A Phenomenological Study of Teacher Emotions as an Essential Construct of a Liberal Arts College's Signature Pedagogy using Sense-Making Methodology

Felicidad Galang-Pereña[1,2] ✎

[1]Faculty of Arts and Letters
[2]The Graduate School, University of Santo Tomas, Philippines

Abstract: This research aims to explore the emotional geographies of teachers' relations with colleagues in a liberal arts college, with the premise provided by Hargreaves of the International Center for Educational Change, that teaching together is better than teaching apart. It seeks to establish the status of the emotional aspect of teaching, in particular, what Hargreaves pinpointed as "the teachers' relations with other adults that seem to generate the most heightened expressions of emotionality among them," It will take issue with what he identified as the "absence of systematic efforts to understand and explain what patterns and components of teachers' relationships with colleagues create positive or negative emotions among them." The study made use of Focus Group Discussion (FGD) with Doodling exercise and Sense-Making Methodology (SMM), an approach developed by Brenda Dervin as a platform to conduct audience research by interviewing methodologically, to replace the noun-based frameworks that dominate research, practice and design with verb-based frameworks) with the hope that reflections yielded will gauge the emotional dimention of faculty life and shed light on the issue of collegiality in the institution under study.

Keywords: emotional geography, focus group discussion, doodling, Sense-Making Methodology (SMM),collegiality

Introduction

Researchers in education have begun constructing accounts about teachers' negative and positive emotions and their role in teachers' professional and personal development (Acker, 1999) and has gradually interfaced emotion not as peripheral to teaching, but as at the very core of teacher's lives (Hargreaves, 2001; Zembylas, 2006). The idea of "emotional geographies of teaching" by Andy Hargreaves of the International Center for Educational Change reflects the convergence of research trends emerging in two different fields: one is the emotional turn in geography, which acknowledges the presence of emotions in our understandings of the world and attempts to understand emotion in terms of its socio spatial mediation and articulation (Bondi, 2005) and the other is the recognition of social geographies or educational change, which emphasizes the importance of social spaces in understanding how people produce and react to educational change, because the process of change and its human landscapes are created by the actors (or agents) operating within a specific social context and structure (Goodson, 2004). Hargreaves considers one

of the most fundamental aspects of teaching and of how teachers change-- the emotional dimension, at the heart of teaching (Hargreaves, 1998).

In his interrogation of the place of emotion in teacher identity formation, Zembylas concurred with Smith (1996) in positing that "the teacher is an autonomous individual, constantly moving between the need to connect with other colleagues and the need to maintain a sense of individuality" (Zembylas, 2003).

In "The Role of Passion for Teaching in Intrapersonal and Interpersonal Outcomes," the researchers articulated that although much has been written about passion for teaching, very little empirical research and no formal theory or model seem to exist, and therefore, they endeavored to attempt to address the above question by using a new conceptualization of this passion (N. Carbonneau, 2008).

This research aims to explore the emotional geographies of teachers' relations with colleagues in a liberal arts college, with the premise provided by Hargreaves that teaching together is better than teaching apart (Hargreaves, 2001). It seeks to

✎ Eman Al-Thwaib (Correspondence)

✉ thwaib1@hotmail.com

☎ +

establish the status of the emotional aspect of teaching, in particular, what Hargreaves pinpointed as "the teachers' relations with other adults that seem to generate the most heightened expressions of emotionality among them," It will take issue with what he identified as the "absence of systematic efforts to understand and explain what patterns and components of teachers' relationships with colleagues create positive or negative emotions among them."

It is hoped that this study, by exploring the professor's inner landscape, will enable them to learn techniques that reveal rather than conceal the personhood from which good teaching comes because it is only when teachers are aware of their inner landscapes that they can understand where students are coming from, connect them to the subject under study and help them overcome their cynicism about an education that teaches "that the subjective self is unvalued and even unreal" (Palmer, 2007). Administrators will also be alerted to the growing movement of faculty and students in higher education who are concerned with bringing care for the "whole person"—hand, head, and heart—into the educational equation, and map a terrain that though large and diverse is just now finding a voice and language with which to pull its separate strands together and gain a hearing (Huber, 2010).

Research Methods

The study made use of Focus Group Discussion (FGD) with Doodling exercise and Sense-Making Methodology (SMM), an approach developed by Brenda Dervin as a platform to conduct audience research by interviewing methodologically, to replace the noun-based frameworks that dominate research, practice and design with verb-based frameworks (Dervin, 2008) with the hope that reflections yielded will gauge the emotional dimention of faculty life and shed light on the issue of collegiality in the institution under study.

Selection

Table 1 below presents the two groups of senior faculty members who consented to join the FGD from the college of Liberal Arts under study, and who also participated in the Doodling exercise.

