EXPRESSING AFFECTION TO PRESCHOOL CHILDREN IN GROUP CARE:
AN EXPLORATORY STUDY OF EARLY CHILDHOOD TEACHERS' PERSONAL LIFE EXPERIENCES, BELIEFS, AND PROFESSIONAL PRACTICES

by

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A thesis submitted in conformity with the requirements for the Degree of Doctor of Philosophy
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Abstract
Expressing affection to preschool children in group care: An exploratory study of early childhood teachers' personal life experiences, beliefs, and professional practices
Degree of Doctor of Philosophy in the year 2000
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Using the combined theoretical frameworks of Bowlby's attachment theory, internal models of self, and intergenerational transmission, Epstein's personal theory of reality, and Schutz's principle of basic dimensions, this quantitative-qualitative study examined affection in the personal and professional lives of 7 early childhood teachers. Teachers' affection behaviours with children were observed and detailed data about both the teachers' personal and professional views about affection and their childhood experiences with affection were gathered. Analyses of the teachers' affection behaviours and their personal and professional narrative accounts regarding affection indicated that there were close connections among teachers' personal childhood histories, their personal lives, and their professional practices with respect to affection. Many similarities were found in the teachers' personal characteristics and professional practices. They described themselves personally as loveworthy, affectionate, competent, and giving. Each teacher displayed a positive self-concept/self-esteem and identified positive childhood experiences with an internalized loving "parent" figure. In childhood the teachers had successfully resolved early developmental issues of inclusion, control, and affection. Professionally, they regarded themselves as competent and successful teachers who assigned high priority to nurturing and affection in their relationships with children.

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Emotional burnout and teaching-as-mothering implications are discussed, as are recommendations for inclusion of affection in teacher training and teacher supervision. The Affection Measurement System by Sandra Twardosz and a teacher personal-professional narrative questionnaire by the present author are employed in the present study and recommended for future use.
Acknowledgements

I find it a particularly pleasant task to thank those individuals who supported me in the course of the research and writing of this dissertation. To the teachers who participated so enthusiastically in the study, thank you very much for the generous sharing of your time and thoughts. I also appreciate the support of the supervisory personnel in the child care centres, and the participation of my colleague, Anne Sheppard. I extend my thanks to Professors Andrew Biemiller, Jan Pelletier, and Carl Corter whose advice and support encouraged me to pursue this area of early childhood research. These committee members also carried me through some difficult times and enabled me to complete the dissertation. I am very grateful to Professor Biemiller, who readily agreed to take over the role of committee chairperson in the latter stages of the writing process, and to Professor Jan Pelletier for her time and expert editing contribution. I also acknowledge a very special debt of gratitude to my wife Janet and my children, Laura and Taylor, whose patience, encouragement, and playful harrassment kept me focused and got me to the end of this project.

This dissertation is dedicated to my mother and to the memory of my father. As I recollect, they provided me with a great deal of affection in my own childhood. I thank them both for that.
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Chapter 1

1.1 Introduction

Over the years, in my role as an early childhood education college instructor, I have spent many hours observing early childhood teachers in their classrooms. I have noticed that many teachers display abundant warmth and affection to children while others are more emotionally reserved and even distant in their interactions. Common sense suggests that teacher warmth and affection should have a positive effect on children and support their emotional well-being. Indeed, the literature on children's emotional development, particularly in the areas of affection and attachment, does highlight the importance of a positive emotional connection between adults and the children in their care. (e.g., Clawson, 1997; Denham, Zoller, & Couchoud, 1994; Elicker & Fortner-Wood, 1995; Howes, Hamilton, & Philipson, 1998; Katz, 1980; Kontos, 1997; Sandhu, 1995; Weider & Greenspan, 1993).

In my master's thesis I examined the affection behaviours and the affection-related beliefs, attitudes, and professional practices of a group of preservice teacher trainees in the final semester of their college early childhood education program (Sutherland, 1992). I found that in various ways they did display affection to children, some more than others, and they all believed that children benefit from it. In that study, however, the trainees admitted that they were not sure whether teachers should express affection and, if it was acceptable practice, which expressions were considered to be professional. I was intrigued with their uncertainties. It turned out that teacher affection was an undeveloped aspect of their knowledge of professional practices; teacher affection in group child care had never really been discussed in their college courses.

It seemed that in addition to inadequacies I had found in the preservice teacher training program of this group of trainees, there was much more to learn about teacher affection. For the master's thesis study I gathered information about a group of teacher
trainees' affection behaviours with children and the trainees' developing professional beliefs and practices. I had no information, however, about their personal histories or their lives outside of the classroom. Subsequent to that study, I had a hunch that knowledge about the childhoods and personal lives of teachers would be helpful to understand the varying qualities of warmth and affection in their interactions with children. Kesner reported studies of the relationship between student-teachers' attachment histories and the quality of their attachment relationships with children (1994, 1997). He found some evidence that trainees who were more securely attached in childhood had relationships with children characterized by less dependency. Also noted was a significant relationship between the emotional warmth aspect of the trainees' attachment relationships with children and the trainees' attachment histories. In another study he examined trainees' personalities and their attitudes about their relationships with children but found a very limited relationship using the Myers Briggs Type Indicator as a personality assessment tool (Kesner, 1995). He noted, however, that there were very likely other factors to consider in teachers' emotional relationships with children.

To pursue the teacher-history connection and warmth/affection-relating issue, however, I preferred to study experienced teachers for several reasons. That is, I have found while supervising trainees that one of their major concerns is to successfully adapt as a guest in the classrooms of other teachers. Their priority is to appropriately demonstrate newly learned professional practices to their cooperating teachers and field placement supervisors in order to achieve a passing grade. Most preservice trainees have had some personal experience with children. Some may also have worked as untrained assistants in preschool classrooms. The majority of trainees, however, have not yet had substantial professional experience with young children in group care and in that early phase of their careers they do not have a mature perspective on the quality of their relationships with the children. Also, because of the short-term nature of field placements in classrooms, it is impossible for trainees to develop the stable, long-term
interpersonal connections and commitments with children that experienced teachers have.

Some teachers behave much more affectionately toward children than do others. Why this is so, interested me. In particular I wanted to find out about teachers' affection within the broad context of their own childhoods and personal lives. This led me to carry out the present study for the doctoral thesis. I decided to investigate the affection behaviours, affection-related personal life experiences, and beliefs and professional practices of experienced early childhood teachers who work with 3- and 4-year-old children in 3 college laboratory child care centres. I wondered if there might be identifiable commonalities in teachers' generic profiles of behaviours and characteristics. I was fortunate to find a sample of experienced, dedicated teachers who agreed to participate in the study.

At this point clarification in terminology is required. The present study examines the practices of a group of accredited early childhood teachers. The word 'teacher' is used in this study for ease of expression, although in the early childhood education literature they are also referred to as day care workers, infant teachers, preschool teachers, professional caregivers, preprimary teachers, and early childhood educators (e.g., Clarke-Stewart, 1993; Katz, 1984; Ontario Early Childhood Education Competencies Project, 1992). The variations in terminology stem partly from the debate about the professionalism of early childhood education (e.g., Bredekamp & Willer, 1993; Katz, 1980, 1984), partly from differences in the training and perceived roles of preschool personnel, kindergarten, and primary school teachers, that is, the 'caregiver-versus-teacher' debate (e.g., Dickinson, 1991; Katz, 1980; Saracho, 1993), and partly from differences in teachers' choices of program. That is, some preschool programs are teacher-oriented and have clearly-defined, structured, and cognitively-oriented teaching pedagogies. They may use, for example, Distar's direct instruction, the Montessori approach, or Highscope. Other personnel avoid what they would refer to as structured,
‘teacherish’ approaches. They opt for a child-centred approach and provide programming that is informal, child interest-and-needs based, flexible, and socially and emotionally oriented within a home-away-from-home atmosphere (see review by Spodek and Brown, 1993). The present study involves a group of early childhood teachers working in a college laboratory child care facility whose orientation and program planning happened to fall within the latter orientation.

1.2 Affection: Definition and operational framework for the study

The present study is about affection. As affection has several aspects, its use in this study requires clarification. Affection is a subjective perception, a highly personal feeling. It includes behaviours as well. The feelings and behaviours may be described as warm, caring and loving. Both the internally felt affection sensations and the behaviours that express affection are very likely influenced by age, gender, personality, relationship between the participants, and the familial, societal, and cultural contexts within which the affection occurs. Differences in affection related to diversity, including culture, gender, and special needs are discussed in chapter 2 in the literature review. People express their internal feelings of affection in words and actions, for example, in words of endearment, smiles, touches, hugs, and kisses. Behavioural expressions involve other people and when there is a giver and a receiver, affection involves reciprocity.

In his personal theory of reality, Seymour Epstein emphasizes affection as one of 3 important adaptive functions in human development (1983). Will Schutz targets the nature of the dyadic relationship, describing affection as involving close, personal, emotional feelings between two people (1982). The present study focuses on both the intrapersonal and interpersonal aspects of affection, that is, it is an investigation of both felt perceptions and expressed behaviours. With regard to the latter, the study investigates teachers as affection givers and not on children as the recipients of affection. The reciprocal element is included, however, as teachers’ expressions of
affection are affected by children's feedback. This aspect is captured in the data on teachers' thoughts and feelings about children's affection. Thus, data were gathered on teachers' affectionate behaviours with children observed in their classrooms, and on teachers' thoughts, feelings, and beliefs about children's responses to their expressions of affection.

For the present study, affection was defined according to Schutz, that is, close, personal, emotional feelings between two people. I added the words 'warmth', 'caring', and 'loving' to describe the nature of the feelings involved. This particular definition of affection was discussed with the teachers at the beginning of part 2 of the study. The purpose was to achieve commonality of meaning as they talked about affection in their personal and professional lives. Affection is multifaceted and I chose to investigate several aspects in the present study. These aspects are discussed in the order indicated below for each teacher in the study in chapters 4 through 10 and in the discussion of findings in chapter 11. The aspects of affection are as follows:

1. Teachers' affection behaviours in their classrooms are discussed first in sections 11.1 and 11.2. There are many affectionate behaviours and researchers have noted the lack of general agreement among investigators regarding the choice of affection behaviours to include in their studies (e.g., Twardosz, Botkin, Cunningham, Weddle, Sollie, & Shreve, 1987; Twardosz & Norquist, 1983; Twardosz, Schwartz, Fox, & Cunningham, 1979; Zanolli, Saudargas, & Twardosz, 1990). Sandra Twardosz and her colleagues developed an approach to the study of affection that involves clearly-defined categories of facial, verbal, and interpersonal contact behaviours. The Affection Measurement System used in this study was developed and reported by Twardosz, Schwartz, Fox, & Cunningham in 1979 and revised in 1981. It is described in more detail in section 3.2.
2. Teachers' feelings of affection, that is, felt perceptions of warmth, nurturing, and love, and thoughts about affection are discussed in section 11.3. Teachers' thoughts include a discussion of the values, beliefs, practices, reflections, and childhood recollections of feelings, perceptions, and experiences privately contained within each teacher's narrative.

3. Teachers' affection related to self-concept/self-esteem is considered in section 11.4.

4. Teachers' affection within the context of several theoretical perspectives is discussed in sections 11.5 and 11.6.

1.3 Affection: teachers and young children

The present study examines early childhood teachers' affection toward the children in their classrooms. I believe that teachers' perspectives of affection and their affection behaviours have roots in their professional training and practice, their own personal adult experiences, and, for those who are parents, in the mothering of their own children. Further, I believe that teachers' personal childhood affection experiences with their own parents and family members influence their professional affection practices with children. That is, when teachers were themselves children, they experienced varying amounts and kinds of affection within their own families. However, their recollections would not necessarily accurately reflect their actual childhood experiences as childhood memories are selective, impressionistic, and subject to distortion over time (e.g., Karen, 1994; Ricks, 1985). The recollections themselves, however altered over time, do remain alive in the sense that they are part of a teacher's childhood story or narrative about affection in her family, as she recalls it.

One hypothesis of the present study is that a teacher's affection in her classroom is connected not only to her adult personal life, but also to her own childhood narrative. Several theoretical perspectives were employed to examine connections and derive meaning from these 3 aspects of teachers' lives. The theories involved were those of
Will Schutz (1982) and Seymour Epstein (1980, 1983) as well as Bowlby's concepts of internal working models and intergenerational transmission (Bowlby, 1969). Each is mentioned briefly below and described in more detail in section 2.2 of chapter 2. They provide theoretical support for the hypothesis. Schutz and Epstein emphasize the central role of a positive self-concept and are compatible with Bowlby's attachment theory. Each perspective highlights somewhat different, and yet, complementary aspects of personality development.

While Schutz developed his theoretical model from aspects of the psychoanalytic perspectives of Freud, Adler, and Jung (Schutz, 1982), his perspective also has similarities with Erik Erikson's theory of psychosocial development (Erikson, 1963). Schutz's model posits 3 developmental dimensions through which a child must move in her early years although, to one extent or another, the resolution process is a lifelong task. As in Erikson's theory, successful resolution of the developmental issues in one dimension enables a child to tackle the next. Schutz's dimensions are inclusion, control, and affection. For inclusion, he employs Jung's concept of introversion-extroversion, for control Adler's notion of the 'will to power', and, for the dimension of affection, Freud's concept of libido. Comparing Schutz and Erikson, there are similarities between the first two dimensions or crises, namely, Schutz's inclusion and Erikson's basic trust, and, Schutz's control and Erikson's autonomy. While Schutz's third dimension and Erikson's third developmental issue both involve interpersonal relationships, Erikson focused on initiative and achievement while Schutz emphasized interpersonal emotional relating. The theoretical approach in the present study digresses from Erikson's third issue in favour of the Schutzian perspective.

Epstein's personality theory is derived from a synthesis of theories (Epstein, 1980). It has roots in learning theory, cognitive theories, psychoanalysis, Kelly's theory of personal constructs, and especially the self theories. Epstein's central notion is that early in life a person develops deeply embedded beliefs, that is, postulates, about
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herself. His theory is compatible with the notion of attachment, including Bowlby’s concepts of the internal working model of attachment and self and the intergenerational continuity of parental behaviour (Bowlby, 1969, 1979). Both concepts are particularly relevant to the present study. The internal working model is “… a mental representation of an aspect of the world, others, self, or relationships to others that is of special relevance to the individual …. it guides appraisals of experience and guides behaviour … it tends to operate outside conscious awareness and resists dramatic change” (Main, Kaplan, & Cassidy, 1985, p.68). In the present study I hypothesized that teachers’ internal working models are involved in their affection relationships with children.

Intergenerational transmission of parental behaviour refers to the notion that children’s relationships with their parents affect later close relationships including their parenting of their own children (e.g., Bretherton, 1985; Bretherton & Waters, 1985; Irving, 1997; Main, Kaplan, & Cassidy, 1985; Ricks, 1985). I extended this notion and hypothesized that intergenerational transmission is also involved in teachers’ relationships with children. In summary, the data in the present study were analyzed in terms of teachers’ self-concept/self-esteem, early development of postulates, internal working models, intergenerational continuity, as well as the dimensions of inclusion, control, and affection. These concepts are discussed in detail in the literature review in section 2.2 of chapter 2.

1.4 Rationale for the present study

There are huge numbers of young children attending child care programs in both family home care and centre facilities (e.g., Child Care Human Resources Steering Committee, 1998; Howes & Hamilton, 1993). Galinsky (1990) and others have documented that the quality of child care and early education programs has a lasting effect on children’s development (see also Kontos, 1997). Working parents contract out a substantial portion of their children’s care and nurturing to a relatively large number of caregivers who are essentially unknown to them and to their young children (e.g., Honig,
Parents and teachers typically have little opportunity to know and understand each other's child-rearing beliefs and skills. For example, the daily drop-off and pick-up time pressures for parents and the early and late shift scheduling patterns for teachers mean that parents have little direct observation of the quality of the teachers' interactions with their children. Questions about how well or how poorly teachers provide emotional supports and nurturing, as parents would wish for their children, are very difficult to answer. As Phillips and her colleagues (1991) note, the early childhood profession itself knows very little about staff in child care programs and their perceptions of their jobs. In her research report on correlates of burnout in child care personnel, Manlove (1993) stresses that in addition to child-focused topics of research such as children's learning, development and behaviour, there needs to be greater examination of child care centres as adult work environments in order to have a more complete understanding of the child care experience.

Early childhood teachers are responsible for meeting the broad range of children's individualized needs in all areas of their development. Teachers provide children with learning experiences and social interaction opportunities, as well as emotional nurturing in the absence of parents. It is a challenging task to provide stimulating, developmentally appropriate programming in all areas of development and to fulfil the nurturing, substitute parent role in a home-away-from-home atmosphere. Opportunities to acquire knowledge about children's development and appropriate programming are amply available for teacher trainees in course curricula during preservice training, for classroom teachers in supervision meetings, and at professional development training events. Unfortunately, in the province of Ontario, and perhaps elsewhere, the topics of children’s affection needs and the dynamics of the teacher-child affection relationship receive very little attention in college curricula (Ontario ECE Competencies Project, 1992). For experienced teachers, at least in Ontario, these topics tend not to be offered at professional development and conference workshops.
Teacher-child affection behaviours, especially in the context of teachers' personal and professional lives, appears to be an unresearched area.

1.5 Purpose of the present study: Research questions

The broad purpose of the present study is to examine the affection aspect of early childhood teachers' emotional relating practices with children and to describe possible connections among teachers' observed affection behaviours in their classrooms, their personal and professional beliefs and attitudes about affection, and their own personal childhood affection experiences. The intent is to add to the knowledge base in the area of early childhood teacher-child relationships, provide teacher narrative profiles related specifically to affection, and to stimulate interest in further research.

To guide the initial planning of this study, the following question was generated: what influences the beliefs and professional practices of teachers with regard to their affection to the children in their care? It was hypothesized that there are at least 3 facets contributing to teachers' affection, that is, the affection behaviours they display with children in their classrooms, their self-reported affection beliefs, attitudes, and behaviours in both their professional and personal lives, and their childhood recollections of affection expressed to them within their own families. In addition, I expected that there would be connections among these facets. Thus, in order to study the 3 facets of teacher affection, I chose to do the following:

1. observe teachers' affection behaviours with the children in their classrooms employing Twardosz's Affection Measurement System,
2. examine teachers' professional beliefs and attitudes about affection with children through personal interview,
3. examine teachers' recollections of the affection aspects of their own childhood histories as well as teachers' beliefs, attitudes, and self-reported affection behaviours in their adult personal lives through personal interview.
The combined theoretical perspectives of William Schutz (1982), Seymour Epstein (1980), and John Bowlby (1969) were very helpful in providing a coherent supporting framework through which to understand the perspectives of the sample of teachers in this study and to frame a model for understanding teacher affection profiles in general.

The first part of the study involved direct observations of teachers' expressions of affection toward the children in their classrooms. The second part involved an extensive personal interview with each teacher. In order to organize the exploration of possible connections among the 3 facets of teacher affection, that is, their affection behaviours in their classrooms, their affection beliefs and behaviours in their personal and professional lives, and their childhood recollections of affection, I revised the initial questions described above and grouped them as follows:

1. Adult personal-professional affection connections:
   Are there connections between teachers' personal beliefs, attitudes, and expressions of affection and their professional beliefs, attitudes, and affection behaviours with the children in their classrooms? What is the nature of these connections?

2. Child-to-adult personal history connections:
   Are there connections between teachers' recollections of the affection experiences in their own family history and their beliefs, attitudes, and affection behaviours in adulthood, both personally and professionally with the children in their classrooms? Are there other aspects of their childhoods that teachers perceive as influential on their affection in adulthood? These influences could include birth order, presence or absence of a parent, emotional connectedness or distance with a parent felt in childhood, and presence of close emotional ties with a relative or nonparental adult in the teacher's early years.

These questions provided a framework for the analyses of the teacher data described in chapter 11. The above questions were also expanded into a set of questions used in
the teachers' individual interviews (see Appendix C). Another issue relevant to studies of teachers' practices that will be addressed in the study is the question: Do teachers practice in accord with their beliefs? (e.g., Dickinson, 1991; Seifert & Handzui, 1993; Wien, 1995). What teachers believe they should do and what they say they are doing in their classrooms may be different. Following this introduction to the initial planning of the study is a brief overview of the methodology in section 1.7. A detailed account of the methodology is in chapter 3.

1.6 Potential usefulness of the present study

There has been relatively little empirical investigation of affection in early childhood teachers' emotional relationships with children. While children vary in their openness to teacher affection, in my opinion, it is important that teachers are willing and able to feel affectionate toward children and behave in affectionate ways. While some studies of teachers' affection behaviours (e.g., Botkin, 1983; Botkin & Twardosz, 1988; Sutherland, 1992; Zanolli, Saudargas, & Twardosz, 1997) have been reported, there has been very limited examination of teachers' affection behaviours within the context of their professional beliefs, personal lives, and childhood recollections (see Kesner, 1994, 1995). Knowledge of these aspects of teachers should shed light on the issue of their willingness and ability to express affection to children. In this regard, the present study makes a valuable contribution to early childhood education research.

A number of studies have shown the importance of emotionally sensitive, affectionate teachers to the emotional development of young children (e.g., Howes and Hamilton, 1993; Kontos, 1997; Koplow, 1996; Twardosz & Norquist, 1983). It makes sense that young children in group care benefit from predictable, accessible, and genuinely offered messages of emotional acceptance, support, and nurturance from their teachers. But what are the characteristics of teachers who express warmth and affection to children? As Saracho (1993) has pointed out, little is known about teachers'
personal qualities. This study explores teachers' affection behaviours and the personal and professional contexts within which that affection is expressed.

The present study employs a case narrative method to describe and analyze affection in the professional practices of 7 teachers. Teacher narratives have proven their usefulness in several ways to early childhood teachers, to their supervisors, and to educators of teacher trainees for personal and professional reflection, in-service professional development, teacher supervision, and for trainee courses (e.g., Ayres, 1989; Roh, 1994; Sutherland, 1999; Wien, 1995). Thus, several practical applications of this research are suggested.

1. Information about teacher affection, including methods to explore the roots of their affection, would help early childhood teachers evaluate and improve the ways they support and promote the emotional growth of children.

2. Information about teacher affection is helpful to pre-service teacher training personnel. That is, knowledge of the emotional-relating characteristics and personal history profiles of successful experienced teachers would be helpful in the process of developing applicant profiles for early childhood education training programs.

3. The personal and professional profiles and affection behaviours of such teachers assist teacher trainers in the development of preservice teacher training curricula. Relevant courses include personal and professional development, teacher-child relationship issues, promotion of children's prosocial behaviour, and behaviour management.

4. Research supports the importance of the teacher-child relationship (Corter & Park, 1992). Parents acknowledge the centrality of this relationship. I have found over the years as an early childhood education workshop leader that topics related to the teacher-child relationship are very popular and frequently requested by experienced teachers. Teacher affection is a central aspect of this
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relationship and information about teachers' behaviours and characteristics would be a useful workshop resource.

5. The responsibilities of supervisors of early childhood teachers include the promotion of teachers' classroom competencies, support of their career satisfaction, and prevention of teacher burnout. With regard to these issues, discussion of teacher affection with supervisees incorporating the findings of the present study could be a productive aspect of the supervision process.

1.7 The method employed in this study: Rationale and potential benefits

There are both quantitative and qualitative studies of the affectionate behaviours that early childhood teachers display toward the children in their classrooms. (e.g., Botkin & Twardosz, 1986; Botkin, Townley, & Twardosz, 1991; Greenspan, 1990; Howes & Hamilton, 1992; Schiller, 1980; Shreve, Twardosz, & Weddle, 1983; Sutherland, 1992; Twardosz & Jozwiak, 1981; Twardosz et al., 1979; Twardosz, Norquist, Simon, & Borkin 1983; Twardosz et al., 1987; Zanolli et al., 1990; Zanolli et al., 1997). For this study I decided to employ both quantitative and qualitative methods of data collection. Use of a systematic quantitative data collection system in conjunction with informal field notes provided me with an objective baseline of directly observed teacher affection behaviours with children. Many hours of data gathering and informal discussions with the teachers facilitated documentation of my impressions of those teachers. These data provided a context within which I analyzed the qualitative data gathered in the teachers' interviews.

Although other affection studies have analyzed observed affection behaviours in the classroom between early childhood teachers and children, there seems to be a very limited number of well developed approaches for systematic observation of affection and the gathering of behavioural data. One of the main difficulties is the variability in definitions of affection and the behaviours studied (e.g., Twardosz & Norquist, 1983). In section 1.2 of this chapter I defined affection for the purpose of this study. The definition issue had methodological implications for the present study and these are discussed in
some detail in Chapter 3. I chose to use the Affection Measurement System (AMS) of Sandra Twardosz (Twardosz et al., 1979; Twardosz, 1981). It is a clearly-defined, well-organized, and socially-validated method of data collection that Twardosz revised in 1981. It has been employed in a number of recent studies (e.g., Botkin et al., 1991; Zanolli et al., 1990, 1997). I was also very familiar with the AMS as I had used it in my Master’s thesis study (Sutherland, 1992).

With regard to the use of the teacher narrative method in the qualitative part of the present study, there are several researchers who describe with enthusiasm their use of this method. Jacqueline Rosen (1968, 1972) employed an autobiographical approach in her study of connections between teachers’ early personal lives and their relationships with the children in their classrooms. Peter Abbs (1974) criticized the teacher training programs of that time for their preoccupation with facts and methods. He advocated for inclusion of self discovery, looking back into personal history, and exploring the infinite web of connections which draws self and world together. He believed that this process of connecting personal history to educational practices enables teachers to better reflect upon and evaluate their practices. In the same era, Madeleine Grumet (1978) developed an autobiographical teacher supervision model stressing that written accounts of teachers’ life stories, including childhood recollections about family and school experiences, facilitate productive dialogues in the supervisory process. Donald Schon (1983) has also used self-reporting narrative techniques that he refers to as reflective autobiography. Sarah Lawrence Lightfoot (1983) calls her approach portraiture. Rob Traver (1987) employed autobiography in his study of teachers and feminism. More recently, William Pinar comments that autobiography is a "method that connects the inner self to the public self.... it is a returning home .... a consciousness of origins that facilitates greater ability to integrate issues from the past into the present" (in Ayres, 1989). Ayres (1989) refers to life narratives and points out "autobiography...is an act of self-penetration and self-understanding" (p.19). He adds, "a successful
autobiographical method has positive implications for allowing greater questioning, critique, and intentionality ...... teacher-autobiographies provide the kind of detail from which one can interpret practice, value, and belief in light of an unfolding story" (p.136). In the present study, the teacher narrative method seemed to be best suited to examine the qualitative aspects of teacher affection, that is the beliefs, attitudes, childhood recollections, and family influences that are part of her affection relationship with children.

With regard to the use of autobiographical methods in teacher training, there are promising changes. For example, from my discussions with other college instructors, I have the impression that the early childhood education programs in Ontario's colleges and universities increasingly encourage preservice teacher trainees to engage in reflection and personal discovery through group discussions, self-reflective essays and ongoing personal journal assignments. Roh (1994) emphasizes that autobiographical self-awareness in prospective teachers is an essential aspect of Developmentally and Culturally Appropriate Practice (DCAP). As Noddings (1984) notes, "Teachers have a special responsibility for self-awareness, for clarity and integrity, because teachers are in such a powerful position to witness, influence, and shepherd the choices of others." (p.178).

The idea for the present study emerged from the results of my Master's thesis that explored the observed affection behaviours and stated beliefs, attitudes, and professed professional practices of preservice teacher-trainees attending the final semester of their college early childhood education program. (Sutherland, 1992). These trainees were observed interacting with the children in the preschool classrooms that served as their field placement settings. Analyses of their observed affection behaviours in the classrooms, their stated beliefs and attitudes concerning the role of affection in teacher-child relationships, and their perceptions of their own affection behaviours with the children revealed a number of interesting findings. For example, the trainees
directed more expressions of affection to individual children than to groups of children. This was a positive finding in light of the priority in developmentally appropriate practice for teachers to attend to individual children more than to groups. Various forms of affection were expressed by the teacher trainees, with smiles occurring the most frequently. While physical contacts such as touches, pats and hugs, did occur, they were much less frequently observed. These results were similar to those found in other studies (e.g., Twardosz et al., 1987; Zanoli et al., 1990, 1997). Affectionate words, however, were almost non-existent. This latter result was quite different from other studies (e.g., Botkin & Twardosz, 1988) that had found that affectionate words, including pet names and terms of endearment, were the second most frequently observed affection behaviours. Those studies, however, involved experienced teachers and not the trainees who participated in my Master's thesis study.

The qualitative part of my Masters thesis involved the analysis of personal interviews of teacher trainees. One very strong finding was their awareness that their expressions of affection had to be both visible and understandable to the children. Analyses also revealed, however, that while they consistently chose affection as the highest priority emotional need of children, in many situations they stated that they felt they had to hold back because they were uncertain about how their feelings of warmth and nurturance to the children should be expressed. Several mentioned that they believed that their behaviour with the children had to be modelled after their supervising room teachers. In other words, some believed that they should learn scripted roles rather than behave as they might feel personally. Several trainees also said that they believed they missed opportunities to interact with children because they were uncertain and concerned about behaving unprofessionally, or thought about what to do for too long, and missed the moment. All trainees stated that they were more comfortable giving children instructions about how to express their feelings than they were with expressing affection to them. All spoke positively about the children and indicated in
various ways in the interviews that they really liked the children and felt drawn to most of them. They stated that they also enjoyed the smiles, touches, and hugs that the children gave to them.

In that study, I did not include in the analysis of the trainees’ interviews the fact that they rarely mentioned their own childhoods or the affection experiences in their personal lives. At that time I interpreted their uncertainties about expressing affection to children in their field placement classrooms as due primarily to their inexperience, their preoccupation with 'learning the ropes' as early childhood teachers, and their self-consciousness with being observed and evaluated by their supervising room teachers.

In summary, the present study builds on the Master's thesis. Through direct classroom observation and teacher narrative methods this study examines affection in the personal lives and professional practices of 7 early childhood teachers. The research questions addressed are the following:

1. **Adult personal-professional affection connections:**
   Are there connections between teachers' personal beliefs, attitudes, and expressions of affection and their professional beliefs, attitudes, and affection behaviours with the children in their classrooms? What is the nature of these connections?

2. **Child-to-adult personal history connections:**
   Are there connections between teachers' recollections of the affection experiences in their own family history and their beliefs, attitudes, and affection behaviours in adulthood, both personally and professionally with the children in their classrooms? Are there other aspects of their childhoods that teachers perceive as influential on their affection in adulthood? These influences could include birth order, presence or absence of a parent, emotional connectedness or distance with a parent felt in childhood, and presence of close emotional ties with a relative or nonparental adult in the teacher's early years.
Chapter 2

Literature Review

2.1 Introduction

This chapter is composed of 3 parts. In part 1 the theories employed in the present study are described. Part 2 addresses teacher-child affection relationship issues from the teacher's perspective. Included are reports of teacher affection studies in section 2.2, followed by teacher affection and diversity/cultural differences in 2.3, teacher relating styles in 2.4, teachers and physical touch in 2.5, and teacher affection training issues in 2.6. Part 3 of the chapter is focused on affection and attachment issues within the child-teacher relationship from the child's perspective. It begins with brief reviews of the affection literature in section 2.7 and the attachment literature in section 2.8. Children's attachment to teachers is described in section 2.9. Finally, several issues related to children and affection are briefly discussed, that is, centre quality in section 2.10, group size in section 2.11, and finally, stability of child-teacher relationships in section 2.12.

In part 3 a brief review of infant-mother attachment is included in order to highlight the importance and centrality of attachment and affection in early child development. While the literature on maternal bonding and infant attachment has been focused historically on the primary attachment process within the child-mother relationship (e.g., Bowlby, 1969, 1973, 1980; Ainsworth, 1973; Bates, Maslin, & Frankel, 1985), Bowlby also discusses the significance of subsidiary attachment figures in the child's life, for example, the father and other caregiving adults (Bowlby, 1969). While the child-mother attachment literature is vast, much less attention has been paid to subsidiary attachments, also referred to as secondary attachments, involving the child-teacher relationship (e.g., Clawson, 1997; Goossens & Izendoorn, 1990; Honig, 1997; Howes & Hamilton, 1990; Raikes, 1996; Verschueren, 1996). Studies have focused primarily on children attaching to teachers and not on teachers bonding with children.
For the present study, my intent was to investigate teachers' affection behaviours and views of affection in relation to their own personal histories and not on teachers' bonding with individual children per se. The teachers in the study, however, did describe their feelings of being emotionally bonded to some of the children in their care. Their thoughts and feelings about bonding with children are included in each teacher's findings.

Both child-mother and child-teacher attachment studies are included in this chapter for 2 reasons. First, I felt that it was important to highlight attachment as the broader developmental issue within which affection is embedded. As the studies cited in this chapter affirm, positive bonding and attachment experiences between mothers and their children include affection and are important for children's healthy emotional development (e.g., Ainsworth, 1973; Bowlby, 1951, 1969). Teachers may serve as secondary attachment figures for those children who have an emotional need to form an attachment (e.g., Clawson, 1997; Goossens & Izendoom, 1990; Mardell, 1994). While expressing affection is an appropriate professional practice with all children, teachers should be aware that their affection behaviours are especially important to those children who develop secondary attachments to their teachers.

There is a second reason that a discussion of attachment is relevant. The present study is about teachers' affection toward children. It involves exploring the childhood roots of teachers' affection. My hunch is that teachers' childhood attachment experiences influence the emotional relationships, including the expressions of affection they have with the children in their classrooms. The attachment material in this chapter may be viewed from the perspective of the teachers' own early attachment and affection experiences as children.
Part 1: Theoretical perspectives

2.2 Affection: Theoretical perspectives employed in the present study

In the present study the personality theories of Seymour Epstein and Will Schutz, as well as the concepts of internal working models and intergenerational transmission were employed to analyze the data. Epstein and Schutz also emphasize the importance of a person's self-concept, that is, who she believes herself to be, and of self-esteem, that is, the feelings she has about herself. The data gathered were analyzed in terms of self-concept/self-esteem, the 2 personal theories, internal working models, and intergenerational transmission.

A. Seymour Epstein: Personal Theory of Reality:
Major descriptive and prescriptive postulates

Seymour Epstein's (1980) theory provides a way to understand the development of a teacher's self perception as an affection giver. According to Epstein, early in life "individuals develop for themselves a set of implicit assumptions and beliefs that constitute "theories" about reality" (Epstein & Erskine, 1983, p. 133). "They are theories that individuals unwittingly construct in the course of living...that serve the functions of maintaining favourable self esteem". They are personal theories that evolve from early childhood through continuous interaction between conceptualization and experience and they serve to enable people to deal effectively with their world. People "form concepts about emotionally significant experiences that then serve to organize and guide their future behaviour ... the need is there to maintain a familiar world, one that is consistent with their implicit assumptions." (p. 131). According to Epstein, a person's personal theory serves to assimilate the data of her experiences, maintain a favourable balance of pleasure and pain, and maintain a favourable level of self-esteem.

Epstein's theory is comprised of 2 sub-theories, a theory of the self (self-theory) and a theory of the nature of the world (world-theory). While the 2 subtheories are functionally intertwined, for the present study the analysis focused primarily on the self-
theory aspect. Epstein posits that a person forms both major and minor beliefs referred to as postulates. They are formed early in life and they influence and guide later experiences. As a person interacts with the world, the postulates often serve as self-fulfilling hypotheses. "Postulates formed in early childhood are particularly important as they become higher-order postulates that influence the development of other postulates" (p. 138). According to Epstein, trust and feelings of loveworthiness, that is, the fundamental source of self-esteem, are two of the most basic postulates in a personal theory of reality (p. 142). In childhood, parental values are internalized. One of these values is parental acceptance and love for their child. This is the most fundamental source of a child's self-esteem.

Major postulates are broad generalizations that are usually derived from cumulative experience. They are not easily invalidated and, according to Epstein, a person will vigorously defend those self-perceptions. Major postulates exert great influence on the experiences a person seeks out and on how she interprets the experiences. Minor postulates are relatively narrow generalizations that pertain to specific situations and they can more easily be invalidated by new experiences. Thus they do not tend to "threaten the integrity and organization of the entire conceptual system" (p. 134). I was searching for major factors affecting teachers' lives since childhood. Thus, only major postulates were considered in this study.

There are 2 types of major postulates. Descriptive postulates are formed early in life. They are assumptions and beliefs about the self and the world that are both implicit and inferred as well as explicitly stated. They are usually derived from emotionally significant experiences about what the world is like (e.g., the world is safe) and what the self is like (e.g., I am worthy; I am lovable). Descriptive postulates direct how a person behaves in order to best obtain satisfaction (Epstein & Erskine, 1983, p. 138).

Prescriptive postulates evolve from the descriptive ones and are generalized guides about how to behave in the world, enabling congruence with the person's descriptive
postulates. There are both major and minor prescriptive postulates as well. Again, I focused on the major ones. Major prescriptive postulates are broad generalizations usually derived from emotionally significant experiences about how to behave in the future in order to obtain what one desires and avoid what one fears (e.g., relating to others by moving toward them). With regard to the development of early prescriptive postulates, Epstein comments that some children learn to approach the world predominantly in terms of flight, some in terms of attack, and some in terms of nurturing and the expression of affection (p. 136). For example, if from early childhood a person believes that she is a loveworthy human being, she sustains this belief by behaving in loving ways with other people in her life. With his emphasis on the importance of a person's early experiences and feelings of being loved, this theory seemed to be very appropriate for the intrapersonal part of the analysis of the teachers' narratives.

B. Will Schutz: Principle of Basic Dimensions

The theory of Will Schutz (1982), referred to as the Principle of Basic Dimensions, focuses on social relationship development and includes the role of affection. Botkin and Twardosz (1983, 1988), among others, found his theory helpful to explain the social context of preschool teachers' expressions of affection toward children. Referring to Schutz's theory Botkin commented that

"affectionate relationships are possible only if one first feels included (recognized and accepted) and in control (competent and respected) in relationships with others. The final stage in the development of social relationships is characterized by the need to feel loved and to develop emotional ties with others. These social relationships include the giving and receiving of affection ..... Schutz has theorized that, while both inclusion and control needs can be met in either dyadic or group contexts, affection needs can be met only within a dyadic interaction." (Botkin, 1988, p. 168).

a. Inclusion

Feeling included is a predeterminant to a child's ability to develop affectionate relationships. It is the earliest interpersonal issue and it involves a focus on awareness of being included in a group and a focus on prominence, rather than an emotional
attachment to another person. Schutz posits 3 categories of inclusion. His 'undersocial' category describes a person who feels insignificant and fears being ignored but who uses self-sufficiency to maintain distance from others. The 'oversocial' category describes an extroverted person who also fears being ignored but who imposes herself on others in order to achieve prominence. Individuals in the 'social' category, however, have resolved their inclusion needs. They are comfortable alone and socializing with others and are capable of strong commitments to and involvement with groups and also of withholding commitment. They feel and believe that they are recognized and accepted, worthwhile and significant.

b. Control

Control is a complementary process that tends to follow inclusion. It involves a resolution of power and responsibility issues that arise in early childhood and, depending on the degree of resolution of the inclusion process, remains as an interpersonal issue throughout adulthood. A person who feels competent, confident, and respected by people has skills to confront others in interpersonal relationships without being preoccupied with strong needs for power and control. Schutz conceptualized 3 positions within the control dimension. Individuals within his 'abdicrat' category tend to feel incompetent and inadequate and they withdraw from responsibility and power. People within the 'autocrat' position seek to dominate and control others in order to ward off the possible event that others may try to dominate them. People in his 'democrat' position, however, have successfully resolved their interpersonal relationships. They are not preoccupied with feelings of helplessness, stupidity, or incompetence. They feel competent and confident that other people trust their ability to make decisions.

c. Affection

According to Schutz (1982), in the affection phase children explore the emotional aspects of interpersonal relationships. As the inclusion and control issues are resolved, children become open to "the complexity of love and affectional issues" (Schutz, 1982, p.
Thus, the affection dimension involves strong personal attachments to individuals. While each of these 3 phases has a distinct focus and occurs sequentially, there is a complex interplay among them as a child moves through the early years. To one extent or another, the resolution of the 3 phases continues throughout a person's life. The early issues to be resolved include, among others, experiences of parental love, resolution of sibling rivalry, and friendships with playmates. There are 3 categories within the affection dimension. Individuals within the 'underpersonal' category tend to avoid all close ties with others, do not feel loved, and find affection to be painful because of past rejection. They seek relationships but fear that they will not be liked or loved. These individuals may maintain superficial friendliness but avoid affection and intimacy. Individuals within the 'overpersonal' category also tend to feel unloved and rejected. They become extremely close to other people in an effort to obtain satisfying affection experiences in reaction to unsatisfying early affection experiences or rejection. Manipulation, possessiveness, and strong attempts to gain the approval and affection of people are the earmarks of this category. People within the 'personal' category, however, have successfully resolved affection relations in childhood and believe that close emotional interactions are achievable and comfortable with other people. They believe that they are lovable, connect easily with people, and enjoy close emotional relationships. It is important to them to be liked but they can accept not being liked by others. Their inner feeling of lovability is not threatened by being disliked. These individuals are capable of giving and receiving genuine affection. Schutz's theory may be applied to both the development of affection in the young child in relation to her parents and, as employed in Botkin's research, in exploring the teacher affection in relation to the children in her care as well. The present study combines Epstein's intrapersonal theory and Schutz's interpersonal view of the development of affection for the analysis of the life narratives of early childhood teachers and their affection relationships with children.
C. Self-concept/self-esteem

Both Epstein and Schutz emphasize the central importance of self-esteem. As Schutz (1979) points out, how a child feels about herself, from earliest life onwards, underlies her behaviour in all 3 dimensions. Her sense of inclusion is determined by how she feels about her significance as a person. If she has low self-esteem her inclusion behaviours tend to be either extreme and anxious, as in the 'oversocial' category, or she may withdraw from people, as in the 'undersocial' category. Within the control dimension, if she has low self-esteem, she has feelings of inadequacy and her control behaviours may be characterized by either attempts to dominate others, as in the 'autocrat' category, or she may with withdraw from responsibility and power situations, as in the 'abdicrat' category. Within the affection dimension, if she has low self-esteem, she has the belief and feeling that she is not lovable, not a good person and would be rejected by people who know her well. Her affection behaviours would be extreme and anxious. In the 'overpersonal' category she would attempt to be extremely close, intimate, and ingratiating in her emotional relationships with others. In the 'underpersonal' category she would avoid close emotional ties with others. If she has high self-esteem, she evidences in her relationships with others her beliefs and feelings of significance and belonging, competence and self-confidence, and lovability with interest and ability to give and receive affection.

Epstein also assigns a central role to self-esteem. He comments,
rejection, to have low tolerance for frustration, to take a long time to recover following disappointments, and to have a pessimistic view of life."
(Epstein, 1980, p. 106).

Epstein's theory of descriptive and prescriptive postulates refers to a person's beliefs about herself and thus, in my view, refers more to her self-concept, that is who she believes herself to be, rather than to her self-esteem, that is, the feelings she has about who she believes herself to be. Botkin (1983, 1988) found the work of Schutz and Epstein helpful in her examination of early childhood teachers' affection behaviours with children in terms of issues such as gender differences. I found the theoretical frameworks of these theorists to be very appropriate for this study as they provide a coherent combination of the intrapersonal and interpersonal perspectives of personality development. Consequently, each teacher's observed affection behaviours in her classroom and her own personal narrative were analyzed in terms of self-concept/self-esteem, Schutz's Principle of Basic Dimensions, and Epstein's Personal Theory Reality.

D. Internal working models and intergenerational transmission

As noted in chapter 1, the internal working model of attachment and self as well as intergenerational transmission emerged from the work of Bowlby (1969, 1980). The internal working model is defined as "a mental representation of an aspect of the world, others, self, or relationships to others that is of special relevance to the individual .... it guides appraisals of experience and guides behaviour ... it tends to operate outside conscious awareness and resists dramatic change" (Main, Kaplan, & Cassidy, 1985, p. 68). Main and her colleagues add that internal working models are active constructions and can, with difficulty, be restructured. Further, attachment theory proposes that internal working models of attachment figures and the self "mediate the link between childhood experiences of parents and subsequent parenting behaviour" (Crowell & Feldman, 1988). For example, if a child's attachment figure is helpful and comforting, she tends to develop a working model of the parent as trustworthy and loving and incorporates these qualities into her self concept. Epstein refers to these childhood
embedded qualities as major descriptive and prescriptive postulates, as already described in section 2.2 of this chapter. When the child sees herself as a person worthy of love, comfort, and support, she is able to behave in similar ways when she herself becomes a parent (e.g., Ricks, 1985; Bretherton & Waters, 1985; Sroufe & Fleeson, 1988). Bretherton and Waters refer to this child-to-adult connection phenomenon as intergenerational transmission.

Some children, however, experience discordant relationships with different attachment figures in their childhoods. One figure may be nurturing and affectionate while another may be distant or rejecting. The figures involved may include both parental and nonparental caregivers. Bretherton (1985) and others suggest that in this situation one attachment figure tends to be much more influential than the other or others (e.g., Main et al, 1985; Ricks, 1985). Thus, for example, when a child's positive emotional attachment experiences are most influential with her mother, that person serves as the child's working model. Her father and other adults are less a part of the working model. A nonparental adult such as a grandmother may also serve as a child's working model.

