

TEACHER'S EMOTIONS IN RELATION TO THE SCHOOL INCLUSION PROCESS: A SYSTEMATIC REVIEW¹

AS EMOÇÕES DO PROFESSOR FRENTE AO PROCESSO DE INCLUSÃO ESCOLAR: UMA REVISÃO SISTEMÁTICA²

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ABSTRACT: The effectiveness of the process of school inclusion in Brazil involves several questions concerning the teacher and pedagogical practices. Although more attention has traditionally been given to the aspects of education and intellectual empowerment, it is also necessary to understand how teacher's emotional aspects reverberate across his/her practice in the classroom. In this sense, this study had the objective of carrying out a systematic review in the national publications indexed in the SciELO database on the teacher's emotions regarding the process of school inclusion, within the framework of Elementary Education. The systematic search resulted in the selection of ten papers. There were not any papers found with specific focus on the implications of the teacher's emotional aspects during school inclusion. The studies pointed out the presence of several emotions/affections/feelings, both in relation to the pedagogical work and to the student with special educational needs. The most frequently mentioned emotions were: impotence, insecurity, fear, anguish, helplessness and isolation. In general, these emotions were related to the teacher's unpreparedness to perform the work in the inclusive perspective. Emotions related to the bond between teacher and student (such as love, affection and progress), to the special educational needs of students (such as fear and pity) and also related to the exercise of professional practice (such as dismay, unpreparedness and loneliness) were also mentioned. The systematic review points to the need for further investigation on this theme, as well as the need to create spaces for the expression and valorization of the teacher's emotions, thus contributing to the effectiveness of school inclusion.

KEYWORDS: Special Education. Teacher-student relationship. Educational inclusion. Emotions.

RESUMO: A efetivação do processo de inclusão escolar no Brasil envolve diversas questões referentes ao professor e às práticas pedagógicas. Embora tradicionalmente tenha sido dada mais atenção aos aspectos de formação e de capacitação intelectual, também é necessário compreender como os aspectos emocionais do professor repercutem sobre sua prática em sala de aula. Nesse sentido, este estudo teve o objetivo de realizar uma revisão sistemática nas publicações nacionais indexadas na base SciELO sobre as emoções do professor frente ao processo de inclusão escolar, no âmbito do Ensino Fundamental. A busca sistemática resultou na seleção de 10 artigos. Não foi localizado nenhum artigo com foco específico nas implicações dos aspectos emocionais do professor durante a inclusão escolar. Os estudos apontaram a presença de diversas emoções/afetos/sentimentos, tanto em relação ao trabalho pedagógico como em relação ao aluno com necessidades educacionais especiais. As emoções mais frequentemente mencionadas foram: impotência, insegurança, medo, angústia, desamparo e isolamento. Em geral, essas emoções foram relacionadas ao despreparo do professor para realizar o trabalho sob a perspectiva inclusiva. Foram ainda citadas emoções relacionadas ao vínculo entre professor e aluno (como amor, carinho e progresso), à necessidade educacional especial dos alunos (como medo e pena) e também vinculadas ao exercício da prática profissional (como desânimo, despreparo e solidão). A revisão sistemática aponta para a necessidade de mais investigações da temática, bem como a necessidade de criação de espaços para a expressão e a valorização das emoções do professor, contribuindo, dessa forma, para a efetivação da inclusão escolar.

PALAVRAS-CHAVE: Educação Especial. Relação professor-aluno. Inclusão educacional. Emoções.

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1 INTRODUCTION

Currently, the process of school inclusion has been the subject of reflection and studies in the context of Brazilian schools. The recent publication of the Brazilian Law on the Inclusion of People with Disabilities (Lei N° 13.146, 2015) reinforces this discussion, emphasizing the principles of establishing an inclusive society. In the area of education, service to students with special educational needs has historically been marked by rejection and segregation. The process of school inclusion has been slowly developing in Brazil since the 1990s, through the signing of several international declarations and also domestic provisions such as the *Lei de Diretrizes e Bases da Educação Nacional* (National Education Guidelines and Framework Law) (Lei N° 9.394, 1996), the *Diretrizes Nacionais para a Educação Especial na Educação Básica* (National Guidelines for Special Education in Basic Education) (Resolução N° 2, 2001) and the *Política Nacional de Educação Especial na Perspectiva da Educação Inclusiva* (National Policy on Special Education in the Perspective of Inclusive Education) (2008).