Table 1
Research Participants

Group A

Position	Discipline	Gender	Age
1. College Department Chair	Interdisciplinary Studies	Male	51
2. College Department Chair	Media Studies	Male	49
3. College Department Chair	Social Sciences	Female	56
4. Former Faculty Club President	Philosophy	Male	45
5. Former Faculty Club President	Philosophy	Male	40
6. Current Faculty Club President	Media Studies	Female	52

Group B

Position	Discipline	Gender	Age
1. University-wide Dept. Chair	Filipino	Male	40
2. University-wide Dept. Chair	Literature and Humanities	Female	44
3. Faculty Member	Filipino	Female	63
4. Faculty Member	Filipino	Female	56
5. Faculty Member	Behavioral Science	Female	55
6. Faculty Member	Sociology	Female	48
7. Faculty Member	Theology	Female	62
8. Faculty Member	Economics	Male	48

Using Phenomenological inquiry, the fourteen senior faculty members, who have served in the college for ten or more years were given formal invitation and asked to sign consent forms to be part of the study. For the FGD, they were grouped into two: Group A consisted of Chairs of the three college departments and presidents of the Faculty Club, two past and one current; while Group B consisted of two university-wide department chairs and six faculty members not holding any academic or administrative positions. After the initial sifting, three faculty members were chosen for the SMM sessions.

Data Measures and Collection Procedure

To gather the data and information needed to understand the phenomenon under study, a *robotfoto* (preliminary sketch) for profiling the respondents and an *aide memoire* (interview protocol) containing the key questions were used. The two groups of respondents were scheduled for separate FGD in a conference room. Before the FGD proper, the respondents were asked to make Doodles on bond paper of how they perceive the relationship among faculty members in the college. It is believed that doodling has universal and personal meaning that unleashes the hidden symbolic powers of the mind (Read J. , 1997). Furthermore, the respondents were instructed to write a short descriptive paragraph at the back of their Doodles, which they were asked to share later for the FGD. The key question asked was: Where do you situate the faculty members' emotional geography in terms of these dichotomies: collaboration vs. division; collegiality vs. conflict; and community vs. isolation?

The research topic was introduced with a five-slide power point presentation and the purpose of the FGD was underscored, i.e. to gather significant insights. The key elements that contribute to focus groups being an effective tool for social scientists are the levels of "synergy, snowballing, stimulation, and spontaneity" that a group dynamic can generate (Maclaran, 2011). The entire proceeding lasting two hours was videotaped.

Data Explicitation

Field texts were subjected to phenomenological reduction using a dendrogram. The essence of the phenomenon was emerged using Collaizi's procedure, which consisted of (1) reading and rereading the field texts to develop a naïve understanding of the phenomenon; (2) extraction of significant statements which were used in surfacing data categories; (3) formulation of the meaning of the significant statements; (4) categorizing the formulated meaning into subthemes and themes by establishing commonalities, differences and relationships with and among statements; (5) integrating findings into exhaustive description to develop comprehensive understanding and (6) validation of the findings. For the FGD, Dendrogramming was accomplished to emerge themes, marked as positive (+) and negative (-), with a sample shown on Table 2, below:

Table 2
Sample Dendrogram on Teacher Emotion vis a vis the Dichotomies from the FGD

Value	Name	Cluster
Group 1		
Civility is the new respect. For majority, there is observance of collegiality, if passive acquiescence to preserve status quo. There is collaboration when official duty calls, but for personal relationships, still much to be desired. Perhaps we need a social director of sorts. Community Spirit is a personal choice we make. We can isolate ourselves, as outside of the campus, *may kanya-kanyang buhay tayo*. Friendships with colleagues is a gift that we must treasure. For all the perceived notions about our college, we still continue to shine through COD/COE status.	Respect Personal Choice Preserve status quo Gift to treasure	+Mutual Respect +Social Reward +Peer support +Sense of belongingness +Culture of Dialogue +Rebuilding +Role Models +Mentoring -Physical Division/Walls -Cliques -Isolation
There is respect for other members as a general rule. If there is conflict, we try to resolve. I experienced collaboration first hand, after my house was struck by fire, and I saw the soft side of the faculty members. We support each other in times of sickness and death. Social beings *tayo lahat, nandyan lagi* despite differences, competition, so we must all have concept of oneness and belongingness. There are times when animosity strikes, but majority just observes civility. Our Regent has done great things towards fostering a strong sense of belongingness.	Respect Conflict resolution Support in difficult times Civility Sense of belongingness	-Conflicts -Emotional immaturity -Resistance -Group-think -Bullying -Selfishness -Lack of Decorum -Apathy -Lack of Professional Distance

From these data, three participants who were willing to elaborate on their perceptions through the SMM methodology were selected. Using the matrix provided by Dervin below, their verbing metaphors were plotted as they spoke, in a template that focuses on movement (including force, power, energy) through time-space across a reality assumed to be in part discontinuous, facing gaps, making bridges and evaluating outcomes (Dervin, 2010).

Table 3: SMM Matrix

SMM   INTERVIEW   with_____
Date_____
WHAT HAPPENED:
HOW CONNECT WITH YOUR LIFE/PAST
QUESTIONS, MUDDLES
IDEAS, CONCLUSIONS
EMOTIONS, FEELINGS
HELPS
HINDERS
POWER
SENSE OF SELF
MAGIC WAND

The three respondents' verbalizations were then subjected to Dendrogramming to yield the themes of the emotional boons and banes they experienced within their teaching circle, as in the sample table below.