According to these 2 theoretical constructs, internal working models and intergenerational transmission, when the child grows up and becomes a parent, her behaviours with her child are influenced by her childhood experiences with her own significant adults. The literature in this area has focused on transmission from child-to-adult-to-parent. I believe that it also holds for transmission from child-to-adult-to-teacher. When an adult is a teacher of young children, whether or not she is a parent herself, I believe that these 2 constructs influence her emotional relating practices with the children in her classroom.
Part 2: Teachers' perspective

2.3 Early childhood teachers and affection

The word affection has a variety of meanings. Perceptions and expressions of affection are affected and shaped by age of participants, familial, societal, and cultural factors as well. For the purposes of this study, there are 4 aspects of affection, that is, positive feelings, thoughts, behaviours, and qualities of interpersonal relationships.

1. The interpersonal aspects of affection are focused on the complexities of self-and-other interactions and include perceived positive attributions, the desire to send and receive positive messages, and may also include the desire for proximity and reciprocity.

2. Secondly, from the behavioural perspective, there are many actions and reactions that are affectionate in nature and intent. Over the years, however, reviewers such as Twardosz and her colleagues (1979, 1987), Twardosz and Norquist (1983), and Zanolli, Saudargas, and Twardosz (1990) have commented on the lack of agreement among investigators regarding the choice of affection behaviours to include in their studies. Sandra Twardosz and her colleagues have developed an approach to the study of affection that involves clearly defined categories of facial, verbal, and interpersonal contact behaviours. Her behavioural measurement system is used in this study.

3. The third aspect involves thoughts, that is, cognitive impressions, reflections, and recollections of feelings, perceptions, and experiences privately contained within the internal dialogue.

4. The fourth aspect is feelings that include felt perceptions of warmth, nurturing, and love. From the child's earliest days there is an increasingly intricate and complex interweaving of all 4 dimensions of affection. This 4 part conceptualization of affection served as the foundation for my observations, interviews, and data analyses in this study.
Ronald Rohner (1984, 1986) has provided an excellent analysis of the warmth aspects of the relationship between children and their parents as well as other adult caregivers in children's lives. He focuses on the adult caregiver side of the relationship and is concerned with the long term effects of parental acceptance and rejection on children's behavioural, cognitive, and emotional development. He conceives parental warmth as

a bipolar dimension where rejection, or the absence of parental warmth and affection, stands at one pole of the scale in opposition to acceptance at the other pole. All humans can be placed somewhere along this continuum because each of us has experienced in childhood more or less warmth and affection at the hands of the persons most important to us, usually our parents. Accepting parents are defined in his Parental Acceptance-Rejection Theory (PART) as those who show their love or affection toward children physically and/or verbally. Physical affection, for example may be shown by fondling, hugging, kissing, or caressing a child. Verbal affection may be shown in such ways as saying nice things to or about the child, complimenting him, or by praising him. All are forms of behaviour which jointly and individually are likely to induce a child to feel "loved" or accepted." (Rohner, 1984, p. 1)

Rohner also describes the characteristics and behaviours of rejecting parents.

Parental rejection, i.e., the absence or significant withdrawal of warmth and affection, seems to be expressed the world over in three different ways (see Rohner, 1975), namely in the form of aggression/hostility, neglect/indifference, and in an "undifferentiated" form where the child perceives his parent(s) as rejecting him, but where the expression of rejection is neither clearly aggressive/hostile nor neglecting/indifferent." (Rohner, 1984, p. 23)

In particular, his research explores the long term negative consequences for children of parental rejection. He reports higher incidences of psychiatric and behavioural disorders, higher levels of hostile and aggressive behaviour, lowered self-esteem, and overdependency for example, clinginess, possessiveness, approval-seeking behaviours. Although Rohner stresses that parental warmth is of central importance to children, he considers that other caregivers can have a substantial impact as well. For example, early childhood teachers display varying levels of warmth, acceptance and/or rejection toward the children in their care. While not all children
engage emotionally with their teachers, there are many who, for a variety of reasons, have a great need for close emotional links with a nonparental caregiver.

Power (1986) and others emphasize the importance of emotional associates for the development of children's emotionality. Feelings are relational and interactional; children require adults to serve as reflective mirrors acknowledging and providing interpretations of their feelings, and guidance in learning socialized feeling rules (Corkhill Briggs, 1977). Children "come to feel about themselves as they think others feel about them" (Power, 1986, p. 275.) The development and internalization of children's patterns of emotionality and behaviour are fostered by specific child rearing practices of adults. For example, as Hoffman (1979) and Power (1986) point out, children require occasional experiences of adult power assertion to supportively contain their impulsivity, frequent experiences with inductive discipline methods to understand the consequences of their behaviour on self and others, and "the frequent use of affection outside of the discipline situation" (Power, p. 277) in order to foster both sensitivity and empathy for others.

Botkin and Twardosz (1988) have commented on the relatively small amount of research examining the role and significance of affection in relationships outside of the family. In one study, Innes, Woodman, Bansbach, Thompson, and Inwald (1982) expressed concern about affectively neutral interactions they found between preschool caregivers and children. They reported what seemed to be a preponderance of routine caregiving in many child care centres. This observation strongly indicates a paucity of affectional experiences between caregivers and children. In an earlier study, Sheehan and Abbott (1979) reported similar results.

Inadequate attention to and support of children's emotional needs has long been a problem in group child care programs. For example, since the inception of the community college early childhood education programs in the province of Ontario, professors responsible for finding community field placement practicum sites for their teacher trainees have expressed concern about the shortage of suitable high quality
child care programs in their communities. While most centres willing to have teacher trainees for field placements do provide relatively appropriate programming for children, there seem to be many teachers who display inadequacies in the emotional aspects of their relationship skills with children. Teacher trainees require direct observations, hands-on experiences with children, and abundant mentoring experiences with teachers who have exemplary skills in all aspects of group child care. The quality control issue in teacher-trainee field placement is alleviated to some extent for those colleges that provide trainees with experiences in their own high quality child care lab centres. It is neither feasible nor desirable, however, to restrict teacher training to college settings and avoid the use of community child care centres. Connections between teacher training institutions and community centres facilitate ongoing professional networking, dissemination of new findings in early childhood research and education, as well as informal across-centre professional peer monitoring of centres’ policies and practices with children.

Some investigators (e.g., Sutherland, 1992; Twardosz et al., 1987; Zanolli et al., 1990, 1997) have conducted teacher-child affection studies in college and university lab child care centres. Findings indicate that affectionate behaviours are certainly part of teacher-child interactions in such centres. Specific affectionate behaviours, particularly smiles, have been noted in early childhood teacher trainees (Sutherland, 1992). Zanolli et al. (1990, 1997) found that caregivers’ smiles were the most salient behaviours that elicited positive responses from toddlers in care. Twardosz and Norquist (1983) noted, in their review of operant behaviour modification and social learning theory literature, that while investigators may differ in their views of the processes involved, there has been general agreement that, both inside and outside the family context, affection is a powerful social reinforcer for young children (see Baer, 1978 and Staats & Staats, 1963 in Twardosz & Norquist, 1983).
In general, there seems to be relatively slow growth in the number of studies of affection behaviours of early childhood teachers caring for infants, toddlers, and preschool children (Botkin, 1983; Botkin & Twardosz, 1988; Innes et al., 1982; Shreve et al., 1983; Sutherland, 1992; Twardosz, 1981; Twardosz et al., 1987; Twardosz et al., 1983; Twardosz et al., 1979; Zanolli et al., 1990, 1997). Results of these studies indicate that while there are great variations in the frequency of affection behaviours that individual teachers express to children, there are relatively few specific types of affection behaviours that teachers consistently express. Teachers' smiles have typically been the most frequently observed form of affection. Words, signs and gestures, and various forms of physical contact are other commonly observed expressions of teacher affection. There are teachers, however, who rarely display affection. These may include teachers whose professional belief is to purposefully maintain an emotional distance, as well as others whose lack of affection reflects job dissatisfaction, personal interpersonal relating difficulties, or other personality characteristics. Some teachers, however, who rarely express affection, including smiles and touches, state emphatically that they care about children and enjoy being with them. These teachers have been very surprised when informed of their lack of expressions of affection to children (e.g., Twardosz, personal communication, 1991).

Twardosz commented that there may be distinct limits as to how much some teachers are willing or able to change with regard to the kinds and amounts of affection behaviours they express to children. She found that training teachers to express more of these behaviours had only limited success. On the other hand, Sylva, Roy, and Painter (in Athey, 1981) found that teachers who listened only to audio-tapes of their interactions with children in the classroom were subsequently able to display higher levels of quality communication. Similarly, Brockman and Jackson (1987) found that direct in-service training programs for teachers of infants improved the quality of their emotional interactions with the infants in their care.
My Master's thesis involved the systematic observation of teacher trainees' social and affection behaviours with preschool children (Sutherland, 1992). Results were similar to other studies of fully qualified teachers in that these teacher trainees were observed to engage in social interaction behaviours and affection behaviours with children in various ways, especially through smiles and physical contacts such as touches and hugs. As part of the study the trainees were also asked for their views about fostering healthy emotional growth, and specifically expressing affection to children. Not unexpectedly, given their basic awareness of the study's intent and perhaps the fresh influence of their college coursework, all of the trainees stated their belief that children need affection and meeting their needs for affection was their highest priority. In fact, my own experience supervising trainees in placement has been that most often their lowest priority is relating with the children; they are typically focused on the struggle to demonstrate competence to their supervising teachers in complex tasks such as maintaining the flow of the daily schedule, managing group dynamics, and implementing appropriate program activities. Another finding in my study that suggested the need for further investigation was the confusion the trainees had between children's social needs and affection needs. For example, they were asked for ways they could express affection to children. They provided lots of ideas and yet more than half of their suggestions were strictly social interactions intended to encourage social communication and prosocial behaviours such as reminding a child to 'use his words' when trying to resolve a dispute with a peer. Clearly, there are issues to examine further regarding the expression of affection to children for both teacher trainees and experienced teachers. Several suggested avenues for research are cross-college analyses of academic course content in preservice teacher training programs concerning the teacher-child emotional relationship, effectiveness of in-service teacher training efforts to promote positive emotional relating and affection behaviours, and, most relevant to the present
study, teachers' perceptions of appropriate professional practices with regard to emotional relating and affection with children in their classrooms.

Emotionally responsive early childhood teachers are a positive influence on young children. Many years ago, Staub (1971) noted that warm, affectionate interactions with adults, as opposed to adults who behave in a neutral or hostile manner, tend to enhance children's sense of well-being. Such interactions also tend to increase children's willingness to help their peers (Staub, 1971). The nurturing manner of teachers comforts and reassures children; it also generates a sense of trust and security. Supportive teacher-child interactions may well serve to deepen the child's emotional closeness and dependency on the teacher. Such a relationship tends to become further strengthened by the teacher's words and behaviours at times when the child is anxious, upset, or unwell. Over time, the consistent repetition of this supportive pattern with emotionally tuned-in teachers may lead some children to develop strong secondary attachments to those teachers. While young children do not necessarily develop secondary attachment relationships with nonparental caregivers, there are many children who do seek out more intense emotional attachments to special adults outside of the family for a variety of reasons. While these children benefit from a positive attachment to their early childhood teacher, the experience becomes counterproductive when it destabilizes and the teacher moves to another group of children or terminates employment at the child care centre.

One hopes that the majority of teachers have positive feelings for the children in their care, although there are some teachers who maintain a measure of emotional distance from some children. Teachers differ in both their interest and capacity to relate emotionally with young children. In addition, teachers' relating styles vary greatly as well, ranging from very warm and accepting, to affectively neutral, to a briskly efficient and affectively distancing approach. Unfortunately, over the years I have also observed that some childhood teachers relate to children in an angry, hostile manner. While the
behaviours and words of these teachers are appropriate in content, the emotional tone of their communication is negative and rejecting. A high quality relationship between teacher and child is critical. It is reasonable to assume that the warm teacher is more likely to develop a much closer tie with children, while the distancing teacher is more likely to develop emotionally problematic relationships with at least some of the children in her care, regardless of the children's individual emotional needs and styles of relating.

Stanley Greenspan (1990) emphasizes the importance to children of the emotionally connected teacher. He promotes the need for teachers to 'tune-in emotionally' to young children. In his view, children's emotionality is a developmental base from which emerges healthy growth and development in all other domains. In particular, he believes that young children's emotions have a significant impact on their learning. Greenspan recommends to teachers a method he calls 'Floor Time' to accomplish this emotional tuning-in with young children. The 'Floor Time' concept also appears to be related to the idea of the 'synchronous dance' between mother and child discussed by Schaffer (1977) and Tronick (1982) and others. In this view, from his earliest days, the young child must learn how to 'read' the feelings, behaviours, words, facial and body gestures of his mother and subsequently those of his father and other major caregivers. The child comes to use certain sounds, words, gestures, and behaviours to make his emotional needs known to important adults such as his teacher, for example, when he is seeking attention or affection or when he indicates that he wants to be soothed after an upset. He gradually discovers which of his messages result in the most positive responses from that teacher. At the same time his teacher has been learning how to 'read' him and respond to his signals with sensitivity and accuracy. Their 'dance' becomes more complex, productive, and emotionally satisfying. When the inevitable comes and that child loses this teacher whom he has come to know so well, he faces the challenge of working through the grief and loss process.
As discussed earlier in this thesis, the problem of serial caregiving is endemic to early childhood education. For example, Clarke-Stewart (1993) points out that by the early 1990s in the United States, the chances were less than fifty-fifty that a child's day care teacher at the beginning of the year would be there at the end of the year. I am not aware of Canadian data but I suspect a similar situation in this country. Serial caregiving means that a great number of very young children must start over several times to relate to new teachers before they reach school age. It is not clear how able or willing they are to develop again their part in the 'emotional tuning-in' process and learn to 'dance' with new teachers who each have their own distinctive style, level of sensitivity, interest, and emotional availability. They may function adequately in their child care setting but they may not be open to developing emotionally based relationships with their teachers.

2.4 Early childhood teachers: diversity and cultural differences

When expressing affection, teachers must keep in mind the broad range of differences in children and their families. Baker and Manfredi-Petitt emphasize the special considerations often required for children with special needs in their discussion of the loving bonds with caring adult caregivers that children need in order to develop solid self-esteem, and a readiness to learn (1998). The authors caution teachers, however, about expressing love and affection to other people's children, describing the risks and taboos that may be involved. It is important that teachers and parents work as a team so that expressions of teachers' caring are acceptable to parents and comfortable to their children.

Cultural background also tends to shape families' perceptions of behaviours considered to be appropriate, both in teacher-child relationships and in caregiving methods. While expressions of affection such as touches, hugs, sitting on the teacher's lap, and, in particular, kisses may be a natural part of an affectionate teachers' emotional-relating repertoire, those behaviours may be seen as inappropriate and too intimate by some parents. Bernhard and her colleagues reported substantial
disagreements over what constitutes proper child-rearing methods, and noted as well in their study that sometimes teachers are even unaware of discriminatory incidents that are upsetting to parents from cultures different than their own (1998). Roer-Strier (1996) emphasize the importance of recognizing specific cultural contexts in group child care as each culture has its own conception of ideal child development and socialization. Margolin (1997) also stresses the need for educators to recognize cultural diversity in her 10 guidelines for early childhood teachers. There are many ways that teachers and children can communicate positive emotional regard toward each other. Choosing acceptable ways involves open collaboration between teachers and parents.

2.5 Early childhood teachers’ relating style

In her review of the literature, Anderson (1980) emphasized that the quality and stability of caregiver relationships and caregiving environments outside the home are important factors to protect children from ill effects of separation due to child care. Children need to be able to predict the availability and responsiveness of their caregivers. The importance of the caregiver's sensitivity, responsiveness, warmth, and affection to this young age group has been stressed by many early childhood experts (e.g., Anderson 1980; Elicker & Fortner-Wood, 1995; Honig, 1976, Kontos & Wilcox-Herzog, 1997; Love, Schochet, & Meckstroth, 1996). However, in her 1977 article on mothering and teaching, Katz warns about the pressures on teachers to assume some of the mothering of children, and that includes emotional nurturing and affection. While she clearly differentiates mothering and teaching along several dimensions, she also concedes that young children do “require of their teachers at school some of the same tending, caring, and guiding given them by their mothers at home” (p.48). Thus, Katz does seem to support the idea of the child-teacher attachment relationship. She does add, however, that while attachment is often an aspect of this relationship, it is possible for children to feel very attached to their teacher without the teacher needing to feel that
she must reciprocate as intensely. Consequently, the children's emotional needs are met and there is no heavy emotional burden on the teacher.

Honig (1976) and others propose an emotional protective strategy for children, advocating that children and caregivers maintain a stable, long term relationship by adopting a case-based, family grouping approach in order to avoid the negative effects of room and caregiver changes. Although these approaches would seem to be much better suited to meet the emotional needs of children, they have never become widespread. Swift as early as 1964 (in Ausubel, Sullivan, & Ives, 1980) commented on the need to study the caregiver-child relationship and in particular the qualities of adult supervision such as warmth, friendliness, and personal involvement. Clarke-Stewart, Friedman, and Koch, (1985) noted that the infant's social development may be affected by the proportions of warmth to coolness and affection to anger that s/he receives. They stressed the infant's need to feel affection and the caregiver's responsibility to show empathy for the infants in her care.

Earlier, Schiller (1980) had raised the concern that some caregivers may tend to avoid close emotional involvement with children due to the temporary nature of their relationship. Maslach and Pines (1977), Katz (1977), among others have described a 'detached concern' style of early childhood teacher relationships with children. In Ontario in the early 1940s and through to the 1960s, a number of early childhood education training institutions, for example, the Institute of Child Study at the University of Toronto, promoted the view that maintaining emotional distance from the young children in their care was appropriate professional practice for early childhood teachers. During that period, Biemiller commented that many child care organizations expected this deliberate distancing approach from its early childhood teachers (Biemiller, personal communication, 1998). The intention was to discourage child-teacher attachments because of the relatively short-lived, serial caregiving nature of the teacher-child relationship.
While Biemiller had not been supportive of that approach, Katz (1987) encouraged teachers well into the 1980s to maintain an optimal distance from children and to avoid "the kind of emotionality required of family relationships" (p. 7). She seemed, however, to be presenting teachers with a complex and contradictory challenge. That is, while they should engage with children in frequent contact, observation, and listening, and be responsive, caring, empathic, and compassionate, at the same time they should also maintain an optimal emotional distance; all this in order to guard against burnout. Her list of teacher behaviours and characteristics seems to include most or even all of the aspects of close emotional relatedness.

It seems unrealistic to expect that all teachers are able to relate to children in ways that have been designated by others as the most appropriate professional practices. As Clarke-Stewart (1982) has pointed out, teachers are all quite different and the behaviours of a particular teacher can make a difference to children's experiences. It also seems to be very likely that many teachers who have committed themselves to a long-term career in child care are people who likely have not only a special interest in children, but also a special 'feel' for building and sustaining constructive relationships with children.

2.6 Early childhood teachers: affection and physical touch

Physical touch between parent and child includes both task-related and emotionally-related touch. The latter is an important way to send and receive messages of mutual love and affection within the family. It is an integral aspect of children's healthy development. As it is with parents, task-related touch is an inevitable part of physical caregiving within the early childhood teacher-child relationship as teachers change diapers, assist in feeding, and help children dress and undress. The younger the child, the more frequent this type of physical contact occurs (Cigales, 1996). Teachers' emotionally-related touches, however, are more inclined to be problematic. On the positive side, caregivers' touches, and especially massages to infants and preschool
children, have resulted in better behaviour ratings by teachers on mood state, vocalization, activity level, and cooperation. Further, parents reported that their children displayed less touch aversion and more extroverted behaviour (Field, 1996). Schneider (1996) reports that infant massage benefits both the infant and caregiver, finding indications of increased bonding and enhanced growth and development. Honig (1997) describes how nonparental caregivers promote positive personality development through free play activities and responding to infant needs of feeding and touch.

Therapeutic touch is a third type. For example, Theraplay, an attachment-based play therapy technique, is reported to be very effective with troubled child-parent relationships. It includes empathic nurturing touch between caregiver and child (Booth & Jernberg, 1999). A group of Head Start centre teachers report the positive value of appropriate touch for healthy physical and emotional development in their use of Hug Therapy (Johnson & Franke, 1997).

On the negative side, caregivers' touches involving young children's vulnerable body areas have evoked negative responses from children (Cigales, 1996). Parents may also be concerned about teachers' more intimate expressions of affection with children, such as hugs and kisses. In the past few years, I have noticed that the policy statements in child care centres are explicitly addressing this issue, advising teachers on appropriate and inappropriate expressions of affection with the children. Teachers of young school age children are typically required to abstain from touching children due to concerns about possible accusations of abuse or sexual harassment (e.g., Del Prete, 1996). Elementary school special workshops for children on good-and-bad touch are widespread as well.

Teachers' task-related touch is an unavoidable and frequently occurring experience for infants, toddlers, and to a lesser extent, preschoolers. In fact, when task-related touch involves emotional or therapeutic elements it has beneficial effects on young children, as described above. There are many expressions of affection available
to early childhood teachers. Physical touch is but one and teachers need to keep possible constraints on touch in mind. In fact, smiles have not only been shown to have the strongest effect on children when compared to other expressions of affection (e.g., Twardosz et al., 1987; Zanolli, 1997), I suspect that all parents, teachers, and children find them to be an acceptable way to communicate positive emotional regard for any age.

2.7 Early childhood teacher training

Early childhood teachers obtain their specialized knowledge and professional skills from training programs that vary considerably in length, quality, depth, and breadth of academic content, and field placement experiences (Saracho, 1993). For example, Clarke-Stewart (1993) reviewed a number of studies and reported that with adequate training in child development, early childhood teachers were more interactive, helpful, talkative, playful, positive, and affectionate with children. She added that the children were found to be more involved, cooperative, persistent, and learned more. She cautions, however, that there may be a relationship between teacher knowledge of child development and an academic orientation that excludes "activities to promote a child's social or emotional development." (Clarke-Stewart, 1993, p. 99). Honig (1996) stresses the latter aspects of development in her comments on the growing power of early childhood teachers as families have less time to raise their children. She emphasizes not only the importance of knowledge in child development in teacher training but also children's emotional and personal development, in particular the intergenerational transmission of secure and insecure attachment patterns of young children with their caregivers.

Ontario colleges are fortunate to have a standardized 2-year early childhood education program, relatively consistent curricula across colleges, and relatively standardized outcome competencies (Ontario ECE Competencies Project, 1992). In the curricula of early childhood training programs, children's cognitive, social, and motor
development as well as the activity ideas related to these domains have traditionally had a very high profile (Twardosz et al., 1987). The emotional development of children and in particular child-parent attachment patterns, intergenerational transmission of those patterns, and the emotional relationship between children and their teachers are areas that tend to be inadequately dealt with in preservice training programs, for example in Ontario's college programs in Early Childhood Education (Ontario ECE Competencies Project, 1992). This is unfortunate because, as Katz and Goffin (1990) stress, the characteristics of young children are such that the major competencies required by early childhood teachers are ones that assist children in the development of their interactive skills. Teachers' understanding of children's emotional development and demonstration of skills that reflect that knowledge dramatically increase teachers' abilities to observe, interpret and respond appropriately to each child's expressed feelings and unique emotional needs within the group context (e.g., Honig, 1996; Spodek & Saracho, 1990). These are especially important skills for teachers to possess considering that children's emotional and social adjustment is now viewed by many early childhood experts as pivotal to healthy growth in all developmental domains (Goleman, 1995; Gottman, 1997).

In teacher training programs there is also evidence that graduates do not have adequate grounding in the essential connections among theory, research, professional practice, and applied curriculum content; it appears that these connections are inconsistently dealt with in the curriculum (Ontario ECE Competencies Project, 1992). Honig (1996) echoes this concern and challenges trainees to develop skills to grasp the implications of theoretical ideas in early childhood education courses. Spodek & Saracho (1990) have reported this to be a widespread problem in American early childhood training programs as well.

In Ontario, during the collection of data for the Ontario ECE Competencies Project (1992), it became evident that many college professors teaching in the early childhood education programs emphasized the teaching of group behaviour
management techniques without adequate consideration for the unique personalities and emotional needs of individual children, and often to the exclusion of supportive theory and research. Early childhood teacher trainees are presented with a plethora of 'how-to' techniques chosen in accordance with the sometimes incompatible preferences of academic professors and supervising early childhood teachers in the field placement classrooms. Sole focus on methods to effect observable behavioural change in children ignores and may well compromise the progress of their emotional growth. Graduates may possess adequate understanding of a few behaviour management techniques and display beginning level application skills. Many novice teachers, however, lack knowledge of theory and research as well as insight into their own personal characteristics and professional preferences and thus are more liable to engage in inappropriate behaviour management methods.

In Ontario, early childhood teacher trainees acquire practical skills in field placement experiences that occupy substantial amounts of time in their 2 year program. Katz (1984) notes that while training programs provide varying amounts of time for field placement experiences, they are the "most highly recommended component of preservice training for teacher education" (p. 216). I agree with Katz. Field placements function as powerful apprenticeship experiences in which trainees tend to imitate and are sometimes even expected to imitate the practices of the supervising teachers. As Saracho (1993) points out, supervising room teachers have the most influence on trainees' teaching experiences of any of the learning venues. Thus, it is essential that the knowledge base, beliefs, and professional practices of supervising teachers are adequate and appropriate. While it is reasonable to expect at least some degree of coherence and collaboration between college classroom professors and college child care lab centre staff, the linkage between college academic personnel and supervising teachers in community centre placements tends to be much more tenuous and inconsistent.
Katz (1984) and others have examined the issue of timing in preservice teacher training and teacher behaviour. She describes the 'feed-forward' problem. Preservice teacher trainees are expected to understand and integrate theoretical and methodological content in advance of their actual teaching and caregiving experiences with young children in group care. Clarke-Stewart (1993) has examined the research, and concluded that "the caregiver's general education may predict more positive behaviour in the daycare setting". (p. 99) She referred to the national staffing study that found teachers with college degrees were significantly more sensitive and appropriate in their care, less harsh and emotionally detached than teachers who did not have college degrees (Whitebook, Howes, & Phillips, 1989). Clarke-Stewart adds that teachers with fewer than 2 or 3 years of experience tend to go along with the children and do not initiate many educational activities. Teachers with more experience tend to be "more stimulating, responsive, accepting, and positive" (p. 99), although teachers with more than 10 years experience display a tendency to be more strict and controlling. She concludes that while a teacher's experience is not a guarantee of good care, a "moderate amount of experience clearly helps" (p. 99).

Part 3: Children's perspective

2.6 Affection

From a developmental perspective, the beginnings of affection lie within the early child-mother relationship. Affection is a central aspect of the primary attachment process of a child with her mother and the bonding process of that mother with her child. For example, Ainsworth (1973) highlighted affection in her definition of attachment. She viewed attachment as "an affecional bond that an infant forms with a mother figure" (p.2). Others have addressed the importance of affection. John Bowlby (1951) stressed the importance of the emotional quality of the mother-child relationship.
What is believed to be essential for mental health is that the infant and young child should experience a warm, intimate, and continuous relationship with his mother (or permanent mother-substitute; one who steadily 'mothers' him) in which both find satisfaction and enjoyment. (p. 11)

Katz (1977) also comments on the close relationship between the affectivity dimension and the attachment dimension. Rohner (1980) refers to the affection experiences with parents as the warmth dimension of parenting and he views this as a very important ingredient in children's emotional development. Ausubel, Sullivan, and Ives (1980) take a developmental view of parental affection in the satellization process that they posit is crucial to the development of the child's intrinsic security and feelings of adequacy. O'Reilly and Bornstein (1993) report several studies whose findings indicate that nurturing families tend to influence their children's intellectual development. Children in these families also display higher levels of competent play with adult caregivers, with peers, and with toys. They comment that "the child's cognitive advancement is facilitated in particular by interactions with parents that are reciprocal, warm, positive, and supportive, in contrast to controlling, intrusive, and unresponsive parents..." (O'Reilly & Bornstein, 1993, p. 61).

Historically, much less attention has been paid to the affection aspect of the nonmaternal adult-child relationship (e.g., see review by Ausubel et al., 1980). While some of these nonmaternal adult-child relationships do involve an identifiable secondary attachment process per se, others do not and yet affection experiences between those adults and children can play a substantial role in their emotional and social development. (e.g., Ausubel et al., 1980; Kontos & Wilcox-Herzog, 1997; Maccoby, 1980; Shreve et al., 1983; Twardosz & Norquist, 1983). For example, Twardosz and Norquist (1983) describe studies that report positive correlations between expressions of affection to children and various aspects of their development including social responsiveness, cognitive development, expressions of happiness, secure attachment and altruism.
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There has been persisting concern in the early childhood education profession, however, about teachers' contributions to the quality of child care. As Howes and Hamilton (1993) point out,

"quality in child care is closely linked to the adult providing care. In settings where the adult can effectively perform both nurturing and teaching roles, children are able to develop more social and cognitive competence. Teacher effectiveness is linked to individual characteristics, including formal education and specialized training and to setting characteristics, particularly salaries and adult-child ratio" (p.334)

In addition to the physical setting characteristics and teachers' specialized knowledge and skills in early childhood education, I believe that the personal qualities of teachers is a crucial factor (see also Elicker & Fortner-Wood, 1995; Kontos & Wilson-Herzog, 1997; Love et al., 1996). It is important to consider teachers' awareness, preparedness, sensitivity, and capacity to focus on the emotional aspects of their relationships with the children, to understand the uniqueness of their emotional needs, and to meet those needs appropriately. In an early study, Athey (1981) reported on verbal encounters between teachers and children in early childhood education classes and found that 80 % of interactions were instrumental exchanges of low educational quality, primarily routine instructions. Innes et al. (1982) described the caregivers in their study as excellent professionals but noted that "almost all of the communication between caregivers and children is neutral in affective tone and there is very little evidence of the kind of sensitive responsiveness we had hoped to find in the centre and home based programs studied." (p. 55).

Saracho (1993) has addressed the teacher preparation aspect of the child care profession and has noted that while much has been written about the attributes necessary for becoming outstanding teachers, there has been relatively little empirical research on trainee selection criteria and trainee personal qualities in early childhood education teacher training programs. While resilient children may be much less affected by teacher characteristics and behaviours, there are other children who are emotionally
vulnerable, for example, those who have problematic maternal attachment relationships and stressful family situations. These are children in particular who would be at risk for emotional and social maladjustment. Over the years, in my experience collaborating with Ontario college professors responsible for teacher trainee field placement supervision in early childhood education programs, a recurring complaint has been their perception that there are far too many early childhood teachers who have inadequate social and emotional relating skills with children. (e.g., Ontario Early Childhood Education Competencies Project, 1992). These are teachers who engage primarily or even exclusively in routine caregiving activities such as meeting children's basic needs for nutrition, health, safety, behavioural supervision, and program activities. Among other things, we know that these are teachers who may not be adequately meeting children's needs for affection.

It is clear that young children need to have affection experiences with their early childhood teachers. How this comes about in some teachers and not others is not clear. More information is needed. The present study explores this issue.

2.9 Attachment

In order to place affection within its larger context, a very brief review of key issues in the rather enormous attachment literature is included here. For many years the major focus of theoretical and empirical research attention has been the infant-mother relationship and in particular the complexities of the primary attachment process (e.g., Ainsworth, 1973; Bates et al., 1985; Bowlby, 1969, 1973, 1980; Tracy & Ainsworth, 1981; Waters, Wippman, & Sroufe, 1979). John Bowlby described attachment as an instinctual organized system within the infant, operative from birth, whose purpose is the promotion of survival through physical and emotional proximity seeking with the mother. He kindled major scientific interest in attachment through his extensive interdisciplinary review and synthesis of the attachment literature. Included in his work was detailed examination of the theoretical formulations of the many psychological and physiological
aspects of attachment as they pertained to both human beings and subhuman species. Mary Salter Ainsworth (1973) employed Bowlby's theoretical notions to develop systematic observational procedures that facilitated researchers' efforts to better understand the wide range of behaviours and emotions that occur in the complex relationship between young children and their mothers. Her 'Strange Situation' procedure, a theoretically-based systematized scheme for studying infant-mother attachment relationships, has made an enormous contribution to early childhood research.

In addition to the primary attachment relationship with their mothers, children form attachments with their fathers (e.g., Lamb, Sternberg, & Prodomidis, 1985). While fathers are usually the most important secondary attachment in children's lives, youngsters benefit from experiences with other people, some of whom also become secondary attachment figures. Thus, nonparental caregivers such as a family relative, or, especially relevant for this study, a warm and nurturing preschool teacher may form important emotional relationships with children. These special relationships may become secondary attachment relationships for those children.

Mary Main (1977) moved outside of the nuclear family in her description of the development and operation of the child's attachment behaviour system that emerges as a result of his early attachment experiences. She theorizes that in the operation of this system, the young child needs a substitute person when the attachment person is not available. Hence, children may develop secondary attachment relationships with caregivers who may be within the extended family and/or with individuals who are entirely outside the family, such as professional caregivers in early childhood programs (Goossens & Ijzendoorn, 1990; Howes & Hamilton, 1990; Howes, Rodning, Galluzzo, & Myers, 1988).

With regard to the relative significance and efficacy of children's attachments, Stern (1977) comments on the potency of effects between primary and secondary
caregivers, and notes that the issue may not be one versus the other, but that both primary and secondary figures may be crucial in different and most likely complementary ways (p. 109).

2.10 Children's attachment to early childhood teachers

Galinsky (1990), Gamble and Zigler (1986), Katz (1977), and Howes et al. (1988), Mardell (1994), among others, have examined the attachments that children form with their early childhood teachers. These researchers and others note that while teacher attachments are secondary in importance when compared with the mother-child attachment (Gamble & Zigler, 1986), there may also be significant interaction effects between and among children's various attachment figures. For example, Goossens and van IJzendoorn (1990) noted that children engage in proximity maintaining behaviours toward their early childhood teachers as well as social referencing behaviours (Camras & Sachs, 1991). Howes and her colleagues (1988) found that the security of both the infant-mother and infant-caregiver attachments was positively related to the quality of the infant's day-care experience; that is, securely attached children were more likely to attend day care with fewer children per adult caregiver (in Burchinal et al., 1992).

Ellen Galinsky comments on the possible costs to young children of poor teacher-child relationships, for example, in terms of self-concept development (Galinsky, 1990). Earlier, Anderson and her colleagues (1981) found connections between both quality and level of teacher involvement with children and children's attachment behaviours with their teachers. They reported that "high caregiver involvement was most consistently associated with child behaviours indicative of attachment to the substitute caregiver" (p. 59). Beginning in the late 1960s, in the early days of infant and toddler group care in Toronto, Norma McDiarmid, the executive director of Canadian Mothercraft Society, was very alert to child-teacher attachment. She closely monitored infants' indicators of attachment to the early childhood teachers in the society's childcare program and encouraged her teachers to develop a warm, nurturing style of relating.
McDiarmid found that infants who remained anxious with their primary teacher and were not able to be comforted were children who appeared to have attachment difficulties with their mothers (McDiarmid, personal communication, 1970). The essential issue is that secondary attachment relationships between young children and nonmaternal adults very likely provide valuable psychological protective factors that affect the form and quality of children’s emotional connectedness with others.

While Bowlby, Main and Ainsworth, among others, have tended to explore the attachment process primarily from the child’s perspective, there are some who look at attachment also from the adult perspective. (e.g., Katz, 1977). While Lilian Katz acknowledges that attachment is difficult to define, her description is more observable and measurable than Bowlby’s and is more broadly based than the clear but narrowly defined parameters of Ainsworth’s ‘Strange Situation’ approach. Katz emphasizes the bi-directionality and reciprocity of attachment, describing it as "the capacity to be aroused to a wide range of behaviours and intense feelings by the status and behaviour of the other" (p. 52). In her view of the adult-child relationship, when there is mutual interest in attachment or when the interest is one-sided, both the child and the adult will experience a range of intense positive as well as negative feelings. In addition, both participants will display a wide variety of behaviours that may range from intense proximity seeking and dependency-satisfying behaviours to indifference and possibly to physical and emotional distancing from each other.

Young children engage in their attachment efforts as a natural part of their development and generally tend to persevere toward ensuring that their attachment needs are met by the adults with whom they are involved. The primary adult is typically the mother and, in the first few years of this relationship, the attachment focus is intense, emotionally stimulating, and hopefully satisfying. It can also be emotionally draining for both participants. As Katz (1977) describes, for mothers both the intensity and focus of the attachment process change as their children become older. While the subsequent
manifestations of maternal attachment may be as intense, the child's developmental issues and behaviours change, and mothers are no longer dealing with the same early childhood attachment dynamics.

In the attachment relationship between children and teachers, however, there are a number of the children in the classroom who are all simultaneously engaged in a process of establishing secondary attachment relationships with their teachers. These are children who will be engaged intensely with their teacher for a period of time, then depart and be replaced by new children of the same age. Katz warns that teacher-caregivers who make themselves emotionally available to engage in an attachment process with children run the risk of suffering stresses associated with strong emotional arousal. The outcome for the teacher-caregiver may be emotional 'burnout', which Katz claims is "typically accompanied by loss of capacity to feel anything at all", a feeling that people in this situation often refer to as feeling indifferent (p. 52). While Lambert (1994) describes burnout as a multi-dimensional problem that includes other issues such as centre administration, program quality, and relationships with parents, she also cites the stresses of the teacher-child relationship. As Katz comments, there is increasing pressure on infant, toddler, and preschool teachers to meet more of the "nurturing and comforting parental functions thought to be neglected at home." (p. 48). She says it is not uncommon to hear teachers complain that they must supply both nurturing and emotional connectedness with the young children in their care. How is it then that some teachers report feeling emotionally enriched by their connections with the children in their classrooms, while others are inclined to feel emotionally depleted? Part of the answer may be teachers' attitudes toward children's emotional needs, teachers' emotional makeup, and their own personal emotional relationship histories. The present study aims to examine this question. A discussion of the issue is included in chapter 11.
2.11 Children, early childhood teachers, and quality of centre

Ellen Galinsky, a past President of the National Association for the Education of Young Children (NAEYC) and an early childhood expert, emphasizes that the most important ingredient of quality in a child care centre is the child-teacher relationship (Galinsky, 1990). To support her position, she notes that the 2 major factors influencing parents' choice of a centre are the kind and quality of attention they anticipate their children will receive from the teachers. In 1981, Anderson, Nagle, and Roberts compared the effects on children of low-involved and high-involved early childhood teachers. Teacher involvement was assessed using an observational time sampling technique that tracked both teacher-child interactions and measures of physical proximity. Attachment in this study was determined by a number of targeted child behaviours such as frequency of contact seeking, exploratory behaviours, and responses to separation. They found that children with low-involved teachers displayed lower levels of attachment to their teachers than did the children with high-involved teachers. In a more recent study, Howes and Hamilton (1992b) reported that children whose teachers provided less than adequate care, as rated on the Early Childhood Environmental Rating Scale (ECERS), were more likely to be avoidant or ambivalent in their relationships with those teachers. Children whose teachers were rated as highly skilled care providers were more likely to have emotionally secure relationships with those teachers. This study also found that children with low quality teachers displayed less peer competence than did the children with high quality teachers. It seems certain that high quality centres, however defined, are conducive to children's healthy emotional growth. Emotional growth, however, requires an interpersonal context. In order to thrive emotionally, children require the nurturing influence of their parents and, in their absence, with other nonparental caregivers such as their early childhood teachers. As more recent research findings indicate, teacher behaviours such as amount and quality of interactions impact children in a number of ways (e.g., Clawson, 1997; Eicker &
Fortner-Wood, 1995; Kontos & Wilcox-Herzog, 1997). In addition, however, other characteristics of teachers such as their personal and professional beliefs and attitudes about children’s emotional development, as well as their own personal family perspectives are factors worth investigating as well.

2.12 Children, early childhood teachers, and group size

Recently, Love and his colleagues reviewed the literature on factors contributing to quality of care and found that those most strongly related to child well-being include not only teachers’ sensitivity and responsiveness with children, but also structural aspects such as lower teacher-child ratios and smaller group sizes (1996). Much earlier, in the United States, the 1974 National Day Care Study (NDCS) published the finding that group size had a much more sizable impact on specific indicators of child care centre quality such as group dynamics and caregiver behaviour than did the caregiver-child ratio (Ruopp, Travers, Glantz, & Coelen, 1979). Smaller group sizes were clearly preferable with such benefits as teachers being observed spending more time interacting with small groups of children than with larger groups. A recent study conducted in Ontario was designed along similar lines in order to obtain Canadian comparisons with the American study (Luckett, Maxseiner, & Phillips, 1995). Twenty-seven municipal child care centres were involved. Very similar results were obtained; smaller groups of children were observed to experience more teacher interactions while in larger groups, teachers were more inclined to interact with each other.

Of specific relevance to the present study is the observation of Luckett and her colleagues that more positive interactions between teachers and children were observed in smaller groups of children, while in the larger groups, teachers were observed to display more controlling and correcting behaviours with the children. Howes and her colleagues (1992) reported results similar to the above studies. In addition, they noted that the centres in their study that maintained what they referred to as adequate group sizes also tended to have well educated teachers who received relatively high salaries.
Considering their education and salary factors, there is certainly the possibility that these were teachers who not only possessed more than adequate knowledge and skills for their careers but who also very likely experienced higher job satisfaction.

2.13 Child-early childhood teacher relationship instability

Clarke-Stewart (1993) has reported on the time factor aspect of teacher instability, that is, as children spend more time in a daycare setting, caregivers form closer relationships with the children and possibly with the mothers, thus becoming more like the mother in their behaviour, that is, more affectionate, verbal, and responsive. Howes and Hamilton (1992b) examined the stability of teacher-child relationships in relation to maternal attachment for children who had entered child care in infancy. They found that for those children whose teachers remained with them over a long period of time, the child-teacher relationships were as stable as their child-mother relationships. These findings suggest that there may be a positive mutual reinforcing effect within the 2 sets of relationships, that is, the child-teacher and the child-mother sets. These researchers also studied the effects of teacher change on children who had relatively positive, stable maternal attachment relationships. They found that for children up to the age of 30 months, teacher changes were emotionally upsetting. Beyond this age period, the preschool children did not seem to be particularly affected by teacher change. A possible protective factor for these children was the stabilizing influence of their positive maternal attachments.

When children and teachers have long-term relationships, they are both more likely to develop positive emotional connections, especially if the teachers are nurturing and affectionate. Clarke-Stewart (1993) and many others have emphasized that a source of stress for young children in group care is the loss of their early childhood teachers. In 1980 Schiller addressed the issue of children's multiple separations from caregivers. She calls this unstable care and emphasizes that the earlier the child's entry into care, the greater the number of teachers that child will likely encounter. Multiple
separations could very likely be an emotional stress factor for many children, especially those who make strong attachments to specific teachers, those whose home lives have included emotionally difficult separation and loss experiences, and those who experience poor attachment relationships with their mothers and fathers.

Teacher-child relationship instability is a chronic problem in child care. While most young children experience emotional reactions when their teachers are absent for even relatively brief periods of time, they tend to have more intense disengagement difficulties when they lose their teachers permanently. The phenomenon of teacher instability, that is, frequent teacher change, is also referred to as serial caregiving. It appears to occur more frequently in child care centres that are poorly administered and in centres that operate within large corporate organizations such as municipal or regional governments (Anderson, 1980; Cummings, 1980; Whitebook et al., 1989). Teacher loss occurs when children are 'moved up' because of age. They must adjust to a new classroom and a new set of teachers. Children lose teachers when those teachers rotate among classrooms in the same centre. They also lose teachers who resign and seek employment elsewhere.

In my observations in early childhood centres, I have often noticed children displaying signs of loss, occasionally for extended periods of time, when they lose their teachers. Many teachers talk about how the separation process is unsettling for them as well and they are concerned about the children's readjustment process. The emotional process of disengagement and re-engagement with another teacher or pair of teachers is complicated by the fact that the former teachers remain visible to the children and yet no longer belong to them. Planned teacher loss is entrenched in child care. There are governmental licensing regulations stipulating grouping by age in centres. Periodic teacher rotation among age groupings in classrooms is often a child care centre administrative policy and is considered to be a positive feature of teachers' professional development opportunities. Some centres have reduced the number of times children
experience the disengagement and re-engagement processes by adopting the family grouping approach in which children of a variety of ages remain in one classroom with the same teachers over a much longer period of time. Permanent assignment of children to each teacher is often incorporated into the family grouping approach as well.

Teacher loss due to resignation is also a persistent problem; supervisors deal with staff recruitment on an ongoing basis. In a 1989 study, Whitebook, Howes, and Phillips reported the finding that in child care centres in the United States at that time staff turnover rates were over 40% a year. The 1998 report by the Canadian Federal Child Care Human Resources Steering Committee also stressed the problem of staff turnover as one of many that threaten the maintenance of high quality child care in this country. Salaries in both the United States and Canada are relatively unappealing, working conditions and levels of job satisfaction in many centres are problematic. There is often inconsistency in the quality of supervisory and administrative support to teachers as well. Teacher instability is an unavoidable aspect of group child care and strategies to minimize its effects on children are called for. Shpancer and Wachs (1997) found differences in child adjustment based on both caregiver and child characteristics. In their research, Howes and Hamilton (1992b) identified age of child when teacher loss occurs and quality of the child's maternal attachment as two factors that are related to children's handling of teacher loss. They speculate that when children are in child care from a very young age, they conceptualize and internalize a model of the teacher role, including whether or not that role provides a sense of security. It may be that teachers' who are warm and affectionate tend to promote stronger emotional connections with children than do teachers who relate in an affectively neutral or distant manner (e.g., Clawson, 1997). When separation occurs, the child's loss of an affectionate teacher may be more intensely felt. Perhaps the benefits of teachers' expressions of affection
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and nurturance to children during their time together outweighs the potentially negative effects of separation, especially if the new teacher's emotional relating style is similar.