Despite the existence of legal determinations that guarantee the right of every student access to education, the constitution of inclusive schools involves the construction of new ways of understanding the school process, the reformulation of the concept and the forms of teaching and learning. School inclusion does not include a review of the concept of the school itself, as it has historically been constituted and positioned, legitimizing the maintenance of certain powers and knowledge. The process of school recontextualization and reflection on its foundations and practices, so that it can meet the demands of a society increasingly conscious and anxious for its rights, has required adaptation of the whole school and, in a special way, the teaching staff.

The effectiveness of school inclusion in Brazilian schools has been a process marked by the contradiction between the determined and the executed (Gomes & Souza, 2012; Oliveira-Menegotto, Martini, & Lipp, 2010; Tavares, Santos, & Freitas, 2016). Although the legislation has favored access and permanence of students with special educational needs to the regular system of education, many schools still face difficulties in achieving inclusion. The lack of specific education and the unpreparedness of the teacher have often been pointed out as factors that hinder school inclusion (Briant & Oliver, 2012; Gomes & Souza, 2012; Musis & Carvalho, 2010; Oliveira-Menegotto et al., 2010; Tavares et al., 2016).

The teacher's preparation for inclusion, in general, refers to academic education; in this sense, it is suggested that the difficulties in relation to inclusive work could be minimized through educational courses, training courses and continuing education (Briant & Oliver, 2012; Dias, Rosa, & Andrade, 2015; Gomes & Souza, 2012; Silveira, Enumo, & Rosa, 2012; Tavares et al., 2016). Also pointed out as a facilitating strategy for school inclusion, is the constitution of groups and work teams, through which teachers and school administrators could act collaboratively, offering support and mutual assistance in the course of the inclusion process (Briant & Oliver, 2012; Crochík, Pedrossian, Anache, Meneses, & Lima, 2011; Dias et al., 2015; Oliveira-Menegotto et al., 2010; Toledo & Vitaliano, 2012). Thus, the emphasis on the methodological and practical aspects of inclusion is observed.

Less emphasis is placed on the consideration of the teacher's personal characteristics, his/her experiences, beliefs, opinions, or dispositions regarding the inclusion and the

psychological resources that he/she has in order to carry out his/her work (Crochík et al., 2011; Dias et al., 2015; Oliveira-Menegotto et al., 2010; Silveira et al., 2012). These aspects could be developed through the creation of spaces for listening and support in the school, which would allow teachers to reflect on practices and experiences and to exchange experiences about inclusion (Briant & Oliver, 2012; Gomes & Souza, 2012; Silveira et al., 2012).

In general, there is no consistent concern to emotionally prepare professionals for the new job that is required of them. Thus, the emotional aspects of the teacher are often relegated to the detriment of cognitive factors, causing teacher education to turn only to the intellectual understanding of the terms and situations of inclusion, but failing to consider the importance of the teacher's emotions, both in relation to the work carried out in the inclusive process and regarding the student with special educational needs.

Therefore, this paper intends to investigate the role attributed to the teacher's emotions in relation to the reality of school inclusion, within the regular Elementary School. The study of the correlation between the teacher's emotions and the school inclusion process can contribute to the effectiveness of inclusion in Brazilian schools, and the fact that no national systematic review that addresses this correlation has been identified reinforces the need to explore this theme. The aim of this paper was to conduct a systematic review of the scientific literature on emotions/affections/feelings⁵ of the teacher in relation to the process of school inclusion, in the context of Brazilian Elementary Schools. The review covered theoretical and empirical studies indexed in the SciELO Brazil database - Scientific Electronic Library Online.

2 METHOD

We decided, in this research, to carry out a systematic review. This type of research seeks, through the investigation of the literature, to answer a specific question on a certain theme. To achieve the goal, the systematic review identifies all studies that meet the defined eligibility criteria, summarizing and critically appraising the selected information. Thus, through systematic and explicit methods, the systematic review provides reliable results, capable of subsidizing the decision-making (Galvão & Pereira, 2014; Higgins & Green, 2011; Sampaio & Mancini, 2007). We consider, therefore, that the elaboration of a study in this way contributes not only to the construction of a theoretical framework, but also to the decision-making that concretely affects the reality of school inclusion in the country.