Table 4: Dendrogram for SMM of three respondents

Value	Name	Cluster
Respondent 1		
WHAT HAPPENED: Many positive, Deans very supportive of me pursuing my MA gave me load after I almost left the university. Unpleasant experience with fellow professor when she extended the time to use a room where I was to teach, had confrontation. Felt bypassed during thesis defense when I was so prepared to ask questions, while my co-panel did not seem to have studied the thesis. *Inako ko na lang*, transcended, thought I never made it known to her that I felt offended. I can separate my feelings for someone as a professional and as a friend. I transcended that feeling	Supportive deans Confrontation with colleague Able to transcend offense Able to separate professional and personal feelings	+**P**rofessionalism +**R**ebuilding/Role Modeling +**I**nstitutional Support +**D**ialogue culture +**E**mpathy/Emotional bonding
HOW CONNECT WITH YOUR LIFE/PAST – am a sensitive person, in sense that I listen to both spoken unspoken/verbal and non-verbal cues. I treasure friendship very much, am willing to sacrifice and get over hurts. I consciously work on my hurts so that they will not get in the way of me being a Christian. A process, not easy, which I shared with family members. Did not have much problem in corporate world, very professional dealing, no personal conflicts.	Sensitive to non-verbal cues Conscious self-healing of hurts	-**P**hysical Division/Walls -**R**esistance -**E**motional immaturity -**J**ustice denied vs. bullying -**U**nconcern/Apathy -**D**ecorum, absence of -**I**solation -**C**liques and Group-think -**E**go-tripping/Selfishness -**L**ack of Decorum -**A**pathy -**L**ack of Professional Distance
QUESTIONS, MUDDLES- Knowing my status, *medyo bumagal ang* promotion, *hindi ko alam ang* cause, *nagtatanong sa sarili ko yung iba mas mataas ang* rank. I worked it out within, sobrang convinction *na matapos ang* PhD. *Grabe ang* struggles, death of my mom, sickness and eventual death of my husband. *Dumaan sa butas ng karayom sa* Lasalle. Even as I struggled within, I sensed intrigues, I have to choose my battles in life. *Hindi ako pumapasok kung hindi ko alam ang buong kwento. Hindi pa masyadong* streamlined *ang* documentation/ system. That is why I had difficulty with my promotion, there were no documentation of my teaching load in the college, I had to reconstruct this on my own.	Struggles vs. the institutional system confounded by personal griefs	
IDEAS, CONCLUSIONS- My major is English, for 10 years *yan ang tinuturo ko*.MA Psych UST then PhD DLSU. There came a point in	Choosing battles with	

my life when boredom became a routine analyzing language lessons, providentially, change in love life, went abroad. Processed experience in Jeddah. Decided to branched out to Psych. Life has become	colleagues	

Findings

The doodles yielded a very interesting collection of visual ruminations, an array of emotional peaks and valleys stimulated by the FGD topic on collegiality and its emotional ramifications.
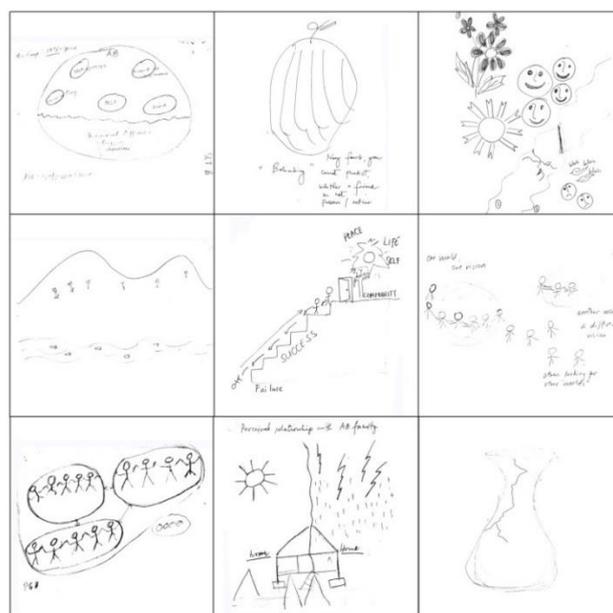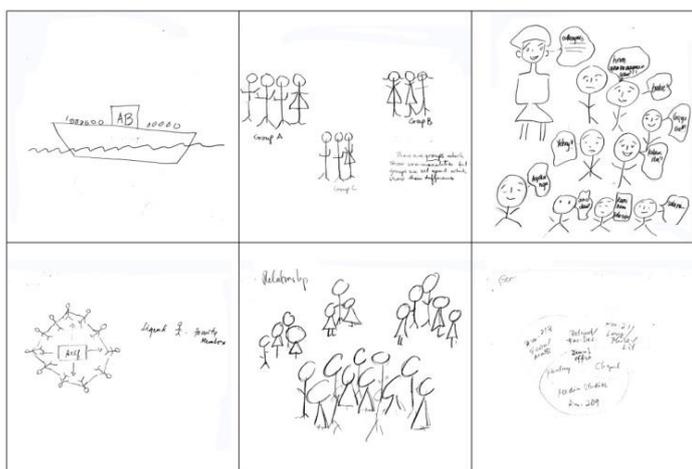
In the Doodling activity, analysis of the drawings/sketches turned in by the fourteen faculty members on their perception of the emotional geography in terms of collegiality can be classified into two kinds: sociographic and metaphoric. In the sociographic mode, the two groups yielded a predominant image of cliques or groupings with their own interests, as in stick figures encircled to signify the subgroups and subcultures. One respondent explained this sociogram:

There are groups which show commonalities but groups are set apart, which show their differences.

