were contacted. The researcher communicated with the school principals, who then issued a communication to all teachers in their schools, inviting them to participate in the second part of the study. In this communication, only the codes of the teachers who met the inclusion criteria for the qualitative phase were mentioned (see section 4.5.2 below). These codes were designed to protect the identity of individual teachers, ensuring that neither the principal nor colleagues could identify who these teachers were. Only the respective teachers could recognise their code based on the instructions provided and were invited to contact the researcher directly.

Participants were assured that their involvement in the qualitative phase was entirely voluntary. They were not required to disclose their availability to the principal and could choose to reach out to the researcher independently if they wished to participate. This voluntary approach ensured that only those genuinely interested in the second part of the study contacted the researcher. Moreover, all potential participants were fully informed about the nature of the study and were required to sign informed consent documents before data generation began.

During the semi-structured interviews, participants were asked to use their assigned codes to maintain confidentiality. These codes were also utilised to match data from the quantitative and qualitative phases when reporting the study's results. Participants had the right to refrain from sharing information during the interviews, and some chose not to discuss certain aspects. At all stages, strict confidentiality was maintained, ensuring that no information was shared that could identify the participants beyond the researcher's knowledge.

4.5.1 Sampling for the quantitative data collection phase

Purposive sampling was used to identify relevant schools (inclusion criteria: secondary schools in the districts of Umlazi and Pinetown). Both districts are near the university, allowing for a more intense recruitment procedure. Secondary schools were chosen because of the particular demands they experienced. All teachers at these schools were purposively selected and invited to participate in the questionnaire (inclusion criterion: working as a secondary teacher in a school in one of the two districts).

In total, 150 paper-and-pencil questionnaires were distributed. Twenty-seven questionnaires were discarded due to missing data or because participants did not consent to the study (return rate: 82%). As a result, 123 teachers from 18 schools participated in the study. The 123 participants were between 22 and 65 years old ($M=43.62$, $SD=11.98$) and had seven months and 39 years of work experience ($M=12.24$, $SD=10.06$).

Table 4.5-1: Participants' responses concerning teaching experience

GROUPS ACC. TO YEARS OF TEACHING EXPERIENCE	>10	11-20	21-30	31-40	≥41	NO RESPONSE
N	40	27	26	23	3	4
%	32.5 %	22.0 %	21.0 %	18.7 %	2.4 %	3.3 %

Table 4.5-1 shows teachers' distribution across teaching experience groups. Teachers from all groups took part. However, very experienced teachers with over 41 years of experience were under-represented.

Most participants were female (n=96, 78%), and only 25 were male (21%). Two participants (1.6%) chose not to report their gender. Teachers taught at schools of different quintiles (please see Table 4.4 for further details). Table 4.4 below presents participants' responses in this regard.

Table 4.5-2: Participants' responses with respect to the quintile ranking of their schools

QUINTILE RANKING	1	2	3	4	5	NO RESPONSE
N	8	17	25	19	56	18
%	6.5	13.8	4.1	15.4	45.5	14.6

The table shows the quintile ranking of participating teachers for schools. The schools with a quintile ranking of 5 have the highest representation, while participants with a quintile ranking of 3 are the least represented.

4.5.2 Sampling and sample for the qualitative data generation phase

For the qualitative phase, a subsample of ten teachers was purposively selected and asked to participate in the qualitative phase of the study. This took place after quantitative data collection and analysis. Purposeful sampling enabled the researcher to select a sample of the target population who met the researcher's criteria (McAllister et al., 1998). The type of purposive sampling used was extreme case sampling; hence, participants who displayed a particular characteristic, such as the highest level of most significant job demands, were invited to join the next phase of the study.

The criteria for selection were based on the participant's responses to the items in the questionnaire. The following inclusion criteria were developed: teachers with high and diverse job demands (i.e., emotional and workload demands) were to be recruited. Participants with the highest score on the job demands were recruited. Participants whose aggregate mean for each job demand in their descriptive analysis was above three were invited. That means participants who reported having to keep their eyes on many things often had high cognitive demands. Participants with higher emotional demands were also considered. Also, the number of hours worked and the class size were used as possible inclusion criteria. Participants who worked more than 36 hours per week were invited. Participants who taught a class with more than 40 learners were invited. Participants who reported their workload to be unevenly distributed were also invited. This consideration was not arduous, as the results showed that more than half of the participants (54.5 %) often had to change their thoughts to feel more positive emotions. The selection of the participants was not based on each set of job demands in isolation. However, particular interest was how participants responded to the interplay of job demands.

Purposive sampling (i.e., extreme case sampling) was used to recruit the 10 participants, who were then approached and invited to participate in the qualitative phase of the study (see section 4.5. for more information). After data collection, only data from nine participants was included in the analysis because one participant chose not to share information and made use of the right to leave the study without reason. Again, this strategy of purposive sampling was chosen to recruit teachers for the semi-structured interviews. In line with objective four, teachers needed to be recruited who would allow the researcher to gain insight into how and why the well-being of teachers is influenced by an interplay of job demands and emotion regulation. This insight can only be gained from teachers with high demands. Furthermore, this choice is also critical to be able to investigate how and why teachers who experience higher job demands reach a stage where they struggle or fail to regulate their emotions.

To protect learning and teaching time, I ensured that interviews took place after school hours and, thus, did not interfere with learning and teaching in the schools. Each telephone interview was a once-off session of approximately 25 to 40 minutes. Telephonic semi-structured interviews were appropriate since the country was under

lockdown to contain the spread of COVID-19. This kind of interview was used to ensure my safety as the researcher and the participants and compliance with protocols set out by the President of the Republic of South Africa (The Presidency, 2020).

I collaborated with and worked closely with school principals and school management teams (SMTs) of the affected schools to make arrangements that ensured that teaching and learning were not adversely affected. The time from 14h30 to 20h00 was the time participants and I agreed upon. Although questions were primarily in English, participants were invited to respond in isiZulu if desired. I took notes during the interviews to capture non-verbal data which could not be captured through audio recording. Olympia's Digital Voice Recorder VN 7600 was used for the dicta-phone audio recording of the interviews after the participants had obtained permission. The interview guide concluded with a section where I thanked the interviewee for participating. The interview recordings were later transcribed verbatim.

Some unforeseen challenges emerged during the interview process. For instance, two of the participants who had initially availed themselves of the interview could not be accessed on the phone on the day of the interview. I tried in vain to access them to arrange another interview appointment. Those participants had to be replaced by two other participants who also met the inclusion criteria. Secondly, I had to revise the time of the interviews as some participants had commitments that affected the time initially agreed upon. Lastly, some participants were reluctant to elaborate on their points in a conversation. Despite asking probing questions and encouragement to further elaborate, participants chose not to share more information.

The demographic details of the interview participants in this study contained the following variables: gender, tenure and quintile of school. Concerning gender, seven (70 %) participants were female, and three (30%) were males. Concerning the number of years in the teaching profession, two (20%) participants had taught for 0 to 10 years, four (40 %) between 11 and 20, and three (30 %) between 21 and 30. Concerning the quintile ranking of the schools in which the participants taught, one (10%) participant taught in Quintile 2 schools, four (40%) in Quintile 3 schools, and five (50%) in Quintile 4 schools – none of the participants who participated in the telephonic semi-structured interviews taught in a Quintile 5 school. However, compared to the

quantitative section, teachers teaching in Quintile 5 schools were well represented, making up about 45.5 % of the valid responses received.

4.6 Data generation methods

Data generation methods used to generate data in this study were self-administered paper-pencil questionnaires and telephonic semi-structured interviews. First, the scales used in the questionnaire to assess relevant variables are described below. The development of the semi-structured interview schedule will be described in the next step.

4.6.1 Self-administered questionnaire

Before the data collection process, the questionnaire was field-tested with 84 teachers from primary and secondary schools in KwaZulu-Natal who were not participating in the main study. The purpose of this field test was to ensure that the instrument employed in this study was reliable, valid, and economical. The responses of the 84 teachers to the initial version of the questionnaire allowed the research team to establish face validity and construct validity by correlating measures with related constructs included in the field test questionnaire.

Constructs were only included in the main study questionnaire if they met the established criteria during the field test. This process also provided an opportunity to refine the wording of items where necessary. These adjustments ensured context validity, as the KwaZulu-Natal teachers who participated in the field test could evaluate whether the items were understandable and suitable for their specific context.

The internal consistencies of the scales used in the field test were analysed to assess their reliability. This analysis helped to identify areas where improvements were needed and allowed for the reduction of the number of items in some scales without compromising their reliability for the main study. The findings of the field test indicated that the questions in the questionnaire were clear and easily understood by the participants, so no significant changes were made. To enhance the questionnaire, the number of items in certain scales was reduced to make it more economical.

Results of the field test have been documented elsewhere (Philipp, 2019) and are not included here to keep this thesis focused and concise. The data collected using the refined questionnaire in the main study was used to address research questions one, two, and three.

4.6.2 Telephonic semi-structured interviews

The participants' level of job demands and the interplay of different sets of job demands were explored in in-depth semi-structured interviews. The rationale for interviewing participants one at a time was to allow me space and time to reflect on what had emerged from each interview session and decide how the following interview would unfold. This plan of conducting interviews also assisted me in ensuring that timeslots were distinct from participants. Interviews were audio-recorded with the permission of the participants and transcribed verbatim. Verbatim transcription helped as a frame of reference for an interview, and it captured the exact words spoken, including pauses, stutters, and other noises between the interviewer and interviewee. The advantage of audio recording was that it enabled me to listen to the participants and only record those instances that could not be captured through manual information.

The semi-structured interview was chosen for its potential to enable me to use a set of questions to guide rather than control and dominate the process (De Vos et al., 2005; Henning, 2004). Another advantage of adopting the semi-structured interview was that it assisted me in obtaining a more comprehensive view of what the participants believed in, how they were thinking, and their understanding of the phenomenon under investigation (De Vos et al., 2005). The decision to adopt the semi-structured interview also enabled me to investigate the complex interplay among participants' job demands, emotional regulation, and well-being. Thus, the semi-structured interview helped me investigate specific aspects and complexities regarding the issue under investigation (De Vos et al., 2005).

The schedule developed to guide the conduct of the telephonic semi-structured interviews assisted me in ensuring that all the critical issues and areas regarding the phenomenon under investigation were adequately covered (Henning, 2004). The

adoption of the semi-structured interview allowed for additional probing questions to be added and provided a valuable guide to ensure coverage of the critical issues of the study (De Vos et al., 2014). The interview comprised the introduction, in which the interviewer explained and sought consent for participation, and the audio recording, which set the participants at ease regarding the fact that there was no right or wrong response to the questions.

The interview guide comprised two questions: a) *Do you remember an incident when it was difficult or impossible to keep up with your professional appearance in the classroom?* Moreover, b) *If you could change what happened or what you did, what would you wish happened differently and why?* These questions were then supported by the relevant probing questions, which sought in-depth responses from the participants (please see the full interview schedule in Appendix F). These questions were formulated to gain insight into research question four on how and why an interplay between job demands and emotion regulation might affect teacher well-being. Probing questions were included to shed light on potentially emotionally charged situations and how participants responded. It was key to encourage participants to share emotionally demanding incidents. Furthermore, these incidents might push them to the boundaries or beyond the boundaries of emotional regulation.

Semi-structured interviews are an appropriate data collection method for a mixed methods study such as this one. For instance, this qualitative approach enabled the researcher to delve deeper into teachers' experiences, perceptions, and emotional processes, providing rich and detailed insights that complement the quantitative data obtained from surveys or structured questionnaires. The use of semi-structured interviews was essential for understanding the complexities and nuances involved in how job demands and emotional regulation affect teacher well-being within this specific educational context.

In the context of South African secondary school teachers, the challenges they face often involve intricate emotional and psychological dimensions that cannot be fully captured through quantitative measures alone. Teachers' experiences with job demands – such as large class sizes, inadequate resources, student behavioural issues, and administrative pressures – are shaped by their perspectives and coping strategies.

Semi-structured interviews allowed these teachers to articulate their thoughts and feelings in their own words, offering a deeper understanding of how they managed their emotional responses to these stressors. This qualitative insight was invaluable for interpreting the data on emotional regulation in a way that respects the teachers' lived experiences.

Moreover, semi-structured interviews were particularly well-suited for exploring the contextual and cultural factors that influenced the relationship between job demands and teacher well-being. In South African schools, the socio-economic conditions, diversity in learner populations, and resource constraints can play a significant role in shaping teachers' experiences. Semi-structured interviews thus enabled the researcher to capture these contextual details, which would possibly been lost in quantitative data. By allowing the participants to discuss their environment and specific challenges in their terms, the researcher could gain a comprehensive understanding of how these factors interact with emotional regulation and influence overall well-being.

4.7 Assessment of variables

4.7.1 Assessing the job demands of teachers

a) Workload demands

Workload as a quantitative demand was assessed through nine items from the Copenhagen Psychosocial Questionnaire (COPSOQ; Pejtersen et al., 2010). One example item is "Is your workload unevenly distributed, so it piles up?" One item was reverse-coded in this questionnaire section and was transformed for data analysis. Responses were captured on a five-point Likert-type scale, 5- 'Always' to 1 - 'Never/Hardly Ever'. The workload scale's internal consistency was still acceptable (Cronbach's Alpha = .69). *Working hours* of teachers were assessed as the total number of hours worked during an average week (single item). The item was self-developed.

b) Emotional demands

Emotional demands were assessed using seven items of the respective scale from the COPSOQ (Pejtersen et al., 2010). Example item: "Does your work put you in emotionally disturbing situations". A 5-point Likert-type response scale ranging from

1 'Never/Hardly Ever' to 5 'Always' was used. The internal consistency of the scale was good (Cronbach's Alpha = .70).

c) Disruptive learners

The variable 'disruptive learners' was assessed using seven items of the Customer-related Social Stress and Burnout (CSS) scale and its adapted version (Dorman & Zapf, 2004). Items were adapted to the school context. Example item: "During the last week, I had to deal with learners who interrupted the class flow.". The responses were measured on a 5-point Likert-type response scale ranging from 1 'Strongly Disagree' to 5 'Strongly Agree'. The internal consistency of the scale was good (Cronbach's Alpha = .90).

d) Class size

In addition to the job demands above, *class size* was assessed as a job demand. Two items measured the number of learners in the smallest, and the largest class of the teachers taught at the time of data generation. These items were self-developed.

e) Hiding emotions

Hiding emotions were assessed using three items from the Copenhagen Psychological Questionnaire (COPSOQ; Pejtersen et al., 2010). Example item: "Does your work require that you hide your feelings?" Responses were measured on a 5-point Likert-type response scale ranging from 1 'Never/Hardly Ever' to 5 'Always'. The internal consistency of the scale (Cronbach's Alpha) was still sufficient, with .67.

f) Job demand of frequency, variety and intensity of emotions

The frequency, variety, and intensity of emotional experiences were assessed using the respective subscales from the Emotional Labour Scale (Brotheridge & Lee, 2003). Three items assessed the frequency of emotions (example item: "On an average day at work, how frequently do you...express particular emotions needed for your job."); the variety (example item: "On an average day at work, how frequently do you...express many different emotions.") and intensity of emotions (example item: "On an average day at work, how frequently do you...express intense emotions.") were assessed with two items each. The responses for all subscales were assessed on a 5-point Likert-type

scale ranging from 1 ‘Never/Hardly Ever’ to 5 ‘Always’. The internal consistency (Cronbach’s Alphas) of the subscales was good (.93, .89, .86, respectively).

g) Overall level of job demands and variety of job demands

The *overall job demands level* was calculated as the sum of all job demands listed above. This sum score was later included in the analyses. Each job demand listed above was split into high and low levels (via Median Split) per participant. This procedure resulted in a dummy variable for each job demand with 0 - low job demand vs. 1 - high job demand. A sum of these dummy variables was subsequently calculated, which indicated the number of high-level job demands per participant, which neither served as an indicator for the *variety of job demands*. This score was later included in the analyses.

4.7.2 Assessing emotion regulation strategies of teachers

a) Emotional reappraisal and emotional suppression

The Emotion Regulation Questionnaire (ERQ; Gross & John, 2003) assessed emotional reappraisal and emotional suppression. The Emotion Regulation Questionnaire instrument comprised ten items, which asked about the participants’ emotional lives, mainly how they regulated their emotions. The questionnaire involved two aspects of the participants’ emotional lives (Gross & John, 2003). The ten questionnaire items were divided into six reappraisal items (example item: “I control my emotions by changing the way I think about the situation I’m in.”) and four suppression items (example item: “I control my emotions by not expressing them.”). The responses were measured on a five-point Likert-type response scale ranging from 1 ‘Strongly Disagree’ to 5 ‘Strongly Agree’. The subscales’ internal consistencies (Cronbach Alphas) are good (.88, and .74, respectively).

b) Deep and surface-acting

Deep and surface acting were measured with two subscales of the Emotional Labour Scale (Brotheridge & Lee, 2003). Three items per subscale were used (example item deep acting: “On an average day at work, how frequently do you...try to actually experience the emotions that I must show.”; example item surface acting: “On an average day at work, how frequently do you...pretend to have emotions I don’t really

have.”). The responses for all subscales were assessed on a 5-point Likert-type scale ranging from 1 ‘Never/Hardly Ever’ to 5 ‘Always’. The internal consistency (Cronbach Alphas) of the subscales was good (.91, and .82, respectively).

4.7.3 Assessing teacher well-being

Teacher well-being was assessed as work engagement and burnout. The way these variables were measured is described below.

a) Work engagement

Work engagement was assessed using the three subscales of the Utrecht Work Engagement Scale (UWES; Schaufeli & Bakker, 2003). Subscale one is *vigour* (example item: “At my work, I feel bursting with energy”), assessed with six items. Subscale two is *dedication* (example item: “I find the work that I do full of meaning and purpose”), assessed with five items. Subscale three is *absorption* (example item: “Time flies when I’m working”), assessed with six items. Responses to all subscales are measured on a 5-point Likert-type response scale ranging from 1 ‘Never/Hardly Ever’ to 5 ‘Always’. The internal consistencies (Cronbach’s Alphas) of the subscales were good (.90, .84, .86, respectively).

b) Burnout

The three burnout dimensions were assessed using the Maslach Burnout Inventory (MBI) published by Sabbah et al. (2012). *Emotional exhaustion* was assessed with five items (example item: “I feel emotionally drained from my work”). *Depersonalisation* was assessed with four items (example item: “I worry that this job is hardening me emotionally”). *Reduced personal accomplishment* was assessed with five items (example item: “I feel I am positively influencing other people’s lives through my work”). The items on this subscale are reverse-coded. Responses on all subscales were measured on a 5-point Likert-type response scale ranging from 1 ‘Never/Hardly Ever’ to 5 ‘Always’. The internal consistencies (Cronbach’s Alphas) of the subscales were good (.93, .82, .76, respectively).

An additional scale was used to assess the *exhaustion* of participants. The exhaustion scale of the Oldenburg Burnout Inventory (OLBI; Dorota et al., 2015) consisting of

these items was used for this purpose (example item: “While working, I often feel emotionally drained”). Six items of this scale were reverse-coded and were transformed before analysis. Items were adapted to the school context. Responses were measured on a 5-point Likert-type response scale ranging from 1 ‘Strongly Disagree’ to 5 ‘Strongly Agree’. Cronbach’s Alpha of the scale was good as a measure of internal consistency (.87).

4.7.4 Assessment of control variables

The following control variables were considered: gender, teaching experience, and school type (according to quintiles). These are single-item measures which were self-developed.

Gender: This information was taken to help understand the behavioural pattern based on gender. Also, to ensure that both genders are well represented in the research.

Teaching experience: The information on the respondents is helpful to give insight into the level of experience that the respondents in the study possess. This variable helped evaluate the role played by their experience.

Quintile of the school: This variable reflects the socio-economic status of the school the teacher is teaching. The information gave insight into the background of the students being taught and their exposure level.

The rationale for considering these three variables as control variables is because literature has established that they may affect job demands, emotional regulation, and well-being. In the study conducted by Tran (2015), gender was argued to have a significant impact on job satisfaction. Male teachers scored less than their female counterparts on stress, but the case differed when female teachers scored less in job satisfaction. Castillo-Gualda et al. (2019) also considered gender and tenure to be strong covariates in assessing teachers’ ability to regulate emotions and burnout. The quintile of the school reflects the school’s financial situation and has also been found to influence job performance (Botha & Hugo, 2021).

4.8 Data analysis

Data analysis is the “process of bringing order, structure, and meaning to the mass of collected data” (Marshall & Rossman, 1999, p. 150). For this study, there were two phases of data analysis, namely, quantitative and qualitative data analysis. The data analysis process for the two phases is described and discussed in the section below.

4.8.1 Quantitative data analysis

In the first step, items assessing the same construct were transformed into scales based on the above internal consistencies. Data collected through the questionnaire were analysed descriptively using means, standard deviations, and frequency analyses. The purpose of descriptive statistics was to organise and summarise data meaningfully to strengthen and broaden the understanding of data’s fundamental properties and aspects (Maree, 2016). The level of job demand was calculated based on the overall job demand level, while the variety of job demand was constructed using the Median Split (please see section 4.9.1 above for further details).

Cronbach Alpha’s scores were calculated to test the internal consistency of each scale of the adapted instrument. The Alpha Coefficients were indicators of the instrument’s reliability (De Vellis, 2003). Alpha levels of .70 and higher were considered good (Bride et al., 2004).

Inferential statistics such as Pearson-moment correlations were conducted to test associations between single items or scales. Pearson’s correlation measures the direction and strength of the association between two variables. The association is determined by the level of deviation of the data points of the two variables from the line of best fit as shown by the Pearson correlation coefficient, denoted as r .

Multivariate analyses of sets of variables followed these to establish the complex relationships among variables (i.e., multiple regression). Relationships between variables were analysed in hierarchical regressions with different dependent variables. The rationale for using hierarchical regression was that it enabled me to assess the strength of the relationships between the dependent variable (i.e., indicators of well-being) and several independent variables, such as different job demands and emotion

regulation strategies. This type of regression focused on how the independent variables were entered into the model after selection. Due to the sample size of the study, Structural Equation Modeling (SEM) was not used.

During hierarchical regression, job demands, as mentioned, were categorised into the level of job demands and variety of job demands, and these two served as independent variables differently from emotional regulations. The dependent variables were emotional exhaustion, depersonalisation and reduced personal accomplishment as dimensions of burnout in alignment with the MBI (Maslach & Jackson, 1981) and exhaustion as assessed by the OLBI (Dorota et al., 2015). All these variables were introduced into the regression model in a stepwise procedure (step 1: control variables, step 2: job demand variables (level vs. variety of demands), step 3: emotion regulation variables).

The rationale for employing the hierarchical model was to ascertain the predictive power that each additional variable to the model contributed beyond the control variables. The variables introduced in the first step of the regression were the control variables, namely, gender, tenure and quintile.

The model used is specified as follows:

Model 1

$$EE = \alpha + \beta_1 Gender + \beta_2 Tenure + \beta_3 Quintile \quad (1a)$$

$$DEP = \alpha + \beta_1 Gender + \beta_2 Tenure + \beta_3 Quintile \quad (1b)$$

$$RPA = \alpha + \beta_1 Gender + \beta_2 Tenure + \beta_3 Quintile \quad (1c)$$

$$EXH = \alpha + \beta_1 Gender + \beta_2 Tenure + \beta_3 Quintile \quad (1d)$$

Note: EE denotes emotional exhaustion; DEP represents depersonalisation; RPA denotes reduced personal accomplishment; EXH denotes exhaustion measures with the OLBI scale; α represents the intercept of the equation, while β_1 to β_3 represents the coefficient of each variable.

Equation (1a) to (1d) represents the first step of the regression, and all other variables are added stepwise. In the second step, various job demands were added to the regression. Adding a variety of job demands gave us insight into the predictive power

that various job demands added to the model beyond the control variables. The model is specified as follows:

Model 2

$$EE = \alpha + \beta_1 \text{Gender} + \beta_2 \text{Tenure} + \beta_3 \text{Quintile} + \beta_4 \text{VJD} \quad (2a)$$

$$DEP = \alpha + \beta_1 \text{Gender} + \beta_2 \text{Tenure} + \beta_3 \text{Quintile} + \beta_4 \text{VJD} \quad (2b)$$

$$RPA = \alpha + \beta_1 \text{Gender} + \beta_2 \text{Tenure} + \beta_3 \text{Quintile} + \beta_4 \text{VJD} \quad (2c)$$

$$EXH = \alpha + \beta_1 \text{Gender} + \beta_2 \text{Tenure} + \beta_3 \text{Quintile} + \beta_4 \text{VJD} \quad (2d)$$

Note: VJD denotes a variety of job demands, while β_1 to β_4 represents the coefficient of each variable. All other variables remained as defined in model 1.

In the third step of the hierarchical regression, emotional regulation variables were added to the model as specified below.

Model 3

$$EE = \alpha + \beta_1 \text{Gender} + \beta_2 \text{Tenure} + \beta_3 \text{Quintile} + \beta_4 \text{VJD} + \beta_5 \text{ERV} \quad (3a)$$

$$DEP = \alpha + \beta_1 \text{Gender} + \beta_2 \text{Tenure} + \beta_3 \text{Quintile} + \beta_4 \text{VJD} + \beta_5 \text{ERV} \quad (3b)$$

$$RPA = \alpha + \beta_1 \text{Gender} + \beta_2 \text{Tenure} + \beta_3 \text{Quintile} + \beta_4 \text{VJD} + \beta_5 \text{ERV} \quad (3c)$$

$$EXH = \alpha + \beta_1 \text{Gender} + \beta_2 \text{Tenure} + \beta_3 \text{Quintile} + \beta_4 \text{VJD} + \beta_5 \text{ERV} \quad (3d)$$

Note: ERV denotes emotional regulation variables, including deep acting, surface acting, emotional reappraisal, and emotional suppression. β_1 to β_5 represents the coefficient of each variable. All other variables remained as defined in models 1 and 2.

The interaction effect highlights the effect of one variable depending on another variable's value. The model includes the interaction term to ascertain the possibility of other relationships besides the main effects. The interaction effect shows the possibility of the relationship between the dependent and independent variables being

influenced by a third variable. The variables interact, resulting in changes in the relationship between the dependent and independent variables. The introduction of the interaction term makes the model complex, but it is the kind of relationship obtainable in the real world. The interaction term is developed by multiplying the variety of job demands by emotional regulations.

To test moderation effects, it was first determined if the requirements for the analyses were met. For this, assumptions of multiple regressions were tested (linearity, normality, homoscedasticity, uncorrelatedness of residuals, multicollinearity and no extreme outliers). The presence of correlated residuals was tested using the Durbin-Watson test, collinearity statistics were used to test multicollinearity, and case-wise diagnostics was used to detect outliers. Linearity was checked by evaluating scatter plots, and normality and homoscedasticity were tested using relevant plots. All these tests and plots are features of multiple regression analyses in SPSS 28 (IBM Corp., 2021).

To test possible moderations of emotion regulation strategies on the relationship between job demand variety/level of job demands on all well-being variables, the PROCESS macro for SPSS (version 4.2, model 1 for moderation) developed by Andrew Hayes (Hayes & Rockwood, 2017; Igartua & Hayes, 2021) was used. As part of the analyses, continuous variables were mean-centred. To plot two-way moderation effects, the Excel sheet made available by Dawson (<http://www.jeremydawson.co.uk/slopes.htm>) was used.

The moderation effect was further tested with Process Macro developed by Hayes (version 4.0) (Hayes & Rockwood, 2017). The observed variable OLS regression uses the process as a path analysis modelling tool. The modelling tool allows for estimating direct and indirect effects in a model, whether single or multiple moderators. In moderation models, the process also aids in assessing direct and indirect effects in two or three-way interactions. Model 1, the simple moderation model, was employed in this study to answer one of the research questions. Emotional regulation as a moderator was added to the relationship between job demand and the well-being of teachers.

Missing data in the dataset was treated with the SPSS default of listwise deletion. The listwise deletion follows dropping a case, which is the response from the participant due to a missing value in one of the variables specified. All analyses were conducted in SPSS version 27 (IBM SPSS Statistics for Windows, Version 27.0).

The potential problem of Common Method Variance (CMV) was considered. Common Method Variance is a “systematic error variance that stems from a common method used to measure the constructs of the study” (Podsakoff et al., 2003, p. 1). The time dimension of collecting data for the quantitative and qualitative sections helps ensure that CMV does not threaten this study (Rodríguez-Ardura & Meseguer-Artola, 2020). Also, the items in the questionnaire are clear, accurate, and concise (as assessed in the field test). The questionnaire for the quantitative phase is also designed so that questions for criterion constructs are separated from the predictor construct (Podsakoff et al., 2003). Harman’s single-factor test and the correlation matrix procedure are the post-hoc techniques to address and check the effectiveness of the measures mentioned in the previous paragraph. The correlation matrix procedure was employed to assess the presence of CMV. The indicator of the problem of CMV is an excessively high correlation among the variables in the model. The correlation matrix outcome presented in the analysis section indicates that the correlation coefficient among the pair of constructs is below $r=.90$.

It is essential to highlight that this current study does not test causality. Instead, the hierarchical regression utilised in the quantitative approach provides insight into how the different factors contribute to the well-being of teachers. Studies such as Constantine (2012) have established that regression does not imply causation. It is so because before causality and its direction can be established, it must be derived theoretically first. Therefore, the analysis focuses on the interplay between the factors and how this relationship shapes the outcomes (well-being), and I refrain from causally interpreting the data.

4.8.2 Qualitative data analysis

At this stage, data had been generated in the quantitative phase and sampled for qualitative data analysis. The data was imported into MAXQDA (Version 2020;

Rädiker & Kuckartz, 2020) for data analysis. The codebook was developed and tested to ensure codebook reliability. This involved checking which codes worked and which codes did not work. The codebook was then revised and modified. This practice was in line with the idea that no coding frame (coding-DR) is perfect (Schreier, 2012). Codes were then generated, and the rest of the data was coded using a revised codebook. Hereafter, data analysis was run. Data analysis sought to establish the following: a) what intersections were critical? b) what patterns were there? c) what distributions were worth noticing?

Data were coded and organised into categories and themes using an inductive content analysis approach. This approach enabled me to quantify and analyse the presence, meanings and relationships of specific words, themes and concepts. Using the inductive content analysis approach involved summarising the participants' responses (Hall & Horowitz, 2007). Inductive content analysis was used to understand the participants' perceptions regarding why they reached a stage where they struggled to control their emotions, for which the purpose was to develop abstractions and theories and identify themes. The inductive content analysis approach enabled me to pursue an exploratory route to understanding the findings of the study, with the theory emerging from the data rather than vice versa (Kleinheksel et al., 2020). This implies that a grounded approach was adopted, which means that theoretical constructions emerged mainly from the findings.

4.9 Data analysis technique

I developed the interview schedule based on the two critical questions in Table 4.2 above. The main question is: Why do effects on teacher well-being unfold? - had about eight guiding questions. After the interview data collection, the interview data was transcribed verbatim.

The clarity of the process to the participants involved in the study was checked to ensure they understood the intention and goal of the interview section. The participants were allowed to check the transcriptions of their responses and comment on whether they agreed or disagreed with what was written down in this regard. The language was not a barrier, as the interview was conducted in English. Only a few phrases were

made in isiZulu, and I interpreted that during the transcript preparation. Following Braun and Clarke (2006), a theme is a clear and expressive pattern in the data pertinent to the research questions posed in the study. Here, I grouped codes based on the common concepts they convey. Codes with similar lines of argument expressed by the participants were categorised as themes. MAXQDA (Gutterman & James, 2023) was used in this process. The themes were analysed and grouped in six (6) phases (Clarke & Braun, 2013). These phases are outlined as follows.

- a) **Data familiarisation:** I became familiar with the data during the interview process and became more familiar with the data throughout the data analysis period. To fully understand the interviewees' statements about the phenomenon under investigation, I analysed the transcripts of the interviews until I became immersed in the breadth and depth of the content. The MAXQDA software would import each interview transcript and audio file. I accessed and studied the data inside the software environment without going back and forth during the analysis, skipping over any content, or being selective. The advantage of the software interface was that it has various data analysis tools such as Maxdictio tools for high, fast exploration of word frequencies, word combinations, and so on. I studied the transcripts repeatedly until all concepts were clear. I also listened to the recorded audio files to ensure the analysis accurately captured the concepts.
- b) **Coding:** It builds up from phase one. At this point, I applied labels to collect the pertinent portion of the transcripts per the research objectives. I constantly reviewed the research objectives during the coding process to stay on track. I coded as many potential themes as possible so that I could have a broad theme database.
- c) **Searching for themes:** According to Clarke and Braun (2013), a theme is a clear and expressive pattern in the data pertinent to the research questions posed in the study. Here, I grouped codes based on the familiar concepts they convey (i.e., candidate themes) by using code maps, which helped to visualise the relationship between them. Some initial codes which could not go on to form themes were discarded because they did not fit into the themes. Codes

with similar lines of argument expressed by the participants were categorised as themes.

- d) **Reviewing themes:** In this stage, I compared how the themes were organised to the research goals. The generation of themes, development of them, and review of them happened throughout the data analysis period. I also split some topics that can stand alone at this stage or combine many separate concepts. The main goal was to ensure the themes accurately reflected the data collection.
- e) **Naming and defining themes:** In this stage, the researcher locates and documents each theme's description (Clarke & Braun, 2013). I named the themes and provided a concise and straightforward description. This is a phase where I generated and solidified the final themes. The reader will better comprehend the themes' meaning if they are defined because they differ from ordinary usage. The list of codes that make up what the theme symbolises was included in the naming. The themes were presented to my supervisor, who reviewed them to see if the names accurately represented the underlying codes.
- f) **Write-up:** I presented a report on the data analysis findings in this stage. I used a visual representation of qualitative data through code maps and frequency tables (in which the thicker the line, the more codes occurred). Visual representation of data assisted in providing more flexibility, easy access to data and transparency (Clarke & Braun, 2013). This study also assisted in illuminating the interconnectedness and interplay of different factors. At this stage, I also submitted a report that lists the number of themes and sub-themes that resulted from the data analysis, describes each topic, and includes quotes from participants' replies that match each theme.

4.10 Validity, reliability and trustworthiness

Validity refers to the accuracy between verbal and written responses in research and the reality that those responses intend to capture (Gomm, 2004). This thesis used a mixed-method approach by employing a questionnaire and semi-structured interviews.

To collect the information, I used a combination of different procedures to strengthen the dependability and trustworthiness of the data and their interpretation (Kyngäs et al., 2020). This section describes the various ways through which validity was ensured.

The quantitative section of this study used content, context and face validity. Content validity refers to “whether the items are adequate for measuring what they are supposed to measure and whether they constitute a representative sample of the behaviour domain under investigation” (Ary et al., 1990, p. 434). The instruments used to investigate the job demands covered a range of aspects, such as workload and infrastructural, emotional, and cognitive demands. The scales and instruments used in this study were developed over many years and tested in different studies, contexts, and populations. The research instruments, such as questionnaires and a semi-structured interview schedule, were reviewed by the researcher’s supervisor, who was also an expert in the field. In this regard, the supervisor validated all the research questionnaires and questions in the interview schedule.

The questionnaire was field-tested with 84 teachers from primary and secondary schools in the province of KwaZulu-Natal. Field testing of the instruments provided a mechanism to test the internal reliability of the scales before using them in this study. Some adjustments were made to some data collection instruments in this regard (see section 4.6 above for details).

I also ensured that measuring instruments considered the influence of other variables such as culture, language, and historical and ethnic background. For instance, the questionnaire items did not contain any culture-specific concepts. As such, there was no need to make any cultural-related modifications. Face validity is the extent to which questionnaire items clarify, at first glance, and measure the latent variable they are supposed to (Gasa, 2005). Experts in the field, such as my supervisor, were requested to ensure the face validity of the questionnaire. I also used knowledge gained from the literature to determine the face validity of the questionnaire.

Validity in the qualitative part of the study was ensured through reactivity. Reactivity refers to the role of the researcher and their influence or physical presence in the research situation and possible influence on the data (Robson, 2002). The following

measures ensured validity in the qualitative section of this study: prolonged involvement, triangulation and researcher bias.

- **Prolonged involvement:** This refers to the time the researcher is involved with the environment and the study's participants. My contact with participants spread over a minimum period of six months. The repeated questionnaire administration over this extended period could have enhanced the validity of the research data and findings. The repeated data collection allowed me to have time to collect all the intended information until the saturation point was achieved. Being a teacher had a significant advantage in increasing trust between the researcher and participants.
- **Triangulation:** I strengthened the validity of the data and findings by collecting data through several sources: close-ended questionnaires and semi-structured interviews. "Gathering data through one technique can be questionable, biased and weak. However, collecting information from a variety of sources and with a variety of techniques can confirm findings" (Zohrabi, 2013). The kinds of triangulation in this thesis are paradigmatic triangulation (namely, positivism and interpretivism), methodological triangulation (namely, quantitative and qualitative), data collection method triangulation (namely, close-ended questionnaires and semi-structured interviews), sampling triangulation (namely, random and purposive sampling), conceptual framework triangulation (namely, Hot/Cool Model of emotion regulation, Strength/Resource Model of emotion regulation and Job Demands Model triangulation) and data analysis triangulation (namely, quantitative and qualitative data analysis). As evident above, this thesis used triangulation to achieve quantitative and qualitative data to corroborate the findings.
- **Researcher bias:** I ensured they did not impose their values, beliefs, and worldviews on the research process and the participants. I endeavoured to collect, analyse and interpret data as impartially as possible. I was faithful to the research ethics procedures, ethical rules and principles of the study so that they could remain non-judgemental throughout the research process. This

honesty started from the beginning of the research process until the findings had been reported.