This systematic review was performed based on the Brazilian studies indexed in the SciELO database. A specific time interval was not defined for the research, choosing to identify all possible results, regardless of the year the study was published. The research was conducted from descriptors that could cover the reality of school inclusion, emphasizing the teacher's emotions. We started the research with the descriptors *school* or *teacher*, *inclusion* and *emotion*.⁶ As the research was performed, and considering the low index of results obtained, the

⁵ The distinction between the terms 'emotion', 'affection' and 'feeling' is still unclear in the literature. As the revised studies indiscriminately use the three terms, often by applying them as synonyms, we will adopt the expression 'emotions/affections/feelings' in this study.

⁶ Note of translation: Although the descriptors are translated here, for this research, they were all used in Portuguese.

search expressions were broadened through the use of Boolean operators⁷. The combinations of descriptors searched were:

- (school OR teacher OR education of teachers) AND inclusion AND (affection OR affectivity OR feeling OR emotion OR subjectivity);
- (school OR teacher OR education of teachers) AND inclusion AND (student OR teacher student relationship);
- (school OR teacher OR education of teachers) AND (affection OR affectivity OR feeling OR emotion OR subjectivity);
- (school OR teacher OR education of teachers) AND (affection OR affectivity OR feeling OR emotion OR subjectivity) AND (student OR teacher student relationship);
- (school OR teacher OR education of teachers) AND (student OR teacher student relationship);
- inclusion AND (affection OR affectivity OR feeling OR emotion OR subjectivity);
- inclusion AND (student OR teacher student relationship).

The research allowed the initial location of 835 papers. The reading of the title and abstract of each article was done, and only those related to at least two of the main search criteria (school/teacher, emotion and inclusion) were selected. We also excluded duplicate papers, which were repeated in different descriptors. Through this process, a total of 47 papers were obtained, which were read in full. When observing the purposes of the research, papers that dealt with other teaching modalities and also the specific context of an academic discipline were excluded, including only the papers that referred to the context of regular Elementary Education. The reading of the papers also revealed that several studies did not address the teacher's emotions, only mentioning the theme, through vague or indirect references to emotional issues. Thus, after applying these exclusion criteria, we reached the result of 10 papers for analysis.

3 RESULTS AND DISCUSSION

The papers selected were published in the period 2008 to 2016. In the years 2009, 2013 and 2014, there were no publications referring to the theme in the SciELO database. The distribution of publications was one paper per year in the years of 2008, 2011, 2015 and 2016; in the year 2010 two papers were published. The year 2012 was the most significant in productivity, recording a total of four publications.

Regarding the place of publication, all journals are, in *Qualis* classification, between A1 and B2⁸. We highlight the *Revista Brasileira de Educação Especial* (Brazilian Journal of Special Education), in which 50% of the papers were published. The other studies were published in different journals (*Educação e Pesquisa* (Education and Research), *Educação & Sociedade*

⁷ Boolean operators AND, OR, and NOT are words that allow the search terms to be combined by the search system, making it easier to obtain results (Pizzani, Silva, Bello, & Hayashi, 2012).

⁸ Note of translation: *Qualis* is a Brazilian official system of classifying scientific production. It is maintained by CAPES (*Coordination for the Improvement of Higher Education Personnel*). The grades are as follows: (A1, the highest; A2; B1; B2; B3; B4; B5; C).

(Education & Society), *Fractal: Revista de Psicologia* (Fractal: Journal of Psychology), *Psicologia USP* (Psychology USP), and *Psicologia: Ciência e Profissão* (Psychology: Science and Profession).

The majority of the papers were written by women, corresponding to 88.9% of the papers. In relation to the authors' main area of study, Psychology (72.4%) stands out, with the areas of Education (20.7%) and Occupational Therapy (6.9%) also appearing.

All selected studies were within the scope of school inclusion, addressing themes that included teacher education (Tavares et al., 2016; Toledo & Vitaliano, 2012); identification of factors necessary for inclusion and its implementation (Dias et al., 2015; Briant & Oliver, 2012); conceptions and social representations of teachers (Monteiro & Manzini, 2008; Musis & Carvalho, 2010; Silveira et al., 2012); discourses (Oliveira-Menegotto et al., 2010) and teacher attitudes (Crochík et al., 2011); and the relations of subjectivation of teachers in the process of school inclusion (Gomes & Souza, 2012).