This area merits further investigation.
Chapter 3
Methodology

3.1 Introduction

A combination of qualitative and quantitative research methodologies was employed in the present study. The rationale for choosing the 2 approaches was described in chapter one. For the qualitative part of the study I adopted the term interpretive inquiry (Walsh, Tobin, & Graue, 1993; Erickson, 1986) as it seemed to best describe the process of exploring and understanding each teacher's unique reflective narrative. Her narrative was comprised of her recollections of her affection experiences in her own early life and her thoughts and perceptions in her adult life, both professionally as a teacher and in her personal life outside the classroom. In interpretive inquiry the researcher assumes a guiding role in the questioning, discussing, reflecting, and interpreting processes involved in understanding a teacher's perceptions, attitudes, beliefs, and experiences regarding affection and the children in her care. I took this role as each teacher composed her narrative.

Quantitative observational data were also gathered employing the Affectionate Measurement System (Twardosz et al., 1979; Twardosz, 1981). These data provided an adjunct objective picture of each teacher's observed affection activities with children. Thus, I had behavioural reference points to compare with the thoughts and ideas about affection that the teachers generated in their narratives.

3.2 Participants

The participants in this study were randomly chosen from a group of 13 experienced early childhood teachers of 3-year and 4-year old children employed by a provincially licensed college lab child care facility that had centres in 3 locations. These child care centres provided toddler and preschool full day programs; they were also field placement sites for students enrolled in the 2-year Early Childhood Education program at that college. I selected only from the teachers of 1 age group in the child care facility.
in order to be consistent and avoid possible variations in teacher-child relationships due to differences in children's ages. I chose teachers of late 3-year and early 4-year-old children rather than toddler teachers for several reasons. The most practical reason was the greater number of preschool teachers from which a selection could be made. There were, however, other considerations related to various characteristics of both teachers and children of this age. The task of observing and recording teacher affection and social interaction behaviours is more easily carried out with preschoolers than with younger children. Preschoolers tend to be more emotionally and socially independent while toddlers require much more routine physical caregiving. I was interested in teacher-child interactions that were more likely to be voluntary rather than based primarily on meeting physical necessities and safety issues. In addition, the observational measure I was using has a large receptive and expressive language component. With their blossoming communication skills, preschoolers have more ways of expressing thoughts, feelings, and concerns to their teachers than do toddlers. Similarly, I expected that teachers would have greater expectations of preschoolers' abilities to understand situational contexts, affective behaviours such as body language, and words conveying thoughts and feelings spoken to them. Finally, one of the central topics of investigation in this study was teachers' personal recollected experiences and feelings about affection and emotional relationships in their own preschool years. The intention was to examine these aspects of teachers' personal life narratives in relation to their present day professional teaching experiences with children. Recollecting and exploring connections to their own preschool years posed a challenge; making connections to infancy and toddlerhood were unrealistic.

After obtaining ethical clearance for the thesis, I explained the study to the director of the facility and she allowed me to approach the teachers. I requested a list of possible participants who had been employed full time in the centres for at least 3 or 4 years. I asked the director to informally evaluate the teachers' skill levels as I hoped to
have highly skilled teachers in the study. She considered all 13 of her preschool
teachers to be highly skilled. I explained that participation in the study would be
completely voluntary and would not in any way be connected to job performance
evaluations. Each teacher's data would be confidential and shared only with that
teacher. Through a random selection process, 9 teachers were invited to participate.
The sample happened to include teachers from each of the 3 centres in the facility.
Each teacher was asked to attend a personal information meeting to review the study's
purpose, her expected involvement, the estimated time commitment required, and to
ask questions. Nine teachers initially agreed to participate. One teacher declined at the
outset, giving a lack of time as her reason. A second teacher declined to complete the
second part of the study giving the same reason. She was dropped by the investigator,
as data in both parts of the study were needed for analyses. I met briefly with each
participant to review and sign the Letter of Informed Consent (see Appendix A), and to
arrange the timing of the data collection sessions. Incidentally, during the recruitment
phase, I was struck by the positive attitudes and friendly relations among the teachers,
their supervisors, and the director.

The education of the teachers included at minimum the early childhood
education college diploma or equivalent and certification by the Association of Early
Childhood Educators in Ontario. Several teachers had additional qualifications,
including current part time enrolment at university. Teaching experience ranged from 5
to 15 years, and most had had infant, toddler, and preschooler experience. Four of the
8 participants had teaching partners who were not in the study. Two teachers had
approximately 5 years of classroom experience; two had worked between 7 and 8 years,
and 4 had been teaching for between 10 and 15 years. All of the teachers had been in
their current jobs in the college lab school facility for at least 75 % of their full time
working career. Three were unmarried, 1 was a single parent of a young school age
child, and 3 were married with children ranging from preschool age to young adult. To
ensure anonymity, a pseudonym was assigned to each teacher. The following table summarizes information about each teacher:

Table 3.1: Summary of personal information about participating teachers

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Age range</th>
<th>Marital status</th>
<th>Years of experience</th>
<th>Years in current classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flo</td>
<td>mid-30s</td>
<td>single; lives alone</td>
<td>12 years</td>
<td>8 years</td>
</tr>
<tr>
<td>Gert</td>
<td>mid-30s</td>
<td>married; 2 preschool-age children</td>
<td>14 years</td>
<td>6 years</td>
</tr>
<tr>
<td>Janet</td>
<td>late-20s</td>
<td>divorced; 1 young school-age child</td>
<td>4 years</td>
<td>3 years</td>
</tr>
<tr>
<td>Kathryn</td>
<td>late-20s</td>
<td>single; lives at home</td>
<td>4 years</td>
<td>3 years</td>
</tr>
<tr>
<td>Evelyn</td>
<td>early-30s</td>
<td>married; 1 preschool child</td>
<td>10 years</td>
<td>9 years</td>
</tr>
<tr>
<td>Judy</td>
<td>mid-30s</td>
<td>divorced; lives at home</td>
<td>13 years</td>
<td>10 years</td>
</tr>
<tr>
<td>Taylor</td>
<td>early-50s</td>
<td>married; 3 grown children; grandmother</td>
<td>15 years</td>
<td>5 years</td>
</tr>
</tbody>
</table>

An informal verbal evaluation of job performance for each teacher was obtained from the centre supervisors and the director of the child care lab school facility. The 7 participants readily gave their permission for me to obtain an evaluation by their supervisor and the director. Incidentally, each teacher offered the opinion that she expected to receive a positive report. The facility director and her 3 centre supervisors
described each teacher in a very favourable light with a number of common descriptors. They were described as very competent professionals who consistently displayed very appropriate programming skills with young children. They carried out their duties in a responsible manner, and related well to the children in their classrooms.

Using judgments of teachers' levels of competence as a criterion for inclusion in a study can create validity and reliability difficulties if replicability and generalizability are desired. The intent for this study, however, was to generate biographical narratives about personal meanings and affection experiences in both the personal and professional lives of a group of teachers in order to create a template of good teaching vis a vis affection. Some control of variance was possible, however, by recruiting a sample of experienced early childhood teachers who were very motivated to participate, and whose professional reputations, professional self perceptions, and classroom interactions with children suggested a high level of proficiency. Teachers lacking these characteristics could be dealing with issues that would interfere with the study. While shared understanding and consensus with regard to the characteristics of expertise in teachers can be problematic, I decided that recommendations would provide an adequate indication of assurance of teacher competence for this study. As Church (1989) and others have noted, however, "... there are no formal intrinsic criteria for expertise and other [experts'] recommendations are one of the few ways we have for identifying experts" (p.52).

Several common characteristics of this group of teachers helped to reduce the possibilities of unwanted variance. The teachers in the study had been employed for at least 4 years in a child care centre that is part of a group of 3 centres. They operate within a college laboratory school facility under the direction of 1 director. In a study involving more than 1 centre it is possible that program differences might create affection differences. All 3 centres, however, have the same official philosophy, very similar daily schedules and programs for the children, and the same administrative
policies including identical salary scales, similar work hours, shift arrangements, and professional development opportunities.

### 3.3 Design of Study

This study involved 2 phases. The first phase was quantitative, involving the collection of teachers' affection and social interaction behaviours in the classroom employing a passive observer approach. The second phase involved interpretive inquiry employing the technique of individual audio-taped interviews that were 1 to 2 hours in length. While I did participate in the inquiry process, I made a conscious effort to do so without interrupting the flow of ideas. I included my comments and questions in the interview transcripts to assist in the analysis process and to identify, for example, content areas in which I may have influenced the narratives.

#### A. Quantitative phase: Measure used and administration procedure

The quantitative data gathered were the frequencies of 2 types of teacher interactions with children, that is, teachers' affection behaviours and social interaction behaviours. The present study is focused on the affection behaviours although the social interaction data is included for each teacher to provide a comparison of the relative frequencies of these behaviours. Observations were carried out during 4 parts of the daily classroom routine to obtain data that reflected typical patterns of each teacher's affection and social interaction behaviours. Each teacher was observed a number of times to generate a large sample of the target behaviours. Total observation times across teachers ranged from 194 minutes to 404 minutes. Changes in programming, unexpected changes in teachers' work shifts, coffee breaks, staff and parent meetings, and my schedule, resulted in unavoidable variations in the amounts of observation time for each teacher. Written field notes were compiled during the observation sessions to provide both context to the observed teacher behaviours and, in the qualitative tradition, to record the subjective impressions and questions of the
observer. In addition, an inter-rater reliability check was carried out for 2 of the teachers by a second trained observer.

The data were gathered during 4 components of the program, that is, free play (indoor morning and afternoon), structured activities (circles and small groups), eating times (lunch and snack), and individual care times (cloakroom and bathroom). Data collection during outdoor play was abandoned early on in the study. It was impossible to hear the teachers and children because of extraneous noises and the large play spaces involved. The quantitative data in phase 1 were gathered for 2 purposes. The primary purpose was to provide samples of teachers' expressions of affection to support the qualitative phase, that is, the teacher narratives. The secondary purpose of the data in phase 1 was to provide a comparison of the teachers' affection behaviours in the present study with similar data gathered in studies of other teachers. In the present study it was not intended that data analyses employing traditional statistical procedures would be carried out.

A structured observation technique called the Affection Measurement System (AMS) was employed. As described in chapter one, this is a socially validated, passive-observational measure developed by Twardosz and her colleagues (1979; Twardosz, 1981) and employed in a number of other early childhood teacher-child affection studies (e.g., Botkin et al., 1988; Sutherland, 1992; Twardosz et al., 1987; Zanolli et al., 1990). The AMS has inter-observer agreement scores ranging from .83 to .98 (Twardosz et al., 1979). The 1981 revision of the AMS self-training manual developed by Sandra Twardosz was used by this researcher and by the independent observer conducting the inter-observer reliability check. In the present study, the inter-observer agreement score was .87. It was obtained over several observation periods totalling 70 minutes.

The AMS focuses on recording frequencies of 7 categories of behaviour, that is, 4 types of affection (AFF) behaviours, total affection behaviour, social interaction (SI) behaviours, total interaction behaviours (the combination of the AFF and the SI
behaviours), and no interaction (NI), that is, the absence of both AFF and SI behaviours (see Table 3.2 below). The NI category is scored when teachers direct no behaviours toward children, that is, when teachers are not attending to children. The SI category is very broadly defined to include all attending behaviours that are not defined as affection. The affection (AFF) category is divided into 4 categories, that is, smiles (SM), affectionate words (AW), active physical contact (AC), and passive physical contact (PC). Extensive lists of the behaviours in each category facilitate accurate observations, coding, and the completion of the data recording forms.

The recipient or recipients of the targeted affection and social interaction behaviours may also be recorded on the AMS forms. (See Appendix B). Three categories of recipients were recorded, that is, 1 child, a group defined as 2 or more children, and gender of children. In the present study the children were not identified participants and so gender data was not included. Table 3.2 depicts the AMS categories of teachers' behaviours observed.

Table 3.2: Affection Measurement System categories of teacher behaviour

<table>
<thead>
<tr>
<th>Affection (AFF) toward child(ren)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. smiles (SM)</td>
</tr>
<tr>
<td>2. affectionate words (AW)</td>
</tr>
<tr>
<td>3. active physical contact (AC)</td>
</tr>
<tr>
<td>4. passive physical contact (PC)</td>
</tr>
<tr>
<td>5. Total affection (AFF) behaviours (SM+AW+AC+PC)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social interaction (SI) toward child(ren)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Other social interaction (SI) behaviours</td>
</tr>
</tbody>
</table>

Absence of interaction toward child(ren)  
7. No interaction (NI)

The AMS provides definitions and descriptions of each category. Beginning with the first category, total affection (AFF) behaviour is defined as the total of the 4 affection categories described below. The social interaction (SI) behaviour category includes an extensive list of behaviours that are distinct from the four affection categories. SI is defined as giving something to or taking something away from someone, cooperative play, reading to or singing to or with someone, physical contact which is part of routine
care, protection, transportation, discipline, or aggression. The total interaction category is defined as the combination of affection and social interaction behaviours, that is, AFF + SI.

There are 4 categories of affection (AFF) behaviours, that is, smiles (SM), affectionate words (AW), active physical contact (AC), and passive physical contact (PC). Smiles (SM) are defined as smiles or laughs at or with others except if the intent is to ridicule. The 'affectionate words' (AW) category is defined as directing a term of endearment to someone or using a pet name, telling a person that s/he likes loves her/him or enjoys being with the person, complimenting a person for her/his physical appearance, personal qualities, or for behaviours or accomplishments. Words such as 'yes', 'ok', 'please' and 'thank you' are not included.

'Active physical contact' (AC) is defined as one or more of putting an arm around, hugging, cuddling, kissing, cheek-to-cheek contact, tickling, patting, rubbing, stroking, caressing, nuzzling, stroking head, mussing hair, play wrestling, jostling, bouncing, playful kicks and punches, rocking, biting playfully and touching that occurs while dancing. Accidental touches as a part of caregiving routines are not included in this category. The 'playful kicks and punches' behaviours are part of the AMS system. These behaviours and 'biting playfully', however, are considered to be neither appropriate nor affectionate teacher or child behaviours and are not included in the present study. Incidentally, the teachers did not engage in these behaviours.

'Passive physical contact' (PC) is defined as holding or being held as on a lap or in arms, being in physical contact with a portion of another person's body as in laying or leaning against or touching and holding hands. These behaviours must occur for at least 5 consecutive seconds to qualify for this PC category.

No interaction (NI) is defined as an absence of teacher-to-child or child-to-teacher initiated interaction during the observation interval and/or interactions between 2 teachers or other adults, even if the adults are talking about a child or children.
The interval system of time sampling used in other studies was employed in the present study (e.g., Twardosz et al., 1979, 1987; Botkin & Twardosz, 1988; Sutherland, 1992). The unit of measurement was the presence/absence of the target behaviours. Each data form was designed to record up to nine 10 second observation intervals. All of the 5 categories of target behaviours, that is, SI, SM, AW, AC, and PC, were looked for and recorded in each observation interval. The start time of each interval was determined on a randomized basis. Data were collected for intervals of approximately 10 minutes although shorter and longer time intervals caused by unexpected changes and interruptions were fairly frequent. Thus, for each teacher the frequency scores of the 7 observed behaviours shown in Table 3.2 were tabulated.

B. Qualitative phase: Rationale for employing the qualitative method

Walsh and his colleagues (1993) have reviewed the qualitative method, also called interpretive inquiry, in early childhood education research. They highlight this approach in particular for its interest and persuasiveness, noting that readers typically find such research easier to understand than statistical studies. In particular, narrative research in early childhood is particularly appealing in that teachers reading such studies have the opportunity to experience a familiar world through the eyes of the authors and the teachers who participated in the studies (Donmoyer, 1990). A traditional concern about this approach, however, is the challenge of establishing and maintaining perspective and sustaining appropriate distance between the researcher and that which is being researched; that is, to be able to preserve the validity, reliability, and generalizability of results. The intent of this study, however, was to discover and describe the unique perspectives of a small group of teachers on specific aspects of their professional and personal lives. Thus, as Marshall and Rossman (1995) point out,
"the subjective view is what matters... qualitative research does not pretend to be replicable. The researcher purposefully avoids controlling the research conditions and concentrates on recording the complexity of situational contexts and interrelations as they occur. The researcher's goal of discovering this complexity by altering research strategies within a flexible research design, moreover, cannot be replicated by future researchers, nor should it be attempted. (p.146)"

The issues of validity and reliability are discussed in section 3.2 B. d.

a. Qualitative phase: Measure used and administrative procedure

Each teacher participated in an intensive interview. The interview format design for the present study is a reconfiguration of the early childhood student teacher questionnaire I had used in my Master's thesis (Sutherland, 1992) in combination with an adapted version of Ayres' (1989) portraiture method of autobiographical reflection. His method is described in some detail in chapter 1. Ayres' offers his approach, also referred to as life-narrative, for use by researchers and professional practitioners for both pre-service and in-service professional development for teachers. It has similarities to the teacher training and supervision approaches by Rosen (1968, 1972), Walsh, Baturka, Smith, and Colter (1991), Lightfoot (1983), Grumet (in Ayres, 1989), Schon (1983), and others, whose work is also founded in both the ethnographic and autobiographical traditions. In each of the 3 sections of Ayres' interview format, "reflective practitioner", "autobiographer", and "whole person", he includes a number of open-ended and semi-structured questions that provide focus and direction for the interviewer. Generally I found his format and questions to be appropriate for the present study. The questionnaire used in this study is shown in Appendix C. The questions I included within each of the 3 sections and from section to section begin with broad topics and focus in on increasingly specific and personal topics. I decided that this flow pattern from the general to the specific would provide an organizational aid to the teachers and facilitate the subsequent analysis process described in the sections that follow.
I made several modifications to Ayres’ questionnaire in order to meet the needs of the present study. For example, each teacher was given the interview questions a week in advance with the invitation to read and prepare as she wished. To be meaningful, reflective autobiographical accounts require plentiful detail, thus, I wanted the teachers to have ample opportunities to recall, reflect on, organize their thoughts, and hopefully be able to provide richer insights and more detailed memories from their childhoods and family life than would likely be possible using a cold-start interview approach. I eliminated Ayres’ section titles, and referred to the section simply as ‘a’, 'b', and 'c'; I also combined Ayres’ sections 'b' and 'c', and developed a new section 'c' that was focused solely on affection and children's emotionality. In this section I placed the topic of affection first in order to obtain an encapsulated and focused discussion of this central issue before moving outward to the much broader topic of children's emotions in general. The intention throughout the interviews was to generate discussion through a preplanned flow of topics leading to an exploration of linkages about affection in the participants' personal and professional lives. The questions in section 'c' were intended to stimulate reflections about professional past-to-present linkages, for example, from teacher training to experienced practitioner, from the novice teacher survival stage to their present stage of consolidation or renewal (Katz, 1984) as well as possible intergenerational connections, e.g., from memories of childhood affection experiences with family members, to present day personal experiences with her own children if she had any, and with the children in her professional care.

Specifically, in section 'a', the teachers were invited to describe generally their career in early childhood education, as well as the rewards, frustrations, and reasons they chose this career direction. They were asked to describe how they felt they had changed over the years. They were asked about the positive and negative attributes of their centres, the classrooms and the children in them. They were also asked about the children they felt drawn to and the children they found to be difficult and challenging.
They were asked about when they felt good and successful as teachers, as well as when they felt frustrated and challenged. They were also asked to describe their own professional values and priorities and the qualities they most admired in other teachers.

The next topic pertained to their perceptions of their professional roles, goals, and priorities in the lives of children and their parents. Finally, they were asked for their personal and professional views about raising and teaching children today as well as their perceptions of their roles for preparing children for the future. Section 'b' of the questionnaire was focused on the participants' personal lives, both present and past. I asked about their decision to become teachers and how that came about. I asked about their teacher training courses, their professors, field supervisors, and how they did or did not feel prepared to begin their career at the time of graduation. There were also questions probing their own personal childhood histories, views of their parents and siblings past and present, their recollected experiences and feelings about their growing up years, and the people and events that influenced them when they were children and now as adults. I asked if they could recall anything from their childhood that may have influenced them to become teachers. Finally, they were invited to talk about their current personal lives, relationships, projects and interests, and share their personal and professional long term plans and goals.

Section 'c' focused on children's emotions, and affection in particular. I asked the participants for their views generally regarding preschool children's affection needs in the classroom and possible individual differences among children. They were then invited to describe their feelings of affection for the children in their care and specifically the affection behaviours they typically displayed. I asked if there were some children who were easier to be affectionate with and others who were more difficult. Moving to the personal level, I then asked them to describe affection in their lives and its sources in their own life histories. Following that was a request for their views about whether or not professional affection differed from their own personal affection.
Finally, they were invited to discuss their thoughts on themes, threads, or connections between their own personal lives, past and present, and their current professional involvement with young children. Possible linkages with the teacher training phase of their professional lives were also explored at this point in the interview.

Each personal interview lasted between 1-1/2 and 2 hours at each teacher's choice of location. One chose to be interviewed in her home and the others chose to have the interview after work hours in their child care centre. The interviews were audio tape recorded. The order of questions was adhered to consistently for all participants; elaborations and digressions were frequent and encouraged, however, as they were an integral part of the informal narrative process. I participated in the interview process in several ways. I read out the scripted questions to initiate the narratives and I invited the teachers by word and gesture to elaborate on the information they shared with me. I sought clarification as I needed it. Occasionally, I offered brief comments to indicate that I understood what they were saying, or to acknowledge that I could understand their feelings in a particular situation. My intention was to avoid formal questions and answers and establish a comfortable story telling atmosphere with minimal participation from me.

My impression was that all of the teachers initially displayed a rather serious and formal manner in the interview. They seemed to relax quickly, however, shared their ideas and experiences readily, and stated at the end of the interview that they had enjoyed the experience. The teachers brought their list of questions to the interview; several had also made notes and referred to these as they moved through the interview.

b. Qualitative phase: Analysis method

I transcribed the audiotapes verbatim. They varied in length from 41 to 75 pages and included the teachers' idiosyncrasies of speech and phrases such as 'you know'. Pauses were noted when the teachers stopped to consider or search for a word. Included in the transcriptions were all interviewer questions probes, and comments.
Once the lengthy transcription process was completed, the task of identifying, and sifting out themes and patterns in the teachers' life narratives' was carried out using a colour coding system.

c. Qualitative phase: Coding system

There were 7 steps involved in the coding process. While the steps are presented in sequential order, there was frequent review of earlier steps as I moved through to the end of the coding process and generated each teacher's narrative. A final step involved a coding reliability check that is described in the next section.

Step 1. I employed a coding method using 5 different coloured highlighter markers to identify 5 major themes in each teacher's transcript. The 5 themes I chose were those related to the questions posed in the study. The themes were 'personal history', 'teacher training', 'present day personal self', 'present day professional self', and 'affection and emotional relating'. When content related to more than one theme, that content was marked with all appropriate colour highlighters. Five theme transcripts were then typed by selecting the appropriate colour highlighted content from the original transcript.

Step 2. In the next part of the analysis I reviewed each teacher's 5 theme transcripts and located all content that related to affection. This included the teacher's ideas, thoughts, musings, opinions, beliefs, and recollections. I used 2 different colours in this process. One colour was for adult personal-professional affection content and the other colour was for child-to-adult personal history content. That is, in order to identify content and possible antecedent factors, and to examine aspects of continuity in her life with regard to affection, I colour coded the transcripts as follows:

1. Adult personal-professional affection connections: From the relevant content in the theme transcripts I composed an account of her views on affection from both her personal and professional perspectives as well as the linkages that I perceived between them.
2. Child-to-adult personal history affection connections: From the relevant content in the 5 theme transcripts, I composed an account of each teacher’s recollections of affection in her childhood and family life, her professional teacher’s life, and the identifiable linkages among these aspects of her narrative.

Step 3. I searched the 5 theme transcripts and marked the content that related to each teacher’s self-concept/self-esteem. I also reviewed my field notes, anecdotal records from phase 1, and my interview notes from phase 2. I coded her recollections of her childhood and family life, looking for her comments about herself as a child, that is, her positive and negative self statements. I took into account comments she shared with me that she recollected her parents, siblings, peers, and other adults had made about her. My assumption was that these comments were related to her views and feelings about herself as an adult. I looked for her comments about her achievements in childhood and adolescence. Did she express pride or at least seem to be proud of those experiences and accomplishments? I coded her self or "I" statements in the transcripts, looking for both positive and negative "I" statements, that is, for the way she framed her comments about herself. Did she describe herself in positive terms, identifying her strengths, positive qualities, interests, skills, and accomplishments? Or did she describe herself in terms of inadequacies or failures?

My judgement of her self-concept and self-esteem certainly involved my subjective impressions about whether or not she seemed to like the person she described to me. With respect to reliability, my judgement also included an attempt at objectivity, however, in my notations of the relevant frequencies of positive and negative comments she made about herself. That is, did she make more positive "I" statements than negative ones? Finally, as is essential in qualitative research, I revisited my account of each teacher’s self-concept and self-esteem several times while completing the analyses of her narrative employing the concepts of Schutz and Epstein. Their frameworks required an organized examination of each theme transcript in order to
identify specific beliefs, attributes, and behaviours. During this analyze-check-and-recheck process, I became convinced that I had composed a reasonable account of each teacher's self-concept/self-esteem.

Step 4. I used different coloured highlighters in the 5 theme transcripts to mark content related to Epstein's theory (1980). The process involved identifying each teacher's major descriptive and prescriptive postulates about herself and about her view of the world. This coding process also included marking connections among postulates and her recollected childhood experiences, her beliefs, and the behaviours she described in both her adult personal and professional lives.

Step 5. The next step involved coding content in the 5 theme transcripts according to Schutz's theoretical framework (1982). For each of his 3 basic dimensions, that is, inclusion, control, and affection, I identified and colour coded the relevant content. I discovered that the self-concept/self-esteem content and the Epstein content was relevant to the Schutz perspective as well.

Step 6. Throughout all of the coding activities, I marked examples from each teacher's transcripts to illustrate and support the theoretical frameworks through which I was viewing these teachers' lives. The qualitative data gathered in phase 2 provided descriptive information used to generate each teacher's narrative. While these data were generated from a systematic colour coding technique, they were not appropriate for quantification. Teacher narratives are descriptive prose accounts in which descriptive detail is essential for context and meaning.

Step 7. I composed an interpretive narrative for each teacher by reviewing all of the colour coded content in the transcripts within the context of the theoretical perspectives of Epstein and Schutz and the Affection Measurement System data from phase 1 of the study. Each of the 7 teachers' narratives is contained in a chapter, beginning at chapter 4 and running through to chapter 10. Selected examples of each teacher's recollections, experiences, beliefs, and comments about affection from her transcripts...
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were included in her narrative. Each teacher summary chapter contains the following sections:

1. analysis of Affection Measurement System data
2. analysis of adult personal-professional affection connections
3. analysis of child-to-adult personal history connections
4. analysis of self-concept/self-esteem
5. analysis of Epstein's descriptive and prescriptive postulates
6. analysis of Schutz's dimensions of inclusion, control, and affection
7. an integrative interpretive summary

d. Qualitative phase: Validity and reliability of the qualitative method used

Using interviews to gather data for the purpose of uncovering and describing teachers' perspectives on events requires a conceptual framework based on the centrality of the subjective experience (Marshall & Rossman, 1995). In this research approach, there is a passion to understand the meaning that people are constructing in their everyday situated actions (Bruner, 1990). To have consequential validity and value for readers, however, interpretive inquiry must have what Erickson (1989 in Walsh et al., 1993) calls 'trustability' for which there are 3 criteria, i.e., adequate presentation of the evidence, accurate capture of participants' meanings, and finally, appropriate handling of the researcher's power and advantage in the narrative process. With regard to meeting the first criterion, for each teacher there were 4 pieces of 'evidence', that is, a chart displaying the types and frequencies of affection behaviours I had observed in the classroom, a typed summary of the anecdotal notes made during those classroom observations, a complete transcript of the interview, and finally, each teacher's affection narrative drawn from those 3 sources. Capturing accuracy of the teachers' meanings and addressing the issues of power and advantage involved a 2-step process. At the time of each teacher's interview I provided a review and discussion of the AMS data that I had gathered. The second step occurred after the interviews. It involved a lengthy
process of checking and rechecking the narrative content until I was satisfied that I had a coherent and accurate picture of each teacher's childhood recollections and personal and professional views on affection.

In order to check for coding reliability, the transcripts of 1 teacher were coded by an independent rater using the same procedure I had used. An inter-coder reliability score of .84 was obtained by calculating the level of agreement between my coding and the codes marked by the independent rater. The level of reliability was determined by totalling the number of agreements and dividing that number by the sum of the number of agreements plus the number of disagreements. The score of .84 indicates that the coding system used in the study was reasonably reliable.
Chapter 4

Findings

4.1 Introduction

The data and analyses of the 7 teachers are presented in chapters 4 through to 10. Flo, Gert, Janet, Kathryn, Evelyn, Judy, and Taylor each has her own chapter that begins with a brief biography, followed by her Affection Measurement System data, an analysis of the AMS data, and concludes with an analysis of her narrative interview. This latter analysis focuses first on the adult personal-professional affection connections followed by the child-to-adult personal history connections, and concludes with an analysis of her data according to the theoretical perspectives of Seymour Epstein and Will Schutz. Chapter 12 is a synthesis of the teachers' data analyses and includes recommendations based on the study's outcomes, and ideas for further research.

4.2 FLO: Brief biography

Flo was a single woman in her mid-30s who lived on her own. She was a graduate of a 2 year college diploma program in early childhood education and held a university undergraduate degree. Flo had been an early childhood classroom teacher for 12 years and at the time of the present study had been in the same classroom for 8 years. Her interest in young children extended back to early adolescence when she became a children's swim instructor. She recalled that she had always wanted to work with young children and was very pleased with her chosen career. Flo recalled a happy childhood and, as an adult, had maintained close ties with her family members. She talked positively about her personal life, describing her enjoyment of hobbies and social activities with friends and family members.

4.3 Classroom observation summary

This summary was generated from anecdotal notes I made while gathering the Affection Measurement System data. Flo's classroom was a busy, happy, noisy, and
productive place. The atmosphere was relaxed and inviting. Flo tended to hold back and observe initially, when it appeared that disagreements were about to arise among children. Typically, children were able to resolve their own disputes. She seemed to me to be a very observant teacher. I observed her interactions with the children to be consistently warm, positive, and friendly. During my many observations at free play time she involved herself almost all of the time with the children's play activities. Many times there were several play themes going on simultaneously; children were trying to get her attention and she appeared to be very skillful in dividing her time and attention to satisfy the children. I noticed in particular that she touched, hugged, and patted children frequently when interacting and when just passing by. Children also received tickles and brief back rubs. Flo often sat on the floor or kneeled; children either leaned against her or crawled into her lap as they spoke together. Children approached her very frequently, usually with big smiles, to talk or to show something, or to be comforted. There was lots of eye contact. Flo smiled quite frequently although many times when she was interacting with the children and did not smile, the expressions on her face and her tone of voice communicated positive messages to the children that were well received by them. She used a firm tone of voice and had a serious look on her face when redirecting children's behaviour. I noticed that when she made her point with a few words to a child, she quickly smiled and ended her interaction with positive words. On one occasion of an accidental milk spill I noticed that she handled it with a big smile and a show of surprise. The child was about to become upset but she relaxed immediately with Flo's approach. When children were upset, sad, or angry, she approached them in a quiet, calm manner and consistently initiated physical contact, often a cuddle in her lap, even during circle and group times. Children seemed to recover quickly from both her interventions and her comforting efforts.
Table 4.1 Affection and social interaction frequencies

<table>
<thead>
<tr>
<th>AFF categories</th>
<th>Frequency (individual children and groups combined)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smiles (SM)</td>
<td>39.3%</td>
</tr>
<tr>
<td>Affect. words (AW)</td>
<td>7.7%</td>
</tr>
<tr>
<td>Act. phys.cont. (AC)</td>
<td>23.1%</td>
</tr>
<tr>
<td>Pass. phys.cont. (PC)</td>
<td>29.9%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interaction categories</th>
<th>Frequency by Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 child</td>
</tr>
<tr>
<td>Total affection (AFF)</td>
<td>40.8%</td>
</tr>
<tr>
<td>Other social inter. (SI)</td>
<td>59.2%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Interaction versus no interaction

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total interaction (AFF+SI)</td>
<td>89.9%</td>
</tr>
<tr>
<td>No interaction (NI)</td>
<td>11.1%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

4.4 Analysis of Flo's affection measurement system data

The data indicated that overall she interacted with the children almost 90 percent of the time while being observed. Fifty-nine percent of her interactions were social exchanges and 41 percent involved expressions of affection to the children. When her total social exchanges and affection behaviours were combined, approximately three quarters of her interactions were directed toward individual children rather than toward small groups of two or more children. Flo's greater attention to individual children than to groups reflects developmentally appropriate practice as it supports children's developmental needs at this age for individual adult attention in the absence of parents.

With regard to her affection behaviours, smiles were the most frequently observed at almost 40%, followed very closely by passive physical contacts such as holding and cuddling children in her lap, at almost 30 percent. Just slightly less frequent were her active physical contacts such as touches and hugs, at 23 percent. Finally, affectionate words were relatively infrequent at about 7 percent. Flo's pattern was similar to findings
of other affection studies in that she attended more to individual children than groups and that smiles were the most frequently expressed affection behaviour. Her pattern differed from some studies in that words of affection were quite infrequent; these studies have reported affectionate words to be the second most frequent behaviour. Finally, the frequencies of her passive and active physical contacts with the children tended to be relatively high compared to other studies.

4.5 Adult personal-professional affection connections

Flo recalled that her interest in teaching children began at the age of 13 years with her job at the YMCA lifeguarding and teaching children to swim. She had taught for 10 years in ECE and believed that it was "the better choice for me." Flo was a single woman with no children of her own. She had always had an affectionate relationship with her parents, sister, and her niece. Her personal friends were important too. Although she did not see herself as "an overly affectionate person with adults", she was trying to be less reserved and more affectionate with them. She was pleased with this change in herself and felt that it had done her "a world of good."

When asked to describe her classroom and the children Flo exclaimed, "I love our classroom!" With children she believed that she was more outgoing and affectionate. Knowing that she was a somewhat emotionally reserved person, she believed that she had successfully "reached a comfort level within myself in the way that I am with kids". This pleased her. Direct observation of her affection behaviours in the classroom confirmed her perceptions. In both her personal and professional lives she believed that her expressions of affection for children came from her personal self. "I am who I am and I think that comes out with the children...[who] look at me as the teacher...but I also think they look to me as a friend... as somebody they like to be around." She also felt that she was very much in tune with their needs for affection and understood individual differences in their levels of comfort and acceptance of her expressions of affection. She appreciated children's emotional responses to her as well. Being called 'mommy'
by a child was the "ultimate compliment". She believed that children knew the difference between "who is mom and who is not, but I think they can look at their teacher as a second mom".

Flo interpreted being called 'mom' from 2 perspectives. First, being called 'mommy' meant that she was having a positive impact on the children. Second, while many children's mothers were "a really positive thing in their lives", other children were "not getting from their own mothers". Being called 'mommy' meant that they were experiencing security and knew that their needs were going to be met. Flo said that she felt proud of the children in her classroom when they felt good, had success, and felt proud of themselves.

Flo volunteered another emotional linkage between her personal and professional lives. She enjoyed sharing personal experiences with the children, commenting that she had "the freedom to sort of bring in some of my life and share it with the kids... and with the people that I work with too." She really enjoyed the children, "We have a really good bunch of kids. I really like them. They are a lot of fun to be with. They have a good sense of humour. They're quite empathic with each other, quite supportive of each other." Another personal-professional linkage was noted in her reflections about her sense of security and safeness in a classroom that was a second home. Her first priority was "to provide a place for the kids that is like a second home...a place they want to come to and they want to feel safe, a happy place."

Flo was pleased that she had become more expressive of her affection both personally and professionally. She believed that she had skills to meet children's affection needs. It was apparent from her narrative and through direct observation that she derived great satisfaction from her emotional connections with children. Aspects of her personal and professional lives were connected as well. She shared personal experiences; she viewed herself as a second mom and promoted a second home atmosphere in her classroom with the children. Affection in the classroom was a natural
part of her, part of the teacher-friend-mom role she perceived herself to play with children.

4.6 Child-to-adult personal history connections

Flo recalled having a very happy childhood, "I don't ever really remember anything not good happening...that stands out in my mind." She felt that she had always been very close to her parents and her maternal grandparents. While growing up, "it was always the four of us". One focal point of her fond memories was the family cottage where she and her extended family still spent their summers. "I loved being at the cottage... big carefree days...all the kids around...we all played together...my parents were very supportive of anything we wanted to do...they were always there." She described her parents as "not openly lovey, huggy, kissy...we weren't big on that...[although]..my sister and my mom were a lot that way." "I'm a bit more reserved...but I never felt left out...because it's not that I never got it (affection)". She recalled feeling satisfied with her emotional relationship with her parents and commented, "if I was upset or sad or angry, it was recognized and dealt with but maybe not talked about in the same way we would talk about it today with kids." Her parents did not really deal with the "broader aspect of emotions". Her father would do anything for her. She believed that they were similar in their independence and reserve.

She and her sister had a very positive relationship, were always affectionate with each other, and this had increased in adulthood. Flo perceived her sister as "very, very protective ... very loving and nurturing of her child (her sister was a mother)." Flo was a single woman who felt very close to her sister's child. She believed that her sister "was certainly more cuddly with her parents ... and would curl up with her mother". As a young child, however, she recalled having hugs, kisses and cuddles too but that diminished as she got older. She stressed, however, that "I never felt that I wasn't loved." She had a great deal of contact with her grandparents as a child, "... they were
pretty important in my life”, and she enjoyed a much more affectionate relationship with
them than with her parents.

Flo commented that “we recognize the importance of the kids’ feelings today.”
She described her affectionate relationships with the children in her classroom and
emphasized how she had changed as an adult. She believed that she had become
more comfortable expressing affection to children and wondered if she had really had
enough affection from her parents as a child. She recalled that her mother had had
difficulties with depression and although, "she was always there”, she was generally not
very affectionate. Flo noted that her mother was much more affectionate with her as an
adult and would tell her that she loved her. She perceived that her family members were
now recognizing their feelings for each other, were more supportive and open about
their love for each other. Flo commented, “I think I'm opposite to how probably I was as
a child...with me today with the kids [in her classroom] I would say I'm opposite to that,
when I was little.” In adulthood, her family was still important and Flo retained her close
emotional connections to all her family members. In her childhood, outside the family,
Flo's female swimming teacher became and had remained an important person in her
life.

When asked about linkages between her childhood and adulthood with regard to
affection, Flo stated that she believed that she had changed as an adult. Initially she
had felt that her friends were being overly affectionate. She decided, however, to try to
be less reserved and more openly affectionate. She believed that she had been
successful although she still believed that she was not “an overly affectionate person
with adults”. She believed she did recognize children’s needs for affection and found it
easy to be affectionate with them. She thought there might be slight differences
between her personal self and her teacher self. In terms of affection, however, it was
Flo personally who was being affectionate.
The fact that she had worked toward being more openly affectionate as an adult suggested that there may have been a childhood desire for a more affectionate relationship with her parents, perhaps with her mother in particular, just as her sister had enjoyed. In fact, during the interview she spontaneously mentioned this as a possibility. The affection connection from her childhood was not in the continuity and building upon of early affection experiences but it was in her growing awareness in adulthood that she could be more open to affection with others, especially children.

4.7 Flo and affection: Analysis and interpretations

A. Flo’s self-concept/self-esteem

In her interview, Flo presented as a warm and caring person with a ready sense of humour. She spoke easily about her personal life and her teaching career and discussed her values and professional practices in a confident and self-assured manner. In the classroom her attentiveness and sense of humour with the children was readily apparent. She was obviously popular with the children and they frequently sought her out to talk and play. Throughout her interview, Flo described herself in positive terms; she was satisfied with her career choice and believed that she was a good teacher. She had been emotionally reserved in childhood and had parents who were not affectionate. She wondered if she had experienced enough affection. However, she recalled that she had felt okay about this as a child. She had felt loved and did receive ample affection from her grandparents who continued to be important to her.

Flo also believed that she had been a successful teacher in her teen years and that she had benefitted from the support and caring of an older female role model. In college, her teacher training had been a very positive experience. Her academic achievement and recognition by her professors had reinforced her feelings of competence as a teacher. Flo was pleased about her emotional relationships with the children in her classroom and believed that she was providing them with a good early
childhood program. Overall, there were many indicators that suggested that she had positive self-esteem. According to Epstein's (1980, p.106) conceptualization of high self-esteem, Flo carried within her "a loving parent who is proud of [her] successes and tolerant of [her] failures."

B. Personal Theory of Reality (Intrapersonal context)

Major descriptive and prescriptive postulates about herself

Descriptive postulates are assumptions and beliefs about the self that are both implicit and inferred as well as explicitly stated. Major descriptive postulates are formed early in life and exert lifelong significant influence. They direct how a person behaves in order to best obtain satisfaction and avoid "internal chaos and overwhelming anxiety" (Epstein, 1983, p.138). Prescriptive postulates are generalized guides about how to behave in the world, enabling congruence with descriptive postulates. Analysis of Flo's narrative according to Epstein, suggested that in childhood she had developed about herself several descriptive postulates. They included the following: I am lovable; I am acceptable; I am significant; I am reserved. For each of these postulates, Flo described several prescriptive postulates, that is, various ways that she had behaved in her life that were congruent with whom she believed herself to be.

With regard to her loveworthiness, Flo emphasized the love and support that she recalled experiencing with her family. Believing that she was a lovable person had enabled her to feel emotionally connected with children and to express her caring through loving behaviours toward children. She really enjoyed expressing affection to them. Her sense of lovability had also enabled her to shift away from her emotional reserved manner with adults toward more affectionate ways of relating.

A second descriptive postulate from childhood was her perception of herself as an acceptable person. Her parents and grandparents had been instrumental in this self-perception and she had engaged in activities since her youth that were congruent. From an emotionally secure home base she had felt confident to teach swimming to young
children while an adolescent herself; later she achieved a successful career in early childhood education, believing that her colleagues accepted her and recognized her abilities. She had enjoyed 10 years with children in the classroom. When asked to describe her role in the lives of children, Flo believed that she was an important person and that "It can be pretty overwhelming to think that you can have such an impact on somebody's life." It was important to send children "off to school with a pretty good sense of feeling about themselves...and know that they can have success on their own ... and get that feeling from within .. not dependent on outside sources." Similarly, in her personal life Flo had always had close relationships with family members and friends who sought her out and reinforced her feelings of acceptance. Thus, in both her professional and personal lives, Flo evidenced a high level of self-acceptance.

A third descriptive postulate was her early feeling of significance to her family members. Her parents had always shown interest, support, and recognition of her childhood and adult endeavours. She knew that she was an important person within her family. Analysis of her narrative, however, suggested that she may have experienced some sibling rivalry with her sister. Flo recalled that as a child she thought that she was less intelligent than her sister whom she also perceived had had a more physically affectionate relationship with their mother. In adulthood, however, she believed that she had overcome this issue with her sister. She knew that she was successful, that she was significant in her mother's eyes and no longer compared herself unfavourably with her sister. With regard to significance and her prescriptive postulates, Flo's descriptions of her childhood experiences suggested that she knew that she was an important part of her family. Flo displayed self-confidence to function successfully in adolescence as a swimming teacher. She persevered and gained recognition for her accomplishments. Flo also achieved entry into university and then successfully completed her early childhood teacher training program. She expressed pride in her academic and career accomplishments, and believed that she was a good early childhood teacher. She
believed that she was very influential in children's lives. Flo's sense of significance was also reflected in her rewarding social life. She had close friends whom she valued a great deal.

Her emotional reserve also appeared to be an early descriptive postulate. This became evident in her narrative of her childhood and her description of her interpersonal relating style in adulthood. I also found, for example, that she provided less self-disclosure than the other teachers in the study. She talked about the limits she had experienced regarding the expression of feelings within her family. While she emphasized that she did not feel unloved as a child, she had come to realize as a preschool teacher that children benefit from open sharing of their feelings with adults. She wondered if she really had had enough expressed affection from her parents. In a related prescriptive postulate, Flo believed that as an adult she had become more open emotionally with her parents, her adult friends, and especially with children. This pleased her. Related also to this postulate was her shift in her teaching and relating style with the children in her classroom. She described herself as always having been "a very organized routine person". Since beginning teaching 10 years ago, she believed that she had lost much of her reserve in the classroom and had learned to "relax a bit more...be flexible...and a little more tolerant and more patient." My impression from observing her with children was that she was quite relaxed, perhaps more than she would see in herself, and she related with the children in ways that were noticeably and consistently flexible, tolerant, patient, and affectionate.