Another averred:

There are several groups among the faculty members, according to their interests and age-groups. But despite their groups, they would get along with each other. However, there is one group who always contradicts anything and everything.

Four respondents, who are all PhD holders, made use of metaphorical sketches: one of a flowing stream to symbolize the fluidity of time and space in the faculty, another of a garden divided by a river on which two banks are the positive and the negative people in the faculty, another of a house weathering sunny and stormy climes and another an ironic mathematical equation, $2 + 2 = 1$.

The first metaphor from a Psychologist said that time and people are so fleeting that she has to maximize bonding sessions with colleagues, since *"we cannot step on running water twice."* The second metaphor is from a Theology professor who sees herself balancing between peacekeepers and trouble makers. The third metaphor is from a Sociologist who admits that factionalism affects her relationship with colleagues and accepts that both good times and bad times are part of life's realities. The fourth, an Economist explains his queer equation: The standard is, you get a sum of 4. It means that together or separately, you get 2 each. With synergy, $1 + 1 = 3$, it means together, you are stronger and better. However, my equation means that in time, you are more productive alone rather than with others.

From the FGD, the positive values of mutual respect, social reward, peer support, sense of belongingness, culture of dialogue, rebuilding, role models and mentoring were overtaken by the negative values of division, walls, cliques, isolation, conflicts, emotional immaturity, resistance, group-think, bullying, selfishness, apathy, lack of decorum and of professional distance. While many agreed that as a general principle, there prevails respect among majority of the members of the faculty, many also disputed that there is prevalence of deviation from the norm perpetrated by a few, and these infractions have not been properly dealt with, as these responses attest:

There is perennial conflict testing emotional maturity, esp. when the focus is on personalities, not issues.

In terms of collegiality, the negative outweighs the positive, that is why, when I hear something distasteful, I just leave the room. There should be respect for everyone.

There is agreement among the respondents that bullying goes on unabated, from one particular group or gang of four. These were some telling accusations:

Later, a group started bullying me, so I isolated myself in the third floor of the library. It did not help that majority just stood by and did nothing.

In the beginning, there was a pleasant atmosphere with the old guards as good role models. Then there were infractions on professional and personal spaces leading to hurts.

Those who are victimized by bullies seem helpless, with no reprieve in sight. I for one, though, tried to patch up things with them by talking with those involved.

From the SMM exercise, the themes may be identified with the mnemonic PRIDE and PREJUDICE, borrowed from English novelist of manners, Jane Austen. Borrowing from Biology, the telophase stage of mitosis or cell division can best illustrate the tug of war in the emotional geography of the faculty members. In telophase, the chromosomes are cordoned off into distinct new nuclei in the emerging daughter cells, which may be used to segregate the positive from the negative emotional strands at play in the faculty, as perceived by the three respondents who gladly went through the process. The figure below provides the simulacrum:
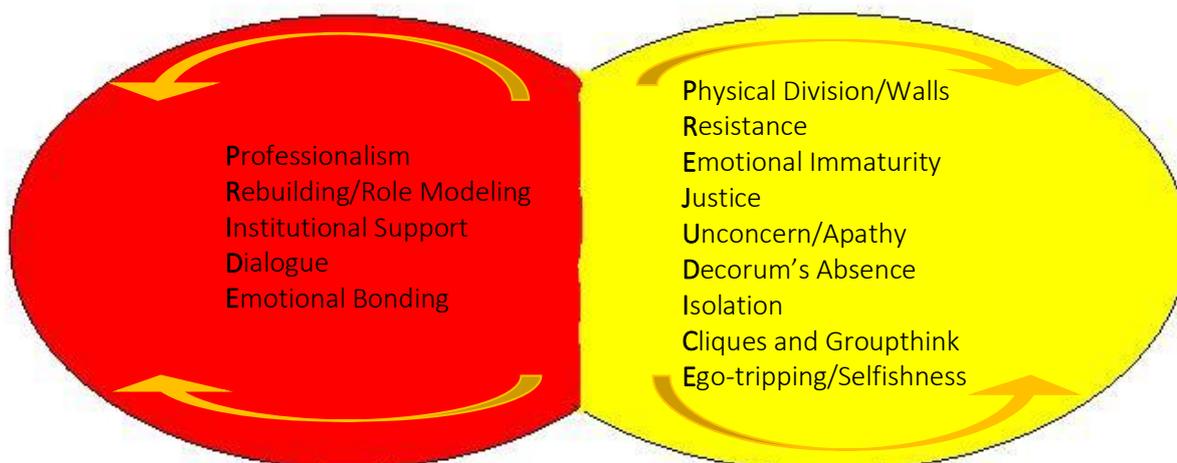
Figure 1: Emotional Telophase: PRIDE and PREJUDICE

PRIDE

The positive values were perceived as inherent in majority of the faculty members, who go about their daily work, with a strong resolve to be unaffected by the hard emotional labor inflicted by a minority.