The objectives of all selected studies are about the investigation of aspects related to the teacher in the context of inclusive education. These aspects included studies aimed at teacher education for inclusion (Tavares et al., 2016; Toledo & Vitaliano, 2012) and the positioning of teachers from the advantages and disadvantages perceived in the inclusive process (Crochík et al., 2011). Discourses (Oliveira-Menegotto et al., 2010) and conceptions of teachers towards school inclusion (Muis & Carvalho, 2010; Silveira et al., 2012) were analyzed, observing if these conceptions were modified after the work with inclusion in the classroom (Monteiro & Manzini, 2008). The papers also dealt with the identification of important factors for the effectiveness of school inclusion (Dias et al., 2015), the identification of pedagogical strategies (Briant & Oliver, 2012) and the relations of subjectivation of teachers during the process of school inclusion (Gomes & Souza, 2012).

The theoretical basis of the studies was varied. The bioecological model of human development of Bronfenbrenner and Morris, the critical theory of society, González-Rey's theory of subjectivity, the theory of representations and the foundations of educational inclusion movement were used. Half of the papers selected did not specify the theoretical baseline. They developed analyzes from several authors, according to the themes raised in each research.

Regarding the contribution of the papers in terms of scientific production, most of the studies (90%) presented research reports, while 10% referred to the literature review. All the empirical papers used the qualitative method, using different techniques of data collection in combination. The most used technique was the semi-structured interview, recorded and transcribed (Briant & Oliver, 2012; Crochík et al., 2011; Dias et al., 2015; Monteiro & Manzini, 2008; Oliveira-Menegotto et al., 2010; Tavares et al., 2016). Techniques such as: unstructured interview (Monteiro & Manzini, 2008); descriptive study (Briant & Oliver, 2012); collaborative research (Toledo & Vitaliano, 2012); field journal (Gomes & Souza, 2012); and content notebook (Monteiro & Manzini, 2008) were used. One paper used a questionnaire and data analysis software in the cohesitive model (Gomes & Souza, 2012). One paper whose methodology was described as a literature review carried out a systematic review of national publications between 2000 and 2010 (Silveira et al., 2012).

All participants in the empirical studies were teachers. The sample size varied between two and 107 participants, and were teachers from different years of Elementary School. A teacher of Early Childhood Education, a pedagogical coordinator and a representative of a specialized center for inclusion are also included in the sample. Among the nine empirical studies analyzed, seven papers were carried out only of teachers with previous or current experience in inclusive education, while one paper had participants as teachers with and without experience in inclusion; one paper makes no mention of participants' practical experience in the inclusive context.

On the one hand, the studies listed several emotions/affections/feelings attributed to the teacher, in relation to the educational practice carried out in the context of school inclusion. The nuisance regarding the structure of the inclusive system was pointed out (Dias et al., 2015). On the other hand, the work done collaboratively in schools raises emotions/affections/feelings of commitment, freedom, belonging and progress, besides the feeling of reaching the goal of making the educational inclusion work out (Briant & Oliver, 2012; Toledo & Vitaliano, 2012).

Some studies have mentioned emotions/affections/feelings linked to a closer teacher-student relationship, such as acceptance, affection, love, tenderness, sensitivity and tranquility (Dias et al., 2015; Musis & Carvalho, 2010).

Most of the emotions/affections/feelings reported in the studies show the difficulty and lack of preparation of the teachers in relation to the work of inclusion. The most mentioned emotions/affections/feelings, cited in more than one study, were: impotence (Briant & Oliver, 2012; Crochik et al., 2011; Gomes & Souza, 2012; Oliveira-Menegotto et al., 2010; Silveira et al., 2012; Toledo & Vitaliano, 2012), insecurity (Briant & Oliver, 2012; Gomes & Souza, 2012; Monteiro & Manzini, 2008; Silveira et al., 2012; Toledo & Vitaliano, 2012), fear (Dias et al., 2015; Monteiro & Manzini, 2008; Silveira et al., 2012; Toledo & Vitaliano, 2012), anguish (Briant & Oliver, 2012; Silveira et al., 2012; Tavares et al., 2016), helplessness (Briant & Oliver, 2012; Oliveira-Menegotto et al., 2010; Silveira et al., 2012) e isolation (Dias et al., 2015; Gomes & Souza, 2012). Participants also cited emotions/affections/feelings that they attributed to fellow teachers: disgust and aversion. (Dias et al., 2015).