C. Basic dimensions of social relationship development (interpersonal context)

a. Inclusion dimension

According to Schutz (1982), feeling included is a predeterminant to the ability to develop affectionate relationships. Analysis of Flo's narrative indicated that she had always felt a strong sense of inclusion, belonging, and significance within her family. In her words, "it was always the four of us", although they did not express feelings of love,
affection, and belonging openly. This sense of inclusion was also noted earlier as one of her descriptive postulates. Further, she had sustained those close and emotionally satisfying connections with her family into adulthood. Her sense of inclusion was reflected personally in her relationships with family and friends and professionally in her positive relationships with the children and her colleagues.

Analysis of Flo's narrative using Schutz's framework indicated that, keeping in mind her reserve, she seemed to fit into his 'social' category rather than the 'undersocial', that is, an introverted and withdrawn person who feels insignificant and fears being ignored but who uses self-sufficiency to maintain distance from others. Her profile did not fit the 'oversocial' category either, that is, an extroverted person who also fears being ignored but who imposes herself on others in order to achieve prominence. 'Social' category individuals have successfully resolved their inclusion needs and problems during childhood and thus as adults can sustain comfortable social relationships with others. These individuals also believe that they are worthwhile and significant. Resolution of this childhood developmental issue enabled her to deal with issues in Schutz's Control dimension.

b. Control dimension

Schutz's theory posits that Control is a complementary process to Inclusion. The Control dimension involves a resolution of power and responsibility issues that initially arise in early childhood and, depending on the degree of resolution of the Inclusion process, remains as an interpersonal issue through adulthood. The Control dimension manifests behaviourally in the handling of the decision-making process. A person who feels competent, confident, and respected by others has skills to confront in interpersonal relationships without being preoccupied with strong needs for power and control. Building on Epstein's postulates, analysis of Flo's narrative using Schutz's framework, indicated that her success within the Inclusion dimension had facilitated the development of her interpersonal abilities within the Control dimension. In Schutz's
concept of the Control dimension she fit into his 'democrat' category rather than the
'abdicrat' category, that is, feeling incompetent and inadequate and withdrawing from
responsibility and power, or the 'autocrat' category, that is, a person seeking to dominate
and control others in case others try to gain the dominant position. As a 'Democrat', Flo
was an adult who believed that she was competent; she saw herself as a team player
who was able to share decision-making and control of her classroom with her teaching
partner. She gave no indication that she was preoccupied with fears of helplessness. In
relating her childhood narrative she did not recall being engaged in power struggles with
her parents. She saw them as supportive and encouraging. Direct observation of her
behaviour with the children and her colleagues in the classroom supported the presence
of her 'democratic' stance. Successful resolution of both the Inclusion and Control
dimensions enabled Flo to engage successfully in Schutz's third dimension of
interpersonal development, the Affection phase.

C. Affection dimension

According to Schutz (1982), as the Inclusion and Control issues are resolved, a
person becomes open to "the complexity of love and affectional issues" (p. 90). The
Affection dimension involves strong emotional attachments to individuals. Flo met the
criteria for Schutz's 'personal' category within the Affection dimension rather than the
'underpersonal', that is, a person who avoids all close ties with others, does not feel
loved, and finds affection to be painful because of past rejection. These individuals may
maintain superficial friendliness but avoid affection and intimacy. Flo did not fit the
'overpersonal' category either, that is, a person who becomes extremely close to people
in an attempt to obtain satisfying affection experiences in reaction to unsatisfying early
affection experiences or rejection. Manipulation and possessiveness are earmarks of
this category.

Flo believed that she was a lovable person. She had strong emotional
connections with her family. While expressions of affection had not been forthcoming,
she believed that she had had ample messages of her parents' love and commitment. She believed that she had successfully become less reserved with other people and enjoyed expressing affection. With children, she believed that she had always been affectionate. Direct observations confirmed this. As a teacher, Flo placed high priority on the emotional and affectionate aspects of her relationships with the children. She knew they needed it and she felt good as well.

D. Internal working models and intergenerational transmission

Flo’s recollections of her childhood suggested that her attachment experiences with her parents were positive, not overly affectionate, but helpful and comforting. Early affection experiences were particularly forthcoming, however, in her relationship with her grandparents and she had never felt that her parents had not loved her. While Flo wished that her parents had been more openly affectionate in her childhood, her grandparents’ emotional expressiveness had had a mitigating effect. It appeared that the affection aspect of her internal working model had emerged from her experiences with her grandparents. Overall, Flo felt satisfied with her early childhood emotional relationships within her family and, in adulthood had developed an internal working model of self characterized by trust and loveworthiness. Her emphasis on expressing affection in adulthood was particularly strong, no doubt as a result of her early experiences with her parents.

Regarding intergenerational transmission, Flo emphasized in her narrative the close personal emotional connection she felt with the children in her classroom. Her affection came from her personal self and being called ‘mommy’ was the ultimate compliment. Her description of her handling of her emotional relationships with the children indicated that her behaviours were grounded in her own personal experiences within her family. She had really enjoyed her own childhood and she believed that she was doing her best to make childhood enjoyable for the children in her care.
4.8 Interpretive summary: Flo and affection

To review briefly, the purpose of the present study was to examine the connections among the following: a teacher's recollections of her childhood history, her present day personal beliefs, attitudes, and stated expressions of affection, her professional values, beliefs, and practices, as well as her observed classroom affection behaviours. Flo displayed high levels of social interaction and affection with children in her classroom. She interacted with children almost 90 percent of the time while being observed. Expressions of affection accounted for 41 percent of these interactions, a relatively high rate when compared to other teachers in high quality child care centres. Schutz emphasizes that affection is a dyadic relationship and Flo's affection behaviours were primarily and appropriately directed at individual children rather than at groups of children, a finding considered to be developmentally appropriate. Flo engaged in all 4 types of affection behaviours. Her pattern of affection behaviours was similar to teachers in other studies in that smiles were most frequent. She differed from teachers in some other studies in that she displayed more frequent physical contacts such as holding, cuddling, touching, and hugging.

Following the theoretical perspectives of Schutz and Epstein, the aspect of central importance was Flo's self-concept/self-esteem. There was ample indication that she liked the person she believed herself to be. Her early childhood recollections indicated that she had felt loved, accepted, and supported. Reflecting back she stated, "If I ever wanted to relive any part of my life, it was when my sister and I were little ... growing up." Reviewing her adult life, Flo described her experiences teaching young children over the years in very positive terms. She believed that she had been meant to be a teacher and knew that she was a good one. Her self-comments throughout her narrative were positive and suggested she held an optimistic view of her life. Epstein (1980) emphasized that people with high self-esteem "carry within them a loving parent who is proud of their successes and tolerant of their failures." Not only did Flo express her
great interest and commitment to the children in her care, she also promoted close 
affectionate relationships with them as well.

Within the intrapersonal framework of Epstein's personal theory of relating there 
were several positive descriptive and prescriptive postulates. She believed that she was 
a lovable, acceptable, and significant person and behaved in ways that reflected this self- 
perception. She had experienced love and acceptance within her family as a child and 
was aware of the continuity from her childhood into her classroom. That is, she believed 
that she related to children in loving and caring ways. She knew that she was a good 
teacher.

Within the interpersonal context of Schutz's social relationship dimensions, Flo 
appeared to have successfully resolved the developmental issues of the Inclusion 
phase in childhood. Consequently, feeling recognized, accepted, and significant 
enabled her to resolve issues within the Control dimension. As she described her 
childhood, issues of power and control between Flo and her parents appeared to have 
been adequately resolved and she was thus enabled to develop the affectional aspects 
of her interpersonal relationships. As a teacher, Flo demonstrated her capacity and 
skills to relate with the children at the emotional level, expressing a good deal of affection 
and enjoying the attention and affectionate behaviours of the children in return.

In terms of Flo's internal working model of self and intergenerational transmission, 
her relationships with her own parents and grandparents were strong influences on her 
views of herself as an adult and a teacher and the emotional-relating practices with 
children she valued.

In summary, Flo's expressions of the 4 types of affection, that is, smiles, 
affectionate words, active physical contacts, and passive physical contacts, were 
observed to be similar to teachers in other studies who rated high in affection. Thus, the 
children were presented with a wide variety of expressions of her affection for them. Flo 
also placed emotional relating and affection high in her professional priorities. There
was ample evidence that whom she believed herself to be as a teacher was embedded within a positive internal working model of self that had emerged from her childhood. While she perceived that expressions of affection had not been particularly prominent in her childhood, she had recognized their value to children. Fio believed that she had successfully shifted from her own reserved style of relating sufficiently and was pleased with her style of giving and receiving affection with the children in her classroom.
Chapter 5
Findings

5.1 GERT: Brief biography

Gert was a married woman in her mid-30s with 2 preschool-age children. She spoke very positively about her family life and the enjoyment she and her husband experienced with their children. She felt somewhat ambivalent about her children being cared for by other caregivers while she worked with children in the same age group. Working outside the home, however, was a financial necessity. She knew that being at home full time was not for her although she spent a great deal of her personal time with her children. She was also a popular mother with the neighbourhood children and organized activities at her house. She enjoyed her career in early childhood and believed that she was a good teacher. Gert was a graduate of a 2 year early childhood education college diploma program and had attended one semester of a teacher education program in university. She recalled having a very happy childhood and, while her parents had provided well for the family, they had not been very affectionate. She and her family maintained a close relationship with her parents. As a parent and a teacher Gert described herself as a very affectionate person.

5.2 Classroom observation summary

I observed Gert's interactions with the children to be consistently positive, pleasant, and friendly. Overall, she really seemed to enjoy her interactions with the children in her group. She displayed an outgoing, warm, and friendly relating style with the children and the adults in the room. Gert was also a very verbal teacher, engaging children and staff members frequently in conversation. Her voice was animated and expressive, low key and yet with good volume. I noticed that she often hummed as she moved about the room. Occasionally Gert switched from speaking to the children to singing to them. She spontaneously talked about her own childhood, her personal life, and her own children with the children in the room. I also noticed that she occasionally
used terms of endearment such as 'love' and 'sweetie'. One of my first and strongest impressions of Gert was her smile which was broad and spontaneous. Her facial expressions were warm, friendly, and open; her expressions changed readily. She smiled easily and frequently. Her face often looked as if there was always a smile about to come out. Her smiles were big ones and I noticed that they usually occurred before, during, and after verbal exchanges with the children. My impression was that often her smiles were not attached to any particular situation with a child. When she smiled, the children frequently smiled back. Her voice typically matched her smile. That is, her voice had a warm, friendly lilt and tone. She also seemed to listen intently to the children, giving them her full attention when they talked. I noticed that she was very aware of the children as she moved about the room, led a group, or sat at the snack table. Gert watched the children and spontaneously provided what was needed, for example, at snack time, moving a child's cup closer within reach. She demonstrated a warm, inviting manner with other staff and with me as I observed in the room, bringing me coffee and food. She redirected and disciplined children using an assertive, fairly loud voice and a neutral facial expression that seemed to effectively get her point across. The children responded appropriately without appearing to become upset.

The atmosphere I sensed in Gert's room was soft, low key, and positive. Several times I heard a child say spontaneously that he enjoyed being in her room, e.g. "This is the best school", and "I'm really glad that you're downstairs today Gert, I really like you".

As the AMS data indicate in Table 5.1, she interacted frequently with the children, initiating and responding to many social exchanges, in fact many more social exchanges than affectionate ones. Her social and affectionate behaviours were directed much more toward individual children than toward groups of children which seemed to be appropriate for this age range. And finally, with regard to her affection behaviours, the relative frequency of various behaviours was consistent with the results of other studies, that is, she displayed smiles most frequently, followed to a much lesser extent by
affectionate words and active affectionate physical contact. Passive physical contact was a very minor part of her affectionate contacts with children.

Table 5.1: Affection and social interaction frequencies

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<thead>
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<th>AFF categories</th>
<th>Frequency (individual children and groups combined)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smiles (SM)</td>
<td>67.0%</td>
</tr>
<tr>
<td>Affect. words (AW)</td>
<td>11.3%</td>
</tr>
<tr>
<td>Act. phys. cont. (AC)</td>
<td>14.2%</td>
</tr>
<tr>
<td>Pass. phys. cont. (PC)</td>
<td>7.5%</td>
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<tr>
<td>Total</td>
<td>100.0%</td>
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<table>
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<tr>
<th>Interaction categories</th>
<th>Frequency by Recipient</th>
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<tbody>
<tr>
<td>Total affection (AFF)</td>
<td>1 child: 31.5%</td>
</tr>
<tr>
<td></td>
<td>group of children: 86.6%</td>
</tr>
<tr>
<td>Other social inter. (SI)</td>
<td>68.5%</td>
</tr>
<tr>
<td></td>
<td>80.5%</td>
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<tr>
<td></td>
<td>19.5%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Interaction versus no interaction

| Total interaction (AFF+SI)| 89.4%                                               |
| No interaction (NI)       | 10.6%                                               |
| Total                     | 100.0%                                              |

5.3 Analysis of Gert's affection measurement system data

Overall Gert interacted with the children approximately 90% of the time while being observed. About two thirds of these interactions were social exchanges and one third of her interactions with the children involved expressing affection to them. When her total social interactions and her expressions of affection were combined, about four fifths were directed toward individual children rather than toward small groups of two or more children. With regard to her affectional behaviours, about two thirds of them were smiles directed toward the children. Two other affectional behaviours, that is, affectionate words and active physical contact, such as touches and hugs, occurred about equally often and were observed in total about one quarter of the time. Passive physical contacts such as holding and cuddling children on her lap, were observed relatively infrequently.
5.4 Adult personal-professional affection connections

Thinking of herself as a caregiver of young children, Gert did not separate her job from her home life. There were clear and strong linkages between her professional self and her personal self. Children were a very high priority in both. She planned activities for children in her job and at home with her own children and the neighbourhood children. She began teaching children in her early teen years and had sustained a strong career interest in teaching ever since. She described herself a patient, touchy-feely person both personally and professionally, calling herself an advocate of feelings. She really enjoyed giving and receiving affection with both children and adults. She felt that she got something back emotionally when children expressed affection to her.

Gert saw herself as a giver, both emotionally and in terms of the time she gave to others. I formed a similar impression during my observations of her interactions with the children and her team members. She also believed that she was skilled at tuning in to children's feeling states, choosing her responses to their feelings and predicting how they would react to her input. Her highest priority with her own children and with those she taught was to be nurturant and to have a positive influence on their self-esteem and their social and emotional development. She felt that it was especially important to foster a positive emotional relationship with the children. She believed that she was accepting and nurturing of all children. Her perceived roles were nurturer, guider, facilitator of learning, listener, and high quality caregiver. Gert extended her "tender, loving care" to teacher trainees on field placement with her and she described how she supported trainees having difficulties relating to children. Gert also saw herself as a high achiever personally and professionally. She set high expectations for herself. As I observed her, she seemed to have lots of energy, drive, and commitment to her teaching role.

Gert believed that affection was a natural part of a person. She believed that she had this quality. While people could learn to be affectionate, it could not really be taught.
It had to come from within. For example, Gert would model affection with children for teacher trainees who didn't seem to have it so that they could see the positive results. Her expectation was that when they engaged in affectionate behaviours, they would see the results and then presumably affectionate behaviours could become a more natural part of them. Gert believed that her affectionate nature and her emphasis on affection came from her grandmother with whom she felt closely identified. She identified 3 components of affection, that is, touching, comforting, and nurturing. She commented that when she was very young she decided that she wanted touching, comforting, and nurturing, not only for herself but also for the other people who became part of her life, e.g., her husband and her children. Her father had become more affectionate in recent years and she perceived affection now in her own mother's relationships with her daughter, more affection than she recalled in her own childhood.

Gert recalled that there was no significant affection component in her preservice teacher training. She had been concerned about the lack of affection in teacher-child relationships in her previous teaching jobs in child care centres and was impressed with the nurturing and affectionate teachers in her current centre. Gert's first priority as a teacher was to be herself, to be genuine. What she admired in other teachers were qualities that she saw in herself as well. Most important was "natural warmth", and also the ability to predict what children were going to do, seeing their smiles, and saying positive things to people, being available and supportive, and always willing to give a hand.

Another personal-professional connection was her focus on parents. Personally she believed that her own parenting experiences helped her to be more sensitive to parents. As a parent herself, she readily gave emotionally to her children, and as a teacher she readily gave emotionally to both children and their parents. Gert believed that she gave tender, loving care to her husband and children, her adult colleagues, teacher trainees, and the children in her classroom. In summary, Gert made clear
connections among her childhood and her personal and professional lives with regard to affection.

5.5 Child-to-adult personal history connections

Gert recalled that overall her childhood was very happy. Her parents, especially her mother, were supportive and always physically available to her. She described herself and her brother as “spoiled rotten”. She was very close to her older brother and she played with his friends who were always at their house. Gert especially enjoyed playing teacher with her playmates. Her father had come from a difficult family background and although often away on business during her childhood, he was very committed to raising his family in positive ways. She believed that her father loved her but he did not express this to her.

Gert recalled that her mother had always been a very social person who had high expectations of her children. She also did not display nurturance and affection, as Gert recalled. Her mother initially cared for children in their home and then began to work out of the home when Gert was in grade 2. She always knew that her mother loved her and was physically available for her but she did not recall much hugging or cuddling. Like Gert’s father, her mother did not tell her that she loved her but rather provided for her through her daily caregiving activities. Gert felt positive about her mother, however, calling her a 'good mom', although she added that she did not get a lot of affection as a child. Gert mentioned that as an adult she often told her mother that she loved her but her mother still had difficulty responding back to these kinds of messages from Gert. As a grandmother, her mother expressed affection to Gert’s children more readily. While Gert was pleased about this, the lack of expressed affection still bothered her. She was considering discussing this issue with her mother.

The lack of expressions of affection from her parents in her childhood were very likely a contributing factor to Gert’s emphasis on affection both personally and professionally in adulthood. Both as a parent and teacher, she placed a high value on
giving and receiving hugs and cuddles with children, finding that these experiences were very emotionally satisfying.

Gert sustained a positive relationship with her parents into her own adult and family life. They were actively involved with her family and very supportive of her career choice in early childhood teaching. She viewed her dad as an "emotional mushball". She believed that she was very like her mother in that they both were very social. Gert referred to herself and her mother as "real people persons". In contrast to the limited affection expressed by her own parents, Gert remembered being very impressed with neighbours who were very physically touchy-feely with each other. While she recalled a lack of affection and some violent episodes between her paternal grandparents, Gert had fond memories of her maternal grandparents who always expressed affection to each other. This grandmother had always been a big influence in Gert's life and she saw her also as a "people person" who always made Gert feel good about herself. She described her as a person who had time for everyone. This description was similar to her mother, except for her grandmother's emotional closeness and affection. Gert had memories of her maternal grandparents' physical expressions of affection with each other and believed that they had influenced the way she viewed feelings and affection in adulthood. Touching, comforting and nurturing were very important for her to have for herself and for her to provide for other people in her life as well.

Within her family, Gert and her husband enjoyed a lot of time with their children. She described her husband and herself as real "touchy" (as in touchy-feely) people. They expressed lots of affection to each other. Her own children and husband were her first priority. She knew that she was a very good mother. She had created a mini child care centre in her basement for her children and their friends who were often invited in to play. There were similarities between her childhood home and her adult home in that both were child-oriented.
Gert's relationship with her grandmother in particular seemed to be an important connection that she made between her early childhood and her adult view of the capacity, skills, and priority she had for being "a real giver". She spoke proudly about her own giving nature, about being a real "people person" like her mother and grandmother. Gert strongly identified with these characteristics and believed that she always tried to have time for others and to help others feel good about themselves.

Gert's interest in teaching began in childhood. She recalled that she had always wanted to work with children and began her teaching career as a young child creating play-schools with her playmates. She began to figure skate at age 5 and remained involved in competitions for many years. She especially enjoyed teaching young children to skate and by age 14 was working with the 5 year old age group.

Gert was aware of several child-to-adult affection connections between her early childhood recollections and her professional practices with the children. One link was her expectation of herself to be a real giver, to always have enough time for other people. This value seemed to have emerged from her grandmother's consistent and generous availability and supportiveness to her as a child. This linkage may also have been related to her mother who may have seemed to be too busy for her. A second child-to-adult connection was the impact her grandmother had had on the importance of having good feelings about oneself. Her grandmother always promoted Gert's self esteem and it was important to Gert to continue doing this with others. A third connection from her childhood to her adulthood was the value she placed on expressing abundant nurturance and affection. In Gert's childhood her grandmother had been very nurturing and physically affectionate with her. She often told Gert how much she loved her. In adulthood, Gert valued being very nurturant and affectionate, placing high value especially on physical affection. Gert recalled that her own mother was not really as affectionate and nurturing as her grandmother. She believed that her natural affection was part of her temperament and personality that had come from her grandmother.
Gert said that she felt good when the children in her classroom hugged her, when they told her how glad they were to be with her, when they expressed their good feelings about her, and showed her in many ways that they cared about her. In contrast, she talked about the current practice of kindergarten teachers not expressing affection to children and how not receiving expressions of affection from her parents had affected her in childhood. A fourth linkage involved Gert's emphasis on the emotional importance to people to have positive social relationships. That is, in her childhood she recalled the importance to her of the many peer friendships and play times she had experienced. Subsequently she noted that it was very important to her that her children enjoyed the same kinds of peer social experiences. She facilitated this through her efforts to involve the neighbourhood children in activities with her children in her home. Further, for herself as a teacher of children in group care, she stressed the importance of social experiences to their emotional development.

5.6 Gert and affection: Analysis and interpretations

A. Gert's self-concept/self-esteem

Gert's comments about herself, her family, her achievements, and her career clearly indicated a positive self-concept and high self-esteem. Her recollections of her childhood experiences in her family were very positive and she believed that she had always been highly valued by her parents and maternal grandparents. She was very proud of her successes in her adult family life. She had a successful marriage and her first priority was her family. During teacher training she recalled feeling competent in her academics and was proud of the recognition she received from her college professors. She described with obvious pride several early childhood employment experiences during her career that were also very successful. Gert believed that her competence was recognized and was very pleased with her accomplishments. She believed herself to be a good teacher and successful in the classroom. Gert consistently framed her comments about herself, her childhood, her family and career, the difficult times, and the
good times in positive terms. She gave me that strong impression that she was an optimistic, "let's get on with it" person who handled stress well and generally enjoyed her life. According to Epstein's (1980) conceptualization of high self-esteem, Gert carries within her "a loving parent who is proud of [her] successes and tolerant of [her] failures".

B. Personal Theory of Reality (intrapersonal context)

Major descriptive and prescriptive postulates about herself

Analysis of the content of Gert's interview, according to Epstein's personal theory of reality, suggested that since childhood she had developed about herself a very positive set of descriptive postulates. They included the following: I am significant; I am competent; I am a real giver; I am a people person; I am thoughtful; I think of what I can give to others; I think about others and find ways to give to them; I am valued by others; I am lovable; I am worthy of being loved. She stated, "I am a real touchy person", and she mentioned that "touching, comforting, and nurturing" were very important for her to have for herself and to give to others in her life.

Gert saw herself as a competent person with high self-esteem who was focused on achievement. Congruence in her prescriptive postulates was found in her personal narrative in which she described her history of actively and successfully setting goals for herself, pursuing them with energy and confidence. Her prescriptive postulates concerned with relating to other people were approach-and-nurturing focused, that is, she found ways to give to people. She explicitly described herself as a "real people person" who placed high value on both giving and receiving hugs and cuddles with children. I observed her interactions in the classroom with children and adults to be very frequent and consistently positive. Her manner, facial expressions and tone of voice were animated and friendly. Gert connected her own childhood and her own children with her teaching. The children appeared to enjoy hearing about her life. When observing in her classroom I heard children tell her that they liked her and were glad that she was their teacher. This seemed to really please her. Her maternal grandmother's
giving nature and abundance of affection to Gert in childhood seemed to have been a particularly significant experience that shaped her emphasis on giving in her adult life. She was very aware of her own need to have touching, comforting, and nurturing and she understood that by giving these to others she obtained them for herself as well. She commented that the children in her classroom let her know that they needed her and their need of her made her feel really good. According to Epstein's theory (1983) Gert had learned early in her life to approach her world and the people in it in terms of nurturing and the expression of affection. This highly inclusive prescriptive postulate was amply manifested by her in her classroom.

C. Basic dimensions of social relationship development (interpersonal context)

a. Inclusion dimension

Direct observations of Gert with children and colleagues in her classroom indicated that she had a strong, positive focus on interpersonal relationships. Further, analysis of her interview content suggested that this had always been an important part of her life. She fit Schutz's (1982) Inclusion criteria for the 'social' category, rather than the 'undersocial' or 'oversocial' categories. Gert seemed to have successfully resolved her inclusion needs and problems during her childhood. She perceived herself as a significant person, someone with the qualities of prominence and uniqueness. Through her life she had strong desires for social interaction, and she evidenced, as well, close involvement and sense of belonging in her family of origin, with her husband and children, and with her colleagues and the children in her classroom. In her childhood Gert developed and recalled enjoying close interpersonal relationships with her brothers. She actively sought out peers and the neighbourhood children played often at their home. Gert experienced an especially close feeling of belonging with her maternal grandmother, a person she identified with, a person she referred to as "very social, a real people person". She noted that she also saw herself as similar to her mother in these ways. In her classroom, she engaged frequently in social interactions in a friendly
and gregarious manner and obviously enjoyed her exchanges with both children and adults. Gert believed that she was valued by others. She was often asked for her assistance and was recognized for her efforts, providing, for example, helpful input as a troubleshooting manager for more than one previous child care centre employer.

Having successfully resolved issues within the Inclusion phase, Gert was able to deal with issues within the Control phase.

b. Control dimension

In Schutz's framework Gert appeared to be a 'democrat', that is, a person who had successfully resolved her interpersonal relationships in the Control area. She did not fit into either the 'abdicrat' or the 'autocrat' categories. Gert believed that others trusted her ability to make decisions; she believed she was flexible both giving and taking direction; she saw herself as cooperative, willing to compromise, that is, a team player in her job and at home. She had been both a leader and a follower in various jobs and she noted that she enjoyed and was successful in both. Successful resolution of both the Inclusion and Control dimensions enabled Gert to engage in Schutz's third dimension of interpersonal development, the Affection phase.

c. Affection dimension

Gert met the criteria for Schutz's 'personal' category rather than the 'underpersonal' or 'overpersonal' categories. Of first importance was her stated belief that she was lovable, very interested in and capable of giving and receiving affection. She appeared to have successfully resolved affection relations in her childhood with the result that close emotional relationships with other people were achievable for her in adulthood. While Gert appeared to have strong emotional relationships with both parents, she reported that they were not as affectionate as she would have wished, both when she was a child and now in her adulthood. She did, however, have an intense nurturing and affectionate relationship with her maternal grandmother that continued into her adult years. Gert also reported very strong emotional attachments with her brothers.
since childhood. In her teaching role, Gert was open to developing emotionally close relationships with the children. Her desire for this was supported by her view of herself as lovable and she displayed a variety of professionally appropriate ways to express her affection to the children in her classroom.

D. Internal working models and intergenerational transmission

Gert recalled a very happy childhood. While she had always felt emotionally attached to her parents, in terms of the development of what she referred to as her natural warmth and her affectionate nature, it was her grandmother who was the powerful influence on her internal working model of self. While her parents had always been attentive and available to her, neither of them had expressed affection. It was her grandmother, she believed, who had instilled in her the great importance she assigned to emotional relating. Further, her positive internal model of self included her belief that she was lovable, a giver, a people person, a good teacher, and a good mother who was providing a very happy childhood for her own children, just as she had experienced.

In terms of intergenerational transmission, her internal working model of self as an affection giver developed from childhood to adulthood, on the one hand, in reaction to her parents' lack of expressed affection in her childhood, and on the other hand, in response to the modelling of her grandmother's high level of emotional expressiveness to her. In adulthood she believed that she behaved with great affection toward the children and adults in both her personal and professional lives. My observations of her affectionate behaviours with both children and adults in the classroom setting were very congruent with her self-perception.

5.7 Interpretative summary: Gert and affection

Gert displayed very frequent social interaction and affection behaviours with the children. Interactions were observed 90 percent of the time as shown in Table 5.1. Two thirds of her interaction behaviours were social in nature while one third were affection behaviours. Gert's affection behaviours were primarily and appropriately directed at
individual children rather than at groups of children, with her smiles accounting for about two thirds of these behaviours. She also displayed, however, in about equal proportions, affectionate words and active physical contacts such as touches and hugs. Gert had identified these particular behaviours as especially important to her emotionally.

Several connections emerged among the various aspects of Gert’s life. Following the theoretical perspectives of Schutz and Epstein, the connection of primary importance is the self-esteem linkage. Since childhood, Gert perceived herself to have high self-esteem. In addition, she was able to identify her childhood relationship with her grandmother as an important source of her self-esteem. Epstein (1980) emphasizes that people with high self-esteem “carry within them a loving parent who is proud of their successes and tolerant of their failures” and it appeared that for Gert, her grandmother became a loving internalized “parent”.

Within the intrapersonal framework of Epstein’s personal theory of relating, a linkage connecting Gert’s childhood and her current personal and professional lives was her positively framed set of descriptive postulates about herself. Of special significance for her career in early childhood education were 2 descriptive postulates in particular, that is, her belief that she was a significant, competent person, and her belief that she was worthy of being loved. Three central prescriptive postulates that emerged initially in her childhood and continued on in both her present personal and professional lives were “touching, comforting, and nurturing”. Thus, her style of relating to the world was a giving one, characterized in particular by nurturing and expressing affection.

Within the interpersonal context of Schutz’s social relationship dimensions, Gert appeared to have successfully resolved the developmental issues of the Inclusion phase during her childhood experiences within her family. Consequently, feeling recognized, accepted, and significant enabled her to subsequently tackle and resolve issues of the Control dimension. Gert believed that her self-perception as a competent
and respected person had its genesis in her childhood family experiences. It appeared that she did successfully resolve those early developmental control issues and she was able to view herself as willing and able to share power, be a compromiser, and a team player.

With regard to the Affection dimension in Schutz's theoretical approach, Gert clearly demonstrated through her affection behaviours with the children in her classroom and through her narrative, the interest, willingness, emotional capacity, and skills to develop and sustain affectionate relationships in both her personal life and her role as a teacher. Her underlying descriptive postulate was her belief that she was a lovable person and her prescriptive postulates included her self-perception as a 'real giver', a person who thought of what she could do to give to others. In terms of Gert's internal working model of self and intergenerational transmission of ways of relating from her childhood, it was her grandmother in particular whom Gert believed had provided her with the modelling of an affectionate, people-person.

In summary, Gert's observed affection behaviours in her classroom were consistent with the patterns of teachers rated high in affection in other studies. Analysis of her behaviours and her narrative indicated that she placed high value on affection in her professional life. There were clearly identifiable linkages between Gert's recollections of her own early childhood affection experiences, the family context within which her capacities and skills developed, and her present day personal and professional handling of affection. Her grandmother appeared to have become her internalized model. This relationship, in combination with a family life that supported self-esteem development, her recollections of happy and rewarding childhood peer experiences, all appeared to have contributed to the successful resolution of developmental issues within the intrapersonal and interpersonal domains.
Chapter 6
Findings

6.1 JANET: Brief biography

Janet was a divorced woman in her late-20s who lived on her own with her young school-age son. She was a graduate of a 2 year early childhood education diploma program and was pursuing a part-time university program in child studies. This was her fourth year of working with 3- and 4-year olds and her third year in her present classroom. She enjoyed positive relationships with her older brother and parents who were closely involved with her son, helping her juggle the demands of a full time job and single parenting. While she had had some experience with children as a teenager, it was in college that she discovered a love for teaching young children. She was pleased with her career in early childhood education.

6.2 Classroom observation summary

I observed Janet’s interactions with the children to be consistently positive, pleasant, and friendly. She appeared to really enjoy the children and was very aware of their behaviours and activities in the classroom, responding readily when they required her direction or assistance. Janet moved about the room slowly and calmly, interacting frequently with the children. Interactions were accompanied by a light touch of her hand especially when children were upset. Her manner was consistently quiet, calm, and gentle. While Janet’s gaze was open and inviting, her facial expressions appeared to vary only slightly. There was always a slight smile on her face both in situations in which she was speaking firmly to children in difficulty and when she was engaged in happy exchanges and cuddles. What struck me in particular was Janet’s tone of voice. It was warm, very soft, and low key, even in hectic situations when children were engaged in conflicts. In all observations children appeared to be pleased with her attention; they readily sought her out as a play partner and seemed to accept behavioural redirection with little or no fuss. While I observed her to interact relatively infrequently with her
teaching partner and other adults who were in her room, it seemed to me that every adult knew what each other was doing. There was an atmosphere of calm collaboration between Janet and her partner as they carried out room responsibilities with an active and quite demanding group of children.

Table 6.1: Affection and social interaction frequencies

<table>
<thead>
<tr>
<th>AFF categories</th>
<th>Frequency (individual children and groups combined)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smiles (SM)</td>
<td>50.0%</td>
</tr>
<tr>
<td>Affect. words (AW)</td>
<td>3.3%</td>
</tr>
<tr>
<td>Act. phys. cont. (AC)</td>
<td>35.0%</td>
</tr>
<tr>
<td>Pass. phys. cont. (PC)</td>
<td>11.7%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Frequency by Recipient

<table>
<thead>
<tr>
<th>Interaction categories</th>
<th>1 child</th>
<th>group of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total affection (AFF)</td>
<td>19.1%</td>
<td>88.3% 11.7%</td>
</tr>
<tr>
<td>Other social inter. (SI)</td>
<td>80.9%</td>
<td>82.7% 17.3%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Interaction versus no interaction

| Total interaction (AFF+SI) | 87.2% |
| No interaction (NI)        | 12.8% |
| Total                      | 100.0%|

6.3 Analysis of Janet’s affection measurement system data

Overall Janet interacted with the children approximately 87 percent of the time while being observed. Eighty percent of these interactions were social exchanges and 20 percent involved expressing affection to the children. When her total social interactions and her expressions of affection were combined, more than 80 percent were directed toward individual children rather than toward small groups of two or more children. Janet’s greater attention to individual children rather than to groups reflected developmentally appropriate practice in its fostering of young children’s needs for individual adult attention in the absence of parents. With regard to her affection behaviours, half of them were smiles directed toward the children. Active physical
contacts such as touches and hugs were also relatively frequent, with passive contact such as holding and cuddling children on her lap occurring much less frequently. Very few affectionate words were noted. Janet's pattern was consistent with teacher affection behaviours in other studies in that smiles have been the most frequent affection behaviour observed in teachers. Her pattern differed somewhat from other studies in that her smiles were relatively less frequent and she displayed relatively more active affectionate contacts such as touches and hugs with the children.

6.4 Adult personal-professional affection connections

Janet clearly enjoyed both her personal and professional lives and made very little separation between them with regard to emotional relating and affection. Her first priority was to facilitate children's emotional development, especially their abilities to communicate feelings. Also important were children's social skills "to overcome barriers to learning, ... feeling good and working with the other children and feeling good about themselves". Emotional relating was essential in her connections with children. It was Janet the person who was affectionate with the children in her classroom. She added, "I like to think that I bring myself into that classroom and when I'm there I think if I was to put on a facade I wouldn't feel comfortable. When asked if she thought that there was such a thing as 'professional affection', she replied "No, I think it would be scary to say that." She stressed her attention to each child's level of receptivity to affection from her.

Janet described herself as a "very touchy person" and as she moved about her classroom throughout the day, she readily touched, hugged, or just sat with children who accepted her affection. She believed that affectionate touching was especially important for preschoolers to experience, although not all children were willing to accept her offers of affection. For those who were reticent, she found other ways of providing emotional support. She believed that even though she was not the parent, the children needed "speaking to and touching and affection and nurturing ... I don't feel that you can interfere with the mother role or the parent role because I feel that the children know who
their parents are and go home to their parents." She added that teachers are with young children for long hours and could really influence their lives. Janet was concerned about children who were not bonded to their mothers or fathers. She believed that her affection was important for those children. She had been teaching most of the children for 3 years, and was pleased that she knew them well and liked them all.

She perceived very little difference between personal mother Janet and professional teacher Janet except for the intensity of emotional ties. She commented "other than having the emotional ties as you do with your own child and the parenting kinds of concerns, I don't think there's a difference ... I probably act the same way, again other than having those stronger emotional bonds as you would with your own child." She was sensitive to her own son's reactions if she were to "talk too much about the children at the child care centre ... [although] sometimes he asks me, and I know he feels pleased when I tell him about a situation where I've talked about him [to the children] ....". Janet also commented on the connections between mothering and teaching and noted that, "... it's helpful to draw upon my instincts as a mother because I would think of the parent, how they would feel if ... and so in responding with parents and communicating with parents I can relate to them as a parent as well." With regard to the long hours of separation between parents and their children in care and the problems faced by parents who lacked support from extended family, Janet stressed that she was able to "identify with the guilt and frustration that these parents feel." She enjoyed daily support from her mother who provided after school care for her son but she did feel guilty being away from him in the after school hours, unlike her childhood experience with her own mother.

Janet connected her personal family life and her experiences with the children in her classroom. She described her family as always being "very affectionate, very caring ..., very accepting, very patient and ... extremely positive ...", qualities that her parents fostered in her. With regard to affection she commented, "I associate affection with
openness and acceptance and that's what I would want to portray to the children. In both the personal and professional aspects of her life, her affection was expressed "through gestures, through somebody doing something for someone, a special something ... just thinking about that other person...if something happens how would they feel ... so that's one type of affection ... but also hugging and the touching too."

Janet also noted that ambition was emphasized in her family and she really admired family members who had achieved their ambitions. Her parents had supported her ambitions as well. Janet enjoyed a very positive relationship with her parents. Her mother especially was very proud of her career as a teacher. Janet was a single mother who experienced some guilt about working. Her mother picked up her son from his after school care program. Janet wanted him to be there for as short a time as possible every day as she had very positive memories about her early school years at home with her own mother.

Janet perceived very few differences between her personal and professional lives with regard to emotional relating and expressing affection to children. There were clearly identifiable connections among major aspects of her life, that is, her positive childhood and adult relationship with her family, her nurturing and affectionate relationship with her own son, and her strong emotional and affectionate connectedness with the children in her classroom. Janet had remained emotionally connected with her parents and her brother into her adult years and she really enjoyed her contacts with her family members. She believed that her personal and professional relationships were characterized by caring acceptance, nurturing, and affection.

6.5 Child-to-adult personal history connections

Janet stated that she was very proud of her family members, parents, brother, and relatives, describing them as "all very caring and supportive .... very patient, ... extremely positive". "I value my entire family, including grandparents, aunts, and uncles." She believed that her family was very accepting of her. In childhood, she had
had a close mothering type of relationship with her younger brother and had fond memories of the nurturing, caring, and protecting aspects of this relationship. She still referred to him as her "baby brother". Although her parents did not expect it of her, she took on "that caring kind of role, making sure that he was safe and nobody hurt him". She believed that her focus on caring very likely emerged as an outcome from her experiences with her family members who valued caring. Janet and her brother were still close and she believed that he was a very caring person as well. She added, "that nurturing kind of role that my family took with me gave me that kind of characteristic with children." Although she did not recall having any real interest in teaching young children until she entered college, she had known since age 9 that her interests lay in helping people in some way. At that age an aunt played a significant role in Janet's life. She recalled that they had a very close relationship. Janet really admired her and her accomplishments and believed that she would have been a great teacher.

Janet believed that both parents had always had a very positive influence on her in childhood and as an adult. Janet identified her mother in particular as an important influence on her career choice and commented, "she probably saw that I enjoyed children and probably had the characteristics of a teacher ... she probably matched my characteristics to the (ECE) program ... ". Janet had always loved children but her interest in teaching young children, however, only developed in college. "Along the way I found this love of teaching children". .... and "I really felt like I had a knack for it." She was very pleased with her career choice and believed that her interest in teaching very young children had its roots in her family's caring, support, and acceptance of her as a child. "I grew up in a very nurturing environment so I think that that would contribute to who I am now and the role that I take with the children .... if I look at my family, they've always been very caring ... and maybe that nurturing kind of role that my family took with me gave me that kind of characteristic with children".
Her mother stayed at home with her in the preschool years and Janet connected the availability of her mother to the feelings of emotional safety and security within her family. She recalled experiencing in her preschool and early grade school years. A sense of feeling safe remained as a personal theme in her adult years within the context of her family and with her own young child as well as in her professional life with the children in her care. She was concerned that children did not always feel safe because their parents were so busy. Looking back she really appreciated her mother remaining at home with her and always being there for her. For Janet, the feelings of safety with her mother at home were also connected with the many moves that her family made around the country. Janet had ambivalent feelings about those moves. Although she had had many experiences and met many people, she regretted that she had had no friends.

Janet recalled having affection from both parents and lots of physical affection from her mother in particular. She believed that her physical affection with children was related to her affection experiences with her mother. Her mother also used praise a great deal. Although she recalled that it felt good as a child to receive praise from her mother, Janet was less enthusiastic about that method of recognition as a mother and a preschool teacher. She tried to avoid using praise on its own and expressions such as "good boy" and "good girl". While her father was affectionate, he focused on what she and her brother had actually accomplished. Her father was a very fair man and she recalled his problem solving techniques that had worked well with them. She had learned his methods and was pleased to use them in the classroom. She commented, "I see my father in myself in working through problems with the children."

In terms of childhood-adult affection linkages, Janet believed that she had had close affectionate relationships with her parents in her childhood, especially in her relationship with her mother. Janet was also the mother of a 7 year old child. She
valued caring, nurturing, and acceptance highly and believed that her adult nurturing and affection capacities were founded in her early experiences within her family.

Another child-to-adult connection related to emotional closeness and affection was her emphasis on safety. In childhood she had a feeling of safety, security, and comfort that emerged from her mother's care. She wished that she could provide the same sense of home-based safety for her own child.

6.6 Janet and affection: Analysis and interpretations

A. Janet's self-concept/self-esteem

Janet presented as a very warm and sincere young woman who was quiet and somewhat reserved. In her classroom I noticed that she appeared to be relaxed, self-assured and really enjoyed her interactions with the children. In her narrative she expressed herself clearly, "I enjoy them thoroughly .... I enjoy them all", and believed that she had a lot of skills as an early childhood teacher. Her soft, gentle manner, even when redirecting inappropriate behaviours, was effective and the children were responsive. She enjoyed teaching very much, spoke about her life in positive terms, and believed that she employed appropriate professional practices, and was proud that, in addition to her busy life as a single mother and helper in her son's recreation activities, she found the time and energy for her university coursework in the evenings. Janet appeared to be somewhat reticent and shy in terms of her self-disclosures, especially with regard to her personal life. She spoke about her classroom professional practices, however, in a self-confident and assertive manner.

Janet's descriptions about her relationships with her family members were very positive. Both parents had always been her strong supporters. She emphasized the nurturing and affection she had always enjoyed within her family. Keeping in mind her shy manner and reticence about self-disclosure, I had a strong impression that she felt quite confident and positive about herself. She believed that she was a good teacher
and an excellent mother to her own son. According to Epstein's conceptualization of high self-esteem, Janet provided in her narrative sufficient indication that she carried within her "a loving parent who is proud of [her] successes and tolerant of [her] failures".

B. Personal Theory of Reality (Intrapersonal context)

Major descriptive and prescriptive postulates about herself

Analysis of the content of Janet's interview, according to Epstein's personal theory of reality, suggested that a number of positive major descriptive postulates had emerged from her childhood. They included the following: I am lovable; I am worthy of affection; I am very caring; I am very acceptable; I am respected; I am a helper; I am very patient; I am very positive in my outlook on my life. For each of these postulates, Janet also described directly or indicated indirectly through her narrative a number of prescriptive postulates, that is, the various ways that she had behaved in her life in order to actualize her descriptive postulates.

One major descriptive postulate was her belief that she was a lovable person, loved by her parents, brother, and her own son. Janet emphasized the high level of emotional support, closeness, and acceptance from her parents and her brother that she recalled having in her childhood. Her sense of loveworthiness was embedded in her childhood experiences and feelings of being cared for and nurtured and feeling safe with her mother who stayed at home with her. She believed that she was a worthy recipient of the ample physical expressions of affection that she recalled receiving from her mother in particular, although her father was affectionate as well. A related prescriptive postulate was evident in her expressions of love for her family members, her own child, and the children in her classroom. In childhood and adulthood she had actively pursued affectionate relationships with her parents and her brother. She believed that she had come to "associate affection with openness and acceptance and that's what I would want to portray to the children [in my classroom]."
Another descriptive postulate was her belief that she was a very caring, nurturing person. In her childhood a related prescriptive postulate was her substantial 'mothering' role with her younger brother. She had enjoyed this very much as a child. Thus, from a very young age she had enjoyed receiving caring and nurturing and she also derived much satisfaction from giving care and nurturing to her younger brother. For this she received the support and encouragement of her mother. Even in adulthood, she joked about her continued closeness with her 'baby brother'. Further, as a parent she expressed her feelings of love, nurturing, and caring for her own son and as a teacher for the young children in her care. Janet emphasized her caring and nurturing behaviours with the children and recalled that she had first become aware of loving young children when she was in early childhood teacher training. She enjoyed touching children and referred to herself as a very touchy person. Spontaneously touching, hugging and holding children on her lap were a natural part of her interactions with them. The connection was the behaviour of her own mother who had given her ample touches and hugs as a child.