The reliability of research data and findings is one of the main requirements of any research process. Reliability deals with the consistency, dependability and replicability of the results obtained from a piece of research (Zohrabi, 2013). Reliability seeks to ensure that in quantitative research, data collection techniques and analytical procedures would reproduce consistent findings if they were repeated on another occasion or if another research replicated them. The measuring instruments are reliable if they can produce consistent responses. Internal consistency of the study variables in quantitative research was assessed by calculating Cronbach's Alpha, a measure of scale reliability. This measure of scale reliability ensured that instruments produced similar results over time. The measures used to ensure reliability were participant error, researcher error, and mechanically recorded data.

- **Participant error** is any factor that adversely alters how participants perform during data collection. This measure ensured that semi-structured interviews with respondents were conducted under similar conditions, namely, through a telephone conversation between 15h00 and 20h00, and that all the participants were secondary school teachers or at least from combined schools. Making telephone conversations would also minimise participant error, where the participant would give incorrect responses. Participant error is most likely to happen when interviewing participants in an open space where there is a possibility that another person may overhear the responses.
- **Researcher error** refers to any factor that changes my interpretation of data and the findings. To prevent this, I conducted a minimum of two interviews per day. This measure ensured that the researcher's mental state did not change during the interview. Researcher error would occur when he got tired after conducting many interviews in one day. Consequently, in the last interview, I did not properly ask questions. Avoiding researcher error was necessary as it would contribute to the unreliability of the results.

- **Mechanically recorded data:** In this study, semi-structured interviews were recorded and preserved. Recording the semi-structured interviews would assist in the reanalysis or replication of the data if it were to be implemented by another researcher or an independent investigator.
- **Rigour** involved ensuring that research data was analysed thoroughly and accurately. Rigour ensured that data collection methods and proper philosophical perspectives were adhered to during research (Darawsheh, 2014). This study ensured rigour by developing systematic data coding schemes, searching for contradictory evidence and exploring data in detail.

For the qualitative phase, the following strategies were employed to ensure trustworthiness:

- **Credibility:** Data credibility refers to factors such as the significance of results and their credibility for participants and readers (Miles & Huberman, 1994). This study was credible because its findings represented the participants' classroom experiences during the investigation. When reporting the findings, the following strategies were considered to ensure credibility:
- **Reflexivity:** This involved guarding against the researcher's subjective influence, preconceived ideas, personal experiences and feelings in research. An audio recorder and interview notes were used to extract participants' emic experiences to enhance reflexivity. In addition, I also shared interview transcriptions with at least three of the nine participants who were willing to go through them and provide comments and input. No objections or dissatisfaction were expressed with the content of the transcriptions.
- **Authority of the researcher:** I used my experiences as a qualified secondary school teacher and a principal for 13 years to understand job demands, emotional regulation and teacher well-being. I also used my knowledge as a PhD candidate to apply research methodology, knowledge, and skills effectively when researching to ensure the reliability of the results of the study.

- **Transferability:** Transferability in research refers to how findings can be ‘exported’ and generalised to other contexts (Lincoln & Guba, 1985). The findings on teacher job demands and experiences may be transferable to other teachers in similar contexts. Procedures that were utilised in this research to strengthen transferability were as follows:
- **Nominate sample:** Purposive sampling was employed in the qualitative section of the study. This sampling method enhanced transferability, as the researcher chose which participants to select who would most likely provide the relevant substantial data. After the quantitative data analysis result, the researcher selected teachers who would purposively participate in qualitative data collection.
- **Dense description:** Background information regarding participants and the research contexts was provided to enable the reader to decide how transferable the findings are to their contexts. This trustworthiness measure included participants’ demographic information, such as gender, tenure, work experience, teacher ages, school quintile and duty load.
- **Dependability** refers to the stability and consistency of the research process and methods over time and influences the degree of control in a study (Goetz & Le Compte, 1984). Dependability implies comparing the findings of a study in a similar context to determine consistency. For instance, this study used other researchers’ results and conclusions when reporting the findings. Thus, utilising relevant studies and comparing their findings with the conclusions of this study enhanced its internal reliability. Conducting the dependability audit also assisted me in ensuring that subsequent researchers could follow the decision trail concerning the conduct of the study. In addition, I also provided detailed theoretical explanations for the methodological choices adopted.
- **Conformability:** Concerning confirmability, the findings of a study must be a true reflection of the participants’ perspectives. For this study, I was available by telephone or email during the research process so that the participants could

check anything they wanted, be it the data collection or analysis. Respondents' responses were paraphrased, or direct quotations were used in presenting and analysing the data.

4.11 Considering ethical issues

De Vos et al. (2005, p. 57) define ethics as “a set of moral principles which is suggested by an individual or group, which is subsequently widely accepted, and it offers rules and behavioural expectations about the correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students”. In the realm of social sciences, it is crucial to prioritise ethical considerations in research practices. Data collection should never come at the cost of respecting participants' rights, as emphasised by De Vos et al. (2005).

As a researcher, I had an ethical obligation to conduct the study in an accountable and responsible manner, ensuring adequate protection and respect for the rights of all participants involved. To fulfil this obligation, I sought and obtained ethical clearance from the Humanities and Social Sciences Research Ethics Committee (HSSREC) for the study, as documented in Appendix B. The ethical clearance was valid for one year, from September 20, 2019, to September 2020. However, considering the disruptions caused by COVID-19 restrictions and protocols, which impacted various research activities, the ethical clearance was extended for an additional six months.

Furthermore, I secured permission from the KwaZulu-Natal Department of Education, as detailed in Appendix C. In line with the guidance of Brinkmann and Kvale (2005, p. 158), who advise qualitative researchers to develop “phronesis” or “practical wisdom” in addressing ethical issues, I applied this principle throughout the research process. The specific ethical principles and measures implemented to protect and respect the rights of participants during the investigation will be discussed in the following section. This commitment to ethical research practices not only safeguards participants but also enhances the credibility and integrity of the research findings.

4.11.1 Principle of informed consent

Informed consent requires that all information on the purpose of the investigation, the procedures which will be followed during the investigation, the advantages, disadvantages and dangers to which respondents may be exposed, as well as the credibility of the researcher must be provided to the participants or their representatives (Brand-Williams et al., 1995). In this regard, informed consent was sought from the participants willing to participate in the study (see Appendix E). The primary thrust of this principle, which is that deceiving people, particularly if one wants them to participate in one's study, constitutes an unethical act (Babbie, 2007), was adhered to.

4.11.1.1 Informed consent for the quantitative phase

The participants' consent to participate in the filling of the questionnaire was sought, which was based on the following key aspects:

- Understanding of the purpose and procedures of the research project;
- Contacting the supervisor of the study to ask questions about the project; and
- Their participation in the study was voluntary; they may withdraw their participation at any stage and for any reason; withdrawing from research would not result in discrimination or disadvantage.

The participants were provided with my supervisor's contact details in this regard. Participants were required to indicate their informed consent by indicating 'YES' or 'NO' on the form. When the participants agreed to participate in the study, they were asked to complete the questionnaire. Participants who responded with 'NO' were not included in the study.

4.11.1.2 Informed consent for the qualitative phase

For the interview, informed consent was sought from the ten participants who had agreed to participate in the study and the semi-structured telephone interviews. Participants were expected to reflect on their experiences regarding job demands, emotion regulation, and teacher well-being. The participant's responses to the interview questions would assist in shedding light on their job demands. The rest of

the questions focused on emotion regulation and teacher well-being. Participants were not compelled to respond to the questions they felt uncomfortable about or were unwilling to respond to for personal reasons. Participants were requested to consent to the researcher using a notepad and a digital voice recorder during the interviews. The participants were informed that interviews with the researcher would last approximately 40 minutes.

Participants were assured that whatever information they provided to me would be treated with the strictest confidentiality. The participants were also informed that confidentiality would be ensured using codes and that all recorded data would be kept in a secure storeroom housed in the School of Education and disposed of (by incineration) five years after the completion of this study. The participants were also informed that their participation in the study was voluntary, that they could withdraw at any stage, and that such would not result in any discrimination or disadvantage for them. The participants were also informed that there were no financial benefits to participating in this study. The participants were also provided with my supervisor's contact details should they have any queries regarding the research study.

4.11.2 Principle of no harm

Researchers must protect research participants from harm, irrespective of the fact that they might have consented to participate in the study (Mdluli, 2015). Adhering to the principle of confidentiality was necessary for this study as it ensured that data provided by participants could not be traced back to them in reports, presentations, and other forms of dissemination (Wiles et al., 2008). Ensuring confidentiality of data would also help participants freely express themselves. For instance, they would be able to say, 'I really lost my emotions there', knowing that the information would be kept confidential. Wassenaar (2006) contends that harm could include what he refers to as wrongs, which suggests that the participants may not be harmed but might be wronged by the research. For example, participants' responses may be distorted to meet particular expectations and align them with specific interpretations. This would not harm participants, but the participants would be wronged.

In this regard, the participants were allowed to verify the transcriptions of their responses and comment on whether they agreed with what had been captured. This included the participants checking for misrepresentations of their responses and suggesting alterations. In the current study, participants had to disclose their feelings and experiences about teacher job demands, emotion regulation and well-being. Given the principle of confidentiality, the study used codes to protect the participants' identities. Accordingly, all the audio files generated were password-protected and kept under lock and key. Moreover, the participants were also requested not to divulge the content of the semi-structured interviews and other experiences during the research to different people.

4.11.3 Principle of beneficence

Beneficence in research means that researchers should have the welfare of research participants as their primary goal (Levine, 1988). The antonym of this concept is maleficence, which describes a practice that opposes and violates research participants' welfare. I ensured the principle of beneficence through a design that enabled me to carry out their moral obligation toward the participants. For this study, I provided a space for the participants to raise awareness and contribute to the understanding and debates regarding the notion during the qualitative semi-structured interviews. The South African government, through the National Development Plan (National Planning Commission, 2011), views the provision of education as the key to developing the country. As such, this study intended to undertake research that addresses pressing issues (Mdluli, 2015).

4.11.4 Principle of honest analysis and reporting

Researchers are obliged to their colleagues in the research community and the research participants to analyse the data rigorously and honestly report on the results (Babbie, 2007). For this study, the obligation to analyse and report honestly included the analysis and reporting of the limitations and shortcomings of the research study and any surprising and unexpected findings (Babbie, 2007). For instance, in this study, I pointed to the pitfalls and problems experienced during the study to enable other researchers in similar contexts to learn from my experiences (Babbie, 2007). An example of this was the reporting on the challenges of conducting research within the

context of COVID-19. To ensure honest analysis and reporting, I used various measures which involved, among others, using appropriate statistical tests, reporting negative or contradictory results, not omitting missing data points, reporting on the actual number of research participants, and reporting data through the most scientifically accurate methods (Marco & Larkin, 2000).

4.12 Summary

This chapter presents and discusses the research design and methodological considerations. Since quantitative and qualitative research approaches were used to respond to the critical research questions, the study adopted a mixed methods research approach. Thus, the mixed methods research approach was described, and its justification was presented and discussed. The strengths of each research approach were highlighted, including how they could benefit the study. The mixed methods research approach weaknesses were highlighted, and a discussion of how those limitations were mitigated was provided. The methods for collecting data, namely, the self-administered questionnaire and telephonic semi-structured interview, were described and discussed in this chapter, including the rationale for adopting them. A discussion was also provided on how issues of validity and reliability were ensured in this study. Finally, ethical considerations adopted and implemented to protect, uphold and promote the rights of the participants in this study were discussed.

The quantitative results of the study are presented, discussed, analysed and interpreted in the next chapter.

CHAPTER 5

QUANTITATIVE PRESENTATION AND ANALYSIS OF FINDINGS

5.1 Introduction

The previous chapter described and discussed the research design and methodology for the study. This section of the research work covers the quantitative analysis carried out in this study. This study examined the interplay between job demands and the emotional regulation of teachers and their relationship with teacher well-being at the selected secondary schools in South Africa. The quantitative section will first summarise job demands, focusing on the overall level and range. Secondly, it will focus on emotion regulation strategies, breaking them down according to job demand levels. Thirdly, it will present the study's results on the well-being of the participants and analyse which affect job demands and emotion regulation strategies have on the well-being of the participants in this study.

5.2 Descriptive analysis of the job demands of the participants

The descriptive analysis of the teacher's job demands first addresses their school, the number of hours worked per week, and the class sizes, namely, the smallest and largest classes the participants taught at the time of data generation. Table 5.2-1 below provides results on the sizes of the classes taught by the participants.

Table 5.2-1: Size of the largest class taught by the participants

	Number of responses of teachers on the size of smallest / largest class	Percentage of responses of teachers on size of smallest / largest class
10-20 learners	1 / 4	8 / 3.3
21-30 learners	19 / 18	15.4 / 14.6
31-40 learners	33 / 53	26.8 / 43.1
41-50 learners	62 / 33	50.4 / 26.8
51 learners and above	3 / 9	2.4 / 7.3

Each teacher was asked to indicate the size of the smallest and largest class taught. The column shows the size of classes taught by the participants. The next column indicates the number of responses based on the smallest over the large class, and the last column

shows the percentage. The minimum number of learners in the largest class taught by the participants was 15, while the enormous number of learners in the largest class was 57. The largest class, on average, had 40 learners ($SD = 7.65$). The smallest class managed by the participants had a minimum of four learners and a maximum of 48 learners. The mean of the smallest class managed by the participants was 28 learners ($SD = 8.71$). This indicates substantial variation in the class sizes of teachers associated with their workload.

Table 5.2-2: Minimum, maximum, means and standard deviations of job demands of participants

	MIN.	MAX.	M	SD
Workload	1.00	4.67	2.89	.80
Emotional demands	1.57	5.00	2.96	.66
Disruptive learners	1.00	5.00	3.34	.96
Hiding emotions	1.33	5.00	3.97	.81
Frequency of emotions	1.00	5.00	3.27	.99
Variety of emotions	1.00	5.00	2.85	1.02
Intensity of emotions	1.00	5.00	2.65	.93

The information in Table 5.2-2 above answers research question one regarding what job demands the participants experienced in the selected schools. The workload reported by the participants was moderate, as were their emotional demands. As reported by the participants, the disruptions in the classroom were moderately high, and the level of hiding emotions experienced was also relatively high. The frequency of emotional experiences reported by the participants was moderately high, while the variety and intensity of emotions reported were moderately low.

In the following steps, the overall job demands level was included in the analysis, and the job demands were varied (see section 4.7 on how this score was calculated). The descriptive statistics for these variables are presented below (see Table 5.3). The level of job demands is estimated by multiplying the number of job demands by the rating scale. If a participant rated 1 on all scales, the score would be 7. If the rating were to be 5, the maximum of the range would be 35.

Table 5.2-3: Minimum, maximum, mean and standard deviation of the overall level and variety of job demands

	MIN.	MAX.	M	SD
Level of job demands	8.90	32.71	21.98	4.28
Variety of job demands	0	7	2.81	1.84

The variety of job demands was calculated using a median split with a minimum value of 0 and a maximum value of 7. One could conclude that the level of demands is moderate, and the variety of demands is 3 out of 7 job demands at a high level. Again, this seems moderate. It is important to note that the variation in the data is not significant, as the standard deviations are minor. The first research question addresses which job demands teachers in the selected secondary schools experience. The first hypothesis is ‘Teachers in secondary schools face high job demands’ while the second hypothesis is ‘Teachers in secondary schools face diverse job demands’. Considering the level of job demands is moderate, it can be concluded that teachers face a moderately high level of job demands, partially supporting H1. Similarly, the variety of jobs showed the diverse set of job demands teachers face, which is also moderately high. Thus, H2 is partially supported.

5.3 Descriptive analysis of the emotion regulation strategies of the participants

Before analysing the relationship between levels of job demands, the range of job demands and emotion regulation, descriptive statistics were calculated for the emotion regulation strategies of the participants. Table 5.3-1 shows that the participants reported elevated levels of emotion regulation and that these strategies varied somewhat.

Table 5.3-1: Minimum, maximum, mean and standard deviation of emotional regulation

	MIN.	MAX.	M	SD
Emotional reappraisal	1.00	5.00	3.69	.68
Emotional suppression	1.00	5.00	3.21	.78
Deep acting	1.00	5.00	3.11	.93
Surface acting	1.00	5.00	2.90	.97

The range of responses was broad, and the standard deviation also indicated some variability in the data. The emotional reappraisal and emotional suppression that the teachers reported were moderately high. The level of deep acting the participants used was relatively high, while surface acting was rather low. Teachers use more deep acting as an emotion regulation strategy when comparing deep acting to surface acting.

5.4 Correlations between job demands and emotion regulation strategies

Bivariate Pearson-Moment correlations were employed to examine the strength of the relationship among the variables in the study. It was tested if the level of job demands and the variety of job demands were associated with the increased use of emotion regulation strategies.

The correlation between job demands and emotional reappraisal was insignificant with any job demand scale. Emotional suppression is only significantly correlated with emotional demands. Deep acting shows a consistent pattern of significant positive correlations across various job demands except for workload. Surface acting is positively correlated with all job demand variables. These results indicate that participants use both surface and deep acting in relation to job demands. Emotional suppression is only used when emotional demands are high (see results in Table 5.4-1 below). Next, the relationships between the variety and level of job demands and emotion regulation were tested (please see Table 5.4-1. below).

Table 5.4-1: Bivariate correlations between different job demands and emotion regulation techniques (N=121-122)

Note: ** $p < .01$, * $p < .05$.

	1	2	3	4	5	6	7	8	9	10	11
1 Workload	-										
2 Em. Demands	.32**	-									
3 Disruptive learners	.34**	.51**	-								
4 Hiding emotions	.16	.46**	.27**	-							
5 Frequ. Emotions	.26**	.49**	.49**	.46**	-						
6 Variety emotions	.29**	.34**	.32**	.26**	.39**	-					
7 Intensity emotions	.36**	.49**	.40**	.29**	.45**	.69**	-				
8 Deep acting	.08	.32**	.20*	.30**	.46**	.44**	.47**	-			
9 Surface acting	.34**	.62**	.54**	.48**	.61**	.45**	.55**	.39**	-		
10 Em. Reappraisal	-.11	.13	.06	.08	.15	.05	.07	.38**	.05	-	
11 Em. Suppression	-.06	.22*	.06	-.03	.14	-.05	.04	.03	.19*	.44**	-

Table 5.4-2: Bivariate correlations between the level of job demands, the variety of job demands and emotion regulation techniques (N=121-122)

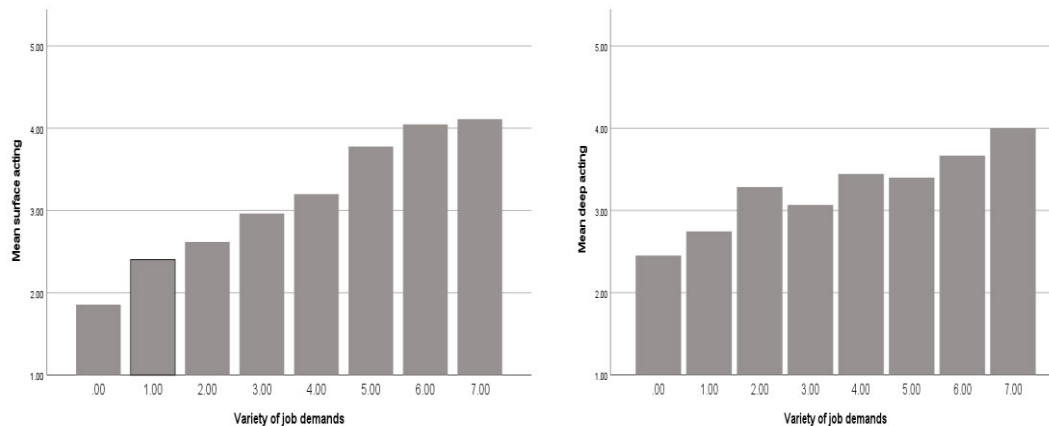
	1	2	3	4	5	6
1 Variety of job demands	-					
2 Level of overall job demands	.88**	-				
3 Deep acting	.34**	.47**	-			
4 Surface acting	.65**	.74**	.39**	-		
5 Emotional reappraisal	.01	.09	.38**	.05	-	
6 Emotional suppression	-.01	.06	.03	.19*	.44**	-

Note: ** $p < .01$, * $p < .05$.

Table 5.4-2 shows an association between job demands and deep acting. The association was positive and significant, signalling that, as the variety of job demands of the participants increased, so did using deep acting as an emotion regulation strategy. The variety of job demands was also positively associated with surface acting, and the association was more substantial than deep acting and the array of job demands. The association between job demands, emotional reappraisal, and emotional suppression was insignificant. The job demands also exhibited some association with deep acting and surface acting. However, surface acting associated with the level of job demands was more substantial than deep acting. There was no association between the level of job demands, emotional reappraisal, and emotional suppression. This statement suggested that though deep acting was moderately high, teachers did more surface acting when faced with various job demands.

To support the findings in the correlation analysis, Figure 5.4-3 shows the level of emotion regulation strategies the participants engaged in when the variety of job demands increased. The first section of the figure shows the mean of surface acting based on the variety of job demands, while the second side shows deep acting. Deep acting as an emotion regulation strategy did not increase as consistently as the variety of job demands increased. As the variety of job demands increased, the participants applied more surface acting.

Table 5.4-3: Bar graph for the mean of surface acting (left) and deep acting (right) with an increasing variety of job demands



In the next step, emotion regulation techniques were explored according to different levels of job demands (formed via the Median split of job demand variables). Independent samples t-tests were conducted to test if the levels of emotion regulation would differ significantly depending on high and low levels of each job demand. The following results were significant. The 78 participants with a low workload reported lower levels of surface acting ($M=2.76, SD=.98$) than the 44 participants with a high level of workload ($M=3.14, SD=.92; t(120)=-2.08, p<.05$). A similar pattern occurred for the comparison of emotion regulation according to levels of disruptions by learners. When disruptions were low, the participants reported lower levels of surface acting ($n=60, M=2.56, SD=.93$) than when levels were high ($n=61, M=3.25, SD=.87; t(119)=-4.20, p<.01$).

When comparing the use of emotion regulation according to the need to hide emotions, a significant difference was found between surface acting and deep acting. The participants with a low need to hide emotions reported lower levels of surface acting ($n=60, M=2.63, SD=1.02$) and deep acting ($n=60, M=2.86, SD=.91$) than the participants with a high need to hide emotions who reported higher surface acting levels ($n=62, M=3.15, SD=.86$) as well as higher deep acting levels ($n=62, M=3.36, SD=.90$). Both results were significant (surface acting: $t(120)=-3.04, p<.01$; deep acting: $t(120)=-3.05, p<.01$).

Table 5.4-4: Independent t-test of emotion regulation strategies according to groups of job demands (high vs. low)

	F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence interval of the diff.	
					One-Sided p	Two-Sided p			Lower	Upper
<i>Hiding emotions</i>										
SA	3.06	0.08	-3.04	120	.00	.00	-0.52	0.17	-0.85	-0.18
DA	0.21	0.65	-3.05	120	.00	.00	-0.50	0.16	-0.82	-0.18
Em.reap	0.25	0.62	-0.75	120	.23	.46	-0.09	0.12	-0.34	0.15
Em.supp	0.02	0.90	0.48	120	.32	.63	0.07	0.14	-0.21	0.35
<i>Frequency emotion</i>										
SA	1.58	0.21	-4.85	120	.00	.00	-0.80	0.16	-1.12	-0.47
DA	0.00	0.95	-3.40	120	.00	.00	-0.56	0.16	-0.89	-0.23
Em.reap	0.21	0.65	-0.75	119	.23	.46	-0.09	0.13	-0.35	0.16
Em.supp	0.32	0.57	-0.88	119	.19	.38	-0.13	0.14	-0.41	0.16
<i>Intensity emotions</i>										
SA	1.56	0.21	-4.12	120	.00	.00	-0.83	0.20	-1.23	-0.43
DA	0.46	0.50	-3.13	120	.00	.00	-0.62	0.20	-1.02	-0.23
Em.reap	0.01	0.91	1.62	119	.05	.11	0.24	0.15	-0.05	0.54
Em.supp	0.06	0.80	0.83	119	.20	.41	0.14	0.17	-0.20	0.48
<i>Emotional demand</i>										
SA	1.01	0.32	-7.17	120	.00	.00	-1.06	0.15	-1.35	-0.77
DA	1.89	0.17	-2.58	120	.01	.01	-0.43	0.17	-0.75	-0.10
Em.reap	1.68	0.20	-0.71	120	.24	.48	-0.09	0.12	-0.33	0.16
Em.supp	0.07	0.79	-2.35	120	.01	.02	-0.32	0.14	-0.60	-0.05
<i>Workload</i>										
SA	0.01	0.93	-2.08	120	.02	.04	-0.38	0.18	-0.73	-0.02
DA	2.38	0.13	0.52	120	.30	.60	0.09	0.18	-0.26	0.44
Em.reap	0.02	0.88	0.51	120	.31	.61	0.07	0.13	-0.19	0.32
Em.supp	1.12	0.29	0.15	120	.44	.88	0.02	0.15	-0.27	0.31
<i>Disruptive Learners</i>										
SA	0.21	0.65	-4.20	119	.00	.00	-0.69	0.16	-1.02	-0.36
DA	2.82	0.10	-1.48	119	.07	.14	-0.25	0.17	-0.57	0.08
Em.reap	0.54	0.46	0.04	120	.48	.96	0.01	0.12	-0.24	0.25
Em.supp	0.54	0.46	0.04	120	.48	.96	0.01	0.12	-0.24	0.25
<i>Variety emotion</i>										
SA	0.07	0.79	-4.39	120	.00	.00	-0.78	0.18	-1.14	-0.43
DA	0.45	0.50	-3.21	120	.00	.00	-0.57	0.18	-0.92	-0.22
Em.reap	0.20	0.66	-0.05	119	.48	.96	-0.01	0.14	-0.28	0.26
Em.supp	0.58	0.45	1.26	119	.10	.21	0.19	0.15	-0.11	0.49
<i>Variety of demands</i>										
SA	1.89	0.17	-6.81	119	.00	.00	-1.08	0.16	-1.40	-0.77
DA	0.18	0.67	-3.32	119	.00	.00	-0.57	0.17	-0.90	-0.23
Em.reap	0.00	0.95	0.72	119	.24	.47	0.10	0.13	-0.17	0.36
Em.supp	1.32	0.25	0.32	119	.37	.75	0.05	0.15	-0.25	0.35
<i>Level of demands</i>										
SA	1.89	0.17	-6.81	119	.00	.00	-1.08	0.16	-1.40	-0.77
DA	0.18	0.67	-3.32	119	.00	.00	-0.57	0.17	-0.90	-0.23
Em.reap	0.00	0.95	0.72	119	.24	.47	0.10	0.13	-0.17	0.36
Em.supp	1.32	0.25	0.32	119	.37	.75	0.05	0.15	-0.25	0.35

Note: DA – deep acting, SA – surface acting, em reap – emotional reappraisal, em suppr. – emotional suppression; significant results are presented in bold.

Similarly, the participants with a low variety of emotions reported a lower level of surface acting ($n=85, M=2.66, SD=.90$) and deep acting ($n=85, M=2.94, SD=.95$) than the participants with a great variety of emotions who reported higher surface acting levels ($n=37, M=3.44, SD=.91$) as well as higher deep acting levels ($n=37, M=3.51, SD=.76$). Both results were significant (surface acting: $t(120)=-4.39, p<.01$; deep acting: $t(120)=-3.21, p<.01$).

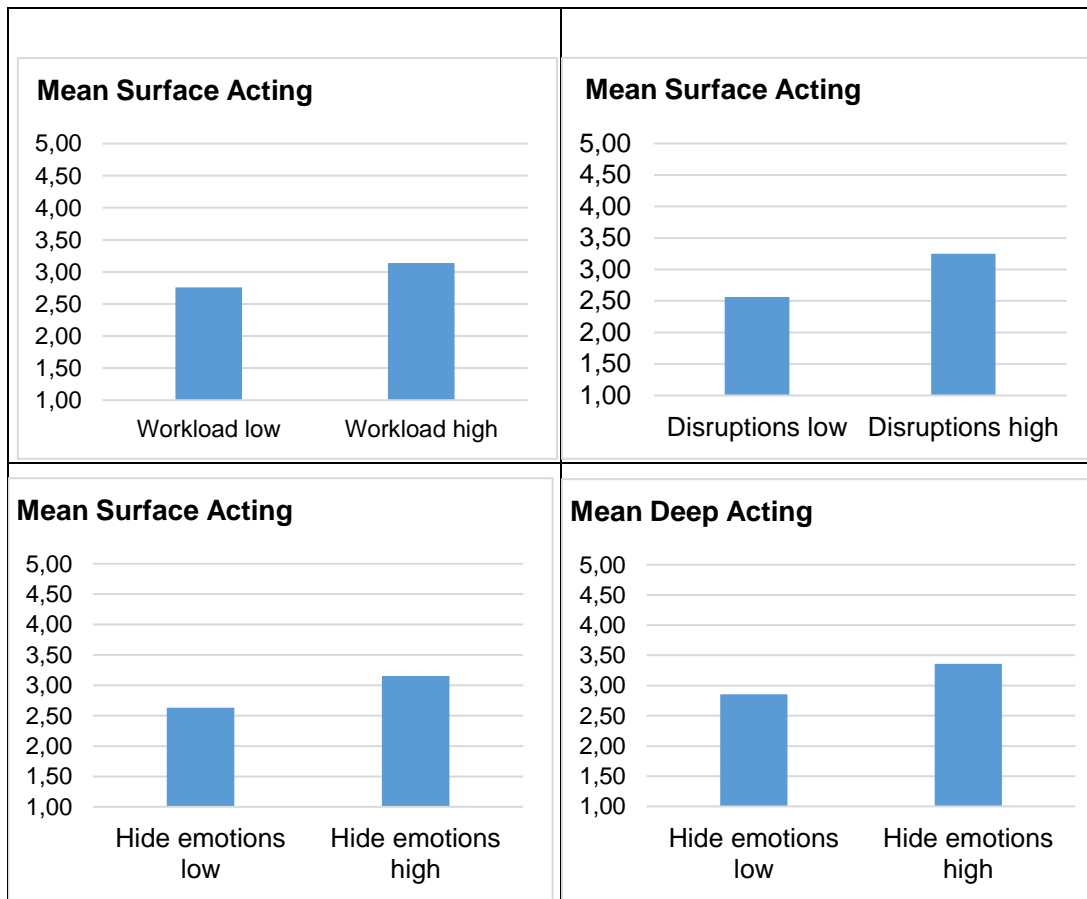
In comparing emotion regulation strategies used according to the frequency of emotions, there was a significant difference between groups in their use of surface and deep acting. Participants with a low frequency of emotions reported a lower level of surface acting ($n=72, M=2.57, SD=.83$) and deep acting ($n=72, M=2.88, SD=.93$) than the participants with a great variety of emotions who reported higher surface acting levels ($n=50, M=3.37, SD=.98$) as well as higher deep acting levels ($n=50, M=3.44, SD=.85$). Both results were significant (surface acting: $t(120)=-4.86, p<.01$; deep acting: $t(120)=-3.40, p<.01$).

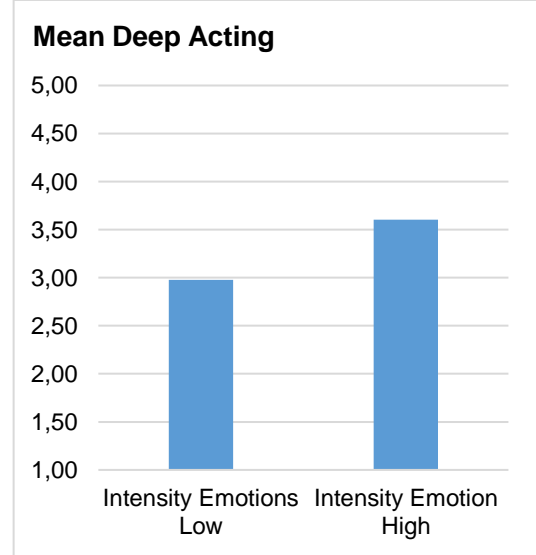
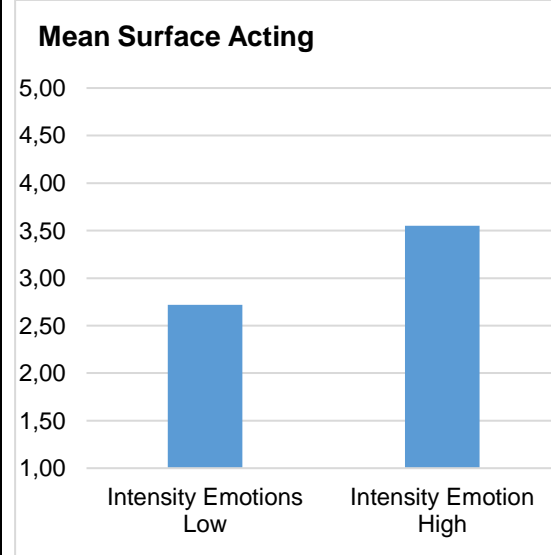
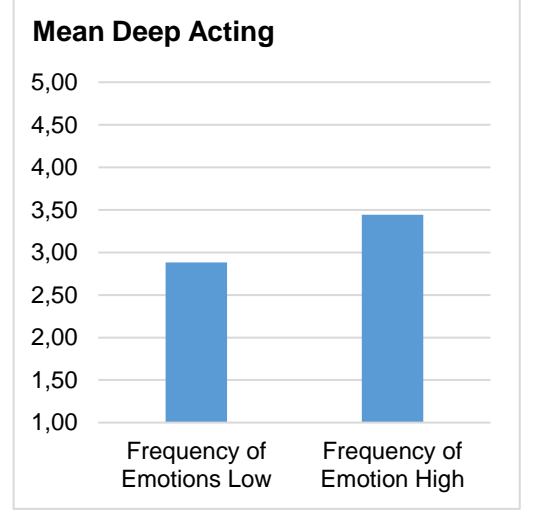
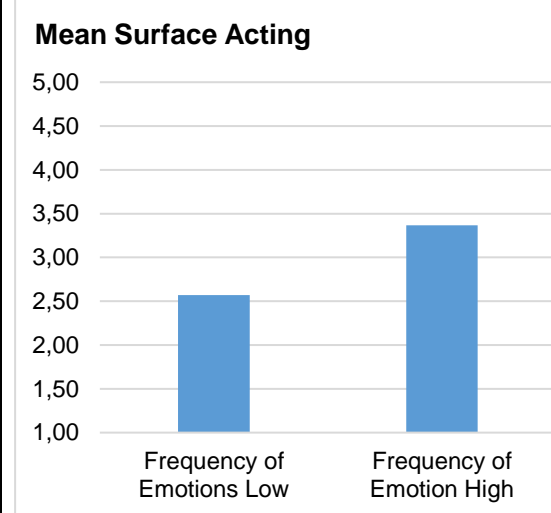
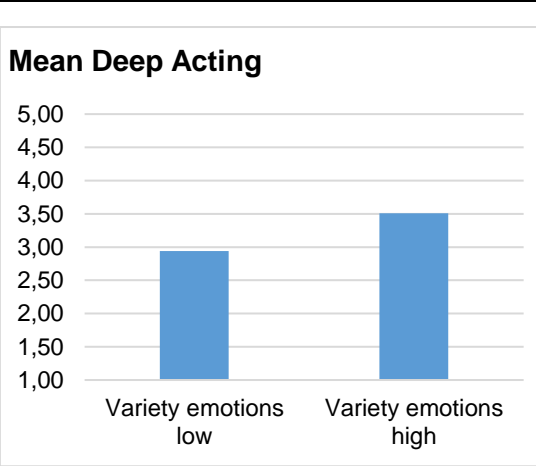
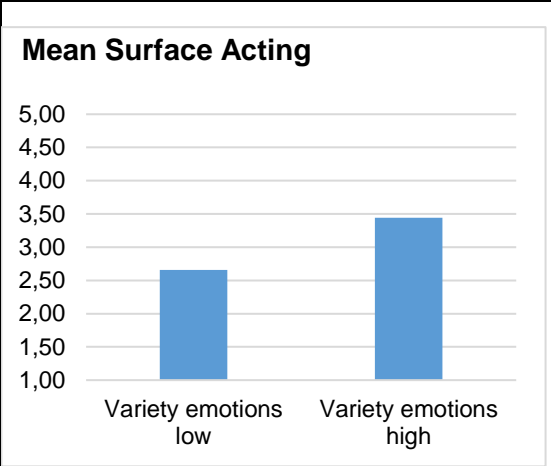
Similarly, there is a significant difference between groups in their deep acting and surface acting use according to the intensity of emotion. Participants with a low intensity of emotions reported a lower level of surface acting ($n=96, M=2.72, SD=.95$) and deep acting ($n=96, M=2.98, SD=.94$) than the participants with a great intensity of emotions who reported higher surface acting levels ($n=26, M=3.55, SD=.77$) as well as higher deep acting levels ($n=26, M=3.60, SD=.74$). Both results were significant (surface acting: $t(120)=-4.12, p<.01$; deep acting: $t(120)=-3.13, p<.01$).

Furthermore, there was a significant difference between deep and surface acting when comparing groups with high and low emotional demands. Participants with low levels of emotional demands reported a lower level of surface acting ($n=61, M=2.37, SD=.88$) and deep acting ($n=61, M=2.90, SD=1.01$) than the participants with higher levels of emotional demands who reported higher surface acting levels ($n=61, M=3.45, SD=.75$) as well as higher deep acting levels ($n=61, M=3.33, SD=.81$). Both results were significant (surface acting: $t(120)=-7.17, p<.01$; deep acting: $t(120)=-2.58, p<.05$).