The papers selected also cited other emotions/affections/feelings of the teacher regarding inclusion⁹: anxiety, shock, guilt, discouragement, unfamiliarity, disbelief, despair, unpreparedness, devaluation, difficulty, failure, frustration, incompetence, panic, pity, prejudice, feeling of being lost, feeling of non-fulfillment of the profession and loneliness (Briant & Oliver, 2012; Crochik et al., 2011; Dias et al., 2015; Gomes & Souza, 2012; Monteiro & Manzini, 2008; Oliveira-Menegotto et al., 2010; Silveira et al., 2012; Toledo & Vitaliano, 2012).

As previously explained, the objective of this study was to know the current state of knowledge about the influence of the teacher's emotions on the process of school inclusion, in the Brazilian context, from the papers indexed in the SciELO database. The systematic review allowed the identification of 10 papers that addressed the theme in a direct way. However, it is important to highlight that, in all the papers selected, the theme of the emotions was investigated secondarily to other aspects, arising as a result of the investigation of the main theme. No studies were found specifically directed to the emotional aspects of the teacher in the context of inclusive education.

⁹ Each of these emotions was related only once; alphabetical order was used as the criterion for their ordering in this list.

Although a low production of papers related to teachers' emotions was identified in relation to inclusion, it was observed that the first studies published in relation to the theme appeared after 2008, this fact may be correlated to a progressive increase in the interest about inclusion, which is realized through discussion and execution of public policies, such as the International Convention on the Rights of Persons with Disabilities (Decreto Legislativo N° 186, 2008a) and the National Policy on Special Education in the Perspective of Inclusive Education (Política Nacional da Educação Especial na Perspectiva de Educação Inclusiva, 2008). The data collected in the SciELO database by this research show that, although school inclusion is a topic of frequent discussion, the themes of published Brazilian studies indicate that there is no consistent interest in researching how the teacher's emotional aspects related to inclusion manifest themselves and how this has repercussions on teacher-student relationship and in his/her everyday pedagogical practices. In addition, we can also cite the traditional dichotomy of the school between affective and intellectual aspects, which is manifested in a model of education that denies the emotional dimension, isolating it to the detriment of a supposedly rational and purely cognitive learning (Camargo, 2004). Such position was criticized by Vygotsky (2004), who considered emotion as important as thought in the teaching-learning process, and argued that '[...] it is precisely the emotional reactions that must form the basis of the educational process' (Vygotsky, 2004, p. 144). In this sense, the low index of productions addressing the theme of emotions may reflect an old reality in the area of education, which still persists in minimizing the importance of the emotional aspects that permeate the context of the school.

The predominance of female authors, which characterizes almost 90% of the selected studies, seems to indicate that the area of education and teaching remains, still and historically, a field of action, reflection and debate preferentially occupied by women (Rabelo & Martins, 2010).

Although there have been studies conducted by professionals in the area of Education and Occupational Therapy, the prevalence of authors related to the area of Psychology indicate that concern for teachers' emotions has predominantly been a psychological field of research. Nevertheless, there is a trend towards an approximation between theory and practice that allows real samples of teachers' experiences, since most of the studies involved teachers who worked daily in the context of inclusive education as participants. The valorization of research in the context of the daily school practices of the teacher explains the predominant use of qualitative research methods in the selected studies, since the qualitative method allows a representation of the objects of study in their totality, inserted in their everyday contexts (Flick, 2009).

None of the selected studies defined the concept of emotion, and the term is often replaced by 'feeling' or 'affection' in an undifferentiated way. The emotions/affections/feelings cited by teachers regarding the inclusive education process indicate the difficulties experienced by these professionals in the exercise of teaching. All of the most cited emotions/affections/feelings in the studies (anguish, helplessness, isolation, fear, impotence and insecurity) point to the experience of situations in which inclusion is seen by teachers in a threatening way, a clear indicative of how they perceive and relate to the idea and practice of school inclusion.