Professionalism, mainly the ability to separate personal feelings from issues, is at work in all the departments, except one—the department where the chair articulated her perception of resistance from the discipline's faculty members to her designation as their head. In particular, one department that prides itself in having one Center of Development (COD) from the Commission on Higher Education (CHED), claimed that when the situation demands, particularly during accreditation periods, all hands spring on the deck, as this verbalization proved:

For all perceived reputation of belligerence, it is a wonder that the college continues to be one of the best in performance, as proven by its COD and Center of Excellence (COE) status because when work is demanded, majority sets aside personal animosities.

Rebuilding/Role Modeling was a positive note on which the above mentioned department chair, who was met with belligerence by her faculty members upon assuming her post, plotted the current course of the college in terms of collegiality. However, this term was gently contradicted by three respondents in her FGD group, with the assertion that its use may make it seem to appear that the college is in shambles. One of these three, who has been vocal in her frustrations about the selection of the college' academic officials, and who has suddenly tendered her irrevocable resignation upon securing a visa to the United States, ironically agitated:

Let us not use the term rebuilding, nothing was destroyed, perhaps reform.

The second one, a practicing psychotherapist, made her objection to the term rebuilding explicit:

There's willingness to resolve conflicts, there's the concept of oneness and belongingness despite differences. Perhaps, instead of rebuilding, we may use enhancing, empowering, improving.

The third one, a frequent resource speaker for public affairs programs on television concerning sociological issues, considered the college still welcoming, and commends the regent as a good role model. She insisted:

After all is said and done, we are a community. We just need to recognize the importance of giving privacy to each other. The regent has done so much towards building a caring community.

Institutional Support was also an oasis in the otherwise parched landscape of harmony in the faculty, mainly coming from the administrative authorities like the dean, assistant dean, faculty secretary and the caretaker of the college, the Dominican regent. This support came at opportune times of personal struggles like bereavement and illness in the family. One respondent, who went through trying times while teaching and studying, aggravated by bereavement of family members, emphasized with gratitude:

My deans were very supportive of me when I pursued my masterate and doctorate degrees, especially the latter, when I went through the eye of the needle, with

the death of my mother, lingering illness and eventual death of my husband prior to my dissertation defense.

Two respondents, who were devastated by fire in their respective residences affirmed this support and shared:

I have seen the soft side of faculty members, and experienced their support when our house was almost razed to the ground.

So many came to offer their help, brought beddings and other stuff when part of our old house burned down. This fire came soon after the death of my mother, and it was a very low point in my family's life.

Dialogue was seen by some as part of the culture that advances the cause of academic peace, and endows the faculty member with power to assert his individual voice. All the respondents agreed that it is a personal choice to be collegial, and to make the effort to connect with each other even for brief spells in the faculty pantry, comfort room, and while waiting for the bell, in the corridors. One professional psychotherapist averred:

Because I know what I desire, I am empowered and becomes a source of healing, when I am able to communicate with my colleagues even for short episodes when we can sit down and reach out to each other.

A former seminarian, who is acknowledged as a gentleman of the old order, affirmed the efficacy of dialogue in the faculty's volatile emotional landscape, when he assented:

There is still the chance to talk in the premises, during birthday treats, visit other department's faculty rooms—to avoid boredom teaching day in and day out.

Emotional Bonding was underscored as a strong reinforcement of community spirit, occasioned by regular faculty team building, retreats/recollections, shows, seminars and workshops. This emotional ties were remembered as very strong when the so-called "old guards" were still in the college, as they had authentic concern for the younger members of the faculty. One respondent rued their absence:

I miss the old faculty members, specially those who made me feel I was part of the AB family. Now, I feel I only have a fleeting acquaintance with the junior one, and would like to maximize bonding with them.

A very pragmatic prescription to enhance psychological cohesion was contributed by a Sociologist:

We have to accept the idiosyncrasies of each one, which makes the college colorful, what is important is we connect with each other in curricular or extra-curricular events, and we should have more of these to spice up our hectic lives.

PREJUDICE

The negative values, which were more numerous, were perceived as overwhelming, though perpetrated by only a few members of the faculty, as in this much deliberated acquiescence from one respondent whose field is Psychology:

I am aware that it is possible that there are only four who cause the conflicts.

Physical Division/Walls was seen as a deterrent to closeness, as the walls which divide the three departments serve as a literal barrier to community spirit. There used to be just one big faculty room in the ground floor of the building, but two years ago, a new one, consisting of three separate rooms and a common pantry was constructed in the second floor to make it flood-free. This restricted the personal encounters of the faculty members, physically and psychologically, as this was the contention from two respondents:

We have moved more towards isolation instead of community spirit, with the new faculty room set-up, paving the tendency to form sub groups.

I am aware of the hurts of some, and would like to break the wall that isolates them.

Resistance was the feeling felt by one Theology professor as emanating violently from one group who cannot accept other groups. Though she does not really belong to the college and teaches here as assigned by her university-wide service institute, she has captured the group dynamics in the college with uncanny accuracy. She emphatically stated:

Though this group may consist of only four, still they insist that they dominate over the rest. In the end, one must make his own decision and disregard those who demand control over the others, and this requires maturity.

All the respondents agreed to this perception and could only laugh that such a miniscule number can be the keepers of Pandora's box that plagues the college with hostility and strife.