All differences above were also tested for emotional suppression and emotional appraisal. Most results are non-significant. Only the following result indicates significant differences in the use of these types of emotion regulation strategies according to levels of emotional demands $t(120)=-2.35, p<.05$). Participants with low levels of emotional demands reported a lower level of emotional suppression ($n=61, M=3.04, SD=.78$) than the participants with higher levels of emotional demands who reported higher emotional suppression levels ($n=61, M=3.37, SD=.74$). Figure 5.4-5 below presents means of emotion regulation strategies use by levels of job demands (only significant results are depicted).

Table 5.4-5: Means of emotion regulation by levels of job demands (only significant results)





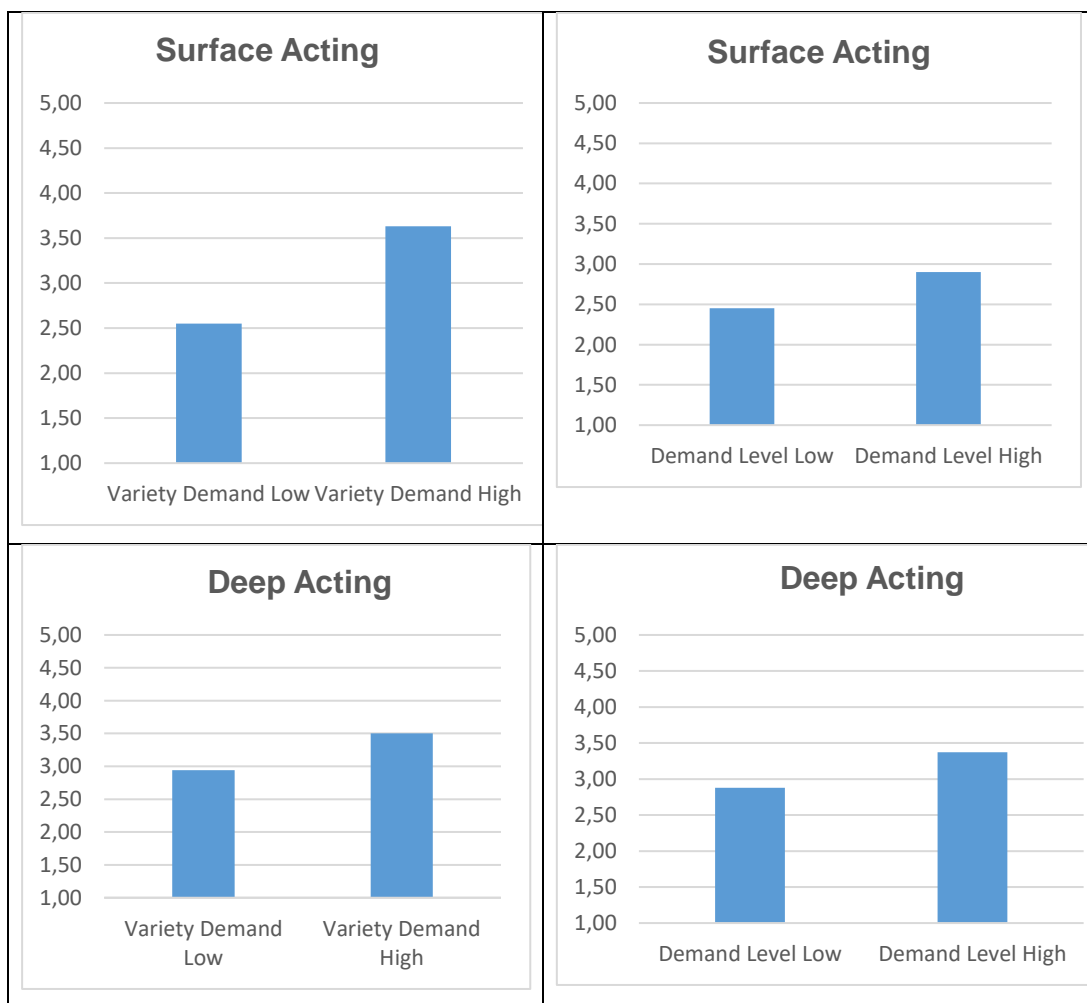


In the next step, independent t-tests were conducted for all emotion regulation strategies and groups according to overall levels of job demands and variety of job demands (Median split used to form groups). There is a significant difference between groups in their deep-acting and surface-acting use according to the level of job demands. Participants with a low level of overall job demands reported a lower level of surface acting ($n=61$, $M=2.46$, $SD=.87$) and deep acting ($n=61$, $M=2.89$, $SD=.98$) than the participants with higher levels of overall job demands who reported higher surface acting levels ($n=60$, $M=3.37$, $SD=.84$) as well as higher deep acting levels ($n=60$, $M=3.38$, $SD=.79$). Both results were significant (surface acting: $t(119)=-5.84$, $p<.01$; deep acting: $t(119)=-3.04$, $p<.01$).

Furthermore, there is a significant difference between groups in their deep-acting and surface-acting use according to the variety of job demands. Participants with a low

variety of overall job demands reported a lower level of surface acting ($n=81, M=2.55, SD=.87$) and deep acting ($n=81, M=2.94, SD=.92$) than the participants with a higher variety of job demands who reported higher surface acting levels ($n=40, M=3.63, SD=.72$) as well as higher deep acting levels ($n=40, M=3.51, SD=.80$). Both results were significant (surface acting: $t(119)=-6.81, p<.01$; deep acting: $t(119)=-3.32, p<.01$). No significant differences between these groups were found for emotional reappraisal and suppression.

Table 5.4-6: Means of emotion regulation by levels of overall job demands and variety of job demands (only significant results)



As shown in Figure 5.4-6 above, the emotional regulation strategies for the different levels of job demand varied. Many of these differences were significant, while some were not. Therefore, evidence supported hypothesis H3 that the participants use more surface-acting with higher job demands as a more adverse emotion regulation strategy. As many participants responded with surface acting to their job demands, it could be

concluded that those who experienced higher job demands regulated their emotions with lesser strength and effort. Participants also reported higher levels of emotional suppression when emotional demands were higher (consistently shown in the bivariate correlations (Table 5.4-5 and independent t-test (Table 5.4-7).

Therefore, evidence supported the hypothesis (H3) that the participants who experienced the interplay of different job demands tended to use adverse forms of emotion regulation. However, it needs to be noted that when job demands are higher, participants also reported higher levels of deep acting as a strategy, which is discussed as a less adverse strategy. The significant bivariate correlation for job demands (except workload) and deep acting and the independent t-test reported above show this pattern. Thus, H3 of higher job demands associated with more adverse strategies of emotion regulations is partially supported.

Results above have shown that participants who experience very high levels of overall job demands and many different job demands use more surface acting (supporting H4). Under these conditions, participants also reported higher levels of deep acting (considered less adverse than surface acting; partially supporting H4). This indicates that teachers adapt and respond by changing their internal feelings to align with expected emotions. These results are consistent with the bivariate correlations reported above (see Table 5.4-6 for details).

5.5 Analysis of the well-being of the participants in relation to their job demands and emotion regulation strategies

Before analysing the participants' well-being, descriptive statistics of well-being measures were calculated as presented in Table 5.5-1 below.

Table 5.5-1: Minimum, maximum, mean and standard deviation of well-being (N-123)

	MIN.	MAX.	M	SD
Emotional exhaustion	1.00	5.00	2.78	.93
Exhaustion (OLBI)	1.00	4.20	2.77	.72
Personal accomplishment	1.00	5.00	3.73	.77
Depersonalisation	1.00	5.00	2.17	.92
Vigour	1.00	5.00	3.49	.81
Dedication	1.00	5.00	3.84	.75
Absorption	1.67	5.00	3.64	.72

Table 5.5-1 above shows that the emotional exhaustion of the participants was moderately low, as well as their exhaustion using the OLBI exhaustion scale. The personal accomplishment levels of the respondents were relatively high, while depersonalisation, as a measure of the participants' well-being, was moderately low. The participants' vigour, dedication, and absorption levels are relatively high.

In examining the relationship between job demands, emotion regulation strategies, and well-being, Table 5.5-2 details the bivariate correlations between the relevant variables. All the job demand variable scales are significant with each other except for hiding emotions and workload. A closer look at the association between job demand and emotion regulation strategies shows that out of all the job demands, only hiding emotion does not have any significant relationship with deep acting. In contrast, all the job demand scales are significantly associated with surface acting. None of the job demand scales is significantly related to emotional reappraisal, while only emotional demands are associated with emotional suppression. The focus on the well-being scales showed that all the job demand scales are significantly associated with emotional exhaustion. All the associations are positive, indicating that as job demand increases, so does their emotional exhaustion increase.

Workload, emotional demands, and disruptive learners have significant associations with personal accomplishment, vigour, dedication, and absorption. These identified associations are negative and indicate that as those job demands increase, so do the work engagement and personal accomplishment decline. Depersonalisation and exhaustion significantly correlate with all job demands scales except for hiding emotions. Regarding the association between well-being and emotion regulation strategies, deep acting is associated only with personal accomplishment. Surface acting is associated with all well-being scales except for personal accomplishment and absorption. Emotional reappraisal is associated with personal accomplishment, vigour, and dedication. Lastly, from the table, emotional suppression is only significantly associated with depersonalisation out of all the well-being scales.

Table 5.5-2: Bivariate correlation of job demands, emotion regulation strategies and well-being (N=119-123)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1 Workload	-																		
2 Em. demands	.32**	-																	
3 Disruptive learners	.34**	.51**	-																
4 Hiding emotions	.16	.46**	.27**	-															
5 Frequ. emotions	.26**	.49**	.49**	.46**	-														
6 Variety emotions	.29**	.34**	.32**	.26**	.39**	-													
7 Intensity emotions	.36**	.49**	.40**	.29**	.45**	.69**	-												
8 Deep acting	.08	.32**	.20*	.30**	.46**	.44**	.47**	-											
9 Surface acting	.34**	.62**	.54**	.48**	.61**	.45**	.55**	.39**	-										
10 Em. Reappraisal	-.11	.13	.06	.08	.15	.05	.07	.38**	.05	-									
11 Em Suppression	-.06	.22*	.06	-.03	.14	-.05	.04	.03	.19*	.44**	-								
12 Em. exhaustion	.44**	.62**	.59**	.22*	.35**	.33**	.35**	.14	.53**	-.05	.14	-							
13 Pers. Accomplishment	-.23*	-.22*	-.26**	.10	.00	.01	.02	.18*	-.15	.38**	.01	-.40**	-						
14 Depersonalisation	.28**	.47**	.53*	-.03	.22*	.26**	.34**	.06	.45**	-.07	.18*	.68**	-.39**	-					
15 Exh. (OLBI)	.45**	.58**	.51**	.09	.25**	.22**	.26**	.09	.42**	-.13	.04	.79**	-.57**	.52**	-				
16 Vigour	-.22*	-.41**	-.43*	-.01	-.14	-.10	-.13	.03	-.30**	.20*	-.15	-.62**	.65**	-.50**	-.74**	-			
17 Dedication	-.27**	-.27**	-.38**	.01	-.09	-.11	-.07	.09	-.26**	.18*	-.13	-.56**	.71**	-.53**	-.61**	.79**	-		
18 Absorption	-.01	-.25**	-.24**	-.08	-.17	-.00	.05	-.05	-.15	.12	.00	-.25**	.53**	-.22*	-.47**	.60**	.60**	-	

Note: ** $p < .01$, * $p < .05$.

The bivariate correlation between the level and variety of job demands and well-being is presented in Table 5.5-3.

Table 5.5-3: Bivariate correlation of levels and variety of job demands and well-being (N=119-120)

	1	2	3	4	5	6	7	8	9
1 Level of job demands	-								
2 Variety of job demands	.88**	-							
3 Emotional exhaustion	.56**	.56**	-						
4 Exhaustion (OLBI)	.49**	.44**	.79**	-					
5 Pers. Accomplishment	-.11	-.10	-.40**	-.57**	-				
6 Depersonalisation	.43**	.35**	.68**	.52**	-.39**	-			
7 Vigour	-.30**	-.25**	-.62**	-.74**	.65**	-.50**	-		
8 Dedication	-.24**	-.19*	-.56**	-.61**	.71**	-.53**	.79**	-	
9 Absorption	-.13	.04	-.25**	-.47**	.53**	-.22**	.60**	.60**	-

Note: ** $p < .01$, * $p < .05$.

The results show that job demands were significantly positively associated with emotional exhaustion, measured via the OLBI and depersonalisation. Job demands are also significantly negatively associated with participants' vigour and dedication. The level of job demand was, however, not significantly associated with participants' personal accomplishment or absorption levels. Experiencing a variety of job demands was significantly positively associated with exhaustion measures and depersonalisation but not with personal accomplishment, which was negative but not significant. Level of job demand exhibits association with vigour and dedication. Similarly, various job demands are also associated with significantly higher vigour and dedication levels of participants.

The next level of analysis conducted is hierarchical regressions of the levels and variety of job demands and emotion regulation strategies on burnout (emotional exhaustion, depersonalisation, personal accomplishment, and exhaustion), which were calculated and presented in the tables below.

Table 5.5-4: Hierarchical regression results with the variety of job demands, emotion regulation techniques as independent variables and burnout dimensions as dependent variables

MODEL	Emotional Exhaustion			Depersonalisation			Pers. Accomplishment			Exhaustion (OLBI)		
	B	SE	β	B	SE	β	B	SE	β	B	SE	β
1 CV Only												
Gender	-.05	0.22	-.02	-.49*	0.22	-.21	-.09	0.19	-.04	-.02	0.16	-.01
Tenure	-.02*	0.01	-.21	-.02†	0.01	-.19	.02*	0.01	.23	-.02**	0.01	-.31
Quintile	-.18**	0.06	-.28	-.13*	0.06	-.20	.07	0.05	.13	-.11*	0.05	-.21
	R ² =.14 Adj. R ² =.11			R ² =.12 Adj. R ² =.09			R ² =.09 Adj. R ² =.06			R ² =.16 Adj. R ² =.13		
2 CV and IV												
Gender	0.07	0.18	0.03	-0.41*	0.21	-0.18	-0.10	0.19	-0.05	0.05	0.15	0.03
Tenure	-0.01†	0.01	-0.15	-0.01	0.01	-0.15	0.02*	0.01	0.23	-0.02**	0.01	-0.27
Quintile	-0.15**	0.05	-0.23	-0.11†	0.06	-0.17	0.07	0.06	0.13	-0.09*	0.04	-0.18
Variety	0.27**	0.04	0.54	0.17**	0.05	0.34	-0.03	0.04	-0.06	0.16**	0.03	0.41
	R ² =.42 Adj. R ² =.40			R ² =.23 Adj. R ² =.20			R ² =.09 Adj. R ² =.05			R ² =.32 Adj. R ² =.30		
3 CV and IV												
Gender	0.05	0.18	0.02	-0.47*	0.20	-0.21	0.05	0.18	0.02	0.01	0.15	0.01
Tenure	-0.01	0.01	-0.11	-0.01	0.01	-0.10	0.02**	0.01	0.25	-0.02**	0.01	-0.26
Quintile	-0.15**	0.05	-0.23	-0.11†	0.06	-0.17	0.05	0.05	0.09	-0.08†	0.04	-0.16
Variety of JD	0.20**	0.05	0.39	0.07	0.06	0.13	-0.01	0.05	-0.03	0.12**	0.04	0.31
Da	-0.05	0.10	-0.05	-0.12	0.11	-0.13	0.04	0.10	0.05	0.02	0.08	0.02
Sa	0.24*	0.10	0.25	0.39	0.12	0.40	-0.07	0.10	-0.09	0.12	0.09	0.17
Em. Reapp	-0.13	0.13	-0.10	-0.17	0.15	-0.13	0.53**	0.13	0.48	-0.18	0.11	-0.18
Em. Suppr	0.16	0.11	0.13	0.15	0.12	0.12	-0.13	0.11	-0.13	-0.01	0.09	-0.01
	R ² =.48 Adj. R ² =.43			R ² =.36 Adj. R ² =.30			R ² =.30 Adj. R ² =.24			R ² =.37 Adj. R ² =.31		

Note: ** $p < .01$, * $p < .05$, † $p < .10$; Da – deep acting, Sa – surface acting, em reapp – emotional reappraisal, em suppr. – emotional suppression.

In model 1 of the first dependent variable, as presented in Table 5.5-4, the control variables (gender, tenure, and quintile of school) were entered to account for their effect. Tenure and quintile were statistically significant, with an inverse effect on emotional exhaustion. The second step entered the variety of the participants' job demands as the independent variable. The effect of the variety of job demands was significant on the dependent variable. The positive effect signified that as the variety of job demands of the participants increased, so did their emotional exhaustion. In step 3, the participants' emotion regulation was considered additional independent variables. Results showed that surface acting was significant and positively correlated with emotional exhaustion. When emotion regulation was entered into the model, the effect of various demands on emotional exhaustion became weaker. Overall, 48% of the variance in the dependent variable is explained through Step 3.

In model 2, the dependent variable is depersonalisation, as presented in Table 5.5-4. The control variables (gender, tenure, and school quintile ranking) were entered to account for their effect. Only the quintile of school was statistically significant, with an inverse effect on emotional exhaustion. The second step entered the variety of the participants' job demands as the independent variable. The effect of the variety of job demands was significant on the dependent variable. The positive effect signified that as the variety of teacher job demands increased, so did their depersonalisation. In step 3, the participants' emotion regulation was considered an additional independent variable. Results showed that none of the emotion regulation was significant. Overall, 36% of the variance in the dependent variable is explained through Step 3.

In Model 3, the third dependent variable is personal accomplishment. As presented in Table 5.11, the control variables (gender, tenure, and quintile of school) were entered to account for their effect. Only tenure was statistically significant, with a positive relationship with personal accomplishment. The second step entered the variety of participants' job demands as the independent variable. The effect of the variety of job demands was insignificant for the dependent variable. In step 3, the participants' emotion regulation was considered an additional independent variable. Results showed that only emotional reappraisal was significant and positively correlated with personal accomplishment. Overall, 30% of the variance in the dependent variable is explained through Step 3.

In model 4, the dependent variable is exhaustion. As presented in Table 5.5-4, the control variables (gender, tenure, and quintile of school) were entered to account for their effect. Tenure and quintile were statistically significant, with an inverse effect on exhaustion. The second step entered the variety of the participants' job demands as the independent variable. The effect of the variety of job demands was significant on the dependent variable. The effect was positive, which signified that as the variety of job demands of the participants increased, so did their exhaustion. In step 3, the participants' emotion regulation was considered the additional independent variable. Results show that none of the emotion regulation measures was significant. Overall, 37% of the variance in the dependent variable is explained through Step 3.

Table 5.5-5: Hierarchical regression with the level of job demands, emotion regulation techniques as independent variables and burnout dimensions as dependent variables

Model	Emotional Exhaustion			Depersonalisation			Personal Accomplishment			Exhaustion (OLBI)		
	B	SE	β	B	SE	β	B	SE	β	B	SE	β
1 CV Only												
Gender	-0.05	0.22	-0.02	-0.49*	0.22	-0.21	-0.09	0.19	-0.04	-0.02	0.16	-0.01
Tenure	-0.02*	0.01	-0.21	-0.02†	0.01	-0.19	0.02*	0.01	0.23	-0.02**	0.01	-0.31
Quintile	-0.18**	0.06	-0.28	-0.13*	0.06	-0.20	0.07	0.05	0.13	-0.11*	0.05	-0.21
	R ² =.14	Adj. R ² =.11		R ² =.12	Adj. R ² =.09		R ² =.00	Adj. R ² =.06		R ² =.016	Adj. R ² =.13	
2 CV and IV												
Gender	0.19	0.18	0.08	-0.32	0.21	-0.14	-0.10	0.19	-0.05	0.12	0.15	0.07
Tenure	-0.01†	0.01	-0.14	-0.01	0.01	-0.14	0.02*	0.01	0.23	-0.02**	0.01	-0.25
Quintile	-0.13*	0.05	-0.20	-0.10	0.06	-0.15	0.07	0.06	0.13	-0.08	0.04	-0.16
Level Job Demand	0.13**	0.02	0.58	0.09**	0.02	0.40	-0.01	0.02	-0.05	0.07**	0.01	0.45
	R ² =.45	Adj. R ² =.43		R ² =.27	Adj. R ² =.24		R ² =.09	Adj. R ² =.05		R ² =.34	Adj. R ² =.32	
3 CV and IV												
Gender	0.11	0.18	0.05	-0.44*	0.20	-0.19	0.04	0.18	0.02	0.05	0.15	0.03
Tenure	-0.01	0.01	-0.12	-0.01	0.01	-0.10	0.02**	0.01	0.26	-0.02**	0.01	-0.27
Quintile	-0.13*	0.05	-0.20	-0.10†	0.06	-0.15	0.04	0.05	0.08	-0.07	0.04	-0.14
Level of Job Demand	0.12**	0.03	0.54	0.06†	0.03	0.26	-0.02	0.03	-0.10	0.07**	0.02	0.45
Da	-0.11	0.10	-0.11	-0.17	0.11	-0.17	0.06	0.10	0.07	-0.03	0.09	-0.03
Sa	0.13	0.11	0.14	0.30*	0.13	0.31	-0.03	0.11	-0.04	0.05	0.09	0.06
Em. Reapp	-0.16	0.13	-0.12	-0.18	0.14	-0.14	0.53**	0.13	0.48	-0.20	0.11	-0.20
Em. Suppr	0.16	0.11	0.14	0.15	0.12	0.13	-0.13	0.11	-0.13	-0.01	0.09	-0.01
	R ² =.50	Adj. R ² =.46		R ² =.37	Adj. R ² =.32		R ² =.30	Adj. R ² =.23		R ² =.39	Adj. R ² =.34	

Note: ** $p < .01$, * $p < .05$, † $p < .10$; Da – deep acting, Sa – surface acting, em reapp – emotional reappraisal, em suppr. – emotional suppression.

In model 1, the first dependent variable is emotional exhaustion, as presented in Table 5.5-5. The control variables (gender, tenure, and school quintile ranking) were entered to account for their effect. Tenure and quintile of school were statistically significant, with an inverse effect on emotional exhaustion. The second step entered the participants' job demands level as the independent variable. The effect of the variety of job demands was significant on the dependent variable. The positive effect signified that as the variety of job demands of the participants increased, so did their emotional exhaustion. In step 3, the participants' emotion regulation was considered an additional independent variable. Results showed that none of the emotion regulations had a significant relationship with emotional exhaustion.

In model 2, the dependent variable is depersonalisation. As presented in Table 5.5-5, the control variables (gender, tenure, and quintile of school) were entered to account for their effect. Only the quintile of school was statistically significant, with an inverse

effect on emotional exhaustion. The second step entered the participants' job demands level as the independent variable. The effect of the level of job demand was significant on the dependent variable. The effect was positive, signifying that as the participants' job demands increased, so did their depersonalisation. In step 3, participants' emotion regulation was considered an additional independent variable. Results show that only surface acting in the emotion regulation was significant with a positive effect as surface acting increased, and so did depersonalisation. When emotion regulation was entered into the model, the effect of the level of job demands became weak. Overall, 37% of the variance in the dependent variable is explained through step 3.

In model 3, the dependent variable is Reduced Personal Accomplishment, as presented in Table 5.5-5. The control variables (gender, tenure, and school quintile ranking) were entered to account for their effect. Only tenure was statistically significant, with a positive relationship with reduced personal accomplishment. The second step entered the participants' job demands level as the independent variable. The effect of the job demand level was not significant on the dependent variable. In step 3, the participants' emotion regulation was considered an additional independent variable. Results showed that only emotional reappraisal was significant and positively correlated with reduced personal accomplishment. Overall, 30% of the variance in the dependent variable is explained through Step 3.

In model 4, the dependent variable is exhaustion (OLBI), as presented in Table 5.5-5. The first step has control variables (gender, tenure, and school quintile ranking) entered to account for their effect. Tenure and quintile are statistically significant, with an inverse effect on exhaustion. The second step entered the participants' job demands level as the independent variable. The effect of the level of job demands was significant on the dependent variable. The positive effect signified that as the level of job demands of the participants increased, so did their exhaustion. In Step 3, teachers' emotional regulation was considered an additional independent variable. Results showed that none of the emotional regulation measures was significant. Overall, 39% of the variance in the dependent variable is explained through Step 3.

In the next step, hierarchical regressions of the level and variety of job demands and emotion regulation strategies on work engagement (vigour, dedication and absorption) were calculated as presented in the tables below.

Table 5.5-6: Hierarchical regression of level of demands and emotion regulation strategies on work engagement

Model	Vigour			Dedication			Absorption		
	B	SE	β	B	SE	β	B	SE	β
1									
Gender	-.17	.19	-.09	-.09	.18	-.05	-.09	.17	-.05
Tenure	.02	.01	.31**	.02	.01	.25*	.02	.01	.33**
Quintile	.10	.06	.18 [†]	.11	.05	.20*	.08	.05	.15
	R ² =.15 Adj. R ² =.12			R ² =.12 Adj. R ² =.09			R ² =.15 Adj. R ² =.12		
2									
Gender	-.26	.19	-.13	-.15	.18	-.08	-.12	.17	-.06
Tenure	.02	.01	.27**	.01	.01	.22*	.02	.01	.32**
Quintile	.09	.05	.15	.10	.05	.18 [†]	.07	.05	.13
Level of JD	-.05	.02	-.26**	-.03	.02	-.18 [†]	-.02	.02	-.09
	R ² =.22 Adj. R ² =.18			R ² =.15 Adj. R ² =.11			R ² =.15 Adj. R ² =.12		
3									
Gender	-.18	.18	-.09	-.05	.18	-.03	-.10	.18	-.05
Tenure	.02	.01	.27**	.01	.01	.23*	.02	.01	.34**
Quintile	.06	.05	.11	.09	.05	.16 [†]	.05	.05	.10
Level	-.06	.03	-.30*	-.04	.03	-.24	-.02	.03	-.10
Da	.03	.10	.03	.12	.10	.15	-.09	.10	-.11
Sa	.01	.11	.01	-.04	.11	-.05	.03	.11	.04
Em. reap.	.39	.13	.34**	.25	.13	.23 [†]	.29	.13	.28*
Em. suppr.	-.22	.11	-.21*	-.15	.11	-.16	-.07	.10	-.08
	R ² =.31 Adj. R ² =.25			R ² =.24 Adj. R ² =.17			R ² =.20 Adj. R ² =.13		

Note: ** $p < .01$, * $p < .05$, [†] $p < .10$; da – deep acting, sa – surface acting, em reap – emotional reappraisal, em suppr. – emotional suppression.

In model 1 with the dependent variable, vigour, as presented in Table 5.5-6, the control variables (gender, tenure, and quintile of school) were entered to account for their effect. Only tenure has a significant positive effect on vigour. In model 2, the participant's job demand level was added to the former model. The effect of tenure on vigour remained positively significant, and the level of job demand has an inverse relationship with vigour, and it is significant. In the last model, emotion regulation strategies were included in the variables in the model. The effect of tenure remained significant with vigour, while the level of job demand remained negative. Emotional reappraisal positively affects vigour, while emotional suppression has a negative effect. Overall, model 3 explained 31% of the variance of the dependent variable.

Model 1, where dedication is the dependent variable, has the participants' demographic details as the independent variables. The effect of tenure and quintile was positively significant on the dedication, and the effect was positive. In Model 2, the level of job demand was added to the first model. Only the effect of tenure remained significant on dedication. The third model has emotion regulation strategies added into model 2. The effect of tenure alone remained significant on the dedication of the participants. Overall, 24% of the variance in variance in the dependent variable is explained through Model 3.

The last dependent variable in the work engagement is absorption. In the first model, tenure has a positive significant effect on the dependent variable. The level of job demand is added to model 1, and the result, as shown in Table 5.5-6, is that tenure is the only one with a significant effect. The emotion regulation strategies were included in Model 2. The effect of tenure remained significant on absorption, and emotional reappraisal is positive. Overall, 20% of the variance in the dependent variable is explained through model 3.

Table 5.5-7: Hierarchical regression of various demands and emotion regulation strategies on work engagement

Model	Vigour			Dedication			Absorption		
	B	SE	β	B	SE	β	B	SE	β
1									
Gender	-.17	.19	-.09	-.09	.18	-.05	-.09	.17	-.05
Tenure	.02	.01	.31**	.02	.01	.25*	.02	.01	.33**
Quintile	.10	.06	.18 [†]	.11	.05	.20*	.08	.05	.15
	R ² =.15		Adj. R ² =.12	R ² =.12		Adj. R ² =.09	R ² =.15		Adj. R ² =.12
2									
Gender	-.21	.19	-.11	-.11	.18	-.06	-.08	.17	-.05
Tenure	.02	.01	.28**	.02	.01	.23*	.02	.01	.33**
Quintile	.10	.05	.17 [†]	.10	.05	.19 [†]	.08	.05	.15
Variety of JD	-.10	.04	-.23*	-.06	.04	-.15	.00	.04	.00
	R ² =.20		Adj. R ² =.17	R ² =.14		Adj. R ² =.10	R ² =.15		Adj. R ² =.11
3									
Gender	-.14	.19	-.07	-.03	.18	-.02	-.09	.18	-.05
Tenure	.02	.01	.27**	.01	.01	.22*	.02	.01	.33**
Quintile	.07	.05	.12	.09	.05	.17 [†]	.06	.05	.11
Variety of JD	-.07	.05	-.16	-.04	.05	-.10	.04	.05	.11
Da	-.01	.10	-.02	.09	.10	.10	-.12	.10	-.16
Sa	-.07	.11	-.09	-.11	.10	-.14	-.07	.10	-.09
Em. Reapp.	.38	.13	.34**	.25	.13	.23 [†]	.30	.13	.29*
Em. Suppr.	-.22	.11	-.21 [†]	-.14	.11	-.14	-.06	.10	-.06
	R ² =.29		Adj. R ² =.23	R ² =.22		Adj. R ² =.15	R ² =.21		Adj. R ² =.14

Note: ** $p < .01$, * $p < .05$, [†] $p < .10$; da – deep acting, sa – surface acting, em reapp – emotional reappraisal, em suppr. – emotional suppression.

In the first model, as presented in Table 5.5-7, vigour was the dependent variable, and the participants' demographic details were the independent variable. The effect of tenure was positive and significant on vigour. In the second model, a variety of job demands was included in step 1. The effect of tenure and the variety of job demands were positively significant. In Step 3, the emotion regulation strategies are included in the result of Step 2. Tenure has a positive significant effect on vigour. Out of the emotion regulation strategies, emotion reappraisal is the only one that has a significant vigour relationship. When emotion regulation strategies were entered into the model, the effect of various demands on vigour became non-significant. Overall, 29% of the variance in the variance in the dependent variable is explained through step 3.

Model 2, when dedication served as the dependent variable, has tenure and quintile significance out of the personal details of the participants presented in Table 5.5-7. The effect was positive, showing dedication increases as tenure and quintile increase. In the second model, various job demands were added to step 1. Tenure was the only variable that was significant in the model. Emotion regulation was included in the second step. The result showed that only tenure had a significant relationship with dedication. Overall, 22% of the variance in the variance in the dependent variable is explained through step 3.

The third model, when absorption is the dependent variable, as presented in Table 5.14, has demographic details as the independent variables. Tenure has a positive significant effect on absorption. The variety of job demands was included in the first step. The only significant variable in that model is tenure. The analysis further includes emotion regulation strategies as part of the independent variables. As part of the demographic variable, tenure has a significant positive effect on absorption. The only emotion regulation strategy that significantly affects absorption is emotion reappraisal. Overall, 21% of the variance in variance in the dependent variable is explained through step 3.

Based on the findings from the hierarchical regression analyses presented above, the variety of job demands and surface acting as an emotion regulation significantly affect emotional exhaustion. In assessing the level of job demands and emotion regulation

strategies on work engagement, the level of job demand, emotional reappraisal, and emotional suppression significantly affect vigour.

However, the results above further show that no consistent pattern was found for the relationship between job demands and emotional regulation on the well-being of the participants. As introduced in Chapter 4, it is necessary to test if a more complex interplay of variables takes place and if this may affect the well-being of the study participants. It will serve as the springboard for further investigation using moderation analysis.

Concerning hypothesis five, the effect of the level of job demands on teacher burnout and exhaustion (OLBI) was low (albeit significant for some of the dependent variables). The effect of the level of job demands was decreased by entering emotion regulation strategies into the model (in particular, surface acting) but only in the case of depersonalisation. The level of job demands was associated significantly with lower levels of vigour (the effects on dedication and absorption were in the same direction but not significant). Entering emotion regulation strategies into the model showed significant positive effects of emotional reappraisal on vigour and absorption. Emotional suppression is associated with lower vigour levels. The effect of the overall job demands on work engagement was not changed by entering emotion regulation strategies into the model. The moderation analyses only showed one significant moderator effect, which indicates that high deep acting contributes to higher absorption levels, which is strongest when experiencing a variety of job demands (tendency). Thus, some results support hypothesis five. However, further exploration is necessary to explore this interplay in more detail.

Concerning hypothesis six, the effect of a variety of job demands on teacher burnout and exhaustion (OLBI) was low and significant (except for personal accomplishment). The effect of a variety of job demands was decreased by entering emotion regulation strategies into the model (in particular, surface acting) but only in the case of emotional exhaustion. A similar pattern occurred when emotion regulation strategies were entered into the model to predict work engagement. The effect of variety on vigour became non-significant when entering emotion regulation (particularly emotional reappraisal) into the model. Moderation analyses showed a consistent pattern of

moderation effects, particularly for deep acting on the relationship between a variety of demands and exhaustion and work engagement, supporting hypothesis six. These need further exploration to understand the interplay between various demands and well-being.

5.6 Moderation analyses

The moderation analysis tests the research question and the hypotheses on the interplay of job demand and emotion regulation. The process macro (model 1) developed by Hayes (Hayes & Rockwood, 2017) was used to test the moderation effects of emotion regulation strategies. All moderating effects of the four emotion regulation strategies on the relationship between various job demands or levels of job demands on well-being variables were tested. Only the significant results are presented below. Analyses could show that deep acting was a significant moderator of the relationship between the variety of demands and exhaustion as measured via the OLBI. Overall, 22% of the variance in exhaustion is explained through the moderation model ($R^2 = .22$, $F(3, 115) = 10.99$, $p < .01$). Please see the results below. Table 5.6-1 summarises the coefficients with a significant interaction effect.

Table 5.6-1: Summary of moderated regression analysis predicting exhaustion

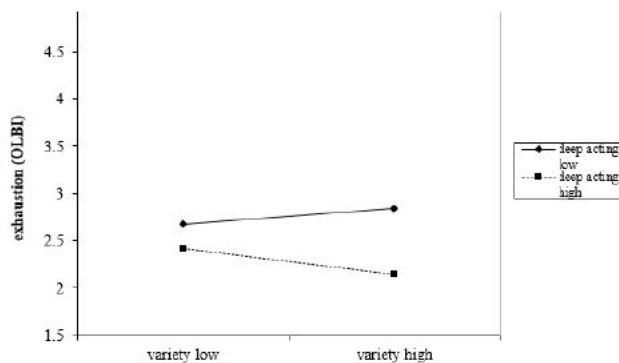
	<i>B</i>	<i>T</i>	<i>P</i>	95% CI	
				Low	Up
Variety (A)	.19	5.37	.00	.12	.25
Deep acting (B)	-.08	-1.11	.27	-.22	.06
A * B	-.06	-2.13	.04	-.12	-.004

Table 5.6-2: Conditional effects of exhaustion

	Effect	SE	<i>T</i>	<i>P</i>	95% CI	
					Low	Up
- 1SD	.24	.05	5.23	.00	.15	.34
Mean	.19	.03	5.37	.00	.12	.25
+ 1SD	.13	.04	3.03	.00	.04	.21

As shown in the figure below, deep acting makes a difference for exhaustion if the variety of job demands is high. If deep acting levels are high when facing various job demands, emotional exhaustion levels will be lower than when less deep acting is used.

Figure 5.6-1: Interaction between a variety of demands and deep acting on emotional exhaustion



Further analyses could show that deep acting was a significant moderator of the relationship between a variety of demands and vigour, dedication and absorption. Overall, 12% of the variance in vigour is explained through the moderation model ($R^2 = .12$, $F(3, 114) = 5.29$, $p < .01$), 11% of the variance in dedication is explained by the moderation model ($R^2 = .11$, $F(3, 117) = 4.75$, $p < .01$) and 6% of the variance in absorption are explained by the model ($R^2 = .06$, $F(3, 115) = 2.48$, $p < .10$). Please see detailed results below. Table 5.17 summarises the unstandardised coefficients with a significant interaction effect on vigour.

Table 5.6-3: Summary of moderated regression analysis predicting vigour

	<i>B</i>	<i>T</i>	<i>P</i>	95% CI	
				Low	Up
Variety (A)	-.14	-3.39	.00	-.22	-.06
Deep acting (B)	.16	1.85	.07	-.01	.33
A * B	.09	2.45	.02	.02	.16

Table 5.6-4: Conditional effects of vigour

	Effect	SE	<i>T</i>	<i>P</i>	95% CI	
					Low	Up
- 1SD	-.22	.06	-3.96	.00	-.33	-.11
Mean	-.14	.04	-3.39	.00	-.22	-.06
+ 1SD	-.06	.05	-1.17	.25	-.16	.04

Next, the unstandardised results of the moderated regression of a variety of demands and deep acting on dedication are presented.