In spite of the mention of emotions/affections/feelings related to the establishment of close bonds with the student with special educational needs (love, tenderness, progress, and so on), a higher incidence of terms that point to the difficulty of establishing relationships

with the student (disbelief, fear, pity, and so on) and with his/her own professional practice (discouragement, lack of preparation, loneliness, and so on) is observed.

4 CONCLUSIONS

The low number of publications in the SciELO database that address the teacher's emotions in the process of inclusive education and the lack of papers focused on this theme reveal the shortage of studies in the area and the urgent need for research that comprehend the teacher and the pedagogical work as an inseparable whole between actions, thoughts and emotions.

Although Psychology currently demonstrates more interest in the subject of emotions, it is essential that the area of education also makes its approximations, reviewing the traditional Cartesian premises of exclusive valorization of the cognitive processes, separated from emotions. The teacher's preparation for acting in inclusive education should encompass not only intellectual education, but it should also be directed to its social and emotional aspects; in fact, '[...] emotional reactions exert the most substantial influence over all forms of our behavior and the moments of the educational process' (Vygotsky, 2004, p. 143).

From a historical-cultural perspective, we understand that emotions are internal signs, prior to rational valuation, that mediate human activity. Considered as the first form of communication, they present an ideomotor character and constitute intense, abrupt and short term affective experiences, beginning with organic stimulation, expressing itself in a generalized and diffused way throughout the body (Leite, 1999). They constitute, therefore, a system of reactions of the organism, organizer of the forms of behavior (Vygotsky, 2004, 2016). This definition allows us to understand that the teacher's emotions towards inclusive education are indicative of his/her actions. In this sense, when reviewing the emotions mentioned in the studies analyzed, we perceived how much the Brazilian teacher still finds the reality of inclusion in his/her classrooms strange.

Emotions materialize the ideologies and social practices of each moment, relating directly to the situation experienced by the person (Camargo & Bulgacov, 2016). Therefore, although they manifest themselves from physiological changes, emotions are not restricted to biological aspects, but they are directly related to the objective reality, socially, historically and culturally experienced, marking the constitution of intersubjectivity (Camargo & Bulgacov, 2016; Leite, 1999). Knowing the teacher's emotions in relation to inclusion is to know the reality of inclusive education within, behind trained and stereotyped discourses. Emotion is a striking and authentic expression and reveals how the teacher truly relates to inclusion.

Emotions fulfill complex communicative, moral, and cultural functions (Ratner, 1995). It is only possible to understand them within the dynamic cultural context in which they are produced; emotions can only be signified from concrete, historical and cultural experiences lived in the social environment (Camargo & Bulgacov, 2016; Ratner, 1995). In this sense, we cannot surrender to biased tendencies by dichotomizing emotions as positive or negative; they should be understood as genuine expressions referring to a given context.

It is then necessary to question what the teacher's emotions tell us about inclusion and the student with special educational needs. We believe that emotion and reason do not

exclude each other; on the contrary, they complement each other interdependently. We agree with Vygotsky (2004), who advocates the valorization of emotions in the school context: '[...] the emotional aspect of the individual is of no less importance than other aspects and is the object of concern of education in the same proportions as intelligence and willingness are' (Vygotsky, 2004, p. 146). The emotions of teachers, as seen in the selected papers, reveal a reality which urgently needs to be heard, expressed, studied; it is up to us to listen or not. The learning process cannot disregard the influence and strength that emotional aspects exert on the processes of teaching, learning, and interacting that occur within the school. This is particularly relevant - and urgent - in the context of inclusive education.

If we are to build genuinely inclusive schools, it is necessary to review how we deal with education, learning and school actors. The school is a place of relationships, in which teacher and student interact not only cognitively, but where they also exchange experiences, impressions and emotions. So until the school overcomes the traditional dichotomous view that separates and isolates the cognition of emotions, it will not be possible to construct an integral vision of the teacher and of the student, agents of learning. While the teacher is only seen as a brain, with no space to feel and be affected, the school closes itself to the possibility of there being more open and authentic relationships that facilitate relations and which approach a real subject, both in body and mind, who thinks and also feels. An inclusive school needs to include its subjects entirely, teachers and students; it needs to understand them as full and integral beings who possess intellect and also emotions. Only from this conception of cognitive affective unity (Vygotsky, 1997) will we be able to actually advance the ambitious and desired process of inclusive Brazilian education.

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