Emotional immaturity was the root cause identified by all the respondents as to the decimation of collegiality among the faculty. Some members of the FGD expressed disbelief that there are people in the academe who refuse to "grow up." One respondent, who is the most junior in terms of service, boldly claimed:

Conflict predominates as emotional maturity seems lacking, especially when people would focus not on issues but on personalities, when it should be "work per se, nothing personal." People must learn to build up, not bear down.

One language professor, who came from the corporate setting before teaching in the college, posed this series of questions:

What have I done that caused them to do such? In the first place, why are these people in this kind of community? How can personal conflicts affect professional relationships? Where do they get their energy to be full of wrath everyday?

Justice denied by Bullying was a common frustration from respondents who have been victimized by violence in the workplace. One respondent who had to find sanctuary in the library to escape the bullying that escalated after the old timers in the faculty retired, lamented:

Administrators have failed to sanction these bullies so it is difficult to find peace and develop trust in your colleagues.

A confession came from a faculty member who always got the short end of the stick when he was accused in the level of the faculty council several times by his colleagues identified with the "gang of four":

When I divide the number of years I have spent here (my orientation is numerical)-- division outweighs cooperation. In my early years, there is bullying kind of atmosphere from faculty members who are tenured, and they bring up issues against you when your time for tenureship comes up.

Unconcern/Apathy was the underlying cause of the bullying that has been going on for a long time in the faculty. People would not stray from their comfort zones so long as they are not the targets of bullies, and would even cooperate with schemes like petition and poison letters, just to save their own skins. One of them divulged:

You are so intimidated when_____ knocks on your classroom door to sign her petition letter. Sometimes,

she has cohorts with her, they attack you like wasps, even inside the toilet, you have nowhere to hide. You will give in, especially when you are not yet tenured.

Another rationalized the experience in the culture of silence that perpetuates the bullying, relying on her own strength to combat them, despite the lack of concern from majority of her colleagues. She confided:

I have been a victim of verbal harassment though I am trying to deal with these bullies one at a time, because I don't want this to blow out of proportion. I have even tried to talk to those involved but to no avail.

The apathy of majority continues to fan the embers of bullying, as one senior faculty member confided:

The best attitude is to be unconcerned, with my maxim: I came here to work, secondary is to make relationships.

These verbalizations explained why the school yard bullies have not met their comeuppance, because otherwise good men preferred to do nothing.

Decorum's Absence was another root cause of ill sentiments in the faculty, with the lack of good manners and common courtesy deliberately foisted by bullies to terrorize their victims. On a daily basis, one notorious character would bang doors, slam chairs, drop books and equipments on the floor, turn off lights in the comfort room when a target is inside, prompting one respondent to exclaim:

They lack urbanity, have crab mentality, are dismally shallow and pathetically emotionally needy.

One recent victim narrated this eerie scenario:

One time, she was making a ruckus in the comfort room. Then, in the pantry they have this script, obviously alluding to me because I was the only other person there: "She looks stinky..so cheap…She pretends to be Ms. Goody-two-shoes, but in reality, she is trashy. Why is there trash in here?"

Isolation was a common problem among introverts in the faculty who would keep to themselves rather than rock the boat. The expression, "teach and go" aptly describes this stance of avoiding the company of co-faculty members, for fear that they would be involved in problematic situations. One respondent with a mild temperament shared:

It seems some people are living in their own world, so instead of being united, each would rather lead separate lives.

The desolation led one respondent to this negative conclusion:

It's not healthy to keep a personal relationship in the work place. It is not enough to look at common characteristics in choosing friends. Competition is unavoidable in the college setting.

Cliques and Group-Think, which, taken to the extreme is called *"kuyog"* mentality in Filipino destroys community spirit in the college. Part of the power block tactics of this group is to ostracize those who would not be party to their schemes, with a ring leader who dictates who should be in and who should be out of their circle. One very telling confession of a department chair whose projects were almost always sabotaged by this group was:

When I was first appointed to my position, there was one group who had strong resistance to accept me and this practice of a few to group-think and prejudge others who do not belong to their clique is counter productive.

This herd mentality blitzkrieg has been recorded time and again during cluster meetings when the head bully would berate and give a tongue lashing to even the highest academic official and his cohorts would back him up, with the rest of those in attendance just keeping quiet for fear of their own safety from this public crucifixion.

Ego-tripping/Selfishness was the ultimate reason for the lack of cooperation and collegiality, with people just protecting their own agendas and projecting their own glorification, as observed by one respondent who was frustrated with the prevalence of dissension, with personal differences getting in the way of individual and institutional progress:

There is conflict because of individual selfish objectives and interest as in somebody I know who would not give others a chance for academic advancement and would like to die in the saddle, i.e. retire in his position.

One respondent even revisited Maslow's hierarchy of human needs to analyze the bathos of those who remained stuck in the lowest levels and so could not reach the altruistic stage necessary for a true caring community to evolve in the college.

Lines of Defense

Also significant from the SMM exercise is the identification of three lines of defense against bullying. All three agreed the battle lines start with one's self and one has to fortify himself through prayer and self-improvement as the best vindication against their aggressors is empowering one's self in fulfilling one's role as a teacher. Consider the following verbalizations:

I try to process my feelings myself, and I resort to prayer.