Table 5.6-5: Summary of moderated regression analysis predicting dedication

	<i>B</i>	<i>T</i>	<i>P</i>	95% CI	
				Low	Up
Variety (A)	-.11	-2.96	.00	-.19	-.04
Deep acting (B)	.20	2.41	.02	.03	.34
A * B	.08	2.40	.02	.01	.15

Table 5.6-6: Conditional effects of dedication

	Effect	SE	<i>T</i>	<i>P</i>	95% CI	
					Low	Up
- 1SD	-.18	.05	-3.63	.00	-.29	-.09
Mean	-.11	.04	-2.96	.00	-.19	-.04
+ 1SD	-.04	.05	-.85	.39	-.13	.05

Below, the unstandardised results of the moderated regression of various demands and deep acting on absorption are presented.

Table 5.6-7: Summary of moderated regression analysis predicting absorption

	<i>B</i>	<i>T</i>	<i>P</i>	95% CI	
				Low	Up
Variety (A)	-.03	-.66	.51	-.10	.05
Deep acting (B)	.03	.33	.74	-.13	.18
A * B	.09	2.68	.01	.02	.15

Table 5.6-8: Conditional effects of absorption

	Effect	SE	<i>T</i>	<i>P</i>	95% CI	
					Low	Up
- 1SD	-.11	.05	-2.07	.04	-.21	-.01
Mean	-.03	.04	-.66	.51	-.10	.05
+ 1SD	.06	.05	1.23	.22	-.03	.15

The analysis of deep acting as a moderator between job demands and absorption level also shows a significant interaction effect. In total, 6% of the variance in absorption was explained through the moderated model ($R^2 = .06$, $F(3, 115) = 2.45$, $p < .10$).

Table 5.6-9: Summary of moderated regression analysis predicting absorption

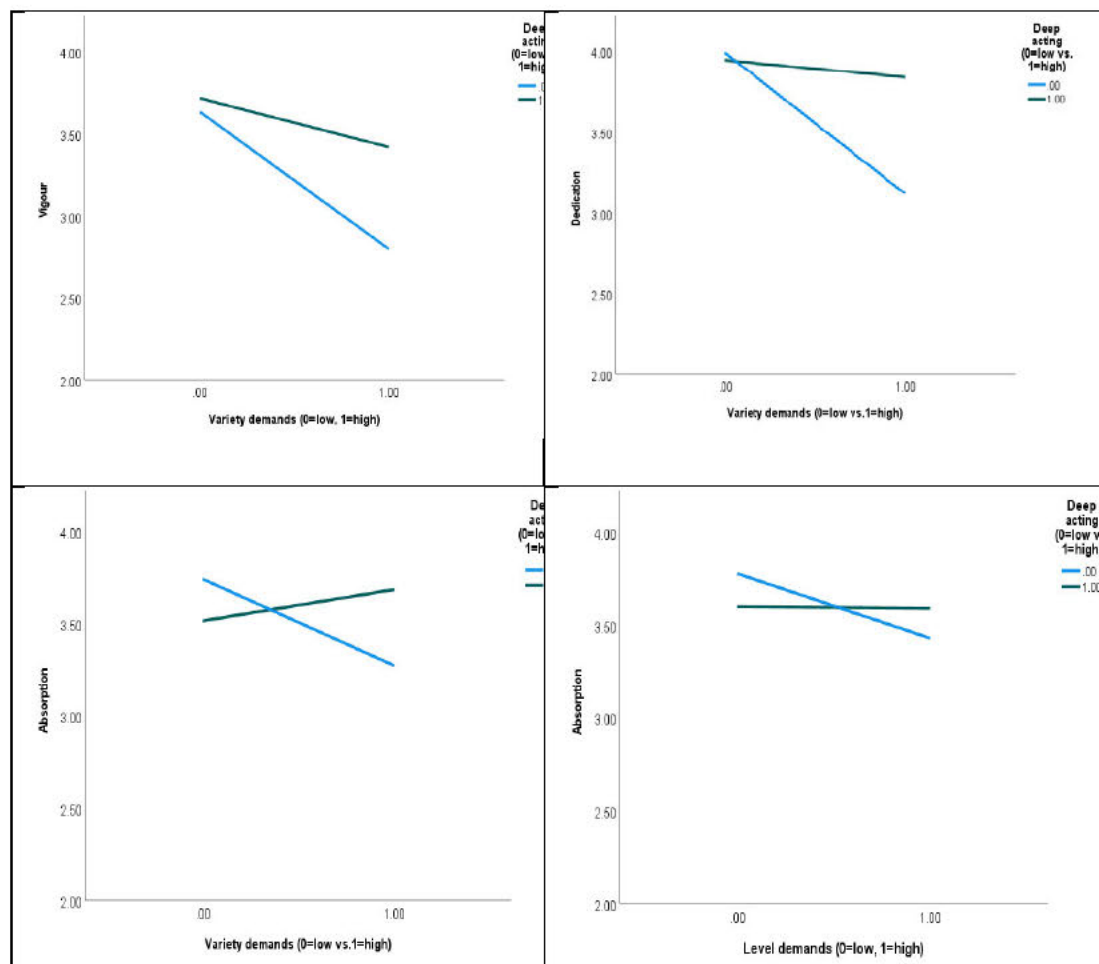
	<i>B</i>	<i>T</i>	<i>P</i>	95% CI	
				Low	Up
Level (A)	-.02	-1.17	.24	-.06	.01
Deep acting (B)	.07	.84	.40	-.09	.23
A * B	.03	2.25	.03	.01	.15

Table 5.6-10: Conditional effects of absorption

	Effect	SE	T	P	95% CI	
					Low	Up
- 1SD	-.04	.02	-2.30	.02	-.08	-.01
Mean	-.02	.02	-1.17	.24	-.06	.01
+ 1SD	.01	.02	.16	.88	-.04	.05

As shown in the figure below, higher deep acting shows a similar pattern for all dimensions of dedication. Higher levels of deep acting are associated with higher vigour, dedication, or absorption under conditions of low variety of demands and in tendency when demands are highly varied.

Figure 5.6-2: Various interaction effects of deep acting on the relationship between variety and level of demands on work engagement



Further analyses could show that emotional reappraisal and suppression are significant moderators of the relationship between a variety of demands and absorption. Overall, 5% of the variance in absorption is explained through the moderation model, including

emotional reappraisal ($R^2 = .05$, $F(3, 115) = 2.13$, $p < .10$). Please see detailed results on unstandardised coefficients below.

Table 5.6-11: Summary of moderated regression analysis predicting absorption

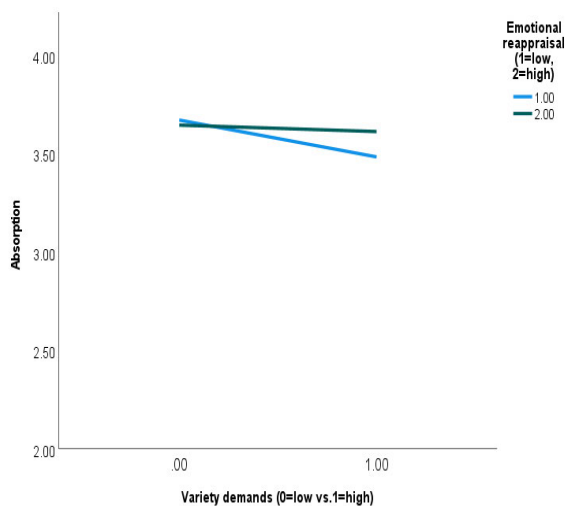
	<i>B</i>	<i>T</i>	<i>P</i>	95% CI	
				Low	Up
Variety (A)	-.01	-.16	.87	-.08	.07
Em. reappraisal (B)	.14	1.50	.14	-.05	.33
A * B	.10	2.10	.04	.01	.19

Table 5.6-12: Conditional effects of absorption

	Effect	SE	<i>T</i>	<i>P</i>	95% CI	
					Low	Up
- 1SD	-.07	.04	-1.64	.10	-.16	.02
Mean	-.06	.04	-.16	.87	-.08	.07
+ 1SD	.06	.05	1.18	.24	-.04	.16

The moderation plot below indicates that when emotional reappraisal is high, participants experience more absorption, mainly when job demands are varied (tendency in the results). Figure 5.6-3 shows various interaction effects of emotional reappraisal on the relationship between variety and level of demands on engagement.

Figure 5.6-3: Interaction effects of emotional reappraisal on the relationship between variety and level of demands on engagement:



Concerning hypothesis five, the effect of the level of job demands on teacher burnout and exhaustion (OLBI) was low (albeit significant for some of the dependent variables). The effect of the level of job demands was decreased by entering emotion

regulation strategies into the model (in particular, surface acting) but only in the case of depersonalisation. The level of job demands was associated significantly with lower levels of vigour (the effects on dedication and absorption were in the same direction but not significant). Entering emotion regulation strategies into the model showed significant positive effects of emotional reappraisal on vigour and absorption. Emotional suppression is associated with lower vigour levels. The effect of the overall level of job demands on work engagement was not changed by entering emotion regulation strategies into the model. The moderation analyses only showed one significant moderator effect, which indicates that high deep acting contributes to higher absorption levels, which is strongest when experiencing a variety of job demands (tendency). Thus, some results support hypothesis five. However, further exploration is necessary to explore this interplay in more detail.

Concerning hypothesis six, the effect of a variety of job demands on teacher burnout and exhaustion (OLBI) was low and significant (except for personal accomplishment). The effect of a variety of job demands was decreased by entering emotion regulation strategies into the model (in particular, surface acting) but only in the case of emotional exhaustion. A similar pattern occurred when emotion regulation strategies were entered into the model to predict work engagement. The effect of variety on vigour became non-significant when entering emotion regulation (particularly emotional reappraisal) into the model. Moderation analyses showed a consistent pattern of moderation effects, particularly for deep acting on the relationship between a variety of demands and exhaustion and work engagement, supporting hypothesis six. These need further exploration to understand the interplay between various demands and well-being.

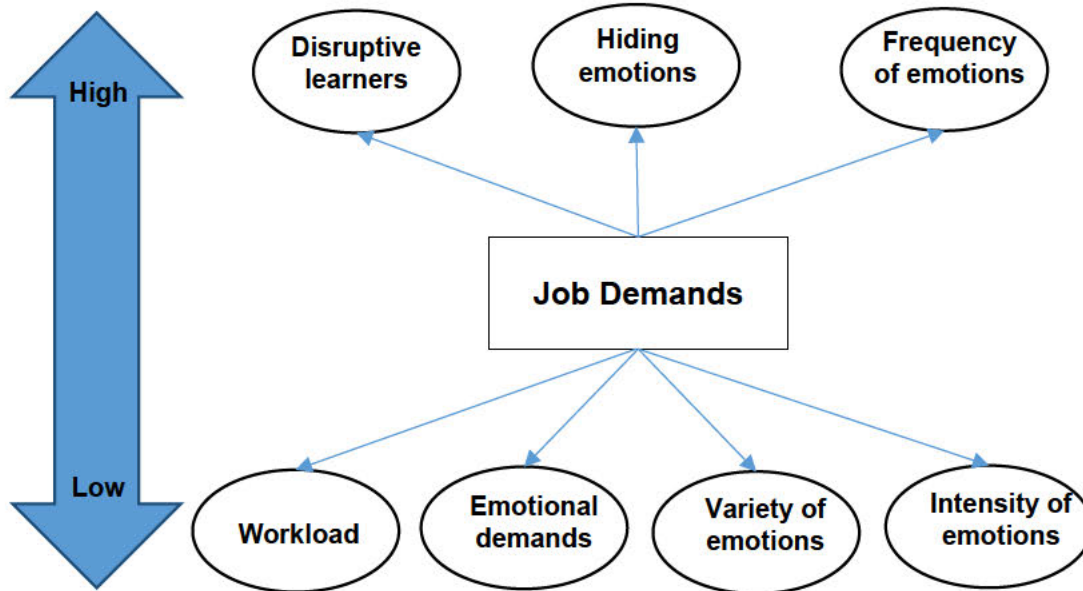
5.7 Discussion of quantitative results and findings

5.7.1 Job demands of participants

The first hypothesis of the job demand experience sought to investigate if the teachers who participated in the study faced high job demands. The quantitative section found that three out of seven job demands experienced by the participants were moderate to high (see also Figure 5.7-1). These demands were disruptive learners, the need to hide emotions, and to frequently express emotions. Teachers experienced low levels of

workload, emotional demands, a low variety of emotions, and low intensity. How participants experienced job demands varied.

Figure 5.7-1: Graphical overview of descriptive results of teachers' job demands



This result of high job demand contrasts the findings of Castro Silva et al. (2023), who employed a mean above the mid-point to ascertain whether a job demand is high or low. Workload, referred to as time pressure in their study, was high, and there was a feeling of accomplishment and recognition. On the other hand, Yin and Huang (2016) and Ghanizadeh and Royaei (2015) reported teachers' emotional demands were the highest and emotional demands were an essential predictor of teacher burnout, respectively.

The results of this study showed that the disruptive behaviour of learners in the job demands was high. This finding supports the earlier finding that the disruptive behaviour of learners is a significant predictor of job stress over and above work-related overload (Hakanen et al., 2006). That outcome aligns with Chang's (2013) argument that teachers often experience periodic unpleasant emotions when dealing with learners' disruptive behaviours. However, Jennings and Greenberg (2009) have argued that the absence of learner-disruptive behaviour had positive outcomes, such as pro-social classroom orientation and smooth transition from one activity to the other. Conversely, teachers experience higher levels of negative emotions when

learners exhibit disruptive emotions in the classroom, which often culminate in anger (De Ruiter et al., 2020).

These findings support what Varol et al. (2021) found: teachers experienced high job demands, often triggering stressful responses, which resulted in health impairment. According to Bakker et al. (2003) and Demerouti et al. (2001), health impairment occurs when jobs with chronic demands wear out employees' mental and physical resources, culminating in the depletion of resources (i.e., a state of exhaustion) and health problems (i.e. diseases, ailments, or conditions and repetitive strain injury) which may require immediate care and attention. Findings also revealed that when teachers responded to high job demands, the chances of adverse strain outcomes often increased, the outcome which included physical factors such as increased motivation for leaving the profession (Skaalvik & Skaalvik, 2011) and mental health impairment such as stress and burnout (Bakker et al., 2003).

These job demands can result in positive or negative outcomes based on how the individual manages them. When the job demands are high, it will adversely affect the well-being of teachers. This is because high job demand can potentially increase the stress level of teachers and can also impact their physical and mental health, serving as a threat to their well-being. Deng et al. (2022) also submit that though job demands do not affect the overall well-being of individuals, they do affect their workplace well-being.

Based on the outcome of the level of job demands, which has a mean value more significant than the average value of the range of the level of job demand, which shows an elevated level of demands. Thus, the three demands with the highest levels contribute to these elevated overall demands. Interestingly, these are demands associated with emotional experiences (disruptions, hiding emotions, frequency of emotions), indicating that the emotion regulation of these teachers is crucial.

5.7.2 Emotion regulation of participants concerning job demands

The investigation of the emotional regulation strategy of the participants in the selected schools showed that emotional reappraisal and emotional suppression were

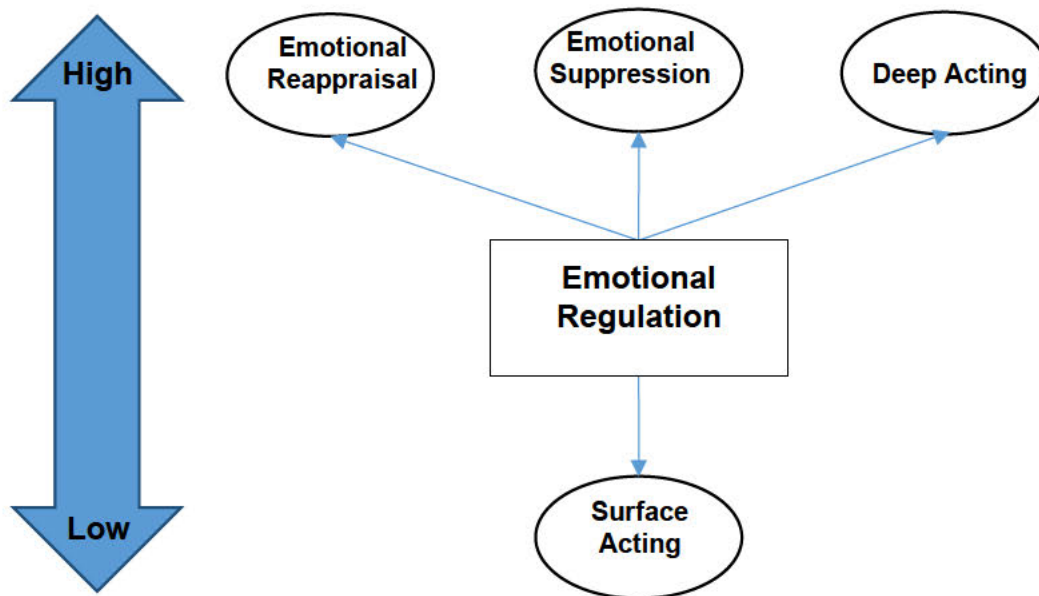
moderately high. One of the critical reasons why the respondents paid attention to emotion regulation was that teaching is an emotional endeavour (Hargreaves, 1998). That is, teaching always induces emotions. For instance, when teachers have accomplished their instructional objectives, and their learners are learning and succeeding, they experience positive emotions such as happiness. However, teachers often experience frustration and anger when they do not meet their teaching goals (Sutton, 2007).

The findings also showed that deep acting is moderately higher than surface acting. Chang and Taxer (2020) has argued that teachers often employ reappraisal and suppression-focused strategies to regulate their emotions. The reappraisal strategy helps teachers to reassess an event, thereby changing their perspective towards the event to regulate their feelings. Moreover, teachers who use reappraisal can reconceptualise and contextualise stressful classroom situations and have shown more positive emotions (Jiang et al., 2016), display less emotional exhaustion (Donker et al., 2020) and moderate physiological indicators of chronic stress (Katz et al., 2018). The suppression-focused strategy assists teachers in putting aside their feelings about the event to focus on the current task they have at hand. For instance, Yin et al. (2018) found that when teachers faced high job demands, especially emotional ones, they often employed suppression-focused strategies, resulting in more anxiety and depression.

Compare et al. (2014) argue that putting aside emotions can result in problems with memory, aggression, anxiety and depression. Amidst the two approaches, Gross and John (2003) concluded that the reappraisal-focused strategy was highly adaptive regarding emotion regulation and more adaptive when managing negative emotional experiences and stress. Brackett et al. (2010) noted that teachers with high emotion regulation could generate positive emotions through a strategy such as a reappraisal. This assertion implies that teachers who used reappraisal in their classrooms paid attention to the bright side during learner interaction, thus alleviating their emotional well-being. Fathi et al. (2021) have also submitted that emotional regulation effectively influences curricular changes. Modifications in the curriculum are expected to help teachers with a high level of emotion regulation control affective

states by employing effective emotion regulation strategies when faced with undesirable emotions.

Figure 5.7-2: Graphical overview of the descriptive result of teacher emotion regulation strategies



The results of this study also revealed that the teachers who participated in this study used more deep acting rather than surface acting. This finding supports what Van de Ven and Vlerick (2011) found: deep acting was used more than surface acting when teachers responded to emotional demands.

The association with the level of job demand was positive for both emotion regulation strategies, with a significantly higher correlation for surface acting than deep acting. This result is consistent with what has been found in previous studies, which also demonstrated a positive association. For instance, Van de Ven and Vlerick's (2011) study revealed a correlation between job demands and emotion regulation. The study's results revealed that emotional job demands were positively related to deep acting and surface acting (Näring et al., 2011). Nauman et al. (2019), Chung et al. (2021), Kern et al. (2015), as well as Lee et al. (2019), have also reported a positive correlation between job demands and surface acting. This study further indicated no association or correlation between job demands, emotional reappraisal, and emotional suppression. This finding supports what Näring et al. (2011) found: the association

between suppression and emotional job demands is insignificant. The view that surface acting is the same as suppression is common, but the association of job demand with surface acting and suppression differs.

The findings of this study also revealed that participants with a high overall level of job demands engage more in surface acting and some more in deep acting. This shows that we should not only focus on specific job demands that can be emotionally challenging (e.g., disruptions by learners, emotional demands) but also on overall levels of job demands that accumulate more. A 'too much' of job demands could also influence how we regulate emotions. Also, various job demands are associated with surface acting and deep acting. Thus, it can also be the case that having too many different job demands may also influence emotional labour.

This indicates that teachers respond equally with surface and deep acting when job demand is high. The result, also corresponding to surface acting and suppression, suggests that teachers use every strategy, including suppression and surface acting. This might be the case because they want to get the lesson moving and would rather suppress potential negative emotions than address them and stop the class. However, when job demand levels are low, teachers use less surface acting than deep acting. When not overburdened, they use deep acting (considered a more beneficial strategy) than surface acting. Deep acting has been discussed as being more resource-intensive (Huelsheger & Schewe, 2011). Thus, teachers not overwhelmed by job demands may have more free resources to spend on deep acting.

The outcome of the test of emotion regulation strategies according to groups of job demands revealed consistent results found for deep acting and surface acting but not for emotional reappraisal and emotional suppression. This can be because those with high job demands get more into emotional labour, which makes the difference more notable than those with an emotion regulation strategy. It is important to note also that deep-acting and surface-acting levels differ between groups with high and low demands for all of the job demands included in this study. The only significant difference for surface acting was in the case of workload. This interesting finding indicates that a high overall workload may make teachers more likely to surface act. Thus, hypothesis three of higher job demands associated with more adverse emotion

regulation strategies is supported. Similarly, the findings support hypothesis four, which indicates that a more diverse set of job demands is associated with more adverse emotion regulation strategies.

This study further investigated the emotion regulation of teachers, who were the participants of this study, based on their levels of other job demands. The results showed that the participants with a low workload often employed a low level of surface acting. In contrast, those with low intensity in emotion regulation experienced fewer disruptions by learners. The findings of Sciotto and Pace (2022) focused on the work environment and revealed that surface acting often mediated the relationship between workload and general health. Thus, surface acting appeared not stressful; however, the results suggested that it could become stressful when combined with other job stressors (Sciotto & Pace, 2022).

The results of this study also showed that the participants might probably experience emotional job demands when faced with a high workload. This outcome suggests that teachers may need to invest energy to successfully carry out their workloads and fulfil their emotional requirements. For this study, the participants with low workloads often responded with low surface acting. However, the participants with reduced experience of classroom disruptions frequently needed more energy to execute their teaching tasks. As a result, there was minimal pressure for these participants to go out of themselves and fake emotions to perform their teaching tasks. This study also showed that the participants with a low need to hide their emotions often reported lower surface and deep acting levels.

The participants with a low variety of emotions also reported a lower level of surface acting and deep acting when compared to their counterparts with an array of emotions. These results suggest that the higher the job demands, the more surface-acting the participants tended to use. Thus, the participants reported being able to obtain assistance from other peers who were willing to listen to them to find out what their challenges were. For these participants, such support often led to significant burden-bearing or burden-sharing. The assistance received by deep actors often dovetailed with their teaching tasks. When the workload was excessive for the participants, their colleagues frequently assisted them (Nesher & Venz, 2022). This assistance to deep

actors helped to generate significant progress, helped them achieve their work goals, and increased trust with their co-workers.

In a study by Gabriel et al. (2020), employees from various fields, including those in education, were studied. The study's results showed few workers using surface acting compared to deep acting. One reason for this was an appropriate level of interaction among co-workers, which allowed them to fake emotions. The study also reported that a group of workers showed a mix of deep and surface acting levels, making them be termed regulators. This finding added a new dimension to emotion regulation literature by arguing that people may use several strategies to regulate their emotions in each emotional scenario instead of merely focusing on individual emotion regulation strategies. Ford et al. (2019, p.1) refer to this instance as polyregulation: "the concurrent or sequential use of myriad approaches to regulate emotions within one emotion incident".

In a study by Gabriel et al. (2020), using the two emotion regulation strategies almost with equal focus denied them the opportunity to enjoy the benefits of following deep acting. However, as previously shown, participants in this study also did polyregulation concerning classroom job demand incidents. As evident in Figure 5.8, participants in this study used emotional reappraisal and emotional suppression to handle classroom job demand incidents with equal focus (which means both strategies were used). On the other hand, deep acting was used in this study, while surface acting was the least used. Some significant positive outcomes of deep acting are that it is more adaptive because it has been associated with decreased teacher burnout (Chang, 2013), increased sense of self-efficacy (Yin et al., 2017), accomplishment (Brackett et al., 2010) and one negative outcome of exhaustion (Philipp & Schupbach, 2010).

Burnout experience is compatible with Sciotto and Pace's (2022) findings, who reported that workload and surface acting were emotionally demanding. Their sentiment suggested that paying less attention to one's emotional cues and faking emotions could be a liability to one's emotional resources. It is crucial to recognise that the results could have negative consequences if teachers ignore their emotional cues and engage in faking their emotions. Segger-Guttman and Medler-Liraz (2015)

argue that surface acting is the inclination to abide by social and cultural norms and the expectations of others.

5.8 Job demands and emotional regulation concerning the well-being of teachers

The level and variety of job demands were positively and significantly related to teacher well-being, except for reduced personal accomplishment. For this study, as the level of job demands of the participants increased, so did their exhaustion and depersonalisation. Based on their research on the Job Demand Resource model, Bakker and Demerouti (2007) have reported that job demands could result in health problems. Yin et al. (2016) have further confirmed the link between job demands and well-being in line with what Huang and Wang (2016) have found.

As a result, Yin et al. (2016) have postulated that teachers should be treated as emotional workers sensitive to the job's demands and that attention is required to all the outcomes that impact their well-being. That is, when the workload of an individual teacher is lessened, their emotional strain is relieved, thus improving their well-being (Yin et al., 2016). Kariou et al. (2021) argue that to relieve themselves from strenuous, demanding, and exhausting job demands, some teachers would move to less demanding positions within the education sector, such as administration, library services, and management. Moreover, teacher well-being improved when teachers shared instead of suppressing and hiding their emotions (Bakker & Demerouti, 2017).

The association between job demands, depersonalisation and emotional exhaustion has also been confirmed in the study by Fernet et al. (2004). In their study, job strain was associated with job demands and depersonalisation. The association between emotion regulation and well-being for the participants of this study was significant. The study's results suggest that the participants developed different enabling actions which sustained them regarding emotion regulation and well-being. Nyklíček (2011) and Fathi et al. (2021) contend that the correlation between emotion regulation and well-being is significant.

This study also found that surface acting was significantly associated with depersonalisation and exhaustion. This finding coincides with the findings of Botheridge and Grandey (2003), which found that surface acting correlates significantly with emotional exhaustion ($r=20$; $p<.01$), depersonalisation ($r=38$; $p<.01$) and personal accomplishment ($r=18$; $p<.01$) in the expected directions. For this study, the participants who masked their emotional responses were often prone to exhaustion. For instance, surface actors would enter the classroom to deliver the lesson, fake a smile and respond when frustrated with the learner or colleague. Fischer (2019) has investigated the effect of emotion regulation on burnout to explain how well-being is impacted by emotional work. The results of Fischer's (2019) study have supported what has been found in this study.

There is a significant association between surface acting and burnout dimension, and surface acting has been significantly associated with reduced personal accomplishment. The positive association between surface acting and the two dimensions of well-being has also been confirmed in recent studies (see, for example, Ha, Kim & Ha, 2021; Theodosius et al., 2021). For this study, deep acting was positively related to depersonalisation. The participants employed emotion regulation strategies to change their internal state and match it with the one they were expressing. Hochschild (1983), Gross and John (2003) and Fischer (2019) have argued that deep acting often assists teachers in fulfilling their teaching responsibilities. Literature argues that deep acting reduces teacher stress, promotes empathy, facilitates classroom conversation, builds confidence and encourages teamwork (Young, 2020). In investigating the association between emotional labour and burnout, Aziz et al. (2018) confirmed the moderating role of psychological capital in the correlation between deep acting and depersonalisation.

This study found that emotional suppression was positively associated with depersonalisation, while emotional reappraisal was positively associated with reduced personal accomplishment. This study confirmed Martín-Brufau et al. (2020) finding that the association between emotional suppression and depersonalisation exists when burnout is high. This finding suggests that some of the respondents of this study tended to conceal or suppress their emotions to portray themselves as confident to learners

and colleagues. Like emotional suppression, surface acting was associated with poorer emotional outcomes (Yagil & Medler-Liraz, 2017).

A similar outcome does not mean similar concepts, though. As argued in chapter two, Currier (2023) posits that surface acting does not alter the emotion, and the individual proposes what he believes is the appropriate emotional response. On the other hand, emotional suppression permits the individual to feel and deal with the emotion, but at a later stage. Assessing the outcome, it can be noted that there is a more significant association between surface acting and deep acting with job demands when compared with emotional suppression and reappraisal.

5.9 Developing a model of relationships

This thesis employed hierarchical regression to predict the impact of job demands on burnout. One of the additions to the body of literature in this study was the disaggregation of job demands of teachers to consider the level and the variety of job demands. The effect of the level of job demands and the variety of job demands was examined on the teacher's well-being. The regression was done initially with the level and variety of job demands and the emotion regulation variable included in the analysis.

5.9.1 Relationship of level of job demands and emotion regulation concerning well-being

The direction observed a positive relationship between the level of job demand and emotional exhaustion, depersonalisation, and exhaustion. In the introduction of the emotion regulation techniques, the level of job demand exhibits a positive relationship with emotional exhaustion and exhaustion measured via the OLBI. Surface acting maintains a positive relationship with depersonalisation, while emotional reappraisal also shows a positive relationship with personal accomplishment. However, a more complex interplay was expected between job demand and emotion regulation. Thus, a moderation analysis was used to explain the relationship further. The moderation outcome indicates an interaction effect when deep acting moderates the level of job demand and well-being variables.

This indicates that under conditions with high job demands, the intense use of deep acting is related to higher absorption levels than under low demand. This could explain the low positive relationship between deep acting and well-being, as reported in other studies (Philipp & Schuepbach, 2010). Deep acting only shows its beneficial effect under conditions of high levels of job demands. In response to research question three, which addresses the interplay of job demands and emotion regulation with how they affect the well-being of teachers, hypothesis five of the interplay of high demand levels and more adverse emotion regulation strategies associated with decreased teacher well-being will be partially supported.

This finding supports the assumptions of the JD-R model, which posits that teachers seek to maintain the general teaching standards despite the high level of job demands, which could result in the extensive use of emotional resources or energy, thus leading to emotional exhaustion (Bakker & Demerouti, 2007; Baeriswyl et al., 2016). Hang et al. (2019) have pointed out that the high level of job demands has been positively associated with emotional exhaustion but that the outcome has often been a reduction in the teacher's job satisfaction.

This finding contradicts the findings of previous studies that have focused on health-related challenges. Rajendran et al. (2020) investigated teacher burnout and turnover. Their observation was that the job demands of teachers, such as workload and student misbehaviour, had a positive association with emotional exhaustion. Emotional exhaustion was the channel through which job demands related to turnover. The study pointed out a significant factor that must be considered along with teachers' job demands: work-family conflict. Work-family conflict affects male and female teachers as a predictor of emotional exhaustion within education (Rajendran et al., 2020).

The above results support the assumptions of the JD-R model, positing that jobs that project high demands might physically and mentally exhaust employees (Bakker et al., 2003). Therefore, the results of this study were consistent with those of the previous studies, which found a significant correlation between job demands and the depletion of resources. This study also found that the participants' emotional regulation did not impact their emotional exhaustion. However, strategies and other

measures taken to regulate, mitigate, manage and sometimes repress emotions did not seem sufficient to change their emotional exhaustion level.

None of the deep acting, surface acting, emotional reappraisal, and emotional suppression significantly impacted emotional exhaustion. This finding is at variance with the results of the study by Fathi et al. (2021), which reported that the emotional relationship of teachers impacted their emotional exhaustion. That is, the interaction between the level of job demands and emotional regulation had no moderating effect on the participants' emotional exhaustion. This outcome was expected as emotion regulation did not impact teachers' emotional exhaustion. This finding was contrary to Nauman et al. (2019), who considered the workload demands for moderation.

The results of this study showed that the level of job demands of the participants positively impacted their depersonalisation as a dimension of burnout. The job demands in the selected schools made it difficult for the participants to maintain their professional disposition. Depersonalisation was one of the adverse outcomes for the classroom and was a liability to a conducive classroom environment. The exposure to depersonalisation could be associated with the isolation the participants experienced from their professional peers. The participants often spent more time with learners than with other colleagues, thus increasing disconnection from their peers. The disconnection reduced their prospects of receiving teacher-to-teacher support and teacher-to-school management support, thus increasing the risk of exposure to burnout for the participants. Al Salhe et al. (2021) showed a significantly high level of depersonalisation in teachers' job demands.

In assessing the impact of emotion regulation, only surface acting was found to have positively impacted teachers' depersonalisation. This finding was consistent with the findings by Chang and Taxer (2020), who found a positive association between depersonalisation and emotional suppression. Moreover, the consistency of non-significant impact from deep acting as an emotional regulation dimension to depersonalisation has been confirmed in other studies. For instance, surface acting has been linked to burnout (Yilmaz et al., 2015). No moderation effect was found between the level of job demands and emotion regulation on depersonalisation.

The lack of the moderation effect suggested that when deep acting, surface acting, emotional suppression and emotional reappraisal interact with the level of job demands, there was no impact on the depersonalisation of the participants. The job demands of the participants did not affect their accomplishments. With high dependence on social support, reduced personal accomplishment suggested declining productivity and capability by the participants (Khan et al., 2014). However, this finding is at variance with Olusa's (2017) findings, which found that job demands significantly reduced personal accomplishment.

For this study, of all emotion regulation strategies, the reappraisal emotion regulation strategy had a positive relationship with reduced personal accomplishment. This result suggests that as the participants re-evaluated events to regulate how they felt by changing their perception, they often did this at the expense of their accomplishments (Chang & Taxer, 2020). Even though reappraisal was regarded as more adaptive in emotion regulation, it adversely affected the participants' burnout. The level of job demands of the participants positively impacted their levels of exhaustion. As noted in the measure of burnout, emotional exhaustion was also positively associated with the level of job demands of the participants.

Conclusively, the rise in the level of job demands and job demand for teachers raises the engagement of teachers and their emotional exhaustion. Also, measuring exhaustion via the OLBI (Demerouti & Bakker, 2008) shows that the increase in the level of job demand still maintains the same effect on the exhaustion of teachers.

5.9.2 Relationship of variety of job demands and emotion regulation concerning well-being

The variety of job demands was an addition to the existing body of literature and had not been considered in studies on job demands, emotion regulation and teacher well-being. The impact of job demands was first considered concerning emotional exhaustion in the burnout dimension concerning the teachers who were participants in this study. The study's results revealed that emotional exhaustion increased as the variety of job demands rose, contrary to the expectation that the job resources would reduce the impact of job demands on the participants, thus mitigating the increase in

burnout levels (Kloutsiniotis & Mihail, 2020). Literature has revealed that workload, often associated with non-teaching, also impacts emotional exhaustion (Lawrence et al., 2019), which could increase the variety of job demands (Lawrence et al., 2019).

Surface acting indeed shows an association with higher levels of exhaustion and depersonalisation. These relationships were reduced or became non-significant when emotion regulation entered the model. Surface acting seems to play a role, especially for emotional exhaustion. In a similar vein, emotional reappraisal was associated with more personal accomplishment. The regression analyses with the dimensions of work engagement as dependent variables showed that variety was associated with decreased vigour. This effect became non-significant when entering emotion regulation into the model, and emotional reappraisal may have contributed to this. This indicates why paying more attention to various job demands is more important than individual job demands.

Moderation, a more complex analysis, was employed to understand the relationship further. Deep acting turned out to be a significant moderator of the relationship between a variety of job demands and vigour, dedication and absorption. This indicates that emotion regulation makes a difference under various demands. When job demands vary, higher use of deep acting is associated with more absorption, dedication and vigour. It is also interesting to note that no moderating effects were found for burnout. An effect was only found for exhaustion as measured with the OLBI. Especially when job demands are varied, more intense use of deep acting is associated with less exhaustion. Hypothesis six of the interplay of a diverse set of demands and more adverse emotion regulation strategies associated with decreased teacher well-being is supported based on the findings.

When the participants' emotion regulation was considered and added to various job demands, surface acting was positively related to emotional exhaustion. The results showed that various job demands required the participants to respond with fake feelings. Many who responded this way felt emotionally exhausted and prone to burnout. For this study, there was no moderation effect on emotional exhaustion based on the interaction between various job demands and emotion regulation. Kim and Wang (2016) have confirmed that the variety of emotional job demands and surface

acting are positively related to burnout, thus confirming that surface acting and a variety of job demands could increase burnout for teachers trying to regulate their emotions. For this study, the effect of the variety of job demands was insignificant on the depersonalisation of the participants. There was no moderation effect on depersonalisation based on the interaction between various job demands and emotion regulation.

The variety of job demands was insignificant to the participant's reduced personal accomplishment. Various job demands and emotion regulation combined as an interaction term had no moderation effect on reduced personal accomplishment. The variety of teacher job demands was positively related to exhaustion measured in the OLBI dimension. The outcome showed that deep acting moderated the impact of various job demands on exhaustion, with deep acting moderation being negative. The macro process developed by Hayes (2017) further confirmed this interaction effect.

The interaction effect between the level of job demands and deep acting affirmed the interplay between the diverse set of job demands. The negative relationship identified showed that when the participants used deep acting as an emotion regulation strategy, they did not become immediately exhausted, thus reducing their chances of experiencing burnout. This finding supports the work of Kim and Wang (2018), who found that deep acting lowered or decreased exhaustion. Lee and Chelladurai (2018) investigated similar research interests in sports and found that coach burnout had a negative relationship with genuine expression due to deep acting when faced with job demands. This finding aligns with the argument by Hochschild (1983) that surface-acting induces adverse outcomes, while deep-acting tends to produce positive outcomes.