As she recalled, believing and feeling that she was safe was an early descriptive postulate. As an adult, she engaged in behaviours that she hoped would promote children's feelings of safety. This prescriptive postulate was reflected in her ready offers of assurance and affection to the children. She placed children's emotional development as her first priority, believing that her emotional care engendered feelings of safety, especially in children who had long daily separations from their parents. She believed that she had good skills to observe children's needs for her affection and could offer it readily in ways that were acceptable to them, without imposing herself emotionally on children who did not wish it.

A third descriptive postulate was her belief that she was a very acceptable person in her family. She had grown up feeling that she had had the respect and support of her parents in her childhood. This emotional connection had continued
through her school years and into her adulthood; it was clearly evident in her narrative as she described her parents’ support of her career in early childhood teaching. Related prescriptive postulates in adulthood were evident in her close relations with her family. She described her affection, openness, and respect for them. She enjoyed their participation in the raising of her child. Her parents displayed a high level of acceptance, support, and respect for her as a person and a mother, and for her career and academic ambitions in early childhood education. She liked this.

Prescriptive postulates were also evident in her descriptions of her behaviours with children in her classroom and in my observations. Janet was accepting, respectful, and supportive. She did not impose herself on children. She helped upset children to calm down and facilitated a low key, relaxed atmosphere in her classroom. In her narrative she described her ability to accept and respect all children, including the ones who presented behaviour difficulties. She was also sensitive to only children with single parents who really missed their parents, a parallel to her own life. Her acceptance and respect for children was also founded on the acceptance and respect that she had enjoyed as a child herself.

A fourth early descriptive postulate was her view of herself as a helper. An early prescriptive postulate related to helping emerged in her childhood. It involved taking care of her brother and keeping him safe. She was still proud of this and the helping, caring, and nurturing role of older sister continued into their adult relationship. Helping and teaching both share a focus on giving to others and the prescriptive postulate that evolved in her college years was her career as an early childhood teacher. She realized that she loved children and teaching. Further, even though she had been teaching for only 4 years, she believed that she was a good, competent teacher, one who could really help children, especially in their emotional development. Her view of herself as a very patient and positive person were descriptive postulates she identified in her adult
life. As prescriptive postulates, they were explicitly stated professional values that were
observable in her classroom behaviours.

c. Basic dimensions of social relationship development (interpersonal context)

a. Inclusion dimension

According to Schutz (1982) feeling included is a predeterminant to the ability to
develop affectionate relationships. From early childhood, Janet experienced a very
strong sense of inclusion, belonging, and togetherness within a close knit family. Family
closeness extended into the third generation with her own child. She believed that she
had always been a highly valued and significant member of her family. She recalled
enjoying especially close emotional relationships with her mother and her brother. Her
mother was a particularly influential person with regard to inclusion. Analysis of her
narrative using Schutz’s framework indicated that she seemed to fit into his ‘social’
category rather than the ‘undersocial’ or ‘oversocial’ categories. ‘Social’ category
individuals have successfully resolved their inclusion needs and problems during
childhood and thus as adults can sustain comfortable social relationships with others.
These individuals also believe that they are worthwhile and significant. While I had
available relatively little information about her adult personal life outside the family, she
did have comfortable social relationships within her family, as described in her narrative,
and as I observed directly in her classroom with her colleagues and the children.
Resolution of this childhood developmental issue enabled her to deal with issues as
described in Schutz’s Control dimension.

b. Control dimension

Analysis of Janet’s narrative using Schutz’s framework, indicated Janet’s
success within the Inclusion dimension had facilitated the development of her
interpersonal abilities within the Control dimension. In Schutz’s concept of the Control
dimension she fit into his ‘democrat’ category rather than the ‘abdicrat’ or the ‘autocrat’
categories. As a ‘democrat’, Janet was a person who felt competent and confident and
was comfortable sharing power and control with others. The analysis indicated that she was a sensitive and flexible team player with her colleagues in the classroom and that she was calm in her handling of interpersonal conflicts involving control issues. Direct observation of her behaviour with the children and her colleagues in the classroom confirmed her 'democratic' stance. While being quiet spoken and appearing to be somewhat shy, she had demonstrated appropriate assertion and confrontation skills in her work place. Successful resolution of both the Inclusion and Control dimensions set the stage for Janet to engage successfully in Schutz's third dimension of interpersonal development, the Affection phase.

c. Affection dimension

The affection dimension involves strong emotional attachments to individuals. Janet met the criteria for Schutz's 'personal' category within the Affection dimension rather than the 'underpersonal' or the 'overpersonal' categories. Janet believed that she was lovable, a good person who easily connected emotionally with adults and children in both her personal and professional lives. She believed that she had had abundant affection experiences within her family as a child and in adulthood and felt very good about this. While her marriage had not been successful, she had maintained a very emotionally satisfying relationship with her family and considered herself to be a successful mother. She was very interested in and capable of giving and receiving affection and enjoyed expressing it in a variety of ways with the children in her classroom. She also perceived the children as sources of affection. As a teacher and a parent, she placed a high priority on the emotional and affectionate aspects of her relationships with children.

D. Internal working models and intergenerational transmission

Janet's recollections of her childhood indicated positive attachment connections with her parents whom she recalled as being very nurturing and affectionate. She had had an especially close emotional relationship with her mother that had continued into
her adult life. In terms of her early internal working model of self, Janet described early developed qualities of nurturing and affection that she had expressed behaviourally in her 'mothering' behaviours with her younger brother. She was very proud of her emotional relating abilities both personally as a mother herself and professionally and she placed great value on expressing affection to the children in her classroom. Both parents, and perhaps her mother in particular, had served as models for her perception of herself as a loving and helping teacher. Thus, in terms of intergenerational transmission of behaviours from childhood, she believed that her practices in the classroom were a direct outcome of the emotional relationship experiences she had had and enjoyed as a child.

6.7 Interpretive summary: Janet and affection

To review briefly, Janet’s high priority on interactions with the children was reflected in her classroom behaviours where she was observed to interact with children close to 90% of the time. Eighty percent of those interactions were social in nature while 20% were affection behaviours, a pattern typically found in teachers in high quality preschool settings. Schutz emphasizes that affection is a dyadic relationship and Janet’s affection behaviours were primarily and appropriately directed at individual children rather than at groups of children, a developmentally appropriate finding.

With regard to the types of affection expressed, Janet’s behaviours were similar to teachers in other studies in that her smiles were most frequent, followed by active contacts with the children. Affection connections were also clearly evident among her recollections of her own early childhood experiences, the family context within which her emotional capacities and skills had developed, and her adult personal and professional affection behaviours.

A number of connections emerged among various aspects of Janet’s personal and professional lives. Following the theoretical perspectives of Schutz and Epstein, the linkage of central importance was Janet’s self-esteem. She gave many strong
indications that she enjoyed positive self-esteem and that she believed that her parents had played a significant role in this regard beginning in her childhood. It appeared that her mother in particular had had a significant influence on the development of her self-esteem and her internalized working model as an affection giver. Epstein (1980) emphasized that people with high self-esteem "carry within them a loving parent who is proud of their successes and tolerant of their failures". It seemed very likely that early on Janet's mother served as the model for this loving "internalized" parent whose positive influence extended into her adulthood affection relationships with the children and adults in her life.

Regarding intergenerational transmission from childhood to adulthood, a number of linkages regarding affection were identified. Within the intrapersonal framework of Epstein's personal theory of relating, there were several positive descriptive and prescriptive postulates. As a child she had believed that she was a lovable person and a worthy recipient of affection. She recalled experiences of being nurtured, cared for, and feeling that she was accepted and safe within her family. As a teacher she linked acceptance and affection and considered both to be goals in her classroom. In childhood her feelings of being loved, cared for, safe, and accepted had also included ample expressions of physical affection and these were all reflected in the priorities she set for her emotional relating with the children in her classroom. Janet had also identified herself as a helper since childhood and by the time she had reached college she had shaped this self-perception into a career working with young children in group care. As she had enjoyed her role as child helper with her brother, in adulthood she expressed a high level of satisfaction teaching young children.

Within the interpersonal context of Schutz's social relationship dimensions, Janet appeared to have successfully resolved the developmental issues of the Inclusion phase during her childhood experiences within her family. Consequently, feeling recognized, accepted, and significant enabled her to tackle and resolve issues within the
Control dimension. According to her narrative, issues of power and control sharing within her family in childhood appeared to have been adequately resolved and she was thus enabled to develop the affectional element in her interpersonal relationships. In adulthood, with regard to Schutz's Affection dimension, Janet demonstrated through her classroom affection behaviours and in her narrative that she was capable of engaging in intense emotional relationships and really enjoyed both giving and receiving affection with the children in her care.
Chapter 7
Findings

7.1 KATHRYN: Brief biography

Kathryn was a single woman in her late-20s who described a very active social life and enjoyed living in her parents' home. She had an older married brother who was a parent. Kathryn and her brother had experienced a good deal of conflict in their childhoods that had continued into adulthood. Kathryn was convinced that she and her brother loved each other and she was troubled by the persistence of their sibling relationship difficulties. They saw each other quite frequently, however, and she was hopeful that one day they would have a more positive relationship.

Kathryn was a relatively recent graduate in early childhood education. She was very pleased with her choice of career and was currently in her fourth year as a classroom teacher.

7.2 Classroom observation summary

I noted that the children were all actively and productively involved and there were many teacher-child interactions. During free play time, Kathryn remained very observant and frequently approached children, sometimes speaking briefly with them and sometimes touching, patting or giving their backs a quick rub. During structured group times she interacted almost constantly with children, facilitating their involvement in the activity at hand. Her pace with the children was consistently relaxed and low key. She offered her attention immediately when a child requested it, even during structured activity times. I noticed that she handled these brief interruptions well. The children involved looked satisfied, and the structured activity continued. Her interaction style was very positive and supportive.

I observed Kathryn to speak to the children and parents in a very friendly and relaxed manner and with a warm, low key voice. When children presented with behaviour difficulties requiring resolution, she responded very quickly and positively with
a warm but firm voice. Kathryn related positively to all the children who consistently responded to her with smiles and ready compliance. They often approached her spontaneously for a touch or a hug.

**Table 7.1: Affection and social interaction frequencies**

<table>
<thead>
<tr>
<th>AFF categories</th>
<th>Frequency (individual children and groups combined)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smiles (SM)</td>
<td>53.8%</td>
</tr>
<tr>
<td>Affect. words (AW)</td>
<td>12.8%</td>
</tr>
<tr>
<td>Act. phys. cont. (AC)</td>
<td>20.5%</td>
</tr>
<tr>
<td>Pass. phys. cont. (PC)</td>
<td>12.8%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Frequency by Recipient**

<table>
<thead>
<tr>
<th>Interaction categories</th>
<th>1 child</th>
<th>group of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total affection (AFF)</td>
<td>25.2%</td>
<td>79.5%</td>
</tr>
<tr>
<td>Other social inter. (SI)</td>
<td>74.8%</td>
<td>62.1%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

**Interaction versus no interaction**

| Total interaction (AFF+SI) | 79.9% |
| No interaction (NI)        | 20.1% |
| Total                      | 100.0%|

**7.3 Analysis of Kathryn's affection measurement system data**

The data indicated that overall she interacted with the children almost 80 percent of the time while being observed. Compared to some other studies this frequency was relatively high but similar to frequencies found in centres rated as high quality. About three quarters of these interactions were social exchanges and one quarter involved expressions of affection to the children. This finding was in line with other studies. A little more than 60 percent of her social interactions were directed toward individual children while almost 80 percent of her affection behaviours were directed toward individual children rather than toward small groups of children. Kathryn's greater attention to individual children than to groups reflects developmentally appropriate practice as it supports children's developmental need at this age for adult attention in the absence of parents.
With regard to her specific affection behaviours, smiles were the most frequently observed at slightly more than 50 percent. Active physical contacts such as touches and hugs were observed less frequently at 20 percent, while affectionate words and passive physical contacts such as holding and cuddling children in her lap were noted with equal frequency, that is, almost 13 percent of the time. Overall the relative frequencies of her affection behaviours were similar to findings in other similar studies in that teachers' smiles are typically the most frequent. Her behaviours differed somewhat from findings in some studies in that the frequency of affectionate words to the children was relatively high.

7.4 Adult personal-professional affection connections

In adolescence Kathryn decided to enter a teacher training program. This was a very successful experience. In her words, "I loved it because I felt so good because I was doing so well....ECE was probably one of the most positive experiences in school I've ever had." Kathryn knew that she would be a good and capable teacher. The expression of affection appeared to be a relatively important issue in Kathryn's personal life. She had always felt a lack of affection from her parents. She believed that her mother was making some changes in this regard and this pleased her. One sustaining source of affection from her childhood was her aunt.

A clearly related linkage to her professional life was her high priority to express her affection to the children in her classroom. In her view, all children needed affection although she knew that not all children would want affection from her. She had always loved children, felt good being affectionate with them, and believed that she had a "natural personal affection". In her words "it's a need of mine in general ..... they know they can come and pop themselves down in my lap or give me a hug." She commented spontaneously that she loved the children in her classroom and thought that most of them were very affectionate. She really admired teachers who had a sense of humour, the ability to remain relaxed, and were affectionate and loving with the children in their
care. As she was gaining teaching experience, she believed that she understood children better and felt more comfortable expressing affection. She saw herself as increasingly "a little bit more open, a bit more expressive of [her] feelings because kids are so forward that it helps me to learn to be a little bit more forward with my feelings."

And she added, "I just want to cuddle them." Her initial reticence about expressing affection very likely had been embedded in the lack of affectionate expressions within her own family.

In her view, affection was not a learned behaviour. There was not a professional affection that teachers could be taught. She did believe, however, that a teacher could effect change in herself and become more affectionate. Affection was the same professionally and personally although a person might have "a different affection toward children at school than [she] would for her own children ... but it's still affection ... it's still you caring about that child ... it comes from within you ... so it's not a learned behaviour ... unless you really wanted to become more affectionate and you were concentrating on really trying to be ..."

Kathryn loved her classroom and she tried to make it a welcoming place ... "more home-like than institutional". She commented that children's home lives were usually more important but second-to-home was her classroom. She brought personal touches to make it more her classroom. Kathryn placed a very high value on building trust with the children and their families. She wanted children to want to be in her classroom and commented, "... there's always one or two children that you feel really close to and you really love them. And I feel good about that too."

She also enjoyed relaxing with the children, having fun, and joking with them. The connection for her was bringing emotional aspects of her personal self into her role as a teacher. She saw herself "as a friend, as a parent and a guider and a supporter" and commented that she was "the type of person to develop a bond, to develop a relationship. I do want to give hugs, I do want to have little chats quietly in the corner"
and talk and get to know that child .... to let them know that I am listening, I'm their friend." In her personal life she really enjoyed her friends and it was important to her that the 'fun' aspect she enjoyed in her personal life should also be part of her experiences with children. Another connection with her personal life was the respite care she provided for a child in her home on weekends.

Personally she felt that she needed to be touched and professionally she placed a high value on affectionate physical contacts. She displayed abundant physical expressions of affection. With the children in her classroom she felt comfortable expressing affection but not at home with her parents. She added, "I think I can do it with people that I know will accept it because I do it with other adults."

Her comments reflected personal-professional linkages; the issue of affection in her classroom had a strong base within her own personal emotional life. Kathryn also wanted to promote in children "a sense of self-esteem and love and a sense of responsibility, a sense of feeling and seeing how another child may feel, putting themselves in their shoes ...." Self-esteem, emotional stability, love, and responsibility were her priorities with children. Further, she was particularly drawn to "emotionally needy children", believed they needed extra attention, and required "a lot of hugging and love and cuddling .... and I'm constantly keeping an eye out or helping here, maybe even taking sides ...." Further, when asked about children she found were not openly affectionate with her, she thought that it could be due to their home life. She believed that some children have "an outside shell" and inside they "need to know they are loved and that's what helps them build that trust and that rapport and self-confidence and happiness." While Kathryn did not explicitly describe herself as a person with such an outside shell, in light of her childhood recollections of the dearth of affection within her family, it seemed reasonable to consider that she was identifying with those children.

Kathryn believed that some of the children's parents needed a friend, an advisor, and a support person to help them to understand their child. Sometimes she shared her
own personal positive childhood experiences to help a parent understand her child.
About this linkage between her personal life and her teaching, she said, "I like to share .... I try and link it, [my] childhood and teaching ...... because it feels good to share my childhood and I try to pass it on in my teaching." Often she felt comfortable putting her arms around a mother, hugging her and her child at the end of the day. She had also developed personal friendships with some parents as she had felt drawn to them because of similarities to her own personality.

In summary, Kathryn believed that her affection was a natural part of her and a very important aspect in her relationships with children. The lack of affection in her childhood seemed to have engendered a lifelong need and emphasis on giving and receiving messages of affection. She believed that as a teacher, she brought to children her capacities for love, enjoyment, and fun just as she did in her personal life. She also believed that she was extra sensitive and willing to be affectionate with emotionally needy children. Finally, Kathryn linked her personal and professional interests in parents as well, helping them with parenting issues, sharing her positive childhood recollections and even establishing some personal friendships.

7.5 Child-to-adult personal history connections

Kathryn described her childhood as "very, very good ... stable, very supportive, very enjoyable, especially as young children we always did things as a family ... it just seemed right". She was a single woman in her fourth year of teaching who lived in her parents' home. She commented, "I'm in no rush to move out of my house ... I'm pretty close .... and get along well with my parents. I have an extended family over a good portion of the year when my grandparents come to stay with us over the winter." She added, ". . . so it's quite busy but it's a pretty strong system for me." She commented that she loved her friends, one of whom she had known as far back as grade 5, and enjoyed an active social life.
She described connections between her early years and her life as a teacher. Since her growing up years were so enjoyable, she wanted to try to make other children's growing up years enjoyable also. "I try to link it, my childhood and teaching ... because it feels good to share my childhood and try to pass it on in my teaching ... those feelings, that's where, you know, I might do this because of the way I felt when I went to Centre Island [a recreational area], you know." Kathryn enjoyed telling the children about her childhood experiences; she frequently brought in pictures, family albums and talked about her cat and dog. The children really seemed to like to hear about her as a child and in her words, "the children think it's amazing ... and can't believe that I was a kid." In particular, she had very happy memories of outings with her family and she hoped to do the same with the children. In her words, "I want to experience the same joy and the same fun that I had as a child .... for another child."

Kathryn really admired her parents and commented, "one of the strongest reasons I admire my parents is they stick together." She emphasized the lack of expressions of affection from her parents, however, and recalled that her family members did not express their emotions to each other. In her words, "... there's one thing my parents did not display with me as a child, it was affection. And my mother knows it. And we've talked about it and it bothers me. So now my mother's way of showing affection to me is to put her foot on me, you know, because she knows I need to be touched." She believed that she must have been given affection verbally and physically when she was a child and commented, "I know as a child I must have been hugged ... but then somewhere I became too old and it bothers me. I can't remember the last time my mother told me she loved me." "I don't know when the hugging and the 'I love you's' stopped ... because I know that there must have been a lot of hugs when I was little .... but I think that at some point maybe it just wasn't so right. My mom didn't feel it was right to do it anymore. I don't know." She believed that her mother did love her, however, and in Kathryn's adult years was trying to show her love. She would sit
close to her when the family was all together or put her arm around her. She had told Kathryn that she was just not comfortable expressing affection. Kathryn explained further, "she knows I need it so I think she pushes herself to do it but now I can't seem to do it in return ... because I'm a little nervous." Kathryn commented that she still found it difficult to talk about affection with regard to her childhood experiences with her parents. Although Kathryn's mother rarely told her that she loved her, she would put 'love ya' on the bottom of a shopping list when Kathryn would buy groceries for the family. She knew that this was her mother's way but felt that it wasn't really enough for her. There had not been any resolution to this issue, however, as she and her mother had not "ever got into it too deeply."

Despite the lack of expressed affection, Kathryn identified her mother as a big positive influence in her life and had felt strongly linked to her since childhood. The affection issue, however, had remained, and she knew that her mother knew that it was, as she put it, "a really big need of mine." Although she and her mother had talked about affection a little, it was still unresolved and this bothered Kathryn. She did recall, however, that her mother's sister had always been very affectionate with her and the other members of the family. Since childhood the aunt had hugged and kissed her and told Kathryn that she loved her. Kathryn was very fond of her and was pleased that she was still in her life.

Kathryn had an older brother and although she believed that they loved each other, there had been conflict since childhood. She had continued to have feelings of envy and competition focused on the fact that he had a family, spouse, child, and a nice house. She believed that he was under-sensitive while she thought herself to be overly sensitive. Kathryn recounted that her mother had a brother with whom she no longer spoke. This worried her for herself and she commented, "I look at my life and I never want to see that happen to me. And I'm worried it will because I just don't think my brother understands me."
Kathryn had always known that she would be a teacher, that it was a natural part of her. She commented that there had been teachers among her family. In childhood she had enjoyed playing school and in adolescence she worked with young children in an after-school group care program. She recalled feeling very proud of the responsibility and challenge of her early teaching experiences.

Kathryn made several linkages between her childhood and adult life. She believed that she had always wanted to be a teacher and her career was very satisfying to her. She enjoyed sharing her own personal memories, momentos, and joy in her childhood with the children as a way to help them enjoy their own childhoods. The sharing made her feel good as well. Regarding affection, she described at length the contrast between the lack of expressed affection in her own childhood and her strong focus on emotional relating behaviours with the children in her classroom.

7.6 Kathryn and affection: Analysis and interpretations

A. Kathryn's self-concept/self-esteem

Kathryn presented in the interview as a very warm and pleasant young woman. She seemed to be a bit anxious initially, but talked about her life and career with ready enthusiasm. She talked about herself in a positive and confident manner, expressing great satisfaction with her career choice. When discussing her professional values, priorities, and teaching practices she spoke with a mature self-assurance and supported her comments with many examples. In her classroom, she related with the children in a very friendly, gentle, and low key manner. She appeared to feel very self-confident. The children seemed to really like her, approached her easily and frequently, and really appeared to enjoy their interactions with her.

Kathryn's parents had not expressed affection to her in childhood. While this had remained an emotional issue for her as an adult, she appeared to have a mature perspective and had been recently discussing this issue with her mother. While she was
aware that her need for affection with the children in her classroom was related to her childhood experiences, she believed that this was a positive way of dealing with it as an adult. Recalling her childhood, Kathryn had always felt pleased, however, with the abundant expressions of affection that she received from her aunt. Despite the lack of expressed affection in her family, she did believe that her parents had always loved her.

Kathryn recounted a history of interest and success as a teacher that began in adolescence. Her teacher training had been very successful and personally rewarding. She achieved excellent grades and commented, "I loved it because I felt so good because I was doing so well ... it was one of the most positive experiences I had ever had." She consistently framed her comments about herself in positive terms identifying many strengths, positive qualities, interests, skills, and accomplishments. She described herself as a sharing person, a good teacher, very affectionate, humourous and fun loving. She also viewed herself as a sensitive person and a "big socializer" who had many friends. Kathryn was very pleased about the positive emotional relationships she had with children and believed that she was providing them with a good early childhood program. Overall, she appeared to view herself in a positive light, liked the person she described, and was enjoying both her personal and professional lives. Thus, there were many indicators that suggested that Kathryn had positive self-esteem. According to Epstein's conceptualization of high self-esteem, Kathryn provided in her narrative sufficient indication that she carried within her "a loving parent who is proud of [her] successes and tolerant of [her] failures."

B. Personal Theory of Reality (Intrapersonal context)

Major descriptive and prescriptive postulates about herself

Analysis of the content of Kathryn's narrative, according to Epstein's personal theory of reality, suggested that several major positive descriptive postulates had emerged out of her early childhood experiences. They included the following: I am
lovable and affectionate; I am caring and giving; I am a helper; I am acceptable; I am sociable; I am capable and competent. For each of these postulates, Kathryn described in her narrative, either directly or indirectly, several prescriptive postulates, that is, various ways that she behaved in her life in order to actualize her descriptive postulates.

Kathryn described herself as a lovable and affectionate person. She believed that her family members had always been very close emotionally and loved her. Although she and her brother had problems, she believed that they loved each other. As a child she had enjoyed being with her parents and had happy memories of family activities. In her school years her mother was readily available to her as she did not work. Her aunt gave her clear messages that she was a loveworthy person, although otherwise messages of love and affectionate behaviours were not adequately forthcoming in her family. She believed that she was loved by her parents and assumed that she must have been hugged and kissed and told she was loved as a very young child but she could not remember. While she could not recall expressions of affection from her mother and father, she believed that her parents must have thought that at some point in her childhood she had become too old for affectionate behaviours. As an early childhood teacher, she was aware of young children's needs to hear they were loved, to be recipients of affection. Feeling deprived of expressions of affection had been especially potent in her relationship with her mother and, as an adult, she was beginning to discuss this with her mother. Thus, with regard to feeling and believing that she was lovable, there had been a somewhat problematic history.

In her narrative, however, Kathryn did indicate that she believed herself to be a loveworthy person. She described a happy, busy family life in childhood that was characterized by consistent, positive parent-child involvement. She also believed that the explicit and abundant messages of love and affection she had always enjoyed with her aunt were a strong positive emotional influence in her life.
Prescriptive postulates related to her description of herself as loving and affectionate were evidenced in her classroom. She loved the children and was observed to display abundant affection with them. She needed to be touched and enjoyed her physical contacts with the children. They reciprocated with affection toward her. Kathryn's desire for affection had very personal roots and, as a teacher, it appeared that her need led her to readily engage emotionally with children.

A second descriptive postulate was her belief that she was a caring, giving and helping person. While her parents had not demonstrated affection, she had always felt cared about in her family. She firmly believed that they had always been available for her. Kathryn viewed herself as a giver and believed that she had lots to offer children. She linked affection and caring and commented, "... you might have a different affection toward children at school than you would for your own children, but it's still affection, it's still, your caring about that child. It still comes from within you." She also linked giving and helping with her enjoyment of teaching children their early academic skills and seeing their growth in this area.

A related prescriptive postulate related to caring and giving was her early interest in becoming a teacher. Her early teaching experiences had been successful and confirmed her belief that she could be a good preschool teacher. Related to caring and giving was her perception of herself as a sharing person. She particularly enjoyed helping parents with information and advice about children and also sharing her own childhood experiences with parents when she believed that this would help them with their parenting concerns.

A third descriptive postulate was her belief that she was acceptable to other people. She saw herself as a very sociable person who enjoyed many personal friendships. In terms of related prescriptive postulates, Kathryn engaged with people in her very active social life. She believed that she possessed the skills to successfully obtain personal and social affirmation from her peer group.
A fourth descriptive postulate concerned her belief that she was capable and competent. In terms of related prescriptive postulates, she recounted her adolescent experiences in group child care when she believed that, as a fledging teacher, she had displayed maturity, responsibility, and competence. When discussing her teacher training experiences, she mentioned that she knew that it was something, "I would be good at ... and capable of doing." She described her college teacher training as "one of the most positive experiences in school I had ever had ..... I loved it because I felt so good because I was doing so well." After 4 years in the classroom she believed that she was a good teacher and she commented, "this is definitely the place for me."

C. Basic dimensions of social relationship development (interpersonal context)
   a. Inclusion dimension

   According to Schutz (1982) feeling included is a predeterminant to the ability to develop affectionate relationships. Kathryn believed that she had always felt very close to her family. Her grandparents were also an intimate part of her family life. As a single adult, Kathryn enjoyed living at home. She also enjoyed sharing personal memories and experiences with the children in her classroom. She believed herself to have always been a valued and significant member of her family and viewed her parents as contributors to her strong sense of family inclusion despite her long-term concern regarding their lack of expressed affection. Analysis of her narrative using Schutz's framework indicated that she fit into his 'social' category rather than his 'undersocial' or 'oversocial' categories. 'Social' category individuals have successfully resolved their inclusion needs and problems during childhood and thus as adults can sustain comfortable social relationships with others. These individuals also believe that they are worthwhile and significant. Kathryn did feel included within her family although she also described some longstanding emotional issues with her mother and brother. Her sense of inclusion extended to her social relationships beyond the family as well as she described a busy and emotionally rewarding social life that included several childhood
friendships. Resolution of the inclusion issue from childhood enabled her to deal with issues as described in Schutz's Control dimension.

b. Control dimension

Analysis of Kathryn's narrative, using Schutz's framework, indicated that Kathryn's success within the Inclusion dimension had facilitated the development of her interpersonal abilities within the Control dimension. In Schutz's concept of the Control dimension she seemed to fit primarily in his 'democratic' category with some elements of the 'autocrat' category. Her profile did not fit his 'abdicat' category. People within the 'autocrat' category seek to dominate and control others in order to ward off the possible event that others may try to dominate them. As a 'democrat', Kathryn gave ample indications that she believed herself to be competent and confident, and outside her family at least, she was willing and able to share power and control with others. Within her family, analysis of Kathryn's narrative indicated that she was still experiencing some difficulties related to jealousy and competition with her brother that had developed when they were children and had persisted into adulthood. It appeared likely that these unresolved childhood issues were related to early struggles with dominance and position, especially with regard to vying for their mother's attention. Her lack of explicit messages of love and the absence of expressed affection, as recalled by Kathryn and admitted by her mother, could have been a key dynamic between the two children. As Kathryn commented, it seemed to be an angry competition over 'who has more'. She believed that she and her brother had always loved each other, however, and felt sad that their relationship had continued to be difficult. Despite the conflicts she was experiencing with her brother, she emphasized that she did enjoy her life as an adult at home with her parents and believed that she was making some progress with her mother to resolve the affection issue between them.

In her life outside of her family, Kathryn's narrative suggested that she functioned within the 'democrat' position. She believed herself to be a sensitive and flexible team
player with her colleagues in the child care centre. I observed her to display appropriate cooperative, collaborative, assertive, and confrontation skills with both children and colleagues. She believed that she expressed her feelings and explained them to children in a professional manner. Kathryn saw herself as behaving calmly and reasonably when handling children’s interpersonal conflicts that involved control issues within her classroom. Direct observation of her interactions with the children confirmed her self-perception. Successful resolution of both the Inclusion and, in large part, the Control dimensions set the stage for Kathryn to engage successfully in Schutz’s third dimension of interpersonal development, the Affection phase.

c. Affection dimension

Kathryn had resolved her early Inclusion issues, although she seemed to have some unresolved interpersonal Control issues within her family as an adult. Analysis of her narrative and observations of her behaviour in her classroom indicated that she was handling control issues with the children and her colleagues very appropriately. Within the Affection dimension, she seemed to fit the criteria for Schutz’s ‘personal’ category rather than his ‘underpersonal’ or the ‘overpersonal’ categories. Although Kathryn had a history of affection and intimacy issues within her family, in adulthood she and her mother were actively working to resolve them. While Kathryn continued to find her mother’s lack of expressions of affection upsetting, she had always believed that her parents loved her. As an adult she understood other ways that her mother had expressed her love for her. Her mother had always been available for her and she had many memories of happy experiences with her.

Kathryn’s narrative indicated that, while she had had unsatisfying early affection experiences, she nevertheless fit the criteria for the ‘personal’ category. That is, she believed that she was lovable and she enjoyed close emotional relationships with her adult friends and, as a teacher, with the children in her classroom. She was very much emotionally involved with her parents and, beyond the childhood affection issue, enjoyed
her experiences with them. In general, it appeared that she connected easily with
people in her life and had many friends. Finally, her willingness and ability to give and
receive affection was an important criterion for fitting into the 'personal' category.
Emotional relating, including expressing affection, with the children in her classroom was
a high priority

D. Internal working models and intergenerational transmission

Kathryn's very positive recollections of her childhood experiences and feelings
about her family life suggested positive attachment connections with her parents,
grandparents, and an aunt. While she recalled that her parents were very supportive
and available to her as a child, they were not affectionate. She missed the affection with
her mother in particular. Despite the lack of early parental affection, however, Kathryn
included affection in the list of qualities that she identified herself with in her internal
working model of self. These also included other positive beliefs that she was lovable, a
giver, and a helper. Kathryn's positive descriptions of her family life indicated that while
her parents were not demonstrative of their love and affection for her, she believed that
they were caring parents who loved her. It appeared that her aunt provided the
expressions of affection she had needed as a child. In adulthood she enjoyed living in
the family home and had a positive relationship with her parents. Despite the still
unresolved affection issue with her mother, Kathryn appeared to have developed a
positive working model of self.

Intergenerational transmission of childhood experiences and parental behaviour
to her adult life as a teacher was clearly evident. As a teacher, Kathryn was very
focused on affection and the experiences of childhood. She stated emphatically that
she wanted to provide experiences in her classroom so that the children could have the
same enjoyment of childhood that she had had. She also believed that there was
positive value in sharing her own childhood recollections, momentoes, and photographs
with the children. Affectionate relationships with the children was her high priority.
Kathryn's strong focus on affection was very likely generated in large part by the lack of affection she had experienced as a child although her experiences with her aunt likely had had a mitigating effect. The fact that her perceived lack of childhood affection had remained in her adult years as a contentious issue with her mother gave further support to this interpretation.

7.7 Interpretive summary: Kathryn and affection

Kathryn interacted with children almost 80% of the time while being observed. Expressions of affection to the children accounted for 25 percent of her total interaction behaviours, a rate that is comparable with results of other studies of teachers in high quality child care classrooms. Schutz emphasizes that affection is a dyadic relationship; Kathryn's affection behaviours were primarily and appropriately directed at individual children rather than at groups of children. This was developmentally appropriate. Her affection behaviours were similar to teachers in other studies in that her smiles were most frequent, followed by active physical contacts with the children.

A number of personal-professional linkages emerged. Following the theoretical perspectives of Schutz and Epstein, the linkage of central importance was Kathryn's self-esteem. She gave many indications that she enjoyed positive self-esteem; she talked about herself in positive terms and appeared to feel proud of her accomplishments. She believed that she was a good preschool teacher. While aspects of her emotional relationship with her mother had continued to be problematic, she believed that her mother was a significant person in her life. In addition, she believed that she had benefitted from a special affectionate relationship with her aunt. In terms of her working model of self, as Epstein (1980) emphasized, people with high self-esteem "carry within them a loving parent who is proud of their successes and tolerant of their failures." While there had been complications and interfering factors in her relationship with her mother, it seemed likely that Kathryn's aunt served as one model for this loving
"internalized" parent whose positive influence extended into her adulthood affection relationships with the children and adults in her life.

A number of affection linkages from Kathryn's childhood to her adult years were identified. Within the intrapersonal framework of Epstein's personal theory of relating, several positive descriptive and prescriptive postulates were evident. She had believed that she was a lovable and affectionate person. While she had not received obvious expressions of affection from her parents she had always felt certain that they had loved her. She recalled experiences and feelings of being nurtured, cared for, and accepted within her family. With respect to intergenerational transmission, in adulthood she gave affection a high priority in her relationships with children and adults; she believed herself to be a very loving and affectionate person and gave ample demonstrations in her behaviours with the children in her classroom. Kathryn also identified herself as a giver and a helper. She believed that teaching required abundant giving and helping and she knew that she was a good teacher. A third linkage involved her view of herself as capable and competent. While this postulate was only indirectly related to affection, I believe that it was significant in Kathryn's situation. Since childhood Kathryn recalled that her parents had always been very supportive of her endeavours; their recognition and support of her success teaching children since adolescence, for example, had no doubt been an important, if indirect, indicator of their love for her. She had grown up believing that she was a significant and loved person in her parents' eyes.

Within the interpersonal context of Schutz's social relationship dimensions, Kathryn appeared to have successfully resolved the developmental issues of the Inclusion phase during her childhood experiences within her family. Consequently, feeling recognized, accepted, and significant enabled her to tackle and largely resolve issues within the Control dimension. According to her narrative, issues of power and control sharing with her parents had been resolved, although she had not been as successful in her relationship with her brother. However, she was able to develop the
affectional element in her interpersonal relationships in adulthood, especially outside of her family. In adulthood and especially as a teacher, with regard to Schutz’s Affection dimension, Kathryn demonstrated through her classroom affection behaviours and in her narrative that she was capable of engaging in rewarding emotional relationships and really enjoyed both giving and receiving affection with the children in her care.

In summary, her pattern of classroom behaviours was consistent with the patterns observed in teachers in other studies who rate high in affection. Affection linkages were also clearly apparent between her recollections of her own early childhood experiences, the family context within which her emotional capacities and skills had developed, and her present day personal and professional affection behaviours. Her personal behaviours with her friends and her behaviour in the classroom, however, were not straightforward outcomes of her own childhood affection experiences. For Kathryn, the linkage from her childhood was her heightened awareness and recognition of people’s needs for affection, young children in particular. She was willing and able to provide amply for those affection needs.
Chapter 8
Findings

8.1 EVELYN: Brief biography

Evelyn was a married woman in her early-30s. She had a preschool child who was in a family day care arrangement with a friend of the family. Evelyn loved her teaching job but found it difficult to be working with young children while her own child was in the care of another adult. She and her husband had often discussed the financial viability of her leaving the work force until their child was in school full time but, as yet, had reached no decision. Evelyn lived in a rural area, close to her parents and extended family members. They were quite involved in their community and the church where Evelyn participated actively in the children's programs. She was a graduate of a college early childhood education diploma program, had partially completed a post-diploma resource teacher program, and had been a classroom teacher for 10 years. She had been teaching for 9 years in her present classroom.

8.2 Classroom observation summary

Throughout all observation sessions, the children were generally energetic and enthusiastic and there was a positive, happy atmosphere in Evelyn's room. I observed that she consistently sustained awareness of a very busy group. Her spontaneous interactions with children were frequent, both verbally and by touching, and in all situations I observed, such as outdoor and indoor play, and lunch time, her primary focus was the children even when other staff were speaking with her. Evelyn responded quickly to children's requests for her attention as well. Her interactions were consistently positive, supportive, and friendly. There was a relaxed, calm and low key tone with the children. Her voice was quite soft yet expressive and, in particular, I noticed that her voice sounded interested and caring of the children. Evelyn was also very patient, tolerant, and able to remain focused even when the room was very busy, with some children getting into conflicts and many others all simultaneously asking for her attention.
At times she appeared to look a bit fatigued but she maintained a steady pace and a warm, positive manner nevertheless. I was struck with her frequent use of humour and joke-telling with the children, who responded very positively. She smiled readily and spontaneously and often used affectionate words, such as 'lovie' and 'sweetheart'. I also observed her to handle misbehaviours with a 'no-nonsense' firm voice and manner that was, at the same time, calm and supportive. When children were upset and in conflict with each other, she displayed effective ability to frame her words and actions to meet and diffuse their emotional states and needs, without becoming loud and directive. Evelyn and her partner also made quite frequent use of singing, especially when giving instructions and occasionally when they had spotted the beginnings of unacceptable behaviours. This technique seemed to me to be very warm, inviting, and very effective. The children looked pleased and responded readily.

Table 8.1: Affection and social interaction frequencies

<table>
<thead>
<tr>
<th>AFF categories</th>
<th>Frequency (individual children and groups combined)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smiles (SM)</td>
<td>44.7%</td>
</tr>
<tr>
<td>Affect. words (AW)</td>
<td>14.5%</td>
</tr>
<tr>
<td>Act. phys. cont. (AC)</td>
<td>31.6%</td>
</tr>
<tr>
<td>Pass. phys. cont. (PC)</td>
<td>9.2%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Frequency by Recipient

<table>
<thead>
<tr>
<th>Interaction categories</th>
<th>1 child</th>
<th>group of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total affection (AFF)</td>
<td>29.8%</td>
<td>88.2%</td>
</tr>
<tr>
<td>Other social inter. (SI)</td>
<td>70.2%</td>
<td>78.8%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Interaction versus no interaction

| Total interaction (AFF+SI) | 87.0% |
| No interaction (NI)        | 13.0% |
| Total                      | 100.0%|
Overall Evelyn interacted with the children almost 90% of the time while being observed. Slightly over two thirds of these interactions were social exchanges while about one third of her interactions with the children involved expressing affection to them. When her social exchanges and affection behaviours were combined, more than three quarters of her interactions were directed toward individual children rather than small groups of 2 or more children. Her greater attention to individual children than to groups reflected developmentally appropriate practice as it supported children's developmental needs at this age for individual adult attention in the absence of parents. With regard to her affection behaviours, smiles were most frequently observed (44% frequency) followed quite closely at 32% by physical contacts such as touches and hugs. Her pattern is similar to findings of other affection studies in that she attended more to individual children, girls in particular, and that smiles were consistently the most frequent affection behaviour observed. Evelyn's pattern differed in that she displayed more physical contacts and more affectionate words with children than has been found in other studies. Finally, her data indicated that, at slightly less than 10%, she was observed to engage least frequently in passive physical affectionate contacts such as holding and cuddling children in her lap.

8.4 Adult personal-professional affection connections

Evelyn recalled always enjoying the day care children her mother took into their home. She wondered if her enjoyment of children was just a natural part of her because she had always felt a sense of reward being with them, especially when she got smiles and hugs. As a teenager she enjoyed teaching children to figure skate, although her decision to work in early childhood education did not come about until she had worked in an office for a couple of years after high school graduation.

With regard to affection and emotional relating in adulthood, Evelyn spoke of close linkages between her childhood values and behaviours, her mothering of her
daughter, and her teaching of the children in her classroom. She emphasized the importance to her of family closeness as a child and, referring to her own daughter she said, "I want her to know that she is cared about, she is loved, to know her family."

Evelyn believed that her own mother and father still sustained their availability to her, their caring and love for her and their grand-daughter. She emphasized these values of nurturing and caring both as a parent and as a teacher. She was proud of her volunteer involvement with young children in her church as well.

Evelyn also mentioned that she liked to "carry on" with the children in her room and "get them all riled up" and really have fun with them, even to the point of a little wrestling and play fighting. These ways of emotional relating and expressing affection with her own daughter and with the children in her classroom had their roots in her own childhood with her father. She added her belief that being physically playful and affectionate with the children built their self-esteem and tended to result in fewer behavioural problems in the classroom.

Evelyn stressed that being a mother herself was a big influence on her relationships with both the children and their parents. She had become much more understanding and empathic with parents as well as lenient and affectionate with the children. "...since I've had my own child I've changed incredibly...I'm such a suck...I've learned that you have to understand where parents are coming from....I've mellowed a lot....not as quick to judge." With some of the parents, she exchanged advice and emotional support about child-rearing issues and was appreciative of this extra dimension to her relationship with those parents.

While she believed that some children were easier to be affectionate with than others, since her daughter's birth she found that affection was one way to get them to trust her, and also to engage in less misbehaviour. Spending extra time and cuddling with difficult children resulted in fewer behaviour problems. She also believed that since becoming a mother she perceived herself less as a teacher and more as a nurturer and
a care provider, "a nurturing person to provide a safe haven for them while they're away from home." She believed that this shift tended to better foster their independence, success and self-confidence. These linkages between her personal and professional lives she believed enabled her to be more effective in caring for these children and relating with their parents.

Evelyn made further connections between her personal self and her professional self. She described her own personality and that of her partner: "our personalities are open and warm and nurturing ...". She wanted the atmosphere in her room to be "more warm .. more homey ... a warm, nurturing environment, a place away, a home away from home. I'd like it to be cuddly and cozy". She emphasized that her first priority was her own child. She also wanted the children in her room to feel they are at home, and wanted "children to come first .... respecting the children .... respecting the families ..... to be a partner with the families ..... to provide a nurturing environment ... to help them feel like they can bond and be comfortable .... I'm there to be somebody they can depend on while their parents aren't there ..."

While Evelyn believed that there were close connections between her personal and professional lives, she was also clear that there were differences with children in the classroom, "they're somebody else's child" and so "there's a professional distance ... you just have to be aware of crossing that line" and she admitted that some children get more affection from her than others at times. However, she was sensitive to this and stated how important it was to her to try to give each child her "one hundred percent" because she would want somebody doing that for her child. If a child wanted to hug and cuddle her it meant he wanted comfort and she believed that she should be there for him. Evelyn closely linked her mothering and her teaching and mentioned that she had to remember to differentiate her expressions of affection to children in her classroom and to her own child. Affection between Evelyn and her daughter included bun pats
and squeezes and she commented how she had to "really watch that kind of thing" so that she did not offend anyone at work.

She believed that her affection was coming from her as a person and not as a professional. "They really get into your heart!". She noted, however, that expressing affection was part of her job, to be there for children including cuddling if they wanted and needed it. She also believed that there was a professional affection that a teacher could learn. Her personal conflict and regret was that she was at work providing nurturing and security for other people's children, while her own child of the same age was being cared for by another person.

Affection was closely linked in Evelyn's personal and professional lives. Nurturing, caring and expressions of affection were evident in her childhood relationships with her parents. There was a continuity into her adulthood as she spoke of abundant affection with her own daughter and husband. Evelyn placed high value on family, nurturing, caring, and affection in her professional role with children as well. She believed that the tie between her personal and professional lives in this regard became much stronger when she herself became a mother. Her identification and empathy with parents increased as did her sensitivity to the feelings and emotional needs of the young children in her care.

8.5 Child-to-adult personal history connections

Evelyn stated emphatically that family was very important to her. She described her family of origin as "such a nice family ... easy going .... laid back, to some extent" and she had always retained close ties with her parents and brothers. Similarly, when describing her own family she spoke of emotional closeness with her husband, a "great partner", and her 16 month old daughter. She recalled her parents as very caring and always there for her and believed that her family had instilled in her a strong sense of closeness that had extended into her adult years. Her parents remained a central aspect of her own family life with her husband and daughter. Evelyn's mother had taken
care of children at home and thus Evelyn had been accustomed to childcare experiences in her own childhood. Throughout Evelyn's life, her mother had always been available to her. She recalled her mother as a warm, gentle, nurturing, quiet, and very caring person who had always been very supportive. Evelyn commented, however, that her mother did not intervene in her father's use of his belt to discipline the children. She appeared to still have some negative feelings about this aspect of her childhood.