I was not diminished as a person despite the bullying, because I am a fighter.

I know that I have strength when I consider the weaknesses of these people, as they are just envious of me.

The second line of defense is the dean of the college (succession of four in the last four decades), who stands sentinel in the ramparts, almost always giving indirect affirmation through the assignment of teaching load and endorsement of graduate studies. These are the telling recollections:

From a respondent who had to endure the sink and swim alone proposition operative in the college when she was struggling with professional and personal issues: *All my deans have been supportive of me in my studies and in my teaching assignments,*

From a respondent who was "flavor of the month" by the bullies, being an alumni of another college in the university: *One semester after my entry to the college, I was deloaded. When Dean___ came in, I was given full load again.*

From the most recent "fatal attraction" recipient, who was even approached by lawyer friends to litigate against the bullies: *I was vindicated of my professional worth when the Dean asked me to take 30 units load, when this bully was scrounging for 24 units.*

The last line of defense, and thus, the weakest is their peers or co faculty members, who are often apathetic, as they twiddle with their thumbs in the rear flanks, motivated by pure self-interest. Two articulations on the culture of silence that allows unacceptable behavior to escalate are intense:

In my early years, there is bullying kind of atmosphere from faculty members who are tenured, as perceived by those non-tenured. It was terrifying, you have no peace.

There are biases, taking sides, betrayal. Simple misunderstanding in a certain context, tempers rise, people argue violently. I snapped.

One respondent, who was successful in parrying these onslaughts, modulated the intensity of the two ventilations:

With the four (bullies), I have a heavy feeling, my sensing is very strong, but if I do not agree with them, I tell them outright. I assert my thoughts and feelings without invading personal domains.

One respondent focused on the positive emotions gleaned from her influence in her student lives as her motivation despite the wanting collegiality in her faculty. The second is still in the process of transcending the bullying tactics of colleagues, secure in the knowledge that her aggressors have their own personal demons to exorcise. The last has actually crossed the bridge and endeavors to help those still struggling to make it to the other side. As he wrote in the SMM Matrix:

Now, I can give advise, to just ride out the storm Soon it will end, and despite the emotional scars, things will get better, as this is part of life.

The verbing metaphors that were gleaned from the responses to the magic wand (if one had the power to change things) exercise in the SMM process were as follows: healing of hurts, asserting thoughts and feelings without invading personal domains, wishing they (bullies) would no longer be existing, removing personal hang-ups. All of these carried a very strong resolve on the aggrieved parties to rise above the negative situation through individual fortitude and heightened level of professionalism.

But all three who went through the SMM exercise concludes that the lack of collegiality they experienced helped them become better in their profession. They made use of the negative stimuli as challenges to improve their teaching credentials. Two have finished their doctorate degrees several years ago, and one is completing her course work prior to dissertation writing. All were recently promoted or reclassified to the next rank, owing to their academic achievements and very satisfactory evaluation from administrators, peers and students. No one has entertained going on early retirement despite recent movements in the university for early voluntary separation from the service with cash incentives, as it anticipates the K-12 impact and the ASEAN 2015 integration.

Discussion

This study supported current literature that teachers should be more capable of learning from their own and other's experiences through active reflection on their actions and their consequences (Makinen,

2013). Power relations are inherent in "emotion talk" and shape the expression of emotions by permitting us to feel some emotions while prohibiting others (for example, through moral norms, explicit social values such as efficiency and on on) (Zembylas, 2003).

The Doodling and FGD sessions synthesized the emotional learning achieved by the long years spent together in the same college by the respondents. While the college chairpersons deemed it wise to focus on the positive values, the rank and file and faculty club presidents were bolder in admitting that emotional stability resulting from collegiality is still wanting in the faculty, and continues to be a source of psychological stress for majority.

The SMM exercise with the three faculty members who acknowledged the prevalence of bullying showed the path to how the emotional labor of teaching can be lessened through reflection and deep awareness of the tensions inherent in one's professional identity. Often unacknowledged feelings of hurt, guilt, resentment, fear, injustice, and shame, for example, are common at the interface of the person of the teacher and his or her professional identity (Leith, 2001).

So many studies have shown that the ways teachers emotionally experience the context of teaching significantly relate to the ways they approach their teaching, with positive emotions being associated with a student-focused teaching approach and negative emotions with transmission approaches (Trigwell, 2012). In this research, faculty members in the college were able to review their pedagogical posture and validate if the hard emotional labor exacted by the fizzures in collegiality is jeopardizing their students' best interest.

Fortunately, the three faculty members in the SMM exercise of this research had the wisdom to discern that "the fight" is not with the students, but with the few colleagues whose mission in life is to make others' lives miserable. A cursory look into their Outcomes Based Course Plans (Syllabi) would show that they maximize learner-centered activities, and this is verified in their personal interviews. All of them are making use of the E-Leap, the web-based learning management system of the university to cater to the new learning modalities of their students. Each of them has devised their own rubrics to gauge if their classes are really engaged in the creative and critical applications of their lessons. Even their written assessment tools (quizzes and term examinations) prove that they are not just concerned with knowledge transfer, but with equipping their students with requisite real-life skills.