Conclusively, the rise in the variety of job demands increases the teachers' high levels of energy and mental resilience. The moderating role of deep acting between the variety of demands and the exhaustion of teachers measured via OLBI is important as it shows that teachers can counter their exhaustion level. Deep acting also moderates the variety of job demands and work engagement. The variety of demands also improves being fully concentrated and happily engrossed in the teacher's work,

whereby time passes quickly. Teachers experience difficulties detaching themselves from the moderating effect of emotional reappraisal and suppression.

5.10 Summary

This chapter served a foundational role in the study, providing a detailed analysis of how job demands and emotional regulation strategies influence secondary school teachers' well-being. The quantitative analysis revealed patterns in teachers' experiences with job demands and their use of emotion regulation strategies, confirming the study's central hypothesis about the relationship between these factors. By highlighting the significant links between the intensity and type of job demands and teachers' emotion regulation approaches, the chapter lays the groundwork for deeper exploration into the effects of these dynamics on teacher well-being. The insights gained from this analysis are crucial in shaping the study's subsequent discussion and interpretation, guiding the investigation into the broader implications for teacher support and professional development in South African schools.

The next chapter, Chapter 6, will summarise qualitative data generated through telephonic semi-structured interviews.

CHAPTER 6

PRESENTATION AND ANALYSIS OF QUALITATIVE RESULTS

6.1 Introduction

Chapter 5 presented and analysed the results for the quantitative phase of the research study. This chapter presents, analyses and interprets the research findings of the qualitative phase of the research study. The chapter will do this by describing the research context, presenting and discussing interview results in line with the various themes regarding the critical research questions, and concluding by elevating key issues that emerged from the presentation and discussion of findings.

The interviews in this research study sought to understand how and why the interplay between job demands and emotion regulation affect teacher well-being with a special focus on how teachers reached a stage where they found it challenging to regulate their emotions. That stage could be when teachers are already burned out because they are reported to be “less able to apply strategies for regulating their emotions and behaviour as a result of executive control deficit” (Kariou et al., 2021, p. 3). Executive control deficit is a “disruption to the efficacy of the executive functions, which is a group of executive processes that regulate, control, and manage other cognitive processes”. (Elliot, 2003, p. 490). The two key research questions guided the interview process: a) *Do you remember an incident when it was difficult or impossible to keep up with your professional expectations in the classroom?* b) *If you could change what happened and what you did, what aspects would you change and why?* In this study, classroom job demand incidents were explored that may have made participants experience executive control deficits, which in turn could trigger participants to abandon emotion regulation strategies and express inappropriate emotions.

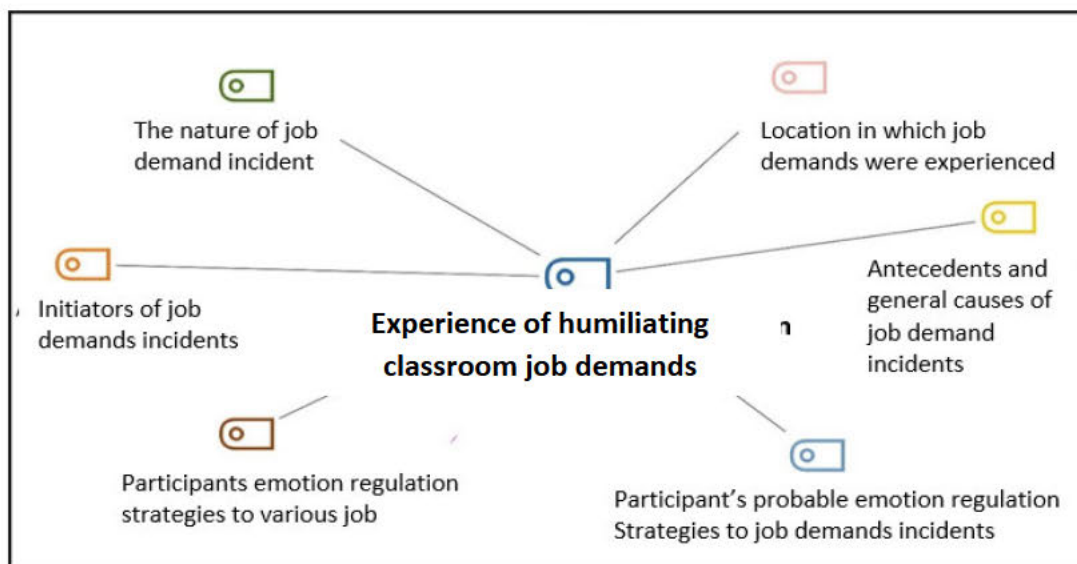
This chapter will summarise the results from the semi-structured interviews, providing a detailed analysis of each aspect presented in a graphical format. Through a thorough examination of the incidents related to job demands, I have identified several key themes that emerge from the data. One significant theme pertains to the initiators of

job demand incidents experienced by the participants, highlighting the specific instigators that contribute to these challenging situations in the classroom.

The analysis reveals that teachers often perceive these emotionally challenging classroom job demands as humiliating experiences. This perception not only affects their emotional well-being but also influences their responses and behaviours within the classroom environment. The themes focus on how teachers navigate these emotionally charged situations and the impact on their teaching practices.

Figure 6.1-1 below illustrates the six themes that emerged from the data regarding the experience of emotionally challenging classroom job demands. By unpacking these themes, we can gain a deeper understanding of the complex dynamics at play and the emotional toll that such demands impose on teachers. This exploration underscores the necessity for supportive measures to address the emotional challenges faced by educators to enhance their well-being and effectiveness in the classroom.

Figure 6.1-1: Themes from experiencing humiliating classroom job demand incidents by participants



6.2 Teacher job demand incidents experienced

The interview data presented emotionally challenging job demand experiences by participants. The discussion on teacher job demand incidents will comprise the following: the nature of job demand incidents, location in which job demands were experienced, initiators of job demand incidents, antecedents of job demand incidents,

reasons for classroom job demands, participants' emotional regulation strategies and, lastly, participant's probable emotion regulation reactions.

6.2.1 The nature of the job demand incidents

The notion of job demand incident referred to the challenge the participants experienced in a classroom situation. The conduct of learners towards the participants in different situations was the primary challenge the participants reported to have experienced. In this regard, one of the participants said: "*Some learners enjoy seeing teachers disgruntled, struggling and undermined in the classroom*" (KHO8AP). Another participant shared: "*I was fuming, and I was angry. I was like, no, no child disrespects me like that in class*" (JE040C). These incidents triggered a series of the participant's emotions, which without personal resources would be depleted and ultimately limit their capacity to regulate emotions.

These incidents support Marais and Meier's (2020) assertion that the learner's behaviour and disciplinary problems are disproportionate and uncontrollable parts of every teacher's experience in teaching. This sentiment is also echoed by Moodley (2015), who said that in a South African context, behavioural difficulties of a learner continue to be a significant problem in schools. These incidents were followed by learners defying the instructions of the participants. Another participant said: "*They did not want to keep quiet, and their behaviour made me shout out to them, and I told them how much I hated misbehaviour*: (NG080C), followed by other incidents, such as "*classroom disturbance, noisemaking, fighting, and not having the required learning materials*" (NG080C). The job demands incidents seem to have been experienced by participants as humiliating because of how they happened and in full view of other learners, that is, publicly.

As evident above, in a South African context, disruptive behaviour is inappropriate to the schooling context (Mabeba & Prinsloo, 2000), and it inhibits the achievement of the teacher's purposes (Levin & Nolan, 2000). It is also evident in the quotations above that classroom incidents consist of an interplay of emotional, cognitive, and infrastructural demands, which disrupt teaching and learning in the classroom, and such demands may be evoked by one incident from one instance. The complex

interplay of job demands may trigger job stressors, particularly if they can be associated with adverse reactions such as anxiety. Figure 6.2-1 below shows the prevalence of these incidents in the participants' experiences. Participants could mention more than one incident seen or experienced.

Figure 6.2-1: Number of classroom job demand incidents as experienced by participants

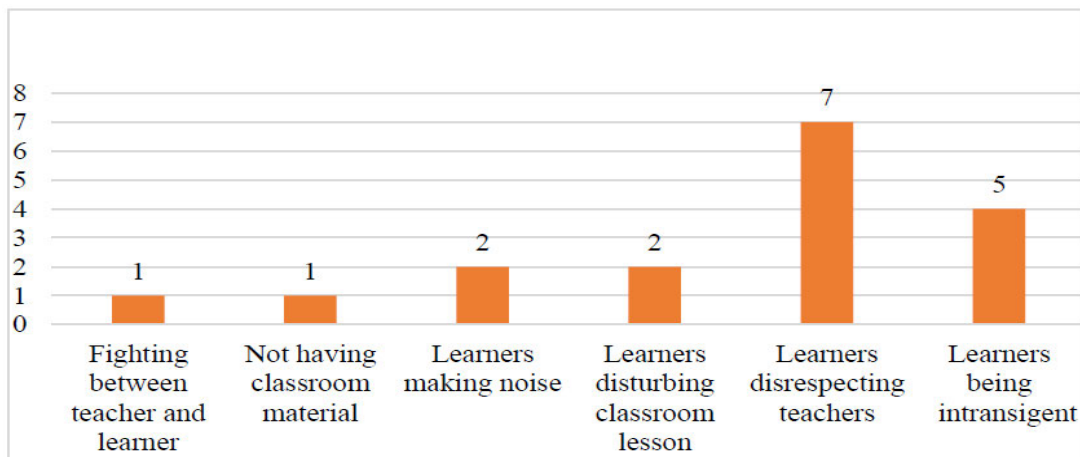


Figure 6.2 shows the interplay of classroom job demands experienced by teachers and the frequency of occurrence. Disrespect to teachers as a job demand incident was mentioned the most. Disrespect to teachers included ignoring teacher instruction, talking back, rude behaviour and challenging the teacher's authority during a classroom activity. A study by Friedman et al. (1995), which investigated student behaviour patterns contributing to burnout, found that disrespect, inattentiveness and sociability accounted for 22% of teacher burnout. Thus, the humiliating nature of such incidents seems to be of special relevance.

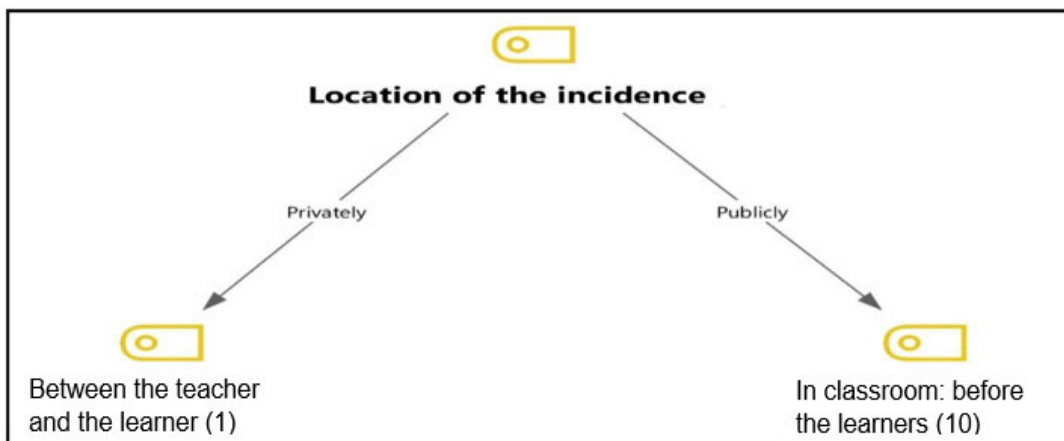
To be more precise, teacher burnout for male teachers was mainly affected by learner's inattentiveness and, for female teachers, disrespect (Friedman et al., 1995). Learner disrespect was followed by learners being intransigent and not having enough classroom material (mentioned once). According to participants, learners who misbehaved were mostly underperformers whose performance embarrassed them in front of others, who often did not understand what was being taught and who did not want to look uninformed. The failure of the teacher to explore and determine reasons for underperformance may have escalated learner disrespect even further.

6.2.2 Location in which job demands were experienced

The participants' experiences concerning classroom job demands happened privately and publicly. This study's finding revealed that most classroom job demands reported by the participants happened publicly in full view of other learners (mentioned ten times). One participant said, "*Learners were laughing at me. That affected my self-esteem because everything was humiliating in front of the whole class*" (MO15MA). Losing face in front of the whole classroom was such an embarrassing experience for some participants, and it took a toll on the teacher's emotions. The impact of learner actions on participants resulted in them experiencing an interplay of emotions such as anger, irritability, loss of control, expressing the wish to leave the teaching profession and temptation to administer corporal punishment.

In another incident involving the grade twelve class, the participant reiterated that "a group of learners who were in the modularisation program disrupted my lesson and demanded to meet all other learners who were modularising" (KH25AU). Modularisation is a progression policy whereby learners are not forced to repeat the grade; instead, they are allowed to progress to the next grade, only to write half the subjects in grade 12 in a total subject package.

Figure 6.2-2: Location where job demands were experienced (numbers indicate the frequency of times it occurred either privately or publicly)



Only one job demand-triggering incident was reported to have occurred privately between the participant and the learner. This participant said: "*I told him twice or thrice to get out of my office, but he refused! So, I smacked him*" (AG08FE). This reaction can be considered a deviant emotional reaction because it indicates corporal

punishment. In the context of this study, it serves as an overt representation of executive control deficit and failure to regulate emotions. Even though one may not generalise based on this isolated incidence, it does support findings by Philipp and Schuepbach (2010) that teachers appear to grapple with the emotional demands of the teaching profession.

6.3 Initiators of job demand incidents

The participants were asked who triggered the job demands. The finding was that classroom job demands may be triggered by teachers, learners or environmental factors such as overcrowded classrooms and dilapidated learner furniture. The semi-structured interviews revealed that learners initiated most classroom teacher job demands. This finding indicates that learners were the initiators of classroom incidents, requiring teachers to respond to these situations. Below, the instigators of teacher job demands provide insight into which gender contributes the most.

Figure 6.3-1: Initiators of classroom job demands (numbers express how often participants mentioned a particular gender)

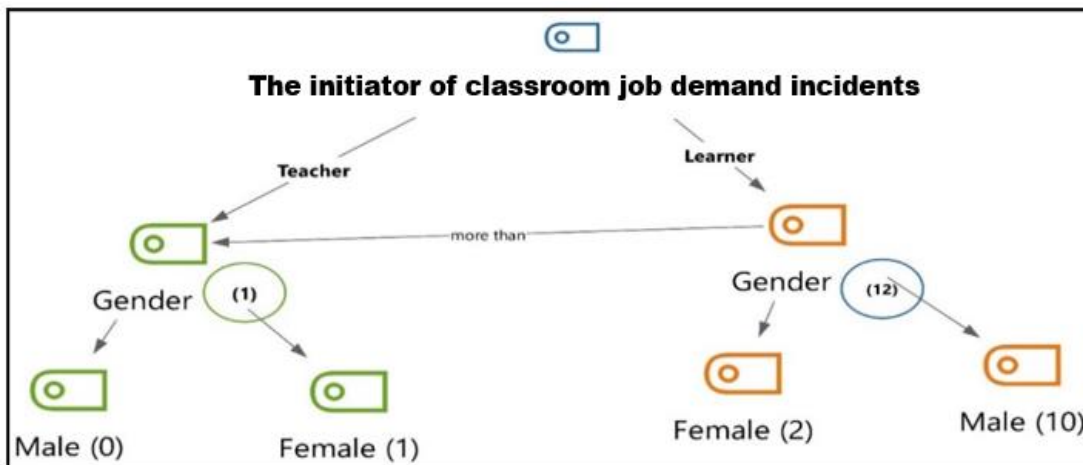


Figure 6.3-1 above revealed that males initiated more job demand incidents among learners than females. This finding aligns with Olweus' argument (as cited by Besag, 1991) that boys are more violent at school than girls regarding physical aggression and threats. The participants' experiences concerning this theme resulted from learner conduct rather than the participants' conduct.

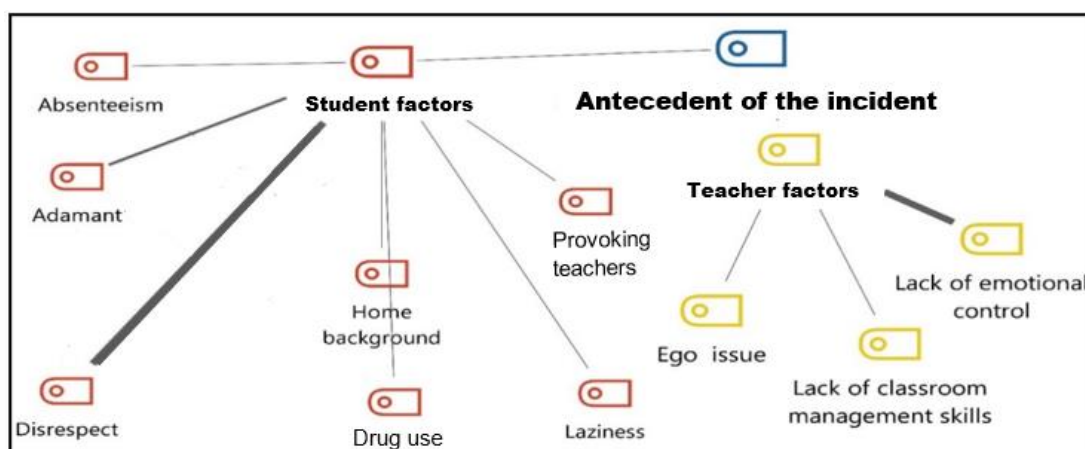
The findings in the above themes respond to research question one (and the corresponding hypothesis statements) and have shown disrespect in the classroom as a leading job demand incident. Participants described classroom job demand incidents experienced or witnessed as generally humiliating. As evident above, there is often an interplay of job demands, which requires more personal resources, thus risking participants experiencing executive control deficits, likely affecting teacher well-being. At that stage, the participant’s ability to regulate emotions would be limited and compromised, and recovery efforts could create further personal resource loss spirals.

6.4 Antecedents of job demand incidents

The classroom antecedent factors that may subsequently influence job demand incidents vary. In this study, the antecedent factors may be psychological (such as ego issues), social (such as learner home background), and organisational (such as lack of classroom management skills). In this study, it is in these antecedents and contexts that job demand incidents could have happened.

The findings revealed that the possible antecedents of job demand incidents produced two categories: student and teacher factors. As reported by the participants, the antecedents of the incidents for learners produced five factors, while those of teachers produced three factors, as shown in Figure 6.4-1 below.

Figure 6.4-1: Antecedents of the job demand incidents: Learner and teacher factors (the thicker the line, the more dominant the factor is, and the opposite applies)



The findings concerning learner factors revealed that learner disrespect was the most prevalent reason for classroom job demand incidents (mentioned 12 times). Learner

disrespect is followed by the learner’s defiant behaviour (mentioned six times), home background, drug usage (mentioned two times), absenteeism, classroom disturbance, laziness and provocation (all mentioned one time). In addition, teacher factors revealed that inadequate control or management of emotions was the most prevalent reason for classroom job demand incidents (mentioned six times). One participant reported: *“One day, the same teacher who beat learners told me that she was in the process of divorce, separating from her husband. The first time, I realised that OHH...YEA, this could be the source of the classroom incident...”* (MO15MA). This statement means that the teachers’ deviant emotional response (i.e., beating learners) and stress from home (i.e. imminent divorce) might have contributed to triggering learners’ disrespect and defiant behaviour.

This scenario was followed by the teacher’s ego (mentioned two times). This antecedent was shown when one learner, as reported by one participant, screamed: *“I am sick and tired of you, always telling me about my weaknesses”* (MO15MA). The least-mentioned factor was the teacher’s classroom management skills (mentioned once). One participant reported, *“He never had skills of dealing with the misbehaviour of learners in the classroom”* (MO15MA). This criticism about teachers supports the view that teachers are continually exposed to the criticism of their learners, parents, co-workers and principals and are forced to deal with diverse emotional situations and simultaneously be role models for their learners (Richardson et al., 2008).

Figure 6.4-2: Frequency of responses on causes of classroom job demand incidents

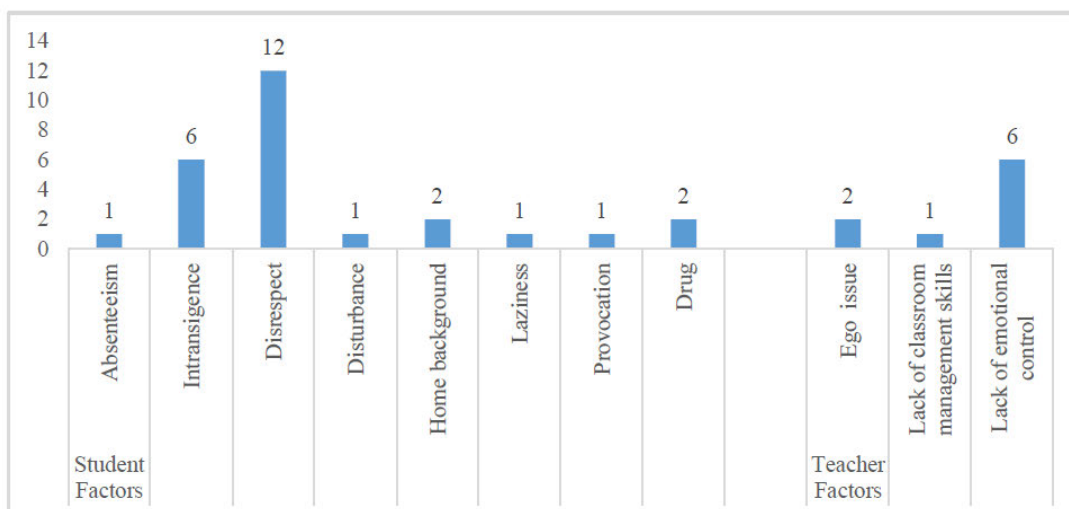


Figure 6.4-2 shows that participants have a differentiated understanding of the possible origins of classroom job demand incidents. The participants mentioned that the reason that most frequently leads to incidents is disrespect. Furthermore, absenteeism, disturbance, laziness, and provocation were the least frequently mentioned learner factors. However, they do not mention learner factors as the only possible origins. On the right of the figure are teacher factors, which show that the participants reported a lack of emotional control as the most frequent origin. This finding serves as an open confession that participants are experiencing executive control deficits, thus often failing to regulate their emotions. Lacking classroom management skills was the least frequent teacher-related cause of classroom incidents. This outcome was evident when one participant pointed to a lack of emotional control as a possible origin when she said: *“I am glad the matter was amicably resolved because, at one stage, I went to extremes concerning my emotions, and I failed to control myself to such an extent that I decided to leave the class”* (EU20JU). The lack of the participant’s emotional control results in atypical and unstable behaviour often characterised by distress and anger, destruction of the learner-teacher relationship and adverse effects on teaching and learning time.

6.5 Reasons for classroom job demands

Numerous situations and circumstances could occur in the classroom during learning and teaching. These situations often emanate from a wide range of reasons and sources. For this study, three categories emerged to account for the reasons for classroom job demand incidents during the teaching-learning process.

Figure 6.5-1: Generally perceived reasons influencing classroom job demand incidents

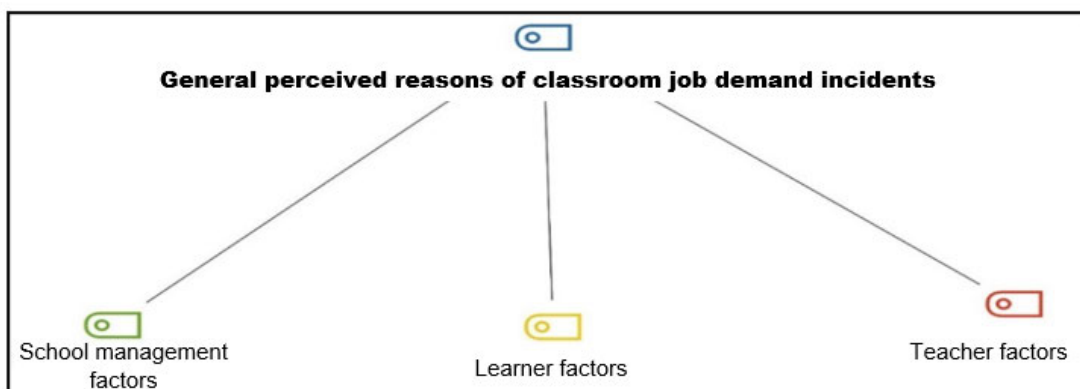
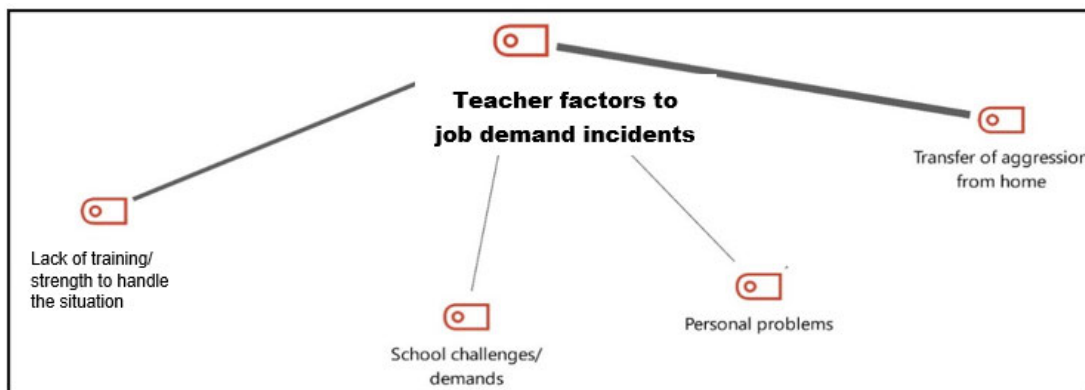


Figure 6.5-1 above shows, through the strength of the line, that the contribution of the respective factors is relatively equal, with learner factors being more central.

6.5.1 Reasons for classroom job demand incidents - teacher factors

Four factors emerged as teacher factors for classroom job demand incidents, as shown in Figure 6.5-2 below.

Figure 6.5-2: General perceived teacher factors of classroom job demand incidents (the thicker the line, the more dominant the factor is, and the opposite applies)

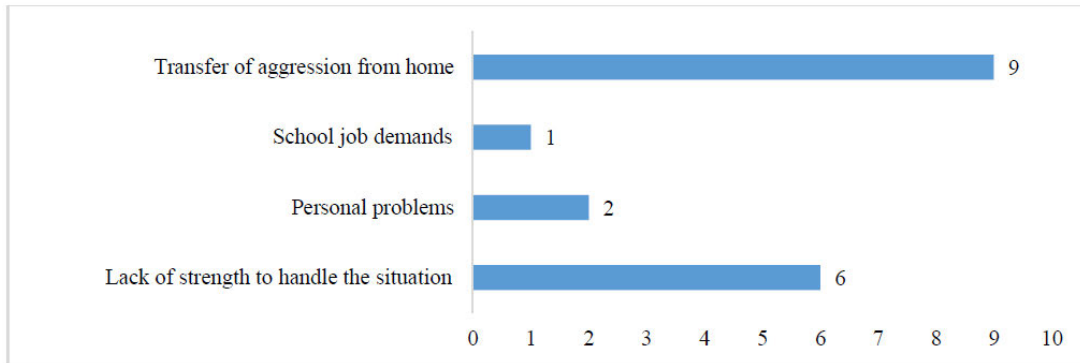


Regarding the perceived teacher factors reported as reasons for classroom job demand incidents, incidents were associated with home factors, which often resulted in the transfer of aggression from home to school (mentioned nine times). This spill-over effect was evident when one participant said, “*Some learners are never disciplined at home. They only get disciplined when they are here at school, and they react differently*” (KH25AU). This job demand incident was followed by a need for more strength for the participants, who were teachers, in managing classroom job demands (mentioned six times).

The lack of strength could indicate the need for teachers’ resources to deal with job demand incidents. The job demand challenge was evident when one participant said: “*we are expected to find ways to discipline the child, but no method of disciplining the child works*” (KH09AP). The above assertion corresponds with Marais and Meier’s (2020) view that teachers in South African schools are becoming increasingly distressed about disciplinary problems. Other factors that were less mentioned included personal problems experienced by the participants (such as family problems,

community crime, endless paperwork and extended working hours in a secondary school) and challenges at their schools, as shown in Figure 6.5-3 below.

Figure 6.5-3: Frequency of teacher factors in causing classroom job demands as mentioned by participants



In Figure 6.5-3 above, transfer of aggression from home accounted for the highest frequency, while school job demands fared the least.

6.5.2 Reasons for classroom job demands - learner factors

Two major categories emerged in respect of the above, as shown in Figure 6.5-4 below. Those are personal and home background factors.

Figure 6.5-4: Generally perceived reasons for classroom challenges (learner factor; the thicker the line, the more dominant the factor is, and the opposite applies)

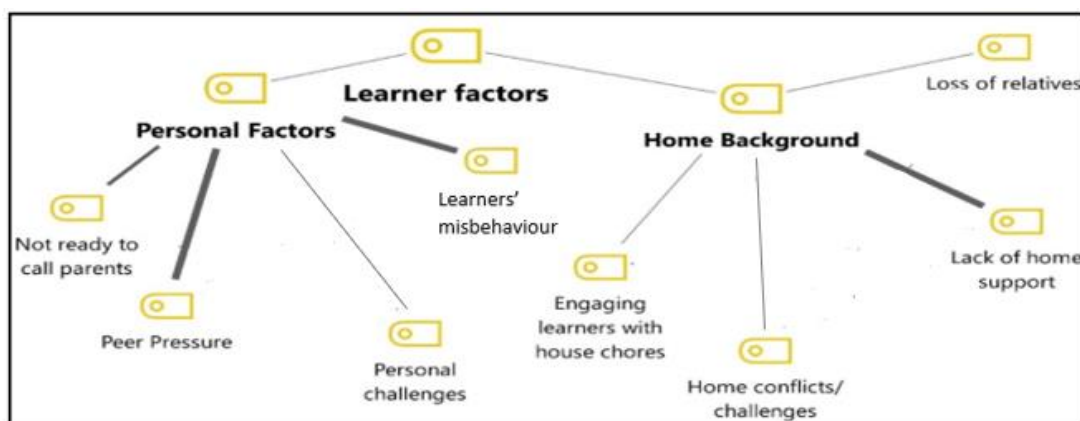


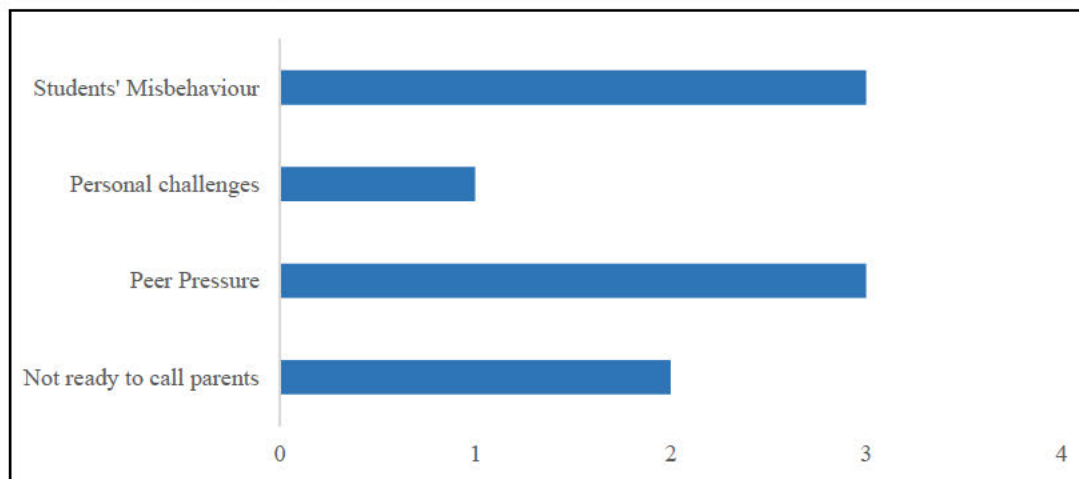
Figure 6.5-4 shows two categories of learner factors: personal and home background factors. Personal factors included being unprepared to call parents, peer pressure, learner misbehaviour and personal challenges. One participant stated, “*The matter of confrontation was that the boy was defiant about getting out of the classroom*”

(EU20JU). Under home background were factors such as engaging learners with home chores, home conflicts and lack of home support. This list suggests that participants experienced classroom job demand incidents from various sources. These factors put the teacher’s personal resources (e.g., energy, focus, willpower) and organisational resources (e.g., school discipline, a culture of effective teaching and learning) under strain. When personal and organisational resources are strained, dealing with classroom challenges, achieving specific lesson goals, and maintaining psychological well-being becomes difficult (Bakker et al., 2007).

6.5.3 Effect of learner personal factors on job demand incidents

The findings of this study revealed that personal learner factors were directly associated with reasons for classroom job demand incidents. Four elements emerged as individual learner factors, as shown in Figure 6.5-5 below.

Figure 6.5-5: Frequency of personal learner factors



Peer pressure and misbehaviour by learners were at the top of the list of factors (mentioned three times each). These factors were evident when one participant reported that: “Learners forced their way out of the classroom. They went out and disturbed other classes, ...looking for solidarity. Other learners joined in, and, after that, I was pissed off!” (KH25AU). This misbehaviour was followed by personal challenges and refusal to come with their parents when they were expected to do so after committing misdeeds. One participant said, “Learners would come with stories such as Oh, my parents are not working around here” (AG08FE). Sometimes, learners refuse to come with their parents, but some parents are never ready to attend school.

Some reasons for non-participation in school activities can be social and cultural (Clark, 1983; Delgado-Gaitan, 1991). For instance, Finder and Lewis (1994) argue that parents who have dropped out of school do not feel confident in school settings.

6.5.4 Effect of home factors on classroom job demand incidents

The significance of a place called home cannot be overemphasised in a learner’s life journey, as it serves as the first agent of socialisation. Home is where the child learns to function within the framework of a given society (Elkin & Handel, 1972). The findings of this study revealed four home factors that influenced learners’ behaviour, as shown in Figure 6.5-6 below. Lack of home support was the primary factor, followed by domestic conflicts, loss of relatives and house chores.

Figure 6.5-6: Frequency of mentioning learners’ home factors influencing classroom job demand incidents

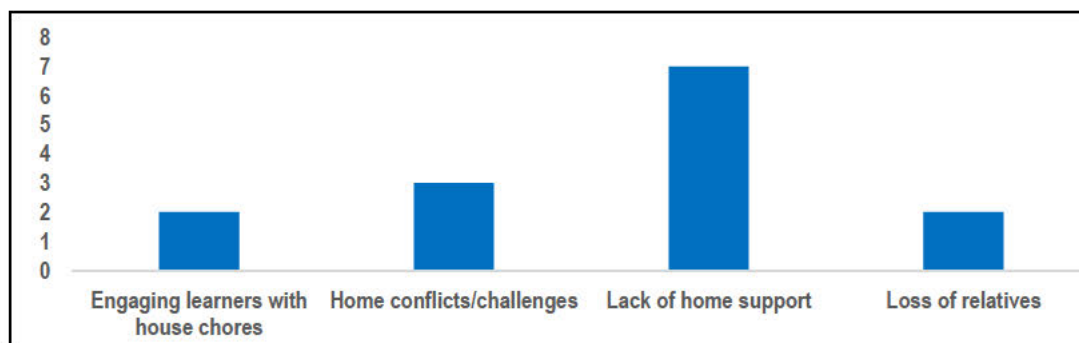
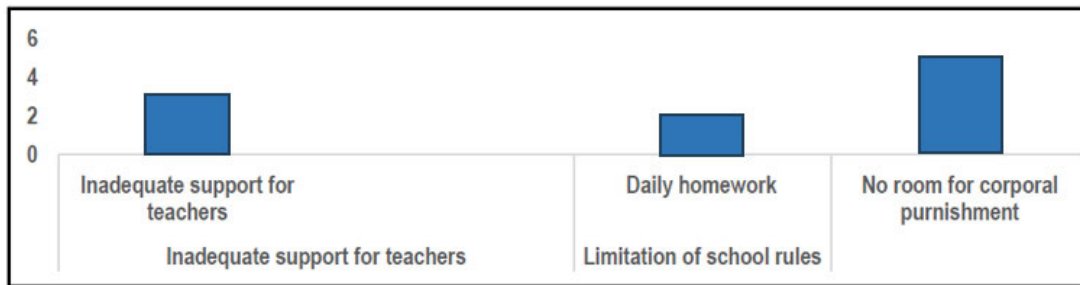


Figure 6.5-6 below shows two participants who reported factors influencing learner behaviour. Most participants cited abolishing corporal punishment as a reason for learner misbehaviour. This finding signifies that some educators are still trapped in the past (i.e. pre-1996 Republic of South Africa Constitution era) and need to manage classroom discipline in the post-corporal punishment era. One participant commented, “*The alternatives to corporal punishment are so superficial, they are not hitting the core and are not holding the centre in making sure that learners are disciplined*” (KH25AU).

The justification is that some teachers did not know alternatives to corporal punishment or find implementing alternatives to corporal punishment impossible, thus persisting in implementing it in dealing with learner misbehaviour (Shaikhmag &

Assan, 2014). Secondly, some teachers felt hopeless dealing with learner misbehaviour as they needed to enjoy adequate school management support. The interplay of the above job demands was evident when one participant articulated: *“Teachers are overwhelmed with all sorts of problems, and they have to deal with these problems all at once”* (KH25AU).