Evelyn's descriptions of her father during her childhood suggested that there had been relationship difficulties and she still retained some conflicted feelings about him. He had been outspoken, prejudiced and authoritarian on the one hand and, on the other hand, a very caring father who had been physically playful with her and "spoiled" her. She commented that she enjoyed similar physical play with her own daughter. She believed, however, that her father too had always been available to her and described herself as "daddy's little girl". As a grandfather he seemed to be better able to talk about and accept positive parenting methods with his granddaughter and Evelyn was pleased about this.

Thus, there were strong emotional linkages between Evelyn's childhood experiences with her own father and his experiences with her daughter. She seemed to be very pleased about the continuity from childhood to adulthood in her relationship with her father and in the positive shift she was experiencing from her father's relationship with her to her daughter.

As an adult, Evelyn maintained close emotional and physical contact between her family of origin and her own family. Her parents loved their grand-daughter and she was pleased that they were very involved in her life. There were close linkages between her childhood and her life as a teacher as well. She commented, "I'm bringing my family to work .... I want my parents to see where I work." Her parents had visited her classroom and her father had regularly volunteered his time at her centre. She recalled
that in childhood her parents readily expressed affection to her, especially cuddles. Evelyn believed that her affectionate nature had emanated from her mother primarily and she recalled baking with her mom and cuddling her. She also had fond memories of having fun playing with her father, and hearing the stories he read as they cuddled on the couch.

There was a great deal of fun, warmth, and caring within her family. She had always enjoyed her brothers’ company, their sense of fun, and humour. When they were little she could always remember “wanting to help with the babies.” At school, Evelyn enjoyed her teachers and her learning experiences, and loved to play teacher with her brothers and friends. Thus, in addition to her family life at home, she recalled a very positive emotional atmosphere for many of her years at school. This included positive and supportive relationships with some of her teachers, as well as many positive experiences with school friends and in her learning experiences.

Affection and emotional relating figured prominently in Evelyn’s professional life as a teacher. She talked about having fun, trust, and rapport and how she “carried on” with the children sometimes, rolling around and playing with them on the floor just as her father had done with her in her own childhood and she did with her own daughter. She talked about linkages between herself as a teacher and her childhood and was sure that her focus on having fun, “being together and carrying on”, being easy going, sharing with the children, and wanting things in her classroom to feel good were definitely linked and similar to her own happy childhood experiences and her close emotional relationships with her parents. On the down side of her emotional linkages between home and work life was her frustration at not being available full time for her own child, as her parents had been for her. She commented that her biggest reason to leave work would be “just to be a mom”. She added that she would likely take children into her home while her daughter was young, just as her own mother had done.
With regard to linkages between her childhood and her adult family and working lives, Evelyn noted that a lot of her background came across when she was teaching and she guessed it was because of the kind of family life she had experienced. The "... fun, being together, carrying on, being easy going and laid back to some extent" from her childhood she believed came across in her teaching. And she added that, just as in her own childhood, she wanted "things to feel good" in her classroom. Her insight into her childhood-adult linkages extended further to her desire, even in adulthood, to have her parents observe her work as a teacher.

There were other linkages that were evident as well. In both her childhood and in her classroom there were lots of expressions of affection. Evelyn believed that one of her parents' values had been to always be there for their children, just as she believed that she was always available to the children in her classroom. The frustration for Evelyn the teacher was that she was not available during working hours to her own young daughter who was in the care of another caregiver. With regard to affection, Evelyn believed that she had received lots of affection as a child and as a teacher she was giving lots of affection to the children in her care. Another aspect linking her early family life, her adult family life, and her teaching life was the happy emotional climate she had experienced and was fostering both at home and in her classroom. As a child she had experienced lots of affection and fun, and a laid back style of relating in her family. She then promoted these in her adult personal and professional lives.

There was also an emotional linkage component to her interest in the teaching-learning process in that she had had very positive early school experiences, early interest in being a teacher, and enjoyed teacher-play as a child. Subsequently, her only career interest as a young adult was early childhood education and once she began her teacher training she realized quickly that she was pleased with her choice of profession. After 10 years in the classroom she was convinced that she was a good teacher.
A. Evelyn's self-concept/self-esteem

Evelyn seemed pleased to talk about herself and her life. She recalled having a happy childhood and related many positive experiences. She felt that she had grown up being loved, nurtured, and valued by her affectionate parents. She had a particularly close relationship with her mother whom she described as "a warm, gentle, nurturing kind of person". She continued to value their important positive role in her life, especially when she became a mother herself. They remain in frequent contact. She believed that she was a good mother and described a close and very affectionate relationship with her husband and her own daughter.

Evelyn believed that she was a good and successful teacher and emphasized that her affectionate relationships extended to the children in her classroom. She consistently framed her comments about herself in positive terms identifying many strengths, positive qualities, interests, skills, and accomplishments. She described herself as genuine, patient, calm, gentle, enthusiastic, .. "a good teacher" .... "good with children." She was very enthusiastic about her teacher training and referred to it as the best 2 years of her life. She had felt successful in every aspect of her training including her interpersonal relationships with other students and her professors. Evelyn was very pleased about her high academic achievements and proudly mentioned winning a medal for the most outstanding work done with children. Evelyn gave me the impression that she was an optimistic and down to earth person who really loved working with children and believed that she was good at it. I observed her in her classroom to display competence and self-confidence in her manner and behaviours with the children. Overall, she appeared to see herself in a very positive light, really liked the person she was describing, and was enjoying her life. According to Epstein's conceptualization of high self-esteem, Evelyn appeared to be carrying with her "a loving parent who is proud of [her] successes and tolerant of [her] failures."
B. Personal Theory of Reality (Intrapersonal context)

Major descriptive and prescriptive postulates about herself

Analysis of the content of Evelyn’s interview, according to Epstein’s personal theory of reality, indicated a number of major positive descriptive postulates that were clearly evident in her views of herself and in her personal and professional behaviours in adulthood. She regarded herself as a significant person in her family, a lovable person, a competent adult, and in particular a competent teacher of young children.

Her sense of personal significance was deeply embedded within her childhood family and her own family. Evelyn believed that she was an important person in her parents’ lives. They had always supported her and still regarded her as an integral part of their lives, just as they had remained a significant part of her own married and family life.

Evelyn also saw herself as a loveworthy person. She believed she had been loved in her childhood by both parents. In adulthood she was loved by her own child, her husband, and the children in her classroom. She preferred to think of her professional role as care provider and nurturer rather than teacher. She believed that she had a natural affection to give to people in both her personal and professional lives and she felt that she displayed it abundantly. She called herself a nurturing person and her descriptions of her emotional relationships outside and inside the classroom as well as the observations of her behaviours in the classroom bore this out. Her observed interactions were frequent and consistently positive; her manner was calm, gentle, and patient, qualities that she also used to describe herself. While one outcome of her belief in her own lovability was her emphasis on the affectionate relationships she fostered with her daughter and the children in her classroom, another outcome was her emphasis on creating happiness and fun for children. That is, happiness and fun was a pleasant memory of her childhood and she believed it was a major contributing factor to her professional commitment to fun and happiness for the children in her classroom.
Evelyn also believed that she was a competent person and referred to herself as a good mother and a good teacher. Her descriptions of her family life and interactions with her daughter, as well as the teaching and interpersonal relationship skills with children and colleagues she displayed while being observed for this study suggested that her self-perception was well founded. There were several related descriptive postulates as well that I believe served to guide her behaviours and to support her excellent skills in the classroom. She believed that she had been meant to be a teacher. She recalled being told that she had been a good babysitter and skating teacher in her youth. She also stated that she was a good learner and had enjoyed her school years, especially the teacher training when she had been recognized for her outstanding abilities with children.

In summary, Evelyn had developed a number of very positive descriptive postulates early in her life that served to shape her emotional relating focus with children. In particular, nurturing and caring were clearly evident within the linkages from childhood through to adult in both her personal and professional lives.

C. Basic dimensions of social relationship development (interpersonal context)

a. Inclusion dimension

According to Schutz (1982), feeling included is a predeterminant to the ability to develop affectionate relationships. From childhood, Evelyn experienced a strong sense of inclusion and belonging. Her narrative suggested that hers was an emotionally close-knit family in which she had clear messages that she was highly valued. She recalled enjoying her relationship with her mother and her brothers, and, except for negative feelings about corporal punishment, with her father as well. Her mother had been a particularly influential person. Outside the family, she recalled rewarding experiences both in school and with playmates. Her Inclusion experiences laid a healthy foundation for her subsequent interpersonal relationship skill development. In adulthood she continued to evidence a strong desire for social interaction and positive interpersonal
relationships. While her primary focus was her own family, her narrative indicated clearly that she had a substantial emotional investment in the children in her classroom and successfully created a strong sense of inclusion and belonging between herself and the children. Inclusion also involves commitment and involvement in other activities and for Evelyn it was her close connection with her family's church and its activities, including her participation in the Sunday nursery school. She easily fit Schutz's Inclusion criteria for the 'social' category, rather than the 'undersocial', or the 'oversocial' categories. 'Social' category individuals have successfully resolved their inclusion needs and problems during childhood and thus as adults can sustain comfortable social relationships with others. Kathleen believed that she was worthwhile and significant. Resolution of this developmental issue enabled her to deal with issues in the Control dimension.

b. Control dimension

Analysis of Evelyn's narrative using Schutz's framework, indicated that she fit into his 'democrat' category rather than the 'abdicrat' or 'autocrat' categories. As a 'democrat', Evelyn indicated that she felt both competent and confident and was comfortable sharing power and control. In her job she believed herself to be a team player with her teaching partner. She was pleased with the flexible, friendly working relationship they had developed together, especially in light of stresses created by a recently instituted differentiated staffing model in her centre. In her personal life she described with pleasure the shared home responsibilities and parenting partnership she had with her husband. Her successful resolution in both the Inclusion and Control dimensions set the stage for her to engage successfully in Schutz's third dimension of interpersonal development, the Affection phase.

c. Affection dimension

Evelyn met the criteria for Schutz's 'personal' category within the Affection dimension rather than the 'underpersonal or the 'overpersonal' categories. She believed
that she was loveworthy, a good person who was emotionally connected to adults and children in her personal and professional lives. She had enjoyed a great deal of affection from her family as a child. In adulthood she maintained close emotional relationships with her parents, daughter, husband, her teaching partner, and the children in her classroom. She was very interested in and capable of giving and receiving affection. She enjoyed expressing a variety of affectionate behaviours that she believed reached and supported children emotionally. She perceived the children as sources of affection that were emotionally rewarding for her as well. Of importance also was her understanding and acceptance that there were expressions of affection that would not be appropriate in the classroom and that she could not have an affectionate relationship with all of the children. She was respectful of children’s differences in their openness to affectionate relating.

D. Internal working models and intergenerational transmission

Evelyn’s recollections of her childhood experiences and feelings about her parents indicated very positive attachments to her mother and father. She recalled her mother as being very nurturing, affectionate, and caring. Her internal working model of self was clearly identified with her mother. Evelyn perceived herself to be a lovable, nurturing, and very affectionate person, as her mother had always been.

She believed that her qualities of nurturing, affection-giving, and helping had developed in her childhood. She recalled enjoying ‘mothering’ her 2 younger brothers. Her mother’s gentle mothering style, as Evelyn recalled it, provided a very positive model for her, both as a mother herself and as a teacher of young children. Evelyn did not make a distinction between mothering and teaching. Emotional relating with children was her highest priority both as a mother and a teacher.

Intergenerational transmission of childhood experiences and parental behaviour was clearly evident. Evelyn was very aware of and pleased about this childhood connection into her adult personal and professional lives. She described how
emotionally and behaviourally she modelled her parenting and her teaching style on the gentle, giving, affectionate parenting style of her mother.

**8.7 Interpretive summary: Evelyn and affection**

Evelyn interacted with children almost 90% of the time while being observed. A little more than two thirds of her interactions were social in nature while about one third were affection behaviours, a pattern typically found in preschool settings. Schutz emphasizes that affection is a dydactic relationship and Evelyn's affection behaviours were primarily and appropriately directed at individual children rather than at groups of children. Her smiles accounted for close to half of her affection behaviours. Active physical contacts such as touches and hugs accounted for one third, with the remainder being other forms of affection such as words of endearment and passive physical contacts such as lap cuddles.

A number of linkages emerged among various aspects of Evelyn's personal and professional lives. Following the theoretical perspectives of Schutz and Epstein, the connection of primary importance is the self-esteem linkage. It appeared that Evelyn believed that she had always had positive self-esteem. Its source was attributed to a nurturing and supportive family, and in particular her mother. Identifying and discussing her personal and professional strengths was a positive and comfortable task for her; she appeared to really like the person she believed she was. Epstein (1980) emphasizes that people with high self-esteem "carry within them a loving parent who is proud of their successes and tolerant of their failures". The development of Evelyn's "loving parent", that is, her internal working model of self, had been substantially influenced by her mother. This internalized loving parent became an important influence in her subsequent affection relationships with children in her classroom.

Within the intrapersonal framework of Epstein's personal theory of relating, a second linkage connecting her childhood and her adult personal and professional lives were major positive descriptive postulates about who she believed she was and the
related positive prescriptive postulates about her means of behaving in order to reinforce her sense of self. Especially relevant to expressing affection to children as a teacher were postulates reflecting her deeply embedded sense of nurturing and caring. With the birth of her daughter, one could speculate that her early feelings and experiences within her parent-child relationships were reawakened, reinforced, and became influential as she shifted her professional emphasis from teaching to nurturing and caregiving. Intergenerational transmission of early positive parenting experiences had extended into both her mothering and her teaching roles in adulthood.

Evelyn believed that she was lovable and a nurturer who had abundant affection to give to others. She also believed that she was both a good person and a good teacher who had the ability to relate emotionally with children. These postulates also contributed to her focus on expressing affection in her classroom.

Within the interpersonal context of Schutz's social relationship dimensions, Evelyn appeared to have successfully resolved the developmental issues of the Inclusion phase during her early childhood experiences within her family. Consequently, she was able to make substantial emotional investments in her relationships with the children. She also had grown up feeling recognized, accepted, and significant within her family, thus enabling her to tackle and resolve developmental issues within the Control dimension. She felt confident, believed that she was competent, and was a willing power-sharing team player within her family and teaching lives. With regard to the Affection dimension in Schutz's theoretical approach, Evelyn readily engaged in love and affectionate relationships personally and professionally; close affectionate connections with children were a high priority for her.

In summary, the pattern of frequencies of both affection and social interaction behaviours that Evelyn displayed to the children in her classroom were consistent with the patterns observed in teachers rated high in affection in other studies. Affection had high value in her classroom. Strong affection linkages were also evident among her
recollections of her own early childhood experiences, the family context within which her emotional capacities and skills had developed, and her present day personal and professional affection behaviours.
Chapter 9
Findings

9.1  JUDY: Brief biography

Judy was a divorced woman in her mid-30s who had been living in her mother's home for the past few years. The move from her own home to her mother's place had been precipitated by the illness of her beloved stepfather. Judy participated in caring for him until his death. She had just purchased her own place and was excited about the move to her first house. Judy had an older married brother. She enjoyed close relationships and frequent social gatherings with her mother, brother, and his family. She had had a difficult relationship with her father, however, and had not been in contact with him since adolescence. Judy also described her enjoyment of a number of hobbies and social activities with her friends.

Judy began her teaching career as a youth instructing younger children in figure skating. After high school she graduated from a 2 year early childhood education college diploma program and for the past 14 years had worked as a preschool teacher. She enjoyed her career as a teacher and had been in her present classroom for 10 years.

9.2  Classroom observation summary

I observed Judy's interactions with the children to be consistently positive even when they involved prohibiting or redirecting a child's behaviour. She also displayed a quiet, even, and low key manner of relating. Her voice was consistently low volume, warm, and friendly. It's tone was expressive with a slight musical lift. I observed relatively small fluctuations in Judy's facial expressions, and they matched her emotional tone and the content of her exchanges with the children. There was usually a little smile on her face when she spoke with children. As the data indicated, her smiles were observed most frequently. Children often returned her smiles. When she spoke firmly to a child, she maintained a friendly tone. Children consistently complied with her
behavioural directions without complaint. Judy responded to children’s needs and requests quickly. I liked her sense of humour and noticed her frequent use of it with the children, evident more I think in her tone of voice and facial expressions than in her actual words. Subtle, understated and implied were 3 descriptors that came to my mind with regard to Judy’s humour. In my opinion, her physical movements were calm and deliberate as she moved about her classroom and I had the impression that her pace helped to create a calming, reassuring effect on the children. I wondered if Judy was aware of this and purposefully chose her physical manner of relating. The children approached her readily and seemed to be very comfortable as they initiated comments, asked questions, or made requests of her. Judy’s facial expressions and body language suggested to me that she really enjoyed cuddling, hugging, and holding children on her lap. Children looked happy and content with Judy. She appeared to be personally receptive and comfortable when children touched her and they did not hesitate to initiate physical contact.

As the data indicated, Judy interacted frequently with the children, initiating and responding to many social exchanges, in fact far more social exchanges than affectionate ones. In my observations I found that when children indicated an interest or a need for affection from Judy, she gave it readily. In social exchanges, I observed a similar quick responsiveness. In the various aspects of the program I observed, for example at snack and group times, her attention remained quite consistently focused on the children even when she was not interacting with them. The presence of nearby adults drew her attention away briefly but she returned quickly to the children.
Table 9.1: Affection and social interaction frequencies

<table>
<thead>
<tr>
<th>Aff categories</th>
<th>Frequency (individual children and groups combined)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smiles (SM)</td>
<td>80.7%</td>
</tr>
<tr>
<td>Affect. words (AW)</td>
<td>5.3%</td>
</tr>
<tr>
<td>Act. phys. cont. (AC)</td>
<td>8.8%</td>
</tr>
<tr>
<td>Pass. phys. cont. (PC)</td>
<td>5.3%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interaction categories</th>
<th>1 child</th>
<th>group of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total affection (AFF)</td>
<td>21.0%</td>
<td>89.5%</td>
</tr>
<tr>
<td>Other social inter. (SI)</td>
<td>79.0%</td>
<td>75.8%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Interaction versus no interaction

| Total interaction (AFF+SI)      | 80.2%      |
| No interaction (NI)            | 19.8%      |
| Total                           | 100.0%     |

9.3 Analysis of Judy’s affection measurement system data

Overall, Judy interacted with the children 80% of the time while being observed. A little more than three quarters of these interactions were social exchanges and somewhat less than one quarter of her overall interactions with the children involved expressing affection. When her total social interactions and her expressions of affection were combined, about four fifths of her behaviours were directed toward individual children rather than toward groups of children. With regard to her affectionate behaviours, about 80% of them were smiles directed to the children. The remaining affectionate behaviours, that is, affectionate words, active contact such as touches and hugs, and passive contacts such as holding and cuddling children on her lap, were observed to be about equal. Similar to the pattern of her social interaction behaviours, Judy expressed affection to the boys more than to the girls, that is, about 4 times as often.
9.4 Adult personal-professional affection connections

Judy commented that she had a natural gravitation toward children and recalled feeling this way as early as her teenage babysitting years. Before classroom teaching she had worked as a nanny, recalling that she 'gained a love' for the infant in her care very quickly and the infant to her. While she viewed herself as not an overly emotional person and not very affectionate, "huggy, or touchy-feely", she believed that she was a natural nurturing person. She also commented that she didn't perceive herself to be a cold person. In fact, as already described, Judy did display affection to children at frequencies that were similar to other teachers in the present study and in other studies. It appeared that she perceived herself as less giving of affection than her observed affection behaviours would actually indicate.

Judy readily connected her personal and professional lives when it came to giving and receiving affection with children, that is, she perceived no separation between her personal self and professional self. She also felt that she got as much back as she gave when children were affectionate with her. She believed that affection was a naturally occurring behaviour, and she could spot the difference between contrived teacher-hugs and personally-felt-hugs. She believed that emotional relating was an inbred ability. Not everyone could relate to children emotionally. Some people had to struggle to get it if they didn't have it naturally. In both her personal and professional lives, Judy gravitated toward children who were very cuddly and wanted her nurturing. She liked to hug and snuggle with the children, provided they wanted it. She believed that one of her professional teacher roles with children was to be a nurturer, to hug them when they indicated to her that they needed it, or when she perceived that they needed it. She didn't feel, however, that she was obligated to hug a child. Judy believed that another of her roles was to be mother or father as needed, a nurturing surrogate parent who took on the mothering role when she perceived children needed it and were
comfortable with her affection. Judy stated strong interest and commitment to being aware of and sensitive to the styles, needs, and personalities of the children.

She believed that she had good observation skills, good skills to understand and interpret children's signals to her, as well as a high level of empathy. She also observed how parents expressed affection and adapted her expressions of affection to suit parents' comfort. These factors guided her approach with each child. Some were affectionate right away, some were slow to warm up, and some didn't warm up at all.

She did not push herself on children; she respected their wishes and had learned as a teacher to 'try to feel out children', to observe each child, pick up on cues, and then assess when and how she should express affection. Judy also considered children's ages when she chose how she was going to express her affection to them, that is, for the little ones she cuddled more and gave hugs and with the older ones she would do something silly or grab them and give them a "pal-sy" hug, more than a "nurturing motherly hug".

Judy spoke positively and optimistically about being a teacher. Her comments about her job suggested that she had a high level of job satisfaction, of belonging and commitment to the whole centre and not just her classroom. She enjoyed her colleagues and the children in her care. When things weren't going well in her personal life, coming in to work really provided personal support. She also believed that she had changed over the years as a teacher. At the beginning, she was more serious and "teacherish" but while she had remained firm with the children, she could also be really goofy, silly, and unselfconscious about behaving this way with them. She saw it as her responsibility to be pleasant and happy and she espoused the altruistic view that she had to be there for them no matter what she was going through herself. Her views were related to her past and present personal life with her family and her stepfather in particular as they had always been there for her when she has needed them.
Judy emphasized children's emotional development in her teaching. She had found that sometimes children were confused about their feelings and she felt that they needed her guidance to understand and express them. She was a firm believer in manners and respect, mutual respect, and helping children to realize how their behaviour and their words affected their parents, other adults, and peers.

Judy enjoyed her teacher training 14 years ago, recalling that her college program was also her entree in adulthood. She had related well with her professors and enjoyed them. The teaching-learning process had also been very positive for her but she was not taught the emotional side of teaching or about being affectionate with children. She recalled being taught to be perceptive of children's emotions but not her own. No one in her teacher training program taught her about being affectionate, about how to hug children and care emotionally for them. She believed that her affection was "already in place"; it was "inbred already" when she began her teacher training. She did say, however, that she did learn to not be phony when she was in teacher training.

About teachers and student-teachers generally, she said that some had the natural affection ability and some didn't. Judy believed that good teachers just automatically and naturally are affectionate and remember to hug children when this seemed the right thing to do. Judy believed that if a teacher did not have this capacity, it was a struggle to get it. She felt that it was important to discuss affection with her teacher trainees.

While Judy described herself as not overly affectionate, my classroom observations indicated that she did offer affection spontaneously to children and was readily available to meet their affection needs. She also talked with obvious warmth in her voice about enjoying being snuggled with a child on her lap. Her style seemed to be to hold back, observe, and then choose a way of expressing affection that would be acceptable to the child. She made direct connections between her parents' raising of her and how she presently behaved with the children when trying to meet their affection needs. She also described the people in her childhood, her mother, stepfather and
brothers, in very positive terms. She continued to be emotionally close to them and was actively involved in their lives. Similarly, she described the children in her class in very positive terms and liked their honesty in particular, also their innocence and bursts of learning. She emphasized that her teaching role included relating emotionally with them.

Judy hinted that in her childhood, however, there had been some difficult times, in particular with her father. She recalled that there were times when she really benefitted from her mother's affection and yet there were also times when she wanted to be given space and to be in control of receiving affection from her family members. She was explicit about the similarity between her personal childhood recollections of the giving and receiving of affection and her handling of affection with children in her classroom. She commented that she tried hard with the children to handle the giving and receiving of affection, the way that she wanted from her parents when she was a child, i.e., "give me affection if I want it but otherwise give me space until I'm ready".

Thus, there were close linkages regarding affection between Judy's childhood and her teaching of children today. She viewed her affection to be natural and innate, and, while she claimed that she had changed in positive ways over her years of teaching, her affection and ways of expressing it had remained the same. While she expressed the belief that some people did not see her as very affectionate, not cold, but not demonstrably affectionate either, she also spoke readily about the various ways that she expressed affection to children and how she enjoyed it as much as they did. She talked with obvious warmth and pleasure about her physical expressions of affection such as hugging and cuddling children on her lap. Affectionate relating to the children was an integral aspect of her professional teaching practices.

Judy stated that her career with children had nothing to do with her upbringing. She believed that some teachers were attracted to early childhood education in order to engage in emotional relationships with children, perhaps connected with unsatisfactory adult-child experiences from their own childhoods. Thus, their career choice was related
to compensatory self-healing. Judy, however, believed that teaching just came to her as a career choice. When she finished school, she chose to have a career rather than marry and have children. Working with young children appealed to her.

Judy was very sensitive about people hurting each other's feelings. She believed that children should learn to not hurt the feelings of their parents and other adults. In conflict situations, she asked children to think about the other child's or adult's perspective, even though she also realized that preschool children were very young to be able to do this. While one could consider a possible personal linkage between sensitivity to people's feelings and her own childhood experiences with her father, Judy was clear that being considerate of other people was a family value from her childhood. It was one that she believed she should pass along to other children as well. It was important to her to teach children to express themselves in ways that made others feel good and to talk and behave in ways that were nice, polite, and mannerly.

9.5 Child-to-adult personal history connections

Judy felt really fortunate about her childhood and upbringing. She believed that her mother, grandparents and, beginning at age 15, her stepfather were the mainstays in her life. She used the word 'fairness' a number of times to describe her mother and stepfather. Judy described herself as a perfectionist in her childhood. She had not been very confident although she had been successful in sports. She enjoyed childhood friends and also shared friends with her brothers with whom she had always had a positive relationship. Judy mentioned that there had been difficult times in her childhood when she, her brothers, and her mother really had had to band together. I suspect that her father had been part of the difficulty. She believed that she had emerged from her early years with emotionally close and personally satisfying family relationships. As a child Judy played teacher with her friends, enjoyed school, and recalled a couple of fair and nice teachers, although she thought that she was liked by all of her teachers.
In childhood she experienced difficulties with her father who had not been available to her when she had needed him. Her parents separated when Judy was a young teen and at age 18 she ended contact with him. When she was 15 years old her stepfather came into her life and he remained very supportive for a number of years until his death. He was very important to Judy emotionally in her teens and early twenties, giving her time, attention, and unqualified acceptance. He appeared to have provided the support that she had not received from her father. Her stepfather helped Judy gain a lot of confidence and self-esteem. Judy said very little about her childhood years with her mother. It appeared that she had always had a close emotional relationship with her mother, however, the quality of the emotional linkage between mother and Judy as a child was not clear from her narrative. As an adult, she did not indicate problematic issues with her mother. In her twenties Judy married, divorced, and then lived on her own for 5 years. She returned home to live when her stepfather became ill and remained there until his death. She continued to live in her mother’s house for 5 years until she purchased her own house.

Judy commented that she and her family were not overly affectionate with each other, but expressions of affection were available for her when she needed them and wanted them. She recalled that at times she had really benefitted from affection and at other times she wanted to be given space and be the one to say when she was ready for affection. She may have been alluding to difficult times in childhood, perhaps with her father. Judy recollected that she was “not an overly mushy, gushy, affectionate child”. And in adulthood she continued to view herself this way but added that she was not a cold person either.

Thus, several childhood-adult affection linkages were evident. As her family had always been available and supportive to her, she believed that as a teacher she was always available to the children. She continued to be reserved with her affection as she had in childhood. In both her childhood and as a teacher, she desired affection but also
wanted to have control over when she received it. She empathized that she tried hard to not push herself on children but tried to be available to them with her affection when they needed and wanted it.

9.6 Judy and affection: Analysis and interpretations

A. Judy’s self-concept/self-esteem

Judy noted that she felt really fortunate about her childhood, had a good upbringing, and mentioned specifically the substantial positive influence of her mother, grandparents, and her 2 brothers. She did mention, however, that in her childhood she did not have a great deal of self-confidence and self-esteem. The difficulties in her relationship with her father during her early years may have been a factor here. She also recalled feelings of self-criticism and perfectionistic behaviours as a child. She mentioned that as an adult she still tended to be perfectionistic, although she believed that she was becoming more relaxed as a teacher. She enjoyed her childhood teachers and her early school experiences in general. She also recalled positive experiences with her brothers and their peers as well as an enjoyment of learning in school. She commented that she had been compliant and conforming with her teachers.

Her narrative suggested a child who was to some degree unsure and anxious, perhaps more at home than at school, a child who was invested in getting things just right in an effort to please her adults, that is, her father, mother, and teachers. In light of her positive regard of teachers, professors, and her learning experiences right through college, it was possible that even as a child, she felt that she was more successful in her efforts to please her teachers than her father or mother. While she had had difficulties in her relationship with her father, Judy emphasized that, beginning in her adolescent years, her stepfather became and remained a very significant person in her life. From him she obtained a great deal of acceptance, emotional support, and reassurance. She believed this really helped to bolster her self-confidence and self-esteem as she moved into her adult years. As an adult, Judy spoke of emotionally close and personally
satisfying relationships with her family members, although some time ago she had chosen to cease contact with her father.

Judy readily identified several positive personal qualities, commenting that she had a natural nurturing and affectionate part, and was sensitive to and aware of the needs and personalities of children. She indicated that she enjoyed teaching, believed that she had excellent early childhood teaching skills, and was a success in her chosen profession. She believed that as a person and a teacher she had a lot to offer young children. Thus, there were a number of indicators to suggest that Judy perceived herself as having positive self-esteem.

B. Personal Theory of Reality (Interpersonal context)

Major descriptive and prescriptive postulates about herself

Several positively focused major descriptive postulates emerged from the analysis of Judy’s narrative. One postulate was her belief in the importance of the family and her role as an important part of her family. Related to this was her explicitly stated prescriptive postulate that since childhood she had fostered and maintained close and emotionally satisfying relationships with her mother, grandparents, and brothers and their families.

A second major postulate emanating from childhood was her explicitly stated positive attitude about her own school and learning experiences. In this regard she believed also that she had always been well supported by her family. Her enactment of this postulate was evident in her enjoyment of her school experiences from the early grades through to the end of teacher training in college. Her sense of reward in teaching really began in adolescence when she shared her own enjoyment of figure skating by teaching young children for a number of years. She had continued to enjoy teaching over many years and described herself as a good teacher.

A third major descriptive postulate that Judy voiced was that she had always felt good being with children, and that she had always had a natural gravitation toward
teaching them. Beginning with her efforts as a figure skating instructor, subsequently as a nanny, and then as a preschool teacher over a 14 year period, she had clearly followed what had always felt right for her.

A fourth major descriptive postulate was Judy's self-perception that she was always available to people. She believed that since childhood, her behaviour with both children and adults had always included a focus on giving and on being available to respond with help when asked. In her narrative she reiterated the message she always gave to the children in her care, "I am here if you need me". She emphasized that she did not push herself on the children, that she gave them "space", and respected their sense of timing for wanting attention, help, and affection, just as she had had in her own childhood.

Another major postulate was her view of herself as a person who had nurturing and affection to give, both to adults and to children. Behaviourally, she had a long history of sustaining close and satisfying relationships characterized by both nurturing and affection in her personal and family life as well as in her career as an early childhood teacher.

A sixth postulate was her explicitly stated emphasis on the importance of having respect for and not hurting the feelings of other people. The genesis of this was not really clear in her narrative, however, it seemed to have emanated from the way feelings were handled among her family members. Being respectful was an important value. Behaviourally, this postulate was observed in her emphasis on teaching children to respect the feelings of their parents and their classmates. Related to this descriptive postulate was her emphasis on fairness in regard to how people treat each other. Like respect, it was a personal quality that she believed she had always practised and that had been modelled for her, particularly by her mother, stepfather, and several of her own school teachers. She believed that her emphasis on respect and fairness were important themes in both her adult personal life and in her professional life. It was
important to teach children to speak politely with peers and adults, to teach manners in the classroom, and to teach children to be respectful and fair when resolving their interpersonal conflicts.

There were also several negatively focused descriptive postulates. Judy described herself as always having been a self-critical person and a perfectionist, and, since childhood, someone who was inclined to be "too hard" on herself, who strove for perfection, and who questioned her own competence and value. Behaviourally, she described this within the context of both her childhood and adulthood. While she had been concerned about her longstanding tendencies to set unreasonably high standards for herself and then wonder and worry about her ability to meet them, she was pleased to think that with age she was becoming less perfectionistic, more flexible, and self-accepting.

C. Basic dimensions of social relationship development (interpersonal context)
a. Inclusion dimension

Direct observations of Judy with children and colleagues in her classroom, coupled with analysis of her narrative, indicated a strong interest in interpersonal contacts, a focus rooted in childhood experiences characterized by abundant social interactions with her brothers and their playmates. Judy fit Schutz's criteria for Inclusion in the 'social' category, rather than the 'undersocial' or 'oversocial' categories. Judy indicated that she perceived herself as a significant person, that is, an important member of her family with a strong feeling of belonging that remained into her adult years. She enjoyed her frequent social interactions with children and adults and demonstrated strong commitments to various groups and activities of interest to her, for example her long-term involvement in figure skating as a participant and as a teacher.

Judy believed that she was always available for family members, colleagues, and the children in her classroom. When she experienced personally stressful times, such as the end of her marriage, her family members were available to her and she sought
their support. Her work with the children in her classroom was comforting for her during these times as well. From childhood, her relationships with her mother and her brothers remained close and rewarding. Her relationship with her stepfather was particularly important to boosting her sense of significance and competence. In her professional life, she had sustained a long term positive working relationship with her teaching partner and counted her as a personal friend. Resolution of her childhood Inclusion issues enabled her to deal with the issues in Schutz's Control dimension.

b. Control dimension

In Schutz's framework Judy fit the criteria as a 'democrat', rather than an 'abdicrat' or an 'autocrat'. She appeared to have successfully resolved her interpersonal relationships in the Control area. Analysis of her narrative and direct observations in her classroom indicated that she was focused on participating rather than winning in decision-making situations. She functioned successfully in a team teaching situation, was becoming less perfectionistic, believing that she was a competent teacher respected by the children and her colleagues. Successful resolution of both the Inclusion and Control dimensions enabled Judy to engage successfully in Schutz's third dimension of interpersonal development, the Affection phase.

c. Affection dimension

Judy met the criteria for Schutz's 'personal' category within the Affection dimension rather than the 'underpersonal' or 'overpersonal' categories. Characteristic of a "personal" category individual, Judy had successfully developed and sustained close emotional ties with her mother, brothers and her stepfather in particular, even though there had been substantial father-daughter relationship difficulties. Her narrative indicated that she also enjoyed personal relationships outside of the family, including her teaching partner. Judy was very focused on the feelings of other people, stressing the importance of respecting and not hurting feelings. She believed that she could always be available to children and adults emotionally and had ample affection to give. She
also believed that it was important to give people space, not be intrusive with her affection, and to wait until she was invited in. This approach had developed in childhood and remained in adulthood as a major guide in her affection relationships. Underlying these feelings, beliefs, and behaviours regarding affection was her self-perception of being a good and lovable person.

D. Internal working models and intergenerational transmission

Judy's recollections about her childhood experiences and feelings about her mother and brothers suggested that she had positive attachments with those family members. She recalled a happy childhood that included playmates and an emotionally close family atmosphere. Strong and rewarding family relationships had continued into her adult life. Her positive early experiences and relationships appeared to have counteracted the emotionally difficult relationship she alluded to with her father during childhood. Subsequently, in adolescence, her very supportive, nurturing, and affirming relationship with her stepfather really seemed to have been a powerful counterbalance to the father-daughter relationship that had reached an impasse at that time.

Judy recalled her mother as nurturing, giving, and affectionate in ways that suited Judy's willingness and timing to accept those emotions. Judy appeared to be very comfortable and satisfied with her early affection experiences with her mother. While Judy was not as forthcoming and detailed in her childhood recollections as some of the other teachers in the study, the material she provided indicated that her internal working model of self was related to her experiences with her mother and perhaps to some extent in reaction to the difficulties she had experienced with her father. That is, in adulthood, she perceived herself as warm, sensitive, and respectful of people's feelings. She could be very affectionate when she believed that a child or adult would accept her expressions. She was also very cautious that the kinds of affection she offered and the timing were acceptable to children. She felt strongly about respect and fairness and did
not wish to impose herself emotionally on children. This perhaps was related historically to the father-daughter difficulties.

Intergenerational transmission of her childhood experiences and parental behaviour was evident. She made no distinction between her personal and professional self with regard to expressing affection. She had maintained close ties with her family members and believed that the values of mutual respect, fairness, nurturing, and affection that had been part of her childhood were also embedded in her professional teaching practices as well.

9.7 Interpretive summary: Judy and affection

Judy interacted with children 80 percent of the time while being observed. Somewhat more than three quarters of her interactions were social in nature while almost one quarter were affection behaviours. Schutz emphasizes that affection is a dyadic relationship. Judy's affection behaviours were primarily and appropriately directed at individual children rather than at groups of children, with her smiles accounting for 80 percent of these behaviours. She displayed other affection behaviours, that is, words of endearment as well as active and passive physical contacts such as hugs, touches, and lap sitting about equally.

Several linkages emerged among various aspects of Judy's life. Following the theoretical perspectives of Schutz and Epstein, the linkage of primary importance for emotional relating was self-esteem. While Judy recalled some lack of self-confidence and feelings of self-doubt in her childhood, she believed that her emotional connections to her family and to her stepfather in particular were substantial influences in her positive self-esteem in adulthood. Epstein (1980) emphasizes that people with high self-esteem "carry within them a loving parent who is proud of their successes and tolerant of their failures" (p. 106) and it appeared that in early childhood it was primarily her mother's influence in the formation of Judy's internal working model of self. Subsequently her stepfather joined her mother as loving internalized 'parent' figures.
Within the intrapersonal framework of Epstein's personal theory of relating, a second linkage connecting Judy's childhood and her current personal and professional lives was her positively framed descriptive postulates about herself. Of greatest relevance to her career as a preschool teacher was the high value she placed in her belief that she possessed both a natural gravitation to children and the capacity to be nurturing and affectionate with them. Relevant also were her sustained emotional investment in family life, her positive experiences in teaching-learning environments, and her belief that she was by nature a giving person.

With the interpersonal content of Schutz's social relationship dimensions, Judy appeared to have successfully resolved the developmental issues of the Inclusion phase of childhood within her family. She recognized her own significance in this regard and successfully sustained into her adult life her sense of importance and belonging within her family. Analysis of her narrative also indicates that Judy successfully resolved her early Control issues and was able to see herself as a competent and self-confident teacher and a participant team player in her workplace.

With regard to the affection dimension in Schutz's theory, analysis of her narrative indicates that Judy was emotionally available and strongly committed to developing and sustaining emotional connections with both children and adults. She also demonstrated this in her abundant affection behaviours with the children in her classroom. The underlying theme of lovability and willingness to share emotionally with others was clear.

In summary, with regard to the affection aspects of her work with children, Judy displayed substantial interest in affection and relatively high levels of affection behaviour. With respect of intergenerational transmission of parental influences, there were clearly identifiable linkages in her beliefs and behaviours connecting her recollected childhood experiences to her professional life as a teacher. While she had positive relationships with her grandparents and mother, it appeared that her stepfather was a particularly
important source of self-esteem and he served as an influential parental model of giving and affection. In her own early years, Judy appeared to have successfully resolved key intrapersonal and interpersonal aspects of her emotional and social relationship skill development, thus facilitating her interest in and ability to develop and sustain the nurturing and affection aspects of her relationships with the children in her classroom.
Chapter 10

Findings

10.1 TAYLOR: Brief biography

Taylor was a married woman in her early-50s. She had 3 grown children and described with enthusiasm her personal enjoyment as a grandmother. She was a very family-oriented person who encouraged family members to gather at her home and accept her hospitality. Taylor and her husband were active church members and leaders of children's service organizations. Taylor's parents and Taylor and her husband had also provided foster care to many children over many years.

Taylor raised her own children at home, and when they were in school, she entered a career in early childhood education with the encouragement of a teacher friend. She succeeded in balancing personal, family, and college demands over several years and graduated with a 2 year diploma in early childhood education. She had been a room teacher for 15 years and had spent the last 5 of them in her present classroom.

10.2 Classroom observation summary

Taylor really appeared to enjoy her work with the children. Her face had warmth and interest and she quickly became animated when talking with children. Her smiles were broad; her manner very outgoing, pleasant, inviting, and friendly; her laughs and chuckles were frequent; her voice was cheerful and low key except when teaching or emphasizing a point when her voice became quite loud and expressive; she spoke quickly and at times almost continuously to the children, asking questions, making comments, relating brief personal stories and personal anecdotes. Taylor also used humour and lighthearted teasing that the children responded to happily. She was a very active teacher who moved rapidly around her classroom and interacted almost nonstop in a very engaging and animated manner. The children responded to her very positively. She initiated touch with children frequently and always made physical contact when she were spoke with a child individually. Occasionally she called children by
various affectionate terms such as 'my little noodles', 'missie' and 'honey'. They seemed to like this. Children frequently sought out Taylor to speak with her, to hold hands, or to lean against her. She was very observant, anticipating a child's need and providing what was needed almost before it was asked, moving in to comfort upset children quickly and with a calm and gentle manner. Taylor also noticed and dealt readily with unacceptable behaviour using a calm, firm voice. Redirection and distraction seemed to be used most frequently. I observed also that she was able to divide her time and attention among all the children in the room. At drop-off and pick-up time she was consistently alert to parents' arrivals, always acknowledging them and facilitating the transitions as needed. Taylor appeared to have very friendly relationships with many of the parents.

Table 10.1: Affection and social interaction frequencies

<table>
<thead>
<tr>
<th>AFF categories</th>
<th>Frequency (individual children and groups combined)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smiles (SM)</td>
<td>43.9%</td>
</tr>
<tr>
<td>Affect. words (AW)</td>
<td>9.8%</td>
</tr>
<tr>
<td>Act. phys. cont. (AC)</td>
<td>29.3%</td>
</tr>
<tr>
<td>Pass. phys. cont. (PC)</td>
<td>17.1%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Frequency by Recipient

<table>
<thead>
<tr>
<th>Interaction categories</th>
<th>1 child</th>
<th>group of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total affection (AFF)</td>
<td>23.8%</td>
<td>73.2% 26.8%</td>
</tr>
<tr>
<td>Other social inter. (SI)</td>
<td>76.2%</td>
<td>70.2% 29.8%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Interaction versus no interaction

| Total interaction (AFF+SI)| 86.0% |
| No interaction (NI)       | 14.0% |
| Total                    | 100.0%|

10.3 Analysis of Taylor's affection measurement system data

Overall Taylor interacted with the children approximately 85% of the time while being observed. About three quarters of these interactions were social exchanges and
one quarter of her interactions with the children involved expressing affection to them. When her social interactions and her affection behaviours were combined, approximately 70% of her interactions were directed toward individual children rather than to groups of children. Taylor's greater attention to individual children rather than to groups reflected developmentally appropriate practice as it supported children's developmental needs for individual adult attention in the absence of parents.

With regard to Taylor's affection behaviours, smiles were the most frequently observed at 44% frequency, followed by active physical contacts such as touches and hugs at 30%. Her pattern was similar to findings of other affection studies in that her smiles were consistently the most frequent affection behaviour observed. Her pattern differed somewhat from some other studies in that she displayed relatively more passive physical contact such as cuddling and lap sitting. Finally, Taylor's data indicated that she used words of endearment to children slightly less than 10% of the time while being observed.

10.4 Adult personal-professional affection connections

Taylor made no separation between her personal and professional lives with regard to affection. She believed that it was Taylor personally who was affectionate with the children in her classroom. She emphasized, "That's just the way I am...I am who I am ... I just love to love!" She believed that one of her most important practices as a teacher was to respond to children's needs for affection when they were both happy and upset. Affection played a big role in her personal family life as well, especially with her children and grandchildren. In fact she referred to her whole family as, "group hug, that's us!" About her affection behaviours with children, she said, "I love to pick them up ... I love to hug them ... And I think that's good. I think people need hugging." In her view, affection was a natural part of people, that "... if you're giving real affection ... it's coming from your emotion in your heart ... it's coming from within, not something you think is necessary." She certainly believed that it was a natural part of her. She
believed that she had always felt that children needed nurturing and love and a sense of self-worth... "little children need a lot of love, a lot of respect, a lot of response... not just in a minute." She mentioned that sometimes teachers had to find different forms of affection that children were more comfortable with and could accept. Hugs and kisses were not for every child. And there were ways that she could express affection to children in her personal life that would not be appropriate in the classroom. Taylor also commented that for some children whom she found to be very huggable, she had to think about whether it was her need or their need that she was trying to meet. Her experience in the classroom had shown her that some teachers did not express affection and had to learn. She had noticed this with some of the teacher trainees who had been placed with her. In her view these people had likely not had "an awful lot of affection" but they could learn when they were given a lot of love and respect. For example, when given hugs and kisses by the children, they would "learn that it feels really good" and then gradually be able to express affection too.