The pioneering work of Salovey and Mayer (1990) on emotional intelligence (EI) saw this construct as "the subset of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Mayer, 1990). Later, this was recalibrated to include "the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Salovey, 1997).

Goleman too, theorized on EI and included self-awareness, empathy, managing emotions, self-motivation and handling relationships with others (Goleman, 1995). The Doodling, FGD and SMM exercises in this research took the respondent professors of the liberal college under study on a journey that kept them in touch with their emotions, helped them check their level of tolerance to negative pressures and guided them into processing the stimuli in their emotional geographies towards the end goal of helping them become better persons and professionals.

As argued by educators and counselors, EI is an integral part of positive psychology which has a significant impact on human performance, sense of happiness and subjective well-being (Bar-On, 2010). EI has a moderate but significant correlation with burn-out elements, inferring that teachers with high EI were like to feel less emotional exhaustion, experience low levels of depersonalization and had a high sense of personal accomplishment (Platsidou, 2010). From this research, EI was established as an essential component of fortifying one's professional preparation for the vicissitudes of relationships with colleagues, particularly when bullying is experienced.

The findings of this study should draw more attention to the primacy of teacher emotion, with the recognition that emotional and cognitive health are affected by personal biography, career, social context (of work and home) and external factors (Day, 2004). Educational Psychology theorists should map the terrain of emotional geography within the ambit of the culture of silence that prevents deep-seated anguish, mistrusts and frustrations from being investigated with an agenda for gradual healing and permanent caring. When implemented as a regular feature of faculty research and development programs, Dervin's SMM matrix is a scientific process that will prevent these unspoken sentiments from becoming a rancorous affliction that "allows the present to be stolen by an unchangeable past and an indefinite future," as the inspirational writer Steve Maraboli has exhorted.

Even if only on a limited scale, this research endeavored to bridge the gap between the existing reality of the school culture and the idealistic image of the professional reality with which the respondents began their teaching career, following the path of earlier scholars (Flores, 2004; Goldstein, 2005) and examined the professional identity construction process that occurs as teachers cope with the tensions, conflicts, and gaps that arise in their work (Clandinin, 2010). Hopefully, more researchers will be directed towards this gap, with the impetus of college administrators, who stand sentinel to the integrity of liberal education as they hold the scales that balance the emotional ups and downs of their faculty members.

Conclusion

This study sought to shed light on a dimly understood facet of a liberal arts college's culture, that of collegiality and how it affects its professors' emotions. Using SMM, it endeavored to lead the way towards fostering systematic reflection so that isolation, a long time concern of the teaching profession, will no longer be a fertile ground for stress and depression among faculty members.

While as a general consensus, mutual respect is present among the college faculty, a nagging deviation in the norm of a group of few has victimized either directly or indirectly a majority of the respondents, depriving the workplace of harmony and security. The SMM exercise with three faculty members was instrumental in underscoring the destructive actions of these few, and the use of verbing metaphors was recognized as the starting point of individual catharsis and transcendence.

In its purview, this research is a beacon pointing towards greater recognition that a heavy weight in the emotional burden of teaching may be lifted if the spirit of collegiality among the faculty members will be strengthened. This finding upholds the practice of collaborative inquiry which should be part of the academic culture. Various studies cited have reported that collaborative inquiry among teachers positively contributes to teachers' professional development and these
studies pointed out that, in the context of community, they can resonate their tacit knowledge through dialog and collaborative interpretation, revisit existing teaching practices, reconfigure a framework to support appropriate alternatives, and thus reinvigorate their teaching practices.

College administrators must pay more attention to the structures and policies that will sustain the growth of

collegiality among its teaching force. As part of community building, it must reinforce positive attitude through a merit system that will reward collaborative efforts and team work endeavors. Faculty associations must prioritize activities that will build solidarity and capability for genuine caring in the workplace. Regular group meetings and reflective diary writing can play an important role in maintaining and activating the inquiry community. Group meetings and round table discussions can be centered on reflections about teaching practice, and can provide a mechanism for involving teachers in the process of collaborative knowledge construction.

Wellness programs for faculty members must not only focus on the physical, but equally on the psychological. Psychotherapy must become a regular item in the medical benefits of teachers so that they can process conflicts within themselves and with colleagues. As it happens, while physiological illnesses are regularly addressed, psychological issues are usually swept under the rug, as there is a stigma attached to this health dimension, aggravated by a cultural aversion towards what is perceived as a personal and private concern. Sights can be trained too on the spiritual sphere which can be the missing piece of the puzzle in the emotional geography of the profession, if it is to lead to a smoother journey in the vocation of teaching.

As part of the propagation of a mentoring culture, the system must also include training older faculty members to become life coaches, not only academic gurus. Life coaching is a more comprehensive counseling task that draws upon a variety of tools and techniques from other disciplines such as sociology, psychology, positive adult development and career counseling with an aim towards helping people identify and achieve personal goals, particularly during transition periods (bereavement, terminal illness, life changes like matrimony, parenthood, separation, menopause, andropause, empty nest) in their lives. Thus, IQ and EQ/EI must have equal attention in the inventory of professional development and evaluation programs of every academic institution.

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