Figure 6.5-7: Frequency of school factors that contribute to classroom job demands



The study’s findings revealed three school factors the participants reported as responsible for contributing to classroom job demands (see Figure 6.5-7 above). The issue of not allowing corporal punishment in schools was mentioned as a significant factor. One participant said: *“Back then, you misbehave, you get a beating, and then everything would go back to normal, and you would respect the person in front of you”. Conversely, you must compose yourself and leave the scene these days”* (RU22JU). The participants reported that the abolition of corporal punishment had resulted in learners’ misbehaviour as they were aware they would not be punished. The intransigence in administering corporal punishment may indicate executive control deficit and teacher limitation or failure to regulate emotions because it is a widely known fact that corporal punishment is illegal and administering it results in instant expulsion from the teaching profession.

In this study, I divided antecedents of job demand incidents into learner and teacher factors. The above discussion responds to research question three, which states that there was an interplay of job demands, the dominant one being the learner factor, disrespect, and the teacher factor, which was a lack of emotional control. The two antecedents are the main instigators, which challenged participants to regulate their emotions in the classroom to deal with job demand incidents. It is also the leading antecedent which could have pushed participants towards deviant emotion regulation

strategies. The reasons which favour antecedents are diverse and are dominated by the following factors: transfer of aggression from home to school (teacher factor), lack of strength to handle the situation (teacher factor), peer pressure (learner factor) and abolition of corporal punishment (school factor).

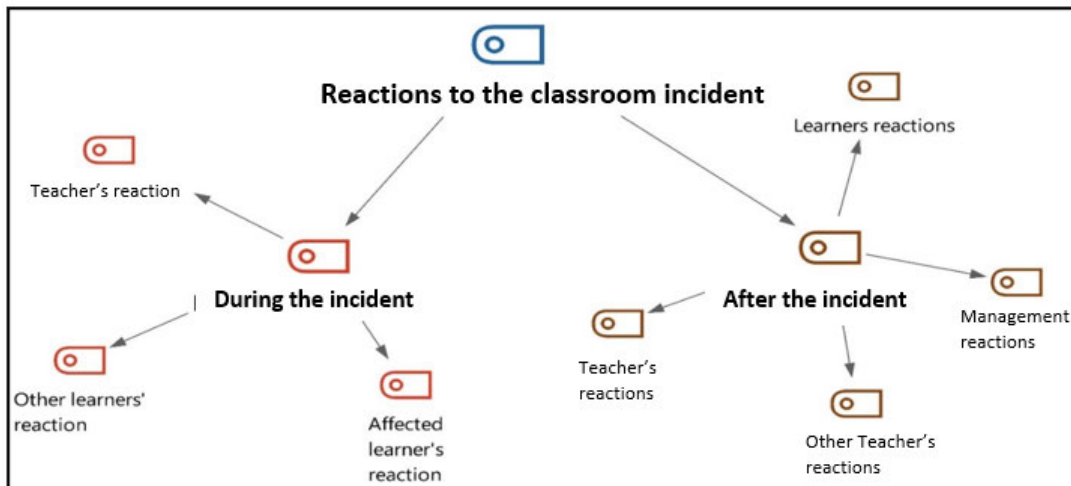
6.6 Participants' emotion regulation reaction in response to various job demands

The reaction will indicate the emotion regulation strategy participants may have adopted when facing a job demand incident. In the job demand incident, participants may experience emotions opposite to what the current situation requires (Bianchi et al., 2016). Generally, I anticipated the participant's reaction strategy to lean towards emotional labour strategies, such as surface acting and deep acting and emotion regulation strategies, such as emotional suppression and reappraisal. It was expected for participants' reaction strategies to differ concerning which emotion regulation strategies they chose and their reasons for choosing them.

The participant's reactions to job demand incidents depended on the state or degree of their emotional intelligence and skills required to handle situations and circumstances. One participant reiterated that: "*the way you address the learners, the way you love them, they will love you back, the manner you discipline them, do it with love...*" (MO15MA). The participant believed those habits and skills may bring positive classroom management outcomes. This participant's reaction will likely foster a positive teacher-learner relationship, which supports teacher well-being, particularly intrinsic motivation.

Two categories emerged from this theme, referring to reactions *during* and *after* the incident, as shown in Figure 6.6-1 below. The reactions during the job demand incidents included the participants, affected learners, and other learners, while those after the job demand incidents included the participants, learners, school management and other teachers.

Figure 6.6-1: Categories of reactions to classroom incidents



Below, the subcategories that explain the reaction timing (i.e., during and after) to the job demand incident will be unpacked. This categorisation should relate to emotional labour and emotion regulation literature. Hochschild (1983) suggested two ways of regulating emotions: surface acting and deep acting. Gross and Thompson (2007), as well as Ochner and Gross (2004), argue that the emotion regulation process occurs within a continuum that has two varying categories (i.e., emotional suppression and emotional reappraisal). This theme should respond mainly to research question two by reflecting the extent to which the varied categories of emotion regulation to job demand incidents reflect themselves from participants' classroom job demand reactions.

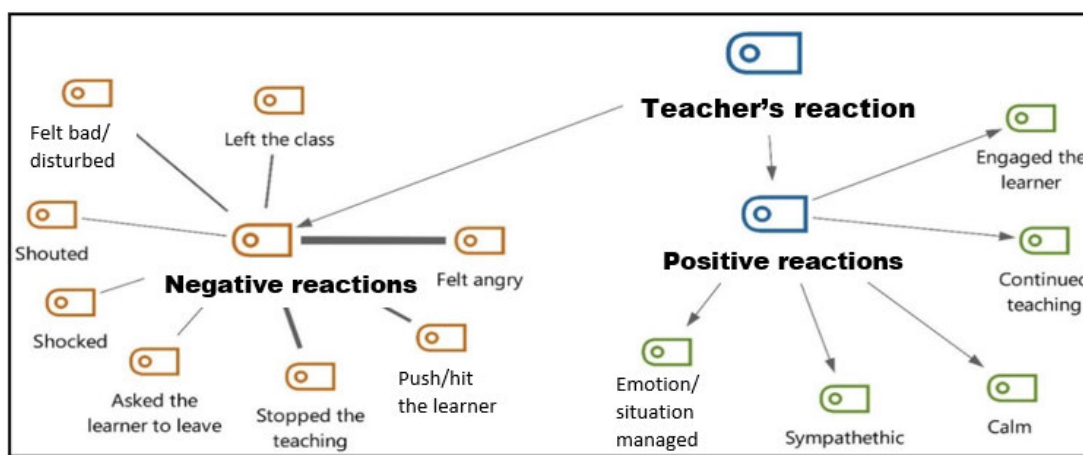
6.6.1 Reactions during the job demand incidents

Three factors emerged from the reactions during classroom job demands incidents, namely, teacher reactions, affected learner reactions and reactions of other learners, as shown in Figure 6.6-1 above. As pointed out in Chapter Two, there is a strong relationship between emotional labour and emotion regulation strategies. Hence, surface acting relates to emotional suppression and deep acting to emotional reappraisal. In a study by Lee and Madera (2019), which examined how emotional labour strategies (deep acting and surface acting) influence engagement, results exhibited that surface acting was positively linked to stress, deep acting was negatively related to stress, and stress was negatively linked to engagement. The following section presents reactions in more detail, shedding more light on the effects of such emotion regulation strategies.

a) Teacher reactions during incidents

I will first present the teachers’ reactions and later how teachers described the learners’ reactions. This section presents the participants’ reactions to classroom job demands incidents. From the data, two factors, namely, positive and negative reactions, could be identified, as shown in Figure 6.6-2 below.

Figure 6.6-2: Teacher reactions during classroom incidents (the thicker the line, the more often the relationship was mentioned)



As shown above, there were positive and negative reactions to the job demands classroom incidents. Regarding the positive reactions, some participants reported that they could successfully regulate emotions when challenging classroom incidents emerged and that they harboured a calm attitude in their reactions, followed by ensuring that their learners were usefully engaged while supporting other learners. One positively reacting participant noted: *“We need to understand that learners come from different backgrounds. Some come from dysfunctional families, so we need to embrace that”* (AG08FE). Such participants mastered the art of deep acting or reappraisal strategies of emotional labour and emotion regulation, respectively. Such participants changed their outward emotional expression while simultaneously feeling the emotion displayed (Kariou et al., 2021). Deep acting allows participants to sympathise with learners; hence, they can try to feel required/desired /appropriate emotions.

The participant’s reaction describes emotional reappraisal in that they reinterpret a situation or reframe it more positively (Gross & Thompson, 2007). As evident here, cognitive change is an antecedent strategy applicable in this context in that emotions

and their extent are modified before their onset. In Figure 6.6-2, positive classroom reaction correlates with antecedent-focused strategies using deep and surface acting. The participants seem to have adopted the Cool System emotion regulation system as they were shown to be cognitive, intricate, slow, contemplative, and emotionally impartial (Sutton & Knight, 2006). Further elaboration on this finding will be done in chapter seven. However, the frequency of the participants' adverse reactions was mainly reported, as shown by the thickness of the lines in Figure 6.6-2 above.

The adverse reaction to job demands revealed that most participants became angry when encountering job demand incidents (mentioned 12 times). One participant said, "*I was fuming, and I was angry. I was like, no, no child disrespects me like that in class*" (JE040C). This incident was followed by the situation where the participants had to stop teaching because of particular incidents (mentioned eight times), followed by an experience where the participants had to push the learner who had initiated the incident (mentioned six times). The participants also reported having had to leave their class to calm themselves down (with four mentions) and were shocked by what the learner had done and had to shout at the learner (with four mentions).

The prevalence of adverse emotional reactions could serve as an indication of participants lacking personal resources to withstand classroom job demand incidents and the onset of executive control deficit, which could result in the dark side of emotion regulation. The extreme emotional reactions to job demand incidents could indicate the dark side of emotion regulation. The extreme emotional reactions result from the inability and incapacity to develop workable emotion regulation strategies to deal with job demand incidents. Examples of extreme emotional reactions may include abandoning the classroom during a lesson and administering corporal punishment.

b) Learner reactions during job demand incidents

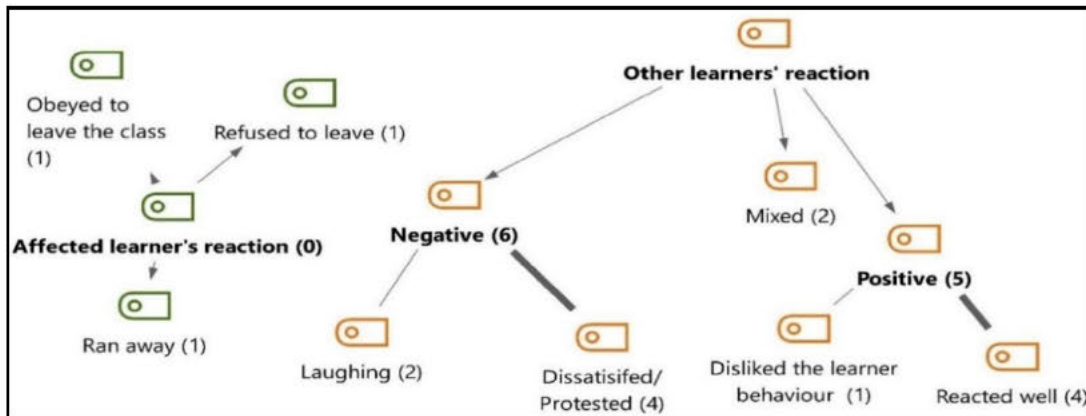
Learner reactions can fuel, trigger or instigate particular reactions by their teachers. The findings regarding the affected learners' reactions during classroom job demand incidents produced three factors (obeying to leave the classroom, refusing to leave the classroom, and running away from an angry teacher - all with one mention). For instance, one participant said: "*A learner was shouting at the teacher saying 'ngizokushaya, angikusabi'*" (translated as: "*I will beat you, and I am not scared of*

you”) (MO15MA). The interplay of emotions in this learner reaction may create chronic stress, potentially leading to adverse outcomes for the teacher. The teacher reacted by saying: “*ngeke ngishaywe uwena mina*” (translated as: ‘*You cannot beat me because you are a child*’) (MO15MA).

Other learners intervened to prevent the fight from ensuing. This intervention from other learners was a form of social support provided by learners to the teacher. Afterwards, the teacher instructed the learner to leave the classroom, but he refused. Afterwards, the teacher “*abandoned the lesson and left the classroom in the middle of it*” (MO15MA). The teacher’s reaction shows reaching a point during which the teacher ran out of personal resources to continue the lesson as expected. At this stage, Kariou et al. (2021) argue that individuals have reached a stage of executive control deficit, and Bilewicz (2016) refer to it as the dark side of emotion regulation. The literature review by Hochschild (1983) on emotional labour and Gross (1998) on emotion regulation and most scholars on these topics have yet to extend their empirical research to account for what happens when individuals have reached these stages.

In contrast, the reactions of other learners to classroom incidents could be categorised into positive (such as condemning the other learner’s misbehaviour) and adverse reactions (such as laughing at the embattled teacher – with two mentions). The scenarios presented above validate the assertion that disruptive behaviour stifles the learning process and distorts individuals’ relationships, as well as the dynamics of the class, impacting not merely the learner who provokes them but also the other learners who must experience the consequences (Cothran & Kulinna, 2007). In this study, participants often define the adverse learner reaction as a humiliating experience. Participants perceive learner public humiliation as aggressive, deliberate, and repeated, and they believe that the aim is to harm the teacher emotionally, socially and professionally. When these occurred, teachers would often react through confrontation (which sometimes led to corporal punishment), cutting the lesson, looking for help and chasing the learner out of the classroom (which learners would often not accept).

Figure 6.6-3: Affected and other learners' reactions to job demand incidents (the thicker the line, the more often the relationship was mentioned)

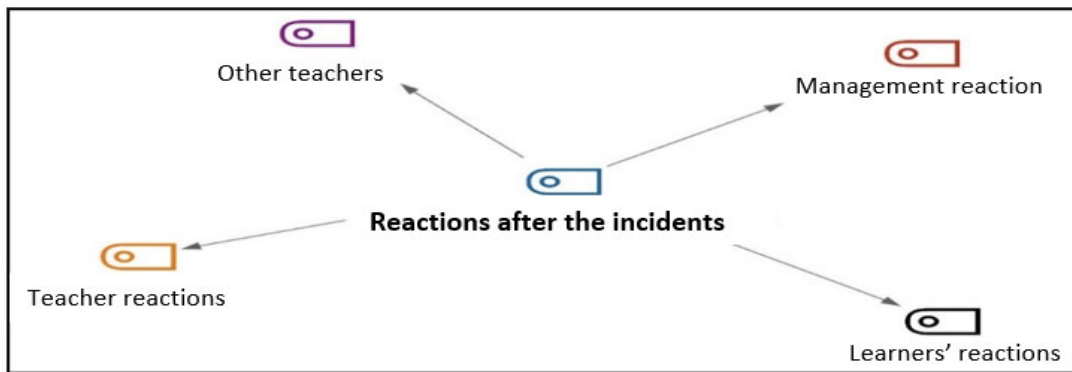


The participants reported that they realised or noticed that when job demand incidents occurred, other learners expressed dissatisfaction and protested in several ways (with four mentions). Other learners protested when one teacher seemed too stressed and said to one learner: “*You are disgraceful, you think you are better than everyone, you are not going to be successful in life... look at you*” (MO15MA). What becomes apparent is that, as much as the job demand incidents that disrupted teaching and learning affected teachers, other learners were also affected by the classroom’s humiliating incidents. Some classroom job demand incidents could spiral out of control quickly. The aspects of regaining emotional control and professional emotional appearance when other learners are involved are exciting findings that require further exploration by emotion regulation literature.

6.6.2 Reactions after the job demand incident

Four categories of reactions emerged after a classroom incident: teacher reactions, learner reactions, other teachers’ reactions, and school management reactions, as shown in Figure 6.6-4 below.

Figure 6.6-4: Reactions after the incidents affected the teacher's classroom experience

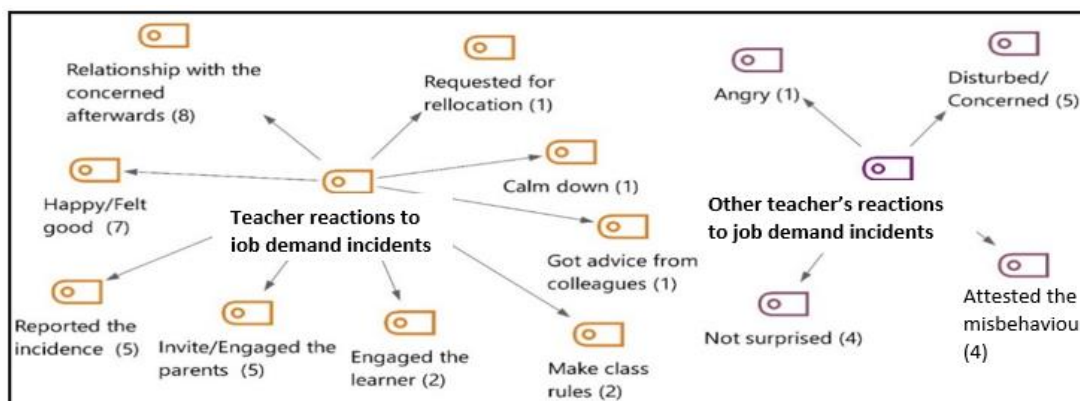


The reactions were from four primary sources: the participants, other teachers, the school management team and learners. This list suggests that the identified classroom incidents affected teachers, school management teams and learners.

a) Teacher reactions after the job demand incident

The findings regarding the affected participants' and other teachers' reactions after the incident (descendent reactions) are presented in Figure 6.6-5 below. Eight categories emerged concerning teacher reactions to job demands, while four emerged from the other teachers' reactions after the classroom incident.

Figure 6.6-5: Teacher reactions after the job demand incidents (numbers indicate how often the aspect was mentioned)



As shown above, the findings on the participants' reactions suggest that many developed a more meaningful relationship with affected learners after the job demand incident. One participant said: *“This rude learner was a gifted 100-meter athlete, and I was in charge of athletics. ... I used sports to develop and enhance our relationship. The boy changed his attitude, seeing himself excelling, and he felt the euphoria of*

winning the school, circuit, district, and provincial titles and prizes. Ultimately, we became friends; he never stressed about struggling in his studies because at least he was a gem in athletics" (EU20JU). The participant added, "*Learners need to exhaust their energy or aggression elsewhere for them to behave in the classroom*" (EU20JU). This reaction came from a teacher who used a selection of situations - an emotional reappraisal strategy of emotion regulation to manage an incident efficiently. Situation selection occurs when individuals select a case, they anticipate will produce desirable emotions (Gross & Thompson, 1998). In this instance, the teacher decided to focus on sports, which he knew would bring happiness between him and the learner. As evident in the teacher's reaction, the situation selection requires teachers to understand remote conditions and associated emotional responses (Gross & Thompson, 2007).

Another participant shared: "*I had to be patient and understanding because the learner who was rude was an orphan; her being rude could have been caused by not having received the parent's love. So, I had to cover her parent's space*" (RU22JU). This participant's reaction links to deep acting as an emotional labour strategy. As evident in the above scenario, the participant is arduously changing his internal feelings to align with what the South African education norms, values and policies require (such as in-loco parents) to produce more natural and authentic emotional displays. A happy reaction followed (with seven mentions) that scenario because of the opportunity to develop a positive relationship with the affected learners. This reaction was an outcome of the cognitive change strategy. Such positive outcomes are not surprising because cognitive change strategies relate to positive mental health outcomes such as reduced levels of depression and anxiety (Aldao et al., 2010).

Participants' reactions to reporting to the SMT and inviting affected learners' parents followed. Participants intended to benefit from social support. The data showed that participants needed social support from SMTs, parents, and learners. In other words, social support to mitigate job demand incidents had a top-down and bottom-up continuum. Other reactions were learner engagement and setting up classroom rules to control job demand incidents. One participant said: "*At the beginning of each year, remind learners of classroom rules. I have a heap of classroom rules and policies that should be read out to all learners*" (KH25AU). This reaction relates to an antecedent-focused strategy of modifying situations (Gross & Thompson, 2007). The participant

proactively minimises or forestalls frustration by reminding learners about classroom rules and policies. This attempt predicts probable job demand incidents by proactively modifying, changing and adapting the classroom setting.

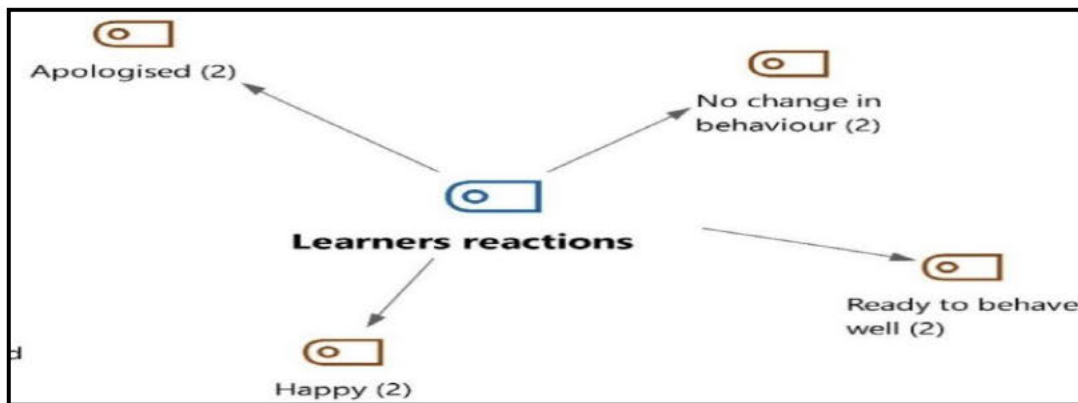
The outcome may help prevent or minimise the impact of probable classroom job demand incidents. The participants often calmed themselves down afterwards, with assistance or advice from their colleagues (as mentioned once). One participant said: “*it is better to withdraw from the scene because you break down in front of them in class, and they will see you as weak*” (RU22JU). This statement shows a form of an antecedent-focused strategy called the deployment of attention (Gross & Thompson, 2007), in the sense that the participant who senses classroom humiliation decides to leave the classroom while still passionate and showing an eager disposition rather than waiting for the imminent toxic classroom humiliation. The strategy of deployment of attention is called distraction; hence, the participant moves away from the situation (Stifter & Moyer, 1991). Gross and Thompson (2007, p.13) argue that as teachers mature, their competence in attention deployment often increases as they “become aware of the internal determinants of the emotional experience”.

The reactions of other teachers after the incident (response-focused strategies) revealed that most of them became concerned and disturbed by such incidents. This finding was followed by reactions where the participants reported not being surprised by the learners’ misbehaviour because of the incident’s recurring occurrence (as mentioned four times). However, they still got angry to a certain extent.

b) *Learner reactions after the classroom incident*

The learner reactions are presented in Figure 6.6-6 below. Four codes emerged from the concerned learner’s reactions. The finding on learner reaction suggests that learners’ reactions were equally distributed.

Figure 6.6-6: Learner reactions after the classroom incidents. The reaction number shows a similar learner reaction rate in all factors.



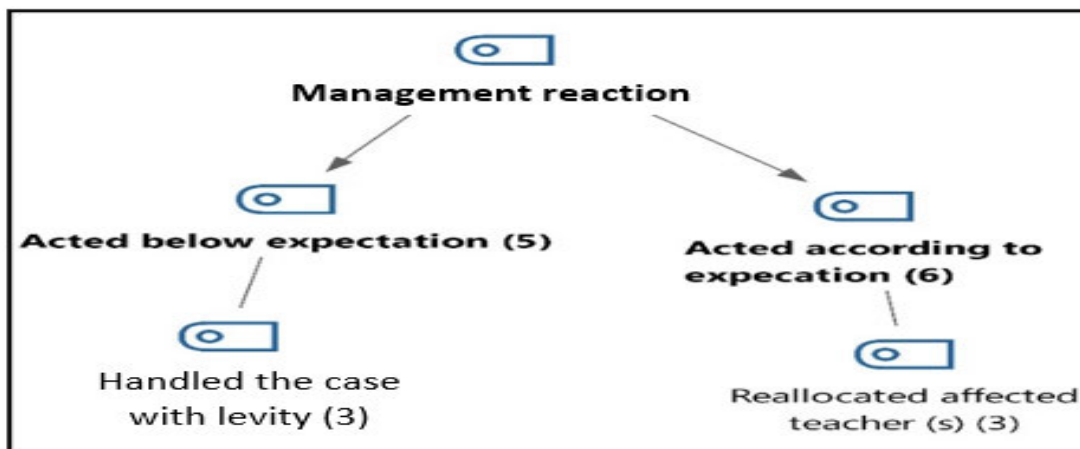
For instance, the participants reported that two learners apologised, and two did not change their behaviour. This reaction was evident when one participant articulated that: *“After the altercation which ensued between us, the learners decided to walk away, very rude, and without permission to leave, they just went away! The whole lesson was ruined. I could not continue”* (KH25AU). According to one participant, one learner said the following after not submitting their homework as required: *“If you are going to put a zero, do it. Just put a zero; I do not mind”* (KH25AU). This indifferent reaction indicates that the learner’s response during the altercation may become a new incident requiring the emotional regulation of a teacher, and it has the potential to instigate further emotional triggers and episodes. A learner who reacts indifferently may, in turn, become an emotional trigger for the respective teacher. The participants said the two were happy, and the others were ready to behave well.

c) School Management Team’s reactions after the job demand incidents

The reactions of the SMTs after job demand incidents revealed two categories: reactions were below expectations from the participants’ perspective, meaning that SMTs needed to provide social support, guidance and leadership. This reaction implies that personal job resources of social support from the SMT that could have aided participants were not provided. One principal reported responding to the teacher who needed emotional and social support after being humiliated by the learner: *“Do not mind learners because they tend to laugh at anything”* (KH08AP). This reaction indicates that SMT members may only extend expected and required social support at some moments when they are required to do so. Sometimes, they may also be emotionally affected and incapable of extending emotional and social support.

The other reaction was according to expectations (meaning that they provided intervention, support, guidance and leadership) to maintain teacher morale and motivation. The reaction with expected social support would allow participants to use social resources under stressful conditions fully and have more robust mental health conditions that would favour the intention to help others (Ju et al., 2015). This assertion is supported by Maas et al. (2020), who found that social support can buffer the adverse effects of stress, such as emotional exhaustion, on health outcomes. As mentioned by one teacher, an SMT member said, “*You need to calm down when you are angry, try not to explode, but rather keep quiet and try to find out the problem*” (KH25AU). This advice by the SMT member indicates emotional suppression: an expectation of calmness, keeping negative emotions and thoughts hidden as part of a professional response of teachers. Figure 6.6-7 below shows the SMT reactions to job demand incidents.

Figure 6.6-7: Management decision after job demand incidents



Acting below teachers’ expectations refers to incidents where the SMT did not provide social support as participants expected. A lack of necessary social support includes the SMT, avoiding the conflict between the teacher and the learner. One participant who was constantly bullied by the learner and other learners laughing at her was angry when she could not get support from the principal. The lack of supervisor support can create work-life conflict (Julien et al., 2011), higher levels of absenteeism, turnover and poorer performance (Kossek et al., 2006).

However, there should not be an overreliance on social support, as one participant advised: *“Teachers should know that it does not have to be the principal always to resolve conflicts. Learners will end up mistrusting teachers and see them as not strong enough to do things on their own”* (MO15MA). The same participant further advised, *“If the teacher comes to report the learner who did not write his/her homework, I would tell the teacher that it is not my problem to solve, no matter how much I like the teacher! The task is to discipline the learner, not to frighten the learner”* (MO15MA).

Thus, a second reason for the lack of support from SMT members might be that they push the responsibility back to the individual teacher. In the context of teaching, Benevere et al. (2020) describe social support as support from the work setting itself, i.e. from supervisors, colleagues, school principals, and external support, which refers to the teacher’s private life. If support from work is limited, teachers may need to turn to family members, friends or partners. Thus, a work-family spill-over effect may occur (Amstad & Semmer, 2011). The work-family spill-over effect occurs when behaviours, moods, stress and emotions from work are transferred to the family domain (Mennino et al., 2005), and it can also be from work to family (Amstad & Semmer, 2011)

Acting according to expectations expressed by participants means that the teacher utilised conflict management, conflict settlement procedures and social support to deal with misunderstandings in the classroom. One participant said, *“I called the learner’s parents, and we had a meeting where the school’s disciplinary committee also presided; the impasse was amicably resolved”* (KH25AU). In this regard, the level of the reactions of the SMT after the job demand incident showed social support, and the teacher was happy about the outcome. This outcome will likely trigger a resource gain spiral (Hobfoll et al., 2018). Hobfoll et al. (2018), in the Conservation of Resources (COR) theory, describe the resource gain spiral as occurring when individuals with additional resources are better placed to attain other valuable resources. A study carried out by Benevene et al. (2018) with a group of in-service teachers in Italy found that when teachers appreciate their workplace as an environment in which they feel happy, the effect of dispositional happiness and self-esteem on health conditions accelerates.

The participants' emotion regulation reactions to the classroom job demand incidents fit the emotional labour strategies of surface acting and deep acting (Hochschild, 1983). The frequency of the participants' reactions was primarily characteristic of deep acting rather than surface acting. The participant's reactions to job demand incidents also fit emotion regulation strategies of emotional suppression and reappraisal (Gross & Thompson, 2007). The frequency of the participants' reactions was characteristic of primarily emotional reappraisal, followed by emotional suppression. Emotional reappraisal strategies often included selection of situations, modification of situations, deployment of attention and cognitive change (which was more dominant than all). Participants least used the strategies or reactions which characterise emotional suppression.

The reaction during the job demand incidents in the classroom came from teachers, affected learners, and other learners. After the job demand incidents, participants, other teachers, SMT, and parents were involved. After the incident, the purpose was to acquire social and emotional support from parents and SMT. In this study, participants perceive emotional and social support as more significant because it may serve as a personal resource and a response modulation strategy. Another deviant response modulation strategy which participants used or pleaded to use was administering corporal punishment. When other emotion regulation strategies could not work, they lamented the abolishment of corporal punishment. This instance occurred when personal resources and strength to deal with job demand incidents were either limited or depleted.

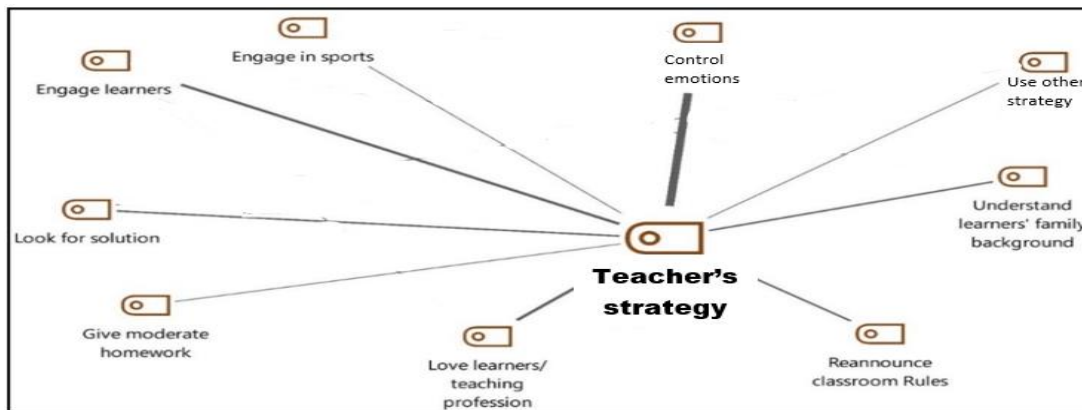
6.7 Participants' probable emotion regulation strategies to job demand incidents

The reactions or strategies described above refer to the actual participant reactions to the classroom job demand incidents. However, the probable emotion regulation reaction or strategy refers to what participants in the study perceive should have been an ideal reaction. In other words, these are perceived and desired reactions that did not practically happen.

The probable strategies are emotion regulation strategies that participants would have considered appropriate and professional in responding to different job demand incidents in the classroom. The essence of emotion regulation is that participants' feelings must be appropriate to what the Department of Education expects. For instance, an individual may conceal sad emotions by displaying emotions of happiness (i.e. surface acting) or by physically changing their state with a deep breath, self-talk and controlling facial expressions (i.e. deep acting) (Gross, 1998). Alternatively, participants may push uncomfortable thoughts and feelings out of mind (emotional suppression) or reframe the meaning of a situation to alter its emotional impact (emotional reappraisal) (Gross, 1998). It will be significant to match and compare participants' reactions with the emotion regulation strategies of emotional labour and emotion regulation.

This section indicates how participants should have reacted according to the classroom display rules to deal with classroom incidents instead of what they did, which could be considered unprofessional. Nine factors emerged as the teacher's probable strategies, as shown in Figure 6.7-1 below.

Figure 6.7-1: Teacher's probable strategies to buffer classroom job demand incidents

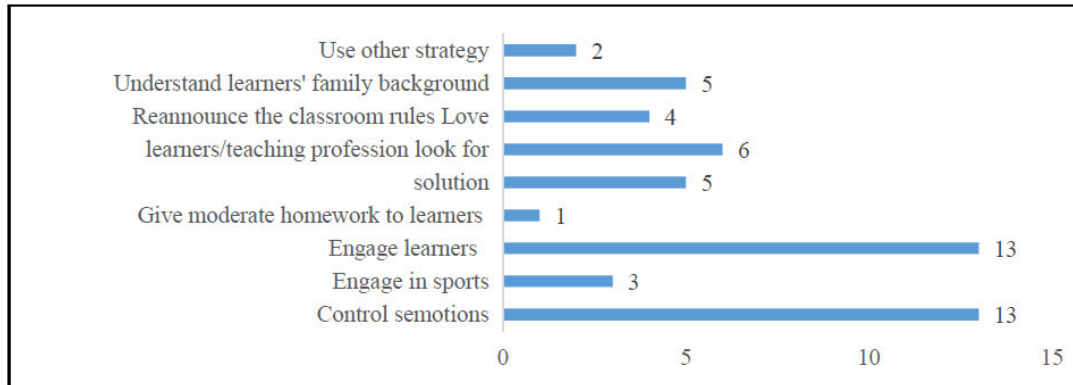


As shown in Figure 6.7-1 above, the findings suggest that the probable teacher strategies should have been that the participants controlled their emotions and purposefully engaged learners (as mentioned 13 times each). The ability to do that would assist teachers in having some control over their behaviour (Melnick & Hinshaw, 2000), remaining engaged with the environment, turning aside/steering clear of negative emotions and amplifying positive emotions (Fried, 2011). The probable

strategy was evident when one participant said: *“I have always taught myself one thing, as a teacher, that learners come from different backgrounds. So, children and teachers need to leave their problems and emotional baggage at the school gate”* (RU22JU).

The above probable strategy was followed by the teachers’ love for their learners and the teaching profession (mentioned six times). The teachers’ love for learners was evident when one participant said, *“Teachers need to make school a place of enjoyment as much as it is a place of learning”* (RU22JU). The teacher’s love for learners may relate to five aspects: caring, enthusiasm, fairness and respect, the student-teacher relationship, and their attitudes towards their job (Dennis, 2012). The participants mentioned the above strategies or responses, which can be associated with antecedent-focused strategies because they can alter the onset of emotion before it is experienced. Thus, they can be regarded as emotional reappraisal strategies (Gross, 2013).

Figure 6.7-2: Frequency of teachers’ probable emotion regulation strategies



This probable strategy of giving love to learners was followed by the teachers’ purposeful understanding of learners’ family backgrounds. This strategy aligns with Gross and Thompson’s (2007) antecedent-focused strategy of cognitive change. Apprehending the learner’s family life may acquaint teachers with the cultures from which learners emerge, permitting them to amalgamate these family “funds of knowledge” into their curricula (Moll & Gonzalez, 1997, p.1). This factor was evident when one participant said, *“Some learners truly and honestly need more serious parental attention than they are not getting it”* (RU22JU). The other participant said: *“Some learners came with emotional baggage from home to school, the same way*

teachers do. Sometimes the reason is that the mother is physically and emotionally abused by the father” (JE040C). This strategy was followed by the decision to find solutions of their own volition (as mentioned five times each). The re-announcement of classroom rules followed as a form of classroom management strategy (as mentioned four times). The two strategies articulated above are shown to be forms of situation modification.

Those strategies were followed by the suggestion of teacher engagement in sports to keep them fit concerning emotional intelligence (as mentioned three times). This strategy aligns with the deployment of attention because participants intentionally redirect attention or concentration to where they find self-esteem and self-actualisation to inculcate positive emotions. The last mentioned was using other strategies that could serve as solutions (as mentioned two times). For instance, one participant said: *“For you to be a good teacher, you have got to be somebody that loves children and respects them. Also listen to them.... learners respond well when they see that the teacher is concerned about them”* (JU23AP). The strategy here is to use the values of love, sympathy, and respect to command emotional control and management from learners. As evidenced by the findings, the participants reported that knowing how to manage or control their emotions could have helped them to deal better with classroom teacher-learner conflict. In other words, training on regulating emotions is suggested as one emotion regulation strategy that can empower teachers to understand emotions before they are triggered.

6.8 Teachers’ struggle and failure to regulate emotions in the classroom

Research question four investigated why teachers’ well-being is affected by the interplay of job demands and emotional regulation. This qualitative analysis was applied to analyse the textual data collected from the semi-structured interviews. In this study, the interplay of job demands and failure to regulate emotions has been identified as contributing to teacher ill-being and, ultimately, the dark side of emotion regulation. The dark side of emotion regulation is reached when teachers’ personal resources become limited or depleted, and teachers cannot buffer emotional strains from job demand incidents, thus being unable to protect their well-being. Evidence

from the qualitative phase showed that classroom humiliating job demand experiences were the highest challenge for participants, particularly learners' disruptive behaviour.