Taylor believed that being loved and knowing you are being loved and respected enabled a person to deal with both ends of the emotional spectrum, that is, love and hate. When a child felt loved he could feel that it was safe to express both his positive and his negative feelings. Taylor emphasized the importance she placed on children feeling emotionally safe with her in both her family and fostering life and in her classroom. In her view, because she was a very huggable person, she was able to play an important role with the children because she was giving to them emotionally. In both her personal and professional lives, Taylor viewed herself as "a very huggable person" and a giver and in both lives her giving was focused on children. She expressed her giving and caring with the children in her classroom and she talked about her caring and giving to her own children and the many foster children that she and her husband had cared for in their home. She believed that she had something to offer to children but more than that, children had a lot to offer her. She felt that she was getting 10 times more than she
was giving. She enjoyed the children showing, telling, and giving her things but the reward she emphasized was the emotional one, that is, "The kids hugging you ... those are fabulous rewards ... just knowing that you've played an important role in their life .... I'm important to the children."

Taylor became involved professionally in early childhood teaching after she had had her own children and was being recognized and praised for her volunteer work in her children's preschool centre. Teachers had noted her warmth and caring and told her that she was a 'natural' teacher of young children. As a teacher, Taylor gave high priority to responding to the children's needs for affection and acceptance. She loved to pick up the children and hug them, that is, if they wanted to be hugged. Her belief was that people of all ages needed to be hugged. Taylor connected peacefulness and calmness in the classroom with affection as she believed that these 3 factors bred children's productivity and enabled them to work well together. She also believed that it was important to help children learn to discriminate the adults with whom they could feel safe. She stated that she had always felt safe within her family and this enabled her to get involved with people in her life, that is, to become a people person, or in her words, to be able to "go to people". She believed that the children in her classroom "desperately wanted their mommies and daddies" and thus it was really important that they felt safe and secure with their teachers. She stressed that the children needed to find those people who really loved them. One of her priorities was to express love and affection to the children so that they could learn to feel safe and to feel good about themselves. Both of these feelings enabled children to want to learn. Love, affection, and safety were very important aspects of working with this age group. "... these little guys really need for us to hold them, to hug them, to love them, so that they can trust us and we trust them, and we respect them."

Another important linkage between her personal and professional lives involved her focus on parents. As a teacher she was committed to helping parents who were
having difficulties with their children at home. She believed that some of these parents needed some affection from her as well. From her own personal parenting and fostering experiences, she understood how difficult parenting was for some of the parents at her centre. Those parents needed her affection and support too and she was very willing to give it where she felt it was needed.

10.5 Child-to-adult personal history connections

Taylor recalled a very happy childhood as an only child with "very giving parents". During her first eight years, Taylor and her parents shared a house with relatives who also had children, "..... we lived like one big happy family in one big house". Although she had an especially close relationship with her cousin, she felt very lonely and desperately wanted brothers and sisters. Her parents cared for many foster children and she recalled that she loved having them in her house. Taylor believed that the emotional closeness with her parents remained during her teen years although it appeared that because she was quite feisty and, in her words, "rambunctious", there were disputes with her parents over limitations and curfews. Her narrative suggested that while she did push limits at times, she was basically a compliant and cooperative teen. Taylor's narrative also indicated that friends and relatives, including aunts, uncles, cousins, and grandparents were very welcome in her parents' home and she recalled many happy times. She always felt safe with her family. In her words, "I've always felt safe ... and when a child feels safe then they know they can go to people".

As far back as age 6, Taylor had wanted to be either a teacher or a paediatrics nurse. Subsequently, she taught Sunday school and also entered the Guide movement where she remained into adulthood. Her Guide experiences had always been very positive and she had remained in touch with an abundance of 'sisters' over the years. She believed that she enjoyed Sunday school because of what the children were giving back to her, more than what she gave to them.
Her mother became ill when Taylor was a preschooler and during that period she developed a very close emotional relationship with her father that continued into adulthood. Her recollection was that she just knew that her dad would always be there for her. "... I always knew that I was number 1 in his life." She described him as "a very kind ... very gentle person ... who loved to play" with her.

Taylor described her mother as a person who cared for her but was more focused on keeping house and didn't play with her. And although her mother was a bit judgmental, she would "do anything for anyone at any time". She believed, however, that her mother too was always there for her physically when she needed her.

Taylor stated that her affection came from her family, "I mean group hug, that's us!". In particular, she recalled that when she was younger than 5 years old it was her great-great-grandmother who was a particularly important source of affection. Taylor had very happy memories of her. Her father and her 2 grandfathers were also major sources of affection from childhood into adulthood. She believed that these men had had the most influence on her life in terms of their willingness to listen to her, discuss problems she was having, and provide emotional support. Her whole family continued to hug and kiss into adulthood and Taylor added that it wasn't a duty, it was something they loved to do. She had grown children and was a grandmother herself and so there were 3 generations in the family who continued to express affection for each other in these ways.

Outside of the family, Taylor had a guide leader with whom she developed a close emotional relationship that overtime included aspects of mothering and mentoring. This lady was very emotionally supportive to Taylor who credited her with helping her to foster her self-perception as a nurturing, giving person. She believed that her giving nature had come initially from her great-great-grandmother, her grandfathers and her father as well. She hoped that she could give the way that they had in their lives and if she were successful she would feel that she had made her mark in the world. She
added also that her religious beliefs were an important factor in the giving aspect of her self-perception as well and stressed that if God had a meaning for her it was to do something for at least one person in her lifetime.

Taylor recalled that she had always liked children and enjoyed school because her classmates were like her brothers and sisters. She had entered Brownies at a young age, continued into Guides, and then into leadership positions with this youth fellowship organization. Her husband was a Scout leader and they were both still actively involved in and really enjoyed participating in these organizations. Taylor and her husband had also enjoyed being foster parents for many years. She was really positive about her fostering experiences with her husband and commented that a person had to really have a lot of love to give in order to be a foster parent. Taylor commented that she had 5 children. In addition to her 2 foster children, she had 3 biological children, one of whom had been very ill in her early years. She had remained at home to care for this child and maintained a child care program in her home as well. Taylor also described an ongoing close emotional relationship with her elderly parents.

A number of affection linkages emerged in Taylor’s narrative connecting her recollections of affection in her childhood and in her personal and professional lives in adulthood. Affection, acceptance, and encouragement played a big role in her family of origin as it did in both her adult personal and professional lives. Stemming from her emotional relationships with her family in childhood, she believed that she had always felt that children needed “nurturing and love and ... that sense of self-worth ... a lot of love ... respect ... a lot of response ... ” She had experienced strong emotional ties and a great deal of affection in her own family. She believed she had had several significant emotional relationships with adults in her early years, that is, her great-great-grandmother, 2 grandfathers, and her father. An early memory was her great-great-grandmother’s demonstrative affection-giving. Her father also had been consistently nurturing and affectionate. As a school age child she had had a close emotional
relationship with her Girl Guide teacher that was perhaps to some extent a replacement for her mother who did not express affection to her. The Guide leader became her friend and mentor for a long period of time. A third linkage that ran through her narrative concerned the high profile interest in children and the emotional connectedness she felt with them, that is, in her enjoyment of the foster children cared for by her parents and the pleasure that she experienced with her own foster children, biological children, and grandchild. Despite feeling lonely as an only child, she had managed to bring other children into her life from an early age, that is, her cousin and subsequently her Brownie and Guide friends.

Related to this, was her early interest in teaching children, from which emerged her extensive and ongoing experiences with Brownies and Girl Guides, teaching Sunday school, extensive volunteer classroom experiences with her children’s teachers, and her eventual entry into early childhood education. She had been a preschool teacher for the past 15 years.

10.6 Taylor and affection: Analysis and interpretations

A. Taylor’s self-concept/self-esteem

Taylor presented as a lively and enthusiastic person who displayed great warmth and humour in her interactions with the children and in her personal interview. Details of her life, her family, and her profession were provided generously. She impressed me as a positive, optimistic woman who was very family-oriented. Her recollections of her childhood were very positive, "I had a very, very good childhood.. 'Happy Days' was my life". She did find it very difficult, however, to be an only child; she had felt very lonely and different from other children. I was impressed, however, with the constructive ways that she had subsequently dealt with her childhood loneliness. While she had maintained close emotional ties with her parents, she also developed a keen interest in working with children both personally and professionally, and had sustained these
activities into her adult married life. She enjoyed an extended family that had provided its members with a great deal of emotional support and acceptance.

Her connections with her family had remained close, positive and personally rewarding for her in her adult life as well. Her first priority, however, was her husband, children, and grandchildren. Life in her home was described as very busy and happy. She recounted a number of difficulties and challenges, including serious ill health of family members. Her resilience, energy, and optimistic attitude, however, appeared to have sustained her and, I suspect, the other members of her family as well.

Taylor firmly believed that she had an affectionate and giving nature and one of her major missions in life was to involve herself with people. She appeared to give her time, attention, and affection abundantly to family members as well as to the community. The Guide movement and the church were important parts of her life and she had cared for more than 26 foster children in her married life. She gave me the impression that she was a very proud second generation foster parenting family. Taylor was pleased to describe her accomplishments and the recognition she had received, in foster care and Guiding for example, as well as the recognition she had received as an untrained volunteer early childhood teacher that led her to take her teacher training.

Taylor enjoyed her work with young children very much and believed that she was a good and competent teacher. Her overall level of job satisfaction seemed to be very high. She consistently framed her comments about herself, her personal background and family life, past difficulties, and her current professional life in positive terms. Overall, there were many clear indicators that she had high self-esteem. According to Epstein’s conceptualization of high self-esteem, Taylor carried within her “a loving parent who is proud of [her] successes and tolerant of [her] failures.”
B. Personal Theory of Reality (Intrapersonal context)

Major descriptive and prescriptive postulates about herself

Analysis of the content of Taylor's interview suggested that since childhood she had developed about herself a set of descriptive postulates that were very positive. They included the following: I am lovable; I am huggable; I am acceptable; I am respected; I am very honest and open; I am very calm; I am patient; I am very important to children; I am a giver. One postulate seemed to be best described as "I'm an only child ... and I didn't want to be an only child". For each of these postulates Taylor also described the various ways that she had behaved in her life in order to actualize these postulates.

With regard to her loveworthiness, Taylor stressed the rich exchange of love and affection in her childhood, especially over the long term in her relationship with her father, a man she regarded from early childhood as her significant, emotionally supportive parent. Believing herself to be lovable was a major descriptive postulate that emerged from the analysis of her narrative. Loving herself and her family members was of very great importance to her and Taylor appeared to have always invested a great deal of energy in the emotional aspects of her relationships with the adults and children in her life. She believed that when people are loved and know they are loved and respected, they are able to deal well with all of their emotions. She described herself as a very affectionate person, commenting, "I love people so, and I always did ..... I just love to love" and she believed that part of her teacher's role with children was "to hold them, to hug them, to love them, to let them know that they can trust us and we trust them, that we respect them."

'Huggability' also emerged as a major descriptive postulate. She placed great emphasis on her pleasure and enjoyment of physical expressions of affection she had experienced within her original family, especially with her father and grandparents. Having received much physical affection, she viewed herself as a generous giver of
hugs and kisses. About the children in her classroom she said, "I love to pick them up. I love to hug them. And I think that's good. I think people need hugging." These were her 2 major expressions of love and affection with the children and adults in her family and with the children in her classroom. She also viewed herself as a person who had been accepted, respected, and encouraged by people since her childhood. She believed that she had always experienced unconditional acceptance from her parents, relatives, and especially her father. She had grown up in a very closely knit family who were very involved in each others' lives and her interests and plans were always welcomed, supported, and valued by her parents and other relatives. In adulthood she described a similiar family life that included both acceptance and respect in her positive intimate relationships with her husband, adult children, their spouses and her grandchildren. She declared that now as an adult she was passing on to children the same message of acceptance, encouragement, and respect that she had received as a child.

Other descriptive postulates also emerged in her narrative. She stressed her honesty and openness in expressing her thoughts and feelings, including her openness in expressing her affection. She had been raised this way and as an adult was committed to relate to her family members, teaching colleagues, and children in her care in an honest and open manner. Calmness and patience were 2 descriptors that emerged as well and were considered by Taylor to be strong guiding forces in both her personal and professional lives; each she believed had developed from her positive early childhood family experiences. She commented proudly that other teachers had praised her for her calm and patient behaviours with children.

Taylor believed that she was very important to the children in her life. As she described it, "maybe I've built one foundation brick in their upbringing." She felt that as a parent she had made a significant contribution to her own children's lives as well as to the lives of the many foster children who had been in her care. She believed that as a
Guide leader she had made a difference for many girls in that movement and she also knew that she was a positive influence in the lives of the children in her classroom. Even more, she believed that children offered her 10 times more than she gave them; they not only gave back to her emotionally with their affection but she felt that they gave her insight into herself as well. She believed that she was important to children because she was in a position to help them to feel good about themselves and to feel physically and emotionally safe in her classroom. She explained that because she always felt safe within her family, it was important that the children in her care should also feel that their classroom was a safe and secure place. She believed that the children "desperately wanted their mommies and daddies" and so they needed to be able to rely on their teachers.

Taylor identified herself as a giver. This seemed to me to be a very powerful descriptive postulate in her life and she was able to make significant linkages in this regard. She described her parents, grandparents, and her Guide leader as very giving people. In addition, her religious beliefs very much supported her resolve to be a giver. In terms of related prescriptive postulates, she developed into a people-person who engaged readily, linked emotionally, sustained long term relationships and commitments, and generally saw herself as giving abundantly to others in both her personal and professional lives.

Another of her major descriptive postulates was her self-identity as an only child. This postulate may well have set the stage for others. As a young child, she had felt lonely, separate, and different from other children. She was clear that she never had wanted this and reflected back to age 6 when her teddy bears and her dolls were her companions and pretend pupils when she played teacher. Her need to be connected with other children was strong and she developed various means, that is prescriptive postulates, to satisfy those needs. She recalled always seeking people to talk to and she referred to her teddies and dolls as her brothers and sisters. It appeared that the
need for involving herself with other children was set early in her life. At age 6 she recalled her decision to become a teacher. She did have a close relationship with her cousin and with some of her parents' foster children, but she moved away from her cousin and the foster children were in her life for short periods only. She eventually found “sisters” in her Guide friends and she enjoyed school because “there were brothers and sisters there for me.” Children remained a major focus into her adulthood. She worked with them as a Guide leader, parented them in foster care, raised 3 of her own, sought out a career in early childhood education, and worked with children in groups for over 15 years.

C. Basic dimensions of social relationship development (interpersonal context)

a. Inclusion dimension

According to Schutz (1982), feeling included is a predeterminant to the ability to develop affectionate relationships. From childhood, Taylor experienced a very strong sense of inclusion and belonging in a very close knit family; the closeness was sustained in her adult years and extended across three generations once she had become a parent herself. She believed that she had always been a highly valued member of her family of origin; this continued in her relationships with her husband, grown children, and grandchildren. As a child, she had enjoyed close emotional relationships with her grandparents and especially with her father whom she believed always thought her to be number one in his life. Perhaps somewhat in reaction to her feelings of loneliness and isolation as an only child, Taylor recalled that she always had strong desires for social contacts with people. While she enjoyed rich social and emotional relationships with adults in her family, she actively sought out peers. During her youth she developed a long-lasting relationship with her Guide leader that appeared to provide rich support beyond her own mother-daughter relationship. Taylor’s long-term commitment and involvement in Guides and in foster parenting provided ample evidence of her belief that she was a people-person and a giver.
In her classroom she was observed to engage in an extroverted, and consistently friendly manner with children and colleagues. Her frequent smiles and use of humour effectively engaged the children. She was emphatic that people were very important to her and I also had the sense that it was important to her that people liked her although it was not clear how prominent this feature was in her social relating style.

She fit Schutz's Inclusion criteria for the 'social' category primarily, with some elements of his 'oversocial' category as well in terms of her strong emphasis and exuberance for connecting socially with people. Taylor was a 'social' category person whose successful resolution of this developmental issue enabled her to deal with issues in the Control dimension.

b. Control dimension

Analysis of Taylor's narrative using Schutz's framework indicated that she seemed to fit into his 'democrat' category rather than the 'abdicrat' or the 'autocrat' categories. Taylor felt competent, confident, and comfortable sharing power and control. She described her marriage and parenting as a teamwork effort with her husband. She had had a number of successful and fulfilling leadership positions in the Girl Guide organization. In her job she stressed the cooperation and teamwork she enjoyed with her teaching partner. Her sense of inclusion had facilitated the development of her interpersonal abilities within the Control dimension.

c. Affection dimension

According to Schutz, as the Inclusion and Control issues are resolved, a person becomes open to "the complexity of love and affectional relations". Analysis of her narrative indicated that Taylor had resolved both earlier Inclusion and Control issues and was very capable of intense emotional relationships. She met the criteria for Schutz's 'personal' category rather than the 'underpersonal' or the 'overpersonal' categories. Of first importance to Taylor was her belief that she was lovable. She had interest in and capacity for giving and receiving affection. She had felt loved and valued in childhood
and had many emotionally close interpersonal relationships both within and outside the family. She had actively sought out social experiences with children and adults throughout her life and was successful in establishing long term interpersonal relationships. With regard to the children in her classroom, she gave high priority to expressions of affection, however, she was also cognizant and accepting of the fact that some children chose not to reciprocate her offer of a close relationship and affection. In fact, her feeling of lovability was not implicated when people chose to maintain their emotional distance. This was one central determining characteristic within the 'personal' category.

D. Internal working models and intergenerational transmission

Taylor recalled a very happy childhood and strong feelings of attachment to both parents although, emotionally she believed that she had always been more connected with and influenced by her father. Both parents had provided a safe, secure, nurturing home life for Taylor. She recalled her father and grandparents, and particularly her great-great-grandmother as very giving, nurturing, and affectionate. This latter family member stood out in Taylor’s mind as a wonderfully affectionate and demonstrative person. Clearly, Taylor’s internal working model of self had developed from the modelling of these family members during her childhood. In adulthood, with respect to the emotional aspects of her internal model, she saw herself as being very lovable, affectionate, and a giver, qualities she knew she had shared with several family members since childhood.

As noted above, intergenerational transmission of parental behaviours and feelings were clearly evident in Taylor’s account of her life. Her father and the 3 grandparents were the key family members in this regard. As a parent, grandmother, and teacher, her ways of relating emotionally with children and adults were very similar to her experiences in her own childhood, that is, she believed that she had a great love
and caring for people and expressed her affection and nurturing with sincerity and exhuberance.

10.7 Interpretive summary: Taylor and affection

Taylor interacted with children over 85 percent of the time while being observed. A little more than two thirds of her interactions were social in nature while about one third were affection behaviours, a pattern typically found in high quality preschool settings. Schutz emphasizes that affection is a dyadic relationship and Taylor’s affection behaviours were primarily and appropriately directed at individual children rather than at groups of children. Her smiles accounted for a little less than half of her affection behaviours. About one quarter of her expressions were active physical contacts such as touches and hugs, with passive contacts such as lap sitting occurring somewhat less frequently. Use of affectionate words was least observed. This frequency pattern is consistent with patterns found in the affection behaviours of preschool teachers in other studies.

A number of linkages emerged among the various aspects of Taylor’s personal and professional lives. Following the theoretical perspectives of Schutz and Epstein, the connection of primary importance is the self-esteem linkage. In Taylor’s narrative it was clear that from her very emotionally supportive and accepting early childhood experiences, she had grown to feel positively about herself. In her interview she appeared to really enjoy sharing her beliefs about her personal and professional strengths and challenges; she seemed to really like the person she described. Epstein (1980) emphasizes that people with high self-esteem "carry within them a loving parent who is proud of their successes and tolerant of their failures" and it seemed very likely that Taylor’s father, grandparents, and especially her great-great-grandmother had, early in her life, been major contributors to her loving internalized “parent”, that is, internal working model. While Taylor described a much less close emotional relationship with her mother, it appeared that later on her Guide leader also made a significant impact on
her vis-a-vis an internalized mother. The internalized loving "parent" became an important factor in her affection relationships in her personal life as parent, foster parent, and Guide leader, and in her professional life with the children in her classroom.

Within the intrapersonal framework of Epstein's personal theory of relating, there were from her childhood several major positive descriptive postulates about whom she believed she was and concomitant positive prescriptive postulates that guided her behaviour. She had a deeply embedded view of herself as lovable and huggable and enjoyed physical expressions of affection. She knew she was a giver, a nurturing person who had been child-focused throughout her life. Taylor also had grown up knowing that her father believed her to be a very significant and important person. With regard to intergenerational transmission, as a giving adult, Taylor had sustained long-term commitments to significant activities such as fostering and Guiding in her personal life and professionally as a teacher. She also dealt adaptively with her 'only child' descriptive postulate in that, throughout her life, she had reached out and involved herself in many child-oriented activities and had consequently experienced great emotional rewards with children.

Within the interpersonal context of Schutz's social relationship dimensions, Taylor appeared to have successfully resolved the developmental issues of the Inclusion phase during her childhood experiences within her family. Consequently, feeling recognized, accepted, and significant enabled her to subsequently tackle and resolve issues within the Control dimension. Taylor clearly identified that her self-perception as a competent and respected person had its genesis in her childhood family experiences. It appeared that she had successfully resolved the early developmental Control issues, enabling her to view herself as willing and able to share power and control, be a compromiser, and a team player in both her personal and professional lives.
With regard to the Affection dimension in Schutz's theoretical approach, Taylor indicated in her narrative and demonstrated in her classroom affection behaviours that she was very capable of engaging in intense emotional relationships. She actively sought out affectionate relationships with children in her life.

In summary, the pattern of frequencies of both affection and social interaction behaviours that Taylor displayed to the children in her classroom were consistent with the patterns of teachers rated high in affection in other studies. It was also clear that she believed that affection should have high value in her classroom. Further, there were clearly identifiable linkages between her recollections of her own early childhood affection experiences, the family context within which her emotional capacities and skills developed, and her present day personal and professional handling of affection.
CHAPTER 11

FINDINGS: A synthesis of the data

11.1 Introduction

This chapter is a synthesis of the data gathered from the 7 participants. It begins with a summary of the teachers' observed classroom affection behaviours. It includes a synthesis of the Affection Measurement System data collected in their classrooms as well as the adult personal-professional affection connections and the child-to-adult personal history connections. These are drawn from their narrative accounts of their personal and professional adult lives and their recollections of their own early childhood experiences. The chapter concludes with a synthesis of the 5 aspects of the conceptual framework within which each teacher's narrative was analyzed, that is, self-concept/self-esteem, major descriptive and prescriptive postulates, the developmental dimensions of inclusion, control, and affection, as well as the concepts of internal working models of self, and intergenerational transmission.

11.2 Teachers' observed classroom affection behaviours

Not surprisingly, I found striking similarities across all 7 teachers during my observations. There was a consistently positive, spontaneous, and inviting atmosphere in their classrooms. The children in each room were busy, appeared happy, and displayed very few problematic behaviours. They were typically occupied in productive play or participating in their group times. In my opinion, each teacher successfully sustained watchful control of her whole group while actively engaging with individual children. All of the teachers initiated contact with children and responded to children's requests for attention very frequently during each observation session. For all 7 teachers I observed frequent spontaneous conversations among children and between children and teachers. I saw relatively little teacher-to-teacher conversation. The teachers' communications with each other that I did hear, however, primarily concerned plans and issues regarding the children and the program. There was also pleasant
personal banter between the teachers in the study and their teaching partners. The teachers in the study all appeared to be effective team players who got along well with their teaching partners. Teacher-child verbal and nonverbal interactions that I observed were consistently friendly. In my view, when children were being spoken to about problematic behaviours, the teachers' tones were firm but warm. Children frequently sought out their teachers who quickly responded to their questions and needs. All of the teachers smiled and joked frequently with the children and appeared to be enjoying them and the program activities. To summarize, the 7 teachers appeared to be emotionally involved with the children in their classrooms. They all had been described by their supervisors as emotionally warm, highly competent, experienced teachers. As described above, I readily concurred with their supervisors' opinions.

I was aware of very few differences among the teachers. Taylor, Gert, and Evelyn interacted with the children in a more outgoing and vigorous manner than did Flo, Judy, Janet, and Kathryn. This latter group of teachers displayed warmth, caring, and humour in their voices and facial expressions that was similar to the other 3 teachers, but the behaviours and relating styles of Flo, Judy, Janet, and Kathryn with the children were quieter and more low key. In my opinion, however, all of the teachers displayed impressive skills to understand and respond effectively to the various relating styles of the many children in their care.

11.3 Affection Measurement System data collected

To review, the Affection Measurement System data gathered in this study included direct observation of both teacher initiated social interaction behaviours and 4 categories of expressions of affection toward children. The amount of observation time for each teacher varied quite considerably across teachers, ranging from 194 minutes to 404 minutes in total. I observed during indoor free play, structured activity time, lunch and snack time, and cloakroom and bathroom time. Observation during outdoor free play time was abandoned as it was not possible to hear teacher-child conversations.
For each teacher, my intention had been to observe intensively over the fewest number of days. Scheduling complications, teacher availability, and holiday breaks, however, resulted in rather extended ranges of observation times. Within all of the teachers' observation periods, however, there was consistency in that the populations of children remained the same, as did the children's daily program, and the specific teachers assigned to the classrooms.

I decided that the observation time variabilities were not a significant analysis complication in this primarily qualitative study as I was interested in obtaining representative samples of the teachers' naturally occurring behaviours. Further, I assumed that the teachers' patterns of social interaction and expressions of affection toward children over time were essentially stable and consistent. Informally, my impression was that each teacher's relating style and expressions of affection with the children were consistent during my visits to their classrooms. The amounts of time that the teachers were observed across the 4 parts of the program are presented in Table D1 in Appendix D. The times vary considerably and that could have led to a distorted impression about which teacher was more affectionate. As evidenced in the table in Appendix D, however, while the teachers' observation times are quite different, the overall ranking of which teacher was engaged in more or less affection behaviour was not impacted. That is, teachers who displayed relatively low rates did so across the 4 parts of the program and the teachers who were relatively higher were high across all parts of the program.

As noted in Table 11.1, I collapsed the data across the 4 parts of the program I had observed. For this study I was interested in the patterns of the totals of teachers' targeted behaviours rather than which of the 4 parts of the daily program those social interaction and affection behaviours took place. Further, for the present study I focused on the frequencies and patterns of teacher-initiated target behaviours and not the specific child recipients of those behaviours. The data is depicted in Table 11.1. I did
record if the teachers’ behaviours were directed toward 1 child or a group of 2 or more children. Those data appear in each of the 7 teacher’s data summaries found in chapters 4 through 10. As the comparison of individual recipients and groups of recipients was not the focus of the present study, these data are not included in Table 11.1. This table displays the total percentage frequencies for all teachers’ social interaction and affection behaviours.

**Table 11.1: Affection and social interaction frequencies for all teachers**

<table>
<thead>
<tr>
<th>AFF categories</th>
<th>Flo</th>
<th>Gert</th>
<th>Janet</th>
<th>Kathryn</th>
<th>Evelyn</th>
<th>Judy</th>
<th>Taylor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smiles (SM)</td>
<td>39.3</td>
<td>67.0</td>
<td>50.0</td>
<td>53.8</td>
<td>44.7</td>
<td>80.7</td>
<td>43.9</td>
</tr>
<tr>
<td>Affect. words (AW)</td>
<td>7.7</td>
<td>11.3</td>
<td>3.3</td>
<td>12.8</td>
<td>14.5</td>
<td>5.3</td>
<td>9.8</td>
</tr>
<tr>
<td>Act. phys. cont. (AC)</td>
<td>23.1</td>
<td>14.2</td>
<td>35.0</td>
<td>20.5</td>
<td>31.6</td>
<td>8.8</td>
<td>29.3</td>
</tr>
<tr>
<td>Pass. phys. cont. (PC)</td>
<td>28.9</td>
<td>7.5</td>
<td>11.7</td>
<td>12.8</td>
<td>9.2</td>
<td>5.3</td>
<td>17.1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Interaction categories**

| Total affection (AFF)         | 40.8| 31.5 | 19.1  | 25.2    | 29.8   | 21.0 | 23.8   |
| Other social inter. (SI)      | 59.2| 68.5 | 80.9  | 74.8    | 70.2   | 78.0 | 76.2   |
| **Totals**                     | 100.0| 100.0| 100.0 | 100.0   | 100.0  | 100.0| 100.0  |

**SI - AFF**

| 18.4| 37.0 | 61.8  | 49.6    | 40.4   | 56.0 | 52.4   |

One striking finding from this table of frequencies of the 4 types of affection and social interaction behaviours is the similarity in the patterns of observed target behaviours across teachers. For all teachers, the frequencies of total interaction, that is, affection behaviours combined with social interaction behaviours (AFF+SI), were far greater than the frequencies of no interaction (NI), that is, times that teachers were not interacting with children at all. Given the relatively large amounts of observation time for all teachers, the high rates of teacher interaction with children is a very positive finding. All of the teachers were interacting with the children most of the time, with percentage
frequencies ranging in a narrow band from 79.9% to 89.9% and with only minor variations across teachers. I interpreted this finding to mean that these teachers gave very high priority in their classrooms to direct interactions with the children. In my opinion, a high rate of positive involvement with children is an indicator of a high quality teacher.

Further, all of the teachers expressed affection to the children less frequently than they engaged them in social interactions that, by definition, were not warmth-oriented behaviours, but rather teacher behaviours intended to be directive, re-directive, or instructive interactions with the children that were instrumental, not affective in intent. As displayed in Table 11.1, differences in frequencies between social interaction behaviours and affection behaviours ranged from Flo's relatively small difference of 18.4% to Janet's relatively large difference of 61.8%. In fact, Flo's small difference frequency indicated that her rates of affection and social interaction behaviours were quite similar. That is, her frequency rates of social interaction and affection behaviours were quite close and much closer to each other than were the 2 target behaviours of the other teachers. Thus, Flo displayed the highest rate of affection compared to the other teachers. As an aside, Flo was the teacher who moved about her classroom the most slowly and in the calmest manner as compared to the other teachers in the study. Perhaps her relatively slow and measured pace enabled her to engage in affectionate and social interactions with the children to a greater degree than the other teachers who moved about their classrooms more quickly.

While Flo's frequency was the highest, the remaining teachers obtained fairly similar relative frequencies ranging from Gert's low of 37.0% to Janet's high of 61.8%. These 6 teachers engaged in many more social interaction behaviours than affection behaviours. As discussed in chapter 2, these patterns of frequencies are consistent with the results obtained in other studies that have employed Twardosz's Affection Measurement System (e.g., Botkin, 1983; Twardosz et al., 1987; Sutherland, 1992).
Lower frequencies of affection makes sense in that preschool children in group care require a great deal of support, guidance, and programming instruction. Thus, teachers must engage in a broad range of instrumental verbalizations and hands-on behaviours that do not have an emotional, that is, caring or affectionate, message as their primary intent.

The 7 teachers displayed varying frequencies of affection behaviours toward the children, ranging from Janet’s relatively low level of 19.1% to Flo’s high of 40.8%. The remaining teachers’ data fell into a cluster, ranging from 21% to 31%. Obviously some teachers expressed more affection than did others although all of the teachers except Flo displayed substantially more social interaction than affection behaviours. As mentioned above, these results are similar to those obtained in other studies. I interpreted the variability in the quantities of affection behaviours to be reflective of individual differences in the teachers’ views of what constituted abundant affection-giving. That is, each teacher viewed affection-giving as a high priority with the children. Each teacher also perceived herself as an affection giver. They knew the children well and so presumably they were very familiar with their emotional make-ups and needs and provided the amounts and kinds of affection they believed were appropriate.

Also similar to the results of other studies are the relative frequencies of the 4 targeted affection behaviours (e.g., Botkin & Twardosz, 1988; Sutherland, 1992; Zanolli et al., 1990, 1997). As a reminder, the 4 behaviours, that is, smiles (SM), affectionate words (AW), active physical contact (AC), and passive physical contact (PC), are clearly defined in Twardosz’s Affection Measurement System that is described in detail in section 3.3 A. of chapter 3. For all of the teachers in the present study, smiles were consistently the most frequently observed behaviours. Frequencies ranged from Judy’s high rate of 80.7% to Flo’s relatively low rate of 39.3%. The remaining teachers’ smile frequencies were somewhat clustered, with Gert’s rate at 67.0%, Kathryn at 53.8%, and
Janet at 50.0%. A second cluster was also noted, with Evelyn at 44.7% and Taylor at 43.9%.

In other studies, as noted above, expressions of affection such as affectionate words, active physical contacts (e.g., touches and hugs), and passive physical contacts (e.g., prolonged lap sitting, holding, and hugging) occurred with relatively similar frequencies, although affectionate words tended to be more often observed than the 2 forms of physical contact. For example, Botkin and Twardosz (1988) found that the second most frequently observed category was affectionate words. In my 1992 study and for 5 of the 7 teachers in the present study, however, affectionate words were the least frequently observed. Gert and Evelyn were the exceptions, with affectionate words being their third most frequent affection behaviour. By way of explanation, both teachers were also mothers of young children and they described how words of endearment for their own children and the children in their classrooms were simply part of their natural vocabulary. The teacher-trainees in my 1992 study and several of the teachers in the present study, who incidentally were not parents, mentioned that affectionate words were regarded by some early childhood professionals as too intimate and personal and thus were not considered to be appropriate in the classroom. The trainees in the 1992 study reported that they had been told by their college early childhood education professors that such words as 'dear' and 'honey' were not professional and, while they sometimes felt the urge to use them, they resisted because of possible criticism in their performance evaluations (Sutherland, 1992).

There was some variation in the relative frequencies of active and passive physical contacts, although all of the teachers except for Flo engaged in more active affectionate physical contacts than passive contacts. This pattern makes sense in that the teachers were observed during free play, snack and lunch, structured activities, as well as cloakroom and bathroom routines when both children and teachers are motorically active. Thus, passive physical contacts, such as prolonged holding, hugging,
and lap sitting, would be expected to be relatively infrequent at these times except when an upset child required comforting. By way of explanation, Flo's higher rate of passive physical contact could be thought of as a reflection of her personality and relating style. She was observed to be very popular and received a great deal of attention from the children. As noted earlier in this chapter, she was less motorically active than the other teachers and engaged in a sedentary style of interacting with children, for example, talking with a child sitting on her lap. The remaining 6 teachers, however, were more physically active with the children, a behavioural style not as conducive to holding or sitting children in their laps. In summary, the individual differences obtained in the frequencies of the teachers' affection behaviours are viewed as indicative of differences in their own personal interests, preferences, beliefs, and their own early childhood histories. This is also discussed further in the present chapter.

Finally, as described above, differences had been observed informally in the vigour and extroversion of the teachers' interactions with the children. Taylor, Gert, and Evelyn behaved in a more outgoing, vigorous, and motorically active manner, while Flo, Judy, Janet, and Kathryn displayed quieter, less physically active, and more low key interactive styles. A review of the data in Table 11.1 indicated no identifiable differences in patterns or frequencies of the social interaction and affection behaviours in the relating styles of the 2 groups of teachers. That is, it appeared that teachers' vigour, level of physical activity, and 'outgoingness' of relating style with children were not related to the amounts of teacher-initiated social interactions or expressions of affection.
Table 11.2 Teachers' affection and social interaction: Individuals versus Groups

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Affection Behaviours (AFF)</th>
<th>Social Interaction Behaviours (SI)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Individuals</td>
<td>Groups</td>
</tr>
<tr>
<td>Flo</td>
<td>84.6%</td>
<td>15.4%</td>
</tr>
<tr>
<td>Gert</td>
<td>86.8%</td>
<td>13.2%</td>
</tr>
<tr>
<td>Janet</td>
<td>88.3%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Kathryn</td>
<td>79.5%</td>
<td>20.5%</td>
</tr>
<tr>
<td>Evelyn</td>
<td>88.2%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Judy</td>
<td>89.5%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Taylor</td>
<td>73.2%</td>
<td>26.8%</td>
</tr>
<tr>
<td>Mean %</td>
<td>84.3%</td>
<td>15.7%</td>
</tr>
</tbody>
</table>

Table 11.2 displays the relative frequencies of each teacher's affection and social interaction behaviours to individual children and to groups of 2 or more children.

Comparison of each teacher's frequencies with the corresponding mean indicates that there was very little variability across teachers. That is, this was a very homogeneous group of teachers in terms of the relative amounts of affection and social interaction they directed toward individuals and groups of children. Teachers' frequencies of affection behaviours to individual children ranged from Judy's high rate of 89.5% to Taylor's relatively low rate of 73.2% with the remaining teachers falling within the mid- to high-80% range. Similarly, the teachers' frequencies of social interaction behaviours to individual children were consistently higher than those directed toward groups of children. Janet displayed quite a high rate of 82.7%, while Kathryn's rate was relatively lower at 62.1%. The remaining teachers' frequency rates fell within the 70% to low-80% range. As already noted, these frequency patterns are similar to those obtained in other studies. That these teachers directed more of their attention toward individual children than toward groups of children is a very positive finding. That is, in order to appropriately meet their developmental needs, preschool children in group care require more individual teacher attention than do older school-age children. Attending to individual children's emotional and social needs is a very important professional practice in early
childhood education and is another indicator that the teachers in the present study were providing high quality child care.

11.4 Adult personal-professional affection connections

With regard to personal and professional affection connections there were striking similarities among the narratives of the teachers. It must be noted that a study of a homogeneous sample has both limitations and advantages. A discussion of the issues involved is found in section 12.6 in chapter 12. In the present study, a number of themes emerged from the analyses of the teachers' narratives. In terms of their personal emotional commitment to young children, all 7 teachers recalled that they had always liked being with children and had always wanted to be teachers. By adolescence, all had had successful and personally rewarding teaching experiences. In addition, all of the teachers had really enjoyed their teacher training experiences in college, spoke positively about their relationships with their professors and classmates, and believed that they had had good quality field placement experiences. As an informal observation, I found this to be a rather unexpected finding in that, during my 25 years as a professor of early childhood education, I recall that relatively few teacher trainees expressed great satisfaction with all the aspects mentioned by the teachers in this study.

The 7 teachers believed that teaching came naturally to them and reported that they derived great personal satisfaction from their profession. They believed that they were good teachers. They liked the children in their classrooms and described having a high level of job satisfaction. All of the teachers assigned very high priority to their emotional relationships and expressions of affection with the children in their classrooms and they perceived themselves to be very capable of relating emotionally with children. Each teacher shared stories about her personal life with the children and believed that this was an enjoyable and professionally appropriate way to connect their own childhoods to their classroom experiences with the children in their care.
They reported that they enjoyed affectionate relationships with the people in their personal lives and expressed the belief that the affection they expressed to children was a natural part of themselves. They also reported little or no difference between their personal and professional selves with regard to expressing affection to children. They believed that expressing affection could not be taught and, in fact, they could not recall that it had been included in their teacher training. Teachers could learn to express affection to children they believed, but it would require willingness to make personal changes. Several of the teachers felt that it would likely be more of a struggle for those teachers who did not naturally feel affectionate. They all agreed, however, that in their supervision of teacher trainees, they attempted to help those people to be more affectionate with the children through offering suggestions, modelling behaviours, and providing positive verbal reinforcement.

Finally, 3 of the teachers were mothers and one was a grandmother. These teachers were very aware of and readily described direct connections between their emotional lives as mothers of their own children at home and the relationships they fostered with the parents of the children in their classrooms. For example, Evelyn believed that since becoming a mother, she viewed herself in her classroom more as a nurturer than a teacher. Janet and Gert believed that they had become more sensitive to the emotional needs of the children’s mothers. These were other people’s children and expressing affection to them was an important part of their efforts to provide them with a second home. Taylor was emphatic in her view that affection had always been a big part of her self concept as a person, a mother, and a grandmother. In terms of her feelings of affection, she perceived the children in her classroom as she viewed her own children and grandchild. She was conscious, however, of fashioning her expressions of affection to suit the children in her personal and professional lives.

The 3 non-parent teachers, that is, Flo, Kathryn, and Judy, also fostered emotionally supportive relationships with the children’s parents. Flo described herself as
a valuable partner of the parents. While she viewed herself as a second mom, providing a second home for children, Flo was also mindful of boundaries in order to avoid intruding on child-parent relationships. Judy referred to herself as a surrogate mother who was willing and available to meet children's needs for nurturing and affection. Kathryn too noted that there were often emotional aspects in her relationships with mothers. When she sensed the need, she spent extra time with them, tried to be very supportive, and sometimes felt quite comfortable offering to give them a hug.

11.5 Child-to-adult personal history connections

With regard to child-to-adult personal history connections, there were also a number of similarities in the teachers' narratives. All 7 teachers reported having very happy, stable childhoods. They recollected pleasant experiences and feelings about childhood events with their mothers, fathers or step-fathers and, for most, with other family members as well. The teachers stressed that during their childhoods their parents had always been available to them and supported them and that, since childhood, they had continued to feel a strong emotional closeness with their parents. Each teacher had had a special affectionate relationship with either their mother, father or step-father, or with another close relative. They believed that the affection experiences with these adults had been memorable and lasting and had remained an influence, to varying degree, in their affection experiences in adulthood.

Three teachers believed that they had always experienced sufficient expressions of affection within their families, both in childhood and as adults. Specifically, Janet had felt especially close to her mother and described her earliest feelings from her mother as caring, nurturing, safety, and acceptance. Abundant affection had been part of her childhood experience with her mother in particular, as her father was often away on business. She also had had and maintained in adulthood a close affectionate relationship with her younger brother. Janet was a single mother who had maintained closeness and really enjoyed the emotional support of her family. For example, her
mother had continued to be available to her by, for example, assisting her with the care of her child.

Evelyn described a very satisfying history of close affectionate relationships with her parents as well. She recalled her mother in particular as warm, gentle, and nurturing. Her strong recollection of affection within her childhood family had remained a powerful influence and was also an important part of her own family life with her husband and young child.

Taylor also recalled experiencing ample love, acceptance, encouragement, and affection in her family. She had a very close and affectionate relationship with her father and 2 grandparents. Although her mother had not been particularly affectionate, she had had an especially affectionate and emotionally rewarding relationship with her great great grandmother. Her childhood memories of affection with this special person had remained very vivid. Looking back, she believed that the abundance of affection she experienced in her childhood had become an important emotional aspect of her relationship priorities within her own family, with her grandchildren, as well as with the children in her classroom.

Four of the teachers believed that while their parents had always been emotionally supportive of them, parental expressions of affections in their childhoods had not been what they would have wished. Specifically, Flo had very fond memories of childhood although her mother had never been openly affectionate with her. She believed that she had been loved by her parents, however, and had always enjoyed her relationship with both of them. Her grandparents, and especially her aunt, had been very affectionate people in her life. As a child she described herself as emotionally reticent but believed that as an adult she had gradually become a more openly affectionate person. She believed that her childhood experiences with affection, recollected as less than adequate, were connected to her great interest in expressing affection to children as an adult. As a child she had wanted more affection and thus, in
a compensatory sense as a teacher, she fostered affectionate relationships with the children and enjoyed the fact that she was giving and receiving more affection than she had in childhood.

Gert also had pleasant memories of her childhood. She recalled, however, that while she believed that she had always been affectionate with her parents, they had not been openly affectionate with her. She could not remember her mother telling her that she loved her although she did not doubt that both parents did love her. She had had ample expressions of affection, however, from her maternal grandparents. Her grandmother had been an especially important source of affection for her. She emphasized that this person was much more affectionate than her parents. Gert placed high value on expressing affection as a mother with her own children and as a teacher with the children in her classroom. It is reasonable to assume that the high value she placed on affection was related not only to the positive modelling of her grandparents, but, in a compensatory sense, to the lack of parental affection as well.

Kathryn had always admired her parents and felt a close emotional bond with them. She believed that they loved her although she recalled that they had never openly expressed their affection for her, especially her mother. Similar to Gert's experience, Kathryn's mother had not told her that she loved her as far back as she could remember. Her aunt, however, had always been a very affectionate and emotionally significant person in her life. While Gert and Flo had seemed to no longer feel troubled and frustrated as adults with this issue, Kathryn had continued to be negatively affected and was actively trying to resolve it with her mother. Kathryn still lived in her family home and had daily contact with her parents. She reported feeling pleased that she and her mother were making progress in their emotional relationship, and that her mother was trying to express more affection to her.

Judy felt that she had always had a close emotional relationship with her mother although there had been relationship difficulties with her father since childhood. As her
relationship with him deteriorated in adolescence, she recalled that she felt very fortunate to develop an emotionally close and affectionate relationship with her stepfather. She retained very close emotional ties with him until his death. She identified him as the special person in her childhood and young adult years. Expressions of affection had always been readily available to her from her mother and, beginning in her adolescence, from her stepfather. As a child and to a lesser extent as an adult, she had been inclined to be reticent in asking for, giving, and receiving affection with people in general. As her mother and stepfather had always been emotionally available to her in her childhood and adolescence, so she tried to provide the same emotional and affectionate support to children. She perceived herself as still reticent about expressing affection and was alert to assess children’s readiness to accept her affection. She was quite concerned about forcing herself emotionally on them. Similar to the other teachers who had not had abundantly given affection in their childhoods, there appeared to be a personal compensatory element in Judy’s thoughts about and handling of affection with the children in her classroom.