The inappropriate interaction was brought about mainly by the learner's disrespect, which can fuel classroom disruptive incidents. These findings in the qualitative phase corroborated the quantitative phase of this study, in which disruptive behaviour was one of the moderately high job demands faced by South African teachers. Disruptive learners waste the teacher's time and fellow learners as distractions often occur in the classroom. In Figure 6.7-1, participants in the interviews reported classroom incidents as humiliating. This is the feeling that participants had during classroom job demand incidents and had a challenge responding to job demands or regulating their emotions in that emotional state. The humiliation faced by teachers during classroom disturbance demanded many emotional resources to support their embattled well-being, and teachers had to spend a significant amount of time strained by the humiliating effect of job demand incidents.

If participants feel humiliated, deep acting or emotional reappraisal seems less likely. It might get closer to the end of emotion regulation capacity (Bilewics, 2016), referred to as the dark side of emotion regulation. The evidence of this study showed that a lack of learner respect contributed to teachers' emotional exhaustion. The findings on learners' disruptive behaviour during lessons and humiliating disciplinary problems confirm similar results of a study by Dzuka and Dalbert (2007). Disruptive classroom job demand incidents may contribute to teachers' tensions, negative emotions and discontent (Harmsen et al., 2018).

Furthermore, this study examined in detail initiators of job demand incidents, the nature of job demand incidents, antecedents of job demand incidents, generally perceived reasons for job demand incidents, participants' emotion regulation strategies to various job demands and, lastly, participants' probable emotional regulation strategies to job demand incidents. Interestingly, teachers and learners can instigate classroom job demand incidents. This study found that job demand incidents happen publicly (in the classroom) and privately (in the office). Another interesting finding of the qualitative phase was that learners are the main instigators of the disruptive behaviour experienced in the classroom.

The group talks by the learners served as the origin of classroom disruption. When classroom disruption occurred, learning often stalled. The above point could explain why, in the qualitative phase, classroom job demand incidents are described by participants as humiliating compared to the quantitative phase. One plausible drive for participants reaching the dark side of emotion regulation may be the inability of teachers to discipline learners in ways compatible with education legislation and policies. The effect of the dark side of emotion regulation was that teachers could not control their emotions (i.e. upregulating positive emotions and down-regulating negative emotions). Conversely, when teachers cannot control their emotions, they cannot control learners' behaviour, resulting in the breach of classroom rules and policies.

The response to classroom job demand incidents is another critical aspect of this study. The teachers' responses reflected emotion regulation strategies, which teachers adopted and ensured. Evidence from this study showed that teachers either reacted during the incident or after the incident. In the qualitative phase, the reaction during the job demand incidents varied, comprising teacher, learner and other learners' reactions. The other learner's reaction adds a new dimension as it did not show in the quantitative phase. Participants in the qualitative phase reported that job demand incidents did not only impact those directly affected in the altercation but also affected other learners in the classroom during lesson disruption and other job demand incidents.

Similar to the quantitative findings, teachers reacted negatively and positively to classroom job demand incidents. As evident above, positive reactions involved controlling emotions and engaging with learners successfully, while adverse reactions involved showing anger and leaving the classroom. This study found that teachers who had a positive reaction mastered the art of deep acting or emotional reappraisal emotion regulation strategies. These study participants used different strategies such as selection of situation, attention deployment, modification of situation and primarily cognitive change.

On the other hand, participants who had adverse reactions generally used response modulation strategies of emotion regulation and surface acting. The adverse reaction most likely came from participants who had reached the dark side of emotion regulation. That probability was much more significant, considering that the qualitative sampling targeted participants showing high levels of job demand and who used different strategies to regulate emotions.

This study also found that teacher-learner reaction after the incident could lead to teachers developing relationships with affected learners. This outcome occurred when the participants used attention deployment as an emotion regulation strategy. The participant distracted the learner from the curriculum (where he struggled) and made him concentrate on sports (where he was a gem). The learner-teacher relationship resulted in a feeling of happiness for both the learner and the teacher. The participant-learner emotional state could lead to teacher engagement and learner motivation.

School sports were also a job resource that could motivate learners and increase teacher work engagement, resulting in teacher well-being. When teachers received social support, they got comfort and positive inspiration from colleagues, thus leading to less burnout and fewer prospects of experiencing the dark side of emotion regulation. Social support is one critical personal resource mentioned in the qualitative phase to mitigate job demand incidents which lead to teacher strain at work. The outcome of the learners' reaction after the classroom job demand incidents was to apologise, feel happy, and be ready to behave well. However, some learners did not change their aggressive behaviour.

Quantitative and qualitative results show that the interplay between job demands and emotion regulation is complex. The interview results show that teachers express strong emotions, often expressed in the public space (in the classroom). During that moment, teacher emotions are often not regulated, what (Zapf et al., 1999) refers to as emotional deviance, when even teacher display rules may not be considered. One typical example of emotional deviance in this study is the administration of corporal punishment, which is now sanctioned and illegal.

6.9 Summary

The findings of this study revealed that learner disrespect was reported as the leading job demand for teachers and the origin of disruptions to teaching and learning, resulting in teachers experiencing executive control deficits. This finding confirms the quantitative results where learner disrespect was also the most reported job demand incident for teachers in the classroom. The participants in this study experienced various job demands that they often characterised as humiliating - a characterisation that did not emerge in the quantitative section. The job demand incidents related to workload, emotional demands and, to a lesser extent, cognitive demands, and their reaction to them varied. In addition, findings revealed that participants' lack of training in emotion regulation strategies contributed to disruptive incidents the participants experienced in their classrooms. Home factors and inadequate training received by the participants to handle volatile classroom altercations compounded classroom job demand incidents.

Participants perceived social support as a personal resource and response emotion regulation strategy that can mitigate the effect of classroom job demand incidents. When the participant's personal and organisational resources become too limited or depleted, they move to executive control deficit or the dark side of the emotion regulation stage. Participants mostly used deep acting, emotional reappraisal and various antecedent-focused strategies of emotion regulation rather than surface acting and emotional suppression as emotion regulation strategies. These findings confirm the quantitative results, wherein deep acting and emotional reappraisal were major emotion regulation strategies applied to mitigate classroom job demand incidents.

The next chapter, Chapter 7, further details this complementarity, which triangulates quantitative and qualitative results. The purpose is to present by summarising and comparing quantitative and qualitative results of the study's research questions, aims and objectives.

CHAPTER 7

INTEGRATION OF QUANTITATIVE AND QUALITATIVE FINDINGS

7.1 Introduction

This chapter is dedicated to the triangulation and integration of data sets and participants' perspectives, which enhances the findings gathered from both quantitative and qualitative research sections. This integration provides a more comprehensive understanding of the research problem. The triangulation presented here is based on the findings from the questionnaire data and interviews, focusing on interpretation and reporting.

The integration of data from both phases aligns with the explanatory sequential design chosen for this study, following the recommendations of Teddlie and Tashakkori (2009). A mixed-method design facilitates the description of qualitative and quantitative data findings through a narrative triangulation methodology. This narrative integration utilises narratives to describe the findings from both quantitative and qualitative data and to compare them (Creswell et al., 2018).

The results from both methods provide a platform for cross-examination and unification of the results. While the quantitative and qualitative analyses were presented separately in the previous chapters, the following section will provide a narrative integration of the key findings from each approach using the contiguous method. In this method, results are presented and integrated into a single report, although the qualitative and quantitative results appear in various sections, as is the case in this thesis.

This triangulation and integration of findings in a mixed-method research study enhances rigor and trustworthiness. By doing so, the findings from each approach complement or contradict one another, leading to further insights into the results.

7.2 Integration of quantitative and qualitative findings on job demands

The contribution of disruptive learners to the job demands of teachers is notably high, as evidenced by both quantitative and qualitative data. Participants from both data sets acknowledge the significant threat posed to teachers' well-being by incidents involving disruptive learners. However, there is some variation in how these disruptions are rated in each set of findings. Quantitative findings indicate that the levels of disruptive behaviour, the need to hide emotions, and the frequency of emotional disturbances are moderately high. This result aligns with the study's qualitative findings (see Figure 7.2-1 below for a direct comparison).

To further understand the quantitative findings, the qualitative interview results were consulted and provided detailed accounts of various disruptions, with learners' disrespect and intransigence being the most frequently mentioned job demands. The quantitative results showed that participants reported moderate levels of disruptions by learners and a broad range of responses from 1 to 5 (an indication of variance in the data). The qualitative results further illustrate that disruptions can vary widely, from disrespecting the teacher to disruptions due to missing materials or physical altercations between teachers and learners.

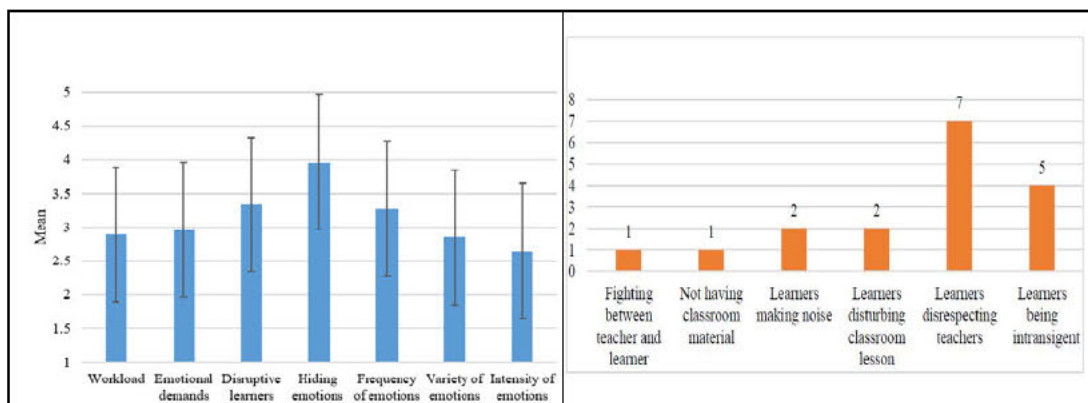
Moreover, the qualitative findings reveal that learners and other sources, including teachers or environmental factors, may trigger job demands. Three categories of sources of classroom disruptions were identified. The first category is teacher-related factors, where some teachers may transfer emotional states from personal issues or external environments into the classroom. The second category, learner-related factors, stems from learners' home backgrounds and personal circumstances. In-depth insights from the qualitative data also show that male learners are likelier to initiate classroom disruptions.

Thus, understanding the role of disruptions in the job demands of teachers requires a comprehensive knowledge of the sources and types of disruptions. Different sources and types of disruptions must be considered when discussing their impact. Various emotional states are likely linked to different types of disruptions. For example, learners not having materials might be associated with the frustration of teachers,

disrespect from learners may evoke anger, and fighting between learners could be related to anxiety in teachers. If different emotions are experienced, different emotion regulation strategies are likely employed by teachers in such situations.

In conclusion, disruptive learners' contribution to teachers' job demands is significant and multifaceted. Quantitative and qualitative findings highlight the prevalence and variety of disruptions, emphasising the need for a nuanced understanding of their sources and emotional impacts. Recognising and addressing these disruptions through appropriate emotion regulation strategies is crucial for mitigating their impact on teachers' well-being and effectiveness in the classroom.

Figure 7.2-1: Direct comparison of descriptive statistics of job demands (left) and type and number of classroom disruptions reported in the interviews (right)



As indicated by quantitative scores, teachers' job demands are moderately high (see Figure 7.2-1, left). This elevated level is primarily due to the frequent disruptions in the classroom, the need for teachers to hide their emotions, and the frequency with which they must express emotions. The qualitative data (see Figure 7.2-1, right) provides further insight into these quantitative results, revealing that disruptions can vary significantly and are often associated with negative emotions. Teachers are expected to adhere to display rules, which dictate acceptable emotional expressions. This requirement adds to the high demand levels, as teachers must manage disruptions and negative emotions while adhering to these rules. However, when teachers experience a decline in their resources, their emotional regulation abilities might become limited. This limitation can lead to teachers ignoring display rules, expressing negative emotions, or acting on them. For instance, teachers frustrated by disruptive learners may need corporal punishment or even act on this impulse.

In addition to disruptions, negative emotions, and the need to hide them, other factors such as ego issues, lack of classroom management skills, and lack of control must be considered (see Figure 7.2-1). These factors can overwhelm teachers, making them more likely to resort to drastic measures. The Hot-Cool model (Metcalf & Mischel, 1999) effectively represents this dynamic. In line with this model it can be argued that when teachers lose emotional control, a ‘hot’ reaction may be triggered, leading them to the ‘dark side’ of emotion regulation, where they express negative emotions and act on them. Conversely, if teachers can control their emotions, the ‘cool’ system enables them to adhere to display rules easily.

Classroom disruptions can evoke complex emotional states (De Ruiter et al., 2020). Teachers are not neutral; they often experience several negative emotions simultaneously and may interpret disruptive situations as personal threats. For example, if a teacher lacks personal resources such as classroom management skills and emotional control, they may feel humiliated when challenged by students. This humiliation can affect their self-esteem, as illustrated by the qualitative data (e.g., MO15MA: “*Learners were laughing at me. That affected my self-esteem because everything was humiliating in front of the whole class*”). When teachers feel humiliated, they may be more likely to abandon display rules and express negative emotions due to deficits in executive control, thus transitioning to the dark side of emotion regulation. The qualitative findings suggest that analysing the role of humiliation is critical when assessing learner disrespect as a job demand to capture the phenomenon's complete notion. Experiencing humiliation due to a learner disrespect incident may deplete teachers' resources, leading to executive control deficits. When teachers' defence mechanisms are depleted, they may veer to the dark side of emotion regulation. At this point, teachers may experience different forms of teacher ill-being, including burnout.

The integration of the findings above paints a more holistic picture of our understanding of the role of disruptions in class for teachers than the macro view provided by the quantitative results. Not only do teachers seem to experience different emotions when confronted with different types of disruptions but many seem to be particularly affected by feelings of being publicly humiliated by learners. The role of

humiliation and the perception of disruptive situations as personal threats have yet to be fully explored in research. These factors contribute significantly to the high job demands on teachers and underscore the importance of addressing the emotional and practical challenges they face in the classroom. Understanding and mitigating these factors can help improve teachers' well-being and ability to manage classroom disruptions effectively.

7.3 Integration of quantitative and qualitative findings on emotion regulation

In this study, participants in the quantitative section reported low and high workloads (see Figure 7.3-1), and those who reported low workloads maintained lower levels of surface acting compared to a few participants who recorded a high workload level.

Figure 7.3-1: Direct comparisons of descriptive statistics of emotion regulation strategies (left) and type and number of teacher reactions reported in the interviews (right)

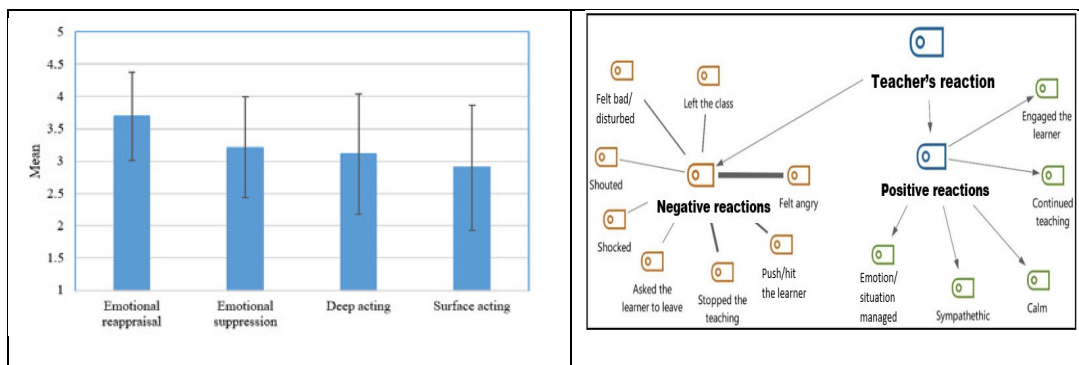


Figure 7.3-1 above, displaying the type and number of teacher reactions reported in the interview, provides more insight into classroom disruptions by revealing the teacher's reaction to the incident.

I will now compare the information from the questionnaire and the interviews regarding emotion regulation strategies. When responding to the questionnaire, teachers expressed the highest levels of emotional reappraisal, followed by emotional suppression and deep acting, and they reported the lowest levels of surface acting. In the interviews, indications for deep acting are also found (being sympathetic, calm, managing emotions, etc.). Being empathetic towards learners can also be interpreted as reappraisal. Indeed, some teachers in the interviews expressed such efforts (e.g., AG08FE), "We need to understand that learners come from different backgrounds.

Some come from dysfunctional families, so we need to embrace that". The integration of the questionnaire and interview data analysis helps to identify and explain where each data analysis is biased, thus enhancing the validity and credibility of the study findings.

Figure 7.3-1 above, however, indicates that teachers also responded with surface acting: *"I was fuming, and I was angry. I was like, no, no child disrespects me like that in class"* (JE040C). The teacher then stopped teaching to resolve the situation. Other participants said they had to leave the class to regain calmness. Intense negative emotions have been evoked, and teachers have tried to suppress them to remain professional. Even though the questionnaire data suggest that surface acting was used the least, the interview data points in a different direction. Several teachers described situations during which they had to suppress negative emotions and surface act (see Figure 7.3-1 above). Thus, it could be assumed that the role of surface acting might be underestimated when assessing it via questionnaire. The questionnaire data analysis on surface acting has provided a broad, macro view of what is happening regarding the phenomenon. In contrast, the qualitative data analysis helps by drilling down to understand why it is happening regarding surface acting.

Moreover, the adverse reactions in the interviews also point toward a deviation from the professional expression of emotions. Some teachers reported shouting at learners or even pushing or hitting the learner. In line with Zapf et al. (2019), this could be described as emotional deviance (not following the organisation's or profession's rules). Another observation from the interviews is that the situation is complicated because there is an 'audience'. Disruptions happen in a classroom with other learners. This may seem threatening (see the response from JE040C above). The presence of other learners can escalate the situation (e.g., by laughing or protesting, see figure 6.16), or in some instances, other learners try to intervene and resolve the situation (as described by MO15MA in chapter 5 or figure 6.16). Capturing this complexity might be difficult to accomplish through quantitative studies, and a more in-depth qualitative study sheds more light on these. The integration allows qualitative data analysis to play a complementary role in the quantitative research findings.

It is important to note that all job demands of teachers, except for hiding emotions, are recorded to be associated with depersonalisation and exhaustion, all moving in the same direction. This indicates that teachers get to react to stress emanating from these job demands and get to limit their involvement with their learners. The adverse reactions of learners, as presented in the qualitative findings, indicate why teachers will want to distance themselves from students who misbehave in class. The form of humiliation from the learners is displayed to harm teachers' emotions. Failure to address the adverse reactions of learners and nipping them in the bud can result in a wide gap in teacher-learner relationships. That emotional gap creates room for distrust and disrespect. In contrast, positive emotional connection helps teachers to be more successful in accomplishing classroom teaching goals and making the classroom a safe and welcoming environment for all (Cristine et al., 2022).

Next, quantitative and qualitative results on the relationship between job demands and emotion regulation are compared. I found that participants with a greater need to hide emotions reported higher levels of surface acting and deep acting than those with a low need to hide emotions. When emotional demands are high, participants report higher levels of surface acting, deep acting and emotional suppression than when emotional demands are low (see Figure 5.2-1). These results are not surprising because emotionally challenging situations or situations in which emotions need to be masked require an emotional regulation strategy. It is interesting, however, that the results indicate that both beneficial and less beneficial strategies are higher under these conditions.

The qualitative results allow for a better understanding of which strategies are chosen. If participants express being overwhelmed (lacking skills or losing control), they are more likely to suppress emotions or surface act. Some even react with emotional deviance. Deep acting is more likely if a teacher stays in control and has the relevant skills. Some participants in the qualitative study confirmed that they could successfully regulate their emotions in the face of classroom job demand incidents when they maintained a calm attitude. The art of deep acting or reappraisal strategies of emotional regulation is shown in the reaction of such teachers, and this strategy helps teachers change their outward emotional expression to sympathise with their learners.

The quantitative and qualitative findings concur that a positive classroom setting correlates with antecedent-focused strategies using deep acting. The antecedent-focused strategy allows the teachers to modify emotions before their onset. The antecedent-focused strategy is more accommodative than response-focused and may need fewer resources, time, and energy to start because it occurs early in the emotion-generative process (Mauss et al., 2007). This antecedent-focused strategy relates to adopting a Cool System (Mischel & Metcalfe, 1999) in the emotion control literature, whereby teachers possess cognitive, slow, intricate, and emotionally impartial attributes. Adverse reactions reported by a few participants when encountering job demand incidents indicate a lack of personal resources to withstand classroom job demand incidents. The extreme reactions to these job-demand incidents, such as administering corporal punishment, reflect the dark side of emotional regulation. The leading cause is the inability to develop workable emotion regulation strategies to appropriately respond to job demand incidents. Thus, the benefit of the qualitative data analysis in this integration is uncovering the ‘whys’ and ‘hows’ by providing a deeper understanding of teacher experiences and emotions.

7.4 Integration of quantitative and qualitative findings on the interplay between job demands and emotion regulation

In this study, deep acting is only associated with personal accomplishment, as shown by the quantitative findings on emotion regulation strategies and the dimensions of well-being. At the same time, surface acting is associated with all the well-being scales except for personal accomplishment and absorption. In the qualitative findings, only participants who could master deep acting produced more positive reactions because it helped them to change their mood and become motivated, happier, more confident, and more engaged (Wang et al., 2019). The teachers could give misbehaving learners excuses, such as understanding the learners from different backgrounds, and some of these were composed of dysfunctional families.

The participants whose responses revealed the use of surface acting as their emotional regulation strategies showed that they have less fulfilment in delivering their tasks. This finding strikes the fact that surface acting does not have an association with

personal accomplishment. The disadvantage could be caused by the argument that during surface acting, individuals are expressing emotions incompatible with their inner feelings, and they need to commit more endeavour to impede impulse, consuming personal resources and leading to emotional exhaustion (Ashforth & Humphrey, 1993). However, when a teacher responds with surface acting, it is still possible to be successful in not deviating from the expected emotional expression, and the lesson could be continued. Both might be seen as a positive outcome.

The qualitative findings also point toward a reverse effect of well-being on emotion regulation, as also noted by Philipp and Schüpbach (2010). Some participants were found to let off their emotions by feeling angry and sometimes pushing the learner responsible for the incident (See Figure 6.6-2). This teacher might already be burned out and unable to down-regulate negative emotions such as anger, irritability and dissatisfaction and upregulate positive emotions such as empathy, hope, shame, patience and guilt.

Emotional reappraisal maintained a positive relationship when examining the teacher's emotion regulation strategies and personal accomplishment. This finding highlights the fact that when teachers reframe the meaning of the situation, the emotional impact is altered, improving personal accomplishment. This outcome is supported in the qualitative findings when the participants' reaction describes emotional reappraisal in that they reinterpret a situation or reframe it more positively. The level of learner engagement that teachers can achieve with this emotion regulation strategy contributes to the success of imparting knowledge.

The participants' responses in the qualitative findings reveal that developing a relationship with the concerned learner after the job demand incident is one of the most mentioned responses (See Figure 6.6-2). Participant EU20JU, who was in charge of sports, developed a relationship with a rude learner, a gifted 100-meter athlete. This reappraisal strategy makes teachers more composed and well respected, and it helps teachers deal with challenging classroom job-demand incidents without generating any ugly scenes. The emotion reappraisal strategy of emotion regulation has proven to help manage incidents effectively.

Furthermore, quantitative findings revealed that deep acting significantly moderates the relationship between the variety of job demands and exhaustion as measured via OLBI (see Figure 4.4-1). Moreover, deep or surface acting does not make much difference in work engagement when job demands are not varied. However, when job demands vary, using more deep acting is associated with lower emotional exhaustion levels of participants (see figure 4.4-2) and higher levels of vigour, dedication and absorption (see figure 4.4-3). In the qualitative findings, the teachers submitted that they find it challenging to be in complete control as corporal punishment has been abolished in the South African educational system. According to some participants, this predicament makes relating to their job demands and fully engaging in their work difficult – however, some recorded success in their job by being able to respond appropriately to happenings around them.

The quantitative results indicate that deep acting benefits work engagement, particularly when facing various job demands. Suppose teachers who experience various job demands and retain their positive states as identified in the interviews (i.e., remaining calm, being sympathetic, and being able to continue teaching) express higher levels of work engagement than teachers who did not use deep acting. Participant JU23AP expressed: *“For you to be a good teacher, you have got to be somebody that loves children and respects them. Also listen to them.... learners respond well when they see that the teacher is concerned about them”*. Managing such situations successfully, even when confronted with many job demands, is associated with feelings of dedication and vigour.

The role of deep acting has been discussed controversially in the literature. Schewe and Huelshager (2011) summarised this debate in their meta-analysis by saying that despite some research indicating that deep acting is associated with less cognitive resource use, other laboratory research strongly points to the contrary. They conclude that studies still need to explore if deep acting requires substantial mental resources, but it is an effortful regulation process to some extent. Sehularo et al. (2021) have concluded that the role of deep acting is not fully clear. They point toward the multidimensional nature of deep acting, arguing that certain techniques may require less effort than others, especially strategies involving cognitive change.

This study sheds more light on deep acting. Results of the interviews indicate that for some teachers (e.g., RU22JU or EU20JU), deep acting almost seems to become ‘second nature’ and was applied with seemingly little effort. Both participants expressed that they had a good understanding of the background of a difficult learner, which helped them remain calm and even helped the learner use their athletic skills to their advantage. In line with Sehularo et al. (2021), one can argue that such strategies aiming at cognitive change may require less effort. Another aspect that also seems relevant is the importance of understanding learners’ circumstances. While interactions are short and primarily once-off experiences in other jobs (e.g., sales, customer services), interactions between teachers and learners evolve over months. Teachers have a chance to develop knowledge about learners, making cognitive change (as one technique of deep acting) more likely. By doing so, deep acting may contribute to feelings of authenticity, as Bodenheimer and Shuster (2020) suggested.

Furthermore, the support of school management could play a role. Support from management is a well-established resource (as described in the Job demands-resources model, Bakker & Demerouti, 2007). This study points towards another aspect of such support. MO15MA concludes that “*Teachers should know that it does not have to be the principal always to resolve conflicts. Learners will end up mistrusting teachers and see them as not strong enough to do things on their own*”. Learners may interpret seeking help from the principal as a sign of weakness of a teacher. A review of research on social support (Jolly, 2020) argues that social support research needs to be more specific on types of support or who provides support to understand its role. This study also points to understanding under which circumstances not seeking social support might be a more beneficial choice.

7.5 Summary

In conclusion, the triangulation/integration of quantitative and qualitative results assisted this study in comparing and contrasting participants’ data sets to provide a comprehensive and holistic understanding and insight into the research problem. The chapter provided several arguments to show how and why an interplay of job demands and emotion regulation of teachers may affect their well-being. Important arguments were provided when teachers may start to abandon emotion regulation and move to

the dark side of emotion regulation. It seems that research needs to move away from a macro view of the job demands of teachers and explore the implications of different aspects of these situations for teacher emotions and emotion regulation at a meso level or even micro level.

The next chapter presents and discusses the key findings concerning the research questions. It further presents recommendations, as well as a reflection on the limitations of this study, followed by final concluding remarks.

CHAPTER 8

CONCLUSION, RECOMMENDATIONS AND LIMITATIONS OF THE RESEARCH

8.1 Introduction

As indicated in Chapter One, this study sought to investigate teachers' job demands and explore how teachers regulate emotions in a classroom context and their relationship with their well-being. This chapter presents the conclusions based on the findings of the study, wherein the summary of the findings that respond to key research questions and corresponding hypotheses are presented. A concluding comment on why teachers reach a stage where they struggle to regulate their emotions is also presented in this chapter. This chapter also presents limitations to the study and recommendations for further research. This will be followed by my reflection (as a researcher and principal in a high school) on the research study and a chapter summary.

8.2 Discussion of key results and findings

8.2.1 Role of job demands in teacher emotion regulation and well-being

This study confirmed that teachers in selected secondary schools in South Africa face significant job demands – such as disruptive behaviour, frequent emotional fluctuations, and the necessity to hide their emotions – similar to their international counterparts. Despite these high job demands, teachers reported low workload, emotional demands, a limited variety of emotions, and low intensity of emotions, which seem less aligned with the broader debates on teacher workload internationally (Wang et al., 2023). Schaufeli and Bakker (2004) argue that when job demands are high, additional effort is needed to achieve work goals and prevent declining performance. In this context, disruptive learners and the need for emotional regulation present considerable challenges, leading some teachers to engage in emotional suppression, which may result in a health impairment process (Schaufeli & Tarris, 2014). Moreover, the contextual factors surrounding high job demands indicate that teachers responding to these demands often face resource reduction (Henry et al., 2023).

8.2.2 Aggregate measures of job demands

In addition to examining individual job demands, this thesis sought to identify the role of aggregate measures, specifically the level of overall job demands and the variety of job demands. Limited research exists on the importance of these aspects. Most studies using the Job Demands-Resources (JD-R) model (Bakker & Demerouti, 2006) have concentrated on specific demands, such as work overload and role conflict. A meta-analysis by Gonzalez-Mule et al. (2021) indicated initial evidence for an additive effect of job demands. This study extends this research by exploring how the level and variety of job demands influence teacher emotion regulation and overall well-being. The findings reveal that emotionally relevant job demands significantly contribute to overall job demands, emphasising the importance of considering emotion regulation when discussing job demands. When these demands are high, teachers often resort to surface acting and deep acting to cope.

8.2.3 Association between job demands and teacher well-being

The research established a positive and significant association between both the level and variety of job demands and the emotional exhaustion and depersonalisation of teachers. Hierarchical regression results demonstrated that both the level and variety of job demands lead to burnout. Statistical evidence indicates that high levels of job demands positively affect emotional exhaustion among teachers. This aligns with the findings of Dias and Arachchige (2014), who indicated that both the variety and level of job demands relate to personal well-being. Past research has predominantly focused on isolated job demands and their impacts on teacher well-being, often highlighting increasing levels of specific demands. For example, Skaalvik and Skaalvik (2011) noted that the growing demand for paperwork contributes to teachers' emotional exhaustion. However, this study emphasises the need to consider both the additive nature of job demands and the role of diverse job demands in teacher well-being, as they may deplete teachers' emotional resources.

8.2.4 Impact of job demand variety on emotional exhaustion

The variety of job demands constitutes a new addition to the literature on job demands, particularly in assessing its impact on South African teachers. Schaufeli and Bakker

(2004) argue that workers should alternate between demanding tasks or engage in less demanding tasks to recover from fatigue. While this idea suggests a possible solution to high job demands, handling various tasks can also lead to physical and mental exhaustion (Van Ruysseveldt et al., 2011). This study demonstrated that an increased variety of job demands positively impacted teachers' emotional exhaustion, echoing patterns identified in nursing by Amarneh (2017). When teachers face non-teaching tasks, their workload increases, resulting in greater emotional exhaustion. Moreover, the study found that when emotion regulation strategies were employed, surface acting was positively correlated with emotional exhaustion, reinforcing findings by Yagil and Medler-Liraz (2017) and Yao et al. (2015). Many teachers resorting to surface acting reported feelings of emotional fatigue and burnout, aligning with Bianchi et al.'s (2016) assertion that concealing negative emotions leads to exhaustion.

8.2.5 The need for meso- or micro-level analysis

While understanding aggregate measures is vital for comprehending teacher emotion regulation and well-being, a meso- or even micro-level analysis is also necessary. The integration of results from the previous chapter suggests that unpacking the implications of different job demands would be beneficial. For instance, disruptions caused by learners are indeed relevant to emotion regulation and teacher well-being. However, the nature of these disruptions and teachers' interpretations can lead to varied impacts. The findings revealed that teachers often experience such disruptions as humiliating, which can adversely affect their emotion regulation.

8.2.6 The role of emotion regulation in teacher well-being

The Revised JD-R model posits that teachers, despite facing high job demands, must exert effort to meet these demands, often requiring extensive use of emotional resources. Insufficient resources can lead to emotional exhaustion (Demerouti et al., 2001). This study supports the notion that emotion regulation significantly influences teacher well-being, as it helps moderate the relationship between job demands and well-being. Job resources may mitigate the adverse effects of job demands (Nordhall et al., 2020). The research examined emotion regulation from different perspectives, merging the concepts of emotion regulation and emotional labour. Results indicated that teachers employed emotional suppression and reappraisal strategies at moderate

levels, reaffirming literature that underscores teaching as an emotionally demanding profession (Bakker & Demerouti, 2007). Furthermore, emotional reappraisal emerged as an effective strategy for managing negative emotional demands, showcasing how teachers engage in deliberate, reflective acts to manage their emotions.

8.2.7 Deep acting versus surface acting

The study found that teachers predominantly utilised deep acting as a response to job demands. Literature has established that emotion regulation involves both Hot and Cool systems (Mischel & Ayduk, 2004). Experienced teachers tend to employ deep acting, while novices often resort to surface acting. This suggests that with experience, teachers develop more “cool nodes”, enabling them to manage emotional demands effectively (Sutton & Harper, 2009). Additionally, the study confirmed that surface acting correlates with emotional exhaustion, supporting Grandey and Melloy’s (2017) assertion that surface acting entails masking true feelings. Teachers who hide their genuine emotions are more likely to experience exhaustion (Correia et al., 2023; Philipp & Schuepbach, 2010).

8.2.8 The impact of emotion regulation on teacher well-being

The findings revealed a significant association between emotional exhaustion and the depletion of emotion regulation resources. As teachers feel emotionally exhausted, they often disengage from their roles, leading to feelings of cynicism and detachment from colleagues. The decline in peer and school management support further increases the risk of burnout, adversely affecting students’ learning experiences (Rumschlag, 2017). The study identified that surface acting positively correlated with depersonalisation, indicating that the emotional labour required in teaching can have detrimental effects on teachers' well-being.

8.2.9 The dark side of emotion regulation

The study highlighted that the interplay between job demands and emotion regulation can lead to the dark side of emotional labour. Emotional exhaustion stems from chronic work-related stress, while job dissatisfaction can exacerbate this exhaustion (Pugliesi, 1999; Hochschild, 1983). Based on the Resource or Strength model (Baumeister et al., 2007), the ability to regulate emotions is finite. When resources are

depleted, teachers may experience a decline in job satisfaction, reflecting the dark side of emotion regulation, where emotion regulation fails to support well-being.

8.2.10 Conclusion regarding study outcomes

This research contributes to the understanding of how job demands and emotion regulation interact to influence teacher well-being. By highlighting the significance of both individual and aggregate measures of job demands, as well as the implications of emotion regulation strategies, this study offers valuable insights into the complexities of teaching in a challenging environment. Future research should continue to explore these dynamics, particularly considering the emotional experiences of teachers in various contexts to develop more effective support systems that foster their well-being.

8.3 Limitations of the study

This research study adopted a mixed method approach. The quantitative approach generated structured data gathering through a close-ended questionnaire (for the quantitative phase), and a semi-structured interview was conducted to generate textual data (for the qualitative phase). Despite all the benefits and advantages of mixed methods research, implementation was challenging. For instance, implementing a mixed method approach for this study required significant financial resources, which resulted in delays when I had to find the resources to continue the study.

In addition, while this study employed a mixed methods approach to provide a comprehensive understanding of the interplay between job demands, emotional regulation, and teacher well-being, this methodology necessitated a longer duration for completion. This extended timeline posed significant financial implications and required careful adjustments to the original research schedule to ensure that the study adequately addressed its research questions. It is, thus, important to acknowledge that, despite the rigour of this investigation, the research was only able to explore a limited scope of the dimensions and aspects related to these constructs. Consequently, further research is essential to delve deeper into this complex interplay and to uncover additional insights that were beyond the reach of this study. Such future inquiries could enhance our understanding and contribute to the development of more effective

strategies for supporting teachers in their roles. Some ideas for further research in this regard are discussed in the section below.

For the quantitative phase, 150 self-administered questionnaires were distributed. However, only 123 questionnaires were returned by the respondents. Though the data sample was sufficient, some essential views on the phenomenon could have been missed. Furthermore, the respondents for this study were selected from 32 schools in two education districts, namely, Umlazi District and Pinetown District, in the KwaZulu-Natal province. The sample could be sufficient based on this sampling technique. However, some populations from other parts of the province or the country may provide more and different insights into the phenomenon under investigation in this study. Therefore, this current study did not claim representativeness in terms of sampling (Constantine, 2012). Nevertheless, it must be reiterated that the study sheds light on the experiences of South African secondary school teachers from selected schools. Relevant conclusions could be drawn on the role of their job demands and emotion regulation for teacher well-being.

The limited sample size also affected the choice of data analysis techniques. A larger sample size would have allowed for the calculation of more comprehensive Structural Equation Models (SEM) to analyse a model containing all dependent variables simultaneously and to calculate moderation effects. However, the multiple regression results shed light on these effects and in future studies, such effects could be tested using Structural Equation Modelling.

The third limitation is that the demographics of the literature review databases cover mainly European, American and Asian cultures, thus impacting the generalisability of the results. The irony is that the label 'international literature' is often used when such studies exclude Africa. This demographic limitation is critical since previous research has found cultural differences in the expression and the regulation of emotions (Matsumoto, 1990; Miyamoto et al., 2014; Tsai & Law, 2013). This limitation supports the rationale to advocate for more South African future studies investigating the potential cultural and demographic influences on emotion regulation research.

Another area for improvement encountered by this study is that it is designed as a cross-sectional study. A cross-sectional study focuses on a single instance, and the variables do not change throughout the study. However, considering the research interest of this study, a longitudinal study might prove more valuable. The prospect of following up with the teachers over a long period could help to see how different treatment and emotion regulation strategies help improve their response to job demand incidents. Examining the teachers at different time intervals would help track their development on the job. Considering that the longitudinal study allows a researcher to work with a cause-and-effect relationship (Taris & Kompier, 2014), it is possible to assess whether the level of job demand or variety of job demands triggers teacher burnout in the long run.

Lastly, data gathering for quantitative and qualitative analysis has not always been accessible as the impact of the COVID-19 pandemic makes it more difficult as everyone is conscious of maintaining distance between themselves and others. Also, the change in the general workings of society due to the pandemic has taken data gathering much longer than expected. The data gathering is also subject to the healthy worker effect. This is because the participants of this study are most likely not to have experienced severe burnout and are yet to exhaust their resources.

8.4 Recommendations

This section provides recommendations based on the findings of the study. In line with the findings that emotion regulation technique helps teachers cope with their job demands, it is recommended that the Department of Education consider providing continuous professional teacher development activities to build teachers' capacity to develop skills and knowledge to manage their classes properly without undermining their well-being. Along with the emotion regulation technique being of help to the teachers, it is also recommended that curriculum, as part of teacher training, constitutes an emotional exercise for trainee teachers. Therefore, higher education institutions may consider that the curriculum for training teachers includes managing emotional responses to ensure teachers' well-being.

In line with the result that disruptive learners are one of the significant sources of the job demand of teachers and the abolishment of corporal punishment, it is recommended that Institutions of Higher Learning and the Department of Basic Education consider empowering teachers with professional ways of managing learner behaviour so that it does not negatively impact their classroom activities and well-being. Teacher empowerment is essential because controlling the class can help the teacher achieve set goals and improve his and the learner's well-being.

Based on the findings about teachers desiring more school management engagement and support to be provided to teachers in managing their emotions, it is recommended that SMTs be empowered to facilitate debriefing sessions for their teachers regarding classroom experiences and challenges and to provide space for them to share their professional practices. Teachers can learn from each other how to manage their emotions and gain new approaches to tackle classroom incidents whenever they arise.

Following the result of students lacking enough home support and having home difficulties affecting their academic performance and school conduct, it is recommended that there should be more parental involvement and participation. To achieve this, the Department of Basic Education can provide sessions to empower parents to participate productively in their children's education. The school can also arrange a sensitisation programme during the parent-teacher meetings to share the enormous benefit of actively participating in their ward's education.

Following the result that teacher's tenure has a positive relationship with the work engagement of teachers and a positive effect on the well-being of teachers, it is recommended that teachers' tenure policy be modified to favour teachers as it can be used as an instrument to get the best out of the teachers as they go about in delivering their duties in the classroom and the school as a whole.

In line with the result from the moderation analysis, which shows that emotion regulation strategies moderate the relationship between job demand and teachers' work engagement and burnout, it is recommended that the South African education system should consider investing more in emotion regulation research to equip teachers to understand and use emotion regulation strategies. Empowering teachers to

understand emotion regulation can be done by prescribing the emotion regulation modules for pre-service teachers and through various education programs so that every teacher understands the critical role emotions play in the classroom and how to best regulate emotions across multiple classroom situations. Emotion regulation strategies should prepare teachers for extreme emotion-evoking situations prevalent in the South African classroom environment. When teachers are better prepared to regulate their emotions, there can be a reduction in the teacher's undesirable classroom acts, such as the administration of corporal punishment on learners and teachers by some school principals.

The recommendation at the school level is that the SMT should be empowered to facilitate within-the-school debriefing sessions for their teachers regarding their classroom experiences and challenges and to provide space for them to share their classroom experiences. Also, the SMT should prioritise and increase parental involvement and participation so that teachers can share the responsibility of fighting learner ill-discipline and misbehaviour, which disrupt classroom activities.

8.5 Suggestions for future studies

Future studies should focus on the micro level of job demands of teachers to understand their implications for emotion regulation and well-being. For instance, to further enrich the knowledge of job demand and the well-being of teachers, follow-up studies can explore the potential link between emotion regulation strategies and the administration of corporal punishment in the classroom. Teachers have been frustrated because they cannot directly and instantly express their feelings about misbehaving students. Investigating and examining the extent and the point where emotion regulation strategies and administering corporal punishment integrate is essential.

Future studies can also consider longitudinal studies to investigate teachers' job demands, emotion regulation, and well-being. The extended timeframe covered by the longitudinal study will help pinpoint the effect change in educational policy has on the well-being of teachers. For comparative purposes, future studies can consider getting responses about job demand and emotional regulation from teachers who were in service when corporal punishment was allowed and teachers currently in service when

corporal punishment has been disallowed. The well-being of teachers in the two samples can be compared to identify where the changes lie and expose policymakers to the impact the policy has on the teachers. Future studies with larger samples could test effects using Structural Equation Modelling.

To further gain insight into the role that the quintile of school plays, this study should be conducted in the context of rural/semi-urban areas. This area of research location profiles schools mostly in quintiles 1, 2, and 3. The result may differ from what is obtained in this current study, as the current study mainly covers quintile 4 and 5 schools.

In several African countries, such as Cape Verde (2013), Benin (2015), Seychelles, and Guinea (2020), and more recently Zambia and Mauritius (2022), the prohibition of corporal punishment marks a significant shift in educational practices and teacher-student interactions (Chingwete & Houessou, 2023). The cultural, societal, and policy changes accompanying these legal reforms have opened new avenues for exploring how teachers manage classroom discipline, their emotional regulation strategies, and how these factors affect their job demands and well-being. Conducting further studies in these countries using the research instruments from this study can provide valuable insights into the impact of these shifts on teachers' professional experiences.

Expanding research into these countries is essential because cultural aspects play a crucial role in shaping teachers' approaches to classroom management, emotional regulation, and their responses to job demands. Cultural norms and values significantly influence how teachers perceive discipline, emotional expression, and stress management. For instance, in societies where authority and strict discipline are traditionally emphasised, the shift away from corporal punishment might require teachers to adopt new emotional regulation strategies, which could impact their well-being and increase their job demands. Understanding these cultural influences can lead to more context-specific strategies to support teachers in their roles.

By examining the effect of emotion regulation strategies on the level and variety of job demands and the well-being of teachers across different cultural settings, researchers can enrich the current findings and offer a more comprehensive

perspective on these dynamics. Each country's unique cultural and educational landscape may present distinct challenges and opportunities for teachers to regulate their emotions and manage job-related stress. The insights gained from such comparative studies could highlight cultural differences in emotional regulation practices, revealing how these variations affect teachers' coping mechanisms and overall job satisfaction.

Furthermore, focusing on cultural aspects is vital in ensuring that the strategies and interventions developed to support teachers' well-being are culturally relevant and effective. What works in one context may not necessarily be suitable in another, especially when cultural attitudes towards emotional expression, authority, and discipline differ widely. By investigating these factors in diverse African contexts, researchers can develop tailored recommendations that consider cultural sensitivities, making them more applicable and beneficial to the specific needs of teachers in each country.

Lastly, new studies can explore the new concept of emotion polyregulation (Ford et al., 2019). Develop the concept by introducing emotion regulation models that include it and find a connection with the current emotion regulation identified in the literature.

8.6 Personal reflections on the research study

In conducting my investigation into secondary school teachers' job demands, emotional regulation within classroom contexts, and the subsequent impact on their well-being, I aimed to examine the specific job demands reported by teachers, the intensity of these demands, and how they interacted with their strategies for regulating emotions. Central to this inquiry was understanding how these factors collectively influenced teachers' overall well-being.

Before delving into my reflections, I must acknowledge my positionality as both a researcher and a principal of a secondary school in the province of KwaZulu-Natal. My insider status provided me with a "lived familiarity with and prior knowledge of the group being researched" (Holmes & Gary, 2020, p. 6). This familiarity enriched my research process, particularly in framing the research questions. For the

quantitative phase, I adopted objective questions derived from approved scales, which were then adapted to suit the context of this study. This careful adaptation aimed to mitigate bias stemming from my positionality. The qualitative phase included interview questions designed to explore the quantitative findings in greater depth. I made a concerted effort to maintain objectivity by taking detailed notes during interviews and recording audio, although I recognise that my positionality might have influenced my interpretation of the data during the analysis phase and when drafting the research report. My position within the research process inherently shaped how I interpreted the findings and their implications.

Throughout this study, I engaged in continual self-reflection regarding my values and beliefs, as these aspects can significantly impact interpretations and perspectives. Recognising this, I kept a reflective journal to document my feelings, thoughts, and observations throughout the research journey. I also shared my research experiences during UKZN PhD cohort sessions, gaining invaluable feedback from my supervisor, which helped identify potential blind spots related to my background. This reflexivity was not a one-off consideration, but a continuous thread woven through the research process.

My experiences as both a teacher and a school principal were pivotal in enhancing my understanding of classroom situations. Working in these roles allowed me to engage deeply with the study's focus, providing me with insights into the complexities of classroom dynamics and the pressures faced by teachers. This dual perspective enabled me to analyse the emotional and professional struggles that teachers encounter daily more profoundly.

Having navigated the realities of teaching and school leadership, my background made me a more skilled and empathetic interviewer. I could draw upon my experiences to formulate relevant questions that directly address the challenges teachers encounter. This approach helped me frame my inquiries not merely to gather information but to convey a genuine sense of understanding and empathy. I discovered that participants were more willing to share their honest thoughts and feelings when they felt I genuinely understood their circumstances.

My role as a school principal further shaped my interview approach, allowing me to create a supportive and respectful environment. Through my interactions with both students and staff, I developed strong communication skills and a deep sense of empathy, which I applied as a researcher. I aimed to foster a safe, non-judgmental space where participants could express their thoughts and emotions freely. Knowing that they were speaking to someone who had faced similar challenges helped to build the trust and openness crucial for obtaining rich, reflective data.

Being positioned in dual roles allowed me to anticipate teachers' concerns or hesitations during the interviews. I could gently probe deeper when I sensed there was more to their stories, always striving to do so with care and respect. My familiarity with the educational landscape enabled me to navigate these conversations authentically, demonstrating that I understood their struggles not only theoretically but also as someone who valued and respected their lived experiences.

The conduct of my study was guided by several key research questions:

- Which job demands do teachers in the selected secondary schools experience?
- How do teachers regulate their emotions when facing different job demands?
- How do job demands and emotional regulation affect teachers' well-being?
- Why do job demands and emotional regulation affect teachers' well-being?

Employing a mixed methods research approach enabled me to explore innovative ways of generating data that responded to these critical questions and associated hypotheses. The roots of mixed methods research can be traced back to the early twentieth century, particularly within sociology and anthropology (Creswell, 1999). The foundational work of Campbell and Fiske (1959) laid the groundwork for methodological developments around the notion of triangulation, and numerous scholars have supported the compatibility thesis, advocating for the integration of qualitative and quantitative approaches in research (e.g., Guba & Lincoln, 1994; Howe, 1988).

Despite the merits of this approach, I encountered instances where some academics questioned the compatibility thesis, arguing that many mixed methods studies still operated within a qualitative-quantitative dichotomy (Giddings, 2006). This critique

highlighted concerns regarding the dominance of quantitative approaches, with qualitative elements often appearing to be “fitted in” rather than genuinely integrated. However, I found that adopting a mixed methods approach was beneficial, as it allowed me to utilise multiple avenues for addressing my research questions, ultimately fostering a richer exploration of the phenomena under investigation.

Understanding the emotional issues teachers experience and the emotion regulation strategies they employ proved invaluable for me as a school principal. First, creating a supportive environment can be a powerful tool for building trust between the principal and teachers while fostering a positive school culture. When teachers feel that their emotional well-being is prioritised, they are more likely to feel valued and respected, contributing to a more productive work environment. Additionally, improving teacher retention emerged as a significant benefit of my research. I learned that when teachers perceive their emotional well-being as supported, they are more inclined to remain in their positions, leading to greater stability within the school. Conversely, teachers who feel overwhelmed or unsupported may be more likely to leave, creating turnover and instability. Furthermore, gaining insight into teachers’ emotion regulation strategies allowed me to identify training needs in this area. As a principal, I can use this knowledge to ensure that teachers have access to resources and tools for effective emotion management, thereby enhancing their emotional resilience, which benefits both teachers and students.

Crucially, I learned that supporting teachers’ emotional well-being as a school principal can indirectly enhance student outcomes and cultivate a positive learning environment. Emotionally healthy teachers are better equipped to support the emotional well-being of their students. This insight reinforces the importance of creating an environment where teachers feel valued and supported, leading to increased motivation, engagement, and commitment to their work, ultimately resulting in improved student outcomes.

As a school principal, I have realised that understanding the emotional challenges teachers face and their emotion regulation strategies can significantly enhance my leadership effectiveness. By fostering a supportive work environment, improving

teacher retention, identifying training needs, and enhancing student outcomes, I can contribute to creating a more stable and effective learning environment for all.

In addition to the benefits I gained as a school principal, this research also introduced me to the academic community and allowed me to engage in scholarly conversations as a young, emerging researcher. Investigating teachers' job demands, their emotion regulation in classroom contexts, and their relationship to their well-being provided me with an opportunity to contribute to the existing body of knowledge. My study adds new insights to the literature, advancing our understanding of the factors affecting teacher well-being.

This research also enabled me to identify potential interventions to support teachers' mental health and well-being. By examining the interplay of job demands, emotional regulation, and well-being, I gained insights into effective interventions that can positively impact teachers and their students. These insights will contribute to evidence-based approaches that support teacher well-being. Moreover, conducting this research helped me develop essential research skills, including study design, data collection and analysis, and academic writing. These skills will serve me well in future research projects, helping to build a strong research profile and advance my academic career. My investigation into the relationship between teachers' job demands, emotional regulation, and well-being has raised awareness of the importance of supporting teacher well-being, which can inform policy and practice. This awareness is vital, as promoting teacher well-being positively impacts students, enhancing their academic performance, mental health, and social outcomes.

Importantly, my research highlights the need for interdisciplinary collaboration, bringing together scholars from psychology, education, and occupational health. This study promotes a more holistic understanding of the complex factors contributing to teacher well-being. As a young researcher, I appreciate the opportunity to engage in interdisciplinary research that broadens our understanding of the issues facing teachers and their students. While I have gained much from this study, it is essential to acknowledge its limitations. The research only scratches the surface of understanding how job demands and emotional regulation interact and influence teacher well-being. Many questions remain unanswered, underscoring the need for further research in this

field. The insights I have gained about the interplay between job demands, emotion regulation, and teacher well-being highlight the importance of continued inquiry into this area. Further exploration is crucial to fully comprehend these dynamics and their implications for educators and students alike.

8.7 Summary

The investigation of teacher job demands and emotional regulation within South African schools reveals critical insights into the factors influencing teacher well-being. The existing literature indicates that both job demands and emotional regulation individually affect teachers' well-being; however, this study aimed to examine the intricate interplay between these two variables. The findings highlighted that teachers are confronted with high levels of diverse job demands, including disruptive student behaviour and the challenge of managing emotional expression. It was evident that teachers predominantly employed emotional suppression and reappraisal strategies, with emotional reappraisal identified as a highly adaptive method. The results indicated that teachers tended to engage in deep acting rather than surface acting, suggesting a more authentic approach to emotional labour. The significant association found between the variety and levels of job demands and the use of deep and surface acting further illuminated the complexities of teachers' emotional experiences in the classroom.

Moreover, the research demonstrated a strong connection between emotion regulation strategies and teacher well-being. The evidence suggests that South African teachers have developed enabling actions that help them navigate the challenges posed by emotional demands, thereby sustaining their well-being. A notable contribution of this study lies in the disaggregation of job demands into levels and varieties, which has significant implications for understanding the specific factors contributing to teacher burnout. The confirmation that surface acting correlates with burnout reinforces existing literature on emotional labour in educational contexts. The qualitative findings further supported the quantitative results, identifying disruptive behaviour and humiliation as significant job demands affecting teachers. Such experiences can lead to deficits in executive control, potentially pushing teachers towards maladaptive emotional regulation strategies. This interplay emphasises that traditional emotional

labour and regulation strategies may not always be effective, particularly under high-stress conditions.

In this regard, this study advances our understanding of the complex dynamics of job demands, emotional regulation, and well-being in South African classrooms. By integrating the Revised Job Demands-Resources Model, Strength/Resource Model, and Hot/Cool Models, the research provides a framework for teachers to comprehend their experiences and develop strategies for emotional regulation that can enhance their well-being. Given the pressing challenges faced by educators, the findings of this study underscore the need for ongoing research in this area, revealing gaps that warrant further exploration. The insights gained from this investigation are vital for informing policy and practice, aiming to create supportive environments that foster teacher resilience and, ultimately, enhance student outcomes.

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APPENDIX A: PERMISSION TO CONDUCT RESEARCH IN THE KZN DOE INSTITUTIONS



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/2037

Prof. A Philipp
Private Bag X03
Ashwood
3605

Dear Prof. Philipp


PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"DEMANDS AND PERSONAL RESOURCES OF TEACHERS IN TWO DISTRICTS IN KWAZULU-NATAL AS PREDICTORS OF THEIR LEVELS OF STRAIN AND ILL-BEING"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 07 October 2019 to 01 March 2022.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Pinetown District

Umlazi District


Dr. EV Nzama
Head of Department: Education
Date: 11 October 2019

KWAZULU-NATAL DEPARTMENT OF EDUCATION
Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa
Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201
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Facebook: KZNDOE... Twitter: @DBE_KZN... Instagram: kzn_education... Youtube: kzndoe

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APPENDIX B: ETHICAL CLEARANCE CERTIFICATE



UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

20 September 2019

Prof Anja Philipp (61299)
School Of Education
Edgewood Campus

Dear Prof Philipp,

Protocol reference number: HSSREC/00000425/2019

Project title: Demands and personal resources of teacher in two districts in KwaZulu-Natal as predictors of their levels of strain and ill-being.

Full Approval – Expedited Application


This letter serves to notify you that your application received on 05 September 2019 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted FULL APPROVAL

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid for one year from 20 September 2019.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

Yours sincerely,


Dr Rosemary Sibanda (Chair)
/spm

Humanities & Social Sciences Research Ethics Committee
Dr Rosemary Sibanda (Chair)
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

INSPIRING GREATNESS

APPENDIX C: SAMPLE INFORMED CONSENT FORM



DECLARATION OF CONSENT

I (Name) have been informed about the study entitled: **‘The interplay between job demands and emotion regulation of teachers and their relationship with teacher well-being at South African Schools’**, conducted by Ndabenhle Terry Mdluli.

- I understand the purpose and procedures of the study.
- I have been allowed to answer questions about the study and have had answers to my satisfaction.
- I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits I am usually entitled to.
- If I have any further questions/concerns, or queries related to the study, I understand that I may contact the researcher or the supervisor.
- If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researcher, then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Edgewood Campus

Main Tutorial Building

Private Bag X 03 Pinetown 4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2603436 - Fax: 27 3t 2604609

Email: HSSREC@ukzn.ac.za

I hereby provide consent to:

Audio-record of interview

YES/NO

Conducting the questionnaire

YES/NO

Date

APPENDIX D: INTERVIEW SCHEDULE

Project title: The Interplay between Job Demands and Emotion Regulation of Teachers and Their Relationship with Teacher Well-being in South African Schools.

Date:

Place:

Introduction: Hello... Thank you for your consent and willingness to participate in an interview. As I told you, I'm your interviewer today. I need to conduct an interview concerning your emotional demands and work demands concerning emotion regulation and the well-being of teachers. May I again request your permission to tape-record interviews? This is to use data obtained in my studies at UKZN. Kindly note that we will use pseudonyms...not your real name. Feel free to speak. You may say whatever you think is the correct answer for you.

Interview questions:

Focus on critical question 1: Do you remember an incidence when it was difficult or impossible to keep up with your professional appearance in the classroom?

- 1.1 Describe the situation or incident that pushed you to the edge.
- 1.2 Try to describe the feelings/emotions that you experienced.
- 1.3 How did you react to the situation or incident?
- 1.4 Why did you choose to react in that particular manner?
- 1.5 Were there other people there, and how did they react?
- 1.6 How did you feel about other people's reactions?
- 1.7 Why do you think other people reacted in the manner they did?
- 1.8 Describe what happened in the end.

Focus on critical question 2: If you could change what happened and/or what you did, what would you wish happened differently and why?

Thank you for your participation in the study. I will now transcribe and analyse your data. You will receive feedback through one-on-one sessions after the completion of the thesis.

APPENDIX E: QUESTIONNAIRE ITEMS ON TEACHER JOB DEMANDS, EMOTION REGULATION AND WELL-BEING

Demands, resources and wellbeing of teachers in two districts in KwaZulu-Natal

Dear teacher,

We are currently conducting a research project entitled: “Demands and personal resources of teachers in two districts in KwaZulu-Natal as predictors of their levels of strain and ill-being.” The National Research Foundation (NRF) funded the project as part of the Human and Social Dynamics Funding instrument (HSD170621242989).

This project explores what demands you as a teacher in a secondary school in one of two districts in KwaZulu-Natal experience. We also want to know which school and personal resources you have available to manage these demands. We would also like to learn more about your personal well-being, stress levels, and engagement in professional development activities. Such a project will help shed light on how teachers can be supported to manage this profession’s day-to-day demands and improve their well-being.

We kindly ask you to **fill out this questionnaire**, which forms the **first part of the study**. The questionnaire aims to explore the job demands of teachers in different schools in KwaZulu-Natal, resources teachers experience on school and personal levels, as well as the well-being of teachers, their stress levels and their engagement in professional development activities.

This study is designed as a **longitudinal study**, and we intend to **repeat it in approximately six months**. This means we will contact you again to fill in the questionnaire. By repeating the study, we can conclude **the development of your demands and resources over time and how this influences your well-being over six months**. Generating an individual code is necessary to link questionnaire information from different data collection times. You will design the code and will not allow for any conclusion on your identity. Please use this code again if you participate in the study a second time in approximately six months.

The results of this project will be analysed within the context of Masters and PhD theses of students and the research project and will also be used for academic reporting and publication at conferences or in academic journals to communicate the project results to a wider audience.

We hope you support this important study by filling out this questionnaire. Of course, your participation is voluntary. Your responses will be treated confidentially and analysed in line with academic standards. Please do not leave out any answers. All your responses are essential for this study! If you are not quite sure, please choose the answer that seems most appropriate from your experience. There are no “right” or “wrong” answers.

Should you have any questions about the study, please contact:

Anja Philipp, School of Education, University of KwaZulu-Natal, 031 260 3819,
philippa@ukzn.ac.za

Please provide us with informed consent for your participation in the questionnaire:

I understand the purpose and procedures of the project.

I can contact the supervisor of this study to ask questions about the project.

I declare that my participation in this project is entirely voluntary and that I may withdraw my permission at any stage and for any reason. Withdrawal from this research will not result in discrimination or disadvantage.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers, then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS

ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Important!

Please tick one of the following boxes:

Yes, I agree with the points above and give my informed consent to the study.	<input type="checkbox"/> 1
No, I disagree with the points above and do not give my informed consent to the study.	<input type="checkbox"/> 2

If you ticked “Yes” and gave your consent to participate in the study, please fill in the following information and continue filling in the questionnaire on the next pages.

Please prepare the code in line with the following instructions:

- 1) first two letters of the first name of the participant’s mother (example: Alicia – AL)
 - 2) your day of birth (example: 13 October – 13)
 - 3) first two letters of the mother’s birth month (example: 07 January – JA).
- Example code: AL13JA.

Please write down YOUR personal code: ____ ____ ____ ____

1. Challenges and Demands of teachers

The following questions address teachers' challenges and demands in their daily work lives. Please provide us with some information on your personal experience. First, we want to know more about your **workload and work pace**.

Please tick the most appropriate answer.

	Never/ Hardly Ever	Seldo m	Someti mes	Often	Always
Is your workload unevenly distributed so it piles up?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often do you not have time to complete all your work tasks?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Do you have enough time for your work tasks?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Do you get behind with your work?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Do you have to keep your eyes on many things while working?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Does your work require that you remember a lot of things?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Does your work demand that you are good at developing new ideas?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Does your work require you to make difficult decisions?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Are you required to make difficult decisions in the classroom?					

Overall, how many hours do you work in an average week:

_____ hours?

How big is the **largest** class you teach this year?

_____ number of learners

How big is the **smallest** class you teach this year?

_____ number of learners

Teaching can be associated with **emotional demands**. What is your experience?

Please tick the most appropriate answer.	Never/ Hardly Ever	Sel- dom	Someti mes	Often	Alway s
Does your work put you in emotionally disturbing situations?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Do you have to relate to other people's personal problems as part of your work?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Are you required to treat everyone equally, even if you do not feel like it?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Does your work put you in emotionally disturbing situations?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Does your work require that you hide your feelings?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Are you required to be kind and open towards everyone – regardless of how they behave towards you?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Please tick the most appropriate answer.	Never/ Hardly Ever	Sel- dom	Someti mes	Often	Alway s
Are you generally pleased with the learners you work with in the classroom?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Do you sometimes experience nerves in the classroom?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Do you feel worn out in the classroom?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Do you experience headaches or stomach-aches due to classroom-related factors?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Do you feel bad emotionally to the extent that it becomes difficult to think clearly?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

What is your experience when interacting with your learners?

During the last week, I had to deal with learners ...	Strongl y disagre e	Dis- agree	Neithe r agree or disagre ed	Agree	Strongl y agree
...who argued with me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
...who interrupted the class flow.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
...who demanded special treatment.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
...who criticised me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
...who only replied when necessary.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
...who had bad manners.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
...who were distracted during our lessons.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

In my school, we have	No	Yes
...school premises that are fenced.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
...running water.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
...working electricity.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
...separate toilets for male and female learners.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
...separate toilets for male and female teachers.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
...library.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
...enough textbooks for learners.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
...internet facilities for staff.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
...internet facilities for learners.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
...computers for teachers.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
...computers for learners.	<input type="checkbox"/> 1	<input type="checkbox"/> 2

How many lessons are uninterrupted by learners?

Approx. _____ %

How many lessons can you finish as planned?

Approx. _____ %

What are the most difficult things in your job as a teacher?

Please also give us some insight into how you manage your emotions in class. The questions below involve two aspects of your emotional life. One is your emotional experience or what you feel inside. The other is your emotional expression, or how you show your emotions in how you talk, gesture, or behave. Although some of the questions below may seem similar, they differ in important ways.

Please tick the most appropriate answer.	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
I change my thoughts when I want to feel more positive emotions (such as joy or amusement).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I keep emotions to myself.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

I change my thinking when I want to feel less negative emotion (such as sadness or anger).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
When feeling <i>positive</i> emotions, I am careful not to express them.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
When I'm faced with a stressful situation, I <i>think about it</i> in a way that helps me stay calm.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I control my emotions by <i>not expressing them</i> .	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I change how I think about situations when I want to feel more positive emotions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I control my emotions by <i>changing the way I think</i> about the situation I'm in.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
When I feel negative emotions, I do not express them.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
When I want to feel less negative emotion, I <i>change how I think</i> about the situation.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Please remember an average day at work. We would like to know which emotions you felt on such a day when interacting with your learners in a class.

Please tick the most appropriate answer.	Never/ Hardly Ever	Sel- dom	Someti mes	Often	Alway s
On an average day at work, how frequently do you...					
Make an effort to feel the emotions I need to display to others.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Try actually to experience the emotions that I must show.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Really try to feel my emotions as part of my job.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Resist expressing my true feelings.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Pretend to have emotions I don't really have.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Hide my true feelings about a situation.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Display specific emotions required by my job.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Adopt certain emotions that are required as part of your job.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Express particular emotions needed for your job.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Express intense emotions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Show some strong emotions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Express many different emotions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Display many different emotions when interacting with learners.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

2. Personal and work-related resources of teachers

The following questions address aspects of the school you currently work at. The focus will be on your individual strengths, followed by resources in your **work** at your school and **support from management or colleagues**.

Please tick the most appropriate answer.	Never/ Hardly Ever	Sel- dom	Someti mes	Often	Alway s
How often do you get help and support from your colleagues?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often are your colleagues willing to listen to your problems at work?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often do your colleagues talk with you about how well you carry out your work?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Please tick the most appropriate answer.

	Never/ Hardly Ever	Sel- dom	Someti mes	Often	Alway s
How often is your nearest superior willing to listen to your problems at work?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often do you get help and support from your nearest superior?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often does your nearest superior discuss how well you carry out your work?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Is there a good atmosphere between you and your colleagues?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Is there good co-operation between the colleagues at work?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Do you feel part of a community at your place of work?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Which aspects of your job helped you manage the demands of teaching?

Please tick the most appropriate answer.

	Never/ Hardly Ever	Sel- dom	Someti mes	Often	Alway s
I've been turning to work or other activities to take my mind off things.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I've been concentrating my efforts on doing something about the situation I'm in.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I've been getting emotional support from others.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I've been giving up trying to deal with it.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I've been taking action to try to make the situation better.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I've been saying things to let my unpleasant feelings escape.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I've been getting help and advice from other people.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I've been trying to see it in a different light to make it seem more positive.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I've been trying to devise a strategy about what to do.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I've been getting comfort and understanding from someone.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I've been giving up the attempt to cope	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I've been looking for something good in what is happening.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I've been making jokes about it.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I've been expressing my negative feelings.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Please tick the most appropriate answer.

	Never/ Hardly Ever	Sel- dom	Someti mes	Often	Alway s
I've been trying to find comfort in my religion or spiritual beliefs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I've been trying to get advice or help from others about what to do.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I've been thinking hard about what steps to take.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I've been praying or meditating.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I've been making fun of the situation.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

The following questions examine your **attitude** towards the **teaching profession** and your **school**.

Please tick the most appropriate answer.

	To a very small extent	To a small extent	Some what	To a large extent	To a very large extent
Do you enjoy telling others about your place of work?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Would you recommend a good friend apply for a workplace position?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Do you feel that your place of work is of great importance to you?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Is your work meaningful?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Do you feel that the work you do is important?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Do you feel motivated and involved in your work?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Does your work require you to take the initiative?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Do you have the possibility of learning new things through your work?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Can you use your skills or expertise in your work?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Does your work allow you to develop your skills?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

What are YOUR most important strengths which help you manage the demands of teaching?

3. Your activities, including professional development activities

As a teacher, you continuously develop **professionally** (e.g., by reading, exchanging with colleagues, attending workshops, etc.). Please provide some information on your professional development activities.

I have engaged in the following:

	No	Yes	Who organised these activities?		If you ticked yes, how many hours did you spend on this last year ?
Reading material on my subject.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	You The school Someone from outside the school	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	hours
Reading material on classroom management.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	You The school Someone from outside the school	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	hours
Reading other material on (Please specify).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	You The school Someone from outside the school	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	hours
Participation in a network of teachers from my school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	You The school Someone from outside the school	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	hours
Participation in a network of teachers, including teachers from other schools.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	You The school Someone from outside the school	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	hours
Attending courses/workshops.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	You The school Someone from outside the school	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	hours
Enrolling in online workshops.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	You The school Someone from outside the school	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	hours
Conducting observation visits to other schools.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	You The school Someone from outside the school	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	hours

Attending a conference/seminar.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	You The school Someone from outside the school	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	hours
Conducting individual or collaborative research	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	You The school Someone from outside the school	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	hours
Engaging in mentoring and/or peer observation and coaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	You The school Someone from outside the school	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	hours
Studying towards a degree at a tertiary education institution.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	You The school Someone from outside the school	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	hours
Other (please specify)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	You The school Someone from outside the school	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	hours

How many professional development activities were you engaged in last year?	
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Please select the **three most important professional development activities** and provide us with some additional information on the nature of the activity.

<i>Professional Development Activity 1</i>	
How often did it take place in the last year?	
What type of activity was it (workshop, course, etc.)?	
Why is it important to you?	
What was the content of the activity?	

<i>Professional Development Activity 2</i>	
How often did it take place in the last year?	
What type of activity was it (workshop, course, etc.)?	
Why is it important to you?	
What was the content of the activity?	

<i>Professional Development Activity 3</i>	
How often did it take place in the last year?	
What type of activity was it (workshop, course, etc.)?	
Why is it important to you?	
What was the content of the activity?	

Well-being and Work Ability

In this last part of the questionnaire, we want to focus on your well-being and overall **health**.

Regarding your work in general.

	Not relevant	Very Unsatisfied	Unsatisfied	Satisfied	Very satisfied
How pleased are you with:					
Your work prospects?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
The physical working conditions?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
The way your abilities are used?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Is everything taken into consideration in your job as a whole?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I have difficulty relaxing after school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Even at home, I often think of my problems at school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Even on my vacations, I think about my problems at school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I get irritated when others approach me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I am angry quickly.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I get irritated easily, although I don't want this to happen.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Please tick the most appropriate answer.

	Never/ Hardly Ever	Sel- dom	Someti mes	Often	Alway s
At my work, I feel bursting with energy.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
At my job, I feel strong and vigorous.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I feel like going to work when I get up in the morning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I can continue working for very long periods.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
At my job, I am very resilient mentally.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
At my work, I always persevere, even when things do not go well.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I find the work that I do full of meaning and purpose.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I am enthusiastic about my job.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My job inspires me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I am proud of the work that I do.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
To me, my job is challenging.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Time flies when I'm working.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
When I am working, I forget everything else around me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I feel happy when I am working intensely.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I am immersed in my work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I get carried away when I'm working.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
It is difficult to detach myself from my job.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Please tick the most appropriate answer.

	Never/ Hardly Ever	Sel- dom	Someti mes	Often	Alway s
I feel emotionally drained from my work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I feel used up at the end of the workday.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I feel fatigued when I get up in the morning and face another day on the job.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I feel frustrated by my job.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Working with people all day is a strain for me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I feel I'm positively influencing learner's lives through my work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I can easily create a relaxed atmosphere with my learners.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I feel very energetic.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I deal very efficiently with my learners' problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I have accomplished many worthwhile things in this job.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I feel learners blame me for some of their problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I worry that this job is hardening me emotionally.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I don't care what happens to some learners.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I have become more callous toward learners since I took this job.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Please tick the most appropriate answer.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
I always find new and interesting aspects in my work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
More and more often, I talk about my work negatively.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Lately, I have thought less about my work tasks and have done them almost mechanically.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I find my work to be a positive challenge.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Over time, one can become disconnected from this type of work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sometimes, I feel sickened by my work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
This is the only field of work that I can imagine myself doing.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I feel more and more engaged in my work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
There are days when I feel tired before I arrive in class or start working.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
After a class or after work, I need more time than in the past to relax and feel better.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I can tolerate the pressure of my work very well.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
While working, I often feel emotionally drained.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
After a class or after work, I have enough energy for my leisure activities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
After a class or after work, I usually feel worn out and weary.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

I can usually manage my workload well.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
When I work, I usually feel energised.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

We are now focusing on your workability. These questions can be pretty personal, and we ask you to consider every question. Of course, this information will be treated confidentially.

Current workability compared to highest workability ever: Assume that your work ability at its best has a value of 10 points. How many points would you give your current work ability? (0 means that you currently cannot work at all)

<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10
completely unable to work					work ability at its best					

Work ability concerning demands

	Very poor	Rather poor	Moderate	Rather good	Very good
How do you rate your current work ability with respect to the physical demands of your work?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How do you rate your current work ability with respect to the mental demands of your work?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Illness within the last year (12 months)

	None	max. Nine days	10-24 days	25-99 days	100-354 days
During the last 12 months, how many days have you been off work?	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Estimation of own work ability in 2 years

	Unlikely	Not certain	Relatively certain
Based on your present state of health, do you believe you will be able to do your current job two years from now?	<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7

Mental capacities

	Never	Rather seldom	Sometimes	Rather often	Often/ Always/Continuously
Considering the last three months: Have you been able to enjoy your regular daily activities?	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Considering the last three months: Have you been active and alert?	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Considering the last three months: Have you felt full of hope about the future?	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

5. Demographic information

Please note that all information is treated confidentially. Please provide us with information on your personal and professional background and school.

Are you?	
Male	<input type="checkbox"/> 1
Female	<input type="checkbox"/> 2

How long have you been a teacher (without maternity or other leave)?
for _____ years
How old are you?
_____ years

Are you a Mathematics teacher	
Yes	<input type="checkbox"/> 1
No	<input type="checkbox"/> 2
Which district is your school in?	
Pinetown	<input type="checkbox"/> 1
Umlazi	<input type="checkbox"/> 2
Other	<input type="checkbox"/> 3

What quintile does your school belong to	
Quintile 1	<input type="checkbox"/> 1
Quintile 2	<input type="checkbox"/> 2
Quintile 3	<input type="checkbox"/> 3
Quintile 4	<input type="checkbox"/> 4
Quintile 5	<input type="checkbox"/> 5

Which subjects were you trained in? Please list them below.

Which subjects are you teaching at the moment? Please list them below.	For how long are you teaching them?
	_____ years
	_____ years
	_____ years
	_____ years

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	years
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Please indicate your highest qualification.	
Lower than Matric	<input type="checkbox"/> 1
Matric	<input type="checkbox"/> 2
Diploma	<input type="checkbox"/> 3
First degree	<input type="checkbox"/> 4
Postgraduate degree	<input type="checkbox"/> 5
Please specify:	

How big is your school?
_____ number of learners
_____ number of teachers

Are you...	
...employed on a full-time basis?	<input type="checkbox"/> 1
...employed on a part-time basis	<input type="checkbox"/> 2
...a student teacher?	<input type="checkbox"/> 3

Are you...	
... a principal?	<input type="checkbox"/> 1
... a deputy principal	<input type="checkbox"/> 2
... a HOD	<input type="checkbox"/> 3
... a teacher	<input type="checkbox"/> 4

Are you...	
...a Senior Teacher	<input type="checkbox"/> 1
...a Master Teacher	<input type="checkbox"/> 2

What else would you like to tell us?

After completing the questionnaire, please return it to your school's sealed box. One of the project team members will collect this box.

Thank you for participating!

APPENDIX F: SIMILARITY INDEX RESULTS