In summary, all of the teachers expressed awareness that their childhood experiences with affection were in some way related to the high value they placed on expressing affection as teachers. Janet, Evelyn, and Taylor believed they had had abundant affection as children and were keen to provide the children in their care with similar experiences. Flo, Gert, Judy, and Kathryn were also keen to provide affection experiences to children. Their perspective was different, however, as they recalled that affection had not been as substantial in their childhoods as they would have wished. As teachers they believed that they were especially sensitized to children’s needs for affection from adults. Thus, the former group of teachers was behaving with affection in adulthood within familiar territory from their childhoods, in other words, a direct link. The latter group’s affection behaviours were not embedded within familiar childhood territory
necessarily; they were more likely grounded and motivated, to some extent, within a compensatory framework.

11.6 Teachers' self-concept/self-esteem

To review, both Epstein and Schutz emphasized the central importance of self-esteem in their theories of personal development. Schutz posited that positive self-esteem was essential for the successful resolution of the developmental issues of inclusion, control, and affection. Epstein stressed that a person with positive self-esteem carried within her "a loving parent who is proud of [her] successes and tolerant of [her] failures." (Epstein, 1980, p.106). Thus, in my view self-esteem is an essential aspect of teacher affection. In this study I combined Epstein's and Schutz's idea of self-esteem, (that is, the affective aspect of the self) with the idea of self-concept, (that is, the cognitive aspect of the sense of self). Thus, my analysis of each teacher's narrative was focused on what she said about how she felt (i.e., self-esteem) about the person she believed herself to be (i.e., self-concept). I focused on the self comments, behaviours, and experiences that she reported in her narrative. That is, my judgements were based on such dimensions as, positive versus negative comments about her perceived characteristics and attributes, descriptions and self evaluations of her personal and interpersonal behaviours, and her descriptions of perceived successes versus failures in her life.

I found that all 7 teachers gave very clear indications of positive self-concept and positive self-esteem. Their "I" statements about what they had thought, had done, could do, would do, and were hoping and planning to do were very positive. They spoke about themselves in optimistic, sometimes enthusiastic tones. Worries about personal inadequacies and failure experiences were included, but they were overshadowed by descriptions of positive characteristics and attributes in all 7 narratives. Certainly there are people who either overemphasize their positives and downplay their negatives, or the reverse, when talking about themselves in interviews. In the present study,
however, I came away from each interview feeling that each teacher had felt sufficiently comfortable to provide a candid narrative.

11.7 Teachers’ major descriptive and prescriptive Epsteinian postulates

Epstein (1983) emphasized the lifelong significance of a person’s major descriptive and prescriptive postulates, especially those that were formed in childhood. Analysis of the teachers’ narratives identified several early-formed descriptive postulates that were common to each teacher, that is, ‘I am lovable’, ‘I am acceptable’, and ‘I am significant’. Variations on being lovable were self comments about being huggable and affectionate. This postulate was at various points explicitly verbalized, alluded to, and implied by all the teachers in their narratives as well as inferred by me in my interpretations.

The expressed belief and perceived feeling of acceptability was a second early-formed postulate common to all the teachers. In their narratives, the teachers’ discussions of acceptability were initially focused on their childhoods. They described their recollections of what they believed their parents thought and felt about them as children. As in all the topics of recollection asked of the teachers, historical accuracy and the real truth were not necessarily the issue; the teachers’ current recollections and feelings were central to this investigation since the premise was that how and what they had felt and experienced as children would have some influence on their current views and affection behaviours. With regard to their beliefs in their acceptability, the teachers began with childhood recollections and then moved into their self-perceptions and behaviours in adulthood.

The descriptive postulate of acceptability is very closely related to Schutz’s concept of inclusion, that is, the belief and feeling of security and being part of the family. The third postulate in common that the teachers talked about was their belief in and feeling about the self as significant, described also by 2 of the teachers as including both significance and respect. These teachers believed that they had always felt that they
were very important people within their families. They had always felt valued for just
being who they were. Since childhood, they had been accustomed to have recognition
and support for their accomplishments. These teachers believed their significance was
in the eyes of both parents, or one parent, or another family member.

Several teachers elaborated and described other postulates as well. Gert, Judy,
Evelyn, and Kathryn emphasized that they believed that they were competent. They
described various prescriptive postulates, that is, ways they behaved that supported this
self-perception. There is another connection here between Epstein and Schutz. The
teachers' belief in their competence is an Epstein postulate as well as the central aspect
of the control dimension in Schutz's interpersonal theory. A second theme of major
postulates among some teachers involved Gert, Janet, Kathryn, and Taylor who
described themselves as givers and helpers. They also cited and described prescriptive
postulates, that is, functional and personally satisfying ways that they enacted their
personal beliefs.

11.8 Teachers and Schutz's dimensions of inclusion, control, and affection

A. Teachers and inclusion

As described in detail earlier in this thesis, analysis of each teacher's narrative
provided substantial evidence that she had successfully resolved the developmental
issues of the inclusion dimension as described by Schutz. This had been accomplished
during her early childhood experiences within her family. Consequently in the
interpersonal relationships within her family and later in her wider social sphere of
personal relationships, each of the teachers in the study indicated through analysis of
their narratives that they felt a strong sense of belonging and enacted this feeling
behaviourally by seeking out social and emotionally intimate contacts with others. Thus,
each teacher's well-established sense of inclusion facilitated her efforts to establish
productive relationships both with people in her personal life and with the children in her
classroom.
B. Teachers and control

Similarly, analysis of the narratives indicated that these teachers had, or at least believed and felt that they had resolved early childhood issues of power and control with their parents. They recollected that in childhood they had felt listened to and respected by their parents for their efforts and accomplishments. They believed that they had grown up within family dynamic structures that had been empowering and had allowed them to develop feelings of competence. Subsequent to their early childhood experiences, all of the teachers recalled having had successful learning experiences in school. Further, they had been able to identify adults in addition to their parents, including other family members and teachers, who they felt had believed in them and who had encouraged them to persevere in their choice of early childhood teaching as a career path. All believed that they had had this support, had felt empowered, had had their competence reinforced through successful teacher training experiences, and finally, had had their professional competence confirmed within the employment setting at the time of this study.

C. Teachers and affection

To review, according to Schutz (1982), in the inclusion phase as a person develops a sense of belonging and encounters others, she decides whether or not to continue those relationships. In the control phase she negotiates the power and control aspects of interpersonal relationships and works out how she will relate to others. As the inclusion and control phases are resolved, she explores the emotional aspects of interpersonal relationships and becomes open to "the complexity of love and affectional issues" (Schutz, 1982, p. 90). Affection involves strong personal attachments to people. Schutz posits 3 categories of interpersonal affection relating style within the affection dimension. Of the 3 categories he describes, the "personal" category is the one that is most conducive to forming functional and satisfying affection relationships with others. According to the analysis of the narratives, all 7 teachers were either unequivocably or
largely within the 'personal' category. These teachers believed that they were lovable and had always been loved by their families and others. They believed that they were natural affection givers. They believed that they gave ample affection to children and were pleased to receive affection back from them. Direct observations of their affection behaviours with children confirmed their beliefs. Their personal narratives, as analyzed through the theoretical perspectives of Epstein and Schutz, suggested that there were specific factors that enabled them to become natural affection givers. While there may be additional factors not identified in this study, each teacher's self-concept/self-esteem, personal major descriptive and prescriptive postulates, as well as her sense of inclusion, control and affection from her recollections of her early childhood experiences were at least 5 substantial factors that positively affected her affection behaviours with the children in her classroom.

11.9 Teachers and internal working models and intergenerational transmission

An adult’s internal working model involves her childhood attachment figure. Childhood experiences with this person exert a powerful influence on the personal qualities she identifies as part of her sense of self. The teachers in the study all readily described a significant adult in their childhoods who had become, using Epstein’s terms, a loving internalized parent. For Janet, Evelyn, and Judy the main childhood figure was their mother with whom they each had a very positive emotional attachment. They had all enjoyed affectionate relationships with their mothers. Janet and Evelyn had also experienced affectionate relationships with their fathers as well. Judy had had a difficult time with her father emotionally as a child but it appeared that her subsequent adolescent and young adult experiences with a loving and supportive stepfather had been a compensating factor.

While Flo, Gert, Kathryn, and Taylor recalled that they had always felt emotionally close to and supported by their mothers as children, they believed that there had not been adequate affection in their mother-daughter relationships. They each identified,
however, another female family member who they believed had engaged them as children in an emotionally significant affectionate relationship. These 4 teachers, including Kathryn, had also sustained positive relationships into adulthood with their mothers, and except for Judy, with their fathers as well. Kathryn had continued to experience a negative residual emotional effect from what she believed had been inadequate affection in her childhood relationship with her mother, however, she believed that she and her mother were making progress in resolving this issue. The remaining teachers, that is, Flo, Gert, and Taylor, who had felt that their mothers had not been sufficiently affectionate, believed that they had benefited significantly from affectionate relationships with an aunt or a grandparent. In terms of affection, Flo identified her grandparents, Gert her grandmother, Kathryn her aunt, and Taylor her great, great grandmother in particular.

An internal working model of self involves a person’s self-ascribed attributes that Epstein describes as postulates. All 7 teachers believed themselves to be loving and loveworthy, nurturing, affectionate, and emotionally giving adults. I believe, as did they, that their experiences with the special affectionate adult in their childhoods had been a significant influence on the formation of these attributes. The teachers believed that they expressed these attributes in both their personal adult relationships and in their professional role as teachers with the children in their care. With regard to affection, nurturing, and giving, this group of teachers did not differentiate between their personal lives and their professional role. That is, their feelings and expressions of affection were part of who they believed themselves to be as adults.

In terms of intergenerational transmission of parental feelings and behaviours from childhood, Flo, Janet, Evelyn, and Judy had clearly incorporated their early affection experiences from their mothers into their manner of affectionate relating as adults, both in their personal lives and as teachers. Further, I found that they were very aware of the childhood roots of their affection. Gert, Kathryn, and Taylor were also
aware of their child-to-adult affection connection. There had been a compensatory aspect to the intergenerational transmission in their lives. That is, while they felt there had been inadequate affection from their mothers, each had had a nonmaternal adult from whom they believed they had brought forward into their adult lives the high value they placed on affectionate relating with others.

Finally, the concept of intergenerational transmission describes the continuity of child-parent to parent-child feelings and behaviours. Four of the teachers were mothers. Gert, Janet, Evelyn, and Taylor all described the significant positive influence of their own childhood experiences with affection on their mothering of their own children. Further, and of special relevance to the present study, these teachers believed that their own mothering experiences had had a very positive effect on their perceptions of themselves as teachers of young children. They believed that they had become more tuned in to children's emotional needs, were more maternal in their emotional relating style, and felt and behaved with more affection once they became mothers themselves. In fact their belief was congruent with their behaviours as they did demonstrate ample amounts of affection.

In summary, I believe that the emotional essence of the early childhood teacher-child relationship is embedded within the parent-child context. That is, from an emotional development perspective, very young children perceive teachers as stand-ins for their parents. Children's expectations of teachers as stand-in parents tend to influence teachers to move into parenting-like relating styles. I believe that for teachers as well as parents, the essential nature of their work with young children is emotionally based. The regularity and intensity of this activity engages teachers emotionally. Evocations of their own childhood parenting experiences are inevitable. For the female teachers in the present study, it tended to evoke their mother-child context and they explored their mother-child issues from their own childhoods. For some of the teachers, emotional relationships with fathers and other relatives were also evoked.
Affectionate relating is a central part of the parent-child relationship as I believe it is in the teacher-child relationship, at least for very young children. Some teachers are more aware of this dynamic than are others. The teachers in the present study were aware of the childhood-based parent-child context as it related to affection relationships with the children in their classrooms. Thus, the concept of intergenerational transmission is appropriate to extend to the early childhood teacher-child relationship as well. Along with internal working models, the concept of intergenerational transmission is well established within the context of the family. The incorporation of these concepts into the field of early childhood education has interesting possibilities.
Chapter 12
Discussion

12.1 Introduction

This chapter begins with a brief summary of the research questions and theoretical concepts employed. It continues with a summary of main findings, followed by answers to the 2 questions posed in section 1.5 of chapter 1. The chapter continues with comments on teacher burnout, teachers' interest in the personal narrative technique, and non-affectionate teachers. It concludes with a discussion of the limitations of the present study and recommendations for future research.

To review, the research questions were the following:

1. Regarding the teachers' personal-professional affection connections, are there connections between teachers' personal beliefs, attitudes, and expressions of affection and their professional beliefs, attitudes, and affection behaviours with the children in their classrooms? What is the nature of these connections?

2. Regarding the teachers' child-to-adult personal history connections, are there connections between teachers' recollections of the affection experiences in their own family history and their beliefs, attitudes, and affection behaviours in adulthood, both personally and professionally with the children in their classrooms? Are there other aspects of their childhoods that teachers perceived as influential on their affection in adulthood? These influences could include presence or absence of a parent, emotional connectedness or distance with a parent felt in childhood, and presence of close emotional ties with a relative or nonparental adult in the teacher's early years.

Several theoretical models were employed to generate meaning from the data gathered. Bowlby's attachment theory and his concepts of internal working model and intergenerational transmission formed the core of the analysis. Epstein's personal theory of reality involving the development in childhood of descriptive and prescriptive
postulates or beliefs about the self were also employed. These models focused in particular on the intrapersonal perspective of personality development. Will Schutz's theoretical perspective focused as well on social relationship development and included the early childhood developmental dimensions of inclusion, control, and affection. Schutz's perspective has similarities to Erikson's concept of developmental stages, however, Erikson's work was not explicitly included in the analysis of the data. Embedded within these 4 theories is the central notion of self-concept, that is, who a person believes herself to be, and self-esteem, that is, how she feels about the person she believes herself to be. Analysis according to Epstein's descriptive postulates provided clear indicators of the teachers' self-concept. Determination of self-esteem emerged through the analysis of the teachers' qualitative self-comments that had been obtained in the classroom observations and in the narratives. In combination, these theories were found to be theoretically compatible and they provided a coherent framework for the data analysis and the formulation of the answers to the research questions.

12.2 Summary of findings

This study involved 7 early childhood teachers randomly picked from a small population of 13, all of whom worked with 3- and 4-year old children. The data gathered were quantitative and qualitative, that is, teachers' affection behaviours with children gathered by direct observation in their classrooms and by narratives generated from personal interviews. The main focus of the narratives was affection in the teachers' childhoods and in their adult personal and professional lives. The findings of this sample are impressionistic rather than definitive. They have been reassuring. They have generated ideas for teacher training and teacher supervision, and have raised questions and ideas for future research in an area of early childhood education that has been neglected.
Two broad questions were posed at the beginning of the study. The first question involved the nature of connections between the teachers' personal and professional lives with regard to expressions of affection with children. The answer was clear. There were very close connections. They believed that their affection was a natural part of who they were as people, not as teachers. The second question asked about the nature of connections between teachers' recollections of affection in their childhoods and their professional practices with children in the classroom. What emerged from the richly detailed narratives of the 7 teachers were many linkages with regard to affection from childhood, to adulthood, and to their careers as classroom teachers. This second question also addressed the issue of possible differences in teachers' views of the role and value of affection among teachers who reported high versus low levels of affection in childhood. While the small sample size precludes definite answers, the findings, nevertheless, give rise to ideas for future research. While all 7 teachers reported recollections of experiencing happy childhoods, only 3 believed that they had had sufficient affection from their parents in childhood. Although 4 teachers recollected less than adequate affection in childhood, all of the teachers described children's emotional development as their highest priority in the classroom. Their expressions of affection to the children were a highly valued aspect of this priority. Based on the results of the present study, teachers' happy recollections of their childhoods does appear to be a factor related to the high priority they give to children's emotional development and the expression of affection in their classrooms. While experiences of parental affection in teachers' childhoods also appears to be a factor for some affectionate teachers, there are other teachers who did not experience parental affection as children. Future studies identifying additional factors would be a useful research contribution.

The second question also addressed the issue of coherence and stability in the nature of each teacher's affection as she moved from childhood into adulthood and
finally, into teaching. Coherence, continuity, and stability were clearly visible in each teacher’s narrative, as analyzed through the theoretical perspectives of Bowlby, Epstein, and Schutz.

When the teachers’ classroom affection behaviours and their narratives were considered, a number of similarities among the teachers emerged, some of them unanticipated. In my opinion, the most impressive finding was that these teachers believed in themselves and believed that they were good teachers. They knew that their supervisors and the director of their child care facility also viewed them as good and self-confident teachers. They all gave ample indications of positive self-concept and high self-esteem. Direct observations of their interactions with children in their classrooms confirmed that they all engaged in professionally appropriate and emotionally supportive behaviours as well. Expressions of affection to the children were abundant. These observations were similar to findings in other studies of competent teachers in high quality centres. That is, the relative frequencies of teachers’ affection behaviours with the children clearly indicated that they did not relate to the children with detached concern as discussed in chapter 1. They did engage in more social interactions than in expressions of affection, and those affection behaviours were directed much more to individual children than to groups of children. These findings replicate those found in other studies.

Affection plays a crucial emotional support role in the larger socialization process that teachers engage in with children. Individual attention to children in group care during their preschool years is, of course, a developmentally appropriate practice of high priority. It serves to protect children’s social and emotional growth processes. Further, while the teachers engaged in various affection behaviours such as touches, hugs, and encouraged children to sit in their laps, the teachers’ smiles were the most consistently and frequently observed behaviour. This finding has also been reported consistently in other studies. Smiles have a powerful social interpersonal engagement effect on young
children. For example, it is a behaviour that has a very high probability of eliciting positive responses from young children (e.g., Twardosz et al., 1987; Zanollì et al., 1990 & 1997).

Comparisons of the teachers’ narrative data produced a number of similarities across the 7 teachers. They all had very similar Epsteinian and Schutzian profiles. In terms of their descriptive postulates, they believed that they were loveworthy, significant, acceptable, and giving people. They believed that these attributes, among others, had emerged from their early childhood experiences with at least one loving adult, that is, mother, father, or other relative. Each teacher identified with that person and believed that she had become like her or him in terms of loving and affection. That is, each teacher had identified with her own "internalized loving parent" figure (Epstein, 1980). The teachers all described several similar prescriptive postulates, that is, childhood behaviours and subsequent adolescent and adult behaviours that had reinforced their early descriptive postulates. For example, they all recalled participating in loving interactions with family members. Relatively early in their lives they had all sought out, enjoyed, and felt successful in teaching experiences with children. They all believed that giving and helping behaviours were important and they engaged in these nurturing kinds of behaviours willingly and frequently in both their personal and professional lives.

In the Schutzian analysis of their narratives, the 7 teachers gave ample evidence that, in their childhoods, they had successfully resolved 3 developmental tasks: inclusion, control, and affection. They felt emotionally close to their families and believed that they had always played an integral role in their family relationships. They believed that they had a strong sense of power and competence. Thus, according to the Schutzian perspective, they had been able to sustain into adulthood loving positive emotional relationships with their family members and to move successfully into loving, affectionate relationships with either close friends or marriage partners. All of the teachers believed that they had been successful in this regard. It appeared that
successful resolution of these 3 developmental phases had been accomplished by the teachers whether or not they recalled feeling satisfied with their affectionate relationship with one or both parents. What did seem to be important in their childhoods was that they had identified a particularly satisfying affection relationship with an adult.

There were several other relevant themes related to the teachers' personal histories, personal lives, and teaching experiences that emerged in the analysis. These teachers recalled that they had always wanted to be teachers of young children. In various ways they had played at being teachers in childhood. Subsequently, they had all pursued teacher training as a first and only choice and had really enjoyed and felt very successful in those teacher training experiences.

The teachers all reported high career satisfaction. They had been teaching for at least 4 years and continued to believe that they had made the right career choice. All were satisfied with their current jobs and had pleasant, productive relationships with their teaching partners and supervisors. Katz (1984) described 4 stages of preschool teacher development. Once past the initial stages of survival and consolidation, teachers have mastered group management and programming and are able to attend to the needs of individual children. After 4 or 5 years, in the third stage she called renewal, teachers tend to experience the staleness of routine and need new challenges. Thus, in the fourth stage called maturity, teachers refine their practices, examining deeper and broader questions about early childhood education. The teachers in the present study appeared to have reached the fourth stage, including Janet who was only in her fourth year of teaching. Their narratives indicated that they felt confident in the classroom and possessed sophisticated knowledge of early childhood professional practices that were solidly based and reinforced through their classroom experiences. They believed that they knew what they were doing and had the time and interest to really have fun with the children. They looked forward to being with them every day.
12.3 Teacher burnout

Persistent concern has been expressed about preschool teacher burnout (e.g., Katz, 1977; Lambert, 1994). In the past, some of the advice to teachers has included the recommendation to maintain emotional distance from children, to relate to them with concerned detachment in order to avoid becoming emotionally drained. I disagree with this advice for 2 reasons.

First, as discussed in chapter 11, it is clear that a strong emotional connection with their teachers must be available to young preschool children. Many children do not appear to take up this offer. They may be securely connected with adults in their lives beyond the classroom. Other children do need and benefit from emotionally-based connections with their warm and affectionate teachers (e.g., Clawson, 1997). For example, a teacher's positive emotional connection may serve as an emotional protective factor for children living in troubled families.

Secondly, I believe that the burnout phenomenon has been inaccurately conceptualized. The popular notion is that when a teacher gives to children emotionally, she draws from her personal, nonreplenishable source and increases her risk of developing emotionally-based illnesses. Basing my view on the emotionally-related personal characteristics, self-attributes, and professional affection behaviours of the 7 experienced, competent teachers in the present study, I believe that there are teachers who are at minimal risk for child-related burnout. The teachers in the study emphasized how much they enjoyed their jobs. While teachers may possess other protective factors not explored in the present study, there are 3 factors identified here: having a positive internal working model of self, being aware of and acting according to positive attributes such as loving, giving, and helping, and having childhood experiences that promoted a sense of inclusion, personal control, and affectionate relating with other people. Rather than becoming emotionally depleted, the results of the present study indicate that these
teachers find that emotionally-based, affectionate relationships with the children are emotionally rewarding and enriching.

Further, my conjecture is that when teachers become mothers, a shift occurs in their internal working model of self. For the 4 teachers who were mothers in the study, it seemed that the parts of their sense of self related to being a mother came forward and exerted influence on their self-perception as teachers. They reported that motherhood had changed them. They behaved more affectionately with the children and believed that they had become more emotionally sensitive to children and parents because they were better able to identify with what it meant to be a parent whose child was cared for by other adults. Motherhood had apparently triggered new emotional responses and maternal instincts that they had transferred into their teaching relationships with children. Many years ago, Katz emphasized the distinctions between mothering and teaching (Katz, 1977). In fact, it may be more helpful to better understand the advantages and benefits of the confluence of mothering and teaching in early childhood education. Are teachers who are also mothers more capable of and interested in developing emotional relationships with children? Are they also less vulnerable to burnout? These are interesting questions to consider for future research.

12.4 Exploring teacher-child affection: Effects on teachers

As the narratives unfolded, it became apparent that the teachers enjoyed exploring connections between their own personal early childhood affection experiences and their classroom affection behaviours. They all knew that affection had felt good in their childhoods and they were committed to providing affection so that the children in their classrooms would feel good. They could not recall that this linkage had ever been explored in their preservice teacher training experiences, in professional development events, or in supervision meetings. In fact they believed that the topic of teacher-child affection had not been included in their preservice teacher training programs at all. Thus, for these 7 teachers, affection was an aspect of early childhood education that
was based on personal assumptions rather than explicit course-based learning. Affection came from their personal sense of self. As Walsh and his colleagues (1991) pointed out in their study, a teacher's "definition of herself as a teacher is deeply embedded in her identity as a person" (p. 83). These teachers had come to their classrooms prepared to behave affectionately with the children although they had never intentionally planned that affection should necessarily be included in their repertoire of professional practices.

12.5 The non-affectionate teacher

The teachers in this study believed that while teachers may be able to learn to be more affectionate with children, they weren't sure that teachers who were not affectionate could be taught to be affectionate. This perception echoed earlier comments by Twardosz (personal communication, 1991). She found that while teachers who expressed little affection could demonstrate more affection behaviours, "teaching preschool teachers to be more affectionate with children turned out to be not so easy to do ..... after a certain point these behaviours did not really reflect any real change within the teacher". Spodek and Saracho (1990) discussed the need for teachers' dispositions to be accepting, warm, nurturing, and patient and cautioned that "such dispositions are unlikely to be strengthened via instruction or other kinds of didactic approaches. Indeed, it is not clear whether such dispositions can be "taught" at all; it may be that they can only be strengthened or weakened if they are present ...... Strengthening a disposition, therefore, is likely to require direct and frequent interactions with teacher educators or an on-site educational leader from the teacher's early childhood program such as a childcare director or early childhood supervisor." (p. 200).

In the present study the teachers believed that a teacher's natural openness to expressing affection to children is the key issue. They all believed they were open to affection and did it well. Some of the teachers talked about preservice teacher trainees they had supervised in their classrooms who did not express affection. They had
worked with those trainees but it had been difficult to see change. For affection to look natural it had to be real. These teachers suggested that personal insight development rather than direct instruction would likely be more effective to facilitate change in the non-affectionate teacher.

Affection appears to be an attribute of a teacher's personal self that may be understood using personality theories such as Bowlby, Epstein, and Schutz describe. Regarding the understanding of teachers, Walsh and his colleagues (1991) have mentioned "the deep structure of teaching" and the need to "explore what is deep and enduring about teachers and teaching, to explore how teachers construct their identities, to understand for someone who is a teacher what it means to be a teacher." With regard to affection, the personal self and the professional self seem to be essentially inseparable. The capacity of non-affective teachers to become more affectionate and the effectiveness of teacher training in affection for non-affectionate teachers are interesting research issues that have yet to be explored.

12.6 Limitations of the present study

A limitation of the present study was the unexpected homogeneity of the sample of teachers who participated. To have experienced, competent teachers working in high quality child care programs had been purposefully planned. In one respect, the similarities found in this random sample of teachers, however, was very unexpected. There were strong similarities in the kinds and frequencies of their affection and social interaction behaviours with children as well as in their personal and professional narrative accounts as mentioned in section 11.4 in chapter 11. I was pleased with this aspect of homogeneity as I had hoped to obtain a sample of teachers who were reputed to be highly skilled and were employed in high quality child care classrooms. The profiles of their target behaviours were very similar to those obtained in other studies of competent teachers working in high quality centres.
I was very interested, however, in the startling similarities I found in the analyses of the teachers' personal and professional narrative accounts in part 2 of the study. With regard to the similarities, on the one hand I found it to be a positive finding in that I had intended to gather and analyze a broad range of descriptive data about affection from highly competent teachers. Thus, finding so many similarities lends credence to the notion that there are common, identifiable qualities, characteristics, and personal life themes and experiences found in a sample of such teachers. These data are reported in detail in chapter 11. On the other hand, obtaining so many similarities and so few differences in a sample of teachers wreaks havoc with processes of differential examination and subsequent confirmation of the interpretations of data. Thus, more questions than answers tend to emerge, as is the case in the present study.

As the review of the literature contained in chapter 2 has indicated, the focus and combination of quantitative and qualitative methods of inquiry in a study of affection are quite new. While there are studies of teachers' affection behaviours, very little is known about the antecedents of their affection. In spite of the limitations, the present study has powerful implications and promising possibilities. With regard to affection, it appears that there is continuity among teachers' childhood histories, their personal lives, and their professional teaching values and practices. It is also clear that teachers' personal lives and childhood histories exert a major influence in the value and role that these teachers assigned to affection with children in their classrooms.

There are obvious implications, for example, for teachers who have had emotionally stressful, neglectful, or abusive childhood experiences. Are teachers who come from difficult backgrounds to be considered less suited to pursue a career in early childhood education? Obviously not, but there may well be other personal factors as yet unidentified that enable those teachers to function successfully in early childhood education. Are those teachers less likely to remain in an early childhood education career? This is not known. Considering their personal backgrounds, are those teachers
more vulnerable to stress and burnout? This is also not yet known. The present study has broken new ground and a number of teacher behaviours, characteristics, values, and constellations of childhood and personal life experiences related to affection have been identified. Knowledge of these serve to generate a conceptual, theoretical, and operational framework upon which future affection research may be carried out.

### 12.7 Recommendations

A number of recommendations are presented as an outcome of this study.

1. In my opinion, the most crucial recommendation is the need for substantial inclusion of the topic of affection in early childhood teacher training programs. Affection between teachers and children is essential. Issues of quality, quantity, and appropriateness of expressions of affection are complex and require that teachers have an adequate level of knowledge and sophistication in order to meet this aspect of children's emotional development in group child care. This important topic has been neglected, at least in colleges in the province of Ontario. My discussion with other affection researchers suggests that the situation in the United States may be similar as well.

2. A second recommendation concerns teacher burnout. There is a high rate of teacher turnover in early childhood education. It is a serious concern. For teachers and supervisors who are experiencing the stresses of emotional burnout, one potentially helpful intervention may be personal narrative, that is, the insight process involving a teacher's explorations of her perceptions of emotional gains and losses with children. The giving and receiving of affection between the teacher and the children in her classroom would be a vital component of this personal narrative process. To my knowledge, there is no data in this area. Further research in this area is recommended.

3. With regard to preservice and in-service teacher training, the Affection Measurement System (AMS) has proven to be a useful tool to provide concrete
and easily organized evidence of teacher affection and social interaction behaviours. In my experience the method is quickly and easily learned, unobtrusively administered, and readily codable within the natural classroom environment. It may be focused on teachers, on children, or on both together. It has acceptable inter-rater reliability. In preservice training, the AMS would be a helpful addition to the teacher trainee-child relationship sections of field placement evaluations. Follow-up discussions in field placement seminar classes would enable trainees to review and gain understanding of the adequacy and appropriateness of their affection and social interaction behaviours with children since the AMS categories are clearly defined and readily observable. The AMS would also be a useful addition in courses that study affection.

4. The teacher narrative interview technique employed in the present study is presented in Appendix C. There are interesting possibilities for its use in preservice and in-service teacher training courses. Considering the narrative methodology employed in this study, several suggestions come to mind. The teachers in the present study commented on the value of examining their childhoods and personal experiences. To enrich other teachers' learning and professional development, there is value in exploring childhood recollections of affection experiences, including identification of an internalized loving person. There is also value in a teacher examining her self-concept and self-esteem as they relate to expressing affection to children. Assignments and discussions involving sentence stem activities such as completion of "I" statements, for example, would facilitate teachers' understanding of their personal descriptive and prescriptive postulates. Teachers' childhood recollections of the personality dimensions of inclusion, control, and affection, as posited by Schutz, would also be very productive learning experiences for both trainees and experienced teachers.
One of the early childhood teacher education courses I teach employs teacher narratives (Sutherland, 1999). Well-written, detailed teacher narratives provide trainees with opportunities to compare and contrast their 'stories' with those of other more experienced teachers. An essential component of this approach, however, is the inclusion of a theoretical base through which to derive meaning and to provide generalization opportunities for teachers studying the narratives. Wien's work (1995) is an example of this approach. The combined theoretical frameworks of John Bowlby, Seymour Epstein, and Will Schutz provide a very comprehensive base and intriguing teacher education possibilities. In these theories there are relatively straightforward concepts involved that are amenable to a teacher insight development approach. The behavioural skills aspect would be well covered by use of the Affection Measurement System. To my knowledge, such a combined approach has not yet been employed as a teacher training method.

### 12.8 Ideas for future research

The central research challenge is to identify and clarify factors that enable early childhood teachers to meet the affection needs of the children in their classrooms. The present study has employed a useful observation tool to directly observe, identify, and quantify affection behaviours. It has also presented a useful combination of theoretical concepts to provide identifiable connections among various aspects of a teacher's life so that the roots of her affection can be brought into focus. Further research is needed to explore and clarify a number of issues.

1. This study of 7 highly skilled teachers generates questions about the affection characteristics and behaviours of the general population of early childhood teachers. It was found that teachers who recall experiencing affection from their parents in childhood do express affection to children in their classrooms. Those with non-affectionate parents benefited from the affection of another family member and also expressed affection to children. As noted in the preceding
section, an unexpected finding was that the teachers in this study all displayed ample affection with children. Is there a population of affectionate teachers who have been deprived of affection in childhood by parents or other relatives? Is the recollection of ample parental affection in childhood a pre-requisite for a teacher to value affection and behave affectionately with children?

Several of the teachers in the present study believed that they had not had adequate parental affection in their childhoods. Beyond the positive influence of affectionate non-parental figures, are there mitigating qualities or protective factors in those parent-child relationships that would enable that child in her adulthood to be affectionate? The influence of a nonparental loving adult in childhood, for example, Epstein's idea of an internalized loving parent, seems to have been an important influence on the teachers in this study who had non-affectionate parents. How influential is this person? Is this finding generalizable or are there affectionate teachers who can recall neither affectionate parents nor a nonparental loving adult? If so, what is influencing those teachers to express affection to children?

2. Of specific interest to affection research are specific sub-populations of teachers. Further examination of the mothering-teaching issue is suggested. Several of the teachers in this study were mothers and they believed that motherhood was connected to their sensitivity and affection with the children. Is this true of early childhood teacher-mothers generally? Studies of affectionate teachers from neglectful, rejecting, and abusive family backgrounds would also be interesting to pursue. Larger studies involving many more teachers would be helpful for confirmation and generalization of the current findings and to address these and other questions.

3. From the sample of competent teachers working in high quality centres in the present study, it emerged that certain personal beliefs and childhood self and
family perceptions of the teachers were linked to their affection with children. Aspects of the teachers' childhood emotional and social development such as the presence of positive feelings about the self, positive beliefs about the self and activities that reinforced those beliefs, and satisfying recollections of inclusion, control, and affection within their families seem to influence their subsequent affection beliefs and professional practices with children. Is this constellation of personal beliefs, attributes, and experiences true of teachers in the general population? Would it be true of less capable teachers in centres providing poorer quality care? Further, it would be interesting to know the relationships among teacher capability, centre quality, and teachers' interest and ability to express affection to children. These are questions to be explored in future studies.

4. What are the characteristics of teachers who provide very little or no affection to children in their classrooms? What were their childhoods like when considered in terms of the theories of Bowlby, Epstein, and Schutz? What are the factors? Is it primarily a childhood experience issue, a matter of professional belief, personal preference or a combination of those factors? Did those teachers have a nonparental adult who served as an internalized loving parent? What about the positive or negative focus of their sense of self, their beliefs about themselves and the ways they found to confirm and reinforce those beliefs? Did they grow up feeling included, with power and control, and a sense of emotional attachment to their family members? Differential profile studies of affectionate and non-affectionate teachers would help to clarify correlational connections between teachers' childhoods and their teaching practices and lead to consideration of causational issues.

5. Finally, an area for future research is the effectiveness of teacher preservice and in-service training in teacher affection. In preservice early childhood teacher training programs there appears to be inadequate coverage of teacher-child
affection. How do teachers who are not naturally affectionate in their relating style learn to behave affectionately? As Sandra Twardosz noted, simple skills training methods seem to have limited effectiveness. An insight approach employing the concepts of Epstein and Schutz to facilitate teacher insight into the beginnings of her beliefs and personal characteristics related to expressing affection has interesting possibilities. Would insight development in combination with skills training using the Affection Measurement System be an effective teaching strategy? The AMS provides clearly organized and well defined evidence of affection behaviours. More information is needed about the effectiveness of teacher training methodologies in this area.
REFERENCES


References


References


References


References


References


Appendix A: Letter of Consent

LETTER OF CONSENT TO PARTICIPATE IN STUDY

Dear: ___________________________ Date: ________________

I am conducting a study of the ways that early childhood teachers respond emotionally and socially to the children in their classrooms. I am also studying teachers' views, opinions, experiences, and characteristics with regard to their relating styles with young children.

For Part One of the study I would like to observe you in your classroom at various times during the day over a period of several days. I will negotiate with you and your centre administrator for specific days that are mutually convenient. The recorded observations and notes that I take are confidential and will be shared with you privately at a later meeting.

For Part Two of the study I will be asking you to meet with me privately for approximately 2 hours at a mutually convenient time to discuss your ideas and experiences regarding your relating style and skills with young children. I will be using a semi-structured questionnaire format. The interview will be audio-taped. I will give you a copy of the questions I will be asking in the interview so that you have the opportunity to think and prepare ahead of time if you wish to do so.

While your centre administrator has given permission for the study to take place, it has been agreed that your participation is entirely voluntary. I will be available to discuss questions and issues arising from your participation in the study at any time. You are also free to withdraw from the study at any time. Supervisory and administrative personnel will not have access to the observation notes, and written or audio-taped data gathered. General feedback that respects your privacy will be provided to interested administrators, supervisors, and teachers in the participating centres when the study's report has been completed.

To include you in the study I require your informed consent. I would appreciate it if you would detach and sign the Informed Consent Form below. Your signature indicates that you have read the above letter and agree to participate. Please retain this letter for your reference.

Thank you very much for your interest and cooperation.

sincerely,

James R. Sutherland
Doctoral candidate
Department of Human Development and Applied Psychology
Ontario Institute for Studies in Education of the University of Toronto

__________________________
INFORMED CONSENT FORM

Investigator: James Sutherland

I, _______________________________________________ have read the attached letter and have had an opportunity to discuss the study with the investigator. I agree to be a voluntary participant in the study. I understand that I may withdraw from the study at any time.

Participant's Signature: __________________________

Date Signed: __________________________
Appendix B: Affection Measurement System data recording form
<table>
<thead>
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<th>Subject Code No.</th>
<th>Observation No.</th>
<th>Activity</th>
<th>Centre Code</th>
<th>No. Staff Present</th>
<th>No. Children Present</th>
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<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Recipient</th>
<th>WHO is recipient</th>
<th>WHAT child(ren) doing</th>
<th>Target Response</th>
<th>Child Response</th>
<th>TARGET CATEGORIES</th>
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<tbody>
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WHAT child(ren) doing:
- **P** participating (engaged)
- **N** not participating (non-engaged)
- **C** showing need for comforting
- **A** being aggressive
- **D** just been disciplined
- **O** other
- **AT** spontaneously approaching teacher

Child Response:
- **+** positive
- **-** negative
- **N** neutral
- **0** none
- **NV** not visible

TARGET CATEGORIES:
- **SM** smiling
- **AW** affectionate words
- **AC** active
- **PC** passive
- **SI** other social interaction
- **NI** no interaction

Spontaneous Affectionate Words any time during intervals.
Appendix C: Teacher narrative questionnaire
Illustration of a teacher narrative questionnaire.

PART A.

1. TELL ME ABOUT YOUR CAREER IN ECE. TELL ME ABOUT CHOOSING TO WORK WITH YOUNG CHILDREN. WHY ARE YOU DOING WHAT YOU ARE DOING?
   PROBES: HOW DO YOU FEEL IT HAS CHANGED YOU, IMPACTED ON YOU?
   OTHER PROBES AS NEEDED AT THE TIME

2. TELL ME ABOUT YOUR CLASSROOM. DESCRIBE WHAT KIND OF PLACE YOU WANT IT TO BE. TELL ME WHAT YOU HAVE DONE TO MAKE IT YOUR CLASSROOM.
   PROBES: AS NEEDED TO FILL OUT RESPONSES

3. TELL ME WHAT YOU LIKE ABOUT TEACHING. WHAT ARE THE REWARDS?

4. TELL ME WHEN YOU FEEL GOOD AS A TEACHER. TELL ME ABOUT YOUR FAVOURITE MOMENTS, YOUR TEACHING SUCCESSES. TELL ME ABOUT A TIME RECENTLY IN YOUR WORK WHEN YOU FELT PARTICULARLY PLEASED/SUCCESSFUL.

5. TELL ME WHAT YOU FIND DIFFICULT AS A TEACHER. WHEN DO YOU FEEL FRUSTRATED AND CHALLENGED? DO YOU THINK SOMETIMES OF LEAVING TEACHING? AT THESE TIMES, WHY DO YOU STAY ON?

6. TELL ME ABOUT YOUR VALUES AND PRIORITIES AS A TEACHER. TELL ME ABOUT THE QUALITIES YOU MOST ADMIRE IN OTHER TEACHERS.

7. TELL ME ABOUT THE THINGS YOU LIKE IN THIS WORK SETTING.

8. WHAT CHANGES WOULD YOU LIKE TO SEE HERE?

9. TELL ME ABOUT THE CHILDREN IN YOUR CLASS. WHY THIS AGE GROUP? WHAT IS IT LIKE TO BE WITH THEM? WHAT ARE THEY LIKE? TELL ME ABOUT THEIR INTERESTS AND NEEDS. WHAT ABOUT THE CHILDREN YOU ARE PARTICULARLY DRAWN TO? AND THE CHILDREN YOU FIND TO BE CHALLENGING OR DIFFICULT?
10. HOW DO YOU SEE YOUR ROLE IN THE LIVES OF THE CHILDREN? TELL ME ABOUT YOUR PRIORITIES AND GOALS FOR THEM. HOW ARE YOU MAKING THESE PRIORITIES AND GOALS HAPPEN?

11. HOW ABOUT THE PARENTS? WHAT DO YOU SEE AS YOUR ROLE HERE?

12. MORE BROADLY, WHAT ARE YOUR THOUGHTS ABOUT RAISING YOUNG CHILDREN TODAY? ABOUT TEACHING THEM?

13. HOW DO YOU SEE YOUR ROLE IN PREPARING CHILDREN FOR THE FUTURE? - IN THE GENERAL SENSE

PART B.

1. WHAT STEERED YOU TOWARD TEACHING YOUNG CHILDREN? TELL ME ABOUT YOUR DECISION TO BECOME A TEACHER. WHEN DID YOU DECIDE? WHY EARLY CHILDHOOD TEACHING? LOOKING BACK, WHAT DO YOU THINK (FEEL) ABOUT YOUR DECISION TO BECOME AN EARLY CHILDHOOD TEACHER?

2. TELL ME ABOUT YOUR EARLY CHILDHOOD TEACHER TRAINING. DID IT PREPARE YOU FOR THE CLASSROOM AND THE CHILDREN? WHAT WERE THE INFLUENCES ON YOU DURING THE TEACHER TRAINING PERIOD? COLLEGE PROFESSORS, CLASSMATES? FIELD TEACHERS OR SUPERVISORS? PARENTS?

3. HAVE YOU CHANGED AS A TEACHER OVER THE YEARS? HAVE YOUR VIEWS OF YOUNG CHILDREN CHANGED?

4. TELL ME ABOUT YOUR OWN FAMILY, YOUR PARENTS AND BROTHERS AND SISTERS.

5. HOW WERE YOUR GROWING-UP YEARS?

6. WERE THERE PEOPLE AND EVENTS THAT REALLY INFLUENCED YOU IN YOUR GROWING-UP YEARS?

7. CAN YOU RECALL ANYTHING EARLY ON THAT INFLUENCED YOU TO BECOME AN EARLY CHILDHOOD TEACHER?

8. ARE THERE EARLIER EXPERIENCES IN YOUR LIFE THAT CONTINUE TO INFLUENCE YOUR INTEREST IN AND WORK WITH YOUNG CHILDREN NOW?
9. TELL ME ABOUT YOUR LIFE OUTSIDE OF YOUR JOB. ARE YOU INVOLVED IN ANY OTHER PROJECTS OR INTERESTS? HOW IMPORTANT ARE THEY TO YOU?

10. TELL ME WHAT YOU SEE YOURSELF DOING A FEW YEARS FROM NOW. WHAT ARE YOUR LONG TERM PLANS AND GOALS?

PART C.

1. TELL ME ABOUT AFFECTION AND THE CHILDREN IN YOUR CLASSROOM - CHILDREN'S AFFECTION NEEDS - ARE THERE DIFFERENCES AMONG CHILDREN? - TELL ME ABOUT EXPRESSING AFFECTION TO CHILDREN.

2. DO YOU FIND THAT SOME CHILDREN ARE EASIER TO BE AFFECTIONATE WITH THAN OTHERS? (WHY - DISCUSS)

3. DO YOU THINK THERE IS A PROFESSIONAL AFFECTION THAT YOU LEARN? - WHO IS BEING AFFECTIONATE? YOU AS A PERSON OR YOU AS A PROFESSIONAL?

4. TELL ME ABOUT YOUR NATURAL (PERSONAL) AFFECTION. WHERE DOES (HAS) IT COME FROM? HOW DOES IT SHOW?

5. IS THERE A DIFFERENCE BETWEEN NATURAL PERSON (NAME) AND TEACHER-PROFESSIONAL (NAME)?

6. TELL ME ABOUT CHILDREN'S EMOTIONS. WHAT ARE YOUR THOUGHTS ABOUT CHILDREN'S EMOTIONS IN YOUR CLASSROOM?

7. ARE THERE SOME THAT ARE MORE IMPORTANT THAN OTHERS? SOME THAT ARE MORE APPROPRIATELY DEALT WITH?

8. I'M WONDERING ABOUT YOUR THOUGHTS ON CONNECTIONS BETWEEN YOUR GROWING UP, YOUR PERSONAL EARLY YEARS, AND THE WORK YOU ARE DOING NOW - TO DO WITH FEELINGS AND AFFECTION. ARE THERE THEMES OR THREADS?
Appendix D: Teacher observation times according to parts of the program

**Table D1: Teacher observation times according to part of program**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Free play</th>
<th>Structured time</th>
<th>Eating time</th>
<th>Bath/cloak</th>
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<td>beh.</td>
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<td>T4 Kathryn</td